

**Contract N°: IQC # EDH-I-00-05-00031-00**  
**Order N°: EDH-I-03-05-00031**

**“Road to Reading”**  
**USAID / PHARE**

**SEVENTH QUARTERLY REPORT**  
**(For the period of January - March 2010)**

May 3, 2010

This document was produced for review by the United States Agency for International Development. It was prepared by **Education Development Center, Inc.** for the **USAID/ PHARE** Project, Contract number EDH-I-00-05-00031-00, Order number EDH-I-03-05-00031.

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Transmission Confirmation

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**(For the period of January - March 2010)**

Presented to:

**Kadiatou Cissé-Abbassi, COTR**  
**USAID Education Team**

Signature\_\_\_\_\_

Date received: May 3, 2010

Submitted by: Thelma Khelghati, Chief of Party

Signature\_\_\_\_\_

## USAID/PHARE Seventh Quarterly Report (for the Period of January – March 2010)

### I. Introduction and quarter highlights

This was a particularly busy and fruitful quarter for the PHARE program with significant progress made in all nine domains of activity.

Major achievements in this quarter include:

- Approval by the Ministry of Education (MEALN) of the revised terms of reference for two research studies to be carried out this year: Time on task and the Concordance between teacher and student languages in the primary grades
- Completion of the research design, instruments and training of data collectors for the Time on task study
- Installation of the first group of Virtual Training Centers (VTCs) in the IFMs of Bougouni, Kangaba, Niono, Sikasso and Tombouctou
- Refresher training in balanced literacy of pedagogical support personnel from the 15 education regions (Academies d'Enseignement / AEs) and 70 education districts (Centre d'Animation Pédagogique / CAPs)
- Training in balanced literacy of principals and teachers from the 3628 schools who requested to participate
- Revision and completion of the teacher observation tool designed to dovetail with competencies included in the teacher and student frameworks
- Development of the scope and sequence for the Grade 2 interactive radio instruction (IRI) programs
- Facilitation of Mali's first ever national E-learning workshop
- Development of a simplified version of the Early Grade Reading Assessment (EGRA) tools for use at the local level
- Training of principals and French teachers from 905 medersas in six regions in the use of IRI and balanced literacy
- Production of a condensed curriculum and teaching guide for single classroom schools (Ecole à classe unique / ECU) and development of a training module for ECU teachers
- Initiation of regularly scheduled synergy meetings with the PRADDE-PC program.

The following consultants and EDC home office staff supported program implementation during this period:

|                             |                                |                 |
|-----------------------------|--------------------------------|-----------------|
| Sandra Hollingsworth        | January 6-13, 2010             | RTI             |
| Wendi Ralaingita            | January 8-27, 2010             | RTI             |
| Norma Evans                 | March 7-23, 2010               | EDC             |
| Maureen Malley <sup>1</sup> | January 30 – February 5, 2010  | EDC home office |
| Karen Cassidy               | January 30 – February 12, 2010 | EDC home office |

This report covers program implementation during the January to March period of 2010. It is organized thematically under the broad intermediate result areas. Expected activities are based on the Year 2 Workplan.

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<sup>1</sup> The mission of Maureen Malley and Karen Cassidy was funded by EDC's home office and not by project funds.

## **II. INTERMEDIATE RESULT 1: Improved Quality of Instruction for Grades One through Six or Improved Instruction to Reinforce Literacy and Numeracy in Grades 1 – 6 (Results 1-14)**

### **II.A. Expected activities for the quarter by sub-result**

#### **Improved strategies / policies for improving teacher’s career path (Sub-result 1.1)**

- Validation of terms of reference for two policy studies on “time-on-task” and on the linguistic needs of the system
- Completion of research design, development of instruments, identification and training of data collectors for the time-on-task study

#### **Improved pre-service and inservice teacher training (Sub-result 1.2)**

- Final preparations for training of IFM professors
- Establishment or upgrading of IFM Virtual Training Centers (VTCs) in first selected group of five
- Training of principals and teachers from selected schools in balanced literacy

#### **Improved instructional materials for elementary-level teachers and students (Sub-result 1.4)**

- Continued broadcasting of Grade 1 Radio Programs
- Development of radio broadcasts for Grade 2
- Support to Committee charged with pursuing a dedicated channel for educational broadcasting

#### **Improved systems for student evaluation (Sub-result 1.5)**

- Dissemination of results of EGRA testing
- Development of “local” version of the EGRA tools
- Selection of CAPs for pilot administration of local EGRA tools and training of concerned personnel

### **II.B. Actual Activities and Achievements**

#### **II.B.1. Sub-result 1.1: Improved educational policies and strategies**

One of PHARE’s objectives is to assist both technicians and decision-makers within the MEALN to examine, through research, questions that touch on the quality of children’s learning experiences. Since the fall of 2009, the PHARE program staff has been working with the Ministry’s consultative committee for the development of the PISE III to determine which questions are of most interest to the Ministry actors. From these discussions, where seven possible research themes were examined, two emerged as having high priority for the Ministry: a) determining the **actual** time, on average, that Malian children spend in class actually engaged in learning and b) developing a methodology, in complex multilingual areas, for determining the concordance between the demand for national language instruction and the capacity of the Ministry of Education to provide that instruction).

##### *II.B.1.1 Time-on-task study*

During this quarter, the program team made steady progress in organizing the “time on task” study. With the help of EDC staff member Norma Evans, the team developed and validated with the MEALN, a research design that would enable the teams to meet two research objectives:

- a) Evaluating, first, the time **actually** devoted to learning in classrooms (in general)
- b) Evaluating, second, the time **actually** devoted to learning in classrooms in **reading and writing** in 1st, 2<sup>nd</sup>, and 3rd grade.

According to the validated research design, the teams will proceed through the following steps to calculate the average “time on task” for a Malian public primary school student, both in general and specifically in reference to reading and writing:

- 1) Determine the number of days (or hours) the national curriculum calls for in Mali
- 2) Subtract from that number:
  - a. The average number of days sacrificed as a result of unplanned school closures
  - b. The average number of days sacrificed as a result of teacher absences
  - c. The average number of days sacrificed as a result of student absences
  - d. The average number of days sacrificed as a result of late school starts or extended recesses
  - e. The average number of days sacrificed as a result of in-class time devoted to some activity other than learning (i.e. searching for slates and chalk pieces, standing up and sitting down in repeated fashion (a routine known in Mali as “stand-sit / debout-assis”), copying lesson summaries from the blackboard, etc).

To collect data that will be as rich as possible in regards to reading and writing in Mali’s bilingual context, the study will also examine the following factors:

- a. The amount of time per week devoted to studying reading and writing in both classic and curriculum schools (as compared to the amount of time officially reserved for studying reading and writing according to each curriculum)
- b. In curriculum schools, the amount of time per week devoted to the study of each language as a subject in grades one to three, as compared to the amount of time officially reserved in the curriculum
- c. The use that teachers in grades one, two, and three are actually making of each language (French or national languages) during reading and writing classes
- d. The percentage of time where classroom activities involve the use of a Ministry-issued manual or textbook
- e. The percentage of time in class devoted to learning tasks in each of the nine competencies in Mali’s student competency framework for reading and writing
- f. The percentage of time reserved for work in class on reading texts
- g. Access to other reading materials.

In addition, the study will provide data on class size in the classes of the study sample and the number of visits made to the school by various monitoring agents (the pedagogical counselors, NGO representatives, or other education authorities). This latter factor may or may not correlate in Mali with increased time on task in classrooms.

In March 2010, the USAID/PHARE program trained fourteen Ministry colleagues (a majority from the CNE) in a one week workshop on the use of the instruments and tools for the “time on task” study. The instruments developed for the study include:

- 1) A principal interview
- 2) A teacher interview
- 3) A modified version of a “Stallings” classroom observation tool
- 4) A table of student absences
- 5) A daily “school schedule” form (where the principal will indicate the usual timing of classes, recesses, lunch hours, or other time blocks at his/her school)
- 6) Films (to be coded by a select group of technicians in Bamako) that will enable the teams to determine the amount of time teachers are devoting in class to each of the competencies from Mali’s student standards frameworks in reading and writing.

During the training, the CNE personnel and pedagogical counselors, who would serve as data collectors, practiced using these instruments in actual classrooms. Over the course of the week, inter-rater reliability improved amongst the data collection group. Data collection took place in April 2010 in 112 targeted schools. The school sample was randomly selected from all regions with the exception of Tombouctou and Kidal<sup>2</sup> and all public schools having at least one grade 1 – 3 class. The sample was weighted to reflect the percentage of urban / rural and classic and curriculum schools. Documents relevant to this study are found in Appendix A.

*II.B.1.2 Study on the concordance between the demand for national language instruction and supply*  
For the second study “The concordance between the demand for national language instruction and the supply of that instruction,” the PHARE program team revised the terms of reference and these were approved by the designated Ministry committee. With the help of a Malian consultant, the PHARE team developed the research design for the study (See Appendix B). The study’s general objective, as defined at this time, is to: test a methodology for comparing school communities’ national language needs to the MEALN’s supply of trained personnel and materials for meeting those needs. In order to meet this general objective, the PHARE team will:

- 1) Work with the representatives of the CPS to refine their data collection instruments to better capture, for each school community: a) the language (or languages) spoken in common by the students of that school community and b) the languages spoken and training and materials provided by the teachers in that school community
- 2) Use the revised instruments to conduct data collection in school communities in two regions (AE) of the country
- 3) Develop through a participatory process with the communes in those regions a ‘mapping’ for those regions of schools by language group and of the resources currently available in those regions for supporting instruction in those languages
- 4) Develop protocols with the CPS for expanding the mapping exercise so that data on needs in bilingual instruction may be updated on a regular basis.

This study is designed to assist the MEALN to bring up to date a 1999 study conducted with a similar objective that sought to quantify the number of students speaking a particular national language in common by zone. That study examined 9 regions, and provided data on approximately 9500 students (see table below). As one can see from that data collection, in over 20% of the country’s education regions (Bamako Rive Gauche, Bamako Rive Droite, Kayes, Koulikoro, Ségou, and Sikasso), the dominant language in common among students is Bamanankan. In others, such as Kidal where Tamasheq predominates, and Gao and Tombouctou, where Songhai predominates, similar uniformity of common language is observable. However, in other academies, such as Mopti, a much greater linguistic diversity and therefore a much more challenging pattern for teacher recruitment and assignment may be noticed.

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<sup>2</sup> Excluded for security reasons

**Table 1: Students' Languages in Common, by Region (1999)<sup>3</sup>**

| Lang.<br>Region | Total<br>Elèves | Bama<br>ra | Bobo | Bozo | Dogon | Fulful<br>dé | Arabe | Khas<br>Sonké | Mama<br>ra | Malin<br>ké | Son<br>goï | Sonin<br>ké | Séno<br>fo | Tama<br>sheq |
|-----------------|-----------------|------------|------|------|-------|--------------|-------|---------------|------------|-------------|------------|-------------|------------|--------------|
| Bamako          | 1680            | 1677       |      |      |       |              |       |               |            | 3           |            |             |            |              |
| Gao             | 346             |            |      |      |       |              |       |               |            |             | 287        |             |            | 59           |
| Kayes           | 1226            | 581        |      |      |       | 20           |       | 89            |            | 278         |            | 258         |            |              |
| Kidal           | 22              |            |      |      |       |              |       |               |            |             |            |             |            | 22           |
| Koulikoro       | 1998            | 1734       |      |      |       | 10           |       |               |            | 205         |            | 49          |            |              |
| Mopti           | 836             | 265        |      | 24   | 287   | 224          |       |               |            |             | 36         |             |            |              |
| Ségou           | 1328            | 1222       | 59   |      |       |              |       |               | 47         |             |            |             |            |              |
| Sikasso         | 1542            | 1285       |      |      |       |              |       |               | 151        |             |            |             | 106        |              |
| Tombouctou      | 433             |            |      |      |       | 14           | 4     |               |            |             | 365        |             |            | 50           |

The USAID/PHARE sponsored study will therefore focus on regions such as Mopti and Kayes, where the Ministry's decision-making about bilingual instruction will require more precise information by school community than what is currently available. As with the GPRS mapping piloted under the PADDEM project and now expanded through PRADDE-PC, the Ministry will be able to replicate and expand the methodology for linguistic census-taking developed for use in these regions in order to update linguistic information nation-wide in an efficient manner. With this information available, the cabinet and the DNEB will better be able to plan for teacher training efforts in language instruction in the early grades in these regions, and the PHARE program will be able to provide targeted technical assistance to language arts instruction in these regions as needed.

### **II.B.2. Sub-result 1.2: Pre-service and inservice teacher training**

The PHARE program staff was extremely active in this domain during the quarter. Having completed training for all of the nation's public and community schools on the use of IRI broadcasts in the prior quarter, PHARE program staff, in this period, focused primarily on conducting the first face-to-face trainings for IFM personnel and for public and community school staff on teaching about and/or using balanced literacy. We report first on our activities relative to balanced literacy in the IFMs and secondly on our activities with public and community schools.

#### *II.B.2.1 Establishing or updating Virtual Training Centers (VTCs) in IFMs*

The PHARE program completed installation of the virtual training centers for the IFMs of Bougouni, Kangaba, Niono, Sikasso and Tombouctou. In each case, the virtual training center equipment was officially, jointly received from the supplier by the Director of the Institute in question and a representative of the Ministry of Education. Participants in the handing-over ceremony, in addition to IFM and central Ministry staff included local government and PHARE program representatives. PHARE's computer and technology coordinator supervised reception and installation of all equipment at each of the five IFMs (See his report in Appendix C). Several of the ceremonies were covered by the media with coverage on both national radio and television. Several photos from the installations are included on the next page

During this quarter, PHARE staff completed the modules and supporting documentation for training the Management Committees of the CVF. Documents previously developed under the FIER project served as a basis. These training sessions will take place during the next quarter.

<sup>3</sup> Data cited from « *L'étude sociolinguistique sur l'identification des langues nationales dominantes par zone et du potentiel enseignant par langue* », Youssouf M. Haidara and Abou Diarra, October, 1999.



### *II.B.2.2 Training IFM professors in methodologies for the teaching of reading and writing*

During this quarter, PHARE staff finalized, in collaboration with the Teacher Training Division of the Ministry (DNEB/DEN), the terms of reference and calendar for the training of educational psychology and language instructors' from the IFMs. The training, to be held early in the next quarter, focuses on the multimedia modules developed as self-study tools for the professors. The primary goal of the training session is to train the targeted IFM staff on the use of the multimedia modules for their own professional development and for the professional development of their student teachers. (See training guide and CD in Appendix D) The PHARE training staff will work toward the following objectives:

- 1) Train IFM professors on using computer technology
- 2) Introduce the professors to the student standards frameworks developed for reading and writing
- 3) Introduce the professors to essential concepts related to balanced literacy
- 4) Demonstrate to the professors how to use the multimedia modules
- 5) Explain to the professors how to hold their 'mini community of learning' meetings related to the multimedia modules
- 6) Prepare the professors to hold a 'mini community of learning meeting' before the end of the school year
- 7) Prepare the professors to work with their student teachers on the first of the multimedia modules before the end of the school year.

These trainings had originally been scheduled for November-December of 2009, but the DNEB/DEN requested that the PHARE staff move the timeline of the trainings back to the months of March-April to accommodate activities financed through AFD with the same group of professors. In particular, the three IFMs involved in the Ministry's test of its new IFM curriculum were unavailable until the

middle of the month of April. As a result, the calendar agreed upon for these trainees during this reporting period is presented below:

**Table 2: Schedule for IFM Professor Trainings**

| CENTER       | IFMs CONCERNED                    | BEGINNING | END      | ANTICIPATED NUMBER OF PARTICIPANTS |
|--------------|-----------------------------------|-----------|----------|------------------------------------|
| Bamako       | Bamako, Nara, Kayes               | 30 March  | 8 April  | 33                                 |
| Gao          | Gao, Dire, Tombouctou, Aguel Hoc, | 30 March  | 8 April  | 44                                 |
| Sevare       | Sevare, Koro                      | 30 March  | 8 April  | 29                                 |
| Niono        | Tominian                          | 30 March  | 8 April  | 11                                 |
| Sikasso      | Sikasso                           | 30 March  | 8 April  | 21                                 |
| Bougouni     | Bougouni                          | 14 April  | 23 April | 16                                 |
| Kangaba      | Kangaba                           | 14 April  | 23 April | 14                                 |
| Niono        | Niono                             | 14 April  | 23 April | 15                                 |
| <b>TOTAL</b> | <b>14</b>                         |           |          | <b>183</b>                         |

The PHARE program looks forward to holding these trainings and to introducing the multi-media modules as tools to the staff of the IFMs.

#### *II.B.2.3 Training of volunteer schools in balanced literacy*

The quarter was an equally active one in regards to the training for primary school teachers on the use of balanced literacy in the classroom. As USAID will recall, during the October-December quarter, the program solicited expressions of interest, in the form of letters of application, from schools desiring to receive training in balanced literacy. This strategy was selected by the program technical team to ensure a maximum level of commitment from schools to the process of *altering* how reading and writing instruction can occur in the classroom. USAID/PHARE broadcast radio announcements soliciting principals' applications and also circulated throughout the Academies and the CAPs letters requesting that principals inform the program in writing of their desire to participate in the balanced literacy training cycles. A total of 3,628 schools applied to participate in the trainings. The complete count of the letters received from each CAP, disaggregated by type of curriculum in use is found below:

**Table 3: Number of schools by CAP and curriculum participating in balanced literacy trainings**

| ACADEMY           | CAP        | CURRICULUM SCHOOLS | CLASSIC SCHOOLS |
|-------------------|------------|--------------------|-----------------|
| <b>KIDAL</b>      | Kidal      | 0                  | 5               |
|                   | Tessalit   | 2                  | 6               |
| <b>GAO</b>        | Gao        | 4                  | 6               |
|                   | Ansongo    | 22                 | 8               |
|                   | Bourem     | 18                 | 11              |
|                   | Menaka     | 12                 | 20              |
| <b>DOUENTZA</b>   | Douentza   | 19                 | 31              |
|                   | Bandiagara | 7                  | 39              |
|                   | Bankass    | 4                  | 63              |
|                   | Koro       | 22                 | 58              |
| <b>TOMBOUCTOU</b> | Tombouctou | 7                  | 22              |

| ACADEMY                    | CAP            | CURRICULUM SCHOOLS | CLASSIC SCHOOLS |
|----------------------------|----------------|--------------------|-----------------|
|                            | Nianfunke      | 0                  | 26              |
|                            | Rharous        | 9                  | 16              |
|                            | Dire           | 8                  | 31              |
|                            | Goundam        | 7                  | 19              |
| <b>MOPTI</b>               | Mopti          | 15                 | 47              |
|                            | Sevare         | 7                  | 18              |
|                            | Djenne         | 8                  | 50              |
|                            | Tenenkou       | 7                  | 26              |
|                            | Youwarou       | 10                 | 33              |
| <b>KAYES</b>               | Kenieba        | 16                 | 55              |
|                            | Nioro          | 18                 | 14              |
|                            | Kayes Rd       | 25                 | 36              |
|                            | Kayes Rg       | 13                 | 4               |
|                            | Yelimane       | 9                  | 17              |
| <b>KITA</b>                | Kita I         | 11                 | 75              |
|                            | Kita Ii        | 0                  | 105             |
|                            | Bafoulabe      | 20                 | 137             |
|                            | Diema          | 8                  | 52              |
| <b>SIKASSO</b>             | Bougouni       | 54                 | 25              |
|                            | Sikasso I      | 64                 | 42              |
|                            | Kolondieba     | 76                 | 10              |
|                            | Yanfolila      | 49                 | 24              |
|                            | Niena          | 48                 | 45              |
|                            | Koumantou      | 26                 | 43              |
|                            | Sikasso Ii     | 21                 | 24              |
|                            | Kadiolo        | 33                 | 8               |
| <b>SAN</b>                 | Tominian       | 32                 | 51              |
|                            | Bla            | 32                 | 95              |
|                            | San            | 61                 | 92              |
| <b>BAMA KO RIVE DROITE</b> | Faladie        | 9                  | 11              |
|                            | Kalabancoura   | 10                 | 21              |
|                            | Torokorobougou | 15                 | 10              |
|                            | Banakabougou   | 6                  | 8               |
| <b>BAMA KO RIVE GAUCHE</b> | Sebeninkoro    | 18                 | 9               |
|                            | Lafiabougou    | 2                  | 5               |
|                            | Cap Cc         | 0                  | 25              |
|                            | Hippodrome     | 11                 | 9               |
|                            | Bozola         | 0                  | 0               |
|                            | Banconi        | 0                  | 0               |
|                            | Djelibougou    | 0                  | 0               |
|                            | Bamako Coura   | 0                  | 0               |
| <b>KOUTIALA</b>            | Mpessoba       | 21                 | 41              |
|                            | Koutiala       | 20                 | 24              |
|                            | Yorosso        | 22                 | 10              |
| <b>SEGOU</b>               | Segou          | 28                 | 28              |
|                            | Markala        | 31                 | 32              |
|                            | Macina         | 38                 | 23              |
|                            | Baroueli       | 17                 | 30              |
|                            | Niono          | 32                 | 25              |
| <b>KOULIKORO</b>           | Koulikoro      | 64                 | 106             |
|                            | Banamba        | 37                 | 76              |

| ACADEMY       | CAP         | CURRICULUM SCHOOLS | CLASSIC SCHOOLS |
|---------------|-------------|--------------------|-----------------|
|               | Kolokani    | 21                 | 14              |
|               | Nara        | 26                 | 4               |
| KATI          | Dioila      | 26                 | 47              |
|               | Baguineda   | 40                 | 73              |
|               | Fana        | 32                 | 58              |
|               | Kalabancoro | 35                 | 42              |
|               | Kangaba     | 14                 | 29              |
|               | Kati        | 0                  | 0               |
| <b>TOTALS</b> |             | <b>1379</b>        | <b>2249</b>     |

Each of these schools received a notification, during the training, of what the school's responsibilities would include in terms of implementing a reform of reading and writing instruction, and each was required to indicate their willingness to accept and carry out these responsibilities. The responsibilities include:

- a) Regularly attend trainings that are offered to them
- b) Regularly listen to the IRI radio programs and maintain the radio-related material issued to the school
- c) Hold, with the help of materials provided to the school, between five and eight meetings of the teachers per year to use those materials and to reflect on how to improve reading and writing instruction at the school level
- d) Observe each other while teaching reading and writing and offer positive critiques of one another's attempts to use balanced literacy in the classroom
- e) Organize model lesson demonstrations in order to assist in improving reading and writing instruction in the school
- f) Establish and maintain a resource corner for the school that contains stories written by the students themselves as well as other material found through other strategies
- g) Accept to leave teachers in their school trained in balanced literacy in Grades 1-2 for at least 3 years
- h) Regularly meet with parents regarding reading and writing instruction at the school and involve them in improving reading and writing instruction for their children.

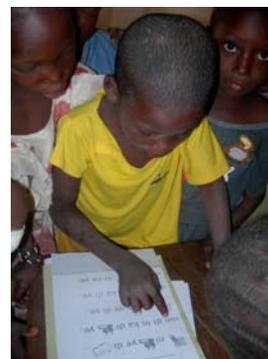
USAID/PHARE has developed a two-part strategy for training schools that adhere to these principles and that desire to be trained in balanced literacy. First, a face-to-face training at the CAP is provided by the pedagogical counselors trained by PHARE to support the implementation of balanced literacy at the school level. Then, using cassettes and listeners' guides produced by PHARE, the staff of the school conduct 5 to 8 teacher meetings, like a community of learning meeting, to further explore balanced literacy topics and to identify practices that they themselves would like to try in their classrooms. Through this two-part strategy, the PHARE program enhances the likelihood that the school personnel will work on improving their teaching skills even after their departure from the face-to-face trainings at the CAP.

This quarter's training activities in support of this strategy included: a) 3-day refresher trainings for all pedagogical counselors tasked with training teachers, b) first trainings of the teachers at the CAP level on the principles of using balanced literacy in the classroom, and c) distribution of self-study materials to the schools to support them in using those principles in the classrooms.

The refresher trainings for 280 general pedagogical counselors (CPs), 70 Arabic language/medersas CPs and 15 Heads of the Curriculum, Research and Training Division (CDRCF) from the Academies took place between the 23<sup>rd</sup> of February and the 7<sup>th</sup> of March. These trainings focused on:

- 1) Reacquainting the pedagogical counselors with the contents of the standards framework<sup>4</sup>
- 2) Rehearsing the rules for the alphabet and syllable games included in the guide to balanced literacy
- 3) Practicing the “news of the class” technique intended to provide teachers with low-cost, authentic text with which to work with their students
- 4) Reviewing what is meant by “emergent writing,” i.e. that the student learning to write will pass through many approximations of writing before mastering it, and that he/she will often use “invented” spelling.
- 5) Reviewing options for using local ideas and objects to create classroom materials and reviewing how to develop simple stories for children.

The refresher trainings were also the opportunity for the PHARE team to introduce to the CPs materials for learning to read and write in the Bamanakan language developed by program partner the Institute for Popular Education (Institut de l'Éducation Populaire /IEP). Prior to its association with the PHARE program, IEP designed a package of materials labeled “Read-Learn-Lead,” or RLL. This package includes several illustrated short texts for children in local language. As the PHARE program is working to introduce balanced literacy instructional techniques in both classic and curriculum classrooms, the program will be introducing the IEP-authored texts in local language to the CPs and supporting them to train teachers in curriculum schools to use them in conjunction with a balanced literacy approach.



*A curriculum school student using the RLL/Bamanakan print material*

Once the refresher trainings for the CPs were complete, each CAP, using the training manual produced for the CAP by PHARE, began to train the schools that had requested training on balanced literacy. At the conclusion of the CAP-based trainings, the principals and teachers were expected to be able to:

- a) Name and define the 9 competency areas from the standards framework
- b) Match benchmarks, competency areas, and activities for verification one to another
- c) Master using the technique “news of the class”
- d) Explain the functioning and management of a community of learning (CAM)
- e) Use the 3 distance training modules produced by the program to nurture the dialogue within their communities of learning

The CAP trainings lasted two days each. In each session, a maximum of 40 trainees per training room (or 80 per CAP) were invited. For each topic treated, the trainers offered several concrete examples and then asked trainees to derive a general conclusion or rule related to balanced literacy. (For example, if the assignment given to a class consists of several sentences of a story placed out of order, and the task for the students is to order them correctly to make a coherent story, what is the competency area on which a teacher is focusing?) Through these practical exercises, teachers received a first introduction to the principles of balanced literacy and also to the practical application of the activities suggested in the teacher’s guide to balanced literacy in the classroom distributed during the training.

In addition, each school was provided with three ½ hour cassettes that expand on the principles and applications of balanced literacy. The learning objectives of each of these cassettes are summarized in the table below:

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<sup>4</sup> First trainings of the CPs in balanced literacy took place in 5-day workshops held in December 2009.

**Table 4: Content / Goals of Cassettes Given to Schools  
Participating in Balanced Literacy Training**

| <b>CASSETTE</b>          | <b>At the end of this broadcast, the listeners will be able to:</b>  |
|--------------------------|--|
| Cassette<br>Number One   | <ul style="list-style-type: none"> <li>• Define a games-based approach to learning</li> <li>• Define phonemic and syllabic awareness</li> <li>• Name games that support the development of these competencies and direct the use of these games in class</li> <li>• Categorize these games as a function of the competencies their students must acquire</li> <li>• Explain the importance of language mechanisms in relationship to the overall whole of balanced literacy instruction</li> </ul> |
| Cassette<br>Number Two   | <ul style="list-style-type: none"> <li>• Define and compare the three types of writing</li> <li>• Identify in students' written productions the stages of emergent writing</li> <li>• Explain why the development of writing can be compared to the development of the ability to speak</li> <li>• Describe how emergent writing can assist a student to develop the necessary competencies for being a strong reader and writer</li> </ul>  |
| Cassette<br>Number Three | <ul style="list-style-type: none"> <li>• Find information quickly in the listeners' guide to the program</li> <li>• Explain the qualities of a good reader and writer</li> <li>• Summarize the stages of learning to read and be capable of using them to assist in teaching students</li> <li>• Use the schedule proposed to introduce balanced literacy in their classroom</li> <li>• Fill out the auto-evaluation form with accuracy and honesty</li> </ul>                                     |

According to the PHARE training program schedule, each of the schools will use the three modules during the months of April and May to begin to familiarize themselves with the types of classroom activities that are most successful in balanced literacy instruction. (See documents regarding the trainings in balanced literacy in Appendix E)

*II.B.2.4 Dissemination of information on balanced literacy*

During the quarter, the program prepared a technical note on the introduction of balanced literacy instruction in Malian schools (see Appendix F). This note, which PHARE has introduced for signature by the Minister, will be distributed to all the Academies, CAPs and schools in the nation and will pave the way for the expansion of balanced literacy training throughout the school system in the years to come. In addition, the Head of the Division of Teacher Education (DNEB/DEN) organized working sessions with all staff of the DEN on balanced literacy. Copies of relevant documents (standards frameworks, teacher's guide, training documents, etc.) were given to all DEN staff members.

*II.B.2.5 Support to teacher supervision*

In this quarter, the PHARE program finalized the observation tool for monitoring reading and writing instruction. The tool is coherent with the teacher and student standards frameworks and addresses 17 key practices that a teacher using balanced literacy instruction should attempt to emulate. The complete instrument, along with the marking criteria, can be found in Appendix G. Examples of key teacher skills that can be monitored through this instrument include:

- 1) Using games to increase children's phonetic, phonemic and syllabic awareness
- 2) Using strategies to assist children to acquire new vocabulary in the target language
- 3) Inviting children to reread a known and understood text multiple times in order to arrive at fluidity and expressivity
- 4) Inviting children to suggest hypotheses about what will occur in a text or story

- 5) Including opportunities during reading lessons for children to write in meaningful ways and for them to experiment with spelling unknown words
- 6) Assisting children to organize their thoughts before writing them down
- 7) Assisting children to take risks with their writing
- 8) Using students' written productions as the basis for language study
- 9) Conducting both formative and summative evaluation in a continuous and subtle manner.

While this is not an exhaustive list of practices related to balanced literacy instruction, these are key elements that should reappear frequently in a balanced literacy classroom and therefore represent reasonable expectations for the MEALN to hold of teachers trained in balanced literacy.

In addition to allowing the observer to determine to what degree (on a scale of one to four) the teacher is implementing these practices, the observation tool allows for easy tracking of the activities observed in the classroom. The final page of the tool presents the observer with the opportunity to check off whether any of the following have been noticeable in the lesson: practice with the alphabet, phonemic awareness, syllabic awareness, group reading of a text copied on the board or from the textbook, individual reading of a text copied from the board or from a textbook, the generation of hypotheses, the verification of hypotheses, comprehension questions and responses, copying of a text from the blackboard, spontaneous writing, guided writing, or other activities. Using this list, USAID/PHARE evaluators and Ministry staff, responsible for monitoring and supporting the introduction of balanced literacy instruction in Malian classrooms, will be able to determine what the general trends are in classroom activities as the program progresses. The hypothesis is that as training progresses, there will be increasing instances of guided reading and writing, and decreasing instances of copying from the blackboard or reading texts as a whole class, but this hypothesis remains to be confirmed by the observations to be conducted in the coming quarters.

#### *II.B.2.6 DNEB/DEN database on teacher training*

During this quarter, program staff were also approached by the DNEB/DEN in relation to the database for teacher training and performance that the MEALN has worked for the past five years to put in place. The DNEB/DEN is hopeful that the PHARE program can play an active role in the maintenance and expansion of the use of the database. While the PHARE program has not yet committed to doing so, and while there remain some significant differences between that database's format and the format the PHARE program would eventually hope to see in place at the Ministry, dialogue between the two parties will continue in order to ensure that the database work in which PHARE engages is complementary to the Ministry's work and supports it in whatever way is most reasonable for the PHARE program and the Ministry at the same time.

### **II.B.3. Sub-result 1.4: Development of interactive radio programming, other technology innovations for classrooms, and instructional materials**

Despite the program's busy slate of activities in all the other domains, work did not slow down in the development of innovative classroom materials during this seventh quarter. Both with regards to developing Mali's capacity to produce interactive radio instruction programs and with regards to experimenting with other innovative classroom technologies, the PHARE team continued to move ahead as planned.

#### *II.B.3.1 Interactive radio instruction (IRI)*

Development for the second series of 120 level 1 IRI programs (grade two in classic schools and grade three in curriculum schools) continued, with the scriptwriting team completing a scope and sequence for the series (See Appendix H), developing a design for the radio programs (complete with story line and characters) and drafting the first 20 masterplans. The series this year will reinforce the mastery of the alphabet and of the sound-symbol relationships studied in the year one programs, provide increasing opportunities for children to read connected texts (based on the songs in the programs) and to write in response to radio program prompts.

In addition to determining the technical direction the second level two series would take, PHARE program staff also identified actors to play the roles of the new characters for this year's production. As of the close of the quarter, the production timeline for the IRI scripts was as follows:

**Table 5: Production Timeline for Grade 2 IRI programs**

| <b>Apr. 2010</b>   | <b>May 2010</b>   | <b>Jun. 2010</b>   | <b>Jul. 2010</b>  | <b>Aug. 2010</b>   | <b>Sept. 2010</b>   | <b>Oct. 2010</b>                              |
|--|---|--|---|--|---|---|
| Complete MPs 1-40<br>Complete, record, and test scripts 1-30 | Complete MPs 41-60<br>Complete, record, and test scripts 31-50<br>Revise and re-record scripts 1-30 | Complete MPs 61-90<br>Complete, record, and test scripts 51-70<br>Revise and re-record Scripts 31-50 | Complete MPs 91-120<br>Complete, record and test scripts 71-90<br>Revise and re-record scripts 51-70<br>Begin teachers' guide | Complete, record, and test scripts 91-120-<br>Revise and re-record scripts 71-90<br>Continue work on teachers' guide | Revise and re-record scripts 91-120<br>Complete teachers' guide | Train teachers on use of IRI in the classroom |

### *II.B.3.2 Dedicated radio channel*

While radio program production continued, program staff continued to support the ministerial committee in charge of establishing Mali's educational radio channel. Two meetings of the committee were held during the January to March period. During these meetings, the work timeline for the committee members was brought up to date and plans were laid to hold a larger forum with interested donors to try and ensure that the needed funds are available for the creation of the channel. The radio channel is included in the final PISE III documents presented in March with a budget allocation of One billion CFA. PHARE produced for the Ministry of Education a short film on the IRI programs showing their impact on student learning and use in teacher training. In the next quarter, PHARE will assist the Ministry in organizing meetings and follow-up contacts with PTF and other potential funders to secure the remaining funds needed for the project. Based on the commitment of funds from the Ministry itself and from other sources, PHARE hopes that USAID will be able to commit its financial support to creating the educational radio channel for Mali.

### *II.B.3.3 E-learning Conference*

During this quarter, PHARE facilitated, as recommended by the e-learning committee and at the request of the MEALN, Mali's first national-level workshop on e-learning on the 22<sup>nd</sup> and the 23<sup>rd</sup> of March (See related documents in Appendix I). This workshop had the following objectives: a) to permit actors from the Ministries of Education and of Communications and New Technologies to share information about the current situation of information and communications technology use in education in Mali and, b) to review current policy initiatives; c) to enable those present to contribute to the action plan for the e-learning committee<sup>5</sup>.

The e-learning conference provided an opportunity for valuable exchange between the actors from the two ministries on the challenges and opportunities for enhancing the use of technology in schools across Mali. The conference also enabled USAID/PHARE to present to a broad range of Malian decision-makers the findings of our "environmental scan" in technology conducted in the fall of 2008. In this scan, PHARE staff interviewed education actors from 10 academies, 15 CAPs, and 49 schools about their access to, knowledge of, and frequency of use of a range of technologies. In total, the sample included 15 CAP directors, 49 principals, 126 teachers and 266 students. Among the main

<sup>5</sup> The e-learning committee was established in 2009 by the Ministry of Education at the request of the Prime Minister subsequent to the Ministry's participation in the e-learning conference in Dakar in 2009 and following the Prime Minister's receipt of the report of the conference.

findings of the study, (and of great interest to the participants in the e-learning conference), was the fact that while CAPs have increasingly impressive access to technologies, primary schools by and large remain deprived of any technological ability other than listening to the radio. The comparative table below illustrates this finding:

**Table 6: Availability of information and communications technology in the education sector in Mali**

| TECHNOLOGY   | CAP                      | ECOLE  |
|--|--------------------------|--|
| L'accès à l'électricité                              | 100%                     | 31%  |
| L'accès à la radio nationale et/ou 1-3 autres radios | 100%                     | 100%   |
| Accès aux ordinateurs                                | 83% (âge moyen de 2 ans) | 39% (âge moyen de 9 ans)   |
| Accès aux imprimantes                                | 100%                     | 22%  |
| Les clés USB   | 80%                      | 12%  |
| L'internet   | 27%                      | 6% ont accès à l'internet (pas toujours à l'enceinte de l'école) |
| Page Web   | 0%                       | 0%   |
| Téléphone fixe                                       | 100%                     | 22%  |
| Réseau: téléphones portables                         | 93%                      | 8%   |

Based on findings such as these and others shared during the two-day workshop, the group came to a series of conclusions, including that:

- 1) The situation analysis (“état des lieux”) of the use of technologies in schools needs to be updated and conducted in a representative sample of schools
- 2) The government must commit increased effort and funds towards assisting to integrate technology into schools
- 3) Teacher training related to technology must be generalized and improved, and
- 4) Items such as GPRS-enabled smartphones, e-readers, netbooks and other technological devices need to become a daily feature of schooling for all children, even at the lowest levels of the system.

In the coming quarter, the PHARE program will work to reinforce the committee’s actions on behalf of expanding the use of technologies in schools.

#### *II.B.3.4 Smartphone pilot*

USAID/PHARE program staff also continued to work to support the expansion of the use of technologies *other* than radio in primary school classrooms. Staff drafted an additional 16 lessons for use with the smartphone program and began preliminary work on the construction of a new website for hosting those lessons and other program material. Consultations were held with the Academy of Kati re. school selection as the pilot is expanded into five new CAPs.

#### **II.B.4. Sub-result 1.5 Student Evaluation Systems**

As per the program workplan, work continued in this quarter with the CAPs of Ségou and Markala, who were the two selected to participate in PHARE's "local EGRA" pilot. The philosophy behind the "local EGRA" work is that it enables CAPs to examine closely, for their particular circumscription, what the reality is as regards children's ability to read and write. Because all data collection during local EGRA takes place in the schools of the CAPs selected for the exercise, the results become much more personalized and meaningful to CAP personnel and provide a perfect jumping off point for in-depth discussions with the CAPs about allocating monies under their own action plans.

In order to conduct "local EGRA," the first priority for the team was to hold a workshop to develop a simplified version of the EGRA instrument that could be easily administered and analyzed by existing CAP staff. This workshop was held from January 11-15, with five officials from the central Ministry and 5 officials from Ségou and Markala. The objective of the workshop was to develop a simplified version of the EGRA instrument that can be used by pedagogical counselors at the CAP level in order to provide them with a tool that can help them to identify problems with reading performance in their schools and, ultimately, develop plans of action to address those problems. The goals/reasons for simplifying the instrument that was used at the national level were to:

- Reduce the time required to administer the instrument
- Evaluate more students
- Conserve resources
- Have a better grasp of the local realities of reading and writing in their schools.

The workshop focused on reviewing with the participants the theory behind the EGRA instruments and, in particular, the competencies tested by each section. Based on this understanding, the facilitators guided the participants to identify which sections should be retained in a simplified EGRA and how to develop new items as needed (such as, for example, developing new reading text passages). By the end of the week, the participants had created a draft local EGRA instrument ready for testing in the field. A copy of the local EGRA instrument is found in Appendix J. Administration of the instrument in schools in the two CAPs of Ségou and Markala is scheduled for the month of April, 2010.

During this quarter, the PHARE program also developed a data entry interface that can be used easily by officials at the CAP level to enter data. Versions have been developed in both Microsoft Access and Microsoft Excel so that either could be used, depending on the capacity of the CAP officials to manipulate the two programs. CAP officials and data entry personnel (secretaries at the CAPs) will be trained on the system at the beginning of April in order to be ready for data entry once data collection is completed.

### **III. INTERMEDIATE RESULTAT 4: Improved Access to Quality Basic Education for Targeted Populations (Results 15-22)**

The sub-results under Intermediate Result 4 focus on supporting populations that have specific educational challenges or currently have difficult access to formal education. These populations include children in Mali's medersas, children in isolated rural areas and children with special needs.

### III.A. Expected activities

- Complete descriptive study of current state of Mali's medersas
- Train selected medersas in six regions in the use of IRI and balanced literacy
- Distribute MP3 players and reading kits to selected medersas
- Create partnerships to expand access to education

### III.B. Actual Activities and Achievements

#### **III.B.1. Sub-Result 4.1 Improving Instruction in Mali's Medersas**

Following meetings with key actors in the medersas sector during the last quarter, the PHARE team conducted in March 2010 intensive 4-day trainings for 905 medersas in 35 CAPs in the regions of Sikasso, Ségou, Koulikoro, Bamako Rive Gauche, Bamako Rive Droite, and Kati (see related documents in Appendix K).

First, during the 17<sup>th</sup> to the 22<sup>nd</sup> of February, 2010, the program organized refresher training for all of the Arabic-speaking CPs and the CP generalists appointed in each CAP by their DCAPs to be the point person for the PHARE program. During these refresher trainings, the CPs reviewed: a) how interactive radio instruction functions in the classroom, b) how to use the IRI kit and guide, c) the competency areas defined in Mali's reading standards framework, d) the games and activities that support the acquisition of phonetic, phonemic, and syllabic awareness, and e) the steps in reading and writing mastery. In addition, CPs received an introduction to the observation tool for use in reading and writing lessons that the PHARE program will be using to track teachers' progress based on training and support delivered. These refresher trainings enabled the CPs to deepen their understanding of the key topics of IRI and balanced literacy and provided them an opportunity to plan how they would work together as a pair to train the directors and teachers of the medersas. Once these refresher trainings were complete, CPs in each of the 35 CAPs collected a first set of data relative to the performance of the medersa teachers in their school classrooms. This exercise had essentially two purposes: a) to provide a baseline on teacher performance in the medersas in relation to reading and writing. An important outcome of this exercise was the realization on the part of the CAPs and the PHARE program that additional training on the use of this tool was needed. This additional training will take place in the next quarter.

After the Easter school break, from the 29<sup>th</sup> of March to the 1<sup>st</sup> of April, the CPs trained the medersa principals and teachers and distributed to them the MP-3 players and USB keys<sup>6</sup> prepared by the PHARE program to enable the medersas to listen to the programming according to their own schedule<sup>7</sup>. At these trainings, the principals of the medersas received the same materials as had been distributed to the public and community schools for the use of IRI and balanced literacy. The total numbers of medersas invited to the trainings are detailed in the table below:

**Table 7: Number of participating medersas by CAP**

| Academy (Region) | CAP (District) | Medersas |
|------------------|----------------|----------|
| Kati             | Kati           | 13       |
|                  | Kalabancoro    | 27       |

<sup>6</sup> All 120 Grade 1 radio programs were saved on the USB keys.

<sup>7</sup> As the daily schedule of what subjects are taught when differs from one medersas to another, and often the same teacher is responsible for all French classes, it is not possible for the medersas to listen to the programs on the radio as do the public schools.

| Academy (Region)   | CAP (District)    | Medersas |
|--------------------|-------------------|----------|
|                    | Kangaba           | 16       |
|                    | Baguineda         | 38       |
|                    | Fana              | 31       |
|                    | Dioila            | 15       |
| Koulikoro          | Koulikoro         | 23       |
|                    | Nara              | 24       |
|                    | Kolokani          | 8        |
|                    | Banamba           | 20       |
| Sikasso            | Sikasso I         | 37       |
|                    | Sikasso Ii        | 18       |
|                    | Kolondieba        | 26       |
|                    | Kadiolo           | 23       |
|                    | Niena             | 22       |
|                    | Koumantou         | 62       |
|                    | Yanfolila         | 91       |
|                    | Bougouni          | 40       |
| Segou              | Segou             | 31       |
|                    | Baroueli          | 46       |
|                    | Niono             | 57       |
|                    | Markala           | 31       |
|                    | Macina            | 30       |
| Bamako Rive Gauche | Bozola            | 6        |
|                    | Hippodrome        | 6        |
|                    | Djelibougou       | 14       |
|                    | Banconi           | 25       |
|                    | Centre Commercial | 2        |
|                    | Bamako Coura      | 1        |
|                    | Lafiabougou       | 12       |
|                    | Sebeninkoro       | 12       |
| Bamako Rive Droite | Torokorobougou    | 17       |
|                    | Banakabougou      | 10       |
|                    | Kalabancoura      | 32       |
|                    | Faladie           | 39       |
| <b>TOTAL</b>       |                   | 905      |

As with the trainings for the balanced literacy component of the program, the PHARE staff conducted routine supervision of the medersa trainings. In addition, the PHARE program organized a supervision trip for the medersa section of the Ministry of Education to participate in and observe the trainings offered in the CAPs of Banamba, Koulikoro, Bamako Rive Gauche, and Bamako Rive Droite. The Ministry personnel identified the following positive aspects of the trainings:

- a) The teachers' enthusiasm regarding the broadcasts and the balanced literacy approach
- b) The positive opinion of the members of the host CAPs regarding IRI and the balanced literacy approach
- c) The teachers' level of commitment to using a maximum number of broadcasts before the end of the school year
- d) The participation of the DCAPs in the technical discussions in the workshops
- e) The distribution of an impressive amount of material to the medersa teachers to assist them in improving the instruction they offer to the children in their classrooms.

The teams that conducted the supervisory visits also generated several recommendations, among which figured a need to simplify the observation instrument to permit it to be more easily used by the Arabic language CP and a need to determine whether any documents or instructions should be translated into Arabic for the medersa teachers to facilitate their understanding. The program will work to address these recommendations in the coming quarter.

In summary, this quarter's activities in relation to the medersas represented the culmination of a long process of community outreach and pedagogical preparation begun with the first pilot test of the use of IRI in the medersas in 2008-2009. The warm reception of PHARE's contributions on the part of the Academies, CAPs, and the Malian Union of Medersas, as well as the teachers' enthusiasm for attempting to use IRI and the balanced literacy techniques in their classrooms underscore the degree to which PHARE's interventions are needed and appropriate. We look forward to deepening our involvement with the medersas in the coming quarters.

### **III.B.2. Sub-Result 4.2 Participation in the MEALN's Planning and Supervision Activities Related to the One-Classroom and Mobile Schools**

Just as this has been an extremely active quarter for the PHARE program as regards working with the IFMs, primary schools, and medersas, the program also actively supported the development of a pedagogical model for instruction in one-classroom schools. ECU-related activities during the quarter included:

- a) Assisting the MEALN to re-establish a functioning ECU committee
- b) Meeting repeatedly with that committee to develop a workplan for the committee and to assess the current state of one-classroom schools in Mali
- c) Hosting a two-week workshop in Bamako to draft a vision for Mali's ECU
- d) Sponsoring a one-week workshop in Ségou to complete the materials drafted in Bamako
- e) Sponsoring a data collection exercise in 10 CAPs and across 80 potential sites for future ECU

The workshops in Ségou and Bamako enabled the ministerial committee tasked with developing Mali's vision for instruction in one-classroom schools to refine how they imagined an ECU classroom would look and function in detail. Key elements of this vision included:

- a) ECUs are bilingual and use a condensed version of the curriculum with an interdisciplinary approach
- b) Balanced literacy is the basis for teaching reading and writing
- c) Various configurations of group work (pairs, small groups, mixed grade level, etc.) are used, based on need
- d) The teacher builds coherent set of integrated and multi-purpose tasks that allow students to reinforce skill and knowledge acquisition through interdisciplinary activities
- e) ECUs foster in discovery, independence and creativity in students
- f) Tutoring (either by the teacher or other students) and independent work play an important role in teaching and learning
- g) The classroom environment is rich and multi-faceted providing opportunities for students to exercise discovery and independent learning.

An additional key product of the workshops in Bamako and Ségou was a condensed national curriculum for instruction in one-classroom schools that is loosely organized around common concepts or themes. This document is intended to assist the teacher in the one-classroom school to achieve a maximal level of harmony in the instruction that he/she is providing to the students enrolled in the school. This condensed curriculum can now become the basis for the creation of several supporting materials and documents, both in national languages and in French. (See summary PowerPoint in Appendix L)

Once the vision for the ECUs and the condensed curriculum were created, the teams completed a first draft of an ECU teachers' guide and prepared a first draft of a training module to prepare teachers to teach in ECU classrooms. The teams also developed a classroom observation tool that will be used to follow up on and support their performance. These elements of the pedagogical package will become particularly useful once additional one-classroom schools are created in Mali.

Having completed these beginning elements of the ECU package, the ministerial committee and the PHARE team conducted a two-week trip to 61 potential sites for new one classroom schools that had been suggested by the CAPs of Fana, Mopti, Gao, San, Segou, Kati, Niono, Tenenkou, and Douentza<sup>8</sup>. During these site visits, the ECU committee members met with CAP officials, commune representatives, village chiefs and families to gain a sense of whether or not the communities visited were eligible to launch an ECU in their villages. The table below lists the 27 sites where the committee members determined that an ECU would be an appropriate solution for offering basic education to the children living in those villages.

**Table 8: Summary of sites meeting criteria for establishment of an ECU**

| N° | CAP            | Commune        | Village          | 1 - 3 yrs | 4 - 5 yrs | 6 - 8 yrs | 9 - 12 yrs | Cumul enrolled | 6 <sup>th</sup> gr | Distance village to concerned school | Target population |
|----|----------------|----------------|------------------|-----------|-----------|-----------|------------|----------------|--------------------|--------------------------------------|-------------------|
| 1  | CAP DE FANA    | Kéréla         | Sondo            | 65        | 40        | 35        | 15         | 12             | 1                  | 6 KM                                 | 47                |
| 2  | CAP MOPTI      | Sokoura        | Badage           | 19        | 12        | 12        | 7          | 12             | 0                  | None                                 | 12                |
| 3  | CAP DE GAO     | Gabero         | Farankandja      | 29        | 24        | 20        | 16         | 23             | 2                  | 4 KM                                 | 43                |
| 4  | CAP DE SAN     | Niasso         | Koroguelebougou  | 0         | 18        | 11        | 0          | 31             | 8                  | 4 KM                                 | 42                |
| 5  | CAP DE FANA    | Binko          | Tombabougou      | 23        | 27        | 32        | 14         | 9              | 1                  | 4 KM                                 | 41                |
| 6  | CAP DE NIONO   | Niono          | Tiemaba          | 30        | 20        | 30        | 22         | 6              | 1                  | 5 à 20 KM                            | 36                |
| 7  | CAP DE KATI    | Yélékébou gou  | Fabougoula Sidiè | 30        | 15        | 10        | 20         | 24             | 0                  | 6 KM                                 | 34                |
| 8  | CAP DE NIONO   | Séribala       | Massala          | 50        | 20        | 30        | 30         | 4              | 0                  | 3 KM                                 | 34                |
| 9  | CAP DE MOTI    | Sio            | Saremabo         | 23        | 23        | 31        | 11         | 2              | 6                  | 2 KM                                 | 33                |
| 10 | CAP DE NIONO   | Niono          | Adama were       | 40        | 30        | 20        | 15         | 12             | 2                  | 5 KM                                 | 32                |
| 11 | CAP DE TENEKOU | Diafarabé      | Sampaye          | 20        | 10        | 20        | 12         | 9              | 0                  | 22 KM                                | 29                |
| 12 | CAP DE GAO     | Gabero         | Sossoro          | 20        | 12        | 11        | 9          | 15             | 1                  | 5 à KM                               | 26                |
| 13 | CAP DE MOTI    | Sokoura        | Myerou-Daga      | 17        | 4         | 19        | 6          | 0              | 0                  | None                                 | 19                |
| 14 | CAP DE NIONO   | Yérédon Sayona | Hèrèmakon o      | 30        | 10        | 10        | 10         | 8              | 0                  | 3 KM                                 | 18                |
| 15 | CAP DE TENEKOU | Dia            | Kodaga           | 20        | 5         | 10        | 8          | 8              | 0                  | 3 KM                                 | 18                |
| 16 | CAP DE GAO     | N'Tilit        | Akerawat         | 15        | 12        | 10        | 6          | 7              | 0                  | 7 KM                                 | 17                |
| 17 | CAP DE SEGOU   | N'Gara         | Wolokoro         | 13        | 17        | 15        | 15         | 2              | 0                  | 7 KM                                 | 17                |
| 18 | CAP DE SEGOU   | Boussin        | Binamourou -Wèrè | 33        | 7         | 15        | 12         | 1              | 0                  | 3 KM                                 | 16                |

<sup>8</sup> In January 2010, these 10 CAPs where a CP had been trained in the ECU methodology were asked to conduct site visits in order to identify communities where an ECU could be established.

| N° | CAP             | Commune     | Village       | 1 - 3 yrs | 4 - 5 yrs | 6 - 8 yrs | 9 - 12 yrs | Cumul enrolled | 6 <sup>th</sup> gr | Distance village to concerned school | Target population |
|----|-----------------|-------------|---------------|-----------|-----------|-----------|------------|----------------|--------------------|--------------------------------------|-------------------|
| 19 | CAP DE MOTI     | Sio         | Sangala       | 15        | 15        | 15        | 0          | 0              | 0                  | None                                 | 15                |
| 20 | CAP DE TENEKOU  | Sougoulbé   | Toguel-Kossam | 25        | 15        | 10        | 15         | 1              | 0                  | 5 KM                                 | 11                |
| 21 | CAP DE DOUENTZA | Dallah      | Nani          | 15        | 9         | 11        | 8          | 0              | 0                  | None                                 | 11                |
| 22 | CAP DE GAO      | Gounzoureye | Hawdomé       | 15        | 10        | 8         | 5          | 2              | 0                  | 5 KM                                 | 10                |
| 23 | CAP DE TENEKOU  | Sougoulbé   | Daga          | 25        | 10        | 10        | 0          | 0              | 0                  | None                                 | 10                |
| 24 | CAP DE DOUENTZA | Dangol-bore | Songoly       | 16        | 11        | 6         | 3          | 3              | 0                  | 14 KM                                | 9                 |
| 25 | CAP DE DOUENTZA | Debere      | Sène          | 13        | 11        | 8         | 6          | 0              | 0                  | None                                 | 8                 |
| 26 | CAP DE SEGOU    | Boussin     | Nintola       | 34        | 9         | 0         | 14         | 7              | 3                  | 3,5 KM                               | 7                 |
| 27 | CAP DE DOUENTZA | Dangol-bore | Hororo        | 19        | 12        | 7         | 5          | 0              | 0                  | None                                 | 7                 |

Now that these potential ECU sites have been identified, the next step is to identify a teacher able and willing to teach in the schools in those villages. This is a dialogue that will require the involvement of the villages, communes, and CAPs, as well as the involvement of the PRADDE-PC program in those CAPs where they are present. We look forward to completing the phase of teacher identification as rapidly as possible, in order to be able to move ahead with training ECU teachers for the coming school year.

### **III.B.3. Sub-Result 4.4: Public / Private Partnerships**

PHARE has been in discussions with Simon Fraser University (SFU) in Vancouver, Canada regarding a possible partnership. Plans were completed plans for an exploratory trip by SFU staff to Bamako during the next quarter. The partnership will focus on teacher training, involving faculty and students from SFU working with Malian teachers.

### **III.C. Concerns / Comments**

#### *Difficulties with the supplier for the MP3 players*

The trainings for the medersas were delayed twice due to the failure of the selected vendor to respect the delivery date for the MP3 players. In the end, PHARE purchased locally a wide variety of MP3 players to meet the immediate needs of the medersa trainings and reduced the vendor's contract by that number. However, PHARE is unable to distribute MP3 players, as was planned this school year, to schools that are not receiving the IRI broadcasts on the national radio. We are still in negotiation with the vendor and expect to have the issue resolved next quarter. MP3 players for the remaining medersas and for schools unable to capture the radio broadcasts will be distributed at the beginning of the 2010-2011 school year.

#### *Change in Head of MEALN's ECU Committee*

With the most recent round of appointments and

## **IV. Program Monitoring and Evaluation**

### **IV.A. Expected activities**

- Data entry on training activities and from the school director reports
- Prepare reports on progress to date in achieving the PHARE indicators
- Finalize observation tool to be used with for classroom teachers and IFM professors

## **IV.B. Actual Activities and Achievements**

### *IV.B.1 Data entry*

The Monitoring and Evaluation Team with additional support from temporary data entry clerks moved forward on entering the data from the various training activities held and from the relevant sections of the school director's reports. This data served as the basis for the updated PIRS submitted at the end of March and for the milestone report on the training of school directors due in April 2010.

### *IV.B.2 Monitoring of training activities*

During this quarter, PHARE reinforced our supervision practices in regards to the trainings held by the program. When the CAPs train the principals and teachers, we now regularly send out training teams to supervise these trainings. The teams use a checklist that covers both pedagogical and financial questions during their supervision rounds. Examples of questions included in the checklist include: a) were materials distributed to all participants at the training according to the PHARE protocols? b) Did the facilitators appropriately and knowledgeably answer questions and/or refer them to a reliable source for response? c) Was an attendance sheet circulated in the room by the facilitator? d) Did the CAP accountant have a copy of the budget and copies of the appropriate pay sheets? e) Did the accountant prepare the pay sheets based on the attendance sheets? The responses to these questions permit the PHARE staff to address any potential or observed difficulties in the CAPs they visit, whether instructional, financial, or logistical.

## **V. Management and External Relations Issues**

### *V.A Recruitment of new staff and personnel*

During this quarter, PHARE carried out practical tests and interviews with candidates to fill the vacancy on the scriptwriting team and for a new position to oversee management of the advances given to Academies under the recently approved grants mechanism. Both staff members will take up their positions in April.

As mentioned in our last quarterly report, PHARE did not feel that any of the candidates who had applied for the position of Coordinator of Research and Monitoring and Evaluation had the full complement of skills and experience the program needed. In order to better evaluate the technical competencies and "fit" with the program of the two lead candidates, in December / January, PHARE gave temporary assignments to each. As a result, PHARE decided to hire one of the candidates and is awaiting approval from USAID-Mali to move forward with the contract. In the interim, the candidate continues to work with PHARE as a consultant.

We also note that the RTI / PHARE Coordinator, Mr. Bakary Casimir Coulibaly, was appointed the National Director of Secondary Education in February and resigned from the program. In the interim, while RTI recruits a new Coordinator, the Assistant EGRA Coordinator, Mr. Tidiane Sidibé, has been in charge of the local logistics and the organization of EGRA activities which have proceeded smoothly. He is supported by EDC/PHARE staff and other RTI personnel in Mali.

### *V.B Sub-contracts*

Work proceeded during the quarter on establishing the sub-contracts with Aide et Action International, the Institute for Popular Education (IEP) and CAREF. The Aide et Action International sub-contract is focused on establishing a model for mobile schools for children in nomad communities. Although Tombouctou was designated as the area of intervention in the original proposal, in consultation with USAID, it was decided to change the region to Mopti, in light of ongoing serious security concerns. The IEP sub-contract is focused on providing support for teacher

training and materials production with a focus on curriculum schools and developing an inclusive model for special needs children. The sub-contract with CAREF is for three external research studies on the PHARE program. As of the writing of this report, the IEP sub-contract has been signed, the Aide et Action International sub-contract is awaiting signature, and the CAREF sub-contract will be finalized in the next quarter.

*V.C Ministry Technical Committee for PHARE*

Two meetings of the program's Technical Committee were held during this quarter, one on January 28<sup>th</sup> and the other on April 1<sup>st</sup> (for the month of March). Copies of the minutes are found in Appendix M. The February meeting was cancelled due to scheduling conflicts as Ministry personnel were occupied with preparing the PISE III documents in preparation for the launching on March 18th. The January meeting included a presentation on balanced literacy and the meeting on April 1<sup>st</sup> was centered on the two Time-on-Task and Language Concordance research studies.

*V.D Contract modification and approval of the formal grants agreements with Academies and CAPs*  
EDC received formal notification of the contract modification increasing the PHARE program budget by \$1,020,000 to enhance materials included in the combined IRI/reading kits being produced for classrooms. The modification also includes approval of the formal grants agreements with Mali's regional education offices.

## Appendices

- Appendix A Documents regarding Time-on-Task Study
- Appendix B Documents regarding Language Concordance Study
- Appendix C Reports on installation of CVFs
- Appendix D Training guide and CD for IFM professor trainings
- Appendix E Training guide and other related documents from balanced literacy trainings
- Appendix F Documents regarding Time-on-Task Study
- Appendix G Revised teacher observation tool on reading and writing instruction
- Appendix H Scope and sequence for Grade 2 (Level 1 / 2<sup>nd</sup> series) IRI programs
- Appendix I Documents re. E-learning Conference
- Appendix J “Local” EGRA instrument
- Appendix K Documents regarding training of medersas in IRI and balanced literacy
- Appendix L Documents regarding Single Classroom Model (ECU)
- Appendix M Minutes of Technical Committee Meetings

## Acronyms

|       |   |
|-------|---|
| AE    | Teaching Academy / Académie d'Enseignement  |
| CAP   | Pedagogical Support Center / Centre d'Animation Pédagogique   |
| CDCRF | Head of the Curricula, Research and Training Division / Chef de Division<br>Curricula, Recherche et Formation |
| CL    | Ciawaras Lisent / Read-Learn-Lead   |
| CNE   | National Education Center / Centre National de l'Education  |
| DEN   | Division of Teacher Education / Division de l'Enseignement Normale  |
| DNEB  | National Directorate of Basic Education / Direction Nationale<br>de l'Education de Base                       |
| ECU   | Single Classroom School / Ecole à classe unique   |
| EGRA  | Early Grade Reading Assessment  |
| ENSUP | Higher Institute of Teacher Education / Ecole Normale Supérieure  |
| IEP   | Institute for Popular Education / Institut de l'Education Populaire   |
| IFM   | Teacher Training College / Institut de Formation des Maîtres  |
| IRI   | Interactive Radio Instruction   |
| MEALN | Ministry of Education / Ministère de l'Education, de<br>l'Alphabétisation et des Langues Nationales           |
| ORTM  | Office of Malian Radio and Television / Office de la Radio / Télévision<br>Maliennne                          |
| PHARE | Programme Harmonise d'Appui au Renforcement de l'Education  |
| PISE  | Education Sector Investment Program / Programme d'investissement<br>sectoriel de l'éducation                  |
| VTC   | Virtual Training Centre   |