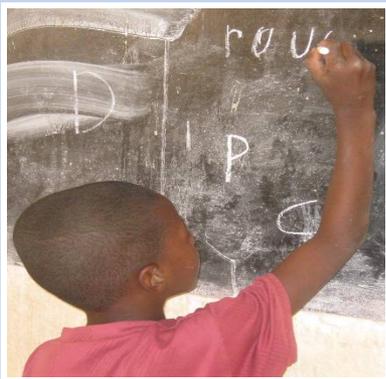




**USAID** | **MALI**  
DU PEUPLE AMERICAIN



# “Road to Reading”



# Scope

## Primary focus

- Improve the teaching and learning of reading and writing in the early grades

## Achieved through

- Training of teachers, principals, pedagogical counselors, and teacher training college professors
- Development and distribution of radio programming and instructional materials for teachers and students in Grades 1-3 in both classic and bilingual curriculum schools

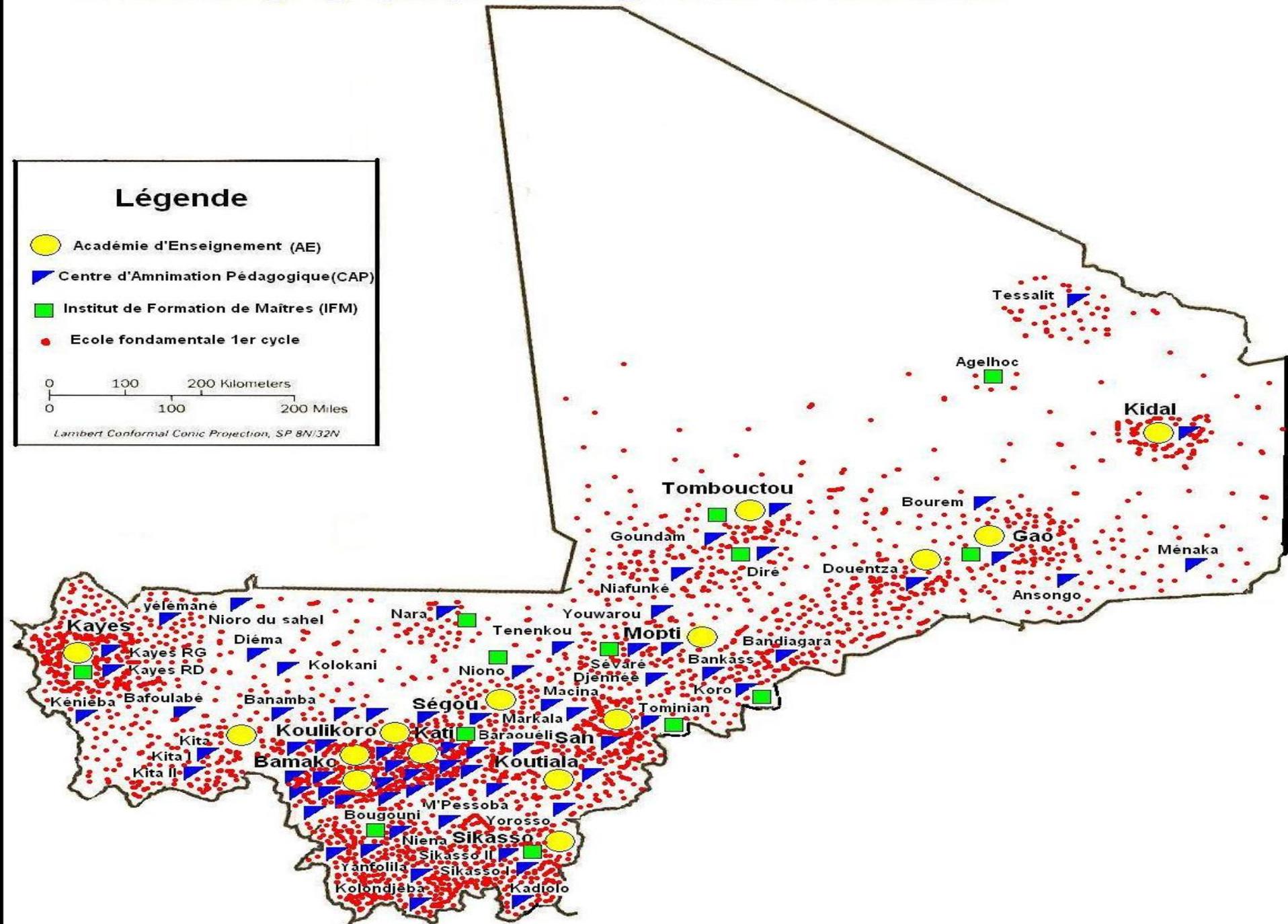
# Couverture géographique du Programme USAID/PHARE

## Légende

- Académie d'Enseignement (AE)
- ▲ Centre d'Animation Pédagogique (CAP)
- Institut de Formation de Maîtres (IFM)
- Ecole fondamentale 1er cycle

0 100 200 Kilometers  
0 100 200 Miles

Lambert Conformal Conic Projection, SP 8N/32N



# Beneficiaries

## Nationwide

- IRI radio broadcasts to 7500+ schools, 30,000+ teachers and principals and 1,000,000+ students
- Balanced literacy training and materials to 3500+ schools, 10,000+ teachers and principals and 500,000+ students
- Radio and balanced literacy training to 1100+ medersas, 2200+ principals and French teachers and 40,000 plus students

# Challenge

1. Demonstrating measurable, significant impact from PHARE interventions (in particular radio and the balanced literacy approach) to improve student achievement in reading and teacher performance

# Impacted by

- Significant mobility among teachers trained in the balanced literacy approach (45%)
- Wide variability in competencies of pedagogical counselors at district level who serve as trainers for teachers and principals
- Insufficient quantities of balanced literacy materials in classrooms
- Limited capacity of PHARE to directly follow implementation due to budget constraints
- Wide variability in the degree of commitment of actors at the district level (directors and pedagogical counselors) and school level (principals)
- Variable quality of radio transmission

# Solutions

- Identification of 560+ target schools where teachers trained, materials available, and interventions are being consistently and effectively implemented
  - Twice a month monitoring and support from district pedagogical counselors
  - Baseline testing in a sample using EGRA or eEGRA
  - Telephone / text messaging contact from PHARE trainers and visits at least twice a year
  - Training in September (as opposed to later in the year)
- Implementation of a reward system (non-monetary) for district trainers, schools and teachers that excel
- System of PHARE zonal coordinators

# Challenge

2. Changing focus and priorities of USAID, with much greater emphasis on instruction in national languages in the early grades and successful transitioning to French in upper grades.

# Solutions

- Balanced literacy approach and strategies apply to any language.
  - Training of 1000+ bilingual curriculum schools in approach
  - Translation into bamanakan and distribution of texts in bamanakan for grades 1 and 2
  - Distribution of Ciawara lisent texts and teacher's guide from IEP's Read, Learn, Lead series

# Solutions

- Support to Ministry in generalizing the curriculum to 13 districts this year
  - Retooling the curriculum so it is based on balanced literacy principles
  - Development of training guides and modules
  - Training of central Ministry and district trainers
  - Development of tools and protocols for monitoring and support
  - Training of pedagogical counselors in monitoring tools
- Production of a grade 1 IRI series in bamanakan in process for broadcast next year

# Challenge

3. Increasing emphasis of USAID on objective, rigorous, evidence-based data to demonstrate impact and perception that student test data is the only valuable indicator of progress

# Solutions

- Ensure that 2013 final testing meets criteria of objective and rigorous.
- Advocate to do final evaluation in target schools
- Ensure that teachers understand evaluation criteria used in evaluating them and their students

# Solutions

- Provide teachers with tools for self-evaluation and formative evaluation of their students.
- Exploit the advantages of eEGRA for evaluation purposes
- As possible, future programming should include design controlled pilots interventions

# Perspectives

- Working at 150% to ensure that our target schools meet Mali's reading standards by the end of the program in 2013
- Developing alliances in harmony with USAID forward and new shifts in thinking to better position EDC for the next procurement
- Document PHARE successes in audiovisual and text formats