



EdData II

Early Grade Reading Assessment (EGRA) National Baseline Assessment in Mali

Report of Findings

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Report of Findings

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Education Division
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Prepared by

RTI International 3040 Cornwallis Road
P.O. Box 12194 Research Triangle Park, NC 27709-2194

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Abbreviations

AE	<i>Académies d’Enseignement</i> (Education Academies)
CAP	<i>Centres d’Animation Pédagogique</i> (Centers of Educational Support)
CEPROCIDE	<i>Le Centre de Promotion de la Citoyenneté pour un Développement durable à la base</i> (Centre for Promotion of Citizenship for Basic Sustainable Development)
CONFEMEN	<i>Conférence des ministres de l’Éducation des États et gouvernements de la Francophonie</i> (Conference of Ministers of Education for Francophone States and Governments)
CLPM	correct letters per minute
CP	<i>conseiller pédagogique</i> (pedagogical advisor)
CWPM	correct words per minute
DNP	<i>Direction Nationale de la Pédagogie</i> (National Directorate of Pedagogy)
DRPE	<i>Division Recherche Pédagogique et Evaluation</i> (Division of Educational Research and Evaluation)
EGRA	Early Grade Reading Assessment
IFM	<i>Institut de Formation des Maîtres</i>
LN	<i>langues nationales</i> (national languages)
LOI	language of instruction
MEALN	<i>Ministère de L’Éducation, de L’Alphabétisation et des Langues Nationales</i> (Ministry of Basic Education, Literacy, and National Languages)
MEN	<i>Ministère de l’éducation nationale</i> (Ministry of Education)
ORF	oral reading fluency
PASEC	<i>Programme d’analyse des systèmes éducatifs de la CONFEMEN</i> (Program for the Analysis of the Educational Systems of CONFEMEN Countries)
PHARE	<i>Programme Harmonisé d’Appui au Renforcement de l’Éducation</i> (Road to Reading)
PRODEC	<i>Programme Décennal de Développement de l’Education</i> (The Ten-Year Education Development Plan)
PTF	<i>Partenaires Techniques et Financiers</i> (technical and financial partners)
SES	socioeconomic status
UNICEF	United Nations Children’s Fund
USAID	United States Agency for International Development

Executive Summary

This study of early grade reading skills and classroom practices was conducted in three regions of Mali (Koulikoro, Sikasso and Ségou) in May 2015 at the end of the school year. Children in Grade 2 in *classique* and *curriculum* schools were assessed in letter-sound identification, individual word and short story reading, and reading comprehension. Children in *medersas* were assessed in basic oral French vocabulary knowledge. One class was selected for classroom observation in each of the sampled schools in order to help better understand prevailing teaching practice in the sampled schools.

This report summarizes the findings and describes the situation in classrooms in the three regions where data was collected—Koulikoro, Sikasso, and Ségou. The findings from EGRA 2015 are not directly comparable with those from a previous Early Grade Reading Assessment (EGRA) study conducted in 2009 because of differences in the sample; however, a general comparison of trends from both studies indicates that the situation for the vast majority of children remains the same—children in Mali cannot read in French or Bamanankan (according to school type) in the first two years of school. Nevertheless, assuming equal inputs, children who are learning to read in the language they speak at home (Bamanankan) have fewer zero scores and better accuracy (percent correct out of those attempted) than children learning to read in French.

Performance in *curriculum* schools. Grade 2 children that attend *curriculum* schools and are learning to read in Bamanankan could read a short passage of text, on average, at a fluency rate of 4 correct words per minute (cwpm). However, 66% of children could not read a single word of the story that was presented to them. Excluding the children who scored zero, the average reading fluency for children who could read at least one word was 12 cwpm. Of those children who could read part of the short story text, fewer than 15% in any region answered any questions correctly. Children performed best on the Letter-Sound Identification subtask, where the average (excluding zero scores) was 20 correct letters per minute (clpm), but item analysis reveals that the items they were reading correctly were mostly vowels. On the subtask of familiar words, children attempted to read 12 of 50 words, on average, and of these attempts, they read only one out of five (17%) of the words correctly. More than half of students in each region could not recognize any of the one- or two-syllable familiar words. The nonword decoding subtask, designed to determine whether children know how to use knowledge of letters to “sound out” unfamiliar words, revealed that 65%–80% of children (depending on the region) could not read a single word correctly. These findings suggest that the relatively positive skills development in letter-sound identification is not being used to help children recognize and decode words, as shown by the familiar and nonword reading subtask results. Therefore, it is not surprising that children are not recognizing words in the context of a sentence or short text either. Children in Sikasso had consistently lower scores on all Bamanankan reading subtasks.

In French, children in *curriculum* schools are acquiring some basic understanding of French, but this understanding is mostly related to classroom objects (e.g., “point to the pencil”). A large proportion of children could not identify body parts (e.g., “point to your arm”) or execute a prepositional command using basic classroom objects (e.g., “put the pencil under the paper”). Scores were consistently lower in the region of Sikasso on the Bamanankan

reading subtasks, while students in Ségou performed slightly better in French than the other regions. There is no significant difference between boys' and girls' performance on the core Bamanankan reading subtasks for this school type.

Poor performance in reading may be related to the lack of print materials in classrooms and homes. The lack of ability to read words points to the need for more practice with grade-level text and the need for explicit instruction related to decoding. In *curriculum* schools, children who said they have a textbook at school were two times more likely to be able to read at least one word. Similarly, if a child reported having any kind of reading materials at home, he or she was 1.8 times more likely to be able to read at least one word, and 1.6 times more likely if he or she reported having someone else at home who knows how to read.

Absenteeism, as indicated by students themselves and as recorded during classroom observations, is high. Additionally, at least 10% of children reported that they were repeating Grade 2.

Teachers' rates of reading varied between 27 and 86 cwpm, but all teachers were able to answer at least one question about the reading passage (on the subject of the reading assessment). Findings from the classroom observation exercise indicate that most classrooms are teacher-directed. For example, across all observations, a significant amount of instructional time was taken up by the teacher asking questions, and rarely, if at all, were students observed posing questions themselves. Very little actual reading was observed during reading lessons. On the other hand, the observed rate of student attention was high, and there was little observed off-task behavior on the part of the teacher.

Performance in *classique* schools. Students in *classique*-type schools have French as the language of instruction and the language in which they learn to read. On average, students read 3.2 cwpm, but 70% of children could not read a single word of the reading passage they were given. Given the high proportion of zero scores, and the few children who read any significant distance in the text, there was very little chance to truly measure comprehension. On letter-sound identification, the largest proportion of children scored in the range of 1–10 clpm, and only 10%–20% of children in any region could read more than 20 clpm. Item analysis suggests that children are most likely learning letter names instead of sounds, since the items that most children identified correctly were vowels. Nearly three out of four children (74%) in all regions combined could not read a single word in the list of familiar words. This is close to the proportion of zero scores on this subtask in 2009 (80%). On nonword decoding, 85% of children scored zero, and the average number of nonwords read correctly per minute was 1.4. Although this result does not differ largely from performance on the familiar word subtask, it suggests that children who were able to read some words in the familiar word subtask were probably reading them by sight rather than decoding. Children in Ségou outperformed other regions in French reading skills. A small number of children in Ségou read 30 cwpm or more, whereas no children in Sikasso did. Because of these children with a more-advanced reading ability, the mean oral reading fluency (ORF) in Ségou, when zero scores were excluded, was 15.5 cwpm, nearly double the non-zero mean in the other regions (7.9 in Koulikoro and 7.4 in Sikasso).

The scores in French oral vocabulary are similar to the scores of children in *curriculum* schools who are learning to read in Bamanankan and acquiring French as a second language, although one would expect students in *classique* schools to do much better because they

receive much more exposure to the French language than their curriculum school counterparts. There is no significant difference between boys' and girls' performance in this school type.

Absenteeism is high. Across *curriculum* schools, 12.6% of enrolled students were observed to be absent, 11.8% in *classique* schools, and 5.9% in *medersas*.

Average class sizes in *classique* schools are smaller than in *curriculum* schools.

In all schools, the blackboard is the most frequently used teaching resource.

Although teacher reading fluency is much higher in French in *classique* schools (even surpassing 100 cwpm for many teachers), more teachers in *curriculum* schools reading in Bamanankan were able to answer questions correctly about the reading passage. Reading aloud (individually and as a class) and writing (copying from the board) were the two most common types of activity. While the most frequently observed teacher behavior in most observation segments was asking questions, students in most classrooms tended not to ask their teachers any questions. This again indicates that students are not required to critically engage with the lesson material; instead, they are asked to perform discrete tasks and provide answers to teachers' questions. Data from the regression analysis shows that a student was two times more likely to be able to read at least one word if the child reported that the teacher gives homework and 1.9 times more likely if there is someone at home who knows how to read.

Performance in *medersas*. Children in *medersas* are learning French as a second language; they were assessed only in receptive oral French. However, as with the other school types, most children speak Bamanankan at home. Compared to the two other school types, there were many more students who were over age for grade, but absenteeism was lower according to student self-reports and classroom observation data. Teachers in observed Grade 4 classrooms in *medersas* allocated class time differently than did teachers in Grade 2 in the other school types – which is to be expected since the skills teachers focus on in Grade 4 should be different than those being taught during Grade 2. For example, in *medersas*, teachers taught grammar more than any other content area, and children were more often engaged in writing activities; however, very little reading was observed. As in other schools, instruction was very teacher-centered, and children were not asking questions or receiving individual feedback from the teacher.

Performance on the French vocabulary subtask was similar to Grade 2 performance in other regions—apart from responses for the vocabulary related to classroom objects, there were a high number of zero scores and low accuracy of responses. From only the one oral subtask in *medersas*, we cannot summarize whether children are learning to read or not. However, acquiring French oral language skills is necessary before children will be fluent readers in the language, and it is apparent that children have very limited ability in French.

Conclusion. The 2015 results are slightly more encouraging than the 2009 results; 66% of children in Grade 2 cannot read a single word in Bamanankan and 70% cannot read a single word in French, compared with 83% and 94%, respectively, 6 years earlier. However, this does not mean that more children know how to read now—it only means that more children demonstrated the ability to read at least one word during the 2015 data collection.

Performance in 2015 is still strongly skewed toward the low end of the distribution, with

most children able to read only 1–10 words, if any at all. In both *curriculum* and *classique* schools, children are learning some basic letter identification skills (either name or sound), but they are not being taught to apply these skills when decoding words or using letters as clues to identify common sight words.

According to the standards for familiar word reading promulgated by the Ministry of Education in 2011,¹ students in Grade 2 in *curriculum* and *classique* schools should be able to read, in French and Bamanankan respectively, 31 familiar words per minute. This survey revealed that overall, across the three target regions, only 2% of students were meeting this threshold. In Ségou, 5% of students in *curriculum* and *classique* schools were able to read 31 or more familiar words per minute. In Koulikoro, 2%, and in Sikasso, zero met the standard.

Based on the observations conducted, it is clear that teachers need to better structure their lessons. In particular, in all the types of schools included in this survey, day-to-day instruction needs to include more opportunity for students to build their vocabulary or familiar words as well as practice decoding skills, and more time is needed for children to individually practice reading short, decodable stories.

Teachers themselves demonstrate reasonable fluency when reading a short text in Bamanankan and even more so when reading in French. However, a significant portion of teachers struggle with comprehending what they read. Of the teachers teaching in French in *classique* schools, 53% could only answer half or less of the comprehension questions after reading a short passage. Of those teaching in Bamanankan in *curriculum* schools, 47% answered half or less of the comprehension questions.

Much more research can be conducted to understand the characteristics of the education system (such as teacher training and content of textbooks) that are linked to the poor learning outcomes measured by EGRA. However, we also know enough about successful methods for supporting children learning to read so that direct corrective action need not wait. In the absence of any further studies, the 2015 EGRA points to the critical need to improve children's opportunity to read by increasing print materials in classrooms and providing teachers with strategies for making use of those print materials in varied and effective ways.

¹ As per Décision No. 04336/MEALN-SG, *Portant standards en lecture dans les classes de l'Enseignement fondamental*, November 4, 2011

1. Background

1.1 Early grade reading in Mali

It is becoming increasingly acknowledged that in school, the early grades form the foundation of a child's lifelong learning. Developing a strong cognitive and linguistic foundation helps a child learn to read, which in turn, helps ensure a child's success in upper primary school, secondary school, and beyond. Consequently, a poor foundation will hamper a child's ability to succeed in school. The Early Grade Reading Assessment (EGRA) is a tool that helps monitor key aspects of reading acquisition. As a baseline assessment, the results help determine whether early grade students are currently learning how to read in Malian schools, and if not, what specific skills may be lacking. Subsequently, this information can inform the design and development of strategies to improve overall learning outcomes in the country.

Gross school enrollment rates in Mali have improved substantially over the past decades, increasing from 23% in 1971 to 59% in 2000, and climbing to 83% in 2011 and 2012. In addition to the efforts put forth by the Government of Mali to expand access to schooling, national plans have consistently recognized the need to improve the quality of basic education. In fact, directly following independence in 1960, Mali acknowledged the need to develop an education system more suited to meeting the needs of the country's children than the colonial system inherited from the French. The 1962 Education Reform Law was the country's first courageous demonstration of political will aiming to “decolonize the spirit,” link education to life, and use national languages to improve the quality of teaching. From that initial vision of reform through the overhaul of the education system begun in 2000 and up to today, the pursuit of quality education has been a constant priority for the Ministry of Education (*Ministère de l'éducation nationale* [MEN]).

However, Mali's initial commitment to adapting instruction to better align with daily life, including using national languages as media of instruction, only began to be realized in the late 1970s. Beginning in October of 1979, the reform of formal schooling in Mali can be summarized in three phases.

First, after the 2nd National Seminar on Education (held in Bamako in December 1978), and based on evidence of performance in reading in national languages, Mali began experimenting with the mother tongue as language of instruction in order to combat increasing school dropout and a constant decrease in students' ability in French. The use of national languages in education then began in 1979 in the regions of Koulikoro (Kossa and Djifina) and Ségou (Banankoroni and Zanabougou). This experiment aimed to improve the quality of an education system that was confronting low enrollment, poor outcomes (dropout rate, repetition, and exclusion) and low interest in school on the part of parents.

The second phase was characterized by experimentation and expansion (from 1987 to 1993) of the *Pédagogie convergente*, a form of bilingual education that introduced teaching the mother tongue at the same time as French in 1987, at first in just two schools in Ségou but then on an still limited, but larger scale. Schools implementing this bilingual curriculum were referred to (and still are) as “*curriculum*” to distinguish them from the schools that follow the approach of teaching only in French (those schools are referred to as “*classique*”).

However, it was in 2000, with the advent of the *Programme Décennal de Développement de l'Éducation* (PRODEC, The Ten-Year Education Development Plan), that a complete overhaul of the Malian education system took hold. PRODEC, adopted for the period 2000-2010, envisioned a more systematically aligned development of the education system through tightly coordinated efforts at the national level with those of the regional governing bodies, local communities and development partners. PRODEC prioritized quality basic education for all but included the reform of the entire education system prior to the implementation of the new policy in the Basic Education sub-sector. Throughout this time, improving the quality of education remained one of the MEN's top priorities, including commitment to the bilingual approach to basic education.

The guiding framework for basic education policy promoted the “curricular” approach, favoring a comprehensive and integrated vision of training in which the concept of competency became the organizing principle for all educational activities.

The third phase of reform in the education system has brought together the bilingual approach prioritized in the PRODEC and a competency-based curriculum that was developed in the early 2000s. Thus, a reformed, bilingual, competency-based curriculum was introduced in lower primary grades (first and second years of primary) beginning in 2002 in 80 schools. The objective of the bilingual curriculum was to capitalize on the experience of the *pédagogie convergente* while addressing some of its weaknesses. At present, this approach is being implemented in *curriculum* schools alongside schools that still adhere to a French-only program (*écoles classiques*).

Implementation of the new curriculum and of the bilingual approach suffered consistently from insufficient resources, inadequate supply of inputs, and insufficient support to schools and teachers trying to adopt the new methods. In his 2010 report, Varly notes a Ministry of Education study of the same year (AFD/MEALN, 2010) that summarized some of the issues regarding the implementation of the bilingual, competency-based curriculum:

- Teachers are not all fully bilingual.
- The language of instruction may be different from the language spoken at home.
- Reading methods are slow and not motivating for students.
- Teachers lack training to teach in national languages.

These findings echoed statements made by the former Minister of Education and conclusions from the 2009 EGRA study carried out by RTI International.

The 2009 EGRA study conducted with the Mali MEN and supported jointly by the William and Flora Hewlett Foundation (national languages) and the United States Agency for International Development (USAID) (French and Arabic) found that most Grade 2 students (83%) could not read a single word of grade-level text—regardless of language. The same study showed that nearly all Grade 2 students (99.3%) could not answer a single oral reading comprehension question correctly. Data collected through classroom observations concluded that teaching conditions in Mali were not conducive to learning, in general, and learning to read, in particular. Classrooms were overcrowded, few students had access to a textbook in school or other reading materials at home, and absenteeism was widespread. Teachers did not

have enough materials for teaching reading and did not give sufficient attention to individual reading methods. The structure of lessons varied widely among teachers.

A 2011 study by the *Conférence de ministres de l'Éducation des États et gouvernements de Francophonie (CONFEMEN)/Programme d'analyse des systèmes éducatifs de la CONFEMEN (PASEC)* found slightly more positive results in terms of reading, in French, in Grade 2. According to the survey report, only 22% of children were classified as having serious difficulty with reading; that is, they could not correctly read a sentence or a narrative text of two to three lines (PASEC, 2014).² However, many of the reasons for low performance found by this study are similar to those noted in the 2009 EGRA—poverty, lack of textbooks, poor school infrastructure, and lack of teacher training.

Another effort to diagnose reading (and math) on a large scale using a simple and reliable measure was implemented in Mali by a local non-governmental organization in 2011 and 2012.³ Known as Bèekunko, the most recent study (OMAES, 2013) showed that 39% of children aged 9–11 could not read past the letter identification task (requiring correct identification of 4 letters out of 10) in French and only 11% could read the short story text. In national languages (of which Bamanankan was one), 50% of children in the 9–11 age range could not identify 4 letters and only 7% read the entire story text.

Prior to the conflict the USAID/PHARE (*Programme Harmonisé d'Appui au Renforcement de l'Éducation*) program was centered around improving the quality of education, with a focus on literacy. This nationwide program also strived to improve MEN's reading and writing evaluation systems. The implementing partners included Education Development Center, Inc.; RTI; *Aide et Action*; Institute for Popular Education; and *Centre d'Appui à la Recherche et à la Formation*. The first EGRA in French and Arabic languages was conducted through this program, which was terminated early in 2013 following the March 2012 Coup d'Etat.

In 2011, the World Bank funded two education assistance efforts in Mali. Piloting Effective Early Childhood Development Services in Mali was implemented by Aga Khan Foundation and Plan International in the Mopti and Ségou regions respectively. This program was carried out between 2011 and 2013, and focused about on pre-primary education. In 2013, the Emergency Education for All program commenced in response to the civil unrest in the north (scheduled to continue until 2016). This \$41.7 million program focuses on providing assistance focusing on access to school, particularly in the northern regions of Mali.

Over the course of the 2014–2015 school year, the United Nations Children's Fund (UNICEF)/Save the Children and Right to Play led an effort that involved procuring and distributing teaching and learning materials to over 14 schools/410 students in the region of Sikasso. During the same academic year, Right to Play, Norwegian Refugee Council, *Welthungerhilfe*, and UNICEF distributed teaching and learning materials to 54 schools throughout the region of Ségou. Equally, the reading intervention of World Vision has

² The methodology (paper and pencil) and sample (including public, private, and community schools) were significantly different, so the results are not directly comparable with the EGRA results.

³ Based on the civil society-led, household sampling methodology of Pratham (India) and UWEZO (East Africa). See OMAES (2012) and OMAES (2013). Children aged 6 to 14 from all school types (public, private, community) and instructional models (classique, curriculum, medersa) were assessed.

reached at least 100 communes with the implementation of teacher training, the balanced literacy approach and support to school management committees. Ongoing efforts during the school year by local partners and donors include constructing and rehabilitating schools, training teachers, providing school meals, and establishing temporary learning facilities.

Regrettably, the momentum that was developing around reading improvement as a result of these various efforts has since been undermined by armed conflict and civil unrest. The destabilization of the country by armed factions in the north reached a critical point in 2012 when the National Movement for the Liberation of Azawad and Ansar Dine systematically attacked and took control of several major northern towns. These violent attacks led to the displacement of almost 475,000 Malians. Many of these internally displaced persons fled to central and southern Mali. Schools and educational facilities in northern and parts of central Mali were looted, damaged, or destroyed when armed groups used them as bases and training facilities. Many schools in the regions of Gao, Kidal, and Timbuktu were closed. “In Bamako, people who had fled from the north mentioned schooling as a primary motivation for bringing their children south to safer areas where schools continued to function” (Watchlist, 2013). However, displaced families faced challenges accessing the public schools in the south; an “estimated... 27% of students who had been in classes in the north were not able to continue their studies” (Watchlist, 2013).

In early 2013, some schools in the affected regions began to re-open; however, many factors still served as barriers to learning for many children, including a lack of learning materials, inadequate learning spaces and classrooms, insufficient numbers of available teachers, and continued risk due to ongoing conflict. Humanitarian Response reports that 430 schools remain closed in the regions of Gao, Kidal, Mopti, Ségou, and Timbuktu as of May 2015 (Humanitarian Response, Mali Education Cluster, 2015). Of these schools, at least eight are currently occupied by armed groups.

1.2 Objectives and Use of Assessments

The purpose of EGRA, in general, is to support countries in the process of measuring, in a systematic way, how well students in the early grades of primary school are acquiring reading skills. The hope is that data on student performance will help identify and address gaps in reading skills that are known factors in contributing to improved performance. The purpose of this assessment is to measure performance in reading in 2015 and to inform future USAID education activities in Ségou, Sikasso, and Koulikoro, and it will provide an additional comparison point for future EGRA assessments.

Specific research questions addressed during this study include the following:

1. How well are Grade 2 students who attend *curriculum* schools learning to read in Bamanankan in the regions of Ségou, Sikasso and Koulikoro? How strong is their understanding of basic oral French?
2. How well are Grade 2 students who attend *classique* schools in three regions (Ségou, Sikasso, and Koulikoro) learning to read in French?
3. How well are Grade 4 students that attend *medersa* schools in Ségou, Sikasso and Koulikoro learning basic oral French?

4. What classroom practices are used in the different school settings?⁴

RTI, the lead implementation partner, was responsible for overall project management and instrument development, and contributed expertise in electronic data collection of reading skills and education policy. RTI worked with *Le Centre de Promotion de la Citoyenneté pour un Développement Durable à la Base* (CEPROCIDE), a Malian nongovernmental organization and research firm. CEPROCIDE collaborated with MEN and led all field logistics related to data collection and the policy dialogue workshops, including management of electronic data collection hardware and software, with support from RTI.

2. Methodology

2.1 The EGRA Instrument

As detailed in Table 1, Grade 2 students attending *curriculum* schools were administered the Bamanankan EGRA and Grade 2 students in *classique* schools were administered the French EGRA. Only an Oral French assessment was administered to 4th graders in *medersas*.

Table 1: Assessment activities specified for each school type

Curriculum	Classique	Medersa
EGRA Grade 2 (Bamanankan)	EGRA Grade 2 (French)	No EGRA
Oral French Grade 2	Oral French Grade 2	Oral French Grade 4
Student questionnaire	Student questionnaire	Student questionnaire
Classroom observation	Classroom observation	Classroom observation

Instrument adaptation. The fieldwork for this study in Mali in 2015 used instruments adapted from the USAID/Hewlett Foundation-funded instruments administered in Mali in 2009. Malian language experts, head teachers, and MEN officials contributed along with RTI and CEPROCIDE to the adaptation of EGRA-Mali assessment protocols in Bamanankan and French during a workshop in Mali in December 2014. The result of the workshop was a set of updated instruments, including three different reading passages in Bamanankan and French for piloting.

The main differences between the instruments used in 2009 and 2015 were a reduction in the total number of subtasks, reshuffling of the order in which letters and words are presented to students, and changes in the reading passage (see Table 2). These changes were implemented to align instruments with current best practices and lessons learned since 2009, while aiming to ensure some measure of comparability between 2009 and 2015. Another key difference is that whereas in 2009 the instruments were administered on paper, in 2015 they were administered on tablets.⁵ This does not affect the basic procedures for administration of the

⁴ Because the sample methodology focuses on student performance and not necessarily the classroom observations, the sample of 140 classrooms may be insufficient to report statistically significant differences of the classrooms' time on task among the different school types. Therefore, descriptive statistics (non-formal statistically significant differences) will be reported for the classroom observations.

⁵ Using Tangerine® software, designed by RTI specifically for use with EGRA. See www.tangerinecentral.org for more information.

assessment; with either approach, students are given printed materials from which to read letters, words, or text, and the assessor provides the same verbal cues. The difference is found in the assessor’s actions—marking student responses on paper or marking them electronically using the tablet.

The following four instruments were used:

- **Early Grade Reading Assessment (EGRA).** EGRA is an individually administered, 15-minute oral assessment of a student’s acquisition of literacy skills in the early grades. The final 2015 EGRA instruments included the following subtasks in either Bamanankan (*curriculum* schools) or French (*classique* schools): Letter-Sound Identification, Familiar Word Reading, Nonword Reading, Oral Reading and Comprehension, and French Oral Vocabulary.

Table 2: Subtasks for the 2015 EGRA

Subtask #	Subtasks	Changes from 2009
1	Letter-Sound Identification	The same letters were used, but randomized line by line.
2	Familiar Words	The same words were used, but randomized line by line.
3	Invented/Nonwords	The same words were used, but randomized line by line.
4a	Oral Reading Passage	A new reading passage was used, but it was very similar to the old passage (i.e., length or key vocabulary was changed).
4b	Reading Comprehension	Questions were aligned to the new passage, but not changed significantly.
5	French Oral Vocabulary	New

For a full description of each subtask, please reference *Annex B*.⁶ The EGRA instruments and accompanying assessor instructions are presented in *Annex C*.

- **Student questionnaire.** After the reading assessment, a student questionnaire was administered to all selected students. The questionnaire gathered self-reported data about each student’s home background, accessible learning resources, school context, and interactions with teachers. The data obtained helps to understand the current situation of Malian students and may help to explain differences (using regression analysis) in reading performance as measured by the EGRA. The questionnaire contains 20 survey items that are posed directly to sampled students.

The instrument and accompanying assessor instructions are also presented in *Annex C* (see the last section of the assessor instructions for the subtasks).

- **Teacher Reading Skills Instrument.** Trained assessors also applied a simple assessment designed to evaluate teachers’ reading skills in the school’s official language of instruction.⁷ Assessed teachers were asked to read aloud a short

⁶ Additionally, please reference the online EGRA Toolkit. <https://www.eddataglobal.org/documents/index.cfm?fuseaction=pubDetail&id=149>

⁷ Due to an error in programming the final version of the instruments, teachers in *medersa* schools were not administered the reading assessment.

informational paragraph and answer four questions based on the text. Teachers' oral reading fluency and the number of correct responses to the comprehension questions were used as indicators of their reading ability. The goal was to obtain a high-level view of whether teachers can read and comprehend a simple text in the language in which they are supposed to be teaching children to read. Both the text and comprehension questions used for the teacher assessment were developed during the adaptation workshop.

The instrument and accompanying assessor instructions are presented in *Annex D*.

- **Classroom observation.** Teacher and student behavior were observed at 10 consecutive, three-minute intervals during a reading lesson given by a randomly selected teacher on the day of the assessment. Before the observation began, assessors confirmed and recorded the number of girl and boy students enrolled in the class and the language that was supposed to be used for instruction. During the observation, assessors recorded actual attendance to calculate the attendance rate for the day. At each three-minute interval during the course of the observation, the trained assessor recorded five items: (1) the lesson content, (2) the action of the teacher, (3) the proportion of students paying attention to the lesson, (4) the language of instruction, and (5) teaching and learning materials used during the reading lesson. After the observation, assessors recorded responses to two summary questions, which provide information on student participation and teacher pedagogical behavior. These data taken together create a picture of what happened during a reading lesson. The aggregation across schools of these “pictures” serves as a profile of a “typical” classroom in each type of school.

The draft instrument and accompanying assessor instructions are also presented in *Annex D*.

Assessor training. A total of 54 assessors from the MEN and the three regions of the study (Koulikoro, Sikasso and Ségou) were trained to administer the instruments during a workshop held from April 13 to 24, 2015 in Ségou. At the end of training, 42 assessors were selected for the data collection. Fourteen teams were established: six teams for 60 *classique* schools, six for 60 *curriculum* schools, and two for 20 *medersa* schools.

Instrument piloting. After the assessor training, the instruments were piloted in 14 schools (436 students), April 22–23, 2015. The results of the pilot analysis allowed the research team to verify the integrity of the database produced by Tangerine, to receive feedback from assessors regarding questionnaires and procedures, and to analyze performance on the three different reading subtasks. Final changes based on the pilot analysis were integrated, and new, final instruments were prepared for data collection.

2.2 Sampling

This sample design was meant to be representative of the population of Grade 2 students attending public *classique* and *curriculum* schools as well as Grade 4 students attending *medersas* in three regions of Mali: Koulikoro, Sikasso, and Ségou.

The 2010–2011 school list, provided by MEN, was used as the sampling frame from which our sample was drawn. After excluding all schools not located in the three regions, private

schools located in the three regions, and public schools that were not one of the three types listed above, a total of 4,611 schools remained in our population of interest. These schools were stratified by region and school type (see Table 3). Within each stratum, 20 schools were sampled after sorting them by Regional Subareas (e.g., *Academie d’Enseignement*). Because the MEN 2010–2011 school census data provided enrollment figures by *Centre d’Animation Pédagogique* (Center of Educational Support [CAP]) and not for each school within the target CAPs, we were not able to sample schools proportional to grade enrollment. Therefore, schools were randomly sampled with equal probability within each stratum.

Table 3: Mali 2015 sample summary of schools, classrooms/teachers, and students

Stage #	Item Sampled	Stratification	Sample Probability
Stage 1	Schools (<i>n</i> = 140)	Region + School-Type (<i>n</i> = 7)	Equal
Stage 2	Teachers/ Classrooms (<i>n</i> = 140)	<none>	Equal
Stage 3	Students (<i>n</i> = 2,800)	Gender (<i>n</i> = 2; female or male)	Equal

For each selected school, five replacement schools that most resembled the originally sampled schools (school type, enrollment figures) were also selected to take the place of each sampled school in the event that said school was deemed unfit for assessment (incorrect school type, insufficient sample, located in an area that would pose danger to the assessors).

When the assessment team arrived at each selected school, the team randomly sampled one Grade 2 teacher (or Grade 4 teacher in the case of *medersas*). The selected teachers were observed giving a reading lesson. The selected teachers in *classique* and *curriculum* schools were also given a reading assessment in the schools’ language of instruction.

For only the Grade 2 *classique* and *curriculum* schools, the team then sampled 20 Grade 2 students per school, stratified by gender, with equal probability to participate in the EGRA and student questionnaire. It should be noted that the student sample was completely independent of the sampled classroom/teacher; therefore the data do not allow for statistical analysis of classroom/teacher characteristic with student performance. For a more detailed look at the final sample counts, please see Table 4.

Table 4: Final sampled counts of schools, classrooms/teachers, and students

Stratum		Sampled Count		
Stratum Number	Region (School Type) Grade	Stage 1: Schools	Stage 2: Classrooms/ Teachers	Stage 2: Students
1	Ségou (curriculum) Grade 2	21	21	405
2	Ségou (classique) Grade 2	22	20	407
3	Koulikoro (curriculum) Grade 2	21	21	405
4	Koulikoro (classique) Grade 2	23	23	419
5	Sikasso (curriculum) Grade 2	21	21	410
6	Sikasso (classique) Grade 2	20	20	383
7	Combined 3 Regions: (medersa) Grade 4	21	18	397
-	Total	149	144	2,826

Note: The 20-student sample at each school was completely independent of the sampled classroom/teacher; therefore, the data do not allow for statistical analysis of classroom/teacher characteristic with student performance.

School verification. USAID and RTI worked diligently to try and access school census data (including school-level enrollment and contact information). USAID was able to confirm with the *Direction Nationale de la Pédagogie* (National Directorate of Pedagogy) that the 2011 partial school-level data provided on December 1, 2014 were the most recent available following the 2012 *coup d'état*. Although the dataset included school-level data with the following fields—*Région* (region), *Académies d'Enseignement* (education districts), *Centres d'Animation Pédagogique* (local education offices), *code établissement* (school code), *nom établissement* (school name), *statut établissement* (school type [public, private, or community]), and *type pédagogie* (school type [*curriculum*, *classique*, *medersa*])—it lacked enrollment and school contact information. In the absence of more current data, RTI used this dataset to draw the sample but had to manually follow up to verify enrollment information and school type. Without school-level contact information, CEPROCIDE traveled to schools to conduct school verification, confirm school enrollment and language of instruction, and obtain school contact information. CEPROCIDE conducted school verification visits in February/March in anticipation of the data collection in May 2015.

2.3 Data collection

Data collection took place over the course of two weeks, from May 4 to 28, 2015,⁸ which corresponds to the end of the school year. During this time, 14 teams of three assessors each (one field supervisor and two EGRA assessors) visited the sampled schools to collect data using the prescribed instruments. Data collection teams visited one school per day for each of 10 days. Team supervisors were responsible for communicating with the director, conducting introductions, and collecting the school information. Supervisors were also responsible for ensuring the overall quality and consistency of assessment procedures and protocols. The EGRA assessors administered the EGRA, the student questionnaire, the teacher interview, and the classroom observation.

Tablets were used for data collection to improve data quality and timeliness. The Tangerine® software is designed to increase data quality by automating skip patterns, ensuring that questions cannot be inadvertently skipped and that values entered fit within pre-determined specified ranges. Most importantly, Tangerine allows data to be uploaded on an almost daily basis such that statisticians can perform quality control checks. Field teams are quickly notified of any irregularities in the data so that the issue can be quickly resolved and overall data quality is preserved. We should note, however, that many schools selected for assessments were in very remote zones, particularly the *medersas*. In these areas, many assessors could not be reached for days at a time, even via telephone, since networks were not available. Thus, data could only be uploaded after the assessors returned to areas where they were able to receive a signal.

Information compiled from assessors' field reports provides additional insight into schools and challenges and limitations of data collection. In particular, assessors noted a high degree of absenteeism on the part of students and teachers (or simply a lack of teachers for the size of the school, requiring combined classes). Students were absent for many reasons, including non-payment of school fees or attendance at traditional ceremonies that require children at home (e.g., marriages). Furthermore, despite attempts to verify school type prior to data collection, some schools were not teaching in the language expected. For example, some schools that were registered as *curriculum* switched to *classique* due to a lack of trained curricular teachers, and some schools registered as *classique* were actually instructing in Bamanankan because this was the dominant language of the children. For these reasons, we replaced some schools with an alternate school in order to have sufficient sample size and accurate measurement according to language of instruction.

3. Findings for *Curriculum* Schools: Student Performance Reading Bamanankan

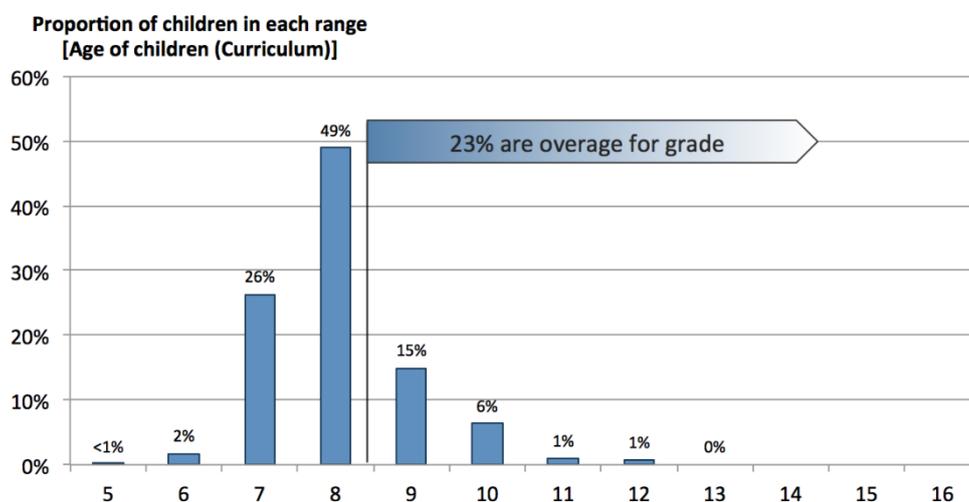
3.1 Descriptive Characteristics

Students. The students sampled in schools that use Bamanankan as the language of instruction were mostly 7 and 8 years old, as expected. However, there were a few children

⁸ Data collection at most schools was completed between May 4 and 15, but due to a sampling error (some Grade 4 students assessed instead of Grade 2 students), assessors had to return to some schools to resample Grade 2.

that were underage for grade, and about 23% were overage for grade (see Figure 1). In 2009 and 2015, the average age for this grade level was 8.

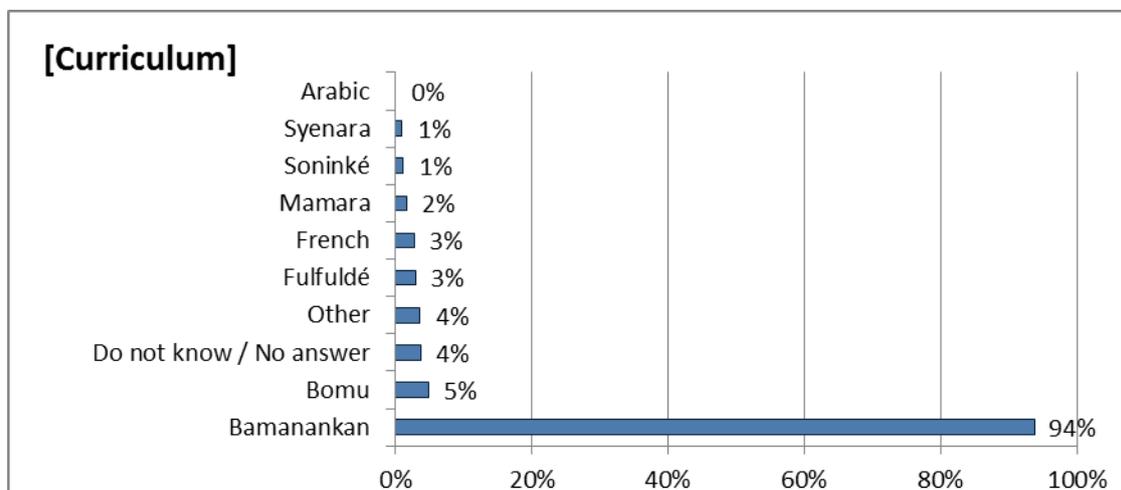
Figure 1: Distribution of students by age (*curriculum* schools)



This is important to note because being overage for grade is a factor that has been associated with lower reading scores. For example, in the Philippines, Grade 3 students who were overage for grade read 14–15 words per minute less in English and Filipino reading fluency assessments than children who were the appropriate age.⁹ Children may be overage because they are repeaters, and therefore have characteristics that already put them at a disadvantage academically. In the current situation in Mali, children may be overage because they were out of school for a period of time because of the conflict.

The language spoken at home was predominantly Bamanankan, although some other languages were represented, as shown in Figure 2. Approximately 4% of children did not answer this question.

Figure 2: Language spoken at home (*curriculum* schools)



⁹ RTI International. (2013). *PhilEdData I: EGRA results report*.

Each child was also asked to answer a series of questions about their home and family situation. This information provides context that can help explain the results. For example, more than half of children said that they do not have a reading book at school; even more said that they do not have books at home either (see Table 5). We know that access to print both in and out of the classroom is consistently correlated with higher reading outcomes in the early grades.¹⁰ Table 5 summarizes the responses to the questions from this questionnaire.

Table 5: Curriculum schools – Grade 2 student-reported school and household characteristics

Question	Yes	No	No Answer
Do you have a reading book?	41%	56%	3%
... (if yes) Can you take it home with you?	60%	39%	1%
Do you have other things to read at home?	26%	71%	3%
... (if yes) Are any of them in Bamanankan?	76%	22%	1%
Does anyone in your family know how to read?	86%	11%	3%
Did you attend kindergarten?	64%	34%	2%
Were you in Grade 2 last year?	9%	89%	2%
Does your teacher give you homework?	65%	33%	2%
... (if yes) Does anyone ever help you do your homework?	64%	36%	0%
Were you absent from school at all last week?	38%	61%	1%
... (if yes) How many days?	(1–2 days) 66%	(4–5 days) 14%	(Don't Know) 1%

Although there is a lack of reading materials in the home, the student responses suggest that many children are doing school work at home and are often supported by a family member. Self-reported absenteeism was high, with 38% of students saying that they were absent some time during the previous week and a majority of those who were absent (66%) saying that they missed 1-2 days. Additionally, 10% of children reported that they are repeating Grade 2, which explains a portion of the over-age children.

Teachers. Demographic data was not gathered from teachers, and no teacher questionnaire was administered. However, teachers were asked to read a paragraph in Bamanankan that described the purpose of EGRA, and then answer questions about it. This was designed to help determine whether teachers themselves have elementary reading and comprehension skills in the language of instruction. In these schools, the range of reading fluency for teachers was between 27 and 87 cwpm, with a mean of 63. In the absence of language- and country-specific standards for teachers' reading ability, one can refer to the range of 40 to 60 cwpm for oral reading fluency that in most languages has been shown to correspond to where one begins to read with comprehension. However, one would expect adult fluency to peak at

¹⁰ From a sample of RTI-administered studies, children who report having access to books at home score between 6 to 8 correct words per minute (cwpm) higher on reading than their peers who do not. All reports available on www.eddataglobal.org

double to triple that range.¹¹ It is worth noting that 19% of teachers in *curriculum* schools read less than 40 cwpm.

Teachers were also asked four questions related to the paragraph. All teachers were able to answer some of the four questions; on average, teachers correctly answered 65% of the questions possible. Figure 3 shows that the distribution across possible scores was relatively even—around 25% of teachers in each category—with the exception of the “zero” score. In other words, all teachers were able to answer at least one question.

Figure 3: Distribution of teacher comprehension scores (*curriculum*)

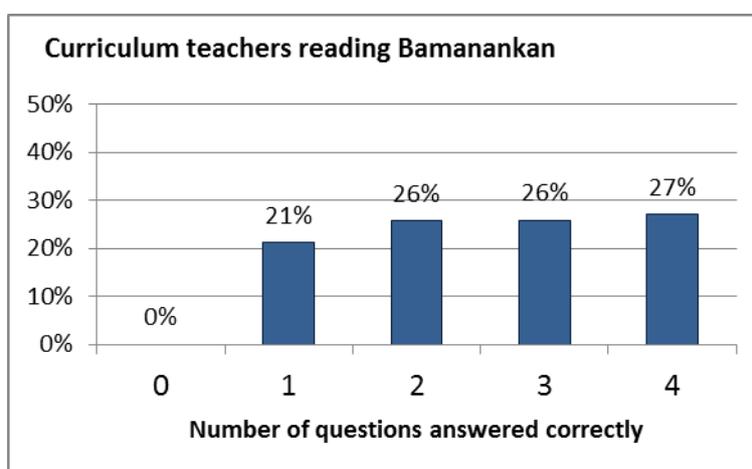


Table 6 shows that teachers who answered more than two questions correctly were reading at least 46 cwpm.¹²

Table 6: Teacher reading and comprehension (*curriculum*)

Number of questions answered correctly	Range	Mean	Beta	p-value
0 (0%)	n/a	n/a	n/a	n/a
1 (25%)	[27,86]	58.09	-13.17	0.011
2 (50%)	[28,87]	61.45	-9.82	0.044
3 (75%)	[46,86]	62.48	-8.79	0.05
4 (100%)	[48,86]	71.26	0	-

Classroom characteristics. During the classroom observation, assessors confirmed both the number of students enrolled in observed classrooms and the number of students present in class during the observation. Table 7 shows the average enrollment and attendance, and the proportion of students absent on the day of the assessment. The average class size in observed

¹¹ See University of Oregon Center on Teaching and Learning (2012). Benchmarks based in part on research by Hasbrouck and Tindal (1992) on the reading fluency of adults, which concluded that the least fluent adults in the context of the USA (reading in English) read at 159 cwpm; students in 9th through 12th grade normally read between 180 and 200 cwpm.

¹² Fluency is not the only factor that contributes to comprehension, and the relationship is not perfectly linear; life experience and familiarity with the subject matter (in this case, the purpose of the reading assessment) will also help or hinder reading comprehension.

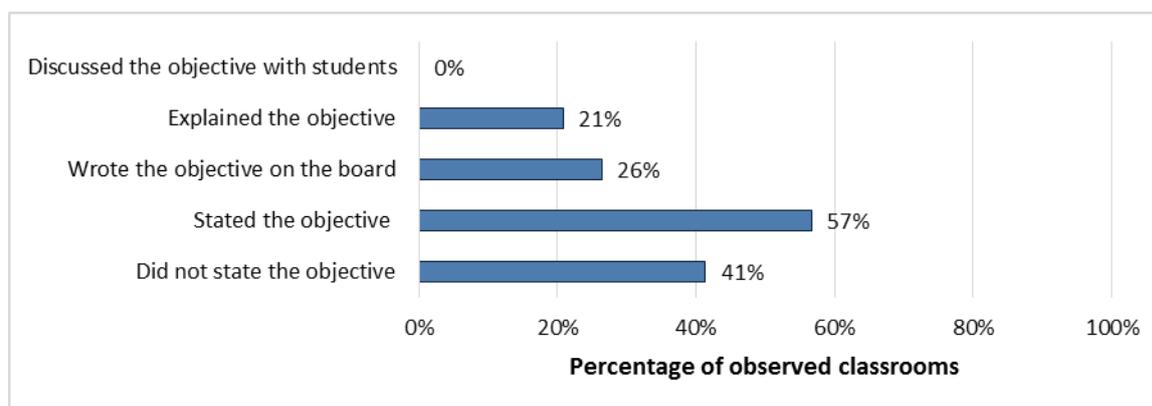
curriculum classrooms was large (i.e., more than 53 students per class) and was composed of slightly more boys than girls. Notably, 13% of enrolled students were absent from class on the day of the observation.

Table 7: Average enrollment and attendance in observed *curriculum* classrooms

	Enrolled in class	Present in class	Absent (%)
Girls	25	22	13%
Boys	28	25	12%
Total	53	47	13%

Classroom teaching (findings from the observation instrument). Also according to information from the classroom observation instrument, the majority (57%) of teachers in observed *curriculum* classrooms stated the objective of the lesson at some time during the 30-minute observation (see Figure 4 below). Relatively fewer teachers wrote the objective on the board (26%) or explained the objective (21%), and no teachers were observed discussing the objective with students.

Figure 4: Teachers' presentation of the lesson objective (*curriculum* schools)



Note: Numbers do not sum to 100% because more than one response was possible.

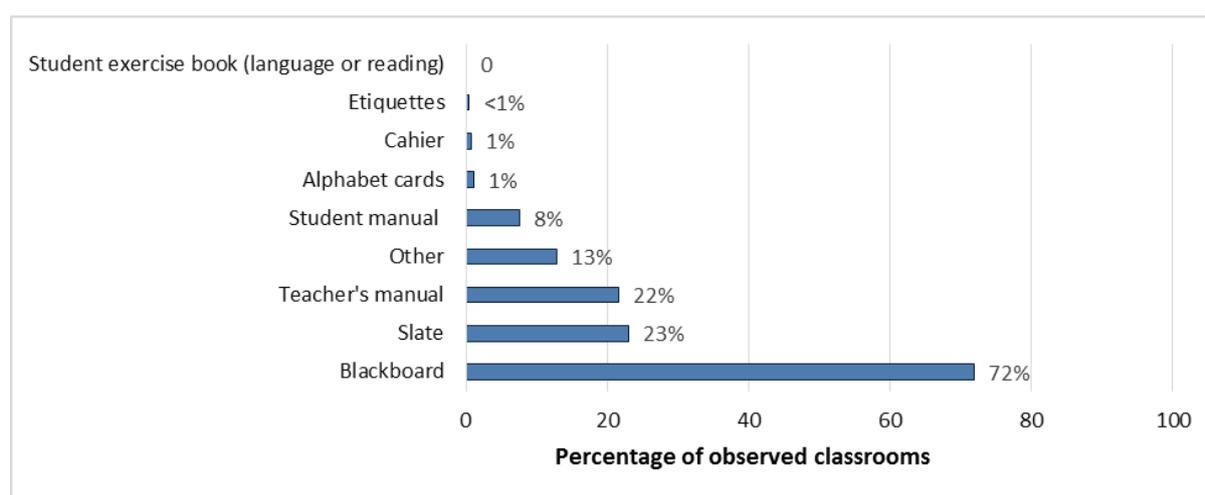
Students in *curriculum* classrooms were not observed posing questions of any sort to the teacher in any of the 63 selected classrooms. On average, across all school types, students did ask the teacher questions in approximately 11% of classrooms. Therefore, this teaching practice appeared not to be used in observed *curriculum* classrooms although it is present elsewhere in Mali. Some teachers posed questions to the class and to individual students in these classrooms; this behavior coupled with the lack of student-led questions (whether for clarification or further understanding) suggests that most observed reading lessons were teacher-directed.

Every three minutes during the observed reading lesson, assessors recorded the lesson content, the teacher's actions, whether most students were paying attention to the lesson, the language of instruction, and the teaching materials (e.g., teacher's manual, student exercise

books) used in the classroom. These snapshots, or observation segments, of the reading lesson can be plotted over the entire observed lesson to portray what is occurring in the sample of classrooms during reading lessons.

Figure 5 depicts the teaching materials teachers and students were observed using in *curriculum* classrooms during reading lessons. As can be seen, the blackboard was the most commonly used tool in reading lessons: it was observed being used in 72% of all lesson segments. Other pedagogical supports were only observed sparingly: teachers rarely were observed using manuals (22% of the time), and students used slates irregularly (23% of the time). It is notable that student reading manuals were rarely employed (8% of the time), and exercise books were not used at all during observed reading lessons in *curriculum* schools.

Figure 5: Classroom instructional resources in use (*curriculum* schools)



Note: Numbers do not sum to 100% because more than one response was possible.

Annex E provides a detailed profile of instruction in *curriculum* classrooms. The main findings are summarized here but refer to data presented in Figure E-1 in the annex. In the selected *curriculum* schools, Bamanankan is the language of instruction. During observed reading lessons, the vast majority of instructional time (94%) was spent talking and teaching in Bamanankan, and code-switching to either French or another national language was infrequently observed (4% and 2% of the time, respectively). Of 63 total classroom observations in *curriculum* schools, lessons in two classrooms in *curriculum* schools were actually taught entirely in French. In these cases, the two schools may simply have been misclassified as *curriculum*. In one other classroom, the lesson was entirely taught in another mother tongue language, not Bamanankan (unfortunately, the observer in that classroom did not record the other language being used, nor can we offer an explanation as to why this one teacher used a different language). The only evidence of code-switching was when one class switched from Bamanankan to another national language partway through the lesson, but then immediately switched back. Therefore, aside from this handful of exceptions, the use of instructional language appears uniform across the observed *curriculum* classrooms.

In terms of student attention and time on task, assessors were prompted to record whether more than half of students were paying attention to the lesson or whether more than half were not paying attention to the lesson. In observed *curriculum* classrooms, assessors found that

more than half of students were paying attention to the lesson approximately 90% of the time. At the beginning of the lesson observation, more than half of students were paying attention to the lesson in more than 95% of classrooms. Although this proportion waned over the course of the observations (to 86% by observation segment 10), most students were still paying attention to the teacher by the end of the lesson.

Variation was seen in observed *curriculum* classrooms in terms of the proportion of time allocated to certain curricular content. Lesson content was mostly concentrated among five curricular categories: reading aloud (either as individuals or the whole class), copying from the board, grammar, oral comprehension, and vocabulary. Between 25% and 35% of classes were observed engaging in either reading or writing activities throughout the observation segments. However, reading activities mostly centered on individual students taking turns reading a text aloud to the class; relatively few classes read aloud as an entire class or allocated time to silent reading. Writing activities largely centered on students copying words or phrases that the teacher had written on the blackboard rather than the production of written texts or penmanship. On average across all the observations of lessons in *curriculum* classrooms, less than half (41%) of the available time was devoted to activities related to grammar, oral comprehension, vocabulary, or oral expression. Across these categories, there appear few discernable trends, except for the slight increase in writing (driven by a small increase in penmanship) and oral expression activities toward the end of lessons.

With regard to observed teacher actions, a significant proportion of teachers began and concluded reading lessons by either talking to students or writing on the board. This was the most frequent teacher action observed in *curriculum* schools; the proportion of teachers observed exhibiting these actions remained greater than 20% across all observation segments, although the proportion was lower in the middle of the observation. As the teacher's talking or writing on the board decreased, the frequency of other pedagogical behaviors increased. More teachers tended to pose questions to students during observation segments six and seven, suggesting that it may be more common to employ this pedagogical approach during the middle of the lesson. In addition, the proportion of teachers observed monitoring or assessing students tended to increase over the course of the lesson, indicating that some teachers used the latter part of the lesson for individual exercises or practice.¹³ Some teachers (approximately 20%) began the lesson by reading to the class, though the frequency of this behavior decreased over the course of the observations. Other pedagogical behaviors, such as assisting students or leading choral repetition, were not commonly observed in *curriculum* classrooms. Positively, the proportion of teachers observed engaging in off-task behaviors was low (less than 10% across all observation segments).

3.2 EGRA Results Summary

In 2009, the study showed that children in curriculum schools reading in Bamanankan performed as follows on the main subtasks (RTI, 2009):

- Letter sounds: 26% could not identify a single grapheme; on average, students identified 12 correct letters per minute (clpm).

¹³ Monitoring behavior was taken to mean walking around the classroom and observing students engaged in individual (or group) work.

- Familiar words: 72% could not read a single familiar word; on average, students read 2 correct familiar words per minute. Only 2% of students met the MEN threshold of 31 familiar words per minute.
- Invented words: 86% could not decode a single nonword; on average, students decoded 1 correct nonword per minute.
- Short story: 83% could not read a single word of the story; on average, students read aloud 2 cwpm.

Given the very low proportion of children who were able to read any meaningful distance into the story, the comprehension scores measured were also very low.

This section shows, subtask by subtask, 2015 student performance in reading in the three regions. Table 8 summarizes average performance on each subtask, but it is important to note the large number of zero scores that contribute to those averages. The distributions provided later in the section show more detail. Although we remind readers of the results in 2009, we must compare the two assessments (2009 and 2015) with caution, given significant differences in the sampling frameworks.¹⁴

Table 8: EGRA results in *curriculum* schools: means and percentages of students scoring zero on each subtask

Subtest	Koulikoro		Sikasso		Ségou		Overall**	
	Mean	% zero	Mean	% zero	Mean	% zero	Mean	% zero
Letter sounds	17.3 (21.4)	19%	11.8 (16.1)	27%	18.3 (23.7)	23%	15.3 (19.9)	23%
Familiar words	5.4 (11.8)	54%	2.1 (6.3)	68%	5.9 (13.7)	57%	4.2 (10.5)	60%
Invented words	3.2 (9.3)	66%	1.3 (6.2)	80%	3.6 (13.7)	67%	2.5 (8.9)	72%
Short story reading	5.9 (14.3)	58%	2.1 (7.6)	73%	5.4 (15.0)	64%	4.1 (12.1)	66%
Reading comprehension*	6.3% (41.1%)	85%	1.4% (25.7%)	95%	4.9% (46.2%)	89%	3.7% (38.4)	90%
French vocabulary*	30%	11%	34.4%	4%	32.3%	11%	32%	8%

* Mean score for these subtasks is expressed as “percent correct out of total possible.” The other subtasks are timed and the mean scores are “items read correctly per minute.” Figures in parenthesis indicate the mean when zero scores are excluded. Note that where zero scores are high (i.e., reading comprehension), the average excluding zero scores will consist of very few students.

** Overall scores are weighted.

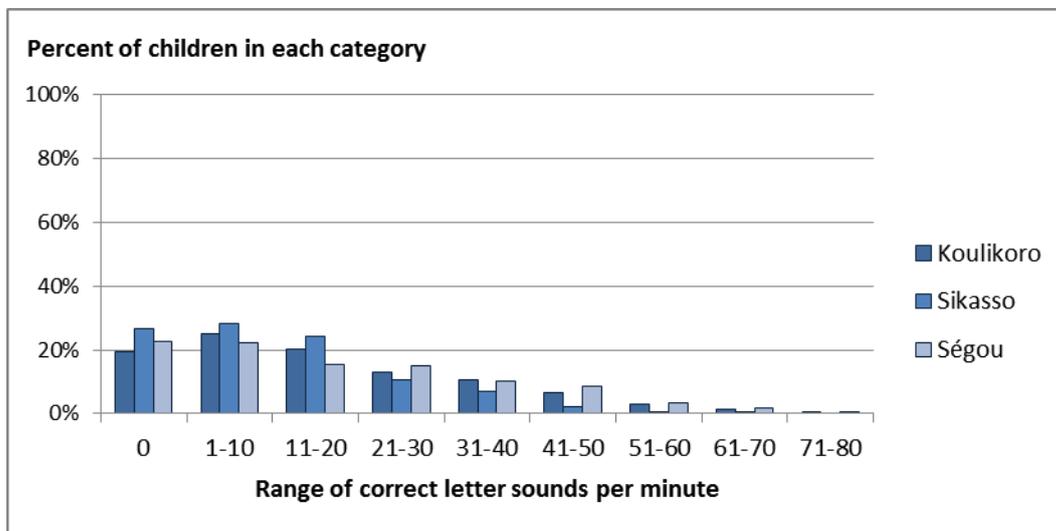
Letter sounds. Out of 100 letters presented, on average, children attempted 29 and identified 42% of them correctly. As shown in Table 8, the average clpm was 15; this measurement

¹⁴ The 2009 EGRA included the three regions of Sikasso, Ségou and Koulikoro, but also included Bamako RD, Bamako RG, Doutenza, Gao, Kati, Kita, Mopti, San and Timbouctou. That study sample was not drawn in a manner to enable disaggregation at the regional level (i.e., the number of schools/pupils from each region was too small to remain viable if treated at the regional level). Therefore it is not possible to compare performance in Bamanakan for the three regions surveyed in 2015. Additionally, the 2009 EGRA did not administer the French EGRA to any Grade 2 students attending *classique* schools.

reflects automaticity (speed) of letter recognition as well as accuracy. If we exclude from this calculation the students who could not read a single letter, than the average increases to 20 clpm. In other words, children needed, on average, two seconds to identify the sound of a letter, and they only gave the correct answer half of the time. Figure 6 shows the distribution of scores, by region. It shows that letter identification skills were weakest in Sikasso, where the percent of zero scores was highest for this skill and there were few children in the higher (above 10 clpm) ranges. Other data (not pictured) confirms that the mean score was lowest in Sikasso, and students only correctly identified a letter’s sound on 33% of the items attempted.

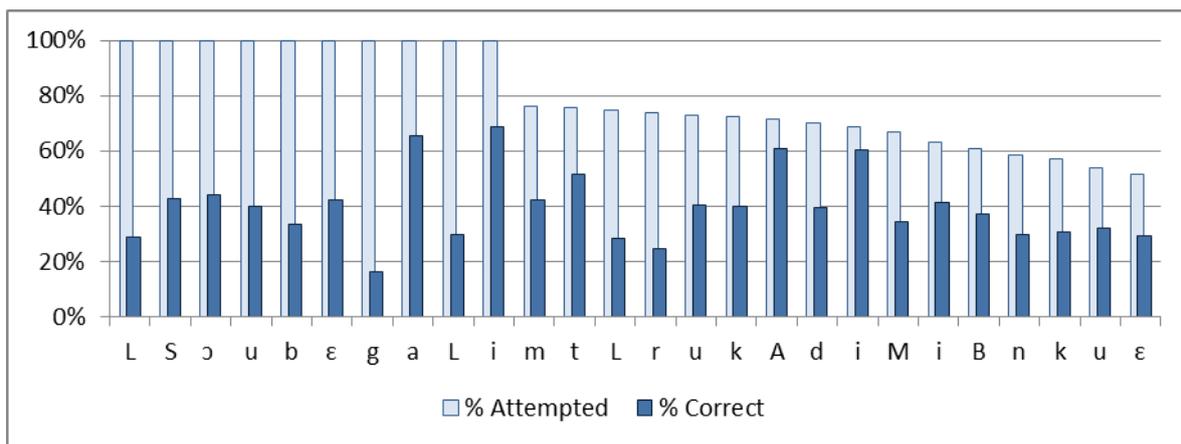
On the other hand, children in Sikasso and Koulikoro who could read 1 to 10 letters correctly outnumbered children who read nothing at all, while in Ségou, zero scores were the largest category. However, in Ségou, there were also more children who scored in the higher ranges (starting with 21 clpm) than the other regions, which explains why the average score shown in Table 8 is not the lowest among the regions despite the large proportion of zero scores.

Figure 6: Letter-sound identification – score distribution (curriculum schools)



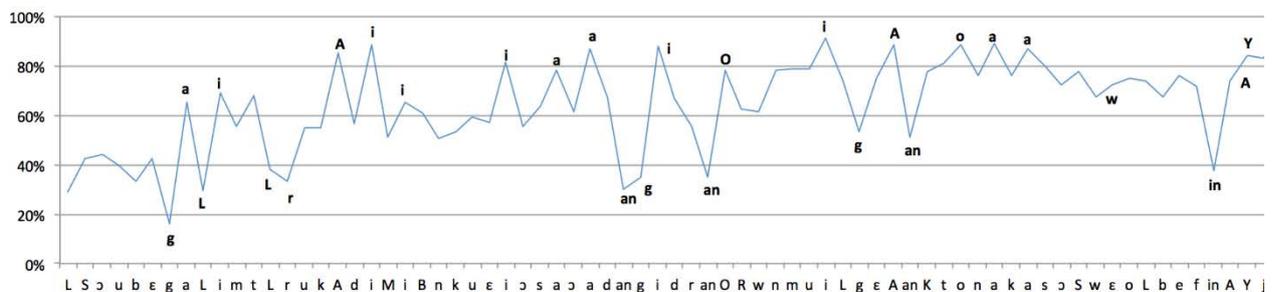
One of the fundamental principles underlying the development of EGRA globally and the selection of skills to measure is that the most of the subtasks are “instructionally transparent” (Gove and Dubeck, 2015), so that they can help inform instructional decisions. In the case of letter-sound identification, we can look more closely at the individual items to see what children know and do not know about letter sounds. Figure 7 shows the percentage of children who correctly identified the letters (arrayed along the x-axis), along with the percentage of children who actually attempted to read each letter. Only the first 26 letters are shown, which were attempted by at least 50% of the sample. It shows that all children attempted the first 10 letters. For some (those who did not get a single correct response), the subtask was discontinued after 10 items. Gradually, the number of children who attempted the items declined, according to how far they read before the 60 seconds elapsed.

Figure 7: Letter-sound item analysis (curriculum schools)



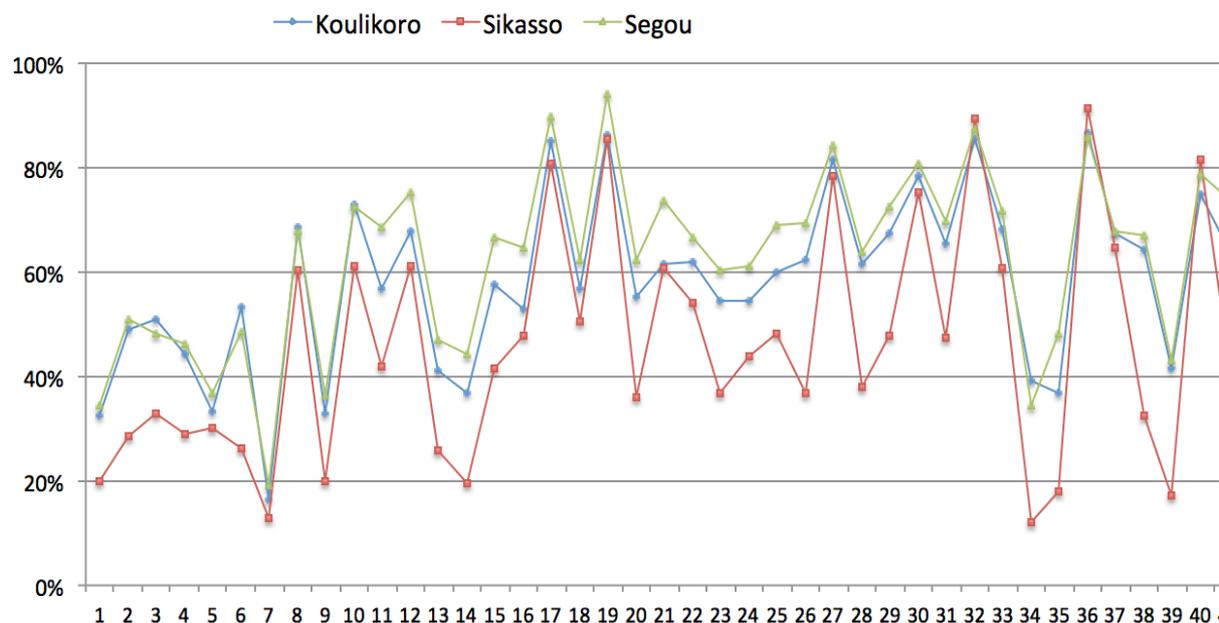
This reveals that children had more difficulty with some letters than others. For example, the “g” was read incorrectly by more than 80% of children. The letters most frequently identified correctly were vowels. In fact, if we look at the accuracy of letter-sound reading (what proportion of children who attempted to read the letter read it correctly), as in Figure 8, we see that no matter how many letters children attempted, the items they were reading correctly were most often vowels. The items that most children answered incorrectly were “g,” “l,” “r,” and digraphs such as “an” and “in.”

Figure 8: Letter-sound accuracy (curriculum schools)



This most likely indicates that children were giving the letter name rather than the letter sound (the vowels usually have the same sound as their “name”). Therefore, the clpm score was probably largely derived from children who advanced rapidly through the subtask by providing letter names instead of sounds. It would be worthwhile to verify this assumption against known instructional practices and experiences of the assessors. Figure 8 above shows the accuracy of responses for the whole sample, but when disaggregated by region, the pattern of correct and incorrect responses is remarkably similar, as shown in Figure 10, indicating very consistent instructional practice across the regions.

Figure 9: Letter-sound accuracy (curriculum schools, disaggregated by region)



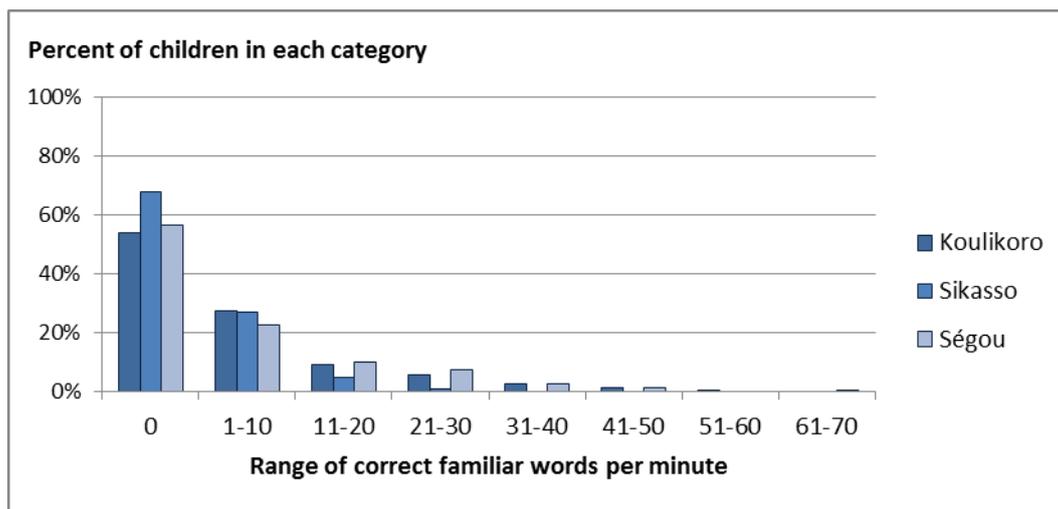
Familiar words. If children are not explicitly learning that letters are associated with sounds in a word, then they will have a more difficult time learning to read words and will need to rely on logographic (whole word) recognition. Ultimately, becoming a fluent reader means automatically recognizing words without spending time on the mechanics, such as decoding (Meyer and Felton, 1999); but in the early stages of reading, having clues based on letter sounds and common orthographic patterns is important. The familiar words subtask measures the ability to read common words. Children attempted to read 12 of 50 words, on average, and of these, read only 1 out of 5 (17%) of them correctly. More than half of students in each region could not recognize any of these very simple familiar words. As reported in Table 8, children read, on average, only 4.2 cwpm, or 10.5 if we exclude those with zero scores from the average.

Overall reading fluency improves when children start to automatically recognize individual words. In fact, the Pearson correlation between performance on the familiar words subtask and the reading fluency (short story) subtask for this sample is 0.931, which demonstrates a strong positive linear relationship between these two subtasks.

Performance on word reading was weakest again in Sikasso. Students, on average, were able to correctly read only 6% of the words they attempted, compared with 16% in Ségou and 14% in Koulikoro.¹⁵ As shown in Figure 10, Sikasso had the largest proportion of zero scores (68%) among the three regions, and almost no students reading more than 20 cwpm.

¹⁵ Statistically significant ($p < 0.05$) in both cases

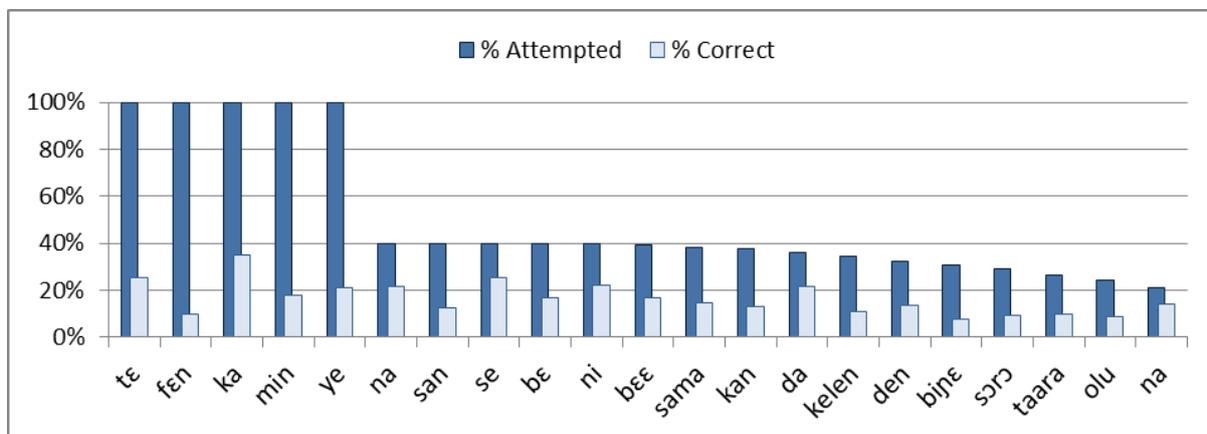
Figure 10: Familiar word reading – score distribution (*curriculum* schools)



As can be seen in the distribution shown in Figure 10 above, very few students in all three regions were meeting the MEN standard for familiar word reading (31 wpm). The highest percentage meeting the threshold was 4% in Ségou and Koulikoro. No students met the standard in Sikasso.

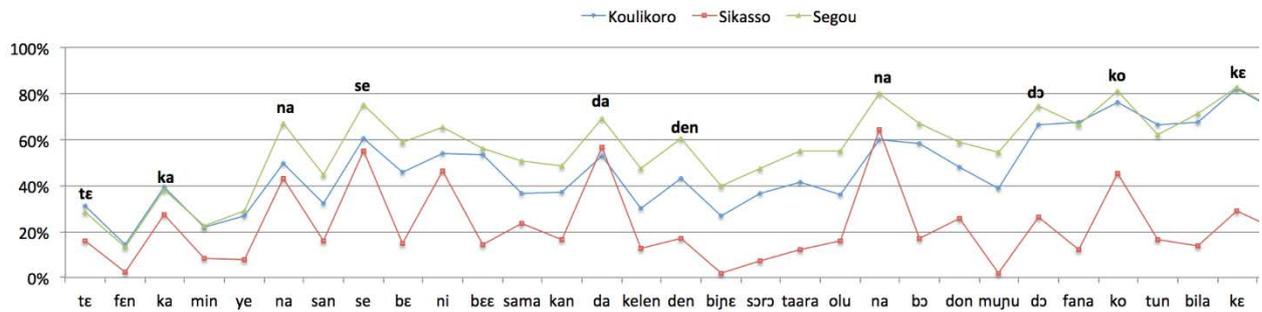
The words in the grid presented to children are those that appear frequently in the language, according to analysis of grade-level instructional materials. The words are one- and two-syllable words such as “ye,” “min,” “bɛ,” and “kelen.” Again, item analysis can provide a more useful picture of what children actually know. Figure 11 shows that at least 60% of the children discontinued the test after the first five words. None of the first 5 words were read correctly by more than 35% of the children.

Figure 11: Familiar word reading – item analysis (*curriculum* schools)



The test is designed so that all items are of approximately equivalent difficulty. For the 2015 Mali EGRA, disaggregation by region, according to accuracy (percent of children who answered correctly out of those who attempted), shows that children had a tendency to read short, one-syllable (two-letter) words correctly, but for longer words, the majority of children struggled to recognize these familiar words; this pattern was consistent across regions (see Figure 12).

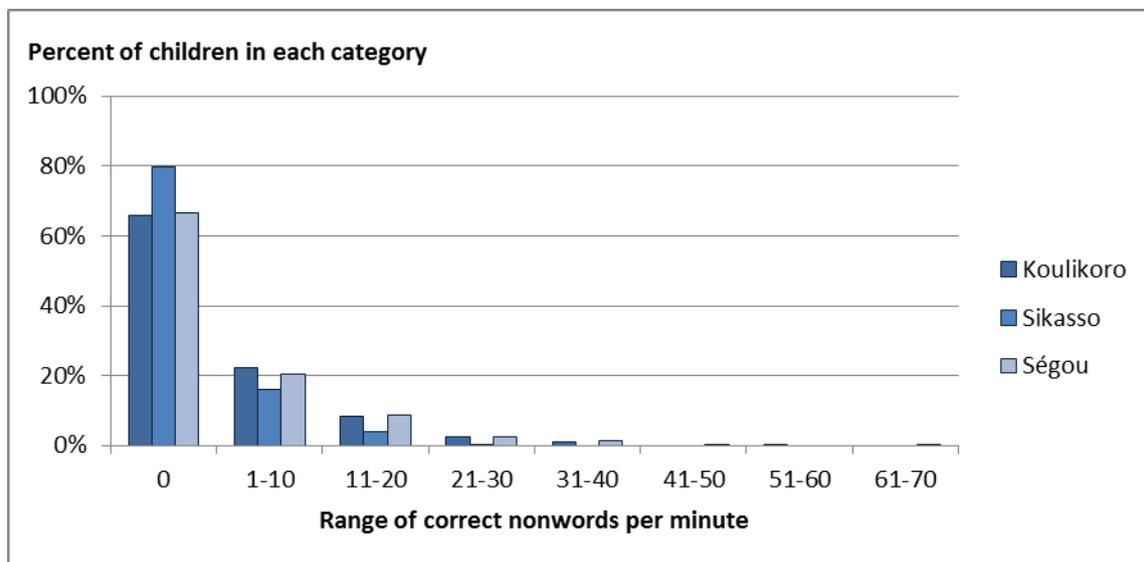
Figure 12: Familiar word reading – item analysis by region (curriculum schools)



It will be important for the Malian education officials to interpret this information in line with the MOE’s established standards. However, we do know that some of these words (“ka,” “be”) were seen again in the short story subtask. Knowing these words automatically would have helped children succeed in reading sentences and paragraphs; therefore, it is clear that most children lacked sufficient word recognition skills and therefore could not score well when asked to read a short text.

Nonword reading. The pattern of performance for nonword reading was similar to that of familiar words, with by far the largest proportion of children scoring zero. The gap between the zero scores and the next category of performance—1 to 10 correct nonwords per minute—was even larger than the gap seen with familiar words because there were more children in each region who could not read a single word, and fewer who could read even one word (see Figure 13). The nonwords resemble familiar words (for example “zi,” “mo,” or “kiwo”) of one and two syllables, but they are words that children have never seen before, so the children need to draw on knowledge of letter-sound correspondence to decode the word. Although not pictured for this subtask, item analysis yields a similar conclusion as the analysis for familiar words—children were more likely to be able to read a short word made of two sounds (e.g., “ki,” “zaa,” “pa”) than words with more sounds.

Figure 13: Nonword reading – score distribution (curriculum schools)



Story reading. The short story read by children is reproduced below. When given this story, children attempted to read, on average, 13 words (until “Zan” on the first line) before the minute elapsed. Of these 13 words, they read only about 2 (16%) correctly. Not surprisingly, the average reading fluency across all three regions was low at only 4.1 cwpm. Although this is an improvement on the average of 2 cwpm recorded in 2009, it is still indicative of a lack effective reading skill development. If zero scores are not included, the mean increases to 12 cwpm. In other words, for students who could at least read one word, the average reading fluency was three times higher.

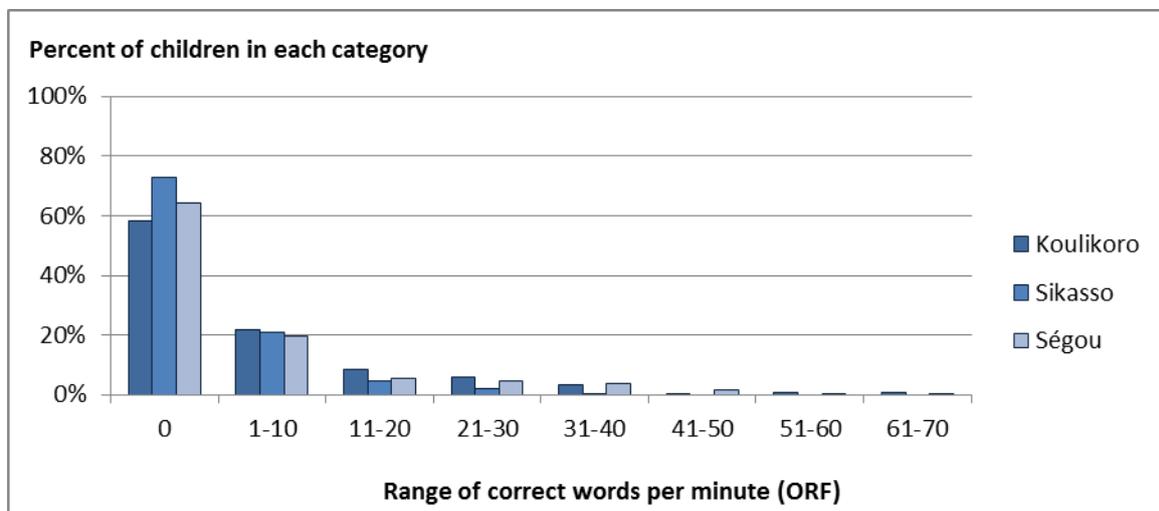
Exhibit 1: Short story read in Bamanankan schools

Ali taara u ka dugu la. Don o don Ali n’a terikε Zan
 bε taa u ko kɔ la. U ye koro faga don dɔ. Ali ba ye
 koro tobi. U n’u teritɔw ye sogo dun. O duguje,
 teriman fila taara sogo wεrε faga.

This reading passage is almost identical to the one used in 2009, except that it was made shorter by eliminating one sentence. Therefore there is no difference between the first 30 words in the passage. In addition to a slightly higher average words-per-minute score, there were fewer overall zero scores in 2015 than in 2009; 66% across all three regions in 2015 compared with 76% in 2009. Again, this is encouraging, but the decline in zero scores should not divert attention from the fact that two out of three children in Mali show no reading ability in the language of instruction of the school they attend.¹⁶

Figure 14 shows the distributions of reading fluency scores for students in each region. Story reading skills were again weakest in Sikasso, where a higher percentage of students scored zero; the average reading fluency was lower; and the percent correct (out of those attempted) was substantially lower, at 9.6%, than the other two regions where children read correctly at least 20% of the words they attempted.

Figure 14: Story reading – score distribution (curriculum schools)

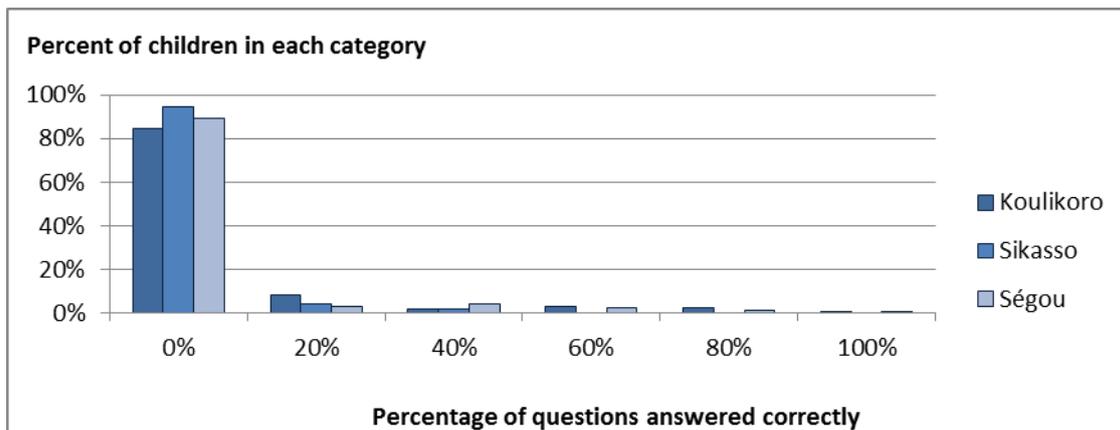


¹⁶ See also disclaimer about comparability of results in the Executive Summary and Conclusion sections of this report.

It is important to recognize how the subtasks, of gradually increasing difficulty, support development of an overall picture about reading skills in the sample, and subsequently provide clues for how to improve reading. It can be extrapolated from the 2015 data that the relatively positive performance in letter-sound identification is not being used to help children recognize and decode words, as shown by the scores on the familiar and nonword reading subtasks above. Therefore it is not surprising that children are not recognizing words in the context of a sentence either. Children need explicit instruction related to decoding and more practice reading words, both individually and in the context of sentences.

Comprehension. Figure 15 shows the distribution of scores according to the number of questions answered correctly out of the total possible (five questions). However, because the number of questions asked for this subtask depends on the number of words read in the story, it is a logical conclusion that because there were so many zero scores in reading, there were equally as many—or more—zero scores for reading comprehension. Of children who could read part of the text, fewer than 15% in any region answered any questions correctly. Koulikoro had the highest proportion of children answering any number of questions correctly. If we look at the number of questions answered correctly out of the number of questions attempted, Koulikoro is still distinguished as being the highest performing region.¹⁷ Children in Koulikoro correctly answered 12% of questions attempted, while the average was only 4% in Sikasso and 7% in Ségou.

Figure 15: Reading comprehension – score distribution (*curriculum* schools)



Another way to look at this data is by showing the proportion of correct responses based on the number of questions attempted rather than the total of five questions. Table 9 shows that, for example, of the children who attempted to answer two questions (because they read far enough in the text to be asked two questions), 7% of them gave the correct answer for both. Note, however, that the actual number of students concerned is very small (as shown in the column “N=”). With one exception, regardless of how many questions children attempted, the majority were still unable to answer even one correctly. The few children who read the entire passage and attempted to answer all five questions had mixed results, but nearly half could answer at least one or two questions correctly.

¹⁷ Statistically significant ($p = 0.05$)

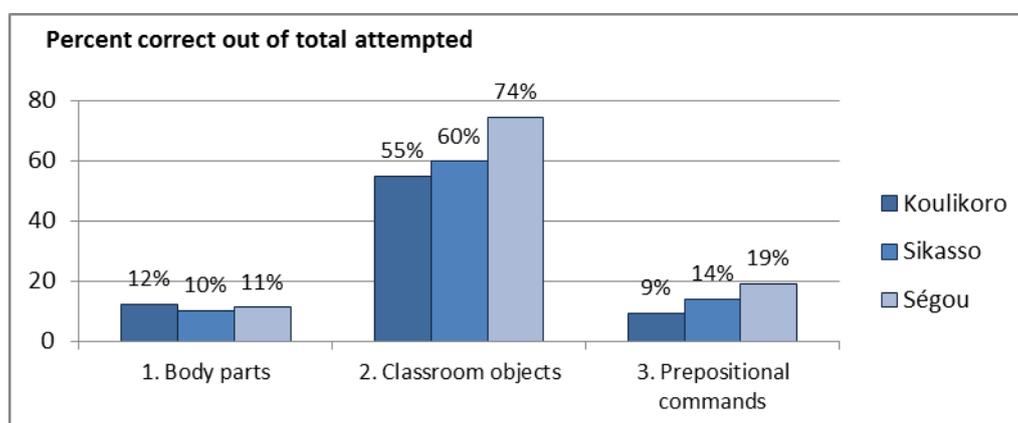
Table 9: Comprehension scores, by number of questions attempted (curriculum)

Questions attempted	Percent Correct						N=
	0	1	2	3	4	5	
0	n/a	n/a	n/a	n/a	n/a	n/a	866
1	92%	8%	n/a	n/a	n/a	n/a	155
2	76%	17%	7%	n/a	n/a	n/a	44
3	55%	23%	23%	0%	n/a	n/a	14
4	55%	25%	19%	0%	0%	n/a	11
5	15%	39%	7%	7%	15%	16%	16

n/a: Not applicable

French oral vocabulary. Children are acquiring some basic understanding of French, but mostly related to basic classroom objects (e.g., “point to the pencil”). See Figure 16 for the distribution of correct answers by question type and region. A large proportion of children could not identify basic body parts (e.g., “point to your arm”) or execute a prepositional command using basic classroom objects (e.g., “put the pencil under the paper”). Children in Ségou scored slightly better than children in the two other regions, particularly on classroom vocabulary.¹⁸ In Ségou, only 4% of children could not name a single classroom object, compared with 20% and 15% in Koulikoro and Sikasso, respectively; only 35% of children in Ségou could not execute a single prepositional command, compared with 63% and 56% in the other regions. In terms of the body parts vocabulary, zero scores were more similar across regions, with 57% of children in Ségou unable to identify a single body part compared with 54% and 64% in Koulikoro and Sikasso.

Figure 16: French vocabulary – score distribution (curriculum schools)



3.3. Key Findings for Further Examination

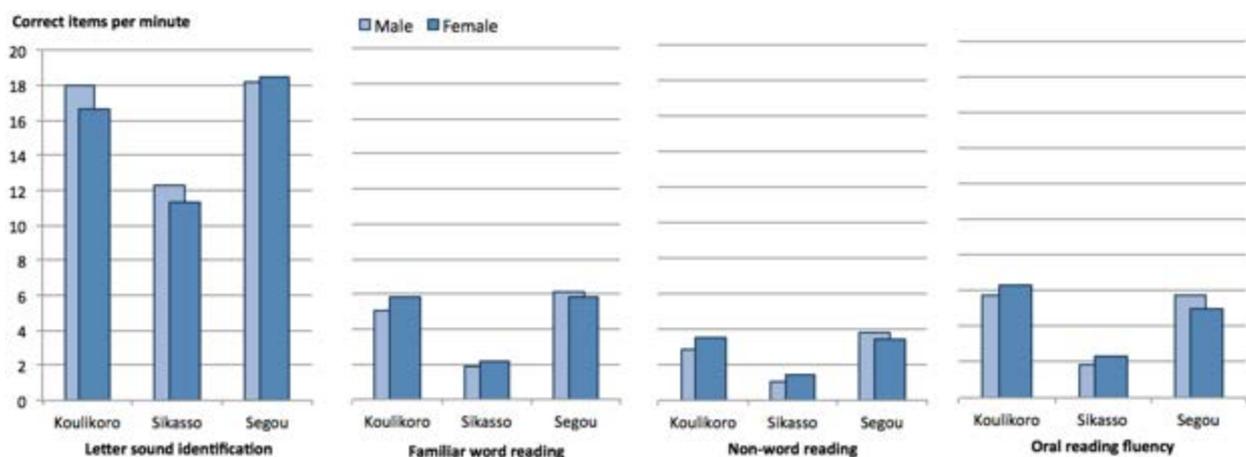
Scores were consistently lower in Sikasso than in the other two regions on the reading subtasks, with the exception of French oral vocabulary, while Ségou performed slightly better in French. The survey did not gather detailed characteristics of schools specific to region, nor

¹⁸ Statistically significant ($p = 0.001$).

was the sample size large enough to run regression on the student questionnaire by region. Therefore we do not have data to explain these differences by region; however, this is a topic that should be discussed by national experts familiar with the context in the regions. For example, are students absent more often in a certain region because of agriculture or mining activities? Are teachers primarily contractual, with little training? Are schools in a certain region that were declared *curriculum* actually teaching in French?

The survey allowed us to explore some factors that may affect reading scores for the school type (but not disaggregated by region). Firstly, we found there was no significant difference between boys' and girls' performance on the core Bamanankan reading subtasks. (See Figure 17). This chart is also useful as a way to see that children are acquiring some early foundational skills in letter-sound identification, but they are not learning to apply this skill to familiar or invented word reading. This may be related to the lack of print materials in classrooms and homes. The lack of ability to read words points to the need for more practice with grade-level text (Gove and Dubeck, 2015). It is normal for nonword reading fluency to be lower than familiar word fluency or connected text reading because children cannot draw on memory of words they have already been exposed to. However, the very close performance on familiar word and short-story reading subtasks suggests that children are also not getting practice with connected text that would allow them to apply other skills such as sentence structure and syntax to improve reading fluency. In other words, the short story is just a list of individual words for these learners.

Figure 17: Performance of girls and boys on core subtasks (*curriculum* schools)



The 2009 study also found that gender was not a significant factor affecting results, nor was age or socioeconomic status (SES). However, “having attended preschool”, “having the textbook”, “having a parent or someone else at home who knows how to read”, and “having books at home” were all statistically significant, positive relationships with at least one subtask. Repeating a grade was associated with a negative effect on reading.

In 2015, the survey data primarily pointed to the importance of having the opportunity to read, either in school or at home. In *curriculum* schools, children who said they have a textbook at school were two times more likely to be able to read at least one word. Similarly, if a child reported having any kind of reading materials at home, he or she was 1.8 times

more likely to be able to read at least one word, and 1.6 times more likely if he or she reported having someone else at home who knows how to read.¹⁹

The classroom observations conducted in selected *curriculum* schools uncovered evidence of positive pedagogical practice and several practices that could be strengthened. On the positive side, the observed rate of student attention was high, and there was little observed off-task behavior on the part of the teacher. In addition, use of Bamanankan as the exclusive language of instruction was evident in 94% of the observed classrooms. Teachers in *curriculum* classrooms also tended to make their lessons objective-oriented—that is, most teachers either stated the lesson objective, wrote it on the board, or explained it to students during the course of the lesson. This practice provides a degree of pedagogical structure and a goal against which progress can be measured.²⁰

However, several teaching practices could be improved with instructional coaching and practice. To cite one example, not much actual reading was observed during reading lessons; at most, students and teachers in approximately one in three *curriculum* classrooms were observed engaging in reading activities at any point in time. The reading that did take place was based on texts written on the board, so although many children were observed reading individually, the chances of these children practicing reading skills as opposed to just repeating a memorized sequence of words declined over the course of the lesson. Although the EGRA results suggest that many students cannot read fluently on their own, teachers could still build pre-reading activities into their lessons on a more frequent basis. Having a variety of unique (previously unseen) texts to work with is important to avoid reciting from memory. Teachers were also observed engaging in a large amount of teacher talk during lessons. Indeed, this was the most frequently observed teaching practice during all observation segments except for two (segments six and seven). This overreliance on teacher talk resulted in other essential pedagogical behaviors being crowded out or unused. For example, students in observed *curriculum* classrooms tended not to ask teachers any questions throughout the entirety of the lesson, and therefore appeared to not be actively engaged in co-constructing understanding of the lesson. This is particularly problematic because teachers in *curriculum* classrooms tended not to assist students during times of individual work or practice; rather, teachers were mostly observed silently monitoring the work of students. In other words, the lesson material was presented to students in a single way, and when students did not understand the lesson material, there was little opportunity given for those students to remedy their failure to understand (either by asking questions to further their understanding or by receiving assistance from the teacher).

¹⁹ All figures are statistically significant to at least the 0.05 level.

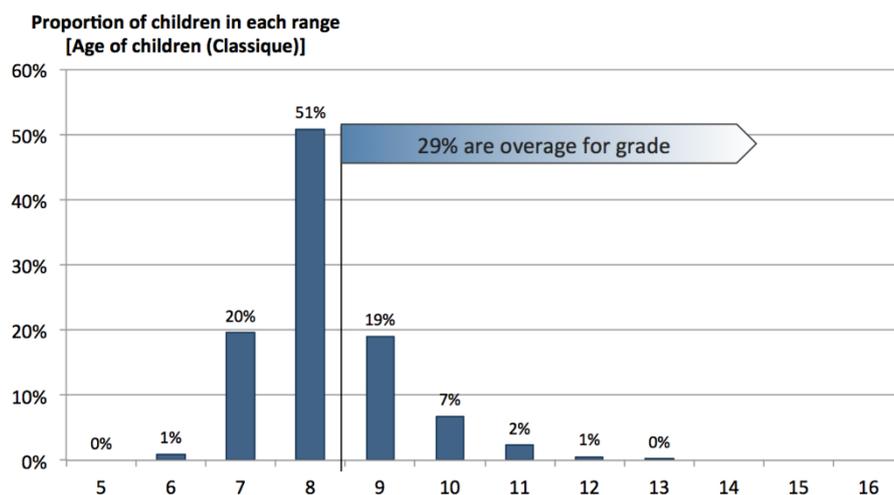
²⁰ This observation does not distinguish the quality of classroom objectives (i.e., whether they are measurable, feasible, comprehensible, etc.), nor does it determine whether the objective is used as a metric to ascertain progress.

4. Findings for *Classique* Schools: Student Performance Reading French

4.1 Descriptive Characteristics

Students. Children in schools that use French as the language of instruction are mostly 8 years old, but there are also nearly equivalent proportions of 7 and 9 year olds in the Grade 2 classrooms. The result is 29% of children are overage for grade in these schools (see Figure 18). Being overage is slightly more often the case in Sikasso and Ségou (31% and 33%, respectively) than Koulikoro (23%).

Figure 18: Distribution of children by age (*classique* schools)



The children mostly speak Bamanankan at home, although a large proportion of children did not answer the question. This is most likely because the question was asked in French and they did not understand the question.²¹ Only 3% of students reported that they speak French at home. (See Figure 19.)

²¹ Usually the student questionnaire is asked in the language the child understands the best, even if the EGRA is measuring reading ability in an additional language. However, because the assessment was in French, the assessors continued to ask the children the questions in French. In the future, it needs to be made clearer to the assessors that the questionnaire is not part of the assessment and questions can be asked in the native language of the child.

Figure 19: Language spoken at home (classique schools)

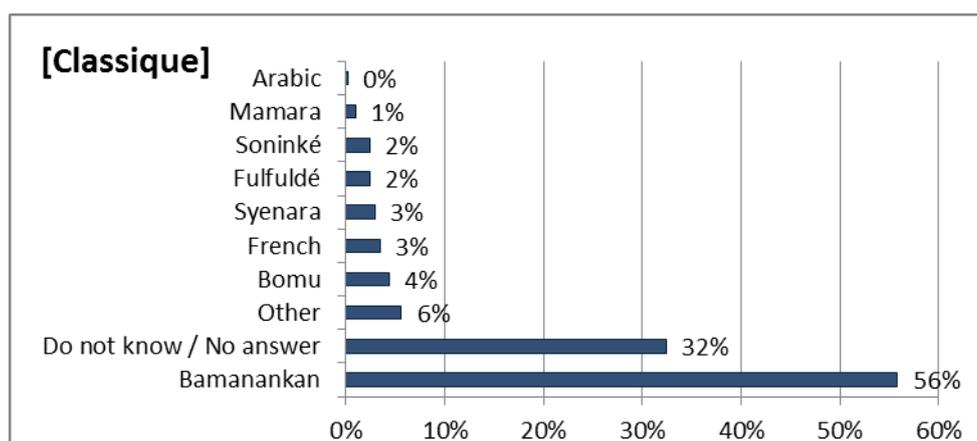


Table 10 shows a summary of additional questions asked during the student interview. Again, a large proportion of children did not answer certain questions, so there is a considerable amount of missing information. Children in the Sikasso schools nearly always gave no responses more often than children in Ségou and Koulikoro. Of those who did answer “yes” or “no,” if we assume that their answers were accurate, then we see that in general there is a dearth of reading materials in school and in the home, and a high percentage of absences and repeaters in school. These are all factors that tend to negatively affect reading outcomes.

Table 10: Classique schools – selected characteristics by grade (2015)

Question	Yes	No	No Answer
Do you have a reading book?	38%	31%	32%
... (if yes) Can you take it home with you?	75%	16%	8%
Do you have other things to read at home?	18%	44%	39%
... (if yes) Are any of them in Bamanankan?	71%	15%	14%
Does anyone in your family know how to read?	36%	23%	41%
Did you attend kindergarten?	19%	54%	27%
Were you in Grade 2 last year?	16%	55%	28%
Does your teacher give you homework?	33%	31%	36%
... (if yes) Does anyone ever help you do your homework?	44%	45%	11%
Were you absent from school at all last week?	17%	58%	25%
... (if yes) How many days?	(1–2 days) 48%	(4–5 days) 10%	(Don't Know) 31%

Teachers. Demographic data was not gathered from teachers, and no teacher questionnaire was administered. However, teachers were asked to read a paragraph in French that described the purpose of EGRA, and then answer questions about it. This was designed to help determine whether teachers themselves have adequate reading and comprehension skills in the language of instruction. In these schools, the range of reading fluency for teachers was between 35 and 365 cwpm, with a mean of 110. Teachers were also asked four questions related to the paragraph. A total of 7% of teachers could not answer any questions about the

reading passage, while the remainder of the teachers were distributed almost equally (between 19% and 27%) among each of the other categories of responses—25% were able to answer all questions correctly (see Figure 20).

Figure 20: Distribution of teacher comprehension scores (*classique* schools)

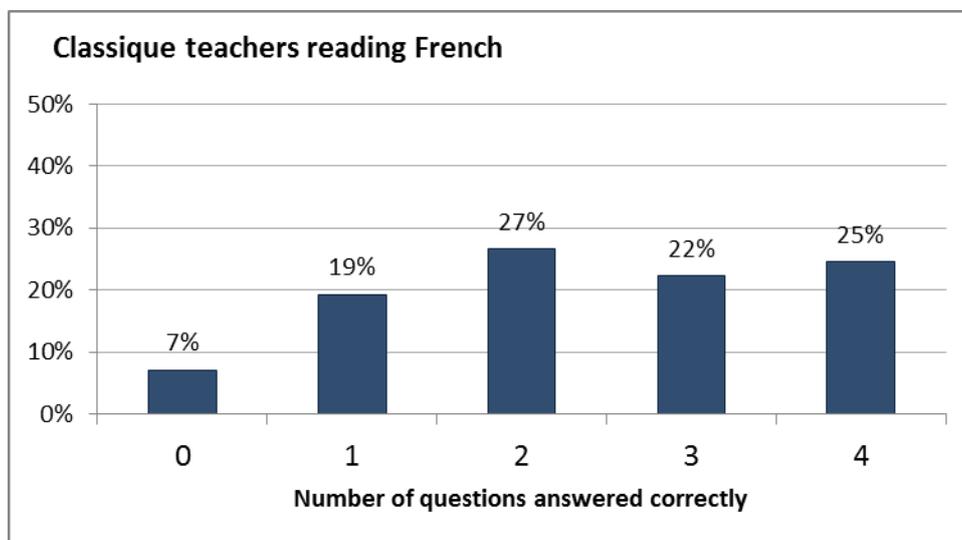


Table 11 shows that teachers who answered three or four questions correctly were all reading above 66 cwpm. However, even teachers who read between 49 and 114 cwpm, in many cases still could not answer any questions correctly. Nonetheless, as reading skill measured by fluency increases at the mean, comprehension accuracy tends to improve as well.

Table 11: Teacher reading and comprehension (*classique*)

Number of questions answered correctly	Range	Mean	Beta	p-value
0 (0%)	[49,114]	76.08	-16.04	0.184
1 (25%)	[36,114]	83.01	-9.11	0.276
2 (50%)	[48,125]	92.12	0	-
3 (75%)	[66,147]	104.85	12.73	0.124
4 (100%)	[73,365]	164.46	72.34	0.008

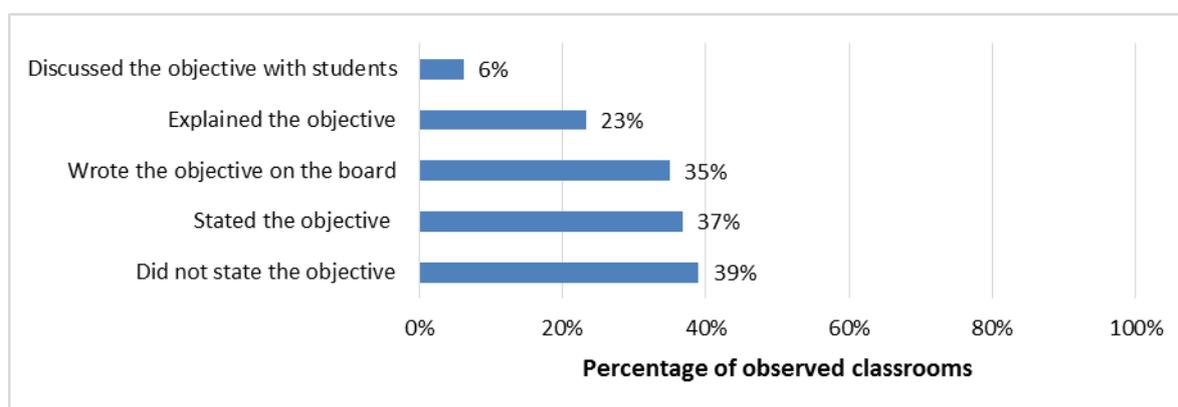
Classroom characteristics. Enrollment numbers in observed *classique* schools tended to be low (approximately 35 students per class) and composed of slightly more boys than girls (19 boys as compared with 16 girls per class). On the day of the classroom observation, approximately 12% of enrolled students were absent from class. Table 12 highlights these trends.

Table 12: Average enrollment and attendance in observed *classique* classes

	Enrolled in class	Present in class	Absent (%)
Girls	16	14	13%
Boys	19	17	11%
Total	35	31	12%

Classroom observation assessors recorded more variation in how *classique* teachers presented the lesson objective than was recorded for *curriculum* teachers. Figure 21 shows that slightly more than one-third of teachers did not state the objective at all, or stated the objective and/or wrote the objective on the board (i.e., more than one-third for each category). Approximately one in four *classique* teachers (23%) explained the objective to students, and relatively few (6%) discussed the objective with students.

Figure 21: Teachers' presentation of the lesson (*classique* schools)

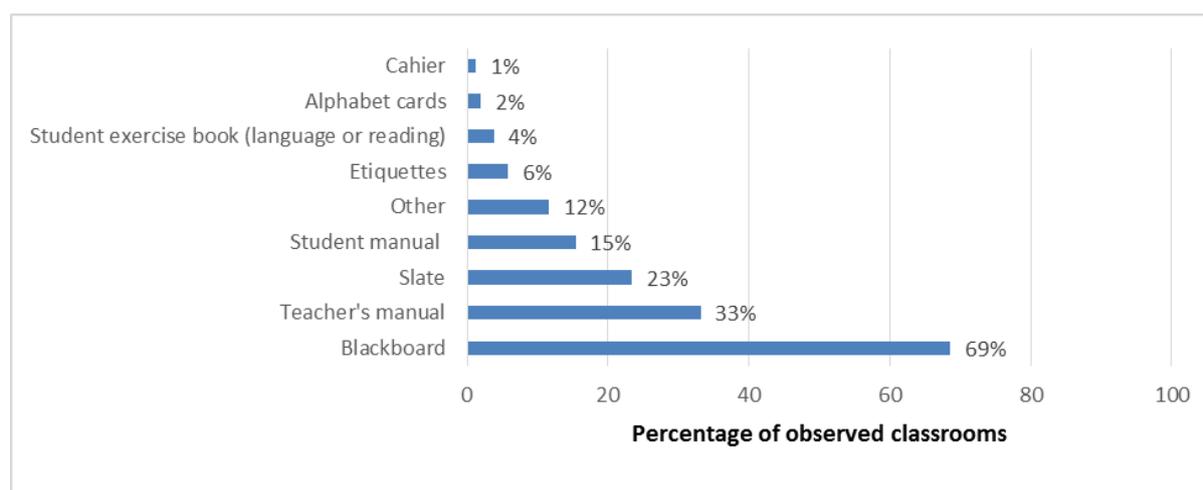


Note: Numbers do not sum to 100% because more than one response was possible.

In most of the *classique* classrooms observed (82%), students did not ask the teacher any questions. Although this general pattern is similar to that seen in other school types, questions from students tended to be more common in *classique* classrooms, though data do not differentiate between types of questions (e.g., clarification, further understanding).

Classroom teaching (findings from observation instrument). Figure 22 depicts the types of instructional resources utilized by teachers and students in observed *classique* classrooms. As was the case in *curriculum* classrooms, teachers and students in *classique* classrooms tended to use only a few pedagogical supports during reading lessons. The blackboard was the most frequently used teaching resource, being employed in approximately 69% of observation segments. Teacher manuals, slates, and student manuals were also used, but with lower frequency (33%, 23%, and 15% of classrooms, respectively). Other pedagogical tools were rarely observed being used.

Figure 22: Instructional resources used (*classique* schools)



Note: Numbers do not sum to 100% because more than one response was possible.

Annex E provides a detailed profile of instruction in *classique* classrooms. The main findings are summarized below, but refer to data presented in Figure E-2 in the annex. The language of instruction in *classique* schools should be French. Although French was observed as the language of instruction in most classrooms (90% on average), there is evidence of the use of Bamanankan in several observed *classique* classrooms. Further, teachers in approximately 8% of classrooms were observed code-switching from French to Bamanankan and back during the individual observation segments. This finding is unsurprising given that French is not a maternal language for most of these students: the majority of students sampled for the EGRA assessment reported speaking Bamanankan at home. As such, some code-switching from the official language of instruction to maternal language can be expected (and, indeed, may be necessary) to enhance students' understanding of a second language.

Student attention²² was found to fluctuate over the course of observed reading lessons. Across all observation segments, assessors found that most students were paying attention to the lesson in at least two-thirds of classrooms, but this proportion ranged from 81% at the beginning of the lesson to 65% toward the end of the observation. The most noticeable decreases in overall student attention appeared to occur during the middle of observed lessons, between observation segments four and eight.

Curricular content covered during observed reading lessons appeared to be more uniform in *classique* classrooms than in *curriculum* classrooms. The most commonly observed lesson content category was reading (observed in 37% of lesson segments). Reading aloud individually and as a class were observed in 21% and 14% of observation segments, respectively. Silent reading was also used as an introductory lesson activity in approximately 15% of classrooms during the first two observation segments. Overall, reading was more often conducted at the beginning and end of reading lessons. Writing, consisting mostly of students copying letters and phrases the teacher had written on the board, was the second most commonly observed lesson content (observed in approximately 30% of observation

²² Student attention was measured at each observation segment. Assessors were asked to indicate every 3 minutes throughout the lesson whether more or less than 50% of students in the class were following the lesson.

segments, on average), and the proportion of classrooms observed with students conducting writing activities tended to increase during the course of the observation. Students were engaged in the production of written texts and handwriting activities in relatively few classrooms, and these content areas were more commonly observed during the middle of reading lessons. Vocabulary was the third most frequently observed subject of the lesson, seen in approximately 14% of observed reading lessons in *classique* schools. Vocabulary activities were more commonly deployed during the middle of the lesson. Other content areas, such as grammar, oral comprehension, and oral expression, were not frequently observed. Overall, a pattern of instructional content was evident in *classique* classrooms: teachers tended to begin and end lessons with either reading or writing activities. Although these content areas were taught throughout the observation segments in most classrooms, a significant minority of teachers used the middle segment of the lesson to teach other content areas, notably vocabulary.

Several patterns were also evident with regard to teachers' actions in observed *classique* classrooms. Most *classique* teachers (53%) began the lesson by either talking or writing on the board. This pedagogical activity was quite brief, however; most teachers had transitioned to other lesson activities by the second observation segment, and the proportion of teachers observed talking, writing on the board, or showing an example remained at or below 20% throughout the remainder of the observation segments. One of the pedagogical techniques that teachers transitioned to was asking students questions. Indeed, the proportion of teachers observed questioning students rose from only 14% at the first observation segment to a peak of 31% by the sixth observation segment. In fact, posing questions to students was the most commonly observed pedagogical technique, seen in an average of 21% of observation segments. Observational data suggest that the use of questions was a teaching strategy some *classique* teachers tended to employ during the middle of lessons, and was the most frequently observed technique between observation segments two and seven. A few teachers (approximately 20%) were observed leading individual or choral repetition. However, this pedagogical practice was most common at the beginning and end of reading lessons. Other teacher actions, such as assisting students or reading to the class, were not commonly observed.

4.2 EGRA Results Summary

Students in *classique*-type schools have French as the language of instruction and the language in which they learn to read. Therefore, the EGRA items were in French, although instructions for each subtask could be given in the language that the child understood best. In 2009, Grade 2 children in *classique* schools were administered the same EGRA. The results recorded at the time indicated the following (MEALN, 2009):

- Letter sounds: 29% could not identify a single grapheme; on average, students identified 7.2 clpm.
- Familiar words: 80% could not read a single familiar word; on average, students read 1.1 correct familiar words per minute. Only 2% of students met the MEN standard of 31 familiar words per minute.
- Invented words: 93% could not decode a single nonword; on average, students decoded 0.7 correct nonwords per minute.

- Short story: 94% could not read a single word of the story; on average, students read aloud 0.8 cwpm.
- Comprehension: 99% zero scores.

The listening comprehension exercise in 2009 was slightly different—children listened to a story and answered questions, whereas in 2015, they responded to prompts and identified objects. However, listening comprehension in French, as measured in 2009, was very weak, as indicated by nearly 80% zero scores on that subtask.

Table 13 shows an overview of performance in 2015 for *classique* schools using French as the language of instruction.

Table 13: EGRA results in *classique* schools: means and percentages of students scoring zero on each subtask

Subtest	Koulikoro		Sikasso		Ségou		Overall	
	Mean	% zero	Mean	% zero	Mean	% zero	Mean	% zero
Letter sounds	9.5 (12.9)	26%	8.6 (11.1)	23%	13.3 (16.3)	18%	10.4 (13.5)	23%
Familiar words	2 (8.2)	75%	1.1 (4.8)	77%	4.1 (12.5)	67%	2.4 (8.9)	73%
Invented words	1.1 (8.4)	86%	0.5 (4.5)	89%	2.5 (12.5)	80%	1.4 (9.2)	85%
Short story reading	2.6 (7.9)	67%	1.6 (7.4)	79%	5.6 (15.5)	64%	3.2 (10.7)	70%
Reading comprehension*	1.1% (33%)	97%	0.8% (31%)	98%	3.6% (35%)	90%	3.2% (34.3%)	95%
French vocabulary*	25% (30%)	18%	27% (31%)	14%	33% (34%)	3%	28% (32%)	13%

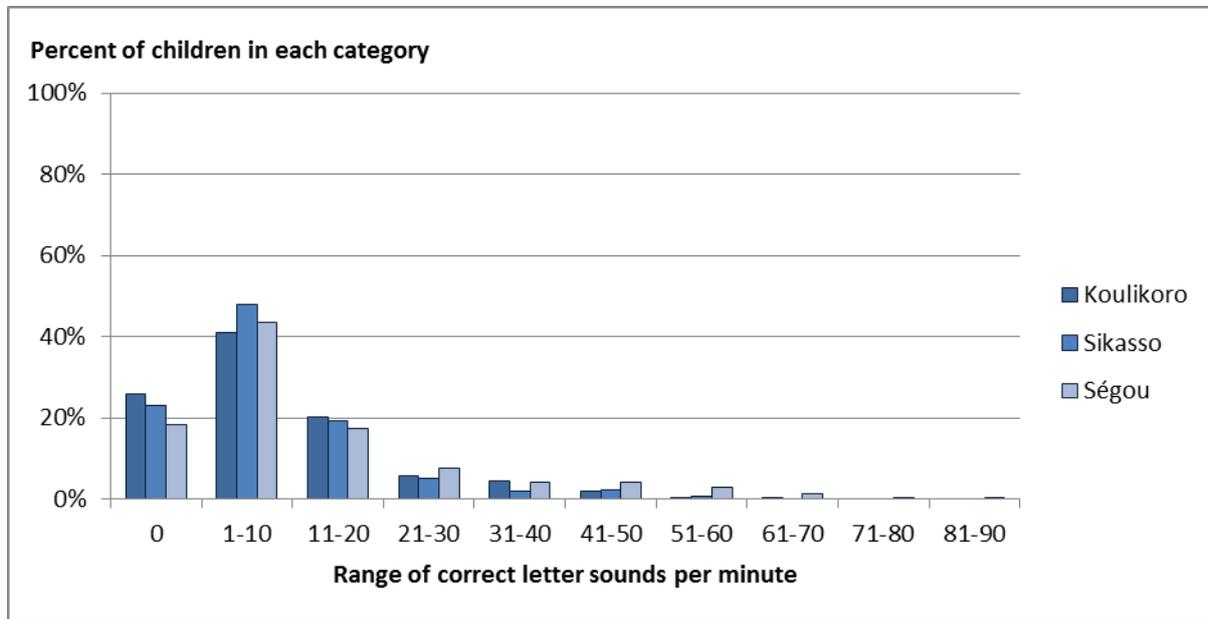
* Mean score for these subtasks is expressed as “percent correct out of total possible.” The other subtasks are timed and the mean scores are “items read correctly per minute.” Items in parenthesis indicate means excluding zero scores. Note that where zero scores are high (as in reading comprehension), means represent very few children.

The high number of zero scores affects the means reported in the table above. Therefore, the table also shows the mean score of students who could read at least one word—leaving out of the calculation of the mean those who could not read (who scored zero). The numbers in parentheses provide the average score exclusive of children who scored zero. For example, overall the average number of words in the short story that children read correctly was 3.2. Leaving out the zero scores, the overall average reading fluency of children who could read at least one word is 10.7 cwpm. The following subsections present more details about performance on each subtask.

Letter sounds. Out of 100 letters²³ presented, on average, children attempted 24 and identified 32% of them correctly. As shown in Table 13, the average clpm is 10.4, or 13.5 when zero scores are excluded.

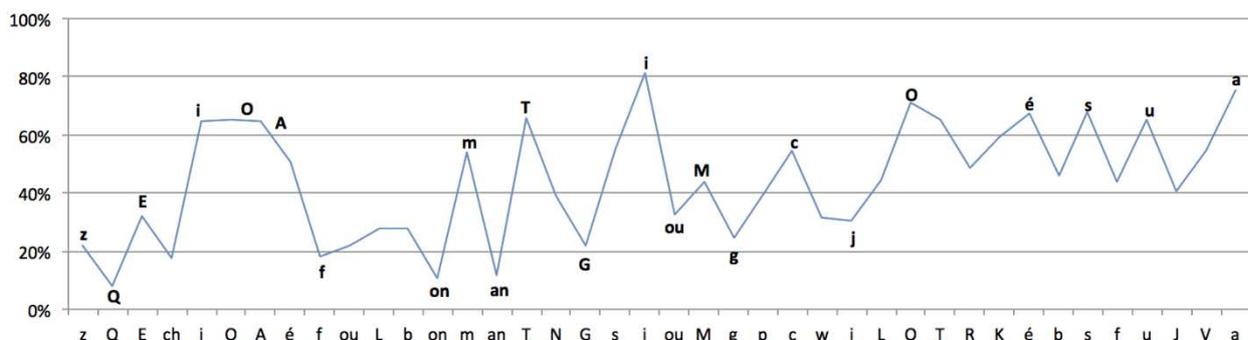
Figure 23 shows the distribution of scores, by region.

Figure 23: Letter-sound identification – score distribution (*classique* schools)



Performance in *classique* schools was much more homogenous across regions than was the case in *curriculum* schools; no region was conspicuous for performing significantly better or worse at letter-sound identification. The largest proportion of children were found in the range of 1 to 10 clpm, and only 10%–20% of children in any region could read more than 20 clpm on this assessment of the letters and sounds of the alphabet. Item analysis suggests that children are most likely learning letter names instead of sounds because the items that most children identified correctly were vowels. The most difficult items for children were the less-frequent letters (“q,” “f,” “g”) and the digraphs (“on,” “an”) (see Figure 24).

Figure 24: Letter-sound accuracy (*classique* schools)

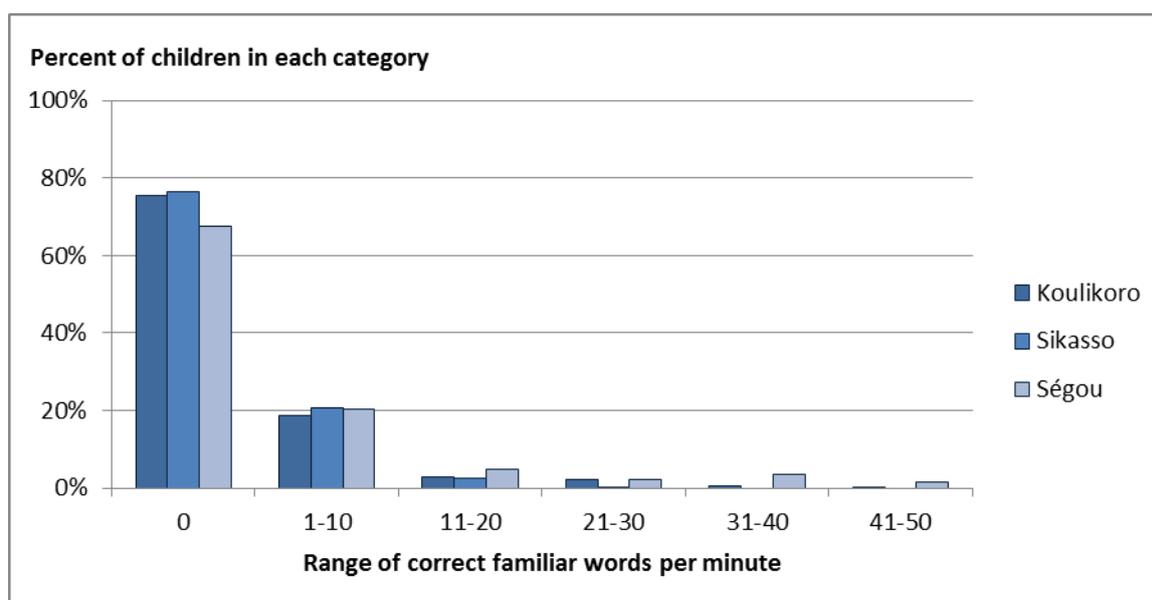


²³ In the case of French, these letters (graphemes) include digraphs such as “ch” and “an.”

The pattern of accuracy item by item is nearly identical across all regions (not pictured), so this is a common issue affecting all schools.

Familiar words. Lack of knowledge about letter sounds could be contributing to the inability to recognize or decode simple words like “sa” or “tu” using letter-sound correspondence as clues. Nearly three out of four children (74%, in all three target regions combined) could not read a single word in the list of familiar words. This is close to the proportion of zero scores on this subtask in 2009 (80%). Figure 25 shows the distributions of familiar word reading scores for each region. All regions were very similar, with Ségou showing a slight advantage with fewer zero scores and 12% of children who are able to read more than 10 words per minute, compared to only 5% and 3% respectively for Koulikoro and Sikasso. However, the difference between regions in the percentage able to read more than 10 words per minute is not statistically significant.

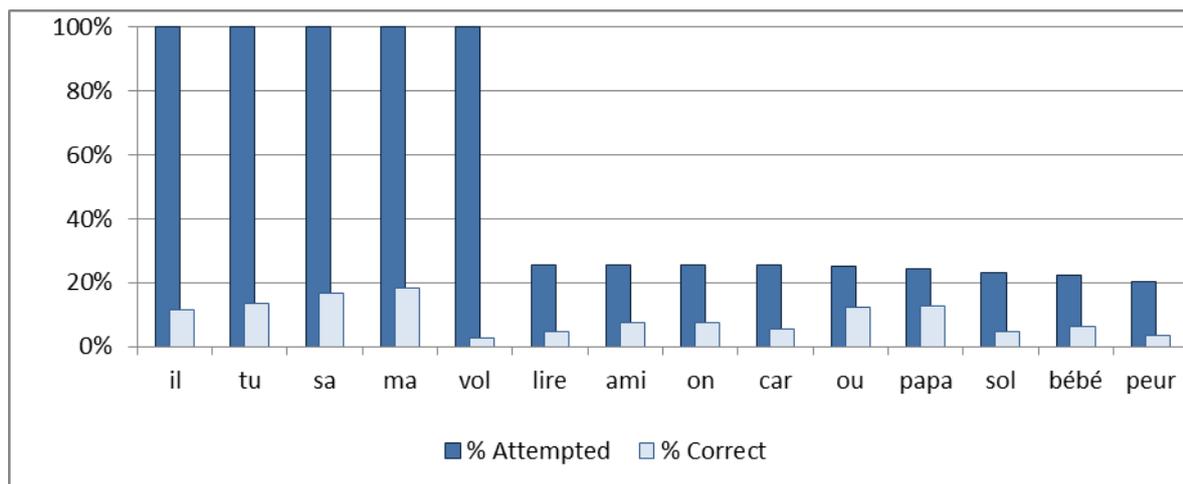
Figure 25: Familiar word reading – score distribution (classique schools)



As can be seen in the distribution shown in Figure 25 above, very few students in all three regions were meeting the MEN standard for familiar word reading in French (31 wpm). The highest percentage meeting the threshold was 5% in Ségou. Only 1% met the standard in Koulikoro, and no students did in Sikasso.

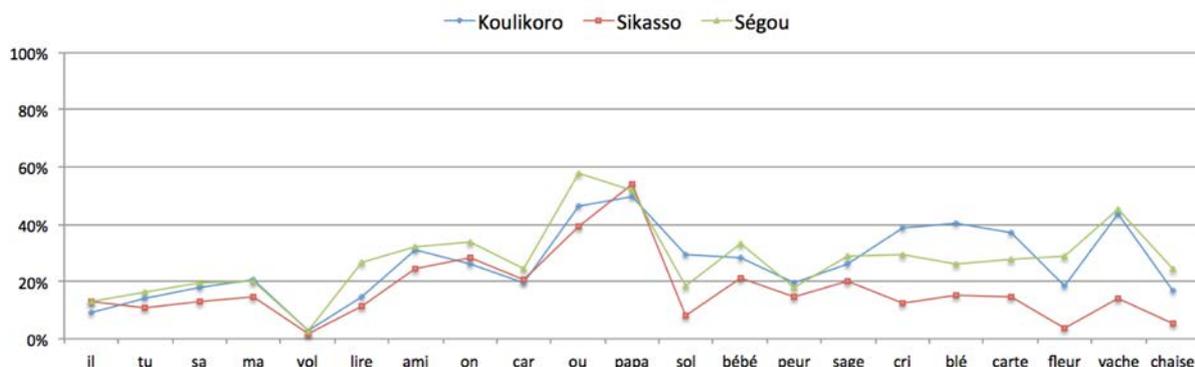
Closer analysis of the first 14 words (attempted by at least 20% of the students in the sample) shows that less than 20% of the students in the sample was able to correctly read any given word in the list (see Figure 26), even though these were high frequency and orthographically transparent words; in fact the first four words were common pronouns *il*, *tu*, *elle*, *ma* (he, you, her, my) that arguably should be among the first words that a child learns in order to access simple sentences. Indeed, the correct response rates on these words were higher than for some of the nouns like “vol” (flight) and “sol” (the ground), for which the proportion of children answering correctly dropped dramatically. Nonetheless, these are concrete and decodable nouns that should be common in Grade 2-level reading material.

Figure 26: Familiar word reading – item analysis (*classique* schools)



The consistency with which children across regions are and are not able to read familiar words (see Figure 27) indicates that the same pedagogical practices in French appear to be occurring across all classrooms in *classique* schools in these three regions. Teachers are consistently failing to utilize research-based instructional techniques. More regular use of even the most basic improved methods would enable students in Grade 2 to learn these high frequency, two or three letter familiar French words. Additionally, it would benefit Malian officials to examine and further analyze these results along with the data from the classroom observations to inform future curriculum and materials development.

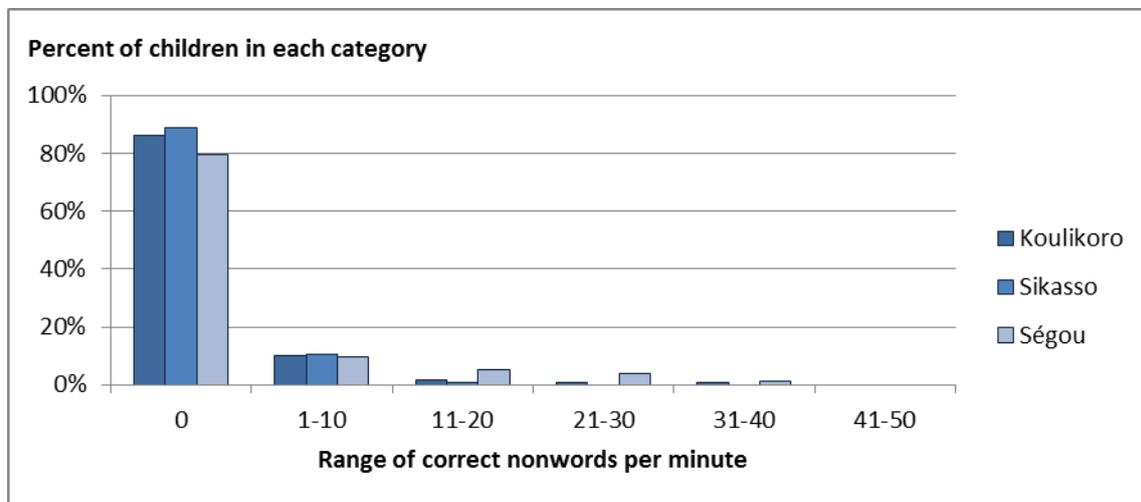
Figure 27: Familiar word reading – item analysis by region (*classique* schools)



Nonword decoding. The familiar word subtask intends to measure whether children have acquired automaticity in reading common words and orthographic patterns. It does not, however, detect if children are actually recognizing these as “sight words” or if they are decoding and sounding out each word (i.e., reading letter-by-letter or syllable-by-syllable). Using invented or nonwords gives children the opportunity to display their decoding skills. On this subtask, 85% of children scored zero, and the average number of words read correctly per minute was 1.4. Although this is not a large difference from performance on familiar words, it does suggest that the children who were able to read some words in the familiar words subtask were relying on sight word recall as opposed to word, which allows us to conclude that many children lack the knowledge and skill needed to “sound out” unfamiliar

words. Figure 28 shows the distribution of nonword reading scores by region. Again, Ségou scored slightly above the mean for all three regions, whereas the other two regions were below the mean due to the absence (or very low incidence) of children scoring higher than 10 correct nonwords per minute.

Figure 28: Nonword decoding – score distribution (*classique* schools)



Story reading. The short story read by children is reproduced below. When given this story, on average, children attempted to read 12 words (until “cour”) before the minute elapsed, and they could only correctly read 11% of those attempted words. This translates to an average reading fluency of 3.2 cwpm, all three target regions combined. Although this is an improvement on the average of 0.7 words per minute recorded in 2009, this fluency rate is still far from what a child who has been in school for two years should be able to do.

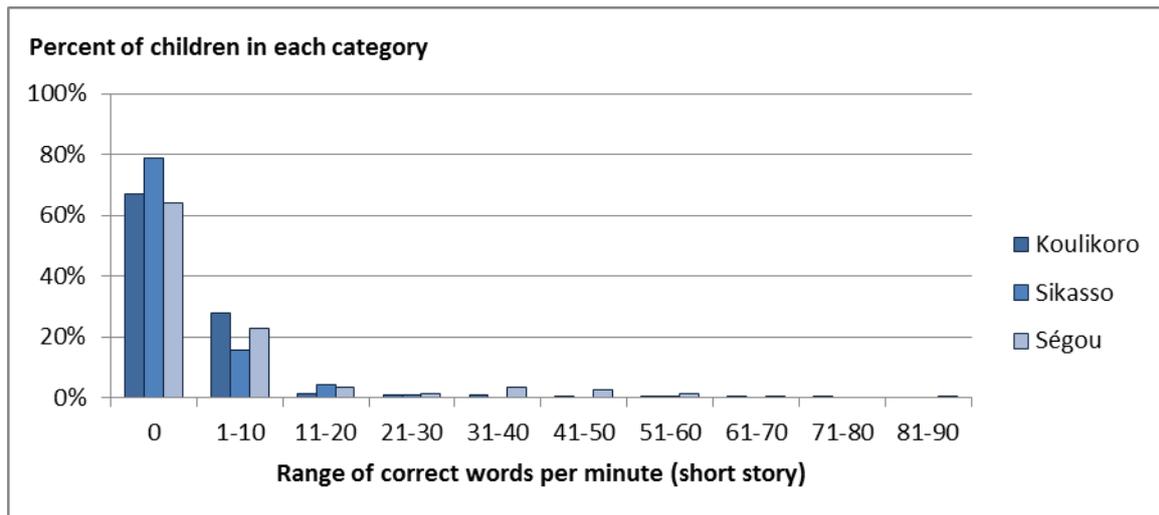
Exhibit 2: Short story read in French language schools

L'école de Binta est jolie. Elle a six classes. Dans la cour on trouve des arbres et des fleurs. Binta joue dans la cour avec ses camarades. L'école est à côté de sa maison. Elle y va à pied. Binta aime son école.

The story is similar to the reading passage from 2009, which began “Mon école est jolie,” and which 83% of students that year were unable to read. In 2015, 70% of children were unable to read the first 8 words of the story above. Again, this improvement is encouraging, but progress is really only attributable to children now reading in the range of 1–10 words instead of zero, as shown in the distribution chart in Figure 29.

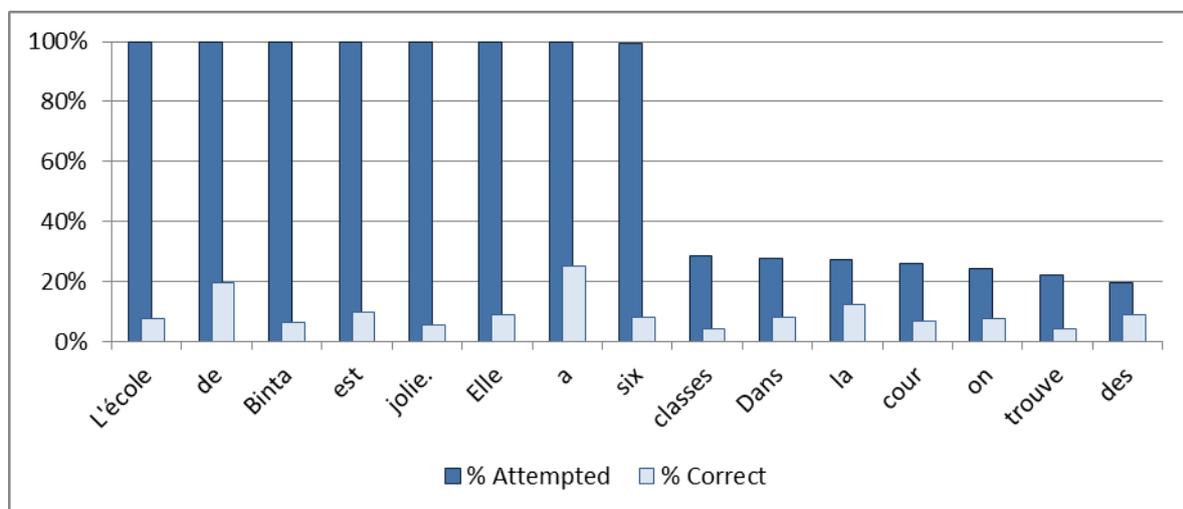
A small number (8%) of children in Ségou read more than 30 words per minute, compared to zero children in Sikasso. Due to the small percentage of students with higher oral reading fluency (ORF) scores, the mean ORF score in Ségou, when zero scores are excluded, was 15.5 cwpm, nearly double the non-zero mean in the other regions.

Figure 29: Short story reading – score distribution (*classique* schools)



The item analysis in Figure 30, for the first 15 words (attempted by at least 20% of the sample), shows that the words read correctly most often were “a” and “de.”

Figure 30: Short story reading – score distribution by word (*classique* schools)

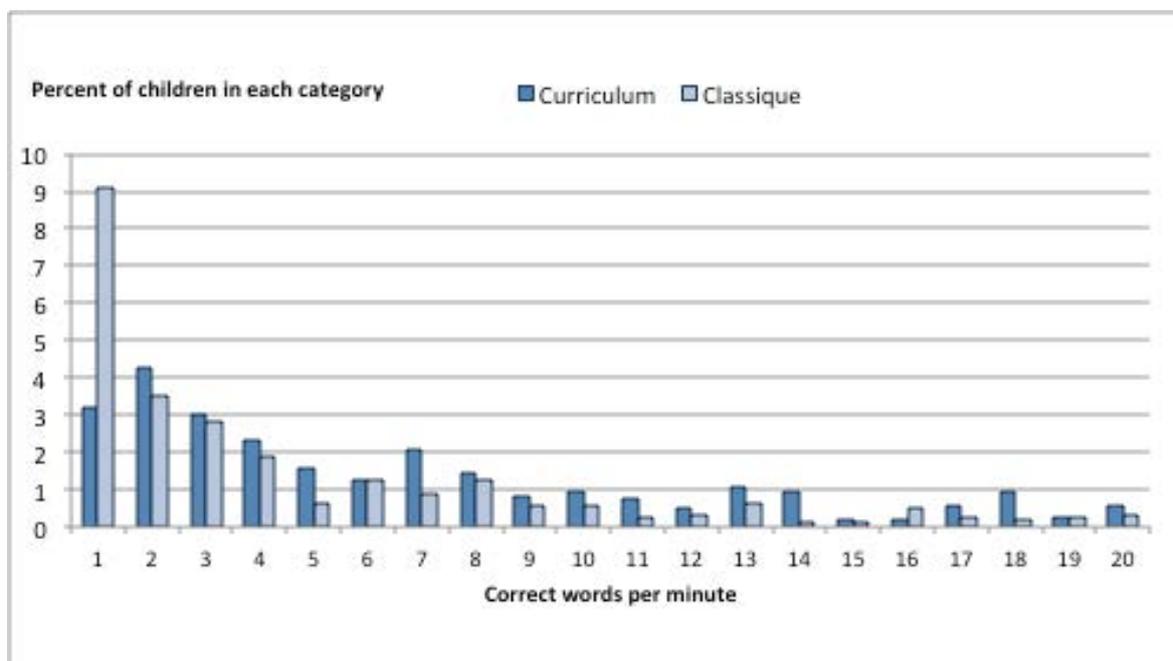


Note that “a” in French is also a letter, and even in this context (the verb “to have” conjugated to the third person singular), it is pronounced the same as the letter name. Because this word was presented within the first eight words of the passage—prior to the cutoff for the autostop rule²⁴—it is possible that many of the children who did not score zero may have continued to read for the full minute because they were able to read that one word. In fact, data broken down by categories of 1 rather than groups of 10 shows that this is the case (see Figure 31). Whereas 70% of children in *classique* schools scored zero on the short story reading subtask, another 9% read only 1 word correctly, with the rest clustered at the 1–5 word range. The distribution of scores in *curriculum* schools, also pictured in Figure 31, is

²⁴ The EGRA autostop rule decrees that the assessor should stop a subtask if the child has not been able to correctly answer/identify any of the first 10 items.

slightly better, but the children in the range of 1–10 cwpm are still clustered primarily in the 1–5 range.

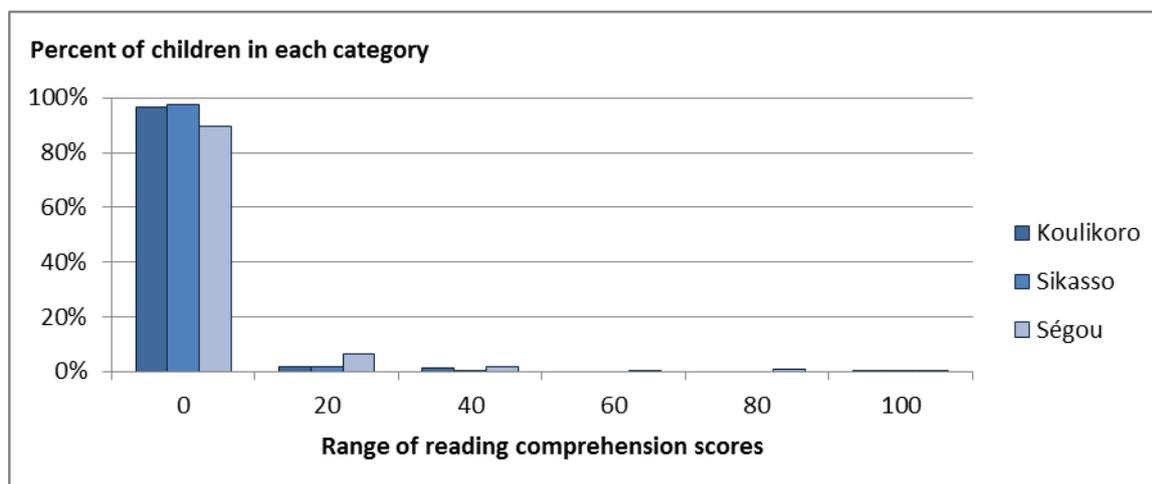
Figure 31: Reading accuracy distribution by word (*classique* and *curriculum*)



Distribution of responses on the words of the short story in the *classique* schools was similar for the three regions, with in each case the words read correctly tending to be comprised of one- or two-letter words (not pictured).

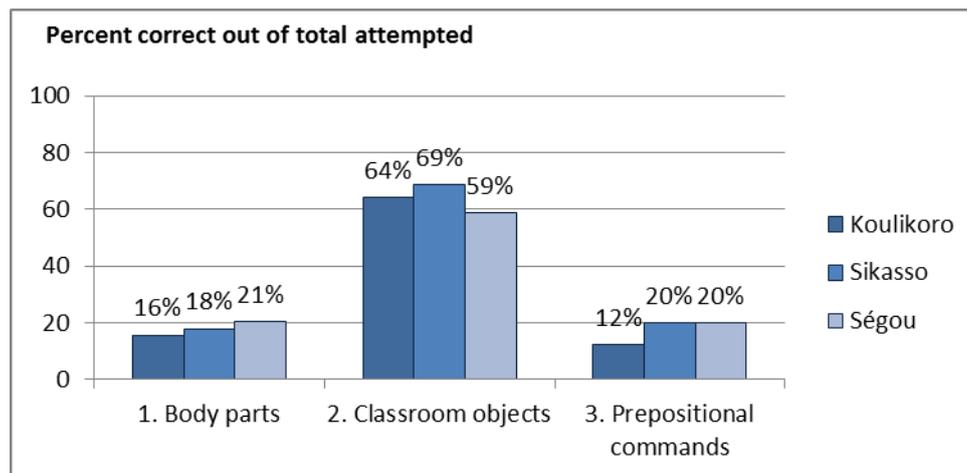
Reading comprehension. Given the high proportion of zero scores, and the few children who read any significant distance in the text, there was little opportunity to adequately measure comprehension. Children would have had to read up until the word “classes” to be able to answer the first question. (“Binta’s school is pretty. It has six classrooms.” as the basis for answering “How many classrooms does Binta’s school have?”). Indeed, as shown in Figure 32, most children could not answer any question.

Figure 32: Reading comprehension – score distribution (*classique* schools)



French vocabulary. Children in schools where French is the language of instruction would be expected to have a good command of oral French, and knowledge of basic vocabulary. In the case of children in *classique* schools in Mali, most children are still in the process of learning basic vocabulary related to the classroom, and many more could neither point to simple objects such as parts of the body nor could they execute commands using materials in the classroom. The scores of children in *classique* schools (see Figure 33) were similar to those of children in *curriculum* schools who are learning to read in Bamanankan and concurrently acquiring French as a second language. One would expect students in *classique* schools to perform much better.

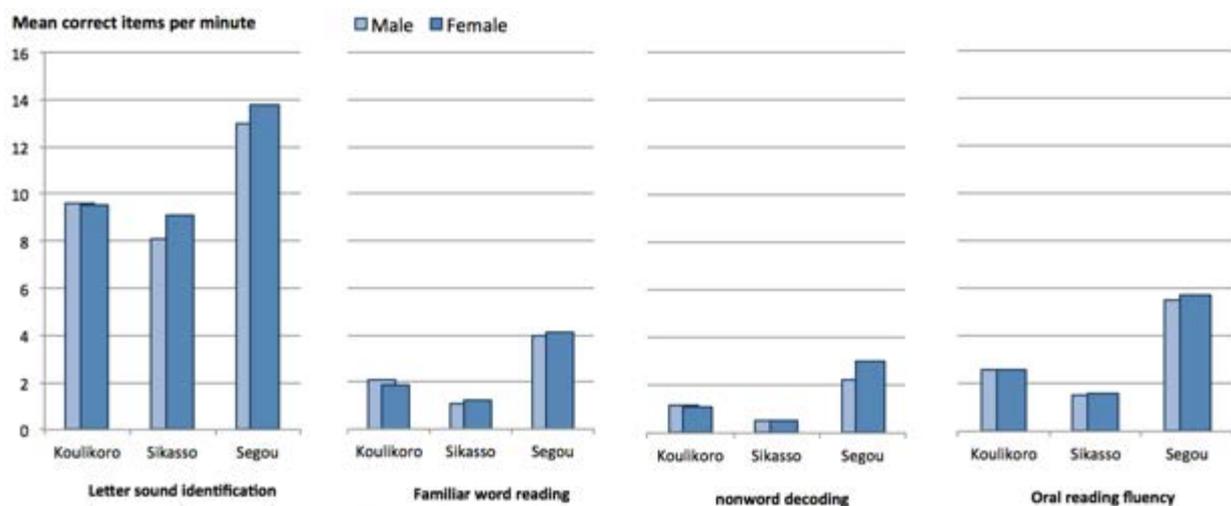
Figure 33: French vocabulary – score distribution (*classique* schools)



4.3 Key Findings for Further Examination

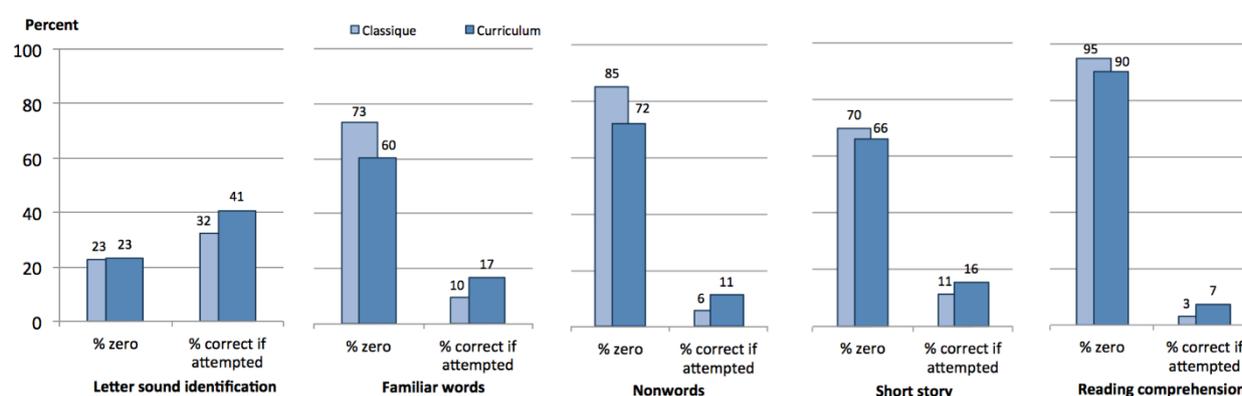
Similar to the findings for Bamanankan schools, there are no significant differences between girls' and boys' performance in any of the EGRA subtasks. The charts of showing average performance in Figure 34, by gender and region, help illustrate the advantage that boys and girls alike in Ségou have in French reading, although the our findings suggest that there are still many opportunities for improvement.

Figure 34: Boys' and girls' performance on EGRA subtasks (*classique*)



While the EGRA was administered in two types of schools across three different regions, the demographic characteristics of the children across regions in these two types of schools are very similar. For example, Bamanankan is the dominant language and the SES profiles of students in the two types of schools are similar. In one type of school, children learn to read in Bamanankan (*curriculum* schools) and in the other, French (*classique* schools). Teachers in both school types appear to have basic to good reading skills in the language of instruction. Although fluency was much higher in French in *classique* schools, more teachers in *curriculum* schools reading in Bamanankan were able to answer questions correctly about the reading passage. The student pattern of performance in reading is also very similar, and both types of schools struggle to effectively delivery quality reading instruction in either language, judging by the very high proportion of children with zero scores and the low mean scores, even excluding zeros. Nevertheless, Figure 35 shows that children in Bamanankan schools (darker blue bars) may have a slight advantage. In other words, assuming equal inputs, children who are learning to read in the language they speak at home have fewer zero scores and slightly better accuracy (percent of items read correctly, if attempted) than children learning to read in French. Even scores in French vocabulary do not vary greatly between the two school types. For these students, the difficulties of learning to read are compounded by conflict, poor infrastructure, lack of materials, and lack of teacher training. Learning to read in a language that is understood removes one key element of complexity. Logistic regression also confirms that; children who speak the same language at home as the language in which they were assessed were 2.5 times more likely to have read at least one word than students who do not speak the same language at home.²⁵

Figure 35: Comparison by school type



Other data from the regression analysis show that students were two times more likely not to score zero if the child reported that his or her teacher gives homework and 1.9 times more likely if there is someone at home who knows how to read. In fact, 63% of children in *classique* and *curriculum* schools in Ségou have someone in the family who knows how to read (student reported) compared with 20% in Sikasso and 27% in Koulikoro.²⁶ In schools in Ségou, 40% of children reported that their teacher gives them homework, compared with

²⁵ All logistic regressions reported in this report are controlled for basic student demographics: region, school type, gender, student wealth index, and being overage. Unless otherwise indicated, all correlations are statistically significant to at least the 0.05 level.

²⁶ Data could not be disaggregated by region and school type.

26% and 32% in Sikasso and Koulikoro, respectively. Across the three regions, more students report getting homework in *classique* schools (45%) compared to *curriculum* schools (36%). Children in *classique* schools also more often reported having someone at home who helps them with their homework (47%, compared with 38% in *curriculum* schools). These may be factors that explain the differences in results, but we must also be aware that there are other differences in the regions that might not have been measured, and other differences that were measured but are unlikely to have contributed to the results. For example, children in Ségou [both school types combined] more often report being absent from school and they are less likely to have a textbook. Moreover, all of the measurements from the student questionnaire were self-reported and not otherwise verified. Most likely the relatively small differences in performance (children who scored zero and children who scored 1–10 words per minute in most cases) are due to individual factors, and arguably cannot even be considered differences. In line with the standards for interpreting EGRA results, both these groups are considered “non-readers.” While the proportion of children demonstrating an appreciable level of reading fluency is minimum, it is noteworthy for the Malian MEN for use in further programming.

From the classroom observation exercise, we conclude that as with *curriculum* schools, there are both positive practices and potential areas for improvement. First, assessors observed that teachers in *classique* classrooms tended to allocate more time during reading lessons to reading activities, particularly at the beginning of the lesson. Although this is a positive finding, the proportion of classrooms observed engaging in reading activities decreased markedly after the second observation segment (i.e., six minutes into the lesson). After this time, only 25%–43% of classrooms were engaged in reading activities, while the majority of classrooms were doing something else. Additionally, the proportion of teachers observed leading writing activities was also high, but these activities, unfortunately, were often limited to copying letters, words, or phrases from the blackboard. Finally, teachers in *classique* schools tended to be objective-oriented; almost two of every three observed teachers articulated their lesson objective to students in some fashion.

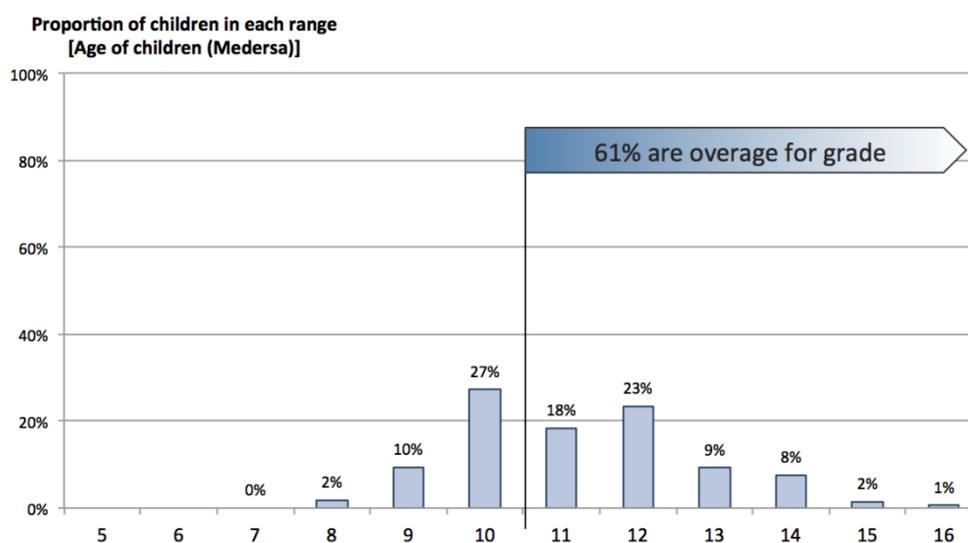
On the other hand, observed *classique* classrooms tended to have lower rates of student attention than *curriculum* classrooms. Teachers were limited to the use of the blackboard and the teacher’s manual as pedagogical support materials; other instructional materials, such as student exercise books, were rarely observed in *classique* classrooms (perhaps because they were unavailable, or because teachers did not use them). Interestingly, the observation data do not reveal any common practices among teachers in *classique* classrooms. With the exception of the beginning of the lesson, when most teachers began by talking, explaining, or writing on the board, no other pattern of consistent behaviors was observed across classrooms. This suggests that there is wide variation in teaching practices and behaviors in *classique* classrooms; teachers were observed to be speaking/explaining/talking (26% of the time); monitoring and assisting students (24%); answering/asking questions (23%); leading choral repetition (14%); monitoring and assessing students (13%); and reading to the class (12%). Although the most frequently observed teacher behavior in most observation segments was asking questions, students in most classrooms tended not to ask their teachers any questions. This again indicates that students are not required to critically engage with the lesson material; instead, they are asked to perform discrete tasks and provide answers to teachers’ questions.

5. Findings for *Medersas*: Student Performance on Oral French

5.1 Descriptive Characteristics

A *medersa* is a privately owned that teaches the official core curriculum along with religious instruction. The language of instruction is Arabic, with French beginning in Grade 3.²⁷ This study tested only French language skills in Grade 4 using a simple measurement of oral vocabulary. Typically, the *medersas* are associated with children in lower categories of SES, but our survey shows that there is not a large difference between *medersa* and other school types, according to students' own reports of household characteristics. However, the largest proportion of overage children in any of this study's samples was found in *medersas*. In Grade 4, we would expect children to be 9 or 10 years old; however, there were almost as many 12 year olds as 10 year olds in this sample (see Figure 36).

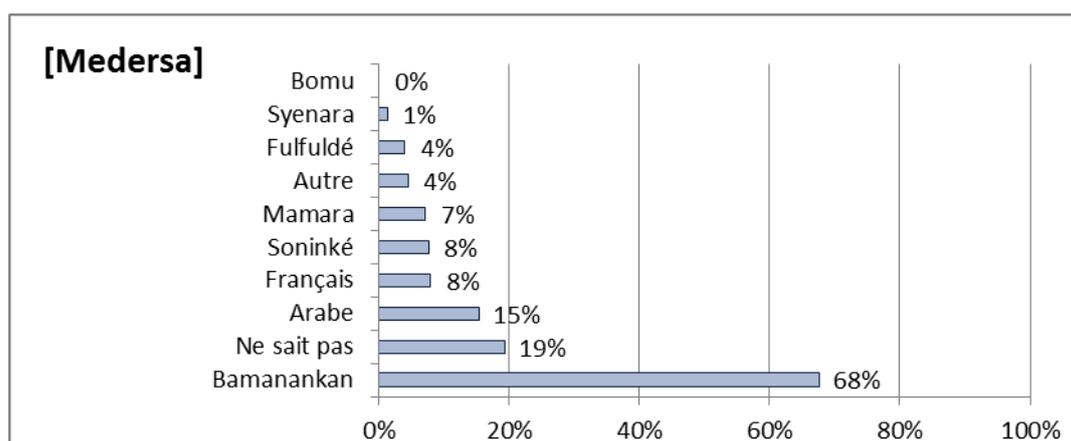
Figure 36: Distribution of children by age (*medersas*)



The *medersa* students reported speaking mostly Bamanankan at home (see Figure 37), although 19% of children did not answer the question and 15% say they speak Arabic (children were allowed to provide more than one response).

²⁷ MEALN and USAID http://pdf.usaid.gov/pdf_docs/PA00J38P.pdf

Figure 37: Languages spoken (*medersas*)



Although children participated in only one French EGRA subtask, each child was also asked to answer a series of questions about their home and family situation. Table 14 summarizes the responses to the questions from this questionnaire.

Table 14: *Medersas* – selected characteristics by grade (2015)

Question	Yes	No	No Answer
Do you have a reading book?	38%	20%	42%
... (if yes) Can you take it home with you?	78%	11%	11%
Do you have other things to read at home?	29%	31%	40%
... (if yes) Are any of them in French?	38%	59%	3%
Does anyone in your family know how to read?	55%	6%	39%
Did you attend kindergarten?	18%	60%	22%
Were you in Grade 4 last year?	15%	63%	23%
Does your teacher give you homework?	51%	12%	37%
... (if yes) Does anyone ever help you do your homework?	64%	34%	2%
Were you absent from school at all last week?	15%	62%	22%
... (if yes) How many days?	(1-2 days) 49%	(4-5 days) 14%	(Don't Know) 31%

The assessors were instructed to ask the questionnaire in the language that the child understands (either Bamanankan or French), but it is likely that since the assessment was in French, most assessors continued to ask the questions in French, preventing many students from understanding and then responding. Therefore, many responses were coded as “no response.” The data from children who answered the questions suggests that most children do not have access to reading materials in school. Some children have reading materials at home, and someone at home who knows how to read. Half of children reported that the teacher gives homework and they have someone at home who helps them. Self-reported absenteeism was lower in *medersa* than in other school types, with only 15% of children reporting any absences in the previous week. According to the SES index calculation, 49% of children are in the “low” or “mid-low” quartile category (i.e., the poorest households).

Classroom characteristics. At the time of the classroom observation, enrollment in selected *medersa* classrooms averaged approximately 32 students per class, with slightly more boys than girls (i.e., 18 boys and 12 girls). Attendance rates during the observation were relatively high, with more than 94% of enrolled students in class (see Table 15). This corroborates the relatively low self-reported absenteeism data from the student questionnaire, and is in contrast to about 12% of children absent in *classique* and *curriculum* schools. Absenteeism was slightly more common among girl students than boys (i.e., 7% as compared with 5%).

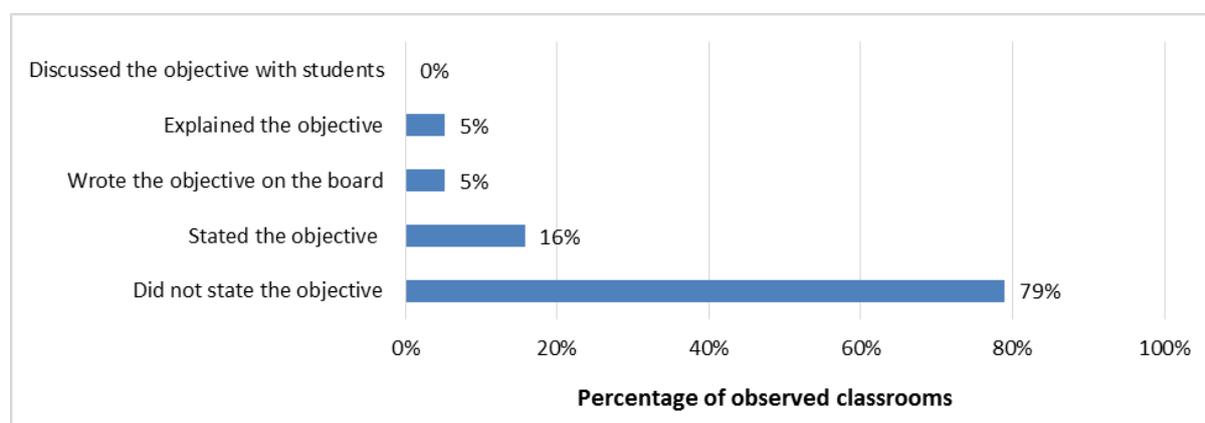
Table 15: Enrollment and attendance in observed *medersa* classrooms

Medersa	Enrolled in class	Present in class	Absent (%)
Girls	14	13	7%
Boys	18	17	6%
Total	32	30	6%

Instructional practice. The language of instruction in the selected *medersa* classrooms was French. The majority of observed classes were conducted in French; in only 2 classes out of 18 did assessors note any code-switching from French to Bamanankan or another language.²⁸

During classroom observations, assessors found that a majority of teachers in *medersas* (79%) tended not to state the objective of reading lessons, and that few stated the objective, wrote it on the board, or explained the objective to students. Thus a much higher percentage of teachers than in the other school types are not defining the objective. Figure 38 displays these data. Although this finding suggests some degree of uniformity in terms of how teachers in the selected *medersas* present the lesson objective (i.e., they do not), this tendency represents a missed opportunity for teachers to communicate the purpose of the lesson to come and to provide a goal toward which the class can work.

Figure 38: Teachers' presentation of the lesson objective (*medersas*)

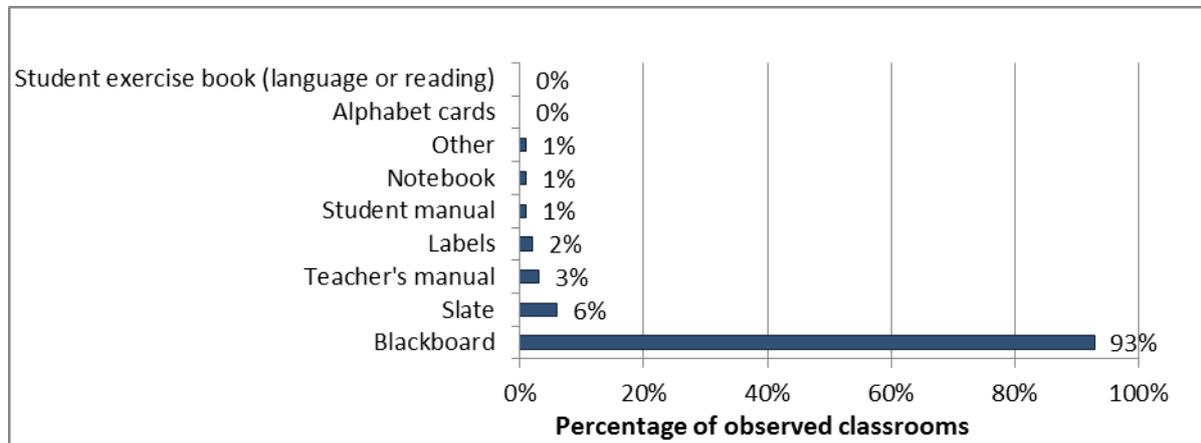


In the majority of selected *medersa* classrooms (95%), assessors did not observe students asking teachers questions during the reading lesson. Teachers' use of questioning was a fairly

²⁸ The alternative languages used were not recorded. As such, "other" in this case is likely to mean either another national language or Arabic.

common pedagogical practice in these schools. However, it appeared that the classroom culture in selected classrooms was one that, for whatever reason, students either did not have time to pose questions to teachers or were not encouraged to do so. Like in the other two types of schools, teachers relied heavily on the blackboard and almost never used other materials. See Figure 39.

Figure 39: Instructional resources in use (*medersas*)



Note: Numbers do not sum to 100% because more than one response was possible.

As in the other two school types, data from the classroom observation instrument was aggregated and is presented in a chart in *Annex E* (Figure E-3). Although we report the data as percentages of classrooms observed, it is important to note that only 18 classrooms were observed in *medersas* and to recall that the intent of this report is not to make generalizations about teaching and classrooms in *medersas*. Rather, this section of the report serves to describe the reading lessons observed in selected *medersa* classrooms.

The rate of student attention was high; at least half of students were reportedly paying attention to the lesson in the majority of observed classrooms in *medersas* (more than 80%). At any given observation segment, the majority of students were not paying attention to the lesson in only three classrooms. However, it is worth noting a general trend of slightly decreasing student attention throughout the duration of the lesson: from 94% in the first observation segment to 83% in the final segment.

Teachers in observed classrooms in *medersas* allocated class time differently than did teachers in other school types, which is not surprising because a different grade level was observed. In *medersas*, teachers taught grammar more than any other content area: grammar activities were observed in 45% of classroom observation segments. Throughout the duration of the observed lessons, the proportion of classrooms in which teachers and students engaged in grammar activities remained between 40% and 60%, except for observation segments 3, 9, and 10. The sustained attention on and concerted effort given to learning the rules of French language is to be expected because this is Grade 4, but also because French is not a maternal language for the vast majority of students. Furthermore French grammar explains a great deal of the orthographic patterns of French, so it supports learning to associate meaning with the written word. Nevertheless, it is worth noting that the strong emphasis on grammar is unique among teachers in *medersas*, and it may be detracting from students learning the basic

mechanics of reading and decoding words. The proportion of classes engaged in writing activities that were not only copying from the blackboard is another classroom characteristic that was uniquely observed in the *medersas* participating in this study; approximately half of classes observed conducting writing activities were engaged in the production of written texts. This would also seem appropriate for the more-advanced grade level. Students in approximately 17% of classrooms were observed reading during the reading lesson, and the majority of these were seen reading aloud as individuals (15% of the 17%) as opposed to reading aloud as a class or reading silently. Reading activities tended to be concentrated at the beginning and end of observed lessons.

Trends in teachers' actions in observed *medersa* classrooms appeared to be more dynamic than in the other school types (see Figure E-3, *Annex E*), but this is due in part to the low numbers of classrooms selected for observation. Nevertheless, several patterns of pedagogical practices appear evident. First, teachers observed in *medersa* classrooms tended to begin reading lessons by speaking or writing on the board. These two instructional behaviors were observed approximately 25% of the time throughout the duration of reading lessons, but were particularly concentrated toward the beginning of the lesson (i.e., approximately 46% of teachers exhibited these practices within the first three observation segments). Monitoring and assessing students was also a prominent practice employed by teachers at the beginning of the lesson (i.e., observation segments 2–5) and again at the end (i.e., observation segments 7–10). When *medersa* teachers observed for this report were not talking or monitoring and assessing, they tended to engage in two other pedagogical behaviors: asking students questions and leading choral or whole-class repetition. The former behavior (asking students questions) was observed in the middle of the lesson, at observation segment 5, when approximately 41% of teachers were posing questions to students. Timing of the latter behavior (leading repetition) displayed two distinct peaks: one during the middle of the lesson between observation segments 5 and 6, when approximately 28% of teachers exhibited this behavior, and again at the end of the observation, when approximately 46% of teachers led individual or class repetition. Behavior unrelated to the lesson was relatively uncommon in observed *medersa* classrooms, except for the middle of the lesson, in observation segment six, when approximately 27% of teachers were engaging in some sort of off-task behavior.

5.2 EGRA Results Summary

Children in *medersas* were only administered the French oral vocabulary subtask and not a reading assessment. The results are summarized in Table 16.

Table 16: Medersas – EGRA results (2015)

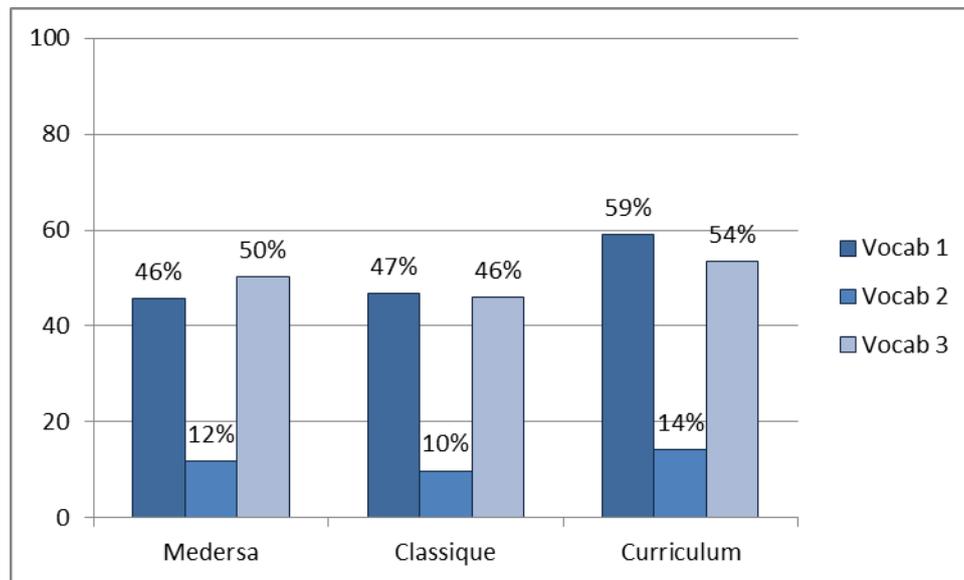
Subtest	Mean % correct	% zero
French vocabulary 1 (Body Parts)	14% (26%)	46%
French vocabulary 2 (Classroom objects)	63% (71%)	12%
French vocabulary 3 (Prepositional commands)	18% (36%)	50%

* Number in parentheses indicates the mean, excluding zero scores.

These scores are remarkably similar to those of Grade 2 students in other school types. Figure 40 shows the similarities in terms of zero scores across all school types on the three different

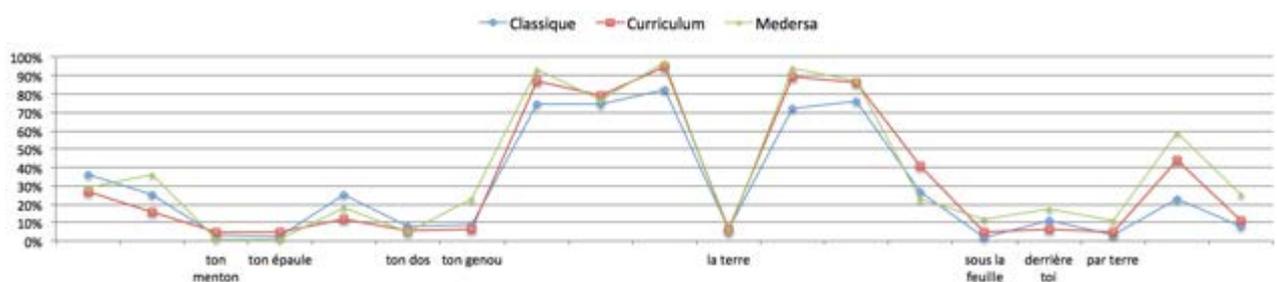
types of vocabulary assessment. Most children were able to respond to questions about vocabulary in the classroom.

Figure 40: French vocabulary – zero scores (All school types)



The findings in *medersas* are actually consistent with findings on children’s knowledge in other school types. Figure 41 plots the accuracy (percent correct if attempted) for all items of the French vocabulary subtask in all three school types. The errors that children made are remarkably similar. Across all school types, children knew vocabulary related to the classroom, with the exception of “*la terre*.”²⁹ It is logical that they would not know the instruction to put the pencil on the ground (“*mets le crayon par terre*”), but similar prepositional phrases caused difficulty in other regions, such as “put the pencil behind you” or “put the pencil under the paper.” Similarly, in all school types, children had not yet learned vocabulary for the parts of the body such as chin (*menton*), shoulder (*épaule*), back (*dos*), and knee (*genou*).

Figure 41: French vocabulary item analysis for all school types



²⁹ Note that in other French countries that have used the French oral vocabulary subtests, the word used was “*sol*” (floor) but in Mali they preferred to use “*terre*” (ground) because many schools are open-air or the tests are conducted outdoors.

5.3 Key Findings for Further Examination

From only the one oral subtask (no printed words were involved) in *medersas* we cannot conclude whether children are learning to read or not. However, acquiring French oral language skills is necessary before children will be fluent readers in the language, and it is apparent that children in *medersas* have very limited ability in French.

From the classroom observations, we can conclude that assessors reported a high rate of student attention in selected *medersa* classrooms, and generally low levels of off-task behavior on the part of teachers (with the exception of the middle of the lesson). There was also little indication of code-switching from the language of instruction to another language during the reading lesson.

Compared to their *curriculum* and *classique* counterparts, teachers in *medersa* classrooms tended not to make their lessons objective-oriented: very few of them stated or explained the lesson objective to their students. Whether or not they held an objective in mind during the course of the lesson, this was generally not articulated to students or used to ascertain progress. Teachers also tended not to employ pedagogical support materials other than the blackboard, although this may not be a choice if those materials are not available. Notably, few teachers were seen leading reading activities in observed *medersa* classrooms; most classrooms were engaged in grammar-related activities and, to some extent, writing. However, very little reading was observed. Although teachers were observed questioning students, particularly during the middle of the lesson, students were rarely seen posing questions to teachers. As such, teachers in these classrooms missed an opportunity to elicit responses from students and identify potential misunderstandings that students might have. In addition, teachers did not often assist students and relied instead on silent monitoring of students' work. As mentioned before, these twin behaviors (i.e., lack of student questions and lack of teacher assistance) do not allow students who either misunderstand the lesson material or who are slower in their work than their peers to enhance their understanding.

6. Policy Dialogue Workshops

In the interest of disseminating the results of the 2015 EGRA, and with the full intention of garnering useful feedback and input to the write-up of those results, a series of workshops designed to share and validate the EGRA findings was organized. RTI, CEPROCODE, USAID, and the MEN collaborated to organize and facilitate a national workshop on September 9 and 10, 2015. During the week following the national workshop (September 14 through 18), the same group of actors collaborated to organize and facilitate workshops in each of the three regions that were included in the EGRA study: Koulikoro, Ségou, and Sikasso.

The objectives of the workshops were as follows:

- Share and validate the results of the 2015 EGRA,
- Engage participants in discussion of the implications of the findings of the 2015 EGRA for sector policy and strategies related to improving reading outcomes, and
- Develop specific recommendations for improving the teaching and learning of reading in early grades.

Whether at the national or regional level, the workshops brought together administrative and technical staff from the MEN, as well as representatives of nongovernmental organizations active in the education sector, other representatives of unions and civil society, and the ministry's financial and technical partners (for a full list of participants see *Annex F*). These participants were asked to identify and validate the findings that they found most compelling and pertinent and to offer their opinions as to the factors that could explain these findings. Additionally, they were asked to identify what could be done at the national, regional, and local levels to address the factors contributing to the low levels of performance in reading and to propose specific recommendations for improving teaching and learning in early grades. The results of the four workshops are summarized here.

In all the workshops, the participants noted the overall low level of performance of students in reading. Many were stunned to find such low percentages of students were able to meet the MEN benchmark of 31 words per minute for familiar word reading by the end of Grade 2. Participants also were surprised by the high levels of absenteeism either reported by students themselves or indicated in the attendance noted during classroom observations. Some participants highlighted the findings that indicate that students in *curriculum* schools are performing better than those in *classique* schools. They took this as an affirmation that students are learning better (albeit, still not well enough) in a language that they speak when they enter the school system.

Most workshop participants agreed that the weaknesses in the system contributing to such low levels of performance include the low overall level of teacher competency, but in particular teachers' overall lack of training and especially the absence of training in teaching reading. Poor motivation on the part of teachers was also consistently cited as a problem, as well as the absence of any viable, regular technical support for teachers. Participants also emphasized the lack of materials and, even more so, the inadequate use of materials when they are present as important contributing factors to the low level of teacher competency. Participants at the regional workshops in Ségou and Koulikoro mentioned that large class

sizes are problematic, and in all the regional workshops, participants pointed to the insufficient amount of time devoted to reading in the school day as a problem.

At the national workshop, participants felt strongly that irregular adherence to the two types of primary school programs—*curriculum* or *classique*—is exacerbating the situation. Schools are vacillating between the two types of programs, operating as *curriculum* in one grade one year, then switching to *classique* in the next grade and year, or even worse, during the same school year. This inconsistency in approach seems to arise when the pool of available teachers to handle either one approach or the other changes as teachers transfer or are reassigned.

Particularly at the regional workshops, participants cited insufficient parental or home support for students learning to read as another significant factor contributing to the poor results.

Workshop participants offered numerous recommendations for how to address the factors contributing to students' low performance in reading and in general for improving the quality of instruction. These are regrouped and summarized under the following headings.

Recommendations concerning teachers. With near unanimity, participants stressed the importance of better teacher development. Specifically, teachers in lower primary grades need to be trained in how to teach reading. This refers to both pre-service and in-service training. At the national workshop, participants emphasized the need to reform the curriculum of the *Institut de Formation des Maîtres* (IFM) to include instruction in national languages and in how to teach using the balanced approach (*l'approche équilibrée*), and greater time spent in practicum. In addition to improved professional development for teachers, participants cited the need to valorize the teaching profession and to address teacher motivation. Developing professional standards and certification requirements, including career-long opportunities for advancement, were some of the ideas put forth. Better promotion of and support for learning communities among teachers (*les communautés d'apprentissage des maîtres*) were also recommended as a site-based approach to improving teacher competency and motivation. Participants mentioned the need to provide more training to teachers at their schools so as to minimize disruptions to the school year and to avoid incurring travel costs. Developing a corps of high-performing teachers who could serve as mentors and trainers was also recommended. One of the participant working groups at the Ségou workshop recommended that teachers with the devotion and skills needed to teach younger children be assigned to the lower primary grades. In general, improved management of the teaching force, for example cutting down on capricious transfer of personnel, was also called for by some participants. Systematic mentoring of teachers was another recommendation made by some participants.

Recommendations concerning instructional materials. Having sufficient quantities of materials delivered to schools and ensuring teachers are trained in how to employ them in their day-to-day teaching are two recommendations that surfaced consistently in each of the workshops. Creating reading corners within schools was also recommended in two of the regional workshops. Participants recommended making materials more available outside school, for example, by developing community libraries. Some participants called for the formulation of a national policy regarding teaching and learning materials.

Recommendations concerning curriculum. Participants in all the workshops questioned whether the current curriculum allocates sufficient time for instruction in reading. All agreed that teachers were not presently equipped to productively use the available time (see recommendations regarding teachers above). Many participants mentioned the success of the balanced approach to teaching literacy (as promulgated under the PHARE project) and called for a more systematic adoption of that method. Participants lamented the continued debate between *curriculum* and *classique* schools, recommending that the Ministry commit to instruction in mother tongue with transition to French (with some participants recommending a reversion to the “*pédagogie convergente*”). Some participants did note that part of the problem with implementing a sound, single approach to teaching reading stems from the lack of support among parents and communities for mother tongue-based instruction.

Recommendations concerning system supports for instruction. Participants all felt strongly that the current arrangements for school support at the decentralized level are not sufficient to ensure high-quality, regular supervision and reinforcement of improved instructional practice. They recommend that pedagogical advisors (*conseiller pédagogiques* [CPs]), head teachers, and other personnel be selected based on demonstrated technical competency related to pedagogy and teacher support. Recruiting greater numbers of support staff was another recommendation intended to help lower the ratio of CPs to teachers, making it possible to more frequently provide support visits. More training for support staff at the *Académies d’Enseignement* (Education Academies [AEs]) and the CAPs was also called for, as well as more organization and provision of training for teachers by the AE and CAP. As mentioned above, more purposeful development and use of teacher learning communities and a greater role for school directors in supporting teacher development were two recommendations intended to enable closer, more regular supervision and assistance for teachers. Participants also mentioned that school directors, as well as CPs and other support personnel, should observe teachers, provide them feedback on their instructional methods, and be trained themselves to provide model lessons.

7. Conclusions

The 2009 EGRA provided important education data for the country’s education reform efforts, but the shockingly low levels of achievement also helped to raise awareness more generally of the failure of international cooperation to improve educational quality at the same time as improving access.³⁰ Subsequently, other assessments such as *Bekunko* continued to corroborate the EGRA findings—the public school system is failing to teach Malian children to read. By continuing its commitment to monitoring education outcomes, the Government of Mali, civil society and USAID are promoting a culture of evidence-driven policymaking.

³⁰ The data from the 2009 Mali EGRA has often been cited in the context of international education policy and advocacy documents, for example, http://www.brookings.edu/~media/research/files/papers/2010/11/education-development-vandergaag/11_education_development_vandergaag.pdf; Wagner, D. (2014). *Learning and Education in Developing Countries: Research and Policy for the Post-2015 UN Development Goals*; and UNESCO. (2014). *EFA Global Monitoring Report* <http://en.unesco.org/gem-report/#sthash.JvTxxX6G.dpbs> to name a few.

Although the 2015 and 2009 EGRA studies are not directly comparable because of differences in sampling (nor are they comparable with PASEC or *Bèekunko*), they are both important, large-scale diagnostic efforts that point to the low level of achievement in three types of primary schools in Mali. The 2015 results are only slightly less alarming than 2009; 66% of children in Grade 2 could not read a single word in Bamanankan and 70% could not read a single word in French, compared with 83% and 94%, respectively, 6 years earlier. However, this does not mean that more children know how to read now—it only means that more children demonstrated the ability to read at least one word during the 2015 data collection. Performance is still strongly skewed toward the low end of the distribution, with most children able to read only 1–10 words, if any at all. Therefore, these children may still be considered “non-readers” as much as those who read nothing at all. In both types of schools—*curriculum* and *classique*—children are learning some basic letter identification skills (either name or sound, but not consistently the letter sound), but they are not being taught to apply these skills to decode words and are not using letters as clues to identify common sight words. This is not surprising, considering the lack of teaching and learning materials in schools and absence of reading materials in the homes of students. Data from this study indicates that few children have textbooks, and teaching practice remains highly teacher-centered, with only the blackboard and chalk as teaching tools. Even with the best instruction, in the absence of a sufficient and varied stock of printed words to read, children cannot practice literacy skills and become fluent readers.

Importantly, learning to read and understand what is read implies a prerequisite understanding of the language (basic receptive oral language capacity). All children in Mali will be expected to learn to read in French at some point; in *classique* schools that expectation comes earlier than for *curriculum* and *medersas*. But across the three school types, children were only successful to some extent in identifying objects in the classroom in French, but not basic body parts or executing a simple task related to objects in the classroom. Therefore, we can conclude that children are neither learning to read in any language nor acquiring basic communicative competence in the official language of the country (French).

Although some difference in scores is noted, this study cannot attribute the change in reading scores (lower proportion of zero scores) to any particular policy or action that has taken place since 2009. It can only provide a potential baseline for measuring future actions directed at improving learning outcomes.

8. Recommendations

There are many aspects of teaching and learning that were not measured by this study, such as teacher’s level of education, access to training specific to reading instruction, school infrastructure, school leadership, home and community resources, and barriers to education that have been directly or indirectly affected by the conflict. We know that these characteristics have an influence on children’s reading development, and given the evidence globally of what works in reading instruction, it should suffice to know that what is in place in Mali right now is not working. However, in order to prioritize inputs, further research on specific aspects of teaching and learning may be justified. For example:

- More contextualized research on the characteristics of the different regions and school types might explain why Sikasso seems to lag behind other regions in reading skills, while Ségou is doing slightly better (particularly in French reading).
- It would be useful to also explore the answers to questions such as:
- What are the characteristics of teachers and classrooms that are successful in developing reading skills in the Malian context—do effective teachers have additional teacher training, or simply better or more classroom resources to draw on?
- Is there any difference in the contractual status of teachers that might explain why some teachers are more effective than others?
- A review of the content of teaching materials (textbooks and lesson plans) might also yield some insight into what children are being taught and how there could be so little variation in the letters and words that children are or are not able to read, even across three different regions and school types.
- On the other hand, the fact that instruction is consistent across the regions points to an opportunity to diffuse good teaching practice across the country if the specific methods and processes of teacher training and deployment can be identified and harnessed to do so.

In the absence of any further studies, however, the 2015 EGRA points to the critical need to improve children’s opportunity to read by increasing print materials in classrooms, and by providing teachers with strategies for making use of those print materials in varied and effective ways.

- Children need practice with unique texts (i.e., texts that they read independently—not only repeating after the teacher, repeating after another student, or reciting as a group), as well as shorter texts that focus on letter- and syllable-level decoding within words.
- Moving from whole-class instruction to small-group practice for a portion of the lesson is one way to provide children more opportunities to practice reading, if they have texts to work with in small groups. Also, this shift would allow teachers to provide more individualized feedback.
- Efforts in all cases should build on positive and familiar instructional practices, such as the practice of describing the objectives of the lesson. This instructional practice could be turned into an opportunity to structure lessons around an objective, ensuring that the objective is a good one (i.e., an objective that is measureable, feasible, comprehensible, etc.) and using it as a metric to ascertain progress.
- In a similar manner to national-level stakeholders that are investing in progress monitoring at the national level, teachers should be monitoring student-level progress—ensuring that children master basic concepts throughout the year and addressing gaps as soon as they are identified.

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Annex B: Short Description of Early Grade Reading Assessment (EGRA) Subtasks

A student's ability to name letter sounds is highly correlative with future reading and comprehension skills. Thus, the 2015 EGRA began with a 60-second Letter-Sound Identification subtask. In this subtask, students were asked to provide as many sounds as possible out of a total list of 100 letters. The letters were presented in upper and lower case formats and in random order. If the student was not able to provide a correct answer for any of the first 10 letters, the subtask was discontinued.

In the Familiar Words subtask, a student had 60 seconds to read the most commonly occurring words in grade-level texts. They were presented with a grid of 50 words, five words per line, and asked to read as many words as possible within one minute. If after three seconds the student was not able to read a word, they were encouraged to move on to the next word. If a student was not able to read a single word on the first line, the subtask was discontinued.

The Invented/Nonword Reading subtask assessed a student's decoding skills. This was a subtask in which students used their knowledge of letter and symbol correspondences to read combinations of letters that followed patterns of actual words in the language of assessment. In this subtask, the student was presented with a grid of 50 nonwords and asked to read as many as possible in 60 seconds. If a student was not able to read any of the first five nonwords, the subtask was discontinued.

A timed subtask was administered to measure Oral Reading Fluency. The student was asked to read a grade-level appropriate passage as completely and accurately as possible within 60 seconds. They were then asked to answer up to five Reading Comprehension questions about the same text. The student was only asked questions regarding the portion of the text that they were able to read during the 60-second subtask. For this subtask, multiple passages, along with literal and inferential comprehension questions, were developed during the December 2014 adaption workshop by Bamanankan language specialists with the aid of local curriculum experts.

Note that mother tongue letter and word frequency lists were developed through a rigorous process for the 2009 EGRA in Bamanankan. For all the above subtasks, the in-country adaption workshop drew on this robust research as local language and curriculum experts confer in developing novel randomized lists.

In addition to the EGRA subtasks described above, students from *curricular* and *classical* schools received an evaluation of their Oral French skills. Students from *medersa* schools were also evaluated using the same oral French test to compare results across all school types. Grade 4 students were selected in the *medersa* schools because French is first introduced in Grade 3. Therefore, similar to Grade 2 learners in the other schools types, in theory, *medersa* Grade 4 students have each had two years of French instruction. In this subtask, a student was given a French word prompt to which they responded by pointing to objects in their proximity. This subtask evaluated a student's understanding of receptive vocabulary in French as they indicated parts of the body and objects present in the classroom. The student

was also asked to demonstrate spatial relationships. A total of 20 French prompts were administered. This assessment required no more than 10 minutes per student, including transitions.

Annex C: EGRA Instruments and Student Questionnaire

C1: Mali EGRA—French 2015

Evaluation des compétences en lecture dans les premières années de l'école fondamentale

FICHE DES RÉPONSES DE L'ÉLÈVE - LANGUE FRANÇAISE – 2- ème

Instructions générales :

Il est important de s'assurer que la visite de l'école se fasse de manière planifiée et minutieuse. Une fois sur place, il faut tout faire pour s'assurer que tout le monde se sente à l'aise. Il est tout particulièrement important d'établir une relation détendue et enjouée avec les élèves qui vont être évalués, grâce à de simples conversations initiales (voir exemple ci-après). L'élève doit presque percevoir l'évaluation qui suit comme étant un jeu.

ATTENTION !

- Lisez toutes les instructions **en langue locale** et ne dire aux élèves que ce qui est surligné en **gris**.
- Eteignez votre téléphone portable avant de commencer le test.
- Ecartez les autres élèves de celui qui passe le test.
- Evitez que les élèves se racontent les uns aux autres de quoi il s'agit !

Bonjour! Je m'appelle ____ . Je suis un ami à ton maître / à ta maîtresse. J'ai des enfants comme toi, qui aiment la lecture, le sport, et la musique. Et toi, comment t'appelles-tu ? Qu'est-ce que tu aimes ?

[Attendez la réponse de l'enfant. Si l'enfant semble à l'aise, passez directement au consentement verbal. S'il hésite ou a l'air peu à l'aise, posez la deuxième question avant de passer au consentement verbal].

Et qu'est-ce que tu aimes faire lorsque tu n'es pas à l'école?

Veillez lire, à haute voix, la déclaration suivante à l'élève pour obtenir son **consentement verbal**.

Laisse-moi t'expliquer pourquoi je suis là aujourd'hui. Le Ministère de l'Éducation nous a demandé d'étudier comment les enfants apprennent à lire. Tu as été sélectionné(e) au hasard pour participer à cette étude. Ta participation est très importante, mais tu n'es pas obligé de participer si tel n'est pas ton désir.

Nous allons faire des jeux de lecture. Tu va lire des lettres, des mots et une petite histoire. A l'aide de ce chronomètre, je vais voir combien de temps tu mets pour lire certaines choses. Mais ce n'est pas un examen, ce que tu fais avec moi ne changera pas ta note de classe.

Je vais aussi te poser quelques questions sur ta famille et ta maison. Mais je n'écris pas ton nom sur cette fiche, alors personne ne saura que ces réponses sont les tiennes. Aussi, si tu arrives à une question à laquelle tu préfères ne pas répondre, ce n'est pas grave, on peut passer. Encore une fois, tu n'es pas obligé de participer si tu ne le veux pas. As-tu des questions ? Peut-on commencer?

Consentement verbal obtenu: **OUI**

(Si le consentement verbal n'est pas obtenu, remercier l'élève et passer au prochain élève, utilisant ce même formulaire.)

A. Date du test :	
B. Nom du passateur:	
C. Nom de l'école :	
D. Nom du CAP :	
E. Code unique - école :	

F. Année d'études de l'élève :	2 = 2ème année
	4 = 4ème année
G. Classe (Section):	
H. Mois et Année de naissance de l'élève	Mois de : _____ Année : _____
I. Sexe de l'élève	1 = Féminin 2 = Masculin
J. Heure du début du test :	____ : ____ am / pm

Section 1. Connaissance des graphèmes (lettres et groupes de lettres)

Une réponse est « correcte » si l'élève a donné le **son** (b', d', f', llll) de la lettre. Pour les graphèmes de plus d'une lettre, leur prononciation est celle qu'ils ont dans les mots (par exemple, 'an' se lit comme dans le mot 'rang', 'on' comme dans le mot 'mon', 'oi' comme dans le mot 'moi', 'ch' comme dans 'chat' ; 'gn' comme dans 'peigne'...). Les réponses de l'élève doivent être indiquées de la manière suivante :

- **Incorrect ou non-réponse:** Barrer (/) le graphème si l'élève a donné une réponse incorrecte, ou n'a pas donné de réponse.
- **Auto-correction :** Dans le cas où l'élève a donné une réponse incorrecte mais s'est corrigé par la suite (auto-correction), entourer l'item que vous avez déjà barré. Comptez cette réponse comme étant correcte.

Ne dites rien sauf si l'élève ne répond pas et reste bloqué sur un graphème pour au moins 3 secondes. Dans ce cas, demandez-lui, « Continue », en lui montrant le prochain graphème. Marquer le graphème sur lequel l'élève s'est bloqué comme incorrect.

Montrez à l'élève la feuille #1 dans le Cahier de Stimuli. Dites-lui:

Voici une page pleine de lettres et de groupes de lettres de la langue française. Lis-moi ces lettres en me donnant le son qu'ils font dans les mots. Par exemple, cette lettre [Indiquer le "T" dans la ligne des exemples] se lit / t' / comme dans le mot "TABLE".

Pratiquons maintenant: Lis-moi ce groupe de lettres [Indiquer le "ou" dans le rang des exemples]:

Si l'élève répond correctement, dites: "Très bien, ce groupe de lettres se lit /ou/ comme dans le mot "cour".

Si l'élève ne répond pas correctement, dites: "Non, ce groupe de lettres se lit / ou / comme dans le mot "cour".

Essayons un autre maintenant. Lis-moi cette lettre: [Indiquer le "O" dans le rang des exemples]:

Si l'élève répond correctement, dites: "Très bien, cette lettre se lit / O /

Si l'élève ne répond pas correctement, dites: "Non, cette lettre se lit / O /.

Lorsque je dis "Commence", tu vas commencer ici [pointez la première lettre du doigt] et continuer dans ce sens [pointez jusqu'à la fin du ligne]. Montre chaque lettre du doigt et dis-moi d'une voix forte le son qu'il fait. Essaie de lire rapidement et correctement. Si tu ne connais pas le son de la lettre, essayes la prochaine. Mets ton doigt sur la première lettre. Tu es prêt(e) ? Commence.



Etablir le chronomètre pour une minute (60 secondes) en appuyant sur le bouton « MIN ». Au moment où l'élève prononce la première lettre, faites démarrer le chronomètre en appuyant sur le bouton START / STOP.

Au bout d'**une minute**, mettre un crochet (]) juste après le dernier graphème que l'élève a lu. Demandez à l'élève de s'arrêter. Notez dans la case fournie à cet effet en bas de la page le nombre exact de secondes restantes indiquées sur le chronomètre. Si l'élève n'a pas terminé l'exercice en une minute, notez "0" secondes. Si l'élève ne réussit pas à donner une seule bonne réponse parmi les dix premiers graphèmes (le premier rang), demandez-lui gentiment de s'arrêter, et cocher la case « **auto-stop** ».

Exemple : T ou O

1	2	3	4	5	6	7	8	9	10	
z	Q	E	ch	i	O	A	é	f	ou	(10)
L	b	on	m	an	T	N	G	s	i	(20)
ou	M	g	p	c	w	j	L	O	T	(30)
R	K	é	b	s	f	u	J	V	a	(40)
X	L	e	a	D	Y	H	an	f	c	(50)
I	s	u	p	M	v	oi	T	n	P	(60)
Z	un	e	g	in	F	d	o	an	v	(70)
D	é	b	A	m	on	T	C	o	r	(80)
R	L	q	e	B	n	i	a	p	ou	(90)
Gn	E	ch	V	D	U	ç	oi	m	x	(100)

Nombre exact de secondes restantes indiquées sur le chronomètre :

Cochez ici si l'exercice a été arrêté par manque de réponses correctes à la première ligne (**auto-stop**):

Merci bien ! On peut passer à la prochaine activité !

Codes : Crochet # Incorrect

Section 2. Lecture de mots familiers

Comme pour la section précédente, les réponses de l'élève doivent être indiquées de la manière suivante :

- **Incorrect ou non-réponse:** Barrer (/) le mot si l'élève a donné une réponse incorrecte ou n'a pas donné de réponse.
- **Auto-correction :** Dans le cas où l'élève a donné une réponse incorrecte mais s'est corrigé par la suite (auto-correction), entourer l'item que vous avez déjà barré. Comptez cette réponse comme étant correcte.

Ne dites rien sauf si l'élève ne répond pas et reste bloqué sur un mot pour au moins 3 secondes. Dans ce cas, demandez-lui, « Continue », en lui montrant le prochain mot. Compter le mot sur lequel l'élève s'est bloqué comme incorrect.



Rétablir le chronomètre pour une minute (60 secondes) en appuyant sur le bouton « MIN ».

Présentez à l'élève la feuille #2 dans le Cahier de Stimuli. Dites-lui:

Voici une page avec des mots en langue FRANCAIS. Essayes de lire autant de mots que tu peux. Il ne faut pas dire les lettres mais lire le mot. Par exemple, ce premier mot [Indiquer le mot « ta »] se lit « ta ».

Essayons. Peux tu lire ce mot ? [indiquer le mot « par » avec le doigt.]

Si l'enfant lit correctement dites : « Très bien, ce mot se lit « par ».

Si l'enfant ne lit pas correctement, ou après 3 secondes de non-réponse, dites : **Ce mot se lit « par »**

Essayons. Peux tu lire ce mot ? [indiquer le mot « lune » avec le doigt.]

Si l'enfant lit correctement dites : « Très bien, ce mot se lit « lune ».

Si l'enfant ne lit pas correctement, ou après 3 secondes de non-réponse, dites : **Ce mot se lit « lune »**

Lorsque je dis "Commence", tu va commencer ici [pointez le premier mot du doigt] et continuer dans ce sens [pointez jusqu'à la fin du ligne]. Montre chaque mot du doigt en lisant le mot. Essaie de lire rapidement et correctement. Si tu ne sais pas lire le mot, essayes le prochain. Mets ton doigt sur le premier mot. Tu es prêt(e) ? Commence.



Faites démarrer le chronomètre lorsque l'élève essaye le premier mot (« il ») Au bout d'une minute, mettez un crochet () juste après le dernier mot que l'élève a lu. Demandez à l'élève de s'arrêter.

Notez dans la case en bas le nombre exact de secondes restantes sur le chronomètre lorsque l'enfant a lu « vide ». Si l'élève n'a pas terminé l'exercice en une minute, notez "0" secondes. Si l'élève ne réussit pas à donner une seule bonne réponse parmi les dix premiers mots (le premier rang), demandez-lui gentiment de s'arrêter, et cocher la case « auto-stop ».

Exemple :

	ta	par	lune			
	1	2	3	4	5	
	il	tu	sa	ma	vol	(5)
	lire	ami	on	car	ou	(10)
	papa	sol	bébé	peur	sage	(15)
	cri	blé	carte	fleur	vache	(20)
	chaise	bleu	vole	sur	peau	(25)
	clé	mil	monde	table	mur	(30)
	fin	date	tour	posé	kilo	(35)
	ronde	maman	arbre	faire	porter	(40)
	été	beau	pain	rougir	moto	(45)
	mal	douze	bol	vélo	vide	(50)

Nombre exact de secondes restantes indiquées sur le chronomètre :

Cochez ici si l'exercice a été arrêté par manque de réponses correctes à la première ligne(auto-stop) :

Merci bien ! On peut passer à la prochaine activité !

Codes :

Crochet

Incorrect

Section 3. Lecture de mots inventés

Comme pour la section précédente, les réponses de l'élève doivent être indiquées de la manière suivante :

- **Incorrect ou non-réponse:** Barrer (/) le mot si l'élève a donné une réponse incorrecte ou n'a pas donné de réponse.
- **Auto-correction :** Dans le cas où l'élève a donné une réponse incorrecte mais s'est corrigé par la suite (auto-correction), entourer l'item que vous avez déjà barré. Comptez cette réponse comme étant correcte.

Ne dites rien sauf si l'élève ne répond pas et reste bloqué sur un mot pour au moins 3 secondes. Dans ce cas, demandez-lui « Continue », en lui montrant le prochain mot. Comptez le mot sur lequel l'élève s'est bloqué comme incorrect.



Rétablir le chronomètre pour une minute (60 secondes) en appuyant sur le bouton « MIN ».

Présentez à l'élève la feuille #3 dans le Cahier de Stimuli. Dites-lui:

Voici une page avec des mots inventés en langue FRANCAIS. Essayes de lire autant de mots que tu peux. Il ne faut pas dire les lettres mais lire le mot. Par exemple, ce premier mot [Indiquer le mot « bi »] se lit « bi ».

Essayons. Peux tu lire ce mot ? [indiquer le mot « tok » avec le doigt.]

Si l'enfant lit correctement dites : « Très bien, ce mot se lit « tok ».

Si l'enfant ne lit pas correctement, ou après 3 secondes de non-réponse, dites : **Ce mot se lit « tok »**

Essayons. Peux tu lire ce mot ? [indiquer le mot « sar » avec le doigt.]

Si l'enfant lit correctement dites : « Très bien, ce mot se lit « sar ».

Si l'enfant ne lit pas correctement, ou après 3 secondes de non-réponse, dites : **Ce mot se lit « sar »**

Lorsque je dis “Commence”, tu va commencer ici [pointez le premier mot du doigt] et continuer dans ce sens [pointez jusqu'à la fin du ligne]. Montre chaque mot du doigt en lisant le mot. Essaie de lire rapidement et correctement. Si tu ne sais pas lire le mot, essayes le prochain. Mets ton doigt sur le premier mot. Tu es prêt(e) ? Commence.



Faites démarrer le chronomètre lorsque l'élève essaye le premier mot (« zi ») Au bout d'**une minute**, mettez un crochet () juste après le dernier mot que l'élève a lu. Demandez à l'élève de s'arrêter.

Notez dans la case en bas le nombre exact de secondes restantes sur le chronomètre lorsque l'enfant a lu « fipe ». Si l'élève n'a pas terminé l'exercice en une minute, notez “0” secondes. Si l'élève ne réussit pas à donner une seule bonne réponse parmi les dix premiers mots (le premier rang), demandez-lui gentiment de s'arrêter, et cocher la case « auto-stop ».

Exemple :	bi	tok	sar		
	1	2	3	4	5
	zi	tal	ja	ol	vaf
	cla	sar	ciko	ul	vor
	neul	plovi	bige	bilba	ima
	toche	flir	osi	blu	tipa
	duse	saré	rané	pro	nur
	bape	chane	doupé	mouli	clo
	til	taindé	doul	zopé	nube
	donré	dreu	ibrau	raite	lorpe
	oti	neau	bir	nogir	moudir
	bair	zode	nour	lépa	fipe

Nombre exact de secondes restantes indiquées sur le chronomètre :

Cochez ici si l'exercice a été arrêté par manque de réponses correctes à la première ligne(auto-stop):

Merci bien ! On peut passer à la prochaine activité !

Codes : Crochet # Incorrect

Section 4a. 3 - Lecture du texte (petite histoire)

Indiquer les réponses de l'élève : de la manière suivante :

- **Incorrect ou non-réponse:** Barrer (/) le mot .
- **Auto-correction :** Entourer l'item que vous avez déjà barré.

Ne dis rien sauf si l'élève reste bloqué sur un mot pendant au moins 3 secondes. Dans ce cas, demandez-lui gentiment de continuer. Marquer le mot comme erroné.

Au bout d'**une minute** faites suivre le dernier mot que l'élève a lu (ou tenté de lire) par un crochet (]), et demandez-lui gentiment de s'arrêter. Si l'élève a tout lu en moins d'une minute, notez dans la case fournie à cet effet en bas de la page, le nombre exact de secondes qui restent sur le chronomètre. Si l'élève n'a pas terminé l'exercice, notez "0" secondes.

Règle d'auto-stop : Si l'élève ne réussit pas à donner une seule bonne réponse parmi les 13 premiers mots (les deux premières lignes), arrêter l'épreuve et cocher la case « auto-stop ». Passer à la Section 6.



Rétablir le chronomètre pour une minute (60 secondes) en appuyant sur le bouton « MIN ». Lorsque vous dites "Commence", faites démarrer le chronomètre.

Voici encore une petite histoire. Essaie de lire rapidement et correctement ; après, je vais te poser quelques questions sur l'histoire. Lorsque je dis "Commence", tu vas commencer à lire. Si tu vois un mot que tu sais pas lire, essaies le prochain. Mets ton doigt sur le premier mot. Tu es prêt(e)? Commence. *[Faites démarrer le chrono des le premier mot.]*

L'école de Binta est jolie. Elle a six CLASSES.	10
Dans la cour on trouve des arbres et des FLEURS.	20
Binta joue dans la cour avec ses CAMARADES.	28
L'école est à côté de sa MAISON.	35
Elle y va à pied. Binta aime son ECOLE.	44

Nombre exact de secondes restantes sur le chronomètre :

Cochez ici si l'élève n'a pas pu lire un seul mot (auto-stop):

Section 4b. 3 - Compréhension du texte lu

Lorsque l'élève a terminé de lire (Section 5a), retirez le texte de sa possession et posez la première question ci-après. Si l'élève ne donne aucune réponse après 10 secondes, répétez la question, et donnez à l'enfant encore 5 secondes pour répondre. S'il ne donne toujours pas de réponse, passez à la question suivante. Poser les questions qui correspondent aux lignes du texte *jusqu'à la ligne à laquelle se trouve le crochet (])*, c'est-à-dire, jusqu'à l'endroit où l'élève a cessé de lire.

Notez les réponses de l'élève dans l'espace « Réponses de l'élève »:

Mettez une croix dans la case qui correspond à sa réponse par rapport à chaque question.

- « Correct » : L'élève donne une réponse correcte ou a donné une réponse incorrecte mais s'est corrigé par la suite (auto-correction). Les réponses correctes peuvent être fournies en langue française ou en langue nationale.
- « Incorrect » : L'élève donne une réponse incorrecte.
- « Pas de réponse » : L'élève ne donne pas de réponse.

Maintenant, je vais te poser quelques questions sur l'histoire. Essaie de répondre aux questions au mieux possible. Tu peux donner les réponses en français ou en [langue locale]

QUESTIONS	RÉPONSES DE L'ÉLÈVE		
	Correcte	Incorrecte	Pas de réponse
1. Combien de classes a-t-elle l'école de Binta?? <i>[six]</i>			
2. Qu'est-ce qu'on trouve dans la cour de l'école? <i>[arbres, fleurs, arbres et fleurs]</i>			
3. Avec qui Binta joue dans la cour?? <i>[Ses camarades]</i>			
4. Où se trouve l'école de Binta? <i>[à côté de sa maison]</i>			
5. Pourquoi Binta aime-t-elle son école? <i>[elle est jolie; il y a des fleurs; il y a les camarades; elle n'est pas loin; etc]</i>			

Merci bien ! On peut passer à la prochaine activité

Section 5. Entretien sur l'environnement de l'élève

Selon le cas, écrivez la réponse de l'enfant ou entourez le code qui correspond à sa réponse. S'il n'y a pas d'instruction spécifique, une seule réponse est autorisée.

On a presque terminé ! Il nous reste juste quelques questions sur toi-même et ta famille, ton parcours scolaire et sur ta maison.					
		Oui	Non	Pas de	
1	Tu parles quelle(s) langue(s) à la maison ? <i>[Plusieurs réponses sont autorisées]</i>	4.1 Bamanankan	1	0	9
		4.2 Fulfuldé	1	0	9
		4.3 Songhoi	1	0	9
		4.4 Bomu	1	0	9
		4.5 Français	1	0	9
		4.6 Arabe	1	0	9
		4.7 Autre (<i>Précisez en bas</i>)	1	0	9
		4.7 (<i>Détail</i>)			
2	As-tu un manuel de lecture à l'école?	Non..... 0 ; Oui..... 1 Ne sais pas / pas de réponse 9			
	Peux- l'emporter à la maison?	Non..... 0 ; Oui..... 1 Ne sais pas / pas de réponse 9			
3	Y a t-il d'autres livres, journaux, ou autres choses à lire chez toi à la maison, autre que tes manuels scolaires?	Non..... 0 Oui..... 1 Ne sais pas / pas de réponse 9			
	<i>[Si oui à la question précédente:]</i> Donne moi quelques exemples.	(Pas besoin d'enregistrer la réponse)			
4	<i>[Si oui à la question 3:]</i> Ces livres sont-ils en français		Oui	Non	Pas de réponse
		7.1 Français	1	0	9
5	Y a-t-il des personnes dans ta famille qui savent lire, autre que toi-même ?	Non..... 0 Oui..... 1 Ne sais pas / pas de réponse 9			
6	<i>[Si oui à la question précédente:]</i> Quelles sont les personnes dans ta famille qui savent lire ? <i>[Plusieurs réponses sont autorisées]</i>		Oui	Non	Pas de réponse
		9.1 Mère	1	0	9
		9.2 Père	1	0	9
		9.3 Sœur(s)/frère(s)	1	0	9
		9.4 Autre (<i>préciser en bas</i>)	1	0	9
9.4 (<i>Détail</i>)					

7	Chez toi à la maison, y a-t-il :	<i>Oui</i>	<i>Non</i>	<i>Pas de réponse</i>
	une radio?	1	0	9
	un téléphone fixe ou un téléphone portable?	1	0	9
	l'électricité?	1	0	9
	une télévision ?	1	0	9
	un frigo ?	1	0	9
	des toilettes à l'intérieur de la maison ?	1	0	9
	une bicyclette ?	1	0	9
	une moto ?	1	0	9
	une pirogue, une pinasse, ou une charrette ?	1	0	9
	une voiture, un camion, un 4X4 ou un tracteur ?	1	0	9
8	As-tu fréquenté un jardin d'enfants lorsque tu étais petit(e), avant de venir à l'école ?	Non 0 Oui 1 Ne sais pas / pas de réponse 9		
9	L'année passée, tu étais dans quelle classe / année d'études?	Jardin d'enfants..... 7 1ère année 1 2ème année 2 4ème année 4		
10	L'enseignant donne-t-il des devoirs à faire à la maison ?	Non 0 Oui 1 Ne sais pas / pas de réponse 9		
11	<i>[Si oui à la question précédente:]</i> Est-ce que quelqu'un t'aide à faire tes devoirs de temps en temps ?	Non 0 Oui 1 Ne sais pas / pas de réponse 9		
12	La semaine passée, as-tu été absent(e) de l'école?	Non 0 Oui 1 Ne sais pas / pas de réponse 9		
13	Si oui pendant combien de jours ?	-----		
	Heure de fin du test	_____ : _____ am / pm		

On a fini ! Je suis très content. Maintenant, tu peux retourner en classe, vas-y directement. S'il te plaît, ne parles pas aux autres élèves de ce qu'on vient de faire.

C2: Mali EGRA—French 2015 Student Stimulus

Exemple : O ou T ch

z	Q	E	ch	i	O	A	é	f	ou
L	b	on	m	an	T	N	G	s	i
ou	M	g	p	c	w	j	L	O	T
R	K	é	b	s	F	u	J	V	a
X	L	e	a	D	Y	H	an	f	c
I	s	u	p	M	V	oi	T	n	P
Z	un	e	g	in	F	d	o	an	v
D	é	b	A	m	on	T	C	o	r
R	L	q	e	B	N	i	a	p	ou
gn	E	ch	V	D	U	ç	oi	m	x

Exemple : ta Par lune

il	tu	sa	ma	vol
lire	ami	On	car	ou
papa	sol	Bébé	peur	sage
cri	blé	Carte	fleur	vache
chaise	bleu	Vole	sur	peau
clé	mil	Monde	table	mur
fin	date	Tour	posé	kilo
ronde	maman	Arbre	faire	porter
été	beau	Pain	rougir	moto
mal	douze	Bol	vélo	vide

Exemple : **bi** **Tok** **sar**

zi	tal	Ja	ol	vaf
cla	sar	Ciko	ul	vor
neul	plovi	bige	bilba	ima
toche	flir	Osi	blu	tipa
duse	saré	Rané	pro	nur
bape	chane	Doupé	mouli	clo
til	taindé	Doul	zopé	nube
donré	dreu	Ibrau	raite	lorpe
oti	neau	Bir	nogir	moudir
bair	zode	Nour	lépa	fipe

L'école de Binta est jolie. Elle a six classes. Dans la cour on trouve des arbres et des fleurs. Binta joue dans la cour avec ses camarades. L'école est à côté de sa maison. Elle y va à pied. Binta aime son école.

C3: Mali EGRA—Bamanankan 2015

Evaluation des compétences en lecture dans les premières années de l'école fondamentale

FICHE DES RÉPONSES DE L'ÉLÈVE- LANGUE BAMANANKAN

Instructions générales :

Il est important de s'assurer que la visite de l'école se fasse de manière planifiée et minutieuse. Une fois sur place, il faut tout faire pour s'assurer que tout le monde se sente à l'aise. Il est tout particulièrement important d'établir une relation détendue et enjouée avec les élèves qui vont être évalués, grâce à de simples conversations initiales (voir exemple ci-après). L'élève doit presque percevoir l'évaluation qui suit comme étant un jeu.

ATTENTION !

- Lisez toutes les instructions **en langue nationale** et ne dire aux élèves que ce qui est surligné en gris.
- Eteignez votre téléphone portable avant de commencer le test.
- Ecartez les autres élèves de celui qui passe le test.
- Evitez que les élèves se racontent les uns aux autres de quoi il s'agit !

I ni sɔgɔma! Ne tɔgɔ ye I ka karamɔgɔ teri dɔ de ye ne ye. Ne denw fana bɛ yen. I n'u bɛɛ ye kelen ye. Kalanjɛ, farikoloɲɲajɛ ni miziki ka di u ye. E dun, e tɔgɔ ? Mun de ka di e ye ?

[Attendez la réponse de l'élève. Si l'enfant semble à l'aise, passez directement au consentement verbal.

S'il hésite ou a l'air peu à l'aise, posez la deuxième question avant de passer au consentement verbal].

N'i ma taa lekɔli la don min, i b'i diyagɛko jumɛn kɛ

Veillez lire, à haute voix, la déclaration suivante à l'élève pour obtenir son **consentement verbal**.

Ne nakun ye min ye yan bi, a to ne k'o ɲɛfɔ e ye. Kalan misiriso y'a ɲini denmiseninw ka kalanjɛ kɛcogo ka jateminɛ. E sugandira k'i sendon o jateminɛ la. Nafa de bɛ i sendonni in na ; nka n'a man di i ye, i tɛ diyagoya.

An bɛna misali dɔw kɛ: lamɛnni, kalanjɛ ani sɛbɛnni. N bɛ waatilan (mɔnturu) in ta k'a lajɛ i bɛ waati min ta fɛn dɔw kalanni na. Nka ɛkizamɛn (kuruxini) tɛ dɛ! Ne ni e bɛ min kɛ, o tɛ foyi de falen i ka kuru la kilasi kɔnɔ. N bɛ na ɲininkali dɔw k'i la fana aw ka so kan. Nka ne tɛna i ka jaabiw sɛbɛn. O la, maa si tɛn'a dɔn ko e ka jaabiw de don. Ani fana, ni e sago tɛ ka ɲininkali min jaabi, i b'o to yen; baasi foyi t'o la. N b'a fɔ i ye hali bi, i diyagoyalen tɛ k'i sendon kɔɔmɛli in na n'a ma bɛn i ma. An bɛ se k'a daminɛ wa?

Consentement verbal obtenu:

OUI

(Si le consentement verbal n'est pas obtenu, remercier l'élève et passer au prochain élève, utilisant ce même formulaire.)

A. Date du test :		F. Année d'études de l'élève :	2ème année
B. Nom du passateur :		G. Classe (Section):	
C. Nom de l'école :		H. Mois et Année de naissance de l'élève	Mois de : _____ Année : _____
D. Nom du CAP :		I. Genre de l'élève	1 = Féminin 2 = Masculin
E. Code unique - école:		J. Heure du début du test :	_____:____am / pm

Section 1. Connaissance des graphèmes (lettres et groupes de lettres)

Une réponse est « correcte » si l'élève a donné le **nom** ou le **son** (a', i', l', j) des lettres. Pour les graphèmes de plus d'une lettre, leur prononciation est celle qu'ils ont dans les mots (par exemple, 'an' se lit comme dans le mot 'kan', 'on' comme dans le mot 'kon', 'aa' comme dans le mot 'baara', 's' comme dans 'sɛ'; 'â' comme dans 'âj'...).

Les réponses de l'élève doivent être indiquées de la manière suivante :

- **Incorrect ou non-réponse:** Barrer (/) le graphème si l'élève a donné une réponse incorrecte, ou n'a pas donné de réponse.
- **Auto-correction :** Dans le cas où l'élève a donné une réponse incorrecte mais s'est corrigé par la suite (auto -correction), entourer l'item que vous avez déjà barré. Comptez cette réponse comme étant correcte.
- **Ne dites rien sauf si** l'élève ne répond pas et reste bloqué sur un graphème pour au moins 3 secondes. Dans ce cas, demandez- lui, « Continue », en lui montrant le prochain graphème. Marquer le graphème sur lequel l'élève s'est bloqué comme incorrect. Montrez à l'élève la feuille de la Section 2 dans le Cahier de Stimuli (F/2). Dites-lui:

Siginidenw ni siginidenkuluw fil ε ka ηε in fa. Siginiden ninnu kalan i k' u tɔgɔ walima u mankan fɔ n ye. Misali la, nin siginiden in : "a". Ale bε kalan /a/ i n' a fɔ "ba" daηε kɔnɔ [Indiquer le "a" dans la ligne des exemples].

An k' a waleya sisan [Indiquer le "i" dans le rang des exemples]:

Si l'élève répond correctement, dites: a ka ηi kɔsεbε, siginidenkulu in bε kalan /i/ i n' a fɔ "si" daηε kɔnɔ.

Si l'élève ne répond pas correctement, dites: " siginidenkulu in bε kalan /i/ i n' a fɔ "si" daηε kɔnɔ.

An ka misali wεrεw lajε tun. [Indiquer le "j" dans le rang des exemples]:

Si l'élève répond correctement, dites: " a ka ηi kɔsεbε, siginidenkulu in bε kalan /j/ i n' a fɔ « kɔ » daηε kɔnɔ

Si l'élève ne répond pas correctement, dites: siginidenkulu in bε kalan /j/ i n' a fɔ « kɔ » daηε kɔnɔ

I sɔnna wa? An bε se ka taa a fε ? Ni ne kɔ "a damine", i kεtɔ ka siginiden fεn o fεn kalan, i b' i bolo da o kan. I

b' u kalanni damine numanfε ka taa kininfε. I y' a faamu kɔsεbε wa? I bolo da sigiden fɔlɔ kan. I labennen don wa? I b' a lajε k' u kalan ka ηε teliya la. A damiε!



Etablir le chronomètre pour une minute (60 secondes) en appuyant sur le bouton « MIN ». Au moment où l'élève prononce la première lettre, faites démarrer le chronomètre en appuyant sur le bouton START / STOP.

Au bout d' **une minute**, mettre un crochet (]) juste après le dernier graphème que l'élève a lu. Demandez à l'élève de s'arrêter. Si l'élève a tout lu en moins d'une minute, notez dans la case fournie à cet effet en bas de la page, le nombre exact de secondes restantes indiquées sur le chronomètre. Par contre, si l'élève n'a pas terminé l'exercice en une minute, notez "0" secondes.

Règle d'auto-stop : Si l'élève ne réussit pas à donner une seule bonne réponse parmi les dix premiers graphèmes (le premier rang), demandez-lui gentiment de s'arrêter, et cocher la case « auto-stop ».

Misaliw:

	a	n	ɔ								
1	2	3	4	5	6	7	8	9	10		
L	S	ɔ	u	b	ε	g	a	L	I		(10)
m	t	L	r	u	k	A	d	i	M		(20)
I	B	n	k	u	ε	i	ɔ	s	A		(30)
ɔ	a	d	an	g	i	d	r	an	O		(40)
R	w	n	m	u	i	L	g	ε	A		(50)
an	K	t	o	n	a	k	a	s	ɔ		(60)
S	w	ε	o	L	b	e	f	in	A		(70)
Y	j	a	εn	η	c	on	nt	ng	P		(80)
Nb	h	np	η	z	nf	ηj	ns	nc	Nk		(90)
Aa	oo	ii	ee	uu	ɔɔ	εε	un	ɔn	En		(100)

Nombre exact de secondes restantes indiquées sur le chronomètre :

Cochez ici si l'exercice a été arrêté par manque de réponses correctes à la première ligne (auto-stop):

I ni ce, an bε se ka tεmε ni dɔ wεrε Ye

Codes : Crochet

Incorrect

Section 2. Lecture de mots familiers

Comme pour la section précédente, les réponses de l'élève doivent être indiquées de la manière suivante :

- **Incorrecte ou non-réponse:** Barrer (/) le mot si l'élève a donné une réponse incorrecte ou n'a pas donné de réponse.
- **Auto-correction :** Dans le cas où l'élève a donné une réponse incorrecte mais s'est corrigé par la suite (auto-correction), entourer l'item que vous avez déjà barré. Comptez cette réponse comme étant correcte.

Ne dites rien sauf si l'élève ne répond pas et reste bloqué sur un mot pour au moins 3 secondes. Dans ce cas, demandez-lui, « Continue », en lui montrant le prochain mot. Compter le mot sur lequel l'élève s'est bloqué comme incorrect, même si l'élève le répète correctement après vous.



Rétablir le chronomètre pour une minute (60 secondes) en appuyant sur le bouton « MIN ». Présentez à l'élève la feuille de la Section 3 dans le Cahier de Stimuli (F/3). Dites-lui:

Dajɛ dɔw filɛ jɛ in kan i bɛna minnu kalan. Misali 3 de bɛ yan. Misali la, dajɛ in bɛ kalan

« fo » [Indiquer le mot « fo » avec le doigt]. I bɛ se ka dajɛ fɔlɔ in kalan wa ?

[Après sa réponse, ou après 3 secondes dans le cas de non-réponse, montrez-lui comment faire.]

dajɛ in dun ? [indiquer le mot « taa » avec le doigt]. I bɛ se k'o kalan wa ?

[Après sa réponse, ou après 3 secondes dans le cas de non-réponse, montrez-lui comment faire.]

Nin dun ? [indiquer le mot « ne » avec le doigt]. I bɛ se k'o kalan wa ?

[Après sa réponse, ou après 3 secondes dans le cas de non-réponse, montrez-lui comment faire.]

I sɔnna wa ? N bɛ min nɔfɛ i y'o faamu wa? Ni ne ko “a daminɛ”, i bɛ siraw ta kelen kelen k'u kalan k'a daminɛ numanfɛ ka taa kininfɛ. N'i sera sira dɔ laban na, i bɛ dɔ wɛrɛ daminɛ. I labɛnnen don wa? I b'a lajɛ k'u kalan ka jɛ teliya la. A daminɛ!



Faites démarrer le chronomètre lorsque l'élève essaye le premier mot (« ma »), en appuyant sur le bouton **START / STOP**.

Au bout d' **une minute**, mettez un crochet (/) juste après le dernier mot que l'élève a lu. Demandez à l'élève de s'arrêter. Si l'élève a tout lu en moins d'une minute, notez dans la case fournie à cet effet en bas de la page, le nombre exact de secondes restantes indiquées sur le chronomètre. Dans le cas contraire, si l'élève n'a pas terminé l'exercice, notez “0” secondes.

Règle d'auto-stop : Si l'élève ne réussit pas à donner une seule bonne réponse parmi les cinq premiers mots (le premier rang), demandez-lui gentiment de s'arrêter, et cocher la case « auto-stop ». Passez au prochain exercice.

Misaliw: fo taa ne

1	2	3	4	5	
tɛ	fɛn	ka	min	ye	5
na	san	se	bɛ	ni	10
bɛɛ	sama	kan	da	kelen	15
den	bijɛ	sɔrɔ	taara	olu	20
na	bɔ	don	mɔpu	dɔ	25
fana	ko	tun	bila	kɛ	30
dugu	cogo	teri	fɛ	diya	35
forow	jɔgɔn	kala	yɛrɛ	tora	40
sa	tuma	jama	lajɛ	segin	45

Nombre exact de secondes restantes indiquées sur le chronomètre :

Cochez ici si l'exercice a été arrêté par manque de réponses correctes à la première ligne (auto-stop) :

I ni ce, an bɛ se ka tɛmɛ ni dɔ wɛrɛ ye

Codes :
Crochet

Incorrect

Section 3. Lecture de mots inventés

Comme pour la section précédente, les réponses de l'élève doivent être indiquées de la manière suivante :

- **Incorrect ou non-réponse:** Barrer (/) le mot si l'élève a donné une réponse incorrecte ou n'a pas donné de réponse.
- **Auto-correction :** Dans le cas où l'élève a donné une réponse incorrecte mais s'est corrigé par la suite (auto-correction), entourer l'item que vous avez déjà barré. Comptez cette réponse comme étant correcte.

Ne dites rien sauf si l'élève ne répond pas et reste bloqué sur un mot pour au moins 3 secondes. Dans ce cas, demandez-lui « Continue », en lui montrant le prochain mot. Comptez le mot sur lequel l'élève s'est arrêté comme incorrect, même si l'élève le répète correctement après vous.



Rétablir le chronomètre pour une minute (60 secondes) en appuyant sur le

bouton « MIN ». Présentez à l'élève la feuille de la Section 4 dans le Cahier de Stimuli (F/4). Dites-lui:

Daxɛ dɔw filɛ, lala i ma deli ka minnu ye. Nka ne tun b'a fɛ i k'a lajɛ k'u kalan. Misali la, daxɛ fɔlɔ in bɛ kalan « yii » [Indiquer le mot « yii » avec le doigt]. I bɛ se ka daxɛ fɔlɔ in kalan wa ? [Après sa réponse, ou après 3 secondes dans le cas de non-réponse, montrez-lui comment faire.] daxɛ in dun ? [indiquer le mot « ke » avec le doigt]. I bɛ se k'o kalan wa ? [Après sa réponse, ou après 3 secondes dans le cas de non-réponse, montrez-lui comment faire.] Nin dun ? [indiquer le mot « pu » avec le doigt]. I bɛ se k'o kalan wa ? [Après sa réponse, ou après 3 secondes dans le cas de non-réponse, montrez-lui comment faire.] I sɔnna wa ? N bɛ min nɔfɛ i y'o faamu wa? Ni ne ko “a daminɛ”, i bɛ siraw ta kelen kelen k'u kalan k'a daminɛ numanfɛ ka taa kininfɛ. N'i sera sira dɔ laban na, i bɛ dɔ wɛrɛ daminɛ. I labennen don wa? I b'a lajɛ k'u kalan ka jɛ teliya la. A daminɛ !



Faites démarrer le chronomètre lorsque l'élève essaye le premier mot (« ma »), en appuyant sur le bouton < START / STOP > .

Au bout d' **une minute**, mettez un crochet (/) juste après le dernier mot que l'élève a lu. Demandez à l'élève de s'arrêter. Si l'élève a tout lu en moins d'une minute, notez dans la case fournie à cet effet en bas de la page, le nombre exact de secondes restantes indiquées sur le chronomètre. Dans le cas contraire, si l'élève n'a pas terminé l'exercice, notez "0" secondes.

Règle d'auto-stop : Si l'élève ne réussit pas à donner une seule bonne réponse parmi les cinq premiers mots (le premier rang), demandez-lui gentiment de s'arrêter, et cocher la case « auto-stop ». Passez au prochain exercice.

Misaliw :	yii	ke	pu		
1	2	3	4	5	
lo	fi	zi	nto	tee	5
nɔɔ	ɲaa	ki	mo	kee	10
kunpɛ	Fuci	laaw	lezo	gibɔ	15
zaa	todɛ	jowe	kiwɔ	yenu	20
pɔfo	Gamo	basɔ	yow	tahe	25
guu	ɲasi	yiila	dɛca	zuso	30
pa	ɲitɛ	nanluw	lina	yonpe	35
wɛn	Mido	poora	wi	mire	40
nsɔ	wɛɛ	nbeliw	tansaw	njew	45
ɲoo	Loo	luro	pinw	coti	50

Nombre exact de secondes restantes indiquées sur le chronomètre :

Cochez ici si l'exercice a été arrêté par manque de réponses correctes à la première ligne (auto-

I ni ce, an bɛ se ka tɛmɛ ni dɔ wɛrɛ ye

Codes :

Crochet

Incorrect

Section 4a. Lecture du texte (petite histoire)

Indiquer les réponses de l'élève : de la manière suivante :

- **Incorrect ou non-réponse:** Barrer (/) le mot .
- **Auto-correction :** Entourer l'item que vous avez déjà barré.

Ne dis rien sauf si l'élève reste bloqué sur un mot pendant au moins 3 secondes. Dans ce cas, demandez-lui gentiment de continuer. Marquer le mot comme erroné. Au bout d'**une minute** faites suivre le dernier mot que l'élève a lu (ou tenté de lire) par un crochet (]), et demandez-lui gentiment de s'arrêter. Si l'élève a tout lu en moins d'une minute, notez dans la case fournie à cet effet en bas de la page, le nombre exact de secondes qui restent sur le chronomètre. Si l'élève n'a pas terminé l'exercice, notez "0" secondes.

Règle d'auto-stop : Si l'élève ne réussit pas à donner une seule bonne réponse parmi les 6 premiers mots (la première ligne), arrêter l'épreuve et cocher la case « auto- stop ». Passer à la Section 6.



Rétablir le chronomètre pour une minute (60 secondes) en appuyant sur le bouton « MIN ». Lorsque vous dites "Commence", faites démarrer le chronomètre.

Sisan, n b'a fε i ka maana in kalan. I b'i kan bɔ kosεε A lajε i k'a kalan ka jε teliya la; o kɔ ne bε pininkali dɔw kε i la. Ni ne ko i k'a damine, i b'a damine yan (Mettez la feuille de la Section 5 devant l'élève (F/5). Montrez du doigt le premier mot du passage). **I labenna wa ? An k'a damine.** [Faites démarrer le chrono en appuyant sur le bouton START / STOP]

Ali taara u ka dugu la.	6
Don o don Ali n'a terike Zan be taa u ko kɔ la.	19
U ye kooro faga don dɔ. Ali ba ye kooro tobi.	30
U n'u teritɔw ye sogo dun.	36
O duguje, teriman fila taara sogo were faga.	44

Section 4b. Compréhension du texte lu

Lorsque l'élève a terminé de lire (Section 5a), **retirez le texte de sa possession** et posez la première question ci-après. Si l'élève ne donne aucune réponse après 10 secondes, répétez la question, et donnez à l'enfant encore 5 secondes pour répondre. S'il ne donne toujours pas de réponse, passez à la question suivante. Poser les questions qui correspondent aux lignes du texte **jusqu'à la ligne à laquelle se trouve le crochet (])**, c'est-à-dire, jusqu'à l'endroit où l'élève a cessé de lire .

Notez les réponses de l'élève dans l'espace « Réponses de l'élève » : Mettez une croix dans la case qui correspond à sa réponse par rapport à chaque question.

- « Correct » : L'élève donne une réponse correcte ou a donné une réponse incorrecte mais s'est corrigé par la suite (auto-correction). Les réponses correctes peuvent être fournies en langue française ou en langue nationale.
- « Incorrect » : L'élève donne une réponse incorrecte.
- « Pas de réponse » : L'élève ne donne pas de

QUESTIONS	RÉPONSES DE L'ÉLÈVE			Code
	Correcte	Incorrecte	Pas de réponse	
Sisan, i bεna pininkali damado jaabi di maana in				
Ali taara min ? [U ka dugu la]				
Ali ni jon be taa kɔ la ? [A n' a terike Zan]				
Jon ye kooro tobi ? [Ali ba]				
U ni jon ye sogo dun ? [U teri tɔw]				
Teriman fila ye mun kε o duguje? [u taara sogo were faga]				

Nombre exact de secondes restantes indiquées sur le chronomètre :

Cochez ici si l'élève n'a pas pu lire un seul mot (auto-stop):

Codes : Crochet

Incorrect

I ni ce, an bε se ka tεmε ni dɔ were ye

Section 5. Entretien sur l'environnement de l'élève

Selon le cas, écrivez la réponse de l'enfant ou entourez le code qui correspond à sa réponse. S'il n'y a pas d'instruction spécifique, seulement une réponse est autorisée

An tilala ka ban. An tɔ ye pininkali damadɔw ye e kan, aw ka du kan, i ka kalan kan, ani aw ka so kan.

	Oui	Non	Pas de Réponse
1			
I bɛ kan jumɛn (w) fɔ so? [Jaabi caman bɛ se ka di]			
1.1 Bamanankan	1	0	9
1.2 Fulfuldé	1	0	9
1.3 Songhoi	1	0	9
1.4 Bomu	1	0	9
1.5 Français	1	0	9
1.6 Arabe	1	0	9
1.7 Autre (Précisez en bas)			
1.8 (Détail)			

2	Kalanjɛ gafe dɔ b'i bolo kalanso la wa?	Non..... 0 ; Oui..... 1
		Ne sais pas / pas de réponse..... 9
	I bɛ se ka taa n'a ye so wa ?	Non..... 0 ; Oui..... 1
		Ne sais pas / pas de réponse..... 9
3	Gafe wɛrɛw, kunnafonisebenw walima fɛn kalanta wɛrɛ b'i bolo k'a bɔ kalanso taw la w ?	Non..... 0 ; Oui..... 1
		Ne sais pas / pas de réponse..... 9
	[Si oui à la question misali Damadɔw di	(Pas besoin d'enregistrer la réponse)

	Oui	Non	Pas de réponse
4			
[Si oui à la question 4] Gafe ninu bɛ kan jumɛnw na? [Plusieurs réponses sont autorisées]			
5.1 Français	1	0	9
5.2 Bamanankan	1	0	9
5.3 Fulfuldé	1	0	9
5.4 Songhoi	1	0	9
5.5 Bomu	1	0	9
5.6 Arabe	1	0	9
5.7 Autre (précisez en bas)	1	0	9
5.8 (Détail)			

5	K'a bɔ e la, mɔgo wɛrɛ bɛ a' ka du kɔno min bɛ se kalanjɛ la wa ?	Non..... 0 ; Oui..... 1
		Ne sais pas / pas de réponse..... 9

	Oui	Non	Pas de réponse
6			
[Si oui à la question précédente:] jɔn ni jɔn bɛ se kalanjɛ la aw ka so ? [Plusieurs réponses sont autorisées]			
7.1 Mère	1	0	9
7.2 Père	1	0	9
7.3 Sœur(s)/frère(s)	1	0	9
7.4 Autre (préciser en	1	0	9
7.4 (Détail)			

C4: Mali EGRA—Bamanankan 2015 Student Stimulus

1. Misaliw: a n ɔ

L S ɔ u b ε g a L i

m t L r u k A d i M

l B n k u ε i ɔ s a

ɔ A d an g i d r an O

R W n m u i L g ε A

an K t o n a k a s ɔ

S W ε o L b e f in A

Y J a εn ɲ c on nt ng P

Nb H np ɲ z nf nj ns nc nk

Aa Oo ii ee uu ɔɔ εε un ɔn en

2. Misaliw:	fo	taa	ne		
	tɛ	fɛn	ka	min	ye
	Na	san	se	bɛ	ni
	bɛɛ	sama	kan	da	kelen
	Den	bijɛ	sɔrɔ	taara	olu
	Na	bɔ	don	mujɔ	dɔ
	Fana	ko	tun	bila	kɛ
	Dugu	cogo	teri	fɛ	diya
	Forow	ɲɔŋɔn	kala	yɛɛ	tora
	Sa	tuma	jama	lajɛ	segin

3. Misaliw : **yii ke pu**

lo	fi	zi	nto	tee
noo	ηaa	ki	mo	kee
kunπε	fuci	laaw	lezo	gibo
Zaa	tode	jowe	kiwo	yenu
pɔfo	gamo	baso	yow	tahe
Guu	ηasi	yiila	dεca	zuso
Pa	ηite	nanluw	lina	yonpe
wεn	mido	poora	wi	mire
nsɔ	wεε	nbeliw	tansaw	njew
ηoo	loo	luro	pinw	coti

Ali taara u ka dugu la. Don o don Ali n'a terike Zan be taa u ko ko la. U ye koro faga don do. Ali ba ye koro tobi. U n'u teritow ye sogo dun. O duguje, teriman fila taara sogo were faga.

C5: Mali French Oral Vocabulary Subtask

EVALUATION DES COMPETENCES EN LECTURE

Tâche : Vocabulaire Oral	 x  ❖ une feuille de papier, un crayon, un livre et une gomme	 x
	 x	 Si l'enfant ne répond pas après 3 SECONDES , barrez l'item et continuez.

Instructions générales :

Vous allez demander à l'élève de montrer des parties de son corps et des objets dans l'environnement, et de vérifier sa compréhension des termes spatiaux. Lire les mots/phrases **en gras**. Notez les réponses de la manière suivante:

- (/) Barrez chaque item pour lequel l'élève a donné une réponse erronée.
 (O) Encerchez si l'élève s'auto-corrige.

A. Parties du corps :

Je vais te dire des mots qui désignent des parties du corps. Tu vas toucher la partie de ton corps que chaque mot désigne. Par exemple, « ton nez »

Si l'élève répond correctement, dites-lui « Très bien ! Essayons encore un exemple. »

Si l'élève ne répond pas correctement, dites-lui « voici le nez. Essayons encore un exemple. »

Montres-moi ton œil.

Si l'élève répond correctement, dites-lui « Très bien ! Essayons encore un exemple. »

Si l'élève ne répond pas correctement, dites-lui « Voici l'œil. Essayons encore un exemple. »

Tu comprends ce que je te demande de faire ? Commençons.

ta bouche – ton pied – ton coude – ton menton – ton épaule – ton bras – ton dos – ton genou

B. Mots de l'environnement :

Je vais te dire d'autres mots et tu vas me montrer les objets qu'ils désignent.

une gomme – un livre – un crayon – le sol – une chaise/un banc – une feuille

C. Termes spatiaux:

Posez un crayon et une feuille de papier devant l'élève.

Tu vois ce crayon ? Tu vas le poser là où je te le demande.

Mets le crayon (répétez pour chaque mot) :

devant toi – sous la feuille – derrière toi – par terre – sur la feuille – à côté de la feuille

Annex D: Teacher Reading Skills Instrument and Classroom Observation Instrument

D1 – Mali French Teacher Skills Assessment 2015

Texte pour les enseignants – Mali

Version française

🔊 Pour que le DNP puisse évaluer quelles écoles peuvent bénéficier de formations professionnelles en langue, nous voudrions vous demander à lire un texte bref en français, et de répondre aux quelques questions simples du texte.

Instructions à l'évaluateur :

Donnez une copie du texte français à l'enseignant(e). Demandez à l'enseignant(e) de lire le texte à t haute voix. Pendant la lecture de l'enseignant(e), marquez les mots lus dans une manière incorrecte. Notez le temps qu'il faut à l'enseignant(e) de lire le texte en déclenchant le chrono dès que l'enseignant(e) commence à lire, et en l'arrêtant dès qu'il/elle fini. Si l'enseignant n'est pas capable de lire en français, cochez la boîte suivante et remerciez l'enseignant(e).

Après que l'enseignant(e) ait lu le texte, reprenez le texte, et demandez à q l'enseignant(e) de répondre aux questions qui suivent.

ENSEIGNANT(E) SELECTIONNE(E) NE PEUT PAS LIRE LE FRANCAIS

Sans les compétences de base, en lecture-écriture, les enfants ne pourront pas apprendre. La maîtrise de la lecture est le socle de tout apprentissage scolaire. La recherche a démontré que les compétences en lecture améliorent la capacité des élèves en compréhension. La compétence en lecture prépare aussi au développement des autres compétences dans la langue. Les éléments de la lecture comprennent la reconnaissance des lettres, la reconnaissance des graphèmes, le vocabulaire, la maîtrise de la langue, et la capacité de compréhension.

Les résultats de cette enquête menée auprès des élèves de 2^{ème} et 4^{ème} années, nous permettront d'avoir une meilleure compréhension de la qualité de l'apprentissage en lecture. La Direction Nationale de la Pédagogie pourra utiliser les résultats de cette enquête pour prendre des décisions visant à soutenir les élèves, les enseignants, et les écoles afin d'améliorer les compétences des élèves de l'enseignement fondamental en lecture.

1. Selon le texte, quel type de capacité les compétences en lecture développent- elles chez les élèves ?

[La capacité en compréhension, les autres compétences dans la langue]

2. Quels sont les classes concernées par cette enquête ?

[2eme et 4eme années]

3. Selon le texte, qu'est-ce qu'on espère apprendre de cette activité ?

[La qualité de l'apprentissage en lecture]

4. Selon le texte, comment pourra-t-on utiliser les résultats de cette enquête ?

[Pour prendre des décisions, et pour soutenir les élèves, les enseignants et les écoles]

D2 – Mali French Teacher Stimulus 2015

Sans les compétences de base, en lecture-écriture, les enfants ne pourront pas apprendre. La maîtrise de la lecture est le socle de tout apprentissage scolaire. La recherche a démontré que les compétences en lecture améliorent la capacité des élèves en compréhension. La compétence en lecture prépare aussi au développement des autres compétences dans la langue. Les éléments de la lecture comprennent la reconnaissance des lettres, la reconnaissance des graphèmes, le vocabulaire, la maîtrise de la langue, et la capacité de compréhension.

Les résultats de cette enquête menée auprès des élèves de 2^{ème} et 4^{ème} années, nous permettront d'avoir une meilleure compréhension de la qualité de l'apprentissage en lecture. La Direction Nationale de la Pédagogie pourra utiliser les résultats de cette enquête pour prendre des décisions visant à soutenir les élèves, les enseignants, et les écoles afin d'améliorer les compétences des élèves de l'enseignement fondamental en lecture.

D3 – Mali Bamanankan Teacher Skills Assessment 2015

Texte pour les enseignants – Mali

Version bamanankan

☞ Walasa Jamana Kalanfɛɛɛw Ninilijɛmogoso bɛ se ka sɛgɛsɛgɛli kɛ, kalansow minnu ka kan ka dɛmɛ sɔɔ, kan kalanli hukumu kɔɔ, an b'a nini aw fɛ, ka masalabolo kalan bamanankan na, ani ka nininkali damadɔw jabi jonjon fo.

Instructions à l'évaluateur :

Donnez une copie du texte bamanankan à l'enseignant(e). Demandez à l'enseignant(e) de lire le texte à haute voix. Pendant la lecture de l'enseignant(e), marquez les mots lus dans une manière incorrecte. Notez le temps qu'il faut à l'enseignant(e) de lire le texte en déclenchant le chrono dès que l'enseignant(e) commence à lire, et en l'arrêtant dès qu'il/elle fini. Si l'enseignant n'est pas capable de lire en bamanankan, cochez la boîte suivante et remerciez l'enseignant(e).

Après que l'enseignant(e) ait lu le texte, reprenez le texte, et demandez à l'enseignant(e) de répondre aux questions qui suivent.

ENSEIGNANT(E) SELECTIONNE(E) NE PEUT PAS LIRE LE
BAMANANKAN

Karamɔgo nininkali

Ni denmisen min ma se kalanje la, o ka donniya sɔɔli bɛ gɛɛya. Kalanje ye donni sinsin bere ye. Nɛninini y'a sɛmentiya ko kalanje donni de bɛ denmisen ka famuyali nɔgoya. O bɛ cogo min, denmisen ka donniyasira tɔw sinsinnan ye kalanje ye. Kalanje kɔɔ fɛnw ye siginidenw donni, siginidenkuluw donni, dapɛw donni ani kan yɛɛ famuyali.

Kalanso 2 nan ni 4 nan kalandenw ka donniya sɛgɛsɛgɛli jabiw b'a to famuyali jonjon bɛ sɔɔ kalanje kɛcogo numan na. Jamana kalanfɛɛɛw nɛninili nɛmogoso bɛ na fɛɛɛw tigɛ, walasa kalandenw, karamɔgow ani kalansow bɛ dɛmɛ sɔɔ kalanje sankɔɔtali cogo la.

- 1- Masalabolo in kɔɔ, kalanje donni bɛ mun nafa de lase kalandenw ma ?
[La capacité en compréhension, les autres compétences dans la langue]

kalanje donni de bɛ denmisen ka famuyali nɔgoya

- 2- Ni sɛgɛsɛgɛli nɛsilen bɛ kalanso jumɛnw ma ?
[2eme et 4eme années]

Kalanso 2 nan ni 4 nan kalandenw

- 3- Masalabolo in kɔnɔ, famuyali jumen be na sɔrɔ sɛgɛsɛgɛli in na ?
[La qualité de l'apprentissage en lecture]

Kalanje kɛcogo numan na

- 4- Masalabolo in kɔnɔ, mun be na kɛ ni sɛgɛsɛgɛli in jabiw ye ?
[Pour prendre des décisions, et pour soutenir les élèves, les enseignants et les écoles]

Fɛɛrɛw tigɛ, walasa kalandenw, karamɔgɔw ani kalansow be dɛmɛ sɔrɔ kalanje sankɔrɔtali cogo la.

D4 – Mali Bamanankan Teacher Stimulus 2015

Karamogɔ nininkali

Ni denmisen min ma se kalanje la, o ka donniya soroli be gelaya. Kalanje ye donni sinsin bere ye. Ninini y'a sementiya ko kalanje donni de be denmisen ka famuyali nogoya. O be cogo min, denmisen ka donniyasira tow sinsinnan ye kalanje ye. Kalanje konɔ fenw ye siginidenw donni, siginidenkuluw donni, dapew donni ani kan yere famuyali.

Kalanso 2 nan ni 4 nan kalandenw ka donniya segesegeli jabiw b'a to famuyali jonjon be soro kalanje kecogo numan na. Jamana kalanfeerew jepinili jemogoso be na feerew tige, walasa kalandenw, karamogow ani kalansow be demɛ soro kalanje sankortali cogo la.

D5 – Mali Classroom Observation 2015

Observation en classe de lecture

Collecte de données avant l'observation

1.	Nombre d'élèves présents lors de l'observation de la classe	
	La personne qui effectue l'évaluation compte le nombre <u>des filles</u> qui se trouvent dans la classe	
	La personne qui effectue l'évaluation compte le nombre <u>des garçons</u> qui se trouvent dans la classe	
2.	Nombre d'élèves inscrits dans la classe	
	Le nombre <u>des filles</u> inscrites dans la classe	
	Le nombre <u>des garçons</u> inscrits dans la classe	
3.	Quelle langue est censé être utilisé pendant cette leçon? (une seule réponse possible)	
	Français	
	Bamanankan	

Observation dans la salle de classe

Heure de démarrage [utilisez le système de 24 heures HH:M
Heure de fin de l'observation [utiliser le système de 24
heures HH:MM] _____ : _____

3	6	9	12	15	18	21	24	27	30
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Contenu de la leçon (une seule réponse possible)

Lecture des textes à haut voix (la classe entière)										
Lecture des textes à haut voix (individuelle)										
Lecture silencieuse des textes										
Reproduction du tableau (les lettres, mots, phrases)										
Production d'écrits										
Graphisme										
Comprehension à l'audition										
Temps de parole des élèves										
Grammaire										
Vocabulaire										
Autre										

Pourcentage des élèves qui suivent la leçon

La plupart des élèves suivent la leçon (plus que 50%)										
La plupart des élèves ne suivent pas la leçon (moins que 50% suivent la leçon)										

Action de l'enseignant€ (une seule réponse possible)

Parle/explique										
Écrit au tableau										
Montre un exemple aux élèves										
Fait répéter à la classe toute entière										
Fait répéter les élèves individuellement										
Pose des questions aux élèves										

Repond aux questions des élèves											
		3	6	9	12	15	18	21	24	27	30
Aide les élèves											
Suit les élèves et fait les évaluations											
Autre (action lié à la leçon)											
L'action de l'enseignant(e) n'est pas lié à la leçon											
Langue utilisée au moment dans la classe (une seule réponse possible)											
Français											
Bamanankan											
Autre (langue nationale)											
Éléments utilisés au cours de la leçon (cochez tout ce qui s'applique)											
Manuel de l'enseignant											
Le tableau											
Manuel de l'élève de lecture/langue											
Cahier d'exercices de lecture/langue de l'élève											
Cahier											
Ardoise											
Cartes de l'alphabet											
Étiquettes											
Autre											

Questions à poser à la suite de l'observation

4.	Est-ce que l'enseignant(e) explique clairement l'objectif de la leçon ? (Cochez tout ce qui s'applique)	
	L'enseignant(e) n'a pas énoncé l'objectif de la leçon.	
	L'enseignant(e) a écrit l'objectif de la leçon au tableau.	
	L'enseignant(e) a énoncé l'objectif de la leçon.	
	L'enseignant(e) a expliqué l'objectif de la leçon.	
5.	Est-ce que les élèves ont-ils posé des questions à l'enseignant(e) au cours de la leçon (par exemple, des questions de clarification, sur un autre sujet, etc.) ? (une seule réponse possible)	
	Oui	
	Non	

Annex E: Classroom Observation Data

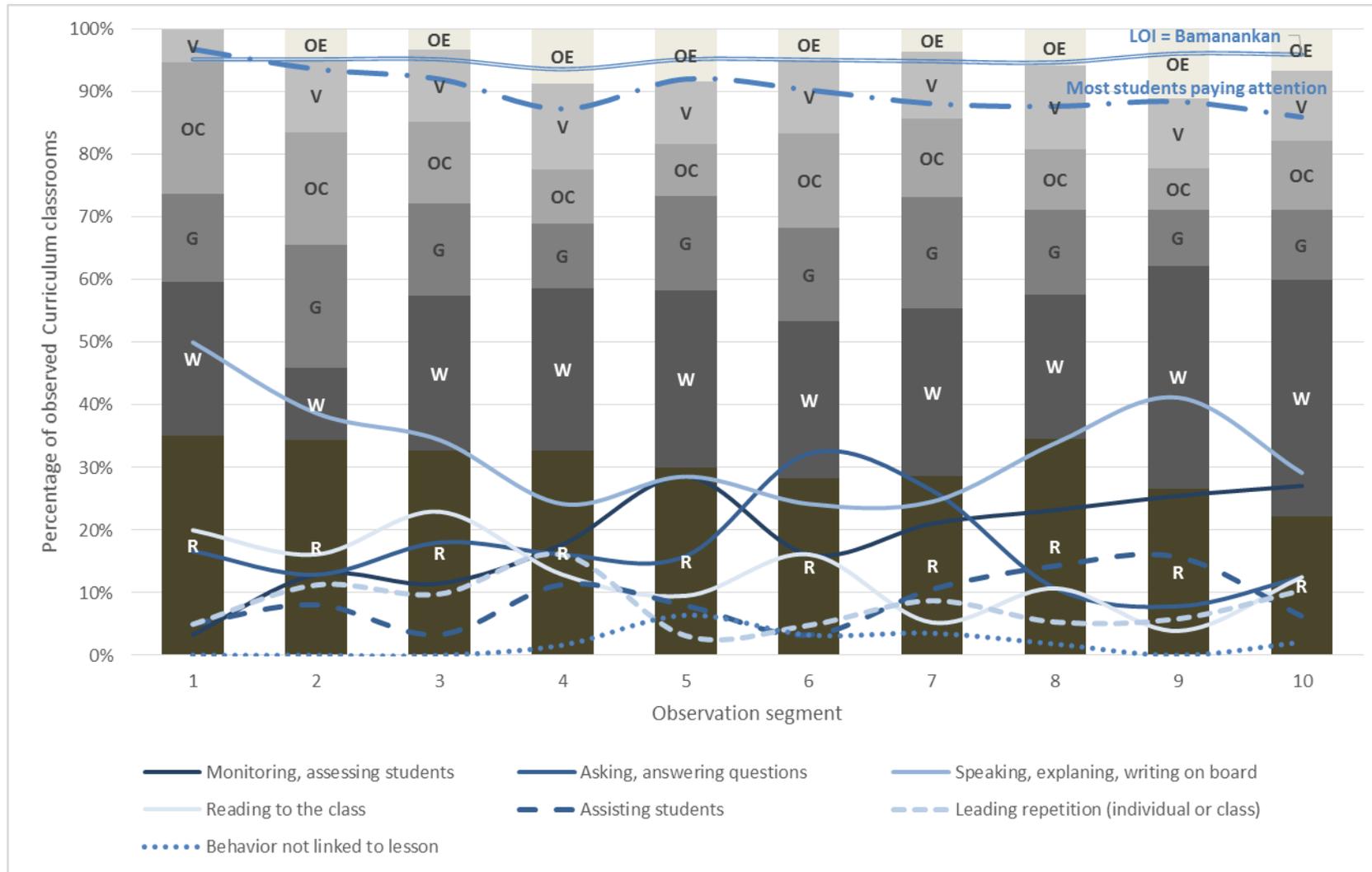
How to read the figures. The following three figures present the proportion of selected classrooms in which teachers and students were observed engaging in specific behaviors during each observation segment for each school type. The figures summarize observed lesson content, teacher actions, student attention, and language of instruction in all observed classrooms across all ten observation segments. Observations were taken every three minutes, thus the figures show the progression of the observed reading lesson over the course of approximately 30 minutes. The bars in the figure correspond to the observed lesson content (reading, writing, grammar, oral comprehension, vocabulary, or oral expression).³¹ The line graphs toward the bottom of the figure represent teacher actions (monitoring and assessing; answering and asking questions; speaking, explaining, or writing on the board; reading to the class; assisting students; leading oral repetition; and behavior that is not linked to the lesson).³² Line graphs toward the top of the figure represent student attention and the language of instruction. For example, in Figure E-1 the line graph corresponding to the language of instruction (LOI = Bamanankan) displays the proportion of observed classrooms in which teachers were using Bamanankan for the lesson at each observation segment.³³ During most observation segments, teachers in 95% of classrooms were using Bamanankan. As such, these figures show an aggregate profile of a “typical” observed reading lesson in the selected classrooms.

³¹ Note that several content categories were collapsed to make the figure more readable. Copying from the board, penmanship, and production of written texts were combined into “writing.” Reading aloud individually, reading aloud as a group, and reading silently were combined into “reading.”

³² Note again that several similar teacher action categories were collapsed to reduce the number of lines in the figure. Asking and answering questions were combined, as were individual and whole-class repetition. Talking and explaining were combined with writing on the board and showing an example into one category.

³³ The observation segments roughly correspond to minutes 3, 6, 9, 12, 15, 18, 21, 24, 27, and 30 of the observed lesson. They do not exactly correspond because each assessor made the first observation when he or she was ready and manually began the observation protocol. Each subsequent observation was taken precisely three minutes after the antecedent.

Figure E-1: Classroom observation summary – curriculum schools



Note: R = reading; W = writing; G = grammar; OC = oral comprehension; V = vocabulary; OE = oral expression.

Figure E-2: Classroom observation summary – *classique* schools

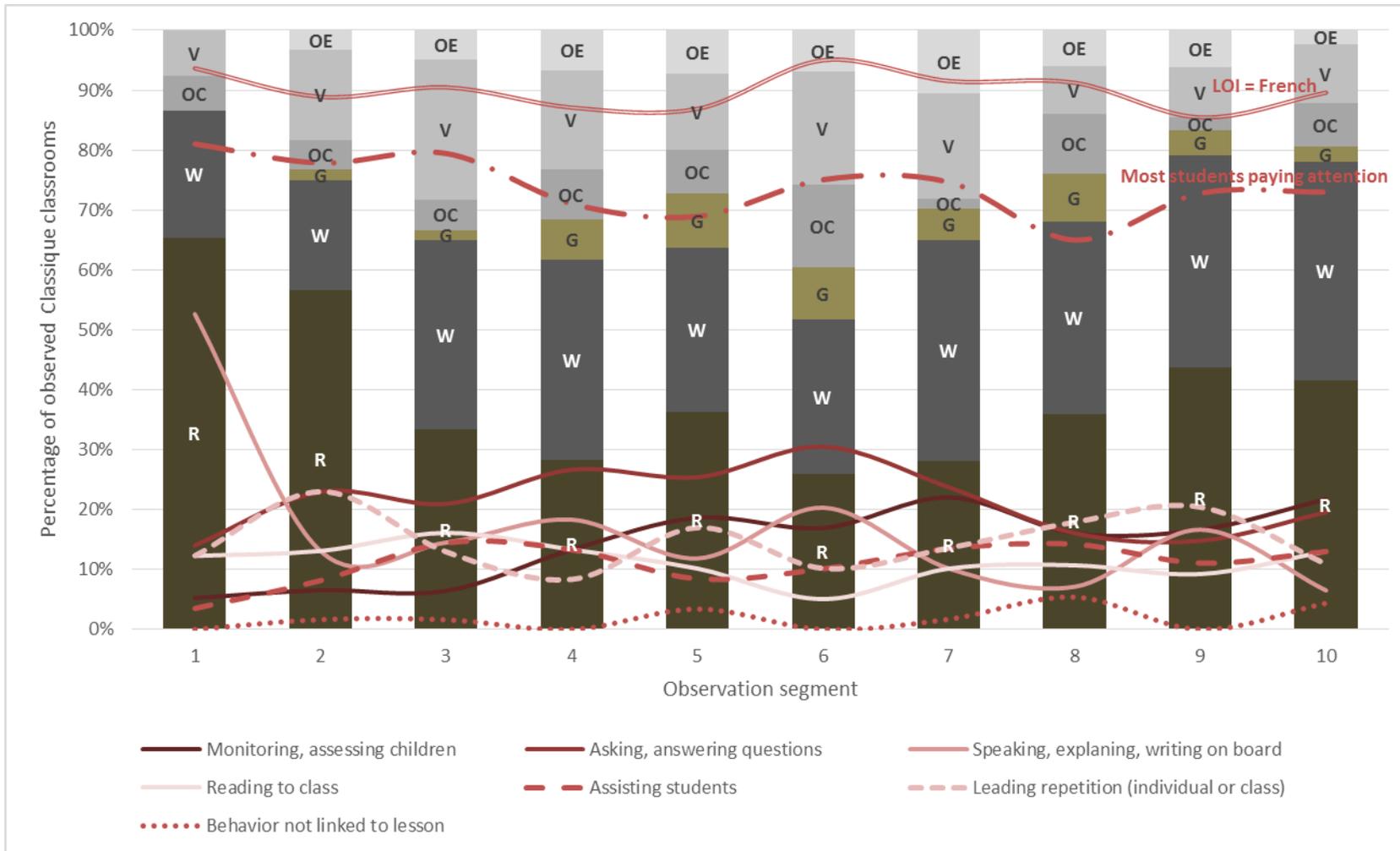
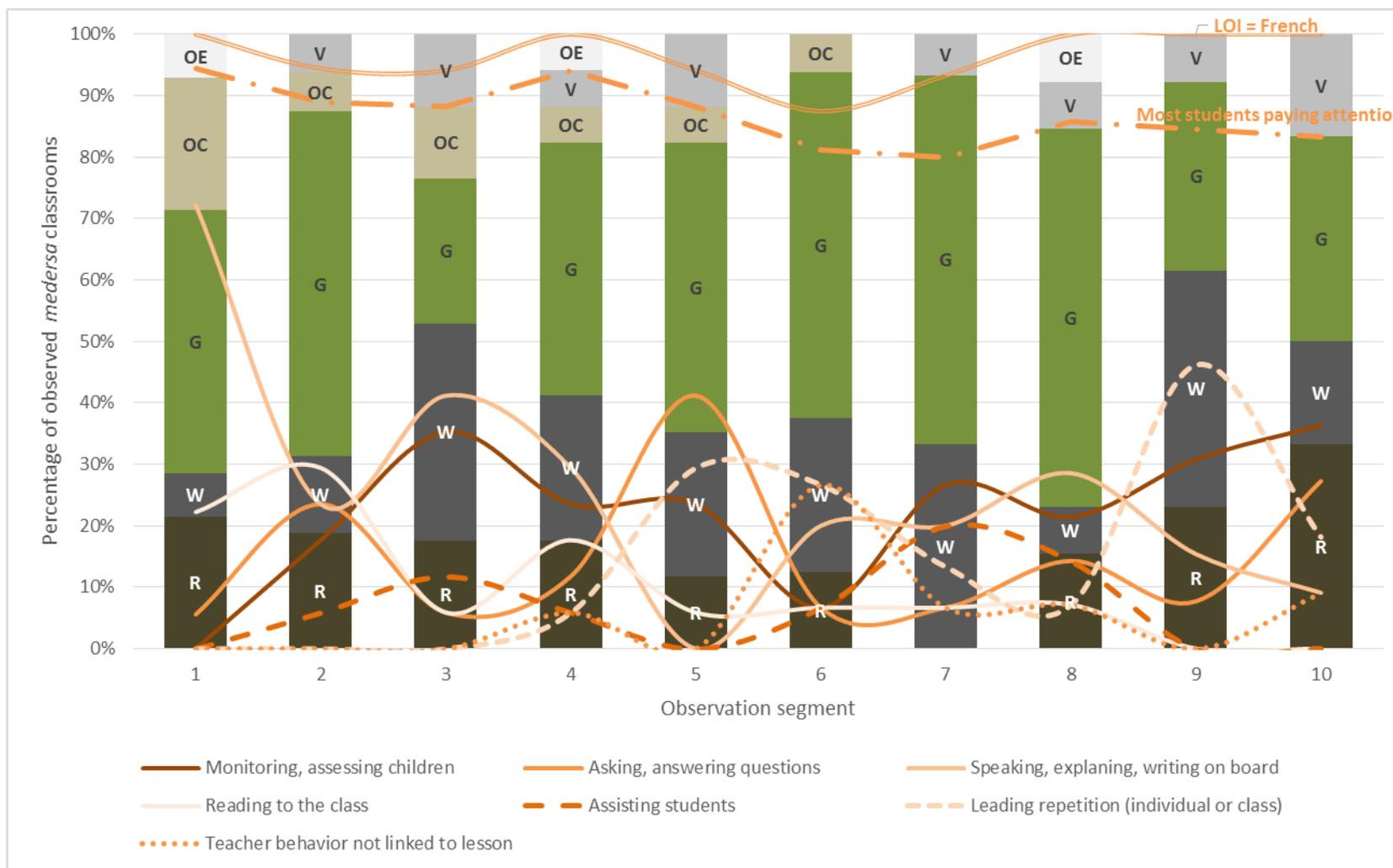


Figure E-3: Classroom observation summary – medersa schools



Note: R = reading; W = writing; G = grammar; OC = oral comprehension; V = vocabulary; OE = oral expression

Annex F: Organizations Represented at the National Policy Dialogue Workshop and the Regional Policy Dissemination Workshops

List of participants: National Policy Dialogue Workshop, Bamako

N°	Name	Organization/Institution	Function/Title
1	Mohamed TRAORE	USAID	EDU/M&E
2	Kadiatou CISSE Abbassi	USAID	Project Manager
3	Rokia DANTE	USAID	Project Development
4	Korotoumou KONFE	USAID	USAID
5	Amadou TRAORE	USAID	USAID
6	Lauren MCBROOM	USAID	USAID
7	Aliou TALL	USAID	Project Director
8	Sandrine TEMBELY	FONGIN	FONGIN
9	Mamadou KEITA	IGEN/MEN	Chief Inspector General
10	Abdoulaye KY	ACDI/CANADA	Education Advisor
11	Fadima GOLOGO	UNESCO	Intern
12	Pierre SAYE	UNESCO	Program Head
13	Dada BAGAYOKO	DNP	Agent
14	Sékouba DOUMBIA	DNP	Agent
15	Bonaventure MAIGA	DNP	Director
16	Kourakoro BAGAYOGO	DNP	Division Head
17	Abdoul Aziz MAIGA	DNP	Agent
18	Fatou TRAORE	AE BKO RD	Director
19	Mohamed MAIGA	CNECE	Director
20	Adama TRAORE	CNECE	Division Head
21	Seydou CAMARA	DNEN	Section Head
22	Sékou DIABATE	IGEN	Inspector General

N°	Name	Organization/Institution	Function/Title
23	Mamadi TRAORE	DNEN	Agent
24	Sah CISSE	RARE	Agent
25	Morfing CISSE	DNEF	Director
26	Goïta Salimata COULIBALY	DNEF	Agent
27	Jean Paul SANGARE	CEPROCIDE	Agent
28	Zeïnabou B DJITEYE	AE BKO RG	Director
29	Dado YEROU	DNP	Agent
30	Diassé TANGARA	UNICEF	Education Specialist
31	Massaman SINABA	OMAES	Program Head
32	Salif A DEME	DNENF LN	Head of Bureau
33	Almoudou TOURE	DNEN	Director
34	Boniface DIARRA	AMALAN	Research Analyst
35	Noumouza KONE	CPS	Evaluator
36	Michel DIAWARA	CEPROCIDE	Director
37	Bacary THIERO	WORLD VISION	Head of Education P/I
38	Ibrahima N'DIAYE	CEPROCIDE	Agent

List of participants: Regional Policy Dissemination Workshop, Sikasso

N°	Name	Organization/Institution	Function/Title
1	Koké FANE	AE Sikasso	Basic Education Section Head
2	Bouya TRAORE	AE Sikasso	CSETP
3	Diakaridia TRAORE	CAMP TIEBA 1 ^{er} Cycle	Director
4	Soumaïla B COULIBALY	AE Sikasso	Head of DCAF
5	Oumou OUATTARA	Médecine A1 ^{er} Cycle	Director
6	Maïmouna CISSE	Médecine B 1 ^{er} Cycle	Assistant
7	Kadiatou BERTHE	Ouyerma I 1 ^{er} Cycle	Assistant
8	Karim DIALLO	CAP	CPG
9	Soukeyna KOUYATE	CAP Sikasso	CPA
10	Sourakata DJIM	CAP Sikasso	CP Math/Tech
11	Ousmane KANOUTE	AE Sikasso	Head of Training Section
12	Kadiatou BALLO	CAP Sikasso	Teacher
13	Soumaïla KEITA	SYNTES	Professor
14	Seydou Z DIARRA	CRSC	Technicien Supérieur Elevage
15	Minkailou MAIGA	CAP Sikasso	Director Bougoula
16	Mamadou N DIALLO	AE Sikasso	Deputy DAE
17	Youssef DEMBELE	CRC/SNEC	Secretary General
18	Baba COULIBALY	AE Sikasso	CSEC
19	Dramane DJIGUIBA	ONG GRAT Sikasso	Regional Coordinator
20	Fousséni DEMBELE	ONG GRADECOM	Director
21	Marcel DEMBELE	DAE Adjoint Koutiala	Teacher
22	Almahmoud MAIGA	CAP Sikasso	Deputy DCAP
23	Aissata COULIBALY	CAP Sikasso	Director
24	Ichaka KONATE	CAP Sikasso	Teacher
25	Mahamadou SANGARE	AE Bougouni	Training C/S

N°	Name	Organization/Institution	Function/Title
26	Mohamed TRAORE	USAID	M&E
27	Noumouza KONE	CEPROCIE	Consultant
28	Sékouba DOUMBIA	DNP	Agent
29	Michel DIAWARA	CEPROCIDE	Director

List of participants: Regional Policy Dissemination Workshop, Ségou

N°	Name	Organization/Institution	Function/Title
1	Mohamed TRAORE	USAID	EDU/M&E
2	Mohamed M TOURE	AE San	Section Head R and CU
3	Oumarou ANNE	AE Ségou	Agent
4	Salla SANGARE	Syndicat	Teacher
5	Aminatou MAIGA	Aduco	TDC
6	Yacouba Badié COULIBALY	CR ONG Ségou	Representative
7	Bréhima BERTHE	OMAES	Supervisor
8	Ibrahima TRAORE	AE Ségou	CRS
9	Fousseyni COUMARE	A H BOLY	Teacher
10	Abdrahamane SANOGO	Ecole Bagadadji Sud	Teacher
11	Abdoulaye COULIBALY	AE Ségou	DEB
12	Moussa GUIROU	AE Ségou	CDPEC
13	Cheick Ahmadou DIARRA	CAP Ségou	Deputy DCAP
14	Lévi SOGOBA	Right To Play	Project Assistant
15	Mamadou SANTARA	AE Ségou	CFCM
16	Sidi KANTE	CAP Ségou	CPG
17	Mamadou SIDIBE	Ecole THK B	Director
18	Mamadou A TOURE	AE Ségou	CDCRF
19	Anastasie TRAORE	Ecole BB/D	Director
20	Sékou Youssouf DIARRA	CAP Macina	CP
21	Ibrahima DIABATE	IPRES – Ségou	SVT Inspector
22	Drissa Oumar SYLLA	AE Ségou	Basic Education Section Head
23	Sadio TRAORE	AE Ségou	CD/CAF
24	Aminata DOUKOURE	CAP Ségou	SCOFI
25	Dada BAGAYOGO	DNP	Agent

N°	Name	Organization/Institution	Function/Title
26	Noumouza KONE	CEPROCIDE	Consultant
27	Michel DIAWARA	CEPROCIDE	Director

List of participants: Regional Policy Dissemination Workshop, Koulikoro

N°	Name	Organization/Institution	Function/Title
1	Mariam COULIBALY	CAP Kolokani	CP
2	Mariame BERTHE	CAP Koulikoro	Director
3	Habib KOUYATE	AE Koulikoro	CSF
4	Aboubacar FOFANA	CAP Koulikoro	Teacher
5	Kadiatou CISSE Abbassi	USAID	Project Manager
6	Alhousseini ALWATA	CAP Koulikoro	CP
7	Mamadou COULIBALY	EDC	Director
8	Yéhia G MAIGA	CAP Koulikoro	CP
9	Mamadou DEMBELE	Centre 1er Cycle A	Director
10	Abdoul Wahab BERTHE	AE Koulikor	CDCRF
11	Sidy DEMBELE	CAP Banamba	CP
12	Harouna TRAORE	CSEF AE Koulikoro	CSEF
13	Moussa A DIARRA	CRC SNEC	Secretary General
14	Abdoulaye A MAIGA	Centre 1er Cycle A	Teacher
15	Cheick Sala TRAORE	Right To Play	Project Officer
16	Lassine CAMARA	CAP Koulikoro	CF
17	Mamadou SANOGO	CDEB CAP Koulikoro	CDEB
18	Moumouni SAMAKE	AE Koulikoro	CFC
19	Moussa DIARRA	AE Koulikoro	CFI
20	Lassine MARIKO	APE Koulikoro	Partnership
21	Amadou Mmalick GAYE	ONG ASMADEVI	Agent
22	Ali Samba DIALLO	AE Koulikoro	Partnership
23	Issa CAMARA	Centre 1er Cycle C	Teacher
24	Kémita DEMBELE	Plateau C	Teacher
25	Souaïbou GUINDO	CAP Koulikoro	CP

N°	Name	Organization/Institution	Function/Title
26	Kourakoro BAGAYOKO	DNP	Agent
27	Noumouza KONE	CEPROCIDE	Consultant
28	Michel DIAWARA	CEPROCIDE	Director