



USAID/ Mali SIRA

Selective Integrated Reading Activity

Quarterly Report

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ACRONYMS

AE	Académie d'Enseignement (Regional Education Office)
APE	Association des Parents d'Elèves (Association of Parents of Students)
AME	Association des Mères d'Elèves (Association of Mothers of Students)
APEJ	Agence pour la Promotion de l'Emploi des Jeunes (Agency for Employment of Youth)
CADDE	Cellule d'appui à la déconcentration et décentralisation de l'éducation (Unit to Support Decentralized Education)
CAP	Centre d'Animation Pédagogique (District Education Office)
CBO	Community Based Organizations (Organisations Communautaires de Base)
CDA	Community Development Agent (Agent de Développement Communautaire)
CDCRF	Chef de Division Curricula Recherche et Formation (Head of the Division of Curricular Research and Training)
CDEB	Chef de Division de l'Education de Base (Head of the Division of Basic Education)
CGS	Comité de Gestion Scolaire (School Management Committee)
CP	Conseiller Pédagogique (Pedagogical Counselor)
DAE	Directeur de l'Académie de l'Enseignement (Director - Regional Education Office)
DCAP	Directeur du Centre d'Animation Pédagogique (Director - District Education Office)
DNEF	Direction Nationale de l'Enseignement Fondamental (National Directorate of Fundamental Education)
DNEN	Direction Nationale de l'Enseignement Normal (National Directorate of Teacher Education)
DNP	Direction Nationale de la Pédagogie (National Directorate of Pedagogy) Resources
EDC	Education Development Center
FEN	National Federation of Education (Federation de Education Nationale)
FENAREC	Federation of Education, Sports, Arts, Research and Culture, Fédération de l'Education, des Sports, des Arts, de la Recherche et de la Culture
IDIQC	Indefinite Deliverable/ Indefinite Quantity Contract
IEP	Institut pour l'Education Populaire (Institute for Popular Education)
IR	Intermediate Result
KAP	Knowledge, Attitudes and Practices
MEN	Ministère de l'Education Nationale (Ministry of National Education)
OMAES	Œuvre Malienne d'Aide à l'Enfance du Sahel (Malian Works to Support Children in the Sahel)
RFQ	Request for Quotations
SBCC	Social Behavior Change Communication
SC	Save the Children
SIG-FC	Système Intégré de Gestion de la Formation Continue (Integrated System for Managing In service Training)
SIRA	Selective Integrated Reading Activity
SNEC	Syndicat National de l'Education de Base
SNGP	Sub National Governance Program
STS	School to School International
SYNEB	Syndicat National de l'Education de Base
SYNEFCT	Syndicat National des enseignants Fonctionnaires des Collectivités Territoriales
SYNTEC	Syndicat National des Travailleurs de l'Enseignement Privé Catholique
UNICEF	United Nations International Children's Education Fund
UNMAIM	National Union of Arabic/Islamic Medersas of Mali (UNAIM)
USAID	United States Agency for International Development

I. Executive Summary

Education Development Center, Inc. (EDC) and its implementing partners, [the Institute for Popular Education (IEP), Oeuvre Malienne d'Aide à l'Enfance du Sahel (OMAES), Save the Children, School to School International (STS) and Cowater Sogema] are pleased to submit this report covering the third quarter of fiscal year 2018 (April through June 2018).

The goal of the USAID/Mali-funded Selective Integrated Reading Activity (SIRA) is to improve reading outcomes for students in Grades 1 and 2 in public and community schools, working in close collaboration with the Ministry of National Education (MEN). To achieve this goal, SIRA works to improve classroom instruction in early grade reading, improve service delivery systems, and increase parent, community and private sector support for early grade reading.

A summary of major achievements in the quarter is presented below:

For **Intermediate Result 1**: Classroom Early Grade Reading Instruction Improved

- The Grade 2 provisional core package was validated following a two-day workshop in May, organized in collaboration with the National Directorate of Pedagogy (DNP). The project conducted a survey of a representative sample of 683 Grade 2 teachers to include input from the end users in the review and validation. The teachers were overwhelmingly positive about the usefulness and appropriateness of the materials.
- In April 2018, the project organized a three-day workshop for 28 representatives of the six education labor unions. The purpose of the workshop was to familiarize the unions with the approach and strategies being used by the project to improve the teaching-learning of reading and writing in the early Grades, and to enlist their support in reducing mobility and encouraging teachers to implement the approach.
- In order to finalize recipients of awards under the project's incentive plan for teachers, members of the SIRA pedagogical team, along with central and decentralized Ministry staff, conducted a validation mission to confirm the engagement and competencies of 150 teachers classified as high performing during monitoring and support missions over the last two years. One-hundred teachers were confirmed, with the top 25 invited to Bamako to participate in a recognition ceremony to be held in early July with the Minister of National Education and the US Ambassador.
- A workshop to orient Director Coordinators to the expectations of the SIRA school director cluster system was held in Bougouni for 83 Director Coordinators on April 20, 2018. The cluster system was piloted in the Regional Education Office (Académie d'Enseignement – AE) of Bougouni in May. The purpose of the cluster system is to enable nearby schools to share resources and establish a network for mutual support as they implement the approach and strategies introduced by SIRA to improve student learning gains in reading-writing.
- The mid-term evaluation of grade 2 student learning gains was carried out in a representative sample of 257 schools with 4806 students in the regions of Koulikoro, Ségou, Sikasso and the District of Bamako between May 7-18, 2018. Prior to data collection, the 78 enumerators and interviewers were trained in a workshop in Kati.

For Intermediate Result 2: Service Delivery Systems in Early Grade Reading Improved:

- Data collection using EGRA was carried out in 70 schools of the pilot AEs of Ségou and San with 709 students and approximately 144 parents between April 9-20, 2018. A 7-day training workshop was held in Bamako from March 31st to April 6th covering the selection and training of EGRA assessors, planning for and conducting the EGRA tests and data collection.
- The pilot phase of the Integrated System for the Management of Inservice Training (SIG-FC) was launched in April in ten education regions with the installation of hardware and the GESFIM software package and the training of concerned AE and CAP staff in its use. Implementation will be monitored over the next few months and the scaling up is anticipated.

For Intermediate Result 3: Parent, Community, and Private Support for Early Grade Reading Increased:

- Data collection for the household assessment (Bækunko) of Grade 1 and 2 students reading competencies in cohort 3 school communities was completed on April 10th. Data analysis and report writing are underway.
- In early April, posters and flyers illustrating the three themes¹ of the project's Social Behavior Change Communication Campaign were distributed in cohort 3 communities throughout the SIRA regions. Special public broadcasts of community meetings and round table discussions were held in May in Fana and Selingué with support of local authorities and education officials.
- Community facilitators worked with School Management Committees to organize community meetings where the school report card and results of the school improvement plans were shared.
- A refresher training on the management of Yelenkè (community libraries) was held in Segou from April 30 to May 4, 2018 for 11 community participation regional coordinators (CRPS) and 86 community development agents (CDA). The process of selecting and validating the 70 cohort 3 communities, where Yelenkè will be installed, and of identifying the 140 community volunteers, who will manage them, was launched and completed. The 351 books and texts to be included in each Yelenkè were printed and a call for bids was launched for production of the metal trunks.
- A mission to supervise implementation of community participation activities was conducted in the AEs of Segou, Bougouni and Koulikoro from June 22 to July 7, 2018. The purpose of the mission was to consolidate learning from the 1st and 2nd cohorts of community facilitators, share successes and best practices, and consult on sustainability strategies once the community facilitator leaves.

¹ The three themes are the 1) the importance of bilingual education, especially in the early Grades); 2) the importance of girls' education and 3) the importance of parental involvement in the life of the school and in supporting children's learning at home.

- A first meeting with potential partners from the private sector was held on April 19th at the National Council for Employers to enlist their support in increasing the number of community libraries (Yelenkɛnɛ) to be established by the project. Representatives of local businesses and government participated, along with the interim Director of the USAID Education Office.

II. Key Activities and Results

II.A. – Intermediate Result 1: Classroom Early Grade Reading Instruction Improved

The primary goal of USAID/Mali SIRA is to ensure that children in the early Grades acquire the necessary competencies to become fluent and autonomous readers-writers, thus laying a foundation for their future success in school. In order to achieve this goal, SIRA produces evidence-based instructional materials in reading for students and teachers, trains teachers and school directors in effective, evidence-based strategies to improve reading-writing instruction, trains pedagogical counselors, regional supervisors, and school directors in pedagogical leadership and coaching, and provides ongoing monitoring and support to teachers as they implement the new strategies.

II.A.1. Sub-Result 1.1: Student’s access to evidence-based, conflict and gender sensitive, early Grade reading material increased

Validation of the Grade 2 Provisional Core Package- May 14th and 15th

The Grade 2 provisional core package was used by teachers during the 2017-2018 school year. Throughout the year, SIRA trainers and supervisors and pedagogical counselors discussed usage of the materials with teachers during their visits and noted any difficulties or possible corrections. In preparation for the validation in May, the SIRA pedagogical team internally carefully reviewed all of the materials and made corrections as needed, incorporating feedback from the monitoring visits. As more and more children are now able to read at Grade level, it was judged important to add slightly more challenging material to the leveled texts (Nsiiriw ne kelen taw). Eight short texts were illustrated and added.

In addition, during the month of April, data was collected from a representative sample of 668 teachers in all 10 SIRA AEs. Questions centered on the usefulness of the various elements in the package. The questions were both in French and in Bambara to make sure teachers fully understood what was being asked. The responses were overwhelmingly positive. The complete set of questions and their answers are attached in Annex B.

However, the survey did indicate some areas for improvement. For example, more than half of the teachers indicated some difficulties in understanding the section in the Teacher’s Guide dealing with Gafe 2 and the use of decodable words. As a result, this section was significantly revised before the validation. About a third of the teachers felt that the texts in the Big Books were too long. Nineteen percent of teachers indicated that the writing notebook was the material they used least. The data and comments from the survey, in addition to assisting the team to revise the materials in preparation for the validation workshop, are also being taken into consideration as the team prepares the training modules for the cascade training of teachers in September.

The validation workshop was organized in collaboration with the DNP. Thirteen central Ministry staff and three from SIRA gathered at AGETIC from May 14-15, 2018 to review the documents, determine if they were appropriate for Grade 2 and in coherence with the national language-communication

curriculum, and make corrections and recommendations for improvement, as needed. Ms. Binta Bocoum of the Education Office of USAID was also present during the first day. As Gafe 2 was the hardest document to review, it was given to the five language experts of the group who worked for the two days separately from the rest of the participants. The other documents were reviewed collaboratively by the remaining participants. The MEN agents were very enthusiastic about the texts and enjoyed very much reading and commenting on them. After some minor changes to the regular documents, targeted changes to Gafe 2 and further clarifications added to the teacher's guide, the provisional Grade 2 package was unanimously validated. (The workshop report is also in Annex B).

II.A.2. Sub IR1.2: Inservice teacher training in evidence-based early Grade reading improved

Training of Teacher Labor Unions

The project conducted a 3-day training in Bamako from April 9-11, 2018 for 30 representatives of Mali's six education trade unions (FEN, FENAREC, FYNFCT, SNEC, SYNEB, SYNTEC). The purpose of the training was to familiarize the unions with the approach and strategies being used by the project to improve the teaching-learning of reading and writing in the early Grades and to enlist their support in reducing mobility and in encouraging teachers to implement the approach. The participants were appreciative of what they learned and of SIRA's initiative to involve them in improving the quality of education in the early grades. They committed to increase the awareness of their members.

“SIRA's presence in the Malian education system is very beneficial. The academic level of our students is very low and the project is addressing this specific need that exists in our early Grades. If the needs of students and teachers are addressed, mobility managed, and school directors trained, results will be achieved. The involvement of the trade unions is of capital importance. They can assume an important role in the success of SIRA in the field, as they have some responsibility in the question of teacher mobility. From now on, we will work in the interest of students by ensuring that teachers remain in the classes for which they have been trained.”

M. Aboubacrine Cissé, National Trade Union for Education and Culture (SNEC)

Monitoring schools in Bamako

As time was too short to include all 10 academies in our first round of supervision, Bamako, because of its closeness, was postponed. The 15 CAPs were supervised between April. 23rd and April 27th. The classroom visits were organized in one week with 12 teams in the field at the same time.

Each supervisor had a specific observation sheet to fill that included sections on:

- Teacher, school, and CAP information
- Teacher's performance
- Students' performance
- Difficulties encountered by the teacher
- Recommendations

The results were color-coded: green for satisfactory performance, yellow where some progress could be made and red for poor performance. Overall, the teams found that teachers were systematically using the balanced literacy approach, that the material was available in most classrooms, but some books missing in certain schools and that the Teachers' Learning Communities (CAMs) were largely operational.

Training new pedagogical counselors in Bamako

The District of Bamako had an unusual turnover of pedagogical counsellors this year. As 18 CPs were new, before using them as trainers or for supervision and support, the Bamako AE Supervisor with assistance from the pedagogical team organized a five-day training from May 10-14, 2018. Sessions covered the seven balanced literacy strategies and the use of interactive audio instruction and decodable words. The training included actual classroom observations in schools. Even the few CPs, who were skeptical in the beginning, were convinced of the approach's effectiveness after observing

two model lessons and seeing the written productions of grade 2 students. The two teachers observed eloquently explained why comprehension, even in one's own language, had to be explicitly taught, and concurrently with decoding.

II.A.3. Sub-Result 1.3: Teacher coaching and supervision improved

Cluster system for school directors

School directors are in the best position to provide regular training and support to teachers. In order to better support school directors in their role of pedagogical leadership and coaching, SIRA plans to put in place a cluster system of nearby schools. The system will provide a mechanism whereby school directors can periodically consult on their successes and challenges in implementing the project's approach and strategies, share resources and establish a network for mutual support.

At the CAP level, the CAP Directors already have in place a system of grouping nearby schools under a Coordinator Director, largely for the purpose of transmitting messages and correspondence, gathering data, organizing pedagogical activities and supporting the Teacher Learning Communities (CAMs). On average, each Director Coordinator works with between 15 to 25 schools. Rather than creating a parallel system, the project decided to base its clustering around this existing system. In order to test this option, the pedagogical team conducted a pilot of the cluster system in the AE of Bougouni, given the large number of schools in that area. On April 20, 2018, an orientation meeting was organized in Bougouni for the 83 Coordinator Directors in the Bougouni AE (see Annex C for full report).

During the session, the director coordinators reviewed their role and functions as well as the role of school directors with respect to the USAID/Mali SIRA project. Primarily, school directors are expected to:

- Regularly monitor and support Grade 1 and 2 teachers as they implement the SIRA approach and strategies to improve reading-writing instruction using the observation tool provided by the project;
- Organize CAM meetings and when reading instruction is the focus, include the SIRA approach so that all teachers in the school might benefit from the strategies, which can be used across Grade levels and subjects;
- Ensure that the SIRA materials are used by the teachers and safely kept during long vacation periods.

The director coordinators were introduced to the survey for the school directors to be distributed at the first cluster meeting. It included questions about two of SIRA's principal domains of action:

1. pedagogy (questions about teachers' mastery of the strategies, availability and use of the SIRA materials, successes and challenges, and the functioning of CAMs),
2. community participation (parents' and community members' activities and behaviors, actions of community facilitators and where they exist, the functioning of Yelenkɛnɛ).

The cluster system will be scaled up during the 2018-2019 school year with the first meetings taking place in November 2018.

II.A.4. Sub-Result 1.4: Appropriate Incentives for teachers implementing evidence-based programming provided

Incentive plan to recognize high performing teachers

In order to provide teachers with an additional source of motivation and recognize high performing teachers, the project initiated this year an incentive plan which was approved by the project's

Technical Committee. During monitoring/support missions carried out over the last two years by pedagogical counselors at the CAP level, SIRA AE supervisors and central SIRA training team members in collaboration with central Ministry staff, 200 teachers had been classified as excellent. After a careful review by the SIRA pedagogical team, 150 teachers were selected to be observed a second time. The purpose of the second observation, to be carried out by different observers to ensure objectivity, was to validate the classification and ensure that the proposed teachers had the required level of competence and engagement. (See related documents in Annex D.)

This second observation was particularly rigorous. Criteria were established to evaluate each of the teacher's practice and behavior using the guided reading technique on a ten-point scale. However, given that the goal of improving teacher performance is to enable them to more effectively develop the reading-writing competencies of their students, in addition to the teacher observation, we conducted a quick evaluation of students in each class using the invented writing test. Students were asked to write a specific word at an appropriate level of complexity for Grade 1 or Grade 2. The results were checked and classified according to the writing level (arbitrary, semi-phonetic, phonetic, transitional and conventional). Teachers could receive up to 20 points based on the results of their students.

Using this 30-point scale, we selected 100 teachers with the highest scores. The top 25 were invited to Bamako July 5, 2018 for a recognition ceremony, presided by the Minister of Education with the participation of the US Ambassador. They will receive a gold sealed/red ribbon certificates signed by the Minister of Education, a tablet, USB key with pedagogical content, a Bamanankan dictionary and 6 yds. of SIRA cloth. The remaining 75 will receive a gold sealed certificate signed by the Secretary General of the MEN, a Bamanankan dictionary, and 6 yds. of SIRA cloth. The 75 will receive their certificate and prizes during ceremonies organized in their respective CAPs during the September trainings. Preparations are underway for the Bamako ceremony to be held at the Radisson Hotel, where we expect over a hundred participants and wide press coverage.

II.B - IR2: Service Delivery Systems in Early Grade Reading Improved

II.B.1. Sub-Result 2.2: Early Grade reading data collection, analysis and reporting systems improved

Strengthening the capacities of decentralized ministry structures in the use of EGRA

In preparation for data collection using EGRA in the AEs of Ségou and San, STS completed the second of three planned workshops from March 31-April 6, 2018 in Bamako for concerned staff from the AEs and CAPs, as well as members of the central MEN (DNP, DNEF, and CPS). The same 41 participants from the first workshop attended along with several staff from USAID/Mali SIRA.

The goal of the 7-day workshop was to prepare the participants to conduct the EGRA data collection in their districts immediately following the training. The focus was on selecting and training EGRA assessors and planning for and conducting the EGRA tests and data collection. (See workshop report in Annex E.) During two days of the workshop, participants visited a nearby school to practice EGRA and SSME data collection and to determine participant aptitude, which informed the assignment of roles during data collection. This workshop also introduced additional technical sessions held in the evenings for participants with stronger research backgrounds focused on programming of tools in Tangerine - the data collection application used in many EGRAs worldwide. Eight individuals from the AE and CAP level, CPS, and EDC SIRA were invited to participate in these additional evening sessions. During the last days of the workshop, the consultants assisted participants in finalizing the data collection plan and ensuring that all necessary preparations had been made.

Prior to the workshop, STS held a Skype webinar, with the Head of School Statistics of the Ségou AE, and the Head of the Curricula, Research and Training Division of the San AE, to walk them through the process of drawing a random sample of schools using Microsoft Excel. The sample drawn during this process was used as the starting sample for data collection. During Workshop 2, participants reviewed the randomly selected sample and replaced schools in areas with severe security risks.

From April 9 to 20, 2018, data collection was carried out in 70 schools in the Ségou and San AEs involving 709 students and approximately 144 parents, under the supervision of the STS Coordinator. During the entire process, STS home office monitored data entry and submission via Tangerine and coordinated with the field to address any missing data or errors. The results will be analyzed by STS home office staff, and training on data analysis will be covered in the Workshop 3, scheduled for August 2018.

II.B.2. Sub-Result 2.2: Early Grade reading data collection, analysis and reporting systems improved

System for tracking teacher training and mobility

During this quarter, the pilot phase of the Integrated System for the Management of Inservice Education (SIG/FC) was launched in 6 AE and 12 CAPs including 5 AEs of the SIRA zone (Bamako Rive Gauche et Rive Droite, Koutiala, Ségou and Sikasso) and 10 CAPs (the central CAP and one other). Four staff from each AE were trained along with 3 from each CAP. Following the training mission, in late April and early May, staff and consultants from the FORME project installed computers loaded with the software package GESFIM in each AE and CAP and also to ensure that staff were competent in using the software, answer questions and resolve any problems. (See detailed report in Annex F). A Virtual Private Network (VPN) was also configured for transmitting data and reports. The system is being managed from the National Directorate of Teacher Education (DNEN). The SIRA database has already been installed on the system and will be updated following each training. SIRA's IT Coordinator who serves as the liaison between SIRA and the FORME project for issues related to the SIG-FC was able to participate in the installation/training mission in the Koutiala and Segou AEs from April 23rd to May 5th.

II.C - IR3: Parent, Community, and Private Support for Early Grade Reading Increased

II.C.1. Sub-result 3.1: Parents' understanding and awareness of early Grade reading increased

This quarter, community facilitators, community volunteers, school management committees and community development agents organized diverse activities, including community awareness raising meetings, general assemblies and home visits, to continue to reinforce SIRA's social behavior communications change's three themes (SBCC). (See details in Annex G). Furthermore, the broadcasting of radio spots through community and local radio stations continued.

II.C.2. Sub-result 3.2: Parents' ability to implement specific strategies to support early Grade reading improved

Following the diagnostic to determine the number of students in Grade 1 and 2 and the printing and distribution of the family-school link booklet, the project proceeded to train parents on how to use these key materials. SIRA trained community facilitators, who in turn trained parents, community members, and members of community-based organizations. Below is a table that shows the total number of people trained per Academy:

RECAPITULATIF DES PARENTS ET MEMBRES OCB FORMES (Cohortes 1 et 2)

AE	Cohorte 1									Cohorte 2									Cohortes 1+2								
	Parents et autres membres de la famille			OCB			DE/Enseignant			Parents et autres membres de la famille			OCB			DE/Enseignants			Parents et autres membres de la famille			OCB			DE/Enseignant		
	H	F	T	H	F	T	H	F	T	H	F	T	H	F	T	H	F	T	H	F	T	H	F	T	H	F	T
AE Bamako RD	0	0	0	0	0	0	0	0	0	1635	572	2207	103	10	113	30	37	67	1635	572	2207	103	10	113	30	37	67
AE Bamako RG	0	0	0	0	0	0	0	0	0	3322	1338	4660	1906	690	2596	44	52	96	3322	1338	4660	1906	690	2596	44	52	96
AE Kati	1024	432	1456	60	36	96	28	18	46	4358	2825	7183	563	162	725	310	103	413	5382	3257	8639	623	198	821	338	121	459
AE Koulikoro	1993	1288	3281	197	116	313	70	32	102	2558	1257	3815	755	418	1171	133	37	168	4551	2545	7096	952	534	1484	203	69	270
AE Dioïla	1993	1288	3281	175	193	368	70	32	102	3832	655	4487	589	586	1175	139	52	191	5825	1943	7768	764	779	1543	209	84	293
AE Bougouni	866	479	1345	78	47	125	20	17	37	500	270	770	87	54	141	15	20	35	1366	749	2115	165	101	266	35	37	72
AEKoutiala	866	479	1345	78	47	125	20	17	37	500	270	770	87	54	141	15	20	35	1366	749	2115	165	101	266	35	37	72
AE Sikasso	976	522	1498	182	142	324	30	14	44	1288	592	1880	326	215	541	86	24	110	2264	1114	3378	508	357	865	116	38	154
AE San	2978	522	4114	253	155	408	68	46	114	6623	1658	8281	617	360	977	183	96	279	9601	2180	12395	870	515	1385	251	142	393
AE Ségou	1864	522	2718	260	123	383	45	13	58	8059	4642	12701	11271	3151	15036	562	186	748	9923	5164	15419	11531	3274	15419	607	199	806
Ensemble	12560	5532	19038	1283	859	2142	351	189	540	32675	14079	46754	16304	5700	22616	1517	627	2142	45235	19611	65792	17587	6559	24758	1868	816	2682

II.C.3. Sub-result 3.3: Community members' and CBO's ability to support and monitor early Grade reading improved

SBCC Campaign and other activities of community facilitators

During this quarter, the cohort 2 community facilitators continued carrying out activities to raise the awareness of parents and community members on the three themes of the project's social behavior change communication campaign (SBCC). To support the campaign, community volunteers continued to use the recently printed visual supports that were distributed to cohort 2 communities last quarter, during home visits and other awareness-raising gatherings with parents, OCBs and community members. This quarter, a total of 59,926 home visits were carried out with 84,860 parents, 51% of whom are women. In addition, 5266 general assemblies and community meetings were organized with 125,825 participants, 45% of whom are women. During these meetings as well as during home visits, the community facilitators explain the goals and objectives of the project. and what support parents can give as children are learning to read.

The broadcasting of radio spots restarted this quarter in all implementing areas except those managed by Save the Children. In total, there were 13,106 broadcasts registered this quarter. In addition, meetings were held with traditional communicators (griots, blacksmiths, etc.) across the intervention areas. The objectives of the project were explained and they were encouraged to assist in raising awareness about the three themes. Following these initial meetings, the traditional communicators in numerous communities have begun incorporating the project's theme messages with populations during social events, such as weddings and baptisms.

Throughout the quarter, in collaboration with local volunteers, the community facilitators organized 14,450 sessions of learning games with 395,628 children, 43% of whom are girls. The community facilitators also helped organize dialogue sessions between parents and teachers. During these sessions, teachers explain what they are doing to help children learn to read and answer questions about education in general. A total of 2324 dialogue sessions were held during this quarter with 50,494 parents participating, including 37% women. A breakdown of community participation activities and participants by AE is also found in **Annex G**.

A major activity of the community facilitators during this quarter was the completion of training of Grade 1 and 2 parents and members of community-based organizations in school communities on the family-school link booklet *Mansa Cesirijala*.

In addition to supporting the community facilitators in their activities, the project's community development agents (CDAs) also meet with village and communal authorities and actors to share information about the project and receive feedback from them on project implementation. This quarter 213 meetings were held with Mayors responsible for education and members of the communal education commissions. A total of 1184 people, including 42% women, participated. As part of SIRA's collaboration with the decentralized education divisions, the project organizes each month. Information sharing meetings in order to provide updates on project implementation, share results and difficulties in order to discuss potential solutions. A total of 115 meetings were held this quarter.

Yeelenkɛɛ.

Between April 30 and May 4th, the 11 CRPCs trained 60 CDAs to create and manage Yeelenkɛɛ (community libraries) so they in turn could train community volunteers to use the various management tools and set up libraries in their respective communities. The Yeelenkɛɛ are managed by local volunteers under the supervision of the CGS. They mobilized 24,778 participants of whom 55% were girls, during a total of 694 sessions of games and reading activities that were held at Yeelenkɛɛ in the 42 cohort 1 villages in the Koulikoro, Ségou and Sikasso regions. For cohort 2, the project completed the identification of 70 new Yeelenkɛɛ and negotiations with the various community leaders and local actors (school management committees, mothers' associations, etc.) See complete list of Yeelenkɛɛ in **Annex H**.

Joint supervision mission of community participation activities

Between June 22 and 7 July, the four implementing partners of the community participation domain (OMAES, IEP, Save the Children and EDC - one representative per NGO) conducted a supervision mission to the AEs of Bougouni, Koutiala and Ségou where the 10 best and least well performing communities were identified. The objectives of the mission were to consolidate learning and disseminate best practices. Specifically, the mission sought to:

- Assess the extent of the implementation of community participation activities;
- Identify best and least performing villages and communities so that the difficulties or obstacles encountered by the community facilitators in implementing their activities could be addressed;
- Identify success stories that can be shared with other communities as part of knowledge and experience sharing;
- Discuss management mechanisms for how to ensure sustainability of community activities following the departure of the community facilitators.

During the mission, the teams met with community and municipal authorities, AE and CAP officials, parents and CBO members, and local community volunteers as well as community facilitators, CDAs and regional community participation coordinators. Among positive points they found that that there was:

- Considerable interest and involvement of parents and community members in many of the communities;
- Significant involvement and leadership of village chiefs, school management committees and other respected leaders in the monitoring of community participation activities;
- Active involvement of mothers' associations and women in general in promoting SIRA's cause;

- Regular meetings were being held with local authorities at the village and municipal levels.

Some of the weaknesses found were:

- Some communities had not understood how to develop the school performance report cards and improvement plans. As such, they had collected insufficient information from the communities which resulted in poor quality report cards and improvement plans;
- Lack of motivation of certain communities (school management committees, community volunteer) in promoting and monitoring the community participation activities;
- Lack of commitment on the part of parents to use the family- school link booklet to help their children learn to read and write

To facilitate the sustainability of community participation activities, after the end of service of the community facilitators, it was suggested that communities find other youth in addition to the community volunteers, who could also shadow the volunteers and lead activities in the future. Another suggestion was to promote community meetings which address the state of education in the village as a means to keep education at the center of discussions and community planning

Bækunko

The team completed the administration of this year’s Bækunko household testing in 64 cohort 1 and 999 cohort 2 communities. Testing began on March 28th and continued through April 10th. Tests were administered in 50 non-SIRA communities. The Bækunko testing is a powerful instrument for motivating parents and community members to become more involved in children’s education, especially with respect to quality issues. For SIRA, the tests are administered to 1st or 2nd Grade students at home in the presence of their parents. The project is currently finalizing analysis of the data and will report on findings early next quarter.

Sub-Result 3.4: Public-private partnerships to support early Grade reading success established

Meeting with private sector businesses and foundations

On April 19th, SIRA organized its first meeting with private sector businesses and foundations at the National Council for Employers. The objective was to seek private sector funding for the ambitious goal of establishing 1000 community libraries (Yeelenkɛɛ) each remaining year of the project. The unit cost is 350,000 FCFA per Yeelenkɛɛ. Presentations were made regarding the SIRA project overall and the specific goal of funding a greater number of Yelenkɛɛ. Most of the representatives present promised to consult with their enterprises and get back to us. The SIRA communications specialist is following up on the pledges and promises.

III. Concerns, Delays and Recommendations

III.A. Pedagogical

Redistribution of SIRA pedagogical materials

In April, SIRA staff carried out missions in all AEs to assist the CAPs in redistributing the SIRA pedagogical materials. The M&E team had finalized the actual class enrollment statistics for Grades 1 and 2, and the teams were able to collect materials from schools that had a surplus and redistribute to schools where there were deficits. For the next distribution of SIRA materials, the printer is being asked to distribute the student materials to the individual schools.

Supporting school directors in their role of pedagogical leadership/coaching

Given the limited number of pedagogical counselors in each CAP and the large number of schools, the school directors, who are in daily contact with the teachers in their school are in the best position to provide ongoing monitoring and support. Since last year, the project's focus in school director trainings is on pedagogical leadership and coaching. The cluster system, is an additional support, designed to enable school directors in close proximity to create a mutual support network so that they may independently solve problems without always having to depend on the pedagogical counselors, who are often overstretched. If school A has a high performing teacher who has mastered the SIRA strategies and school B's teacher is struggling, the teacher from school B can either observe the teacher in school A, or the teacher in school A can visit school B to provide support. The questionnaire used in the cluster meetings is designed to allow the school directors to assess how their school is doing with the implementation of SIRA strategies and find local solutions for addressing challenges.

III.B. Delivery Systems

System SIG-FC

Despite the significant progress made in operationalizing the SIG-FC system during this quarter, there are still a number of technical issues that need to be resolved. A few of these are listed below. However, the full list is found in the CRC Sogema report in **Annex I**.

- Facilitating importation of Excel data into the system (ex: lists of new teachers or new schools as well as the integration of data on training activities from partners)
- Identification of schools by the CPS code to facilitate triangulation with other databases
- Need to modify system to incorporate inter-school mobility. For now, only intra-school or CAP mobility is captured.
- Improve documentation linked to the system (more details re. management, definition of roles and responsibilities, detailed job descriptions at all levels; specify the tasks that need to be completed on a daily basis and the access levels to the server, etc.)

Aside from the items identified above that need to be addressed, other suggested recommendations from the FORME consultant and SIRA's IT Coordinator are:

- Organize working sessions with the vendor Ex-L-Tec to efficiently resolve all outstanding technical issues (possibly with a mission to Canada – to be confirmed).
- Organize a training for the principal administrator on management of the IT park
- Ensure that the central server is reconfigured to take into account the revised architecture (production and development environment).

III.C. Community Participation

Difficulties implementing community participation activities in urban and semi-urban areas

The reality of life in urban areas differs significantly from that of rural communities. Certain components of the SIRA community participation approach such as recruiting and retaining community volunteers, mobilizing communities in support of early grade reading in Bamanankan have proven difficult. The fact that there are few mothers' associations in Bamako, for example, make it difficult to mobilize women around school activities. Similarly, community volunteers and parents in general appear to be less available and interested in community participation activities. The project continues to reflect on ways to address these critical issues in order to minimize attrition and strengthen local buy-in.

IV. Management and Administration

Quarterly Review and Planning Meetings

This quarter, the project team held its regular quarterly planning meetings, which brought together implementing partners as well as Bamako and field-based staff. The objective was to take stock of activities completed during the last quarter and plan for upcoming activities during the next quarter.

Personnel Changes

There were no personnel changes to the SIRA team in Mali this quarter. Save the Children will finalize recruitment of the gender specialist and program manager once USAID approval is obtained for the Option period budget and they have a signed subcontract in place from EDC.

Support of Home Office and International Technical Assistance

During this reporting period, technical assistance was received from the following international staff:

STTA for EGRA Workshop #2	Dates
<i>Alice Michelazzi, Lead EGRA Trainer, and Kayla Nachtsheim, EGRA Trainer, School-to-School International</i>	03/28/18 to 04/08/18

Procurement

During this period, EDC launched 2 international Requests for Quotations for: i) 4000 tablets and SD cards and ii) printing and distribution of printed materials that will accompany the core package of pedagogical reading materials that SIRA will use to improve the teaching-learning of reading in grade 2. EDC is finalizing its review of the bids and will submit Consent to Subcontract requests to USAID in order to finalize the procurements early next quarter.

Ongoing review of Base and Option Period

The ongoing review of the Base and Option period and the subsequent Option period budget and work plan is yet to be completed. This process has caused some uncertainty in the implementation of certain activities. For example, the fact that Save the Children is yet to receive approval for the Option period, and therefore receive a subcontract from EDC, has limited their ability to recruit the gender specialist and program manager and has also negatively affected implementation of some community participation activities. SIRA is hoping that USAID's review will be concluded early next quarter so that there is overall clarity.

V. Sustainability and Exit Strategy

No changes in the sustainability and exit strategy since the last report.

VI. Communications and Coordination with Partners

This quarter was rich in increased visibility for the project. Six articles covered the meeting with potential private sector partners at the National Center for Employers on April 19th to enlist their support for SIRA's community libraries (Yelenkène).

The President of EDC, David Offensend visited Mali from June 26-29, 2018. During his visit he met with SIRA staff in Bamako, with the Director of the AE of Koulikoro and the Mayor and members of

the Education Commission of Koulikoro. He visited a 2nd Grade class at a school in Koulikoro and met with parents, CGS and community members in the village of Doumba, about 20 ki. from Koulikoro. There, the community volunteer demonstrated learning games with children and the President of the CGS explained the school improvement plan and school report card. Mr. Offensend, also met the Interim Director of USAID and other USAID staff members and the Minister of National Education. A press conference regarding EDC's work in Mali was organized on June 27, 2018 which included a presentation of EDC's projects in Mali including USAID/Mali SIRA. The conference was attended by journalists from the ORTM and Renouveau television; ORTM, Renouveau, Kledu and Voice of America radio stations; and the Essor, Independent, Reporter, Challenger, Combat, Kibaru, Nouvel Horizon, Soir de Bamako et l'Indicateur de Renouveau newspapers, as well as Maliweb. Articles appeared in all of the participating newspapers and the event was broadcast on the evening news of ORTM and Renouveau in French and Bambara and covered by the participating radio stations. An article also was included online on Maliweb. (See Annex H for some of the web articles).

Meetings of the Ministry of Education Technical Committee for SIRA

The MEN Technical Committee met monthly as scheduled throughout the quarter. Presentations at the April 5th meeting centered on the results of the first quarter monitoring/support missions of Grade 1 and 2 teachers by pedagogical counselors, preparations for and implementation of EGRA testing in the AEs of Ségou and San, and the Bèekunko household testing underway in about 1000 school communities. The May meeting dealt with the Bamako supervision mission, training of the education labor unions, the mid-term evaluation, and training of trainers for the training next month of Yelenkene volunteers. The meeting on June 7th, focused on the process for validating the 100 high performing teachers, the results of the teacher survey regarding the use of SIRA Grade 2 materials, the school report cards and school improvement plan.

VII. Monitoring and Evaluation

Monitoring and Support of Teachers by Pedagogical Counselors

Because of the teacher strikes in December 2017 and January 2018, most of the CPs were behind in meeting their school targets for the first trimester and continued their supervision missions into the month of March. Workshops with all of the AEs/CAPs in the SIRA intervention zone to review achievements, address problems and plan the second trimester of monitoring only took place between March 19-23, 2018. A total of 1522 schools were identified for the second trimester of monitoring. However, given that most schools at the fundamental 1 level close at the end of May or in early June because of the end of year exams, that realistically only left a little more than 2 months to carry out the school visits and teacher observations. In the end, the CPs were only able to observe teachers in about 1100 schools. Data cleaning and analysis is underway and the final results will be available in September.

Mid-term Evaluation

The primary activity during this quarter was completing preparations for and carrying out the mid-term evaluation of student learning gains in reading. In order to cover the 260 schools of the sample, 26 teams of 3 enumerators each (two to administer the EGRA tests and the third to conduct interviews and teacher observations). The 56 test enumerators were trained on the EGRA data collection procedures using tablets at a workshop in Kati from April 23-27, 2018. Simultaneously, the 26 individuals responsible for observations and interviews were trained on those instruments. All of the instruments and procedures were tested in real-life situations in schools during the training. Emphasis was placed on inter-rater reliability to ensure that the procedures and perceptions were standardized and coherent. Given that all those participating in the data collection needed to have mastered written Bamanankan, the vast majority of enumerators/observer-interviewers were CPs from SIRA CAPs. However to reduce the chance of bias, they were assigned to a different CAPs from their own.

Data collection took place in all ten SIRA AEs between May 7-18, 2018. In the end 257 schools² were involved rather than the 260 expected, and 4806 (2306 girls, 2500 boys) students tested, (class size permitting, 10 boys and 10 girls randomly selected from each Grade 2 class). The data was transmitted daily using survey-to-go. After the collection, the data was cleaned and analyzed in a working session from June 4-7, 2018 with SIRA M&E staff and staff from the Pedagogical Research and Evaluation Division (DRPE) of the DNP.

The report, currently being written, will be shared with USAID first, and then validated during a workshop with the MEN in early September. The provisional results already show a clear improvement in reading in the SIRA schools. The number of zero scores on most tests has gone down significantly and on the test regarding the number of familiar words read per minute in a Grade appropriate test, 3.7%³ of students were able to read 31 or more words per minute compared to 3.2% from the 2015 baseline.

Indicator Table

The project's indicator table begins on page 18. There are no updates from the last quarter.

VIII. Gender and Inclusive Development

SIRA systematically develops and reviews materials with a gender and conflict-sensitive lens. Prior to the validation of the grade 2 core package, for example, SIRA completed its review of the materials and the toolkit of reading games to ensure they were gender and conflict-sensitive. In addition, when finalizing the mid-term evaluation, the same review was done. At the community level, during home visits, community facilitators use the opportunity to work with parents and community members through gender and conflict-sensitive visual aids to facilitate learning, but also encourage them to consider gender equality.

² Tests could not be administered in 3 schools in Bamako because of an all-day meeting of the teachers' union.

³ This comparison is based only on the Koulikoro, Ségou and Sikasso region results, since Bamako was not included in the baseline testing in 2015. The result with Bamako are 12.5% of students reaching the Ministry standard of 31 familiar wpm.

PMP Indicators	Disaggregates	Achievements Y2 (2017)		Achievements Y3 (2018)		Total Results Achieved to Date	Life of Project Targets	Comments & Challenges
		Target	Actual	Target	Actual			
ES.1-1 Percent of learners who demonstrate reading fluency and comprehension of Grade level text at the end of Grade 2 with USG assistance		N/A	N/A	9.0%			14%	Will be updated with Midline ongoing
ES.1-3 Number of learners in primary schools or equivalent non-school based settings reached with USG education assistance	Total	143,990	134,296	236,465	268,969	268,969	509,938	
	Female	64,752	60,393	106,338	122,112	122,112		
	Male	79,238	73,903	130,127	146,857	146,857		
ES.1-5 Number of learners reached in reading programs at the primary level with USG assistance	Total	143,990	134,296	236,465	268,969	268,969	509,938	
	Female	64,752	60,393	106,338	122,112	122,112		
	Male	79,238	73,903	130,127	146,857	146,857		

PMP Indicators	Disaggregates	Achievements Y2 (2017)		Achievements Y3 (2018)		Total Results Achieved to Date	Life of Project Targets	Comments & Challenges
		Target	Actual	Target	Actual			
ES.1-6 Number of primary or secondary school educators who complete professional development activities with USG assistance	Total	7,240	6,646	6,474		6,646	7,297	Will be updated after teacher training in September 2018.
	Female	2,828	2,596	2,529		2,596	2,850	
	Male	4,412	4,050	3,945		4,050	4,447	
ES.1-7 Number of primary school educators who complete professional development activities on implementing evidence-based reading instruction with USG assistance	Total	7,240	6,646	6,474		6,646	7,297	See ES.1-6 comments
	Female	2,828	2,596	2,529		2,596	2,850	
	Male	4,412	4,050	3,945		4,050	4,447	
ES.1-10 Number of primary or secondary textbooks and other teaching and learning materials (TLM) provided with USG assistance		241,584	372,420	500,681	698,998	1,071,418	1,723,570	Based on estimation (distribution key). The update is ongoing

PMP Indicators	Disaggregates	Achievements Y2 (2017)		Achievements Y3 (2018)		Total Results Achieved to Date	Life of Project Targets	Comments & Challenges
		Target	Actual	Target	Actual			
ES.1-11 Number of primary school classrooms that receive a complete set of essential reading instructional materials with USG assistance		4,259	3,595	6,063	3986	3,986	16,958	See ES.1-10 comments
ES.1-12 Number of education administrators and officials who complete professional development activities with USG assistance	Total	3,432	3,862	3,432		3,862	3,432	The training of pedagogical councilors and the school principals (who do not teach in classrooms) will take place respectively in August and September
	Female	419	471	419		471	419	
	Male	3,013	3,391	3,013		3,391	3,013	
ES.1-13 Number of parent teacher associations (PTAs) or community-based school governance structures engaged in primary or secondary education supported with USG assistance		416	343	967		343	3,187	The data are being collected. It will be updated in September

PMP Indicators	Disaggregates	Achievements Y2 (2017)		Achievements Y3 (2018)		Total Results Achieved to Date	Life of Project Targets	Comments & Challenges
		Target	Actual	Target	Actual			
STIR-10 Number of innovations supported through USG assistance		1	1	2	1	1	2	The technological innovations used by the project are MP3 players (radios) and tablets. The use of tablets will be effective in this year.
GENDER-8 Number of persons trained with USG assistance to advance outcomes consistent with gender equality or female empowerment through their roles in public or private sector institutions or organizations	Total	7,240	6,646	6,474		6,646	7,297	Will be updated after teacher training in September 2018.
	Female	2,828	2,596	2,529		2,596	2,850	
	Male	4,412	4,050	3,945		4,050	4,447	

IX. Financial Information

Education Development Center, Inc. for Selective Integrated Reading Activity in Mali
Contract No. AID-OAA-I-14-00053, TaskOrder No.: AID-688-TO-16-00005

Financial Report for FY 2018, Quarter 3

Task Order Name	Original Total	Revised Total	Obligated Amount to Date	Invoiced to Date (June 2018 Estimate)	Outstanding Commitments	Total Expenditures	Unexpended	Balance of Obligated Amount
Selective Integrated Reading Activity (SIRA)	\$50,775,000	\$50,775,000	\$20,249,238	\$18,961,426	\$549,839.53	\$19,511,266	\$737,972	\$737,972

Subrecipient Name	Obligated Amount	Invoiced to Date (June 2018) - Estimate	Balance of Obligated Amount
School-to-School International	1,205,191	710,123	495,068
Save the Children Federation	919,334	770,536	148,798
Institut pour l'Education Populaire	1,468,735	1,025,255	443,481
Oeuvre Malienne d'Aide à l'Enfance du Sahel (OMAES)	1,825,331	1,479,778	345,553
Cowater Sogema	41,500	8,646	32,854
TOTAL	5,460,090	3,994,337	1,465,754

Projected Expenditures

Prime	FY18 Q4	FY19 Q1
Education Development Center	2,725,079	1,777,977

Projected Expenditures

Subcontractors	FY18 Q4	FY19 Q1
School-to-School International*	222,911	87,502
Save the Children Federation	285,000	285,000
Institut pour l'Education Populaire	170,000	170,000
Oeuvre Malienne d'Aide à l'Enfance du Sahel (OMAES)	274,340	275,353
CRC Sogema	49,792	22,347

X. ANNEXES

Annex A: Proposed Work Plan for Quarter 4 of FY 2018

Annex B: Documents related to Validation of the Gr. 2 Provisional Core Package

Annex C: Documents related to the School Director Cluster Meetings

Annex D: Documents related to Identification of High Performing Teachers

Annex E: Documents related to EGRA Workshop and Data Collection in Ségou and San AEs

Annex F: Cowater Sogema report on SIG-FC

Annex G: Documents related to Community Participation Activities

Annex H: Selection of Online Articles

Annex I: Success Stories

Annexes

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ANNEX A

Proposed Work Plan

Quarter 4 – FY 2018

3.3.1	Conduct mapping of SIRA communities to identify CBOs and community leaders able to lead efforts to support early grade reading														
3.3.2	Install the volunteers in their respective sites/villages														
3.3.3	Implement community participation activities in support of reading														
3.3.4	Implement reading clubs and other out of school activities in support of reading (local community volunteers with support of CBOs, SIRA volunteers and CDAs)														
3.3.5	Monitor the activities of SIRA youth volunteers who help local volunteers lead and organize reading clubs and other activities conducted by the community to promote reading														
3.3.6	Monitor the activities of youth volunteers who identify and train CBOs to coordinate reading clubs and provide continuous support to parents														
3.3.7	Prepare CBO and local community volunteers to continue activities beyond life of the project														
3.3.8	Validate the BEEKUNKO report for 2018 and disseminate the results														
3.4	Public-private partnerships to support early grade reading success established														
3.4.1	Develop public private partnerships for years 2-4 focused on community libraries														
3.4.2	Organize a meeting on public-private partnerships														
4	Communications														
4.1	Complete film on project and clips for installation on tablets														

4.2	Continue to exploit opportunities for increasing visibility of project	■	■	■	■	■	■	■	■	■	■	■	■
4.3	Produce bi-monthly bulletin	■	□	■	□	■	□	■	□	■	□	■	□
4.4	Produce trimester bulletin.	□	□	□	□	□	□	□	□	□	□	■	■

ANNEX B

Documents related Validation of Grade 2 Provisional Core Package

- Results of Grade 2 Teacher Survey**
- Validation Workshop Report**

Résultats du Sondage des Enseignants de 2^e Année sur l'Utilisation du Matériel SIRA

Section 1 : Guide	REPONSE		
Avez-vous exploité le guide ?	Région	non	oui
	BAMAKO	0%	100%
	KOULIKORO	0,70%	99,30%
	SEGOU	1,11%	98,89%
	SIKASSO	0,56%	99,44%
	Ensemble	0,59%	99,41%
Êtes-vous à l'aise avec le guide ?	Région	non	oui
	BAMAKO	0%	100%
	KOULIKORO	7,75%	92,25%
	SEGOU	2,79%	97,21%
	SIKASSO	2,79%	97,21%
	Ensemble	3,33%	96,67%
Est-ce que le guide est un bon complément à la formation ?	Région	non	oui
	BAMAKO	0%	100%
	KOULIKORO	0%	96,64%
	SEGOU	1,12%	98,88%
	SIKASSO	0,56%	99,44%
	Ensemble	0,42%	99,58%
Est-ce que le guide vous aide à appliquer les techniques apprises au cours des formations ?	Région	non	oui
	BAMAKO	0%	100%
	KOULIKORO	0,35%	99,65%
	SEGOU	1,12%	98,88%
	SIKASSO	1,12%	98,88%
	Ensemble	0,65%	99,35%
Le contenu du guide permet-il de travailler les 9 champs de compétences du référentiel ?	Région	non	oui
	BAMAKO	4,55%	95,45%
	KOULIKORO	2,46%	97,54%
	SEGOU	1,68%	98,32%
	SIKASSO	0,56%	99,44%
	Ensemble	2,31%	97,69%
Commentaires sur le guide	1. Difficultés de compréhension (partie des mots décodables, etc.) pour 63,64% 2. Existence de quelques incorrections/ confusion pour 18,18% 3. Les mots sont souvent mal formés pour 9,09% 4. pas de concordance avec le Gafé 2 pour 9,09%		

Section 2 : Les supports pédagogiques (grands livres, Gafé 2, textes gradués 2, etc.)

Utilisez-vous le matériel qui a été distribué ?	Région	non	oui
	BAMAKO	0%	100%
	KOULIKORO	0%	100%
	SEGOU	0,56%	99,44%
	SIKASSO	0,56%	99,44%

	Ensemble							0,28%	99,72%
Quels matériels utilisez-vous le plus souvent ?	Région	Guide	Textes gradués	Gafe 2	Cahier d'écriture	Cahier d'évaluation	Grands livres	Table de l'alph	
	BAMA KO	59,10%	72,72%	90,90%	45,45%	63,64%	81,81%	59,09%	
	KOULIKORO	23,16%	28,95%	77,22%	29,34%	18,15%	72,59%	17,77%	
	SEGOU	20,33%	47,75%	76,97%	55,06%	25,84%	77,53%	33,15%	
	SIKASSO	24,41%	36,62%	87,79%	30,81%	27,33%	58,14%	13,37%	
	Ensemble	31,75%	46,51%	83,22%	40,17%	33,74%	72,52%	30,85%	
Le matériel est-il adapté au niveau de la 2ème année?	Région	non		oui					
	BAMA KO	0%		100%					
	KOULIKORO	5,63%		94,37%					
	SEGOU	1,13%		98,87%					
	SIKASSO	3,38%		96,62%					
	Ensemble	2,54%		97,46%					
Êtes-vous à l'aise avec le matériel didactique ?	Région	non		oui					
	BAMA KO	0%		100%					
	KOULIKORO	3,52%		96,48%					
	SEGOU	2,22%		97,78%					
	SIKASSO	5,03%		94,97%					
	Ensemble	2,69%		97,31%					
Le matériel est-il approprié et conforme aux besoins de développement du domaine LC.	Région	non		oui					
	BAMA KO	0%		100%					
	KOULIKORO	2,84%		97,16%					
	SEGOU	1,11%		98,89%					
	SIKASSO	1,11%		98,89%					
	Ensemble	1,26%		98,74%					
Avez-vous utilisé le matériel dans d'autres domaines que LC	Région	non		oui					
	BAMA KO	100%		0%					
	KOULIKORO	63,86%		36,14%					
	SEGOU	49,73%		50,27%					
	SIKASSO	60,90%		39,10%					
	Ensemble	68,62%		31,38%					
Autres domaines d'utilisation du matériel	<ol style="list-style-type: none"> 1. Art/ Dessin/DP/SMT/SH pour 85% 2. EIA 3. Étude de l'environnement 4. Jeux 5. Math/LMP 								
Le matériel permet-il à l'élève d'être au centre de son apprentissage ?	Région	non		oui					
	BAMA KO	0%		100%					
	KOULIKORO	0%		100%					
	SEGOU	0,16%		99,84%					
	SIKASSO	0%		100%					
	Ensemble	0,04%		99,96%					

Est-ce que le matériel utilisé au cours des différentes techniques suscite l'intérêt de vos élèves ?	Région	non	oui
	BAMAKO	0%	100%
	KOULIKORO	0%	100%
	SEGOU	0%	100%
	SIKASSO	0%	100%
	Ensemble	0%	100%
Commentaires sur le matériel distribué	<ol style="list-style-type: none"> 1. Les textes sont longs dans les grands livres pour 33,33% 2. Difficultés de lecture du Gafé 2 (interprétation des images) pour 26,67% 3. Difficultés de compréhension pour 20% 4. Autres idées : les écritures du Gafé sont trop petites, le matériel est un peu au-dessus de la 2^{ème} année et l'existence des erreurs de frappe dans les albums et le gafé2. 		

Section 3 : Parmi les cinq matériels (grands livres, gafé 2, textes Gradués, cahiers d'écriture, Cahier d'évaluation), lesquels utilisez-vous le moins ?

Matériel moins utilisé	REPONSE					
	Région	Grands livres	Gafés 2	Textes gradués	Cahier d'écriture	Cahier d'évaluation
	BAMAKO	4,54%	0%	2,27%	18,18%	45,45%
	KOULIKORO	3,51%	6,31	3,36%	26,41%	24,64%
	SEGOU	2,22%	5,00%	1,9%	12,77%	40,55%
	SIKASSO	2,76%	5,52%	3,3%	18,23%	20,99%
	Ensemble	3,26%	4,21%	2,71%	18,90%	32,90%
Raisons qui font que les grands livres sont moins utilisés	<ol style="list-style-type: none"> 1. Difficultés de compréhension 2. Dû au retard dans la livraison 3. Insuffisance de temps 4. Je trouve que c'est de la répétition 5. Parce que ça me prend trop de temps 6. Utilisé seulement le vendredi selon le programme 				26,67% 6,67% 13,33% 6,67% 6,67% 40,00%	
Raisons qui font que le Gafé 2 est moins utilisé	<ol style="list-style-type: none"> 1. Difficulté de compréhension 2. effectif des élèves élevé 3. Fin du programme 4. Insuffisance de temps 5. Le niveau est élevé pour les enfants 6. pas disponible 7. Problème de conformité avec le guide 8. reçu tardivement 9. utilisé selon le programme 				17,39% 8,70% 8,70% 4,35% 4,35% 26,09% 4,35% 17,39% 8,7%	
Raisons qui font que les textes gradués sont moins utilisés	<ol style="list-style-type: none"> 1. Non disponible/ insuffisance de matériel 2. Difficultés de compréhension/ d'exploitation 3. Double division/ effectif trop élevé 4. Fait perdre du temps/pas une priorité 5. fin du programme 6. insuffisance de temps 7. Problème de transcription en bamanan 8. reçu tardivement 9. Utilisé une seule fois par semaine selon le programme 				9,20% 12,64% 1,72% 1,72% 0,57% 4,02% 0,57% 2,87% 66,67%	

Raisons qui font que le cahier d'écriture est moins utilisé	<ol style="list-style-type: none"> 1. Difficultés de compréhension (enseignant et élèves) 44% 2. Insuffisance de temps 6,4% 3. matériel non disponible/ insuffisant 18,4% 4. Reçu tardivement 24,8% 5. utilisé selon le programme 2% 6. usage d'un équivalent 0,8%
Raisons qui font que le cahier d'évaluation est moins utilisé	<ol style="list-style-type: none"> 1. Difficultés de compréhension 12,73% 2. effectif trop élevé 4,24% 3. Insuffisance de temps 7,88% 4. matériel non disponible/ insuffisant 11,52% 5. pas une priorité/ pas nécessaire 2,42% 6. reçu tardivement 6,67% 7. Utilisé selon le programme 54,55%

RAPPORT D'ATELIER de VALIDATION

Validation du kit de lecture – 2^e année

I. CONTEXTE

L'atelier de validation du kit de 2^e année s'est tenu les 14 et 15 mai 2018, dans une salle de l'AGETIC à Bamako. Étaient Présents :

Mahamadou	NIARE	DNP	Directeur Adjoint
Fatoumata N'DIAYE	KEITA	DNP	DMSMD
Bakary	SAMAKE	DNEN	Dir. Adjoint
Mohamed Agoumour	TOURE	DNEN	CDFC
Assitan	KALAPO	DNP	DRPE
Youssef	DIARRA	DNEF	Chef de division
Koïgoumo	TOURE	DNEF	Chef de division
Moussa	MACALOU	DPS/DNP	Agent
Adama	DEMBELE	AMALAN	Unite Bamanankan
Amadou	MALLE	CAP/ Ségou	CDEB
Bakary	SANGARE	CAP/ Bougouni	CP
El Hadji Youba	BABY	CAP/Sangarebougou	CP
Sylvaine von	MENDE	SIRA	Spécialiste pédagogie
Youssef M	HAIDARA	SIRA	Coordinateur Formations
Mory	DEMBELE	PR	Formateur
Amadou	COULIBALY	SIRA	Stagiaire

Le premier jour, entre 10h et 12h, nous avons eu également la participation de Mme Binta BOCOUM de l'USAID.

II. OBJECTIFS DE L'ATELIER :

Les objectifs de l'atelier étaient les suivants :

- Examiner la pertinence des documents du kit
- Déterminer si les supports sont appropriés pour la mise en œuvre de l'approche équilibrée et des mots décodables
- Déterminer si les supports permettent d'atteindre les seuils de compétence retenus dans le référentiel en lecture-écriture (validé par le MEN en mai 2009)
- Suggérer, le cas échéant, des amendements pour enrichir ou améliorer les documents
- Recueillir toute correction ayant trait à la forme
- Valider les documents examinés.

III. MÉTHODOLOGIE

Elle a été basée sur :

- Les présentations SIRA

- Le travail de groupe ;
- La mise en commun en séance plénière.

IV. DÉROULEMENT

JOUR UN

L'atelier a été ouvert par deux allocutions: Mme Thelma KHELGHATI représentant le projet et par M. NIARE, Directeur national adjoint de la Pédagogie. M. Youssouf m. HAIDARA s'est porté volontaire pour diriger les discussions.

Après le tour de table, un bureau a été mis en place : M. B. SAMAKE comme président et Mrs. MACALOU et BABY comme rapporteurs. La présentation du projet a suivi.

Le PowerPoint commenté par S. von MENDE portait sur les points suivants :

- Le but principal de SIRA et les nombres actualisés de son impact ;
- Le volet pédagogique : les formations, le suivi et les résultats disponibles jusqu'à date ;
- Le volet communautaire : les actions entreprises dans ce domaine
- Les résultats du sondage des enseignants sur le matériel et son utilisation
- Le matériel en question, son usage et la relecture à faire.

Après la pause-café, les participants se sont séparés en groupe et ont eu pour consigne de regarder de plus près le guide de l'enseignant.

Comme le guide de l'enseignant impliquait la relecture de certains documents, le groupe d'experts en langue nationale s'est vu confié la relecture de la partie portant sur le Gafe 2 et la relecture du Gafe 2 en même temps. De même, les participants chargés de la relecture de la partie portant sur l'évaluation ont relu en même temps le cahier d'évaluation. Les deux autres groupes ont respectivement traité les sections du guide concernant les techniques et la classe bienveillante.

Les groupes chargés de l'évaluation, des techniques et de la classe bienveillante ont fini avant la pause déjeuner. Nous avons décidé que le groupe du Gafe 2, ayant une charge plus lourde, pouvait continuer seuls. Sous réserve des corrections du Gafe 2 et **à la suite de cette mise en commun, le guide a été déclaré validé.**

L'après-midi a été consacré à la relecture, tous les groupes ensemble, des grands albums 1 à 4. L'album 5 a été confié au groupe d'experts en langue lorsque la relecture du Gafe 2 était finie.

JOUR DEUX

Durant la matinée, nous avons relu en plénière les textes gradués avec les 8 pages ajoutées. Entretemps, le groupe d'experts en langue a pu terminer la relecture de l'album 5.

Après la pause, nous avons relu, toujours en plénière, le livret famille-école.

Les amendements pour les grands albums, pour le livret famille-école et pour les textes gradués ont été apportés et ont été corrigés immédiatement.

À la suite de cet exercice, tout le kit a été déclaré validé, sous réserve des corrections à faire dans le guide, dans le Gafe 2 et dans l'album 5.

V. Conclusion

Cet atelier a été très productif, mais surtout particulièrement convivial. Tous les participants ont montré une véritable volonté de vouloir le mieux pour les élèves. Ils ont sincèrement apprécié le matériel soumis à leur relecture et ont déclaré avoir tous appris quelque chose de cet exercice.

Mme KHELGHATI et M. NIARE ont donné leur mot de conclusion pour clore l'atelier.

Un grand merci à toutes et à tous ceux qui ont apporté leurs connaissances et leur bonne volonté.

Rapport soumis le 16 mai 2018 par :

A handwritten signature in black ink, reading "S. von Mende". The signature is written in a cursive, flowing style.

Sylvaine von Mende

ANNEX C

Documents related School Director Cluster Meetings

- Report of Orientation of
Coordinator Directors in Bougouni**
- Synthesis of discussions**

RAPPORT DE MISSION

Atelier de réflexion sur l'animation des grappes dans l'Académie d'Enseignement de Bougouni



Cérémonie d'ouverture

Par :

Youssouf M. Haidara, Coordinateur de la formation et chargé de politiques éducatives

Moussa Konaté, Formateur

Salif Sogoba, Formateur

Niaré Fatoumata Keita, Formatrice

Oumar Traoré, Formateur

Cheick Oumar Coulibaly, Formateur

Ibrahim Traoré, Formateur

Aissata Cheick Sylla Doucouré, Chargée de Communication

Konaté Coumba Diallo, Assistante

Amadou Issa Sangaré, Consultant Comptable

Bougouni, 20 avril 2018

I. INTRODUCTION :

Le projet USAID/Mali SIRA (Selective Integrated Reading activity) est financé par l'USAID et conduit par EDC et ses partenaires : Save the Children, CRC-SOGEA, School To School International, OMAES et IEP, pour une durée de cinq (05) ans. Il a pour but d'améliorer l'enseignement-apprentissage de la lecture-écriture des élèves de 1^{re} et 2^e années dans les 10 Académies d'Enseignement des régions de Koulikoro, Ségou, Sikasso et du district de Bamako pour environ 300 000 élèves. Il vise 3 résultats:

- + L'enseignement apprentissage de la lecture-écriture dans les petites classes est amélioré ;
- + Les structures et processus du MEN en appui à l'enseignement de la lecture dans les petites classes sont renforcés ; et
- + Le soutien des parents, de la communauté et du secteur privé à la lecture-écriture en petite classe est accru.

Dans le but d'améliorer l'impact du suivi de proximité sur la qualité des enseignements, le projet veut expérimenter une approche novatrice appelée « grappe » en se basant sur les directeurs coordinateurs. L'académie d'enseignement (AE) de Bougouni a été retenue pour la 1^{ère} expérience de cette réflexion sur la formation en grappe, à cause de son important effectif de directeurs coordinateurs.

C'est ainsi qu'une forte délégation de l'USAID/Mali SIRA s'est rendue, à Bougouni, du 19 au 20 avril 2018 pour tenir l'atelier de réflexion sur l'animation des grappes dans l'Académie d'Enseignement de Bougouni. Ce dernier a eu lieu le 20 avril 2018 dans la salle de formation Niori Keita du Centre d'Animation Pédagogique (CAP) de Bougouni.

II. OBJECTIFS :

1 Objectif général :

Animer une réflexion avec les directeurs coordinateurs de l'AE de Bougouni sur les « grappes ».

2 Objectifs spécifiques :

- Présenter le projet aux participants ;
- Partager avec les participants les résultats antérieurs par rapport à la lecture et ceux atteints par le projet ;
- Définir les rôles des directeurs d'école et des directeurs coordinateurs dans le projet ;
- Partager et expliquer le mode de renseignement des outils de collecte pour directeur d'école et directeur coordinateur.

III. METHODOLOGIE :

L'atelier s'est tenu dans la journée du 20 avril 2018 à travers des:

- Projections suivis de débats ;
- Travaux de sous-groupe; et
- Plénières.

IV. DEROULEMENT DES ACTIVITES :

La cérémonie d'ouverture a été présidée par le DAE de Bougouni, M. Mamadou Keïta, en compagnie du DCAP, M. Fadiala Keïta et du coordinateur de la formation-chargé de politiques éducatives de l'USAID/Mali SIRA, M. Youssouf M. Haïdara.

Le DCAP a invité les participants à une pleine implication aux travaux, vu l'importance pour la localité. Quant à M. Haidara, il a expliqué la notion de grappe tout en donnant les raisons du choix de l'AE de Bougouni pour cette première expérience qui sera très prochainement étendue aux autres AE. Le DAE a tenu à remercier le projet USAID/Mali SIRA pour la confiance placée en sa structure et a exhorté les participants à plus d'assiduité et de curiosité intellectuelle dans le but de pouvoir relever les défis de l'appui de proximité recherché à travers les formations en grappe.



Vue des participants dans la salle

Les différentes activités de la journée se sont déroulées avec des consignes :

Activité 1: Le répertoire des écoles SIRA

Consigne 1 : Dresser la liste des écoles SIRA de vos zones de coordination avec leurs références

Activité 2 : La présentation du projet USAID/Mali SIRA

Activité 3 : La projection du film SIRA

Activité 4 : La présentation des résultats de 2009 à 2018

Activité 5 : Le rôle du directeur coordinateur

Consigne 1 : En diade, échangez sur les rôles du directeur coordinateur

Activité 6 : Le rôle du directeur d'école dans le projet

Consigne 1 : En diade, échangez sur les rôles du directeur dans le projet

Activité 7 : la fiche de sondage pour le directeur d'école

Activité 8 : la fiche du directeur coordinateur

Activité 9 : Agenda de l'animation de la grappe

Les synthèses des différentes consignes traitées en diade ont été faites et amendées.

A la fin de la journée, la cérémonie de clôture a été présidée par le DCAP de Bougouni, en compagnie du président de l'atelier (un représentant des participants) et du coordinateur de la formation du projet.

Au nom des participants, le président de l'atelier a salué l'initiative de l'USAID/Mali SIRA tout en demandant à ses collègues directeurs coordinateurs de faire une restitution fidèle auprès des directeurs d'écoles de leurs aires de coordination.



Vue des participants dans la salle

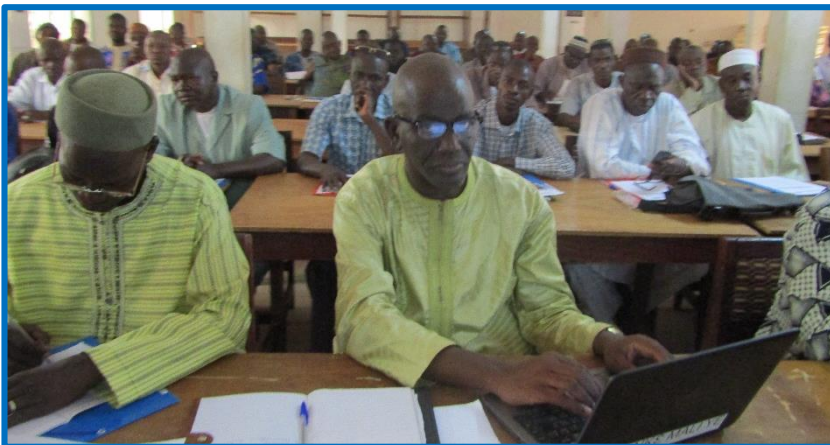
M. Haidara a remercié les partenaires du projet pour l'organisation réussie de la journée de réflexion. Il a exprimé toute sa confiance aux directeurs coordinateurs de Bougouni pour une meilleure restitution auprès des autres directeurs d'écoles de leurs circonscriptions.

Enfin le DCAP a exprimé toute sa joie d'accueillir le présent atelier et a clôturé les travaux avec ces propos: « *L'approche équilibrée n'est plus à commenter, elle se vit.* »

V. CONSTATS :

Cet atelier, premier du genre, a servi d'occasion pour réunir plus de 70 directeurs coordinateurs de l'AE de Bougouni autour d'outils développés en faveur d'une approche novatrice de suivi-appui de proximité. Le public cible, bien que composé de directeurs initiés à l'approche équilibrée comme de directeurs du second cycle, a reconnu la pertinence des grappes. Au-delà des instructions données par les premiers responsables de l'éducation de Bougouni (DAE et DCAP), les participants, à travers le président de l'atelier, ont promis de s'investir pour la réussite de l'activité dans les différentes aires de coordination.

VI. RECOMMANDATIONS :



Il a été recommandé :

- La multiplication de ce genre d'échange au regard de son importance;
- L'implication des autres directeurs aux activités SIRA.

ANNEXE I : EFFECTIF DES FACILITATEURS ET DES PARTICIPANTS

a) Effectif des formateurs

Structures	Effectif			Statut
	H	F	T	
SIRA	1	0	1	Coordinateur de la formation et chargé de la politique éducative
SIRA	5	1	6	Formateurs du niveau central
SIRA	6	2	8	Superviseurs
SIRA	1	2	3	Administration
SIRA	3	0	3	Chauffeurs
TOTAL	16	5	21	

b) Effectif des participants

Structures	Effectif			Statut
	H	F	T	
AE Bougouni	4	0	4	DAE, DCAP, CDEB et régisseur
AE Bougouni	4	0	4	CP
AE Bougouni	83	0	83	DE Coordinateurs
TOTAL	91	0	91	

ANNEXE II : SYNTHES AMENDEES

ACTIVITE 1 : Le répertoire des écoles SIRA

Chaque directeur coordinateur a fait la liste des écoles de son aire. Les résultats seront ultérieurement compilés

ACTIVITE 5 : Les rôles du directeur coordinateur

- Remonter les informations administratives au niveau école ;
- Acheminer les courriers ;
- Tenir les rencontres pédagogiques ;
- Planifier et coordonner les différentes activités liées à la CA ;
- Organiser les journée CA ;
- Suivi des leçons modèles ;
- Servir d'intermédiaire entre les DE et les CT/CAP, AE et partenaires ;
- Suivi de proximité/suivi appui ;
- Organiser des rencontres périodiques ;
- Collecter des données de bases de sa circonscription (effectif, taux d'admission etc) ;
- Gérer les cas sociaux ;
- Sensibiliser les communautés autour de l'école.

ACTIVITE 6 : Les rôles du directeur d'école dans le projet SIRA

- Suivi-appui de proximité auprès des enseignants ;
- Assurer le relais en cas d'empêchement d'adjoint formé ;
- Présider et organiser des activités de CA ;
- Animer les formation continue ;
- Gestion du matériel ;
- Application stricte des techniques SIRA ;
- Communication permanente avec les adjoints ;
- Recourir aux responsables CAP, et SIRA en cas de besoin.

ANNEX D

Documents related to Identification of High Performing Teachers

- Instructions for Teacher Observation**
- Criteria for Evaluating Invented
Writing**

CONFIRMATION DES ENSEIGNANTS MÉRITANTS

MÉTHODOLOGIE

- Observer une seule technique : demander la lecture guidée
- Évaluer les enfants avec l'écriture inventée :
 - Mot de 1^{re} année : cikela
 - Mot de 2^e année : kunfinya
- Pas d'appui (ce n'est pas l'objectif)

ÉVALUATION

Pratique de l'enseignant (sur 10 points – 1 point par item)

1. Maîtrise de la technique
2. Respect des étapes
3. Pertinence du texte choisi
4. Respect du temps
5. Pertinence de l'activité de pré-lecture
6. Fluidité et expressivité de la lecture de l'enseignant
7. Qualité et diversité des questions
8. Réactions de l'enseignant aux réponses des élèves
9. Pertinence de l'activité de post-lecture
10. Bienveillance de l'enseignant

Écriture inventée :

- Votre travail est de trier les mots, de nous apporter les nombres pour chaque stade ainsi que les copies des élèves par classe avec l'école clairement indiquée.
- Remplissez le tableau ci-dessous

École	Hasard	Semi-Phon.	Phonétique	Transitional	Conventionnel	Total
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						

LES STADES DE PROGRESSION EN ECRITURE INVENTEE

L'écriture inventée représente les premiers pas de l'apprenant dans l'apprentissage de l'écriture. C'est le moment où le jeune enfant commence à comprendre le code alphabétique, à prendre conscience que les lettres et les sons sont intimement liés, à expérimenter avec les combinaisons de lettres et à s'orienter en général dans l'écriture. Cette étape d'expérimentation et d'appropriation **doit arriver avant la fin du niveau I** pour donner à l'élève une base solide sur laquelle viendront se bâtir les autres conventions de textes et autres mécanismes de la langue tels que la grammaire, la syntaxe, les conjugaisons, structures de phrase, etc.

Cette période est cruciale non seulement pour l'écriture, mais aussi pour la lecture vu qu'elle vient renforcer les relations graphèmes-phonèmes. À cette étape de son développement, l'enfant ne devrait pas être corrigé pour les erreurs, mais encourager à écrire plus, à bien étirer les mots pour en entendre tous les phonèmes. Lorsqu'un élève voit ses productions systématiquement corrigées à ce niveau, il va se décourager et ne verra dans l'acte d'écrire que quelque chose qui est fait dans le cadre de l'école. Il ne cherchera pas à développer son style ou à exprimer ses idées, opinions ou sentiments par écrit.

Voici les cinq stades de l'écriture inventée. Lorsque l'élève a passé par ces cinq stades, il est prêt à recevoir des leçons plus formelles d'orthographe, de grammaire, de conjugaison et autres normes de la langue.

Stade hasard

L'enfant écrit n'importe quelle lettre dans n'importe quel ordre. Typiquement, pour un mot de six lettres, il affichera souvent une quinzaine de lettres :

ex : maison → clpkaetdsqxtjlcr

Stade semi-phonétique

L'enfant entend les consonnes, ou bien la consonne initiale et/ou les autres consonnes au milieu ou à la fin du mot.

ex : maison → m → mz

À ce stade-là il n'y a pas de voyelles. Cependant, si le mot commence par une voyelle qui constitue une syllabe entière, cette voyelle peut apparaître, comme par exemple dans avion → av.

Stade phonétique

Les voyelles apparaissent. Ce sont typiquement des syllabes simples du genre consonne/voyelle telles que 'pa', 'mi', 'to' etc. Les combinaisons nasales plus complexes, ('on' 'en' 'in') sont réduites à la voyelle sans le 'n' final.

ex : maison → mazo

Stade transitionnel

L'enfant peut maintenant transcrire à peu près n'importe quel son avec un haut pourcentage de précision. Ce n'est pas encore l'orthographe du dictionnaire mais tout le monde peut le lire et comprendre sans effort.

ex : maison → mèsou

Les sons plus complexes sont exacts et les combinaisons consonne-consonne-voyelle ('blo', 'tra', ou 'che' par ex.) sont aussi correctes.

Stade conventionnel

C'est l'orthographe du dictionnaire. L'enfant peut orthographier correctement les mots usuels et peut transférer ses connaissances des sons pour orthographier des mots nouveaux.

ex : maison → maison

ANNEX E

Extract from STS International Report on Strengthening Capacities of AEs/CAPs in Use of EGRA

- Workshop 2 on Data Collection and Selection and Training of EGRA Enumerators**
- Data Collection using EGRA in the Ségou and San AEs Coordinator**

- **Completion of the second EGRA capacity workshop for Segou and San AEs and CAPs, focused on EGRA assessors training and selection, data collection procedures and best practices, and electronic and paper-based data collection**

STS completed the second of three planned workshops for the Segou and San AEs and CAPs, as well as members of the central MEN: “Paper and electronic data collection planning, assessor training & data collection.” The 7-day workshop, held March 31-April 6, 2018, at Agency of Information and Communication Technologies (AGETIC) in Bamako, was led by STS Lead EGRA Trainer Ms. Alice Michelazzi, EGRA Trainer Kayla Nachtsheim, and STS Assessment Advisor Tidiani Sidibe. The same 41 participants, including two women, from Workshop 1 were invited to join the workshop from the National Direction of Pedagogy (DNP), the National Directorate of Basic Education, the Planning and Statistics Unit of the Department, the agents of the Teaching Academies (AEs) of San and Ségou, the Pedagogical Advisers of the Pedagogical Animation Centers (CAPs) of the aforementioned Academies, and agents of the USAID / Mali SIRA Project.

The workshop prepared participants to train and select EGRA assessors, and to plan for and conduct EGRA data collections in their districts, by introducing the following areas to participants:

- Review paper-based and electronic EGRA data collection procedures and planning processes; EGRA administration; and assessor selection, training, IRR, and supervision;
- Review common logistical issues and procedures for preparing for and conducting an EGRA assessor training;
- Review of roles and logistics of assessors and Quality Control Officers (QCOs)
- Through simulations of EGRA and SSME data collection and assessor training at a local Bamako school, prepare team members to oversee and conduct data collection
- Train team members in the use and management of tablets for data collection and uploading data, specifically Tangerine and Survey CTO;
- Finalize data collection plan with team members and ensure teams were ready for data collection;
- Reflect on facilitation styles and activity design.

During two days of the workshop, participants visited a nearby school to practice EGRA and SSME data collection and to determine participant aptitude, which informed the assignment of roles during data collection. This workshop also introduced additional technical sessions held in the evenings for participants with stronger research backgrounds focused on programming of tools in Tangerine - the data collection application used in many EGRAs worldwide. Eight individuals from the AE and CAP level, CPS, and EDC SIRA were invited to participate in these additional evening sessions.

- **Supervision of EGRA data collection in Segou and San by workshop participants**

Prior to Workshop 2, STS held a Skype webinar with Ali Diallo, Chargé des Statistiques Scolaires of Ségou AE, and Daouda Bathily, Chef de Division Curricula, Recherche, et Formation, for San AE to walk them through the process of drawing a random sample of schools using Microsoft Excel. The sample drawn during this process was used as the starting sample for data collection. During Workshop 2, participants reviewed the randomly selected sample and replaced schools in areas with severe security risks.

Following the completion of Workshop 2, STS supervised the participants as they completed data collection of the EGRA in Segou and San districts. STS arranged travel logistics for participants, but

other arrangements were made alongside workshop participants. Using the finalized sample with replacement schools, STS and workshop participants assigned data collection teams, based on home CAP, and developed a data collection schedule. Throughout the data collection process, Tidiani communicated on a daily basis with data collection team supervisors, and traveled between Segou and San districts, observing and supporting data collection teams to ensure accurate and effective data collection procedures. During the 10-day data collection process, STS home office monitored data entry and submission via Tangerine and coordinated with Tidiani in the field to address any missing data or errors. Ultimately, data were collected from approximately 709 students across 70 schools, as well as approximately 144 parents. These results will be analyzed by STS home office staff, and training on the data analysis will be included in Workshop 3 in August.

ANNEX F

**Extracts from Report of Cowater
Sogema incorporating SIRA IT
Specialist's Observations and
Recommendations on
Implementation of SIG/FC**

COWATERSOGEMA – RAPPORT D’ACTIVITE - AVRIL-JUIN 2018

1/ Les réalisations effectuées jusqu’à la date

Il est à rappeler que le projet américain SIRA (*Selected Integrated Reading Activity*) travaille en concertation avec le projet canadien FORMÉ (*Formation continue et Évaluation des apprentissages*) afin que puissent être pris en compte le suivi des nombreuses directions d’écoles formées à la CA des maîtres ainsi que les enseignant-e-s formés par ces deux projets.

Tel qu’annoncé dans le trimestre précédent, les conditions étaient désormais réunies pour aller de l’avant dans la réalisation de la mise à l’essai du SIG-FC, le projet FORMÉ ayant accompagné l’équipe de la DNEN pour la mise en opération de la phase pilote du SIG-FC (le progiciel GESFIM Mali), en collaboration étroite avec le projet USAID/SIRA. En effet, les recommandations actualisées de la feuille de route avaient permis d’identifier collégialement les structures retenues pour la mise à l’essai, de définir le calendrier de formation et de déterminer les rôles et responsabilités en vue de la formation des premiers cadres et agent-e-s des services déconcentrés.

Cette phase pilote (avril-mai 2018), financée par le projet FORMÉ, a permis de former autour de 2 pôles (IFM de Kita et IFM de Koutalia) plus de 60 cadres et agents de 6 AE et de 12 CAP à l’utilisation du SIG-FC. Parmi les structures décentralisées touchées par le projet USAID/SIRA, cela représente 50 agents formés (5 AE et 10 CAP):

Pôle de formation	AE	CAP	Nombre d’agents par AE	Nombre d’agents par CAP	Nombre total d’agents à former
Kita	Bamako RD	Banankabougou	4	3	10
		Kalaban-Coura		3	
	Bamako RG	Djelibougou	4	3	10
		Hippodrome		3	
Koutiala	Koutiala	Koutiala	4	3	10
		Yorosso		3	
	Ségou	Ségou	4	3	10
		Markala		3	
	Sikasso	Sikasso	4	3	10
		Kadiolo		3	
Total	5	10	20	33	50

Suite à cette formation, FORMÉ a financé plusieurs missions de déploiement du SIG-FC dans les services déconcentrés, incluant les AE et CAP du projet USAID/SIRA impliqués dans la phase pilote (voir tableau précédent). Ces missions ont permises de livrer, d’installer les équipements informatiques et de valider les compétences des agents des services déconcentrés, en vue de maîtriser l’utilisation du SIG-FC dans sa version pilote 1.0.

Les principales réalisations sont les suivantes :

- Administration d'une fiche de collecte de données sur le changement de comportement dans le cadre de la gestion du changement ;
- Livraison et installation des équipements TIC par l'équipe au niveau de la Structure chargée du SIG-FC précédemment formée :
 - o 1 Ordinateur de bureau HP ProDesk 400 G4 MT Intel core i7-7000 RAM 8GO, DD 1TO, MS Windows 10 Pro 64 bits, MS Office Home & Business 2016, Antivirus Kaspersky 1 an;
 - o 1 Onduleur APC Smart-UPS 1500 VA ;
 - o 1 Disque dur externe Toshiba 1 TO & Software et document du SIG-FC(APPX client setup, manuel ou guide d'utilisation etc...) ;
 - o 1 Flybox 4G ORANGE pour connexion internet ;
 - o 1 Imprimante HP LaserJet Pro 400 M402 dne.
- Installation du appx client setup et Configuration du VPN d'accès au serveur ;
- Ouverture du SIG-FC, exercice et travaux pratique/simulation sur :
 - o Appropriation de l'environnement de travail du SIG-FC (par manipulation de l'interface utilisateur) ;
 - o Consultation des données du système (liste et nombre d'école, d'enseignant par AE, CAP, Commune ou partenaire etc...) par plusieurs méthodes;
 - o Mise à jour des données dans le système (nouvelle école, nouveaux enseignants etc...);
 - o Préparation d'une formation (saisi des prévisions ou planification de la formation avec la liste des participants par groupe, des formateurs selon leur disponibilité, inscription de la prévision, attribution des résultats (réussi-échec-abandon) certifié jusqu'à l'impression des bulletins de formation.
 - o Gestion de la mobilité des enseignants, mise jour de la base selon la mutation d'un enseignant d'un CAP à un autre de la même ou d'une autre AE ; consultation de son historique, de son statut, etc.;
 - o Exportation des données du SIG-FC en format Excel.;
 - o Rapportage multicritères (AE, CAP, Commune, écoles, enseignant, directeurs d'école, discipline, module, etc.);
 - o PDF ou impression (copie dure pour archivage).
- Échange sur le support technique ou résolution des problèmes techniques, collaboration ou communication entre les structures et le niveau central ;
- Détermination des prochaines étapes selon la feuille de route.

Durant la phase pilote, les AE et CAP étaient bien informés des objectifs de la mission et avaient pris les bonnes dispositions (salles de formation, support technique) facilitant ainsi le bon déroulement des interventions des chargés du SIG-FC de la DNEN, ces derniers ayant concentrés leurs efforts dans les tâches préalables suivantes :

- Développement de supports techniques (document et vidéo-support) ;
- Installation, configuration du SIG-FC;
- fourniture des données de base pour la saisie des données, en coordination étroite avec le fournisseur du progiciel GESFIM Mali, Ex-L-Tec Canada.

2/ Les défis majeurs, les retards et les mesures correctives et les recommandations

Par mis les défis techniques majeurs, on peut citer les suivants :

- a) Importation des données Excel (exemples : liste des nouveaux enseignants ou nouvelles écoles à chaque ouverture; intégration de la masse de données des partenaires (capitalisation des anciennes formations).
- b) Possibilité d'affecter à un groupe plus d'un formateur et plus de 20 participants, donc de rendre « open » le champ de création du groupe.
- c) Identification des écoles par leur code CPS;

- d) Rendre « open » le champ de saisi des matricules afin que les enseignants n'ayant pas de n° matricule puissent être enregistré avec leur n° de la carte NINA ;
- e) Recherche de solution pour la connexion d'ici la fin des forfaits internet (appui au raccordement du SIG-FC à la source internet) ;
- f) Manque de licence TeamViewer 11 pour l'assistance à distance ;
- g) Insuffisance dans :
 - a. La définition documentaire du cadre de gestion du SIG-FC (organigramme, définition des rôles et responsabilités détaillés/job description (qui fait quoi, où et quand) à tous les niveaux (MEN-DNE, au niveau central avec les comités de pilotage et technique, dans les AE et CAP afin que le système soit opérationnel-fonctionnel, sécurisé ainsi donc assurer et garantir sa pérennisation ;
 - b. La Mise en place d'un système des pré et post test afin de mieux attribuer les résultats aux participants;
 - c. La définition de la périodicité ou du délai de la production des rapports via le SIG-FC par le MEN;
 - d. La traçabilité des enseignants par classe (mobilité inter-école).

Parmi les recommandations, on peut citer les suivantes :

- Des séances de travail avec le fournisseur Ex-L-Tec permettront de trouver des solutions à ces enjeux techniques (mission au Canada à confirmer).
- Établir clairement les rôles et les responsabilités de chacun des membres de l'équipe informatique ou s'assurer que chacun comprend bien la description de son poste (si existant);
- Élaborer un procédurier des tâches minimales à réaliser quotidiennement sur le serveur;
- Envoyer l'administrateur principal suivre une formation sur ITIL (Gestion d'un service TI);
- Mettre en place un système de gouvernance pour le réseau et les systèmes informatiques y compris GESFIM Mali;
- Renforcer les compétences de l'équipe sur les notions de professionnalisme au travail et sur le souci du travail bien fait (Qualité de prestation ou service rendu);
- Inculquer une culture de la formation continue auprès des informaticiens au-delà de la formation initiale et académique reçue;
- S'assurer de la reconfiguration du serveur central en tenant compte de l'architecture proposée (Environnement de production et développement);
- S'assurer de la prise en compte des recommandations relatives à la gestion du changement.

ANNEX G

Documents related to Community Participation Activities

- **Breakdown of Community Participation Activities and Participants by AE**
- **Complete list of Yelenkεnε**

COMPILATION GLOBALE TRIMESTRIELLE DES ACTIVITÉS DE PARTICIPATION COMMUNAUTAIRE

Tableau de compilation globale trimestrielle des activités de participation communautaires

CAP	COMMUNES	ACTIVITES COMMUNAUTAIRES D'APPUI A L'APPRENTISSAGE DE LA LECTURE-ECRIURE					EVENEMENTS/ACTIVITES DE CAMPAGNE CCCS							EVALUATIONSPERFORMANCE DES ENFANTS ET DES ECOLES			IMPLICATION/PARTICIPATION DES COLLECTIVITES/ELUS /CAP/AE (Maires/Comm Education)		
		Reunions (Séances animées)	Jeux de lecture	Réunions / A.G	Contact Parents-Ensg	Suivi Livret (VAD)	VAD (CCCS)	Forum	Caravane	Emission GP	Table ronde	Reun. Comm s	Diff. spots radio	Backno (Enfts éval.)	Bull Perf.	Plan d'Amél.	Reun. Info /Partage AE CAP	Suivi Activ	Reun. Info /Part Collec. Comm Educ
AE rive Droite	Nbre séances	0	646	256	86	2778	1517	0	0	0	0	12	1			22	92	20	
	Hommes	0	1316	1108	196	2035	1770	0	0	0	0	94	466			75	140	87	
	Femmes	0	2095	757	240	3126	2560	0	0	0	0	52	662			27	266	48	
	Total	0	3411	1865	436	5161	4330	0	0	0	0	146	0	1128	67	67	102	406	135
AE Rive Droite	Nbre séances	0	401	69	13	1595	1495	0	0	0	0	11	1			25	0	11	
	Hommes	0	729	393	105	1198	1283	0	0	0	0	33	200			25	0	16	
	Femmes	0	874	536	58	1950	1913	0	0	0	0	0	175			17	0	7	
	Total	0	1603	929	160	3148	3196	0	0	0	0	33	0	375	35	35	42	0	23
AE Kati	Nbre séances	72	387	459	719	3715	3155	99	0	0	0	6	0			11	0	31	
	Hommes	493	4400	4824	2121	4662	4051	93	0	0	0	19	4546			24	0	62	
	Femmes	559	3760	2917	946	3956	3470	105	0	0	0	1	2883			7	0	29	
	Total	1052	8160	7741	3067	8618	7521	198	0	0	0	20	509	7428	265	265	31	0	91
AE Koulikoro	Nbre séances	284	1818	414	311	9670	9684	0	0	0	0	18	0			10	0	33	
	Hommes	4135	21490	8509	7920	10348	11033	0	0	0	0	134	0			17	0	95	
	Femmes	4593	21214	6015	4459	12624	12546	0	0	0	0	39	0			6	0	18	
	Total	8728	45117	14619	12738	22972	23579	0	0	0	0	173	1440	0	163	163	23	0	113
AE Diorla	Nbre séances	62	467	320	91	2033	1035	0	0	0	1	15	1			3	1	40	
	Hommes	1346	8562	4862	1094	6808	3034	0	0	2	196	2916	1484	116	116	9	1	165	
	Femmes	1057	8245	3839	712	4551	2830	0	0	0	166	1186	1186			5	1	55	
	Total	2403	16807	8701	1806	11359	5864	0	0	2	362	2670	2670			14	2	220	
AE Bougouni EDC	Nbre séances	0	0	0	0	0	0	0	0	0	0	0	0			0	0	0	
	Hommes	0	0	0	0	0	0	0	0	0	0	0	0			0	0	0	
	Femmes	0	0	0	0	0	0	0	0	0	0	0	0			0	0	0	
	Total	0	0	0	0	0	0	0	0	0	0	0	1890	0	68	68	0	0	0
AE Bougouni SCI	Nbre séances	48	307	101	10	988	649	0	0	0	9	410				0	55	4	
	Hommes	852	6016	2467	73	1830	2098	0	0	0	42	2770				0	689	154	
	Femmes	918	5484	1229	65	1760	2320	0	0	0	21	1895				0	821	143	
	Total	1770	11500	4416	348	3766	4456	0	0	0	63	1890	4665	68	68	0	1510	297	
AE Sikasso	Nbre séances	55	386	174	96	8917	679	0	0	0	23	267				4	106	0	
	Hommes	2058	5102	3585	414	3420	1583	0	0	0	58	2353				23	1010	0	
	Femmes	1986	4892	2439	197	3814	2061	0	0	0	35	1931				2	779	0	
	Total	4044	9855	6023	611	7234	3644	0	0	0	93	0	4284	79	79	25	1470	0	
AE Koutiala	Nbre séances	44	377	125	13	790	109	0	0	0	4	2				3	24	1	
	Hommes	2083	7157	1564	440	1444	194	0	0	0	66	808				3	345	4	
	Femmes	1804	6380	1047	496	1569	186	0	0	0	44	575				0	149	0	
	Total	3887	13537	2611	936	2983	380	0	0	0	110	1440	1383	29	29	3	494	4	
AE SAN	Nbre séances	81	2489	558	322	5639	3773	0	0	0	18	1				18	8	63	
	Hommes	1542	44215	15001	9266	13753	10115	0	0	0	222	1860				39	11	128	
	Femmes	1737	29640	6401	3882	8028	6578	0	0	0	172	1738				30	9	142	
	Total	3279	73855	21402	13148	21781	16693	0	0	0	394	2457	3598	156	156	69	20	270	
AE Ségou	Nbre séances	48	5827	1522	663	23801	13649	0	0	0	34	211				19	27	10	
	Hommes	1041	109168	17389	11306	22559	11624	0	0	0	288	4988				84	75	191	
	Femmes	977	95857	13050	7744	20312	9437	0	0	0	150	3632				11	10	60	
	Total	2018	205025	30439	19050	42871	21061	0	0	0	438	2457	8620	249	249	95	85	251	
Ensemble	Nbre séance	694	13105	3998	2324	59926	35745	99	0	0	1	150	894			115	313	213	
	Hommes	13550	208155	59702	32935	68057	46785	93	0	0	2	1152	19475			299	2271	902	
	Femmes	13631	178441	38230	18799	61690	43901	105	0	0	0	680	14677			105	2035	502	
Total	24778	372063	90045	50494	118534	84860	198	0	0	0	1470	31481	1227	1227	390	3985	1184		

NB : Données AE Bougouni EDC ne sont pas exploitables et du coup ne sont pas pris en compte dans ce tableau et dans l'analyse

LISTE DES 70 VILLAGES SELECTIONNÉS POUR ARBITER UN YEELINKÈNÈ

No	AE	CAP	Communes	Villages	
1	SEGOU	Sarro	Folomana	Nènèna	
2		Ségou		Konodimini	Daoulabougou
3				Pelengana	Fanzana
4				Boussin	Yassalam
5				Togou	Tesséribougou
6				Barouéli	Sanando
7		Boidiè	Boidiè		
8		Farako	Farako	Diakon	
9		Markala	Fatinè	Fatinè	
10			Markala	Binatomobougou	
11	SAN	Bla	Tiémena	N'Gontia	
12		San		N'Torosso	Sebanso
13				N'Goa	Parampasso
14		Kimparana	Sourountouna	Dakadjan	
15		Tominian	Tominian	Kansènè	
16		Yangasso	Fani	Ména	
17			Yangasso	Fono	
18	Dioila	Dioila	Kaladougou	Niambroujtjila	
19			Kilidougou	Kacouma	
20			Banco	Koyala	
21			N'Garadougou	Korokoro	
22			Keme Kafo	N'Golotena	
23			Massigui	Klacouma	
24		Fana	Benko	Blengoua	
25			Tenindougou	Wonicoro	
26		Béléko	Diebe	Seguene	
27		Bougouni	Bougouni	Kokélé	Dissan
28	Tièmala Banimonotiè			Soron	
29	kouroulamini			Niarako	
30	Faragouaran			N'kèmènè	
31	Keleya			Faradié	
32	Meridiéla			Kondjila	
33	Garalo		Sibirila	Diendio	
34	Yanfolila		Gouanan	Morola	
35			Wassoulou Ballé	Diaférela coura	
36	Sikasso		Sikasso	Kaboïla	Pémasso
37		Klela	Dandéréso	Niampouna	
38		Kignan		Kossournani	
39				Morila Fansebougou	
40				Tella	Tangabougou
41		Niéna		N'tiobougou	
42				Blendio	Kassoumbougou
43				Dembela	Mébougou
44				Niena	N'Golotiorola

45			Benkadi	Koungoba		
46	Bougouni	Kolondiéba	Kolondiéba	Tenko		
47				Koloni Foulala		
48		Koumantou		Koumantou	Boumou	
49					Banko	
50					Zantiébougou	Sidio
51					Sanso	Finkoua
52	Koutiala	M'pessoba	Konséguela	Ouesserebougou		
53				Kiana		
54	Kati	Kati	yelekebougou	Bambala		
55			Bossofala	Mariko 1		
56			Siby	Djelibani		
57		Banguinéda	Tiele	Gouani		
58			Mountougoula	Faradala		
59		Kangaba	Minidian	Sotolo		
60			Kaniogo	Macononi		
61		Ouelessebougou		Ouelessebougou	Sougoula	
62					Beneco	
63		KOULIKORO	Koulikoro	Koulikoro	Tafalan	
64	Doumba			Kossaba		
65	Sirakorola			Dogoni		
66	BANAMBA		Banamba	Fadabougou		
67			BENKADI	KARADIE		
68	KOLOKANI		massantola	Manta		
69			Guihoyo	Siranidji		
70	NONSSOMBOUGOU		Nonssombougou	NGABAKORO KOYAN		
	8		31	64	70	

ANNEX H

Liens aux Articles sur le Web

LIENS AUX ARTICLES SUR LE WEB

Pendant ce trimestre, des cas de succès et articles ont été produits et diffusés sur les sites Web (USAID et EDC) et sur les pages Facebook (USAID et SIRA). Ci-joint quelques liens :

<https://www.maliweb.net/education/edc-ameliorer-lapprentissage-et-lenseignement-2764447.html>

<https://www.maliweb.net/education/retour-des-enfants-a-lecole-edc-sengage-a-ameliorer-lapprentissage-et-lenseignement-au-mali-2764511.html>

<https://www.maliweb.net/communiqué/communiqué-de-presse-soixantième-anniversaire-et-visite-du-président-de-edc-2763637.html>

https://www.facebook.com/usaidsira/notifications/?section=activity_feed&subsection=mention&target_story=S%3A_I165241943509608%3A1927049453995506

https://www.facebook.com/USAIDMali/?hc_ref=ARQk9kycO4OWx1c_GfLxA9LAS-CYckj0Sxo_xMk3TauuMbQ_OQkV4J4dhK_jd4G88nA&fref=nf

<https://www.facebook.com/USAIDMali/>

https://www.usaid.gov/sites/default/files/success/files/Sucess_story_To_help_Advance_Children_Education_Final.pdf

https://www.facebook.com/usaidsira/notifications/?section=activity_feed&subsection=mention&ref=notif&target_story=S%3A_I165241943509608%3A1894024847297967



Article Rencontre
PPP.docx



Article Campagne
CCCS.docx



Article témoignage
tournage.docx



Sucess_story_To_help_Advance_Children

ANNEX I

Success Stories



Dambala: SIRA innovates with the balanced literacy approach

Rapid improvements have been seen in the teaching of language arts. The instructional materials facilitate discussion, the guides are clear and the big books provide great stories.



Photo : USAID/Mali SIRA

Ms. Dissa and her 2nd grade students

"In the beginning I was against SIRA and the bilingual curriculum that I was implementing, while at the same time criticizing and using French. Today, I am able to teach in Bamanankan, thanks to all the training received and materials provided. I approve of SIRA."

Mr. Oumar B. Konaté, Gr 1 Teacher, Dambala.

In Dambala (Kangaba), the school was already using the bilingual curriculum but was always faced with the challenge of translating documents from French. This situation created enormous difficulties for teachers. They had a hard time doing their job and faced issues planning lessons and preparing sequences as well as integrative tasks. As a result, teachers were tired and discouraged.

This was the context when the USAID/Mali SIRA project intervened with training and refresher workshops that met teachers needs to improve classroom practice. Mrs. Aminata Dissa, a 2nd grade teacher, expressed her satisfaction: "With the support of SIRA, we receive the constant support of pedagogical counselors, who respond favorably to our requests. This means that for the first time in our role as teachers, we are confident, convinced of effectiveness of our teaching strategies and proud of their impact on Grade 1 and 2 students. "

The project provided documents in sufficient quantities for the teacher and students., The teacher's guide helps the school-teams understand what behaviors to adopt in implementing the various techniques. Other documents include a formative evaluation notebook and simplified sheets for lesson planning.

As a result, improvements have been seen in the teaching of Language Arts. Children are much more at ease communicating because they are speaking in their mother tongue, Bamanankan. In addition, the use of games and captivating strategies has been effective. Moreover, the clarity of the guides and the richness of the big books has made it possible for us to integrate the techniques across disciplines (math, social science, personal development and art.

The changes were quickly visible, as demonstrated by the facility teachers now have in preparing and teaching language arts. Students in 1st grade know the letters and sounds of the alphabet and are able to write frequently used words. Students in 2nd grade are able to decode and are at ease in answering open comprehension questions. The teaching team is much more motivated, engaged and enthusiastic.

The principal, Mr. Oudou Berthé, is optimistic: "We have a school that is progressing well within a community, in the beginning was reticent about the use of national languages. However, as they witnessed the progress students were making, they gradually became convinced. The support we received from the SIRA community development agents and community facilitators was a big help.

Regularly, the school team, convinced of the efficacy of the balanced literacy approach and satisfied with the project's interventions, receives joint monitoring/support missions from SIRA staff as well as from the regional and district education offices of Kati and Kangaba.

Launched in 2016, the goal of the USAID/Mali SIRA project is to improve the teaching-learning of reading-writing in grades 1 and 2 using the bilingual curriculum and effective teaching strategies. The project intervenes in nearly 4000 public and community schools in the Koulikoro Sikasso, and Segou regions and in the District of Bamako.



The Women of « Denbanuman » Leverage Children’s Success in Learning how to Read-Write

With increased community awareness, the 80 women from 8 monitoring committees support their children’s reading-writing skills. The establishment of the committee has allowed communities to focus more on home and school-based education.



Photo: USAID/Mali SIRA

Weekly meeting of the Denbanuman Women’s Monitoring Committee

“It is thanks to USAID/Mali SIRA that we have achieved these results. We will remain committed to the CGS and parents for better monitoring of our children’s learning

- Mme Minata Togola, President of the Denbanuman Women’s Group, Seyla Missirila.

In the past, the women of Seyla Missirila (Dioila) did not value organizing themselves into groups; they simply did not see the benefit of doing so. They did not appreciate the important contribution they could make to society. If they did meet, it was linked to community savings and credit or cultural ceremonies where no discussions of public utility were addressed.

With the start of USAID/ Mali SIRA’s Social Behavior Change communication campaign activities in the village, in Cohort 2 in October 2017, several community activities were launched. These included: awareness-raising meetings, radio spots and the facilitation of parent-teacher spaces. The goal was to increase the support given by parents and community members to children in grades 1 and 2, as they learn to read and write.

In response to SIRA’s call for participation, the women decided to actively organize themselves in order to help their fellow parents of students and members of the School Management Committee (CGS). In May 2018, they set up a committee to monitor student attendance and parents’ support to children. As a result, 80 women got together to form the Denbanuman group. Their mission was to organize home visits and to encourage parents to make more use of the family-school link booklets. They also helped members of the CGS better organize around school issues.

Upon realizing that many of the students studied on the floor and that the School Director did not have a table for his own materials, the women held community awareness-raising meetings with the members of the CGS. This helped them raise 72,000 FCFA which they used to purchase 10 tables and benches for the students and a table for the Director. Touched by their initiative, Mr. Drissa Diarra, School Principal, explains: "I invite women and the CGS to persevere in this quest for sustainable development of our schools. The establishment of this group encouraged the regularity of children’s attendance at school and helped find solutions to various problems. As a result of the close monitoring, our attendance is at a record 100%."

Every Friday, the women meet to take stock of the activities they carried out to improve the reading and writing skills of children in grades 1 and 2. Today, they benefit from the support of the entire community, the village authorities and the mayor in charge of education. Mr. Sékou Diarra, Village Chief says: "These women are preparing our children’s future and that of the whole village."

With SIRA’s various monitoring activities and the awareness-raising initiatives at the household level, parents systematically use the family-school link booklets and CGS members meet often to discuss issues regarding school. Through its community participation component, USAID / Mali SIRA, launched in 2016 for five years, increases support given by parents and community members to Grade 1 and 2 children as they learn to read and write.