



USAID | **MALI**
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USAID/MALI SELECTIVE INTERATED READING ACTIVITY (SIRA)

Annual Report

October 01, 2018 to September 30, 2019

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I. PROGRAM OVERVIEW/SUMMARY

Program Name:	USAID Mali/SIRA (Selective Integrated Reading Activity)
Activity Start Date And End Date:	February 8, 2016 to February 7, 2021
Name of Prime Implementing Partner:	Education Development Center
[Contract/Agreement] Number:	AID-688-TO-16-0005 under IDIQC No. AID-OAA-I-14-00053
Name of Subcontractors	Œuvre Malienne d'Aide à l'Enfance du Sahel (OMAES), Save the Children, School to School International, Cowater Sogema
Total Estimated Cost	\$50,238,635.59
Major Counterpart Organizations	Ministry of National Education (MEN)
Geographic Coverage (cities and or countries)	Mali: Administrative regions of Koulikoro, Ségou, Sikasso and the District of Bamako
Reporting Period:	October 1, 2018 through September 30, 2019

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I.2. LIST OF 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)
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)
CNPV	National Center for the Promotoion of Volunteerism (Centre National de Promotion du Volontariat)
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 Recherhce 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
USAID	United States Agency for International Development

I.3. EXECUTIVE SUMMARY

Despite our optimism, based on the positive results of the mid-term evaluation and the first trimester monitoring results, FY 2019 proved to be disappointing for Education Development Center and the SIRA implementing partners, Oeuvre Malienne d'Aide à l'Enfance du Sahel (OMAES), Save the Children, School to School International and Cowater Sogema. From January through June 4, 2019, teacher strikes paralyzed the education system. At most, children benefited from about 15 days of school out of an intended 101 days during this period. In the end, the Ministry of National Education was able to save the school year by extending classes through the end of July and adding class time on Wednesday and Thursday afternoons and Saturdays. However, it's uncertain how much of the time lost, students were able to really recover. During the extra months which coincided with the rainy season, attendance in many communities, particularly in rural areas, was below average. SIRA was proactive, with our pedagogical team developing an accelerated week-by-week plan for grade 1 teachers to prioritize and restructure what should be taught in the June-July months to cover essential competencies and make up for time lost. Guidelines were also provided to grade 2 teachers on what to emphasize in the various strategies introduced by SIRA to improve reading-writing.

The strike also had an impact on community participation activities. With school out, activities intended to increase family/community collaboration with teachers and the school, such as parent-teacher dialogues, and the implementation of school improvement plans could not be carried out. In addition, it was impossible to collect the full range of data normally collected with the B&Bkunko household testing. On the other hand, in communities where volunteers, both our cohort 3 community facilitators and community volunteers from previous community participation cohorts, facilitated reading games and activities, at least some continuous learning took place.

A summary of the year's major achievements in all three intermediate result areas is provided below:

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

- Grade (gr) 1 and 2 teachers in public and community schools implemented the SIRA approach to improving the teaching-learning of reading-writing during the first trimester of the 2018-19 school year and during the June and July extended period using the validated gr 1 and 2 core packages and the accelerated program for the extra two months. Two joint supervision/support missions of central Ministry of National Education (MEN) and SIRA pedagogical trainers were carried out in November 2018 and June 2019 reaching gr 1-2 teachers in a representative sample of 200 schools each mission.
- The cluster system for school directors was implemented with the 2-day training of Director Coordinators from all 10 SIRA Regional Education Offices (Académies d'Enseignement – AE) in November 2018. 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. Each Director Coordinator works with an average of 20 schools within a reasonable distance of each other. Two cluster meetings were held with school directors in their areas, one on November 24 and the second on December 15, 2019.

- In February 2019 in collaboration with the National Directorate of Teacher Education, we trained 336 staff from all 20 of Mali's Teacher Training Colleges (literature, psycho-pedagogy, and national languages professors and Directors and Study Directors from each of the colleges) and staff from the host AEs. Focus was on the revised language arts curriculum with an emphasis on SIRA's balanced literacy and decodable word strategies.
- In preparation for the annual cascade training of teachers and school directors, in August 2019 SIRA conducted training of trainers' sessions for 323 district pedagogical counselors and 46 regional pedagogical supervisors. The training provided SIRA the opportunity to continue the certification process of pedagogical counselors to ensure that they possess the required technical knowledge, practical mastery of our pedagogical strategies and facilitator competencies. To date, 78.4% of the CPs have been certified in all three competency areas and 82% have demonstrated sufficient technical knowledge.
- In September 2019, we carried out the annual cascade training of 3600 gr 1 and 3824 gr 2 teachers to strengthen their competencies in using the balanced literacy and decodable word strategies to improve the teaching-learning of reading-writing and their mastery of Bamanankan transcription. Gr 1 teachers also received their classroom copies of the validated reading kit materials reprinted this year. The student materials will be delivered directly to individual schools in October. In addition to teachers, 3862 school directors received further training in September in coaching and pedagogical leadership. The school directors also brought to the training the tablets that had been distributed to all SIRA schools last year. SIRA staff downloaded the log files that track usage from the tablets and updated content with new films on the SIRA strategies to improve reading-writing. These tablets, which are the property of the school, are used by teachers and school directors at their convenience for self-study.

For Intermediate Result 2: Service delivery systems in early grade reading improved:

- Following training last year of staff from the central Ministry and the AEs of Ségou and San, in the use of the Early Grade Reading Assessment (EGRA), training was extended to personnel from the remaining eight SIRA AEs and their CAPs. The first workshop for this new group was organized in January 2019 for 60 selected staff. This training focused on research design, an orientation to EGRA and its theoretical foundations and

practical applications, sampling and the principles of adult learning. In April, these same staff participated in a second workshop focused on test administration including the training and supervision of enumerators and quality control. A 2-day refresher training in test administration of 28 staff from Segou and San took place in March 2019. Following the trainings, data collection took place in all 10 AEs during the week of April 8-12, 2019, one of the few weeks that schools were in session during the 5-month strike period. Twenty-five teams of 3 enumerators including a team leader, each tested 1,123 students in 118 schools in all SIRA regions plus the District of Bamako. In addition, they carried out observations of teachers implementing the SIRA strategies and conducted interviews with teachers. In the interest of sustainability, selected staff, who participated in the pilot phase from the CPS, the DNP and the AEs of Ségou and San, were trained as trainers for the expansion phase sessions, under the supervision of technical assistants from School-to-School International.

- The intermediate phase of establishing the Integrated System for the Management of Inservice Education (SIG-FC) was implemented in collaboration with the National Directorate of Teacher Education and the Canadian FORMÉ project with technical and financial assistance from Cowater Sogema. The system is designed to track all inservice teacher training activities of the Ministry, donors and partners including SIRA. In addition, as per SIRA requirements, the system is to track intra and inter school mobility. Last year during the pilot phase, staff from 5 SIRA AEs and 10 SIRA CAPs were trained. Hardware loaded with the GESFIM software was installed in each concerned AE/CAP. This year in March and April, 158 staff from the remaining 5 SIRA AEs and 46 CAPs were trained in the use of the system. The SIRA IT and MLearning Coordinator traveled to Canada for advanced training on the system and to work with Ex-L-Tec, the parent company of the SIG-FC application, to ensure that all SIRA requirements are integrated into the functionality of the system, in particular the ability to track intra-school mobility.
- The reports for three studies carried out in FY2018 were completed as follows: 1) the midline study on teacher beliefs and practices; 2) the midline gender study and 3) the school readiness study. In addition, data collection was carried out in July 2019 and preliminary analyses were completed in September for a socio-linguistic study in non-SIRA schools in the linguistically complex AEs of San, Koutiala and Sikasso.

For Intermediate Result 3: Parent, community and private support for early grade reading increased:

- Community participation activities were extended to a third cohort of 1,278 school communities, spearheaded by 256 SIRA volunteers (called community facilitators) assisted by 2,556 local volunteers selected by their communities. These SIRA facilitators and community volunteers trained 97,330 parents and members of community based-organizations (including 27,431 women) in the use of the family-school link booklet>

They also conducted 146,023 home visits to support parents, organized 19,668 general assemblies for increasing awareness and worked with 2,409 school management committees (CGS) to produce 3,514 school report cards and school improvement plans. Over 2,700,000 children participated in reading club activities (pedagogical games, storytelling, etc.) organized on average 5 times per month in cohort 3 communities and 35,957 children in cohort 2 communities. The community facilitators also continued implementation of the Social Behavior Change Communication Campaign focused on three themes: 1) the importance of children learning to read in a language they understand, 2) the importance of equity between girls and boys in terms of access to schooling, maintenance and success, and 3), the importance of parents supporting at home their children learning to read and being involved in the life of the school. Posters and flyers illustrating the themes of the campaign were distributed in all cohort 3 communities and radio spots on these were broadcast daily in 8 of the 10 SIRA AEs.

- In late March through early May, despite challenges presented by school closures because of the strikes, community facilitators were able to carry out data collection for the household assessment (B&ekunko) of Grade 1 and 2 students reading competencies. In all, 19,000 households (20 per school community) were reached in 750 cohort 3 school communities, in 90 cohort 2 school communities, 50 SIRA communities where community participation activities have not yet been implemented and 50 non-SIRA school communities. The results for individual school communities were shared during the end of school annual meetings along with the school report cards and results of the school improvement plans. Overall for grade 1 students in cohort 3, despite the strike, the results were significantly higher than the scores for cohort 2 grade 1 students. For grade 2 students in cohort 3, the results were slightly higher or approximately the same as students in cohort 2. Scores for both grades were more than double those of non-SIRA schools.
- A significant activity this year was the training in July and early August of 2,246 mayors, secretary generals and education commission members (including 490 women) from 329 municipalities in SIRA regions. The 4-day trainings, organized in collaboration with the CADDE (MEN's Unit to Support Decentralized Education) and USAID's Sub-National Governance Program (SNGP), focused on the management of schools in the context of decentralization and activities carried out by SIRA at the community level. The trainings elicited an enthusiastic response from participants, with the majority stating it was the first time they were being trained on their role and responsibilities in the context of decentralization.
- The project established 74 Yeelenk&e (a library of 350 titles for early grade readers in a trunk) in cohort 3 school communities (42 through project funding and 32 through public-private partnerships totaling a little over \$19,000. These libraries create a literate environment for children, provide access to books and help generate enthusiasm for reading. Prior to distribution, 148 community volunteers and 74 community facilitators

were trained during 8-day workshops in June 2019 in the management of the Yeelenkɛnɛ.

- The midline study on the knowledge, attitudes and practices of parents (KAP) with respect to early grade reading were conducted and completed during the year. Data collection took place in November 2018, and analysis and report writing was finished in April 2019. The study found overall that parents and community leaders in SIRA areas had a positive attitude toward bilingual education, with a significant change in attitude among community leaders. There was also a significant increase in parents believing that they can support their children in learning to read.
- In terms of communication, we continued to broadly share updates about project activities and successes through the production of our bi-monthly bulletin, quarterly and annual bulletins, Facebook page and coverage of major project activities by radio, television, print and online media. A number of our articles and success stories were picked up by USAID and featured on either their website or Facebook page. We also produced another 15-minute film on project achievement's this year that is being widely shared.

I.4. INTRODUCTION

This report covers the period October 2018 - September 2019. Although implementation of activities in all three intermediate result areas continued, the year was marked by the 5-month teacher strike, which significantly impacted intermediate result area 1 (Classroom early grade reading instruction improved) as well as intermediate result area 3 (Parent, community and private support for early grade reading increased), although to a lesser extent. SIRA continued to work in close collaboration with the Ministry of National Education (MEN) at the central and decentralized levels along with local authorities in the municipalities and communities, where the community participation activities are operational. A summary of major activities is provided in the sections below.

I.5. OVERVIEW/BACKGROUND AND OBJECTIVES

The goal of the 5-year USAID/Mali Selective Integrated Reading Activity (SIRA) is to improve reading outcomes for Malian students in grades one and two in public and community schools in the regions of Koulikoro, Ségou, Sikasso and the District of Bamako. Through the development, production and distribution of appropriate instructional materials for students and teachers; through the training of teachers in evidence-based pedagogical practices to improve the teaching-learning of reading-writing; through the use of Bamanankan as the language of instruction and through strengthening the capacities of school directors and pedagogical support personnel in coaching and supervision, the Activity will improve classroom instruction so that students in the early grades acquire the basic competencies needed to become fluid and autonomous readers. Secondly, this activity works to reinforce and strengthen the Government of Mali/Ministry of Education's capacity to select delivery systems in a manner that fosters sustainability. The project is strengthening the capacity of the MEN at the central and decentralized levels to use EGRA to evaluate student learning in reading and inform policy development and decision making. And finally, the project is working to improve the understanding and increase the involvement of parents and community members regarding early grade reading. The project's social behavior change communication's campaign (SBCC) is being implemented progressively by a corps of SIRA volunteers called community facilitators (FCs) in collaboration with community volunteers designated by their communities. The FCs visit and dialogue with parents at home, organize community meetings, round table discussions and general assemblies in order to increase understanding and engagement. After four years of Activity implementation, we are beginning to see positive changes both within the MEN as well as in communities, regarding the approach and strategies SIRA has put in place to improve the teaching-learning of reading-writing in the early grades. We witness much greater buy-in at all levels, as the impact of student learning gains is increasingly demonstrated.

2. ACTIVITIES UPDATE BY IR AND SUB IR (IN A TABLE)

IR 1: Classroom early grade reading instruction improved
Sub IR 1.1.: Students’ access to evidence-based, conflict and gender sensitive, early grade reading materials increased
<p><i>A: Verify student enrollment numbers and ensure 1 to 1 ratio for student books; in collaboration with AEs/CAPs, redistribute and adjust as needed</i></p> <p>Student enrollment data was verified and redistribution was partially achieved, but could not be completed because of the teacher strikes.</p>
<p><i>B: Monitor use of the validated Gr 1 and 2 core packages; include use of tablets and MP3 players</i></p> <p>This could not be fully achieved because of the strikes between January and May 2019. However, monitoring, which took place by the CPs during the first trimester of the school year and joint MEN/SIRA missions in November 2018 and June 2019 included use of the validated Gr. 1 and 2 core packages. The log files on the school tablets were collected in September and will be analyzed in quarter 1 of FY20.</p> <p>The report of June’s joint monitoring is in annex 13.6</p>
<p><i>C. Print and distribute replacement copies of the validated gr 1 core package to gr 1 teachers during the teacher training sessions</i></p> <p>An international call for bids was issued in April 2019. Bids were opened on April 26, 2019 and following analysis by the field and home offices, BurdaEducation was selected to print the gr 1 core package. A request for approval was sent to USAID/Mali and approval to award the contract to BurdaEducation was received on July 9, 2019. The contract called for the complete set of materials needed by the teachers to be distributed to all 56 CAPs before the end of the trainings on September 20, 2019. BurdaEducation delivered on-time for all of the training sites except of Nara.¹ Delivery of the student materials to each individual SIRA school is underway, and expected to be completed by the end of October.</p>
Sub IR 1.2.: In-service teacher training in evidence-based early grade reading (including formative assessment) improved
<p><i>A: Continue the process of certifying pedagogical counselors (CPs) as trainers/coaches of the early grade reading program introduced by the project</i></p> <p>The central pedagogical team took advantage of training of trainers’ sessions in August 2019 to complete the data collected on the CPs’ performance toward certification. The CPs’ competencies are evaluated on three levels: 1) their theoretical knowledge of the pedagogical approach and strategies to improve the teaching-learning of reading-writing introduced by the project; 2) their practical mastery of the techniques; and 3) their capacity to facilitate the training through active pedagogy and creativity. The theoretical test was administered to all 323 CPs present during the training, and 82% received an above average mark. The practical knowledge and capacity to</p>

¹ For Nara, the materials arrived on the 20th, but too late to distribute that date. Distribution to teachers took place on the morning of the 21st.

facilitate sessions were observed for those CPs who had not yet been certified, first during practical sessions during the training of trainers' workshop and second, during the supervision missions of the cascade trainings of school directors and gr 1 and 2 teachers. To date, 78.4% of the CPs have been certified.

Train the trainers from the central and decentralized levels in the gr 1-2 reading program and use of the validated core packages

Refresher training occurred in two waves for central MEN and AE/CAP staff. First from August 15th to 20th in five AEs and from August 22nd to 27th in the remaining five. To ensure the best quality possible for the cascade, our five central trainers took responsibility for training two academies each, accompanied as always, by central Ministry staff from the DNEF, DNP and DNEN.

In total, 323 CPs and 46 AE supervisors were trained. The report is in annex 13.7

B. Train central MEN staff, members of the SIRA technical committee and new AE/CAP directors and assistant directors on the early grade reading program

SIRA trained 63 AE and CAP Directors and Assistant Directors and 13 Technical Committee members in 3-day workshops between March 19-21, 2109 in four poles (Ségou, Sikasso, Koulikoro and the District of Bamako). The 80 participants included 15 women (18.7%). SIRA had noted that approximately 40% of the AE and CAP directors and assistant directors had been appointed in recent years and had not received the initial training provided to AE/CAP directors and assistant directors in 2017. The purpose of the training was to ensure that these leaders of the education system in their respective areas had the necessary knowledge to supervise implementation of the SIRA reading program and activities and the work of the AE pedagogical supervisors, CPs, school directors and teachers. The training included information about the results of the 2011 Time on Task study conducted by USAID/PHARE, the Ministry's competency framework for reading and the 2011 reading standards, the SIRA certification process for CP trainers, the school director cluster system and the process for identifying and rewarding high performing teachers. Results of the 2009 national EGRA testing as well as the EGRA testing in SIRA areas in 2015 and 2018 were also shared. The Directors and Assistant Directors highly appreciated the pedagogical orientation and information received and felt better equipped to monitor their staff as well as teachers in their daily classroom operations. Many acknowledged that they knew very little about the results of the Time on Task study, the EGRA results, and the Malian literacy competency framework and reading standards. The full report of this activity was submitted in our quarterly report of April, 30 2019.

In May 2019, SIRA trained 13 staff, including 4 women, from the Textbook Division of the DNP. In addition to introducing staff from the Textbook Division to the approach, strategies and materials of the SIRA reading program, the 3-day training covered how to evaluate and write textbooks and literature for children. Participants were presented a large array of children's literature and learned how to evaluate the levels of difficulty by examining language, concepts and illustrations and how to match the books with appropriate age groups. One session focused on social and pedagogical parameters such as gender equity, violence, child labor, stereotypes, violence towards animals, sad endings, etc. The final day of the training, participants themselves experimented with writing children's literature following the guidelines reviewed the days before.

In June 2019, SIRA trained 26 staff from the National Directorate of Teacher Education (DNEN) in a 5-day workshop. The purpose of this training was to ensure that staff were equipped to train teachers, school directors and IFM professors in the approach and strategies introduced by SIRA to improve the teaching-learning of reading-writing. They were introduced to the pedagogical principles and research underlying the SIRA reading program. The training included practical sessions where participants facilitated lessons using the various strategies. They also learned the approach SIRA uses for balanced literacy lesson planning and formative evaluation and became familiar with the observation tools for language arts classes. The participants demonstrated a high level of interest and engagement and expressed deep appreciation for the training.

These trainings of central MEN staff are important for the long-term sustainability of the approach and strategies introduced by the project.

B: Develop teacher training modules to strengthen teachers' competencies in Bamanankan transcription and develop additional pedagogical materials for installing on the tablets

The modules were developed in the 3rd quarter of FY19 prior to the August and September training sessions. The pedagogical team reviewed data from the midterm evaluation, the November 2018 joint SIRA/MEN supervision mission and the first trimester monitoring activities of CPs to identify areas of weakness that needed additional strengthening. In addition, the raw footage from the classroom filming was reviewed, segmented, selected for development and finally prepared for installation on the school tablets. In all, nine new films were developed and loaded onto school tablets.

C: Training of new pedagogical counsellors

SIRA organized an in-depth 6-day training on the balanced literacy approach and techniques from January 21-26, 2019 for 52 newly appointed CPs. These CPs had participated in the 3-day refresher training of CPs in July 2018. However, as they would assume responsibilities as primary SIRA trainers given that more than 50 experienced CPs retired in December 2018, it was important for the project to begin the certification process with the new CPs and ensure that they had the necessary trainer competencies. The January training focused on implementing the balanced literacy and decodable word strategies, strengthening the competencies of the CPs in Bamanankan transcription, familiarizing them with Mali's linguistic policy, and preparing them to use the classroom observation tool. As part of the CP certification process, the theoretical knowledge of all of the new CPs was tested and a little more than half were observed and evaluated carrying out practical application of the techniques to improve reading instruction and on their competencies as trainers.

Train gr I teachers in the gr I reading program, validated core package and nurturing classroom which includes gender-fair practices

3,600 gr I teachers received 4 days of refresher training from September 17-20. The training focused on reviewing the balanced literacy and decodable strategies, identifying and helping students who are having difficulty, and elements of the nurturing classroom.

The supervision report is in annex 13.8

Train school directors in the SIRA reading program and validated core package along with training in pedagogical leadership and coaching

School directors received 5-days of training from September 2-6, 2019. In total 3,952 directors were trained in all 56 CAPs. They were given a refresher course on the balanced literacy techniques, the nurturing classroom, a full training on gender equity, and on what elements are essential to make a quality school. Moreover, they were asked to reflect on what real active pedagogy looks like in a classroom. To have a better focus on this aspect of classroom instruction, they were given a new observation grid, which is valid for all domains taught, not only language arts. That grid was well received. Some aspects of good leadership and coaching were reviewed, particularly the follow-up and support visits to teachers, in terms of quality and frequency. The supervision report is in annex 13.9

Train gr 2 teachers in the gr 2 reading program, the validated gr 2 core package, and nurturing classroom which includes gender-fair practices

From Sept. 9-15, 3,824 grade 2 teachers participated in their last training² with SIRA. For seven days, the teachers had the opportunity to review the balanced literacy and decodable word strategies, practice through simulations, review formative evaluation, reinforce their questioning and active pedagogy techniques as well as strategies for improving comprehension and identifying and assisting children who are having difficulty. In quite a few instances, children were invited to the training to make the lessons more real and the discussions richer. In addition to the topics covered above, two days of the training were devoted to gender equity. The summary report on this training is found in Annex 13.10.

D: Monitor gr 1-2 teachers' implementation of the gr 1-2 reading program using the validated gr 1-2 core packages

For most of the year, we were unable to observe in classrooms because of the uninterrupted strikes. Apart from the first trimester, school was in session for only 15 days from January through the end of May, and then the additional months of June and July 2019. On a positive note, the results of the CP student evaluations conducted during the first trimester were very encouraging. When the 2019 first trimester student results were compared to those from the first trimester 2018, there were significant gains in the students' reading and writing performance (see detailed report in Annex 13.11). For example, the percentage of zero scores, 43.5% on the midline tests were reduced to 28% on the monitoring tests. After analyzing the results with the M&E director, the pedagogical team concluded that several factors had contributed to this gain: 1) teachers were more proficient in using the SIRA reading techniques and material; 2) the strategies introduced during the September 2018 trainings to help teachers identify students who were having difficulty and provide reinforcement given during September 2018 training were followed by teachers. 3) SIRA's endeavor to recognize and highlight high-performing teachers, an action well publicized in local media, had encouraged teachers to do their best and; 4) teachers were applying the proposed balanced literacy techniques with increasing passion, having witnessed that they were promoting results among their pupils, resulting in an increased sense of self-worth and professionalism.

² This was the cohort of teachers that began with SIRA in 2017. Each cohort begins in grade 1 and is trained consecutively for 4 years alternating between grades 1 and 2 with a total of 32 training days for the life of the project.

E: Provide continued support to gr 1-2 teachers through the school-based Teacher Learning Communities (Communautés d'Apprentissage des Maîtres - CAM)

Because of the strikes, few schools implemented Teacher Learning Community (CAM) meetings. Usually during the first trimester, plans are developed and submitted to the CAPs. Sessions in earnest usually begin during the second trimester. With school not in session from January through May, and the extended months in June and July focused on making up for lost time, the CAMs were not a priority.

F: School directors provide an orientation to all teachers on the SIRA reading program through CAM meetings

For the greatest part of the year, CAM meetings did not take place because of the teacher strikes. See comment above.

Sub IR 1.3.: Teacher coaching and supervision improved

A: Organize trimester cluster in-service sessions with school directors and review/planning meetings with AEs/CAPs.

Neither the cluster meetings with school directors nor the review/planning sessions with AEs/CAPs were organized due to the uninterrupted strikes.

B: Collect and analyze data received through school directors' cluster sessions

Data collected during the cluster meetings held in the first quarter of FY19 were analyzed. In all, 507 cluster meetings were held on both November 24 and December 15, 2018 involving nearly 3950 school directors. The school directors were given a questionnaire to complete and bring to the second cluster meeting about implementation of the SIRA reading program in their schools. Some of the results are described below:

- In terms of mobility, 13.1% of teachers trained by SIRA were affected; school directors reported that 486 teachers (6%) had been transferred to other schools, 140 (2%) were displaced for security reasons, 398 (5%) had been assigned to a different grade in the same school and 87 (0.1%) were on leave for further studies.
- Directors also reported that 285 teachers who had not been trained by SIRA were assigned to grade 1 or 2 in SIRA schools. Of these, 104 had received training in balanced literacy and/or decodable words elsewhere. At least 51% of the school directors indicated that when they lost a SIRA teacher, they themselves took over the class. Another 19% said they combined two classes, 10% said they trained a new teacher, 10% said they assigned another teacher to the class.
- Regarding classroom observations of SIRA teachers, 33% of the school directors said they observed grade 1 and 2 teachers at least three times a month, 31% said twice a month, 30% said once a month, and 6% said once or twice a trimester.
- In terms of how well teachers had mastered the SIRA strategies to improve reading, they judged 5% of grade 1 teachers and 3% of grade 2 as highly skilled; 46% of grade 1 teachers and 49% of grade 2 teachers as skilled; 47% of grade 1 teachers and 47% of grade 2 teachers as average and only 2% of grade 1 teachers and 1% of grade 2 teachers as weak. They also indicated that teachers had the most difficulty with the decodable word strategies.

Data was also collected regarding the teacher learning communities and perceptions regarding bilingual education and community participation activities. Additional results are found in section 9 of this report on Monitoring and Evaluation.

Sub IR 1.4: Appropriate incentives for teachers implementing evidence-based programming provided

During the first quarter of the school year, the SIRA central training team members during the joint supervision mission and the CPs and SIRA AE supervisors, during their regular monitoring visits, had identified approximately 60 teachers as high-performing. Unfortunately, no further classroom observations took place during the 5 months of the strike, so it was not possible to identify additional high performing teachers.

Sub IR 1.5: Pre-service training in the use of a core package for evidence-based early grade reading instruction improved

A: Develop training modules for the training of IFM professors in the IFM curriculum and the SIRA reading program for early grades

Training modules were developed and used during the March 2019 trainings. They included a stronger emphasis on theory to give IFM professors the research arguments they would need in their classes.

B: Organize training sessions for IFM professors, literacy and psychopedagogy, in the IFM curriculum and the SIRA reading program for early grades

Distributed in four poles, Kita, Sévaré, Ségou and Bamako, 328 participants, of whom 12% were women, (including 321 language/communication and psycho-pedagogy professors, directors and directors of study) enjoyed five days of intense training between February 11-15, 2019. Topics covered included the new IFM curriculum, the MEN's linguistic policy, the Malian orientation law, the reading standards framework and targets and new ways to teach reading-writing, with an emphasis on the balanced literacy and decodable word strategies. The Ministry had asked us specifically to include a little more theory in the module to give the professors some arguments based on recent research. In these five days, professors were up-dated on the latest research regarding reading and literacy acquisition and its impact on instruction. They also became familiar with the strategies and techniques of our balanced literacy approach, which they enjoyed very much. Of the 328 participants, 308 took the pre- and post-tests. On average, there was a 4.2% gain between pre and post-tests (from 10.9 to 15.1 out of a possible 20). Participants from the IFMs of Kayes and Nara had the best results and from Hégire, the lowest. The participants were highly motivated and expressed great appreciation for the training. Many realized how out of sync they were with the latest research and with what was actually happening in early grade classrooms. The training report was included in our quarterly report submitted on April 30th 2019.

IR 2: SERVICE DELIVERY SYSTEMS IN EARLY GRADE READING IMPROVED

Sub IR 2.1: Policies and standards in support of evidence-based reading instruction implemented

One of the project's deliverables, which has been significantly delayed, is the development of a policy of early grade reading. We have in previous reports described the confusion resulting from the MEN's decision to mandate a return to the syllabic method for improving reading within 2 weeks after SIRA had completed its first training of teachers and school directors immediately prior to the opening of the 2017-18 school year. Prior to this year, there was no consensus within the MEN regarding how best to improve the teaching-learning of reading-writing and the climate was not favorable to developing a policy. Since diffusion of the SIRA midline EGRA testing results and the experience and tangible results of nearly 3 years of implementing the approach and strategies introduced by the project, there is a much more favorable climate for policy development. As such, at the September meeting of the MEN SIRA Technical Committee, the Committee approved the idea of developing a policy regarding early grade reading based on SIRA's experience and that of other actors intervening in the sector. However, they suggested that we secure approval from the Minister of Education for this activity. A letter requesting approval to develop this policy was sent to the Minister and SIRA received approval in early October 2019.

Sub IR 2.2: Early grade reading (EGRA) data collection, analysis, and reporting systems improved

2.(Sub IR2.2).B: Train personnel from the selected AEs/CAPs to conduct evaluations using EGRA including sampling, test administration, analysis, report writing, and dissemination; use the results for planning and decision-making at the decentralized level

Last year, SIRA conducted a pilot training of staff from the AEs of Ségou and San and their CAPs in the theoretical foundations of EGRA, sampling, test administration, actual data collection, analysis and report writing. This fiscal year, the training was extended to the remaining eight SIRA AEs and their CAPs in the Koulikoro and Sikasso regions and the District of Bamako. In the interest of sustainability, ten staff from the MEN central level and the AEs of Ségou and San were selected to be trained as trainers for the expansion phase workshops. These 10 staff participated in a first workshop from January 21-22, 2019, where they reviewed the results from the 2018 EGRA in the Segou region and received a refresher training on research design in preparation for the 2019 study. A second workshop followed for these same participants from January 23-24, 2019. This training focused on preparing this group as a national training team to deliver the upcoming 5-day Introduction to EGRA workshop for their colleagues, the first of three trainings to be organized in the expansion phase.

From January 25-29, a first capacity-building workshop was organized in Bamako for 76 staff from the AEs/CAPs of the Sikasso and Koulikoro regions and the District of Bamako. Topics included research design, an orientation to EGRA and its theoretical foundations, and sampling. At the end of the workshop, each region developed research questions, an EGRA work plan and budget, and practiced drawing a sample for the EGRA data collection.

From March 27 to 28, 2019 for 32 enumerators who administered the first set of EGRA sub-tests last year reviewed the EGRA tools, best practices for working in schools and with students, proper data collection procedures, the use of the Tangerine application for data collection and Tangerine programming, and supervision of the data collection processes.

The second workshop in the expansion phase is designed to prepare participants from the AEs/CAPs of the Koulikoro and Sikasso regions and the District of Bamako to carry out EGRA data collection and test administration. As with the first introductory workshop in January, a team of 10 staff from the central level and the Ségou and San AEs were trained as trainers March 29-30, 2019.

In early April, 60 staff from the AEs/CAPs of Koulikoro, Sikasso and the District of Bamako were trained to administer the EGRA sub-tests. The workshop covered best practices for working in schools and with students, proper data collection procedures, the use of the Tangerine application for data collection and Tangerine programming, and supervision of the data collection processes.

Data collection (2nd year of EGRA testing in the Ségou region and first year in the Koulikoro and Sikasso regions and the District of Bamako) took place during the week of April 8-12, 2019. Twenty-six teams visited one school per day to administer the EGRA sub-tests to ten randomly selected 2nd grade students and two observation tools. In total, the groups visited 118 schools and administered EGRA to 1,123 students.

Because of the extension of the school year until July 31, and the organization of others exams in August, the workshop on data analysis and reporting initially planned for August 2019 will be organized next quarter.

Sub IR 2.3: Planning and management of human resources devoted to early grade reading improved

2.(Sub IR2.3).A: Implementation of SIG-FC in remaining AE/CAPs (Phase 2)

Last year an initial pilot phase of the Integrated System for the Management of Inservice Education (SIG/FC) included 5 SIRA AEs (Bamako Rive Gauche, Bamako Rive Droite, Koutilala, Ségou, and Sikasso) and 2 CAPs from each of these AEs.

In order to strengthen the capacities of the IT specialists at the National Directorate of Teacher Education (DNEN), who are responsible for training and technical oversight of the SIG-FC, Ex-L-Tec, the parent company for the software application used for the system, organized a training via teleconferencing from November 12-16, 2018. Participants included the three DNEN IT specialists, the Head of the Division of Inservice Education and the SIRA IT Coordinator.

The National Directorate of Teacher Education, in collaboration with the FORME and SIRA projects, launched the intermediate phase of SIG-FC in March 2019. All remaining 5 SIRA AEs (Bougouni, Dioila, Kati, Koulikoro, and San) and the remaining 46 CAPs were included in this

phase. Staff from the concerned AEs/CAPs (4 per AE and 3 per CAP) were introduced to the system using the GESFIM application loaded onto computers in 6-day training workshops held in Bamako, Ségou, and Koutiala. Topics covered during the trainings included the purpose and objectives of the system; the various commands, tables and interfaces; accessing the system and the procedures manual; consulting the database and generating reports.

Related hardware and software were subsequently installed in each AE and CAP with the exception of the CAPs of Saro, Macina, Torokorobougou, Baco Djicoroni, Sebenikoro, Lafiabougou, Bamako Coura, Kalabankoro. Later in the quarter, the difficulties associated with installation in these CAPs were resolved, and all SIRA CAPs now have the necessary hardware and software.

Mission of SIRA IT Coordinator to Canada for advanced training and completion of configuration of SIG-FC: SIRA's IT Coordinator, Almamy Traoré, was on mission in Canada from June 14-23 for advanced training and to work with the designers of the GESFIM application, the software used for the SIG-FC to finalize the configuration of the system. In particular, consultations centered on the remaining modifications needed, including the capacity to track the intra-school mobility of teachers required by SIRA.

Ex-L-Tec has completed configuration of the system, based on the recommendations from the Ministry and SIRA, including the question of monitoring inter and intra school mobility. The IT specialists at the DNEN, along with the SIRA IT Coordinator, are in the process of verifying that all recommendations and requested changes to the system have been taken into account. The DNEN will submit to Ex-L-Tec, no later than November 4, 2019, the complete list of teachers in grades 1-6, with their registration numbers, and once uploaded into the system, the system should be complete and operational, ready to generate reports.

Sub IR 2.4: Research agenda to support additional improvements in reading instruction implemented

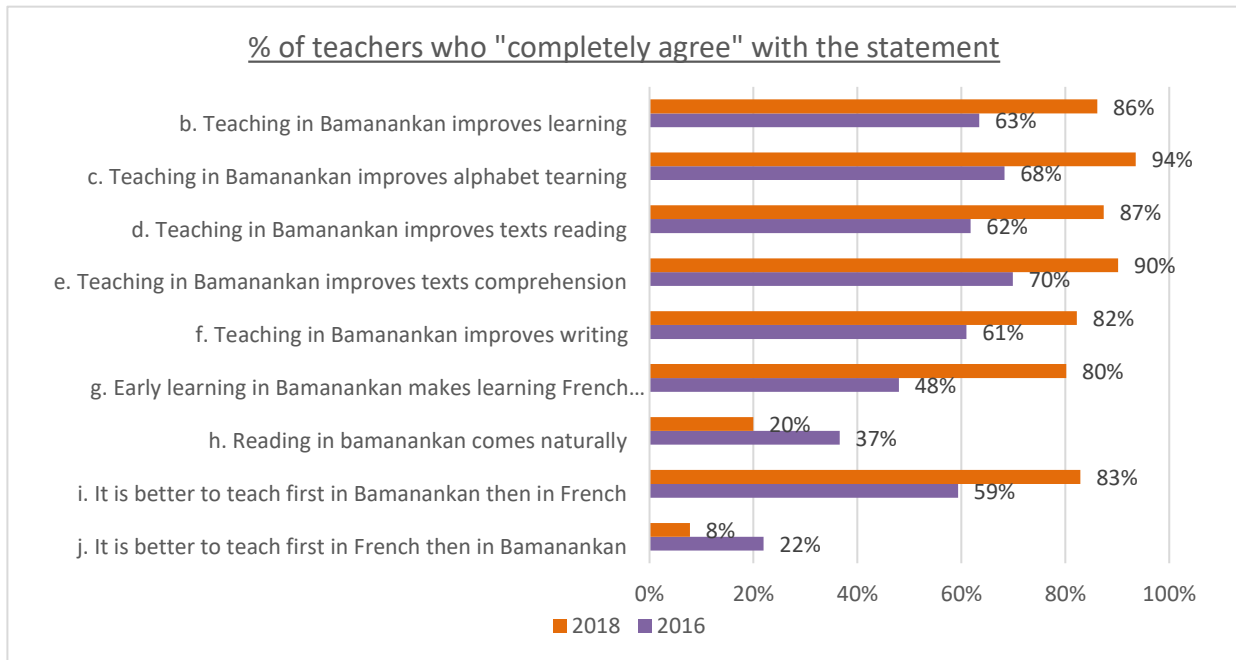
The reports for studies carried out in FY2018 were completed as follows: 1) the midline study on teacher beliefs and practices, 2) the school readiness study (The report was submitted in our quarterly report of April 30, 2019), 3) the sociolinguistic study, 4) the midline gender study (See section 6.1 on gender for summary of results) and 5) the midline Knowledge Attitudes and Practices (KAP) study.

1: the midline study on teacher beliefs and practices

The project's baseline of teachers' beliefs and practices was conducted in May 2016. The purpose of this baseline was to understand the practices and beliefs of key actors in education in the project's targeted zones, in order to inform teacher trainings as well as project interventions in schools. Following the implementation of the project during the first two years, a midline evaluation was conducted in order to assess the project's accomplishments. This midline sought to measure the evolution since the baseline, of teachers' beliefs and practices. To facilitate comparison between the baseline (2016) and midline (2018), the same "teacher questionnaire tool" was used.

Results summary:

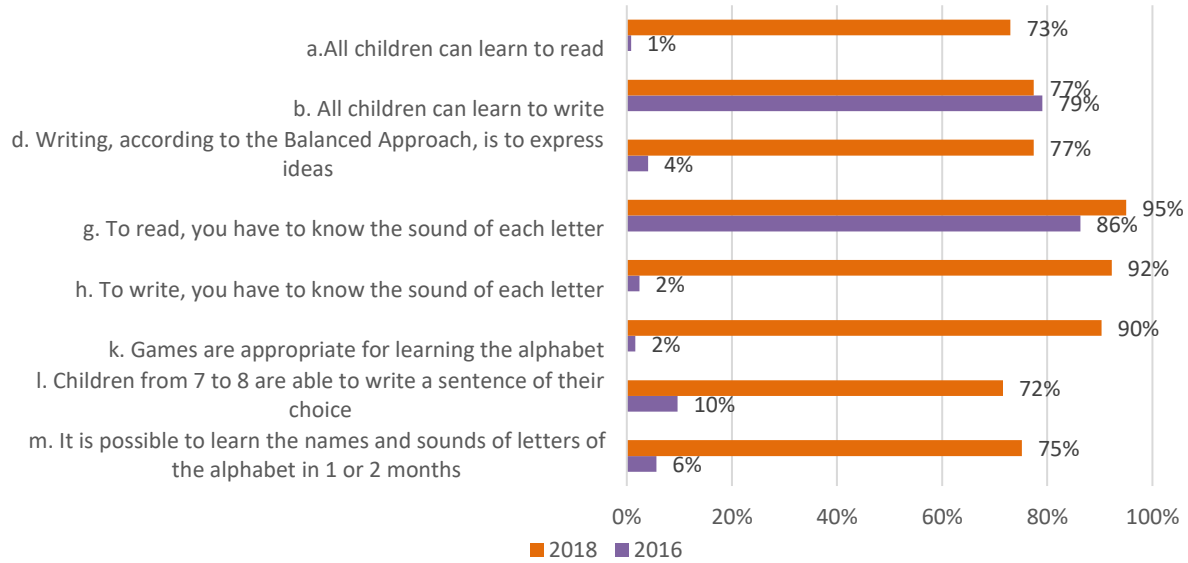
- **Result 1: The adherence of teachers to the use of Bamanankan in early grades has been improved**



Adhesion of teachers to the use of Bamanankan as the language of instruction has been significant since 2016. However, after only 2 years of SIRA, we note a significant increase. It is important to note that there has been a noticeable increase in teacher beliefs about Bamanankan stimulating learning in general, and the learning of the alphabet, reading and comprehension of texts as well as writing, in particular. There was more of a divide in terms of how first learning in ones' own maternal language (Bamanankan) helps one to learn in a second language, in 2016 than in 2018.

- **Result 2: Teachers' knowledge of key pedagogical principles of learning in ones' maternal language (Bamanankan) on reading and writing increased considerably between 2016 and 2018.**

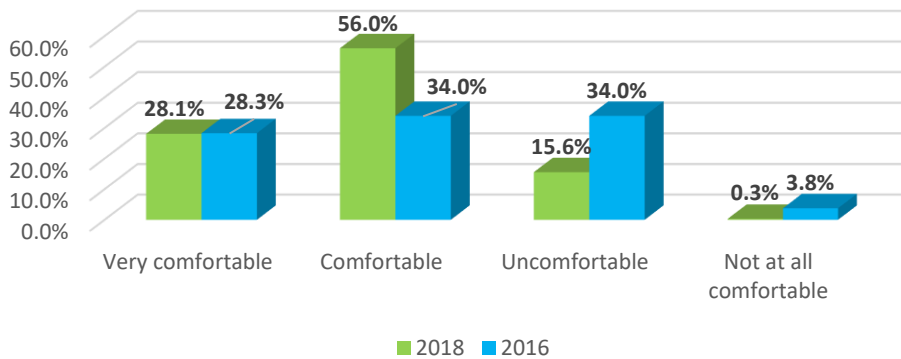
% of teachers who "completely agree" with the statement



The graph above shows that teachers' knowledge of key pedagogical principles of learning in ones' mother tongue (Bamanankan) increased considerably as a result of USAID/Mali SIRA. This improvement confirms that teachers better understand the learning mechanisms of children. They have come to understand that if only conditions are good, each child can learn to read.

- Result 3: Teachers are more confident about teaching reading and writing in Bamanankan

Attitudes towards the language of instruction



Compared to the 2016 results, we notice a greater proportion of teachers who say they are "comfortable" teaching in Bamanankan in 2018. From 34% in 2016, this proportion increased to 56% in 2018. Contrary to 2016, where approximately 4% of teachers said they were not at all comfortable teaching in Bamanakan, in 2018, there are almost no teachers in this category.

A summary PowerPoint is found in Annex 13.14

2: *The School Readiness Study*

The report for this study was finalized in January 2019. The study was designed to answer questions about children's transition into primary school, and the developmental appropriateness of current practices in Malian pre-primary and early primary schools. Save the Children used its International Development and Early Learning Assessment (IDELA) as the instrument for the study. Some of the study findings were that children:

- enter school with diverse skills in literacy and other domains
- display the weakest school readiness skills overall in the Segou and Sikasso regions
- demonstrate weaker skills in phonemic awareness compared to letter identification and letter writing
- have strong skills in the area of oral comprehension
- demonstrate stronger proficiency in drawing than in formal writing.

In addition:

- 1 in 3 children showed either limited or no familiarity with drawing or storybooks.
- There were no significant differences between girls' and boys' school readiness skills.

3: *Sociolinguistic study*

In order to provide the Ministry of National Education with data to inform and facilitate the implementation of its bilingual education policy, the project designed and carried out a socio-linguistic study from July 7th to 28th. Twenty teams composed of SIRA trainers and regional supervisors, representatives for the MEN (DNEF, DNP, DNEN, CPS, DNENFLN, AMALAN) and representatives from the AEs and CAPs. Data was collected in 848 non-SIRA schools in the AEs of San, Sikasso and Koutiala. Approximately 21 schools were not able to be surveyed either they were difficult to access or because of insecurity. A total of 826 school directors and 2,607 teachers were surveyed of whom 57 and 970 respectively, were women.

For the methodology, project teams administered a survey tool to the school directors and all the teachers in each school. They were asked about mother tongue, the language that is best spoken by the teachers, the common language spoken by students, the language that teachers are best able to teach in etc. A focus group was carried out in each school to determine the common language that students speak. In 91% of the time, school directors and teachers' responses correspond to the common language students spoke that was determined by the focus group. Project teams collected the GPS coordinates of the schools which will enable the development of linguistic maps for the MEN. The report is being written and will be submitted next quarter. Below are a few emerging results :

The common language spoken by students: 29,8% of students speak Bambara, which is followed by Miniyanka which is spoken by 24,6% of students, Sénoufo which is spoken by 21,9% and Bomu which is spoken by 20,2% of students. The languages which are least spoken are Samogo at 2,5% of students and Dogon at 0,1%.

The common language spoken by students by AE: In three AEs, four languages (Sénoufo, Miniyanka, Bomu et Bambara) define the bilingual policy in 97% of the schools. In Sikasso, Sénoufo and Bambara

cover 93% of schools. In Koutiala, Miniyanka and Bambara cover 95% of schools and in San, Miniyanka, Bomu and Bambara cover 98% of schools.

The languages that directors and teachers speak the best are Bambara (62%), Bomu (15%), Sénoufo (11%) and Miniyanka (10%). According to AE, however, Bambara is the main language that is best spoken in the AE of Sikasso (75%) and Koutiala (65%). In the AE of San, Bomu is the language (72%) most spoken by teachers and directors. In each of the three AEs, the offer of languages spoken the best, is defined by 2 languages : Bambara and Sénoufo for Sikasso ; Bambara and Miniyanka for Koutiala ; and Bomu and Bambara for San.

The languages in which directors and teachers were trained : The majority (58%) of directors and teachers did not receive any training in national language. Only 32% were trained in Bambara. For Sénoufo, Miniyanka and Bomu, the proportions of directors and teachers who received training in each of these languages does not exceed 5%. The same trends are observed in the AEs.

The languages in which directors and teachers are capable of teaching : The majority (51%) of directors and teachers reported that they can teach in Bambara. Only 10% reported to be able to teach in Bomu and Sénoufo; and 8% are able to teach in Miniyanka. As such, the offer is higher for Bambara. We note the same results in the AEs, with the exception of the AE of San where the majority of teachers said they could teach in Bomu.

The balance between demand (common language spoken by students) and the offer (language that teachers speak the best) is as follows :

Balance between the demand and the offer of national languages spoken					
AE	Demand versus Offer	Sénoufo	Miniyanka	Bomu	Bambara
SAN	Demand	0%	14%	75%	9%
	Offer	0%	4%	72%	21%
KOUTIALA	Demand	0%	74%	5%	21%
	Offer	2%	27%	4%	65%
SIKASSO	Demand	47%	1%	0%	46%
	Offer	19%	2%	1%	75%
Total	Demand	22%	25%	20%	30%
	Offer	11%	10%	15%	62%

It is only in Bambara that we do not see a difference that disfavors demand. The offer always exceeds the demand. The introduction of bilingualism in Bambara will therefore not pose a problem.

For Bomu, slight differences are noted between demand and supply but on the whole, we can conclude that the introduction of a bilingual policy will not pose too much of a problem.

As far as Sénoufo is concerned in the AE of Sikasso, there will be a deficit in the offer of 28%.

For Miniyanka, there will be fewer teachers who speak this language in 10% of schools in San and in 47% of schools in Koutiala.

In conclusion, the analysis of the balance between demand and offer will enable the introduction of strategies that will facilitate the effective introduction of the bilingual policy in non-SIRA schools in the AE of San, Sikasso and Koutiala. Furthermore, the fact that Bambara emerged as the common language that is spoken by students confirms that the decisions that certain CAP took to remove their schools from SIRA, were indeed biased. These results highlight the importance of conducting such a study before replicating SIRA in other regions in Mali.

ToR is attached in Annex 13.12

Summary result of this study is in M&E section and annex 13.13

4) *the midline gender study* (See section 6.1 on gender for summary of results)

5. *Midline Study on Knowledge Attitudes and Practices (KAP)*

The final report on the results of the KAP midline study of parents in SIRA regions knowledge, attitudes and practices (KAP) with respect to early grade reading was completed in April 2019.

The study found that most parents surveyed had a positive view towards their children learning to read in Bamanankan and believed that they could support their children's learning at home. There was also an increase in the percentage of parents who visited their children's school at least once during the year and a generally positive attitude toward the strategies and activities that SIRA was promoting. The final report was included in our third quarterly report submitted on July 30, 2019.

Sub IR 3.3: Community members' and CBO's ability to support and monitor early grade reading improved

A. Conduct mapping of cohort 3 SIRA communities to identify CBOs and community leaders able to lead efforts to support early grade reading

At the start of activities in cohort 3 and following the social negotiations, community mapping (rapid assessment of CBOs and their existing resources) covered 965 villages/ in 133 communes, and 29 groups in the Koulikoro, Sikasso, Segou and Bamako District regions. With regard to school mapping, the study covered 10 Regional Education Offices (AE) and 48 District Education Offices (CAP) of cohort 3. This made it possible to identify the actors and CBOs that were most capable of supporting the project's activities. This also guaranteed ownership and the sustainability of the project's achievements in the learning of children's reading and writing in early grade, as well as analyzing their strengths and weaknesses.

A few of the principal findings were:

- 85% of the municipalities had Education Commissions. However, the vast majority of the commissions were not functional. Few held regular meetings; when decisions are made, it's rarely by a democratic process; there is an absence of a culture of accountability.
- Of the local organizations queried, 40.6% were School Management Committees (CGS), 33.83% were Associations and Women's Groups, 12.8% were Parent Associations and 12.7%, Mother's Associations. Approximately 58% of these organizations were functional, with the level of functioning higher in urban areas than in rural. Nonetheless, very few if any of the organizations had any experience in supporting children's learning to read and write and most needed capacity building in communication strategies, lobbying and other aspects of organizational management.

In an effort to further increase the effectiveness of the community participation component, SIRA carried out its annual review of community participation strategies and tools (school report cards and improvement plans, family-school link booklet, Yelenkene, literacy games, SBCCC) between September 2nd and 6th. The project brought together implementing actors in Bougouni to review and improve upon the various tools. Participants left the work session with an improved package of community participation tools in time for the start of cohort 4.

B. Implement community participation activities in support of reading-writing

The implementation of community participation activities in support of reading-writing is done differently depending on the Cohort. In Cohort 1 and 2 communities, these activities were led by community volunteers with support from the CDAs, while in Cohort 3, they are led by the community facilitator, who works closely with members of school management committees, associations of mothers of students and associations of parents of students. Below is a summary of the activities accomplished this year:

- **Literacy games**

During the year, the project increased the number of literacy games in the SIRA toolkit from 17 to 20 literacy games. The community facilitators and community volunteers organized 133,965 literacy games sessions (35,957 for cohort 2 and 98,008 for cohort 3) which represents an average of 5 sessions per community per month. A total of 3,483,694 participants (771,579 for cohort 2 of whom 472,185 were girls, and 2,712,115 for cohort 3 of whom 1,887,788 are girls) or approximately 26 participants per session per community, took part in these sessions.

- **Parent teacher exchange spaces**

The three implementing partners (Save the Children, OMAES and EDC) helped school management committees, community development agents and community volunteers mobilize parents and their children's teachers to hold information-sharing meetings about promoting reading-writing in early grades. These meetings which facilitate the building of trust between parents and teachers, are one avenue through which SIRA narrows the gap between the school and the home. Discussions focused on the role of parents in monitoring students' reading-writing progress at home, the regularity of teachers' attendance at school, the regularity of students' attendance, community management of

schools. In total 4,902 Parent-Teacher exchange meetings were held, with 124,190 participants, 41% of whom were women.

- **Home visits to discuss the Mansa c̄sirijala family-school link booklet and the SBCC Campaign**

With the aim of helping parents understand their role in accompanying their children as they learn to read and write, and supporting parents to implement guidelines on how to use the family-school link activity booklet with their children at home, community facilitators and community volunteers often accompanied by CGS members, conducted 137,850 home visits this year to support 481,616 parents, 46 % of whom are women.

- **Hold informative meetings with the Mayors and education commissions in the 176 implementing communes**

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 status of implementation of planned activities, results achieved, challenges encountered and proposed solutions. In addition, the project uses this opportunity to remind key actors about their roles and responsibilities in ensuring the project's success. This year a total of 690 meetings were held with Mayors responsible for education and members of the communal education commissions. A total of 3,523 people, 31% of whom were women, participated.

- **Hold informative meetings with AEs and CAPs**

Collaboration with the AEs and CAPs is an important element of the community participation component. This relationship is maintained in the field by the CRPCs who meet at least once a quarter with these technical services through information-sharing sessions on the general progress of the activities, results achieved, difficulties encountered and, in an effort, to find possible solutions. This year, a total of 310 meetings were held involving 3,410 participants, 24 % of whom were women.

C. Identify and train community volunteers to manage Yeelenk̄n̄n̄ and other activities

The project concluded the process of identifying and training 74 community volunteers to manage an additional 74 Yeelenk̄n̄n̄ in new school communities. Between June 10 and 24, 2019, implementing partners trained 352 participants on Yeelenk̄n̄n̄, the management tools needed for the management of the Yeelenk̄n̄n̄, the learning games handbook and the roles of the community volunteers, CRPC, CDA and community facilitators.

D. Implement reading clubs and other out of school activities in support of reading (local community volunteers with support of CBOs, SIRA volunteers and CDAs)

For cohorts 1 and 2: Yeelenk̄n̄n̄ are facilitated and managed by community volunteers and School Management Committees with the support of CDAs twice a week. In communities where community volunteers lack motivation, Yeelenk̄n̄n̄ activities are less frequent. Thus, for 112

Yeelenkɛnɛ, 3,442 facilitation sessions were held. A total of 120,976 children (51% of whom were girls) attended which represents an average of 35 participants per facilitation session.

For cohort 3: The Yeelenkɛnɛ kits (metallic trunk, books, supplies and management tools) arrived in the communities and community volunteers and facilitators conducted their first sessions in the presence of community members.

E. Monitor activities of SIRA community facilitators who train and work with parents and CBOs and who help local community volunteers to lead and organize Yeelenkɛnɛ and reading clubs and other community-led activities to promote reading

Under the coordination of the CRPCs, CDAs conducted visits to monitor the performance of community facilitators. Each month, ADCs met with their community facilitators and CRPCs also conducted monitoring visits. Throughout the year, monitoring visits focused on community mapping and social negotiations, training parents and CBOs, data collection for bɛɛkunko, development of school performance reports and improvement plans, the facilitation of *Yeelenkɛnɛ* activities and learning games from the project toolkit, the correct use of management tools for the *Yeelenkɛnɛ* and the SBCC Campaign.

In addition, in an effort to monitor the implementation of *Yeelenkɛnɛ* and other related community participation activities, the implementing partners participated in a joint monitoring mission between May 21st and 30th to all AEs in Segou, Sikasso and Koulikoro. Fourty-eight out of 112 *Yeelenkɛnɛ* in Bamako were also included. The objectives of the mission were to:

- Verify whether the recommendations from the previous two joint supervision missions on *Yeelenkɛnɛ* were being correctly implemented;
 - Evaluate the extent to which community volunteers were following the recommended facilitation and management techniques;
 - Evaluate the degree of functionality and the attendance of children at the *Yeelenkɛnɛ*;
 - Identify difficulties encountered in the management of *Yeelenkɛnɛ*;
 - Share best practices and lessons learned about the management of *Yeelenkɛnɛ*;
- These various monitoring visits made it possible to assess the progress of activities in the field and to note the strengths and weaknesses.

The teams found that the large majority of *Yeelenkɛnɛ* are being managed well. Where improvements could be made, they recommended in some villages that additional awareness-raising activities be implemented to further motivate community members to more actively support early grade reading, a shelter be built in order to protect the *Yeelenkɛnɛ* and the materials, additional support be given to the community volunteers to facilitate their use of the management tools.

F. Prepare CBOs and community volunteers to continue activities beyond the end of the project

In line with the project's intervention approach, communities through CGSs and community volunteers must ensure continuity of activities after community facilitators leave their communities in which they served. In this regard key information was given to the communities about the project

intervention and especially the presence of the community facilitator in the villages. Thus, in all the partner communities, two (2) selected community volunteers and the school management committee are involved and empowered in the implementation of the activities in order to prepare the transfer of skills to local actors. This enables them to take ownership of the activities and enhance sustainability. This has been implemented in all three cohorts and for cohorts 1 and 2 that have ended specifically, community volunteers are, for the most part, continuing on with SIRA activities in the absence of the community facilitators. Lastly, the training of members of communal education commissions enabled them to develop a sustainability plan. SIRA is working on a strategy to assist communes implement these sustainability plans.

G. Organize each year a one-day workshop (by community development agents, community facilitators and community volunteers) with CGS and other interested community organizations on school report cards and school improvement plans including the monitoring of academic results related to the learning of reading-writing, the actual presence of teachers, and the use of USAID/Mali SIRA material.

The school report cards are a participatory tool which call on community members to actively participate in the management and monitoring of the performance of schools. The CGS lead the process, in collaboration with the school director, grade 1 and 2 teachers, associations of mothers and fathers of students, village leadership, student representatives, the Mayor and pedagogical counselor in charge of education. Generally, two report cards are produced each year (the first one is completed at the end of the first trimester and the second, during the end of the third trimester). This year, school report cards and school improvement plans were developed in all Cohort 2 and 3 school communities. This important community forum provides key actors who play a role in monitoring education in their respective communities, with an opportunity to discuss and develop school improvement plans. This year a total of 3,514 report cards and 5,271 school improvement plans were produced, with the improvement plans completed in March 2019. As always, the process of developing school report cards energized community members and generated significant discussion about the performance of schools and what communities can do done to further improve them.

H. Conduct training of CDA trainers to train community volunteers to collect household reading data (BEEKUNKO)

The project reviewed the evaluation tools in collaboration with the National Directorate of Teacher Education Direction (DNP) in order to implement the evaluation of the 2019 BEEKUNKO in the communities. In addition to the test tools, OMAES also updated the assessment tools (booklet and tests). On the basis of the updated tools, a training of trainers workshop was held in mid-March 2019 at the Ségou Regional Chamber of Trades for CRPCs/ADCs. The ultimate objective of this training is to strengthen the capacities of CDAs, CRPCs, representatives of partner structures so that they are able to provide training for community facilitators, monitoring and evaluation support in their respective areas. This workshop was under the leadership of the Director of the Segou Teaching Academy and led by the Community Participation Specialist with the assistance of the Assistant Training Officer. The workshop brought together 63 CDA's, 13 CRPCs, representatives of implementing partners, the project communication officer, representatives of the CAP and the

Commune of Ségou. In order to achieve its objective, the training observed a methodology that was essentially practice-oriented, namely application exercises, case studies, simulations and practical application in the field. At the end of the five-day workshop, the CRPCs and CDAs were empowered.

	OMAES	EDC	Save the Children	Total
Men	21	23	11	55
%	75,00%	79,31%	55,00%	71,43%
Women	7	6	9	22
%	25,00%	20,69%	45,00%	28,57%
Total	28	29	20	77

I. Identify and train (by CDA's) community facilitators to collect household reading data (BEEKUNKO)

The CF training in the evaluation methodology of the BEEKUNKO took place in the decentralized sessions with each partner in order to provide the CF's with the tools and skills necessary to implement this evaluation. These sessions were facilitated primarily by CDAs under the supervision and support of the CRPCs. This year, the sessions integrated school report cards and improvement plans. A total of 254 community facilitators, of whom approximately 32% were women, participated in these sessions, which alternated between theoretical classroom sessions, simulations and real-life applications in the field. At the end of the sessions, in addition to the training materials, a "Facilitator's Checklist for Implementing the BEEKUNKO Evaluation" tool was provided to each CF. This tool is a guide for conducting the evaluation that outlines the different steps, the collection tools and the instructions to follow at each step.

J. BEEKUNKO data collection in households, data analysis

The data collection period (March to May) for the 2019 household-level data collection took longer than expected because of the teacher strikes, as public schools were closed and school data difficult to come by. A total of 940 school communities and 19,000 households were included in the data collection: a sample of 750 out of the project's 1,125 cohort 3 school communities, in addition to 90 cohort 2 communities, 50 school communities that do not benefit from community participation, and 50 non SIRA school communities. Data entry, analysis and writing of the report have been completed and implementing partners are currently providing feedback on the draft report. While awaiting the final report, below is a sample snapshot of the 2019 evaluation:

REGIONAL EDUCATION OFFICE	Cohort 3		Sample Cohort 2	Excluding CP	Excluding SIRA	Total to be surveyed
	Commune/Schools	sample				
AE de Koulikoro	130	87	10	5	5	107
AE de Kati	204	136	10	5	5	156
AE de Dioïla	112	75	10	5	5	95
AE de Bougouni EDC	144	96	5	3	2	106

AE de Bougouni SCI	93	62	5	2	3	72
AE de Sikasso	31	21	10	5	5	41
AE de Koutiala	41	27	10	5	5	47
AE de San	98	65	10	5	5	85
AE Ségou	227	151	10	5	5	171
Bamako Rive Droite	14	9	5	5	5	24
Bamako Rive Gauche	31	21	5	5	5	36
TOTAL	1125	750	90	50	50	940

K. Prepare and organize, in collaboration with SNGP, training sessions for the Communal education commissions.

In an effort to strengthen the capacity of the communal education commissions, USAID/Mali SIRA and SNGP organized a joint training of trainers on i) how to manage schools in decentralized environments and ii) SIRA's community participation approach. The objective was to equip the technical assistants, the CRPCs, the ADC and representatives of organizations who are involved in school management and the community participation component, to better train the communal education commissions.

In total, approximately 92 sessions were organized for the 329 partner communes, all held by teams of three (3) trainers composed of CDA's and CRPCs.

In addition, the training of the members of the municipal education commissions was carried out. In total, there was a total of 2,246 participants (of whom 1,756 were men and 490 were women) in 329 municipalities.

(See table beginning on the next page for the following three sub-sections)

2.1. PLANNED ACTIVITIES FOR THIS REPORTING PERIOD BY IR AND SUB-IR

2.2. ACHIEVED DURING THIS REPORTING PERIOD

3. ACTIVITIES PLANNED BUT NOT ACHIEVED

No.	2.1. Planned activities for this reporting period by IR and Sub-IR	2.2. ACTIVITIES Achieved during this Reporting Period	3. ACTIVITIES PLANNED BUT NOT ACHIEVED
IR 1: CLASSROOM EARLY GRADE READING INSTRUCTION IMPROVED			
Sub IR 1.1: Student's access to evidence-based, conflict and gender sensitive, early grade reading materials increased			
1.1.1	Verify student enrollment numbers and ensure 1 to 1 ratio for student books; in collaboration with AEs/CAPs, redistribute and adjust as needed	<i>Partially achieved.</i> Student enrollment data was verified and updated. Redistribution began but could not be completed because of the strikes.	
1.1.2	Distribute missing gr 2 pedagogical material as needed	<i>Partially achieved.</i> Distribution, where needed, began but could not be completed because of the strikes.	All gr 2 teacher and student materials will be reprinted in FY 2020 and distributed to all schools by the end of Oct. 2020.
1.1.3	Verify existing stock of gr 1 pedagogical materials and distribute as needed and possible	<i>Partially achieved.</i> Stock was verified. Was insufficient to meet all of the needs.	All gr 1 teacher and student materials were reprinted and distribution to all schools will be complete by the end of Oct. 2019.
1.1.4	Monitor use of the validated gr 1 and 2 core packages; include use of tablets and MP3 players	<i>Partially achieved.</i> During the first trimester of the 2018-19 school year and the June to July period.	Unable to monitor for full year because of the 5-month teacher strikes
1.1.5	Print and distribute replacement copies of the validated gr 1 core package to gr 1 teachers during the teacher training sessions	<i>Achieved for phase 1 (distribution of gr 1 teacher materials).</i> These were distributed as scheduled to all 56 CAPs who distributed to gr 1 teachers during the teacher training sessions in Sept. 2019.	<i>In progress for phase 2 (distribution to individual schools):</i> Student copies of Gafe 1, the gr 1 graduated texts, and writing notebook are in the process of being distributed. Distribution should be complete by the end of Oct. 2019.
1.1.6	Work with the MEN/SIRA Technical Committee, the Directorate of Finance and Material (DFM) and the 10 SIRA AEs/CAPs to plan for budgeting and financing the purchase of core reading packages and replacement kits as needed once the project has ended		<i>Rescheduled for FY 20.</i>

No.	2.1. Planned activities for this reporting period by IR and Sub-IR	2.2. ACTIVITIES Achieved during this Reporting Period	3. ACTIVITIES PLANNED BUT NOT ACHIEVED
Sub IR 1.2: In-service teacher training in evidence-based early grade reading (including formative assessment) improved			
1.2.1	Continue the process of certifying pedagogical counselors (CPs) as trainers/coaches of the early grade reading program introduced by the project	<i>Achieved.</i> All CPs tested on theoretical knowledge; 82% achieved the average score. Of the 329 CPs trained, 78.4% have been certified. For the remainder, we need to complete practical observations.	
1.2.2	Train the trainers from the central (DNEF, DNP and DNEN) and decentralized levels (CPs, DCRF and DEB) in the gr 1 and gr 2 reading program and use of the validated core packages	<i>Achieved.</i> 6-day training of 10 central level trainers, 323 CPs and 46 AE supervisors took place in Aug. 2019 in two waves.	
1.2.3	Train central MEN staff, members of the SIRA technical committee, and new AE/CAP directors and assistant directors on the early grade reading program	<i>Achieved.</i> 63 new AE/CAP directors and assistant directors trained in 3-day workshops in Mar. 2019 along with 13 members of the MEN SIRA Technical Committee. Thirteen staff from the Textbook Division of the National Directorate of Pedagogy were trained in a 3-day workshop in May 2019 and 26 staff from the National Directorate of Teacher Education were trained in a 5-day workshop in Jun. 2019.	

No.	2.1. Planned activities for this reporting period by IR and Sub-IR	2.2. ACTIVITIES Achieved during this Reporting Period	3. ACTIVITIES PLANNED BUT NOT ACHIEVED
1.2.4	Develop teacher training modules to strengthen teachers' competencies in implementing the strategies of the SIRA reading program and in bamanankan transcription (reading and writing exercises); develop additional pedagogical materials (videos, self-study lessons for Bamanankan and on the didactic of reading-writing) for installing on the tablets	<i>Achieved.</i> Modules developed and used during training of gr 1-2 teachers in Sept. 2019. New videos produced and loaded on tablets during training of school directors.	
1.2.5	Train gr I teachers in the gr I reading program, validated core package and nurturing classroom which includes gender-fair practices	<i>Achieved.</i> 4-day training of 3600 gr I teachers at CAP-level in Sept. 2019.	
1.2.6	Train school directors in the SIRA reading program and validated core package along with training in pedagogical leadership and coaching (NB. Includes training on the nurturing classroom which incorporates gender fair practices)	<i>Achieved.</i> 5-day training of 3862 school directors at CAP-level in Sept. 2019.	
1.2.7	Identify and train as possible new school directors	<i>Partially achieved.</i> New school directors identified.	No specific training for new directors had been budgeted. CPs were asked to work with new school directors and train as needed
1.2.7.a.	Train new pedagogical counselors in SIRA reading program, pedagogical leadership and coaching	<i>Achieved.</i> 6-day training of 52 new pedagogical counselors in Jan. 2019.	

No.	2.1. Planned activities for this reporting period by IR and Sub-IR	2.2. ACTIVITIES Achieved during this Reporting Period	3. ACTIVITIES PLANNED BUT NOT ACHIEVED
1.2.8	Train gr 2 teachers in the gr 2 reading program, the validated gr 2 core package, and nurturing classroom which includes gender-fair practices	<i>Achieved.</i> 7-day training of 3824 gr 2 teachers at CAP-level in Sept. 2019.	
1.2.9	Organize training of trainers and trainings for AE/CAP staff on gender, gender-fair activities and gender mainstreaming	<i>Achieved.</i> Training of trainers took place in April 2019 (SIRA trainers and AE supervisors and selected central MEN staff); AE/CAP staff trained in Aug. 2019.	
1.2.10	Monitor gr 1-2 teachers' implementation of the gr 1-2 reading program using the validated gr 1 & 2 core packages	<i>Partially achieved</i> (during the months that school was in session – first trimester and June and July)	Unable to monitor for full year because of the 5-month teacher strikes
1.2.11	Monitor school directors' support to gr 1-2 teachers through the school-based Teacher Learning Communities (Communities d'Apprentissage des Maîtres - CAM)		Given the 5-month period of strikes, very few CAM meetings were held. Most schools take the Oct-Nov months to develop their plans and then implement during the rest of the school year.
1.2.12	Monitor school directors providing an introduction to all teachers of the principles and strategies of the SIRA reading program through CAM meetings		See comment above.
Sub IR 1.3: Teacher coaching and supervision improved			
1.3.1	Update and revalidate the previously used reading supervision, "coaching" and observation tools for use in gr 1-2 SIRA classes	<i>Achieved.</i> Tools updated and CPs and school directors trained during Aug./Sept. 2019 trainings.	

No.	2.1. Planned activities for this reporting period by IR and Sub-IR	2.2. ACTIVITIES Achieved during this Reporting Period	3. ACTIVITIES PLANNED BUT NOT ACHIEVED
1.3.2	Update, as needed (based on feedback and monitoring missions), the modules for training AE supervisors, CPs and school directors on the supervision, "coaching" and observation strategies and tools for gr 1-2 reading classes	<i>Achieved.</i> Data from supervision and monitoring missions used to update training modules.	
1.3.3	Train 40 AE supervisors, approximately 332 CPs and 3958 school directors in use of the supervision, "coaching" and observation strategies and tools for gr 1-2 reading classes	<i>Achieved.</i> Trainings held in Aug. 2019 for 46 AE supervisors and 323 CPs; 3862 school directors trained in Sept. 2019.	
1.3.4	Conduct three joint MEN/SIRA supervision missions and as possible, at least one DAE/DCAP supervision missions	<i>Partially achieved.</i> Only two missions (Nov. 2018 and June 2019) took place, because of the 5-month strike between January and the end of May 2019.	
1.3.5	Monitor school directors' support / coaching of gr 1 and 2 teachers	<i>Partially achieved</i> (during the months that school was in session – first trimester and June and July)	Unable to monitor for full year because of the 5-month teacher strikes
1.3.6	Organize trimester cluster inservice sessions with school directors	<i>Partially achieved.</i> Only two cluster meetings were held (Nov. and Dec. 2018), because of the 5-month strike between Jan. and the end of May 2019.	
1.3.7	Organize three review/planning meetings with AEs/CAPs	<i>Partially achieved.</i> Only one review and planning meeting held (Nov. 2018) due to the 5-month strike between January and the end of May 2019.	
Sub IR 1.4: Appropriate incentives for teachers implementing evidence-based programming provided			
1.4.1.	Consult with the MEN on the incentive plan for teachers who demonstrate mastery in implementing the reading program		Incentive plan not implemented (see comment below)

No.	2.1. Planned activities for this reporting period by IR and Sub-IR	2.2. ACTIVITIES Achieved during this Reporting Period	3. ACTIVITIES PLANNED BUT NOT ACHIEVED
1.4.2	Identify teachers who demonstrate skill in implementing the reading program to reward with incentives		With only 3 months of school between Oct. and Dec., and the two accelerated months in Jun. and Jul., it was not possible to identify teachers or verify the learning gains of their students. In addition, it was not deemed appropriate to honor teachers, when so much time was lost.
1.4.3	Organize one national and multiple CAP-level ceremonies to present the incentives to teachers demonstrating skills		See comment above.
Sub IR 1.5: Pre-service training in the use of a core package for evidence-based early grade reading instruction improved			
1.5.1	Update statistics on professors in all 20 IFMs who teach national languages and reading methodology and personnel responsible for supervising implementation of the curriculum	<i>Achieved.</i> Statistics updated for all language, national language and psycho-pedagogy professors in all 20 IFMs	
1.5.2	Develop training guides and modules for training of IFM professors in the reading program for early grades	<i>Achieved.</i> Training guides and modules developed and used in the trainings.	
1.5.3	Train central MEN and AE staff and concerned IFM professors in 20 IFMs of SIRA regions in the reading program for early grades	<i>Achieved.</i> 321 professors and the directors and study directors of all 20 Mali IFMs trained in 5-day workshops in 4 locations in February	

No.	2.1. Planned activities for this reporting period by IR and Sub-IR	2.2. ACTIVITIES Achieved during this Reporting Period	3. ACTIVITIES PLANNED BUT NOT ACHIEVED
1.5.4	Implement the IFM curriculum on reading methodology and the SIRA reading program and core packages for early grades in the 20 IFMs located in the SIRA regions		No data available on implementation. This will be addressed in FY20.
1.5.5	Monitor implementation of the supplement to the IFM curriculum on reading methodology and the SIRA reading program and core packages for the early grades in the concerned IFMs		No data available on implementation. This will be addressed in FY20.
IR 2: SERVICE DELIVERY SYSTEMS IN EARLY GRADE READING IMPROVED			
Sub IR 2.1: Policies and standards in support of evidence-based reading instruction implemented			
2.1.1	Include orientation on the MEN's policy on girls' education in the training sessions for teachers and school directors in the SIRA regions	<i>Partially achieved.</i> Gr-2 teachers and school directors were trained during the Sept. 2019 sessions.	As the training of gr I teachers was only 4 days, it was not possible to include the gender policy and strategies in the gr I trainings this year.
2.1.2	Establish a multi-actor working group or work with the Quality Commission to draft a policy on early grade reading to include as appropriate formative evaluation and oral assessments	<i>In process.</i> On recommendation from the MEN SIRA Technical Committee after its approval, the project sought and received approval from the Minister of Education to proceed with this activity. The working group will be established during quarter I of FY 20.	
Sub IR 2.2: Early grade reading (EGR) data collection, analysis, and reporting systems improved			
2.2.1	Implement the annual evaluation and reporting system on reading results of students in the early grades in SIRA schools (school report card) in all 10 SIRA AEs	<i>Achieved.</i> CGS, with the support of community facilitators in cohort 3 communities and ADC and community volunteers in cohort 2 communities developed 3514 school report cards and 5271 school improvement plans.	

No.	2.1. Planned activities for this reporting period by IR and Sub-IR	2.2. ACTIVITIES Achieved during this Reporting Period	3. ACTIVITIES PLANNED BUT NOT ACHIEVED
		However the strike impacted the ability of the CGS to actually address issues identified in the improvement plans.	
2.2.2	Train personnel from the selected AEs/CAPs to conduct evaluations using EGRA (Koulikoro and Sikasso regions and District of Bamako added to Segou region)	<i>Achieved.</i> Selected staff from the 8 new AEs of the Koulikoro and Sikasso regions and the District of Bamako trained in Jan. and Apr. 2019. Refresher training of concerned staff from the AEs of San and Segou in March 2019, prior to test administration in Apr.	
2.2.3	Administer EGRA in a sample of schools in all 10 SIRA AEs and selected CAPs based on random selection	<i>Achieved.</i> Tests administered in all 10 AEs during the 2 nd week of April (2 nd year of testing for the San and Segou AEs and 1 st year for the other 8 AEs)	
2.2.4	Analyze and disseminate the EGRA results		Given the extension of the school year through July and test administration (BAC, DEF, etc.) in August, plus preparations for the Oct. school opening during the month of Sept., it was not possible to hold the workshop for training in analysis and report writing before the end of the fiscal year. This training will take place in Oct. 2019.
2.2.5	Compile the results at the AE level to inform planning and decision making		See comment above. Achievement expected during the next quarter following production of the reports
Sub IR 2.3: Planning and management of human resources devoted to early grade reading improved			
2.3.1	Produce and/or update as needed the user's guide for the SIG-FC system	<i>Partially achieved.</i> All aspects updated except final interface. Should be	

No.	2.1. Planned activities for this reporting period by IR and Sub-IR	2.2. ACTIVITIES Achieved during this Reporting Period	3. ACTIVITIES PLANNED BUT NOT ACHIEVED
		available during the first quarter of FY 20.	
2.3.2	Publish an annual report on the status of early grade reading teachers		Not achieved. The system requires that data including identification numbers for all teachers (SIRA and non SIRA - grades 1 to 6) be entered for it to be functional. Expected to be completed during the first quarter of FY 20. Production of reports will be possible after that.
2.3.3	Finalize configuration of the software used for the electronic system (SIG-FC) to track teacher assignments in schools/regions, including intra and inter school, CAP and AE mobility	<i>Achieved.</i> Finalized following the SIRA IT Coordinators mission to Canada to work with the software designers.	
2.3.4	Train staff from the remaining SIRA AE/CAPs (Bougouni, Dioila, Kati, Koulikoro, San) in use of the SIG-FC	<i>Achieved.</i> Staff from the remaining 5 AEs and 46 CAPs trained in 6 day workshops in Mar. and Apr. 2019.	
2.3.5	Install and implement use of the SIG-FC in all remaining SIRA AEs	<i>Achieved.</i> Hardware and software installed in all SIRA AEs/CAPs.	
2.3.6	Monitor use of the SIG-FC in all SIRA AEs including updating data on SIRA trainings	<i>Partially achieved.</i> The AEs/CAPs continue to use the application with data from the simulations carried out during the trainings. Staff check in with the SIRA IT Coordinator and the computer specialists at the DEN when there are problems.	Once the complete data set is loaded into the system, real use and data analysis will be possible (see comment in 2.3.2 above)

No.	2.1. Planned activities for this reporting period by IR and Sub-IR	2.2. ACTIVITIES Achieved during this Reporting Period	3. ACTIVITIES PLANNED BUT NOT ACHIEVED
2.3.7	Establish or collaborate with a multi-actor and stakeholder working group (possibly commission working on question of teachers) to develop or update the policy and application texts regarding teacher assignment and transfer		
2.3.8	Have the MEN validate the new or updated policy on teacher assignment and transfer		
Sub IR 2.4: Research agenda to support additional improvements in reading instruction implemented			
2.4.1	Complete the analyses and report of the results of the midline gender assessment in the education sector	<i>Achieved.</i> The report showed that the gap in access between boys and girls still remains and is more pronounced in rural areas. Some progress in other areas.	
2.4.2	Complete the analyses and report of the results of the study on gr 1-2 teachers reading instructional practices	<i>Achieved.</i> The report showed positive improvements in teachers' beliefs, knowledge and practices re. early grade reading	
2.4.3	Finalize the study on aptitudes and school readiness and disseminate the results	<i>Achieved.</i> Results showed that children enter school with strong skills re. oral comprehension but weaker skills in terms of phonemic awareness.	
2.4.4	Update and validate the terms of reference, the methodology, and tools for the Time on Task study	<i>Achieved.</i> However not the Time on Task Study but the Sociolinguistic Study. See comment in cell to right.	Given the extended strike, in consultation with the MEN SIRA Technical Committee it was decided not to do the Time on Task study this year and to replace it with the Socio-linguistic study.

No.	2.1. Planned activities for this reporting period by IR and Sub-IR	2.2. ACTIVITIES Achieved during this Reporting Period	3. ACTIVITIES PLANNED BUT NOT ACHIEVED
2.4.5	Prepare for (sampling, selection and training of researchers, etc.) and carry out data collection for the study	<i>Achieved.</i> Given the nature of the study, all non-SIRA schools were included in the study rather than a sample. Researchers were trained and data collection carried out in Jul. 2019.	
2.4.6	Analyze data, prepare report and disseminate results of the study	<i>Partially achieved.</i> Data analysis and report writing are completed. Dissemination will take place in quarter I of FY 20.	
IR 3: Parent, community and private support for early grade reading increased			
3.0.1	Consult with the CNPV to identify potential community facilitators (volunteers) for the SIRA regions	<i>Achieved.</i> Consultations held with CNPV on recruitment and training of cohort 4 community facilitators.	
3.0.2	Organize an annual review workshop with the community development agents (CDA) to evaluate their work of supervising the community facilitators and the implementation of community participation activities and make adjustments as needed (Ratio of 1 CDA to 4 community facilitators)	<i>Achieved.</i> 5-day capitalization workshop held Sept. 2-6 2019 for 13 CRPCs and 20 ADCs and 3 community facilitators. In addition 3 communal representatives, 2 AE/CAP representatives and 2 radio representatives participated. The results of this workshop formed the basis for training all 63 ADCs in a 5-day workshop Sept. 16-20 in Kati.	
3.0.3	Identify and recruit cohorts of SIRA youth volunteers (called community facilitators) each year in collaboration with the CNPV (Ratio of 1 volunteer to 5 schools)	<i>Achieved.</i> For cohort 4, 273 SIRA volunteers called community facilitators recruited and 29 reservists in collaboration with the CNPV.	

No.	2.1. Planned activities for this reporting period by IR and Sub-IR	2.2. ACTIVITIES Achieved during this Reporting Period	3. ACTIVITIES PLANNED BUT NOT ACHIEVED
3.0.4	Provide 9 days of training to the project's new cohort of community facilitators (SIRA youth volunteers) on learning to read, ways of supporting schools and communities, including reading clubs, family-school linkage material etc.	<i>Achieved.</i> In early October, EDC provided 9-days training for 108 community facilitators and 15 reservists in Ouelessebougou; OMAES provided 8 days of training for 122 community facilitators and 12 reservists; and Save the Children, 8 days of training for 55 community facilitators and 2 reservists.	
Sub IR 3.1: Parents' understanding and awareness of early grade reading increased			
3.1.1	Complete analyses and report of study on parents' knowledge, attitudes and practices (KAP) regarding reading and disseminate results	<i>Achieved.</i> Report finalized in Apr. 2019.	
3.1.2	Organize activities at the local level to reinforce campaign messages (home visits, general assemblies, broadcasts of radio spots, etc.)	<i>Achieved and ongoing.</i> Cohort 3 FCs and community volunteers and cohort 2 community volunteers organized 283,873 home visits (137,850 related to the family school booklet and 146,023 to the SBCC campaign themes), 19,688 general assemblies and other meetings to reinforce campaign messages. Community volunteers from cohorts 1 and 2 continued activities but less frequently.	
3.1.3	Implement SBCC campaign in all SIRA communities including production/distribution of supports (posters, flyers, notebook with pictures, etc.)	<i>Achieved and ongoing.</i> The SBCC campaign was implemented in all cohort 3 communities. 18,792 posters (A0-40/60cm), 1,764 posters (80/100 cm) and 430,650 flyers were produced and distributed in cohort 3 communities.	

No.	2.1. Planned activities for this reporting period by IR and Sub-IR	2.2. ACTIVITIES Achieved during this Reporting Period	3. ACTIVITIES PLANNED BUT NOT ACHIEVED
		Each FC also has a notebook with pictures (boite à image which s/he uses during home visits and consciousness-raising activities. The community volunteers continued these activities in cohort 2 communities. 23 radio stations broadcast the projects spots at least 3 times a day.	
3.1.4	Use the KAP results and other data (monitoring and research data) to adapt SBCC messages	<i>Achieved.</i> SBCC messages updated during capitalization workshop held in early September 2019.	
3.1.5	Update and record SBCC messages and broadcast on regional and community radio (at least 3 messages broadcast 3 times a day)	<i>Achieved.</i> New SBCC messages recorded and in process of distribution to 23 regional and community radio stations.	
3.1.6	Conduct training of community development agents who will serve as trainers on validated and updated SBCC strategies for expansion phase	<i>Achieved.</i> Training of 13 CRPCs and 63 ADCs on updated SBCC strategies held in September 2019.	
3.1.7	Exchange informally on a regular basis with traditional communicators and/or other communicators (griots, known effective communicators in the community) to discuss reading strategies and their support of SIRA activities	<i>Achieved.</i> 324 meetings held with approximately 2560 traditional communicators in all 10 AEs to enlist their support in transmitting SBCC campaign messages.	
3.1.8	Monitor the evolution of parents knowledge, attitudes and practices	<i>Achieved.</i> In addition to the KAP midline, data collected in collaboration with the SIRA M&E team in July and August 2019.	
Sub IR 3.2: Parents' ability to implement specific strategies to support early grade reading improved			

No.	2.1. Planned activities for this reporting period by IR and Sub-IR	2.2. ACTIVITIES Achieved during this Reporting Period	3. ACTIVITIES PLANNED BUT NOT ACHIEVED
3.2.1	Print family-school link booklet for use by parents with children in grs 1-2 of SIRA schools	<i>Achieved.</i> A total of 49,500 gr 1 and 50,200 gr 2 printed.	
3.2.2	Update as needed and produce training modules and documents for parents on the use of family-school linkage material to support students' learning	<i>Achieved.</i> Modules updated during capitalization workshop in early September 2019.	
3.2.3	Conduct training for parents at the beginning of the school year on the use of i) "How to help your child read" and ii) family-school linkage materials to support children (by organizing meetings with parents from public and community schools)	<i>Achieved.</i> 97,330 cohort 3 parents (or their literate representative) and members of community-based organizations (OCB) from all 10 AEs were trained to use the family-school link booklet.	
3.2.4	Collect data on the use of family-school linkage material and analyze results; adapt family-school linkage material and the training program for scale up	<i>Achieved.</i> Included in data collection on community participation activities carried out in Jul. and Aug. 2019.	
Sub IR 3.3: Community members' and CBO's ability to support and monitor early grade reading improved			
3.3.1	Conduct mapping of SIRA communities to identify CBOs and community leaders able to lead efforts to support early grade reading	<i>Achieved.</i> For cohort 3 school communities, completed in December 2018.	
3.3.2	Conduct social negotiations in cohort 4 communities in preparation for installation of community facilitators		<i>In process.</i> Launched in October 2019. Expected completion by mid-November 2019.
3.3.3	Install the volunteers in their respective sites/villages and conduct census of gr 1 and 2 students and their parents	<i>Achieved.</i> Cohort 3 community facilitators installed by the end of Oct. 2018; census completed in Dec. 2018.	<i>In process.</i> Installation of cohort 4 community facilitators will be completed in Oct. 2019; census by the end of Nov..

No.	2.1. Planned activities for this reporting period by IR and Sub-IR	2.2. ACTIVITIES Achieved during this Reporting Period	3. ACTIVITIES PLANNED BUT NOT ACHIEVED
3.3.4	Implement community participation activities (general assemblies, home visits, teacher-parent dialogues, etc.) in support of reading (community facilitators and volunteers)	<i>Achieved and ongoing.</i> Activities implemented throughout the year by cohort 3 community facilitators assisted by community volunteers. In cohorts 1 and 2, activities carried out less frequently by community volunteers.	
3.3.5	Hold a monthly meeting with the Mayors and education commissions in each intervention commune (cohorts 1, 2, 3 and 4) and with AEs and CAPs	<i>Partially achieved and ongoing.</i> ADCs organized 1637 meetings with cohort 2 and 3 mayors and education commissions in all 10 AEs with the participation of 7889 communal officials including 2240 women.	The goal has been a monthly meeting. However, there is wide variation between the frequency of meetings between AEs, and monthly is probably too ambitious. A quarterly meeting is more realistic.
3.3.6	Identify the cohort 3 communities where Yeelenkɛnɛ will be established, assist the communities to select volunteers to manage the Yelenkɛnɛ.	<i>Achieved.</i> Yeelenkɛnɛ established in 74 cohort 3 communities; communities assisted to identify volunteers to manage Yeelenkɛnɛ according to established criteria.	
3.3.7	Identify and train local community volunteers selected by their community to work with SIRA community facilitators in facilitating reading clubs and other activities	<i>Achieved.</i> 148 cohort 3 community volunteers trained to manage them in 8-day workshop. In addition, nearly 100 cohort 2 community volunteers participated in 5-day refresher training.	
3.3.8	Implement reading clubs and other out of school activities in support of reading (local community volunteers with support of CBOs, SIRA community facilitators and CDAs) including Yelenkɛnɛ where they exist	<i>Achieved and ongoing.</i> In all 10 AEs, 133,965 reading club activities organized involving 3,483,694 children.	

No.	2.1. Planned activities for this reporting period by IR and Sub-IR	2.2. ACTIVITIES Achieved during this Reporting Period	3. ACTIVITIES PLANNED BUT NOT ACHIEVED
3.3.9	Monitor the activities of SIRA community facilitators, local volunteers and CBOs, who facilitate reading clubs and other activities in the community to promote reading including Yelenkɛnɛ where they exist	<i>Achieved and ongoing.</i> CRPC and ADC monitor on a regular basis the activities of the community facilitators and local volunteers in cohort 3 and less frequently in cohort 2.	
3.3.10	Carry out at least two joint supervision missions with all implementing partners of community participation activities in each AE	<i>Achieved.</i> A supervision mission to assess the level of implementation of community participation activities in the AE of Kati, Koulikoro, took place in December 2018 and in Bougouni, Koutiala and Sikasso in January 2019. A supervision mission to determine the degree of functionality of the Yeelenkɛnɛ was carried out May 21-30 reaching a representative sample of 48 cohort 1 and 2 Yeelenkɛnɛ.	
3.3.11	Prepare CBO and local community volunteers to continue activities beyond life of the project	<i>Achieved and ongoing.</i> The community facilitators carry out their activities in close collaboration with the community volunteers. This learning-by-doing training prepares them to carry out these same activities independently, once the community facilitator has completed his/her year of service.	
3.3.12	Deliver recognition certificates to community volunteers from previous cohorts		<i>Rescheduled.</i> Certificates for community volunteers in cohorts 1 and 2 will be given during quarter 1 of FY20.

No.	2.1. Planned activities for this reporting period by IR and Sub-IR	2.2. ACTIVITIES Achieved during this Reporting Period	3. ACTIVITIES PLANNED BUT NOT ACHIEVED
3.3.13	Organize each year a one-day community workshop (facilitated by community development agents, community facilitators and volunteers) to train CGS members and other interested CBOs on the school report card, school improvement plan and monitoring school results on learning to read, including teacher attendance and participation, and the use of SIRA materials	<i>Achieved.</i> However not in this format. The community facilitators work informally throughout the year with the CGS, assisting them in their meetings with parents and the community on the school report card and school improvement plan. The workshop with the CGS is focused on training them to assist parents at home in using the family-school link booklet.	
3.3.14	Monitor school communities' data collection for the school improvement plans and school report card and review at the end of the school year	<i>Achieved and ongoing during the school year.</i> The community facilitators monitor the CGS's data collection activities. Usually specific tasks are divided among several actors who are responsible for gathering information on the elements in the school report card and/or school improvement plan. When the general assembly is held, these actors share the information they have gathered.	
3.3.15	Conduct end of year meetings with parents and interested CBOs to share results of school report card and BEEKUNKO; Identify children who are performing well and document their families' practices	<i>Partially achieved.</i> 3330 end of the year meeting held with cohort 2 and 3 school communities.	<i>Identification rescheduled.</i> So far, we have not collected data on children who are performing well and what family practices were contributing factors. We will incorporate this activity in FY20.

No.	2.1. Planned activities for this reporting period by IR and Sub-IR	2.2. ACTIVITIES Achieved during this Reporting Period	3. ACTIVITIES PLANNED BUT NOT ACHIEVED
3.3.16	Conduct training of community development agents to serve as trainers for community facilitators to carry out BEEKUNKO testing on reading in homes	<i>Achieved.</i> Training of CRPCs and ADCs took place in March 2019.	
3.3.17	Train community facilitators to carry out BEEKUNKO testing on reading in homes	<i>Achieved.</i> Training of 254 community facilitators took place in March 2019.	
3.3.18	Carry out testing on reading with BEEKUNKO and data collection in homes	<i>Achieved.</i> Testing took place in 17,233 households in 897 school communities between late March and early May 2019.	
3.3.19	Prepare modules for training of education commissions from selected SIRA communes in collaboration with SNGP project	<i>Achieved.</i> Modules developed in collaboration with the CADDE and the SNGP project.	
3.3.20	Conduct training of trainer workshops in preparation for training of education commissions	<i>Achieved.</i> Training of trainers (11 CRPC and 60 ADC) in April 2019 with refresher training in June.	
3.3.21	Train members of education commissions from the communes in the SIRA regions in collaboration with SNGP project	<i>Achieved.</i> 2246 participants from 328 communes trained in 4-day workshops during July and early August (282 mayors, 301 secretary generals and 1635 members of education commissions). Also 28 representatives of AEs/CAPs participated.	
Sub IR 3.4: Public-private partnerships to support early grade reading success established			
3.4.1	Finalize and update as needed mapping of potential private sector partners	<i>Achieved.</i> Lists of potential donors updated.	

No.	2.1. Planned activities for this reporting period by IR and Sub-IR	2.2. ACTIVITIES Achieved during this Reporting Period	3. ACTIVITIES PLANNED BUT NOT ACHIEVED
3.4.2	Organize 2 to 3 meetings to present the project and the Yelenkɛɛ (community libraries) to potential private partners	<i>Achieved.</i> Two presentation meetings organized in April and October 2019.	
3.4.3	Maintain contact with and conduct follow-up visits to potential private partners to finance Yelenkɛɛ (community libraries)	<i>Achieved.</i> 32 partnerships established with private sector donors resulting in contributions of 15,000,000 FCFA.	

4. CHALLENGES/DIFFICULTIES ENCOUNTERED (TECHNICAL, MANAGERIAL, FINANCIAL) AND PROPOSED SOLUTIONS

IR1. Pedagogical

Transition to grade 3

Towards the end of the of 2018 year it had become apparent that the Gr. 3 classes were not following in the GR. 1 and 2 teachers' steps. Most Gr. 3 classroom were 100% French and teachers reverted, in a number of cases, to the syllabic manual, considering that students had no knowledge of reading and writing at all, ignoring the learning that had taken place in the first two years. We then created an "after SIRA" plan to implement

- We had developed a tool for directors to give them guidance on training their Gr. 3 teachers to the balanced literacy basic techniques, as well as practical ways to facilitate the transfer from one language to another. This little guide was distributed during the regular training sessions.
- In response, the Basic Education Direction (DNEF) convened a meeting on December 7th, 2018 with the objective to help a small committee develop a training module for level 2 and 3 (Gr. 3 to 6). Before creating material, we suggested to make an inventory of what is available, to plan for training and monitoring, to build a budget of what was needed and to see which financing resources or technical assistance could be gathered.
- Early in January, the DNEF asked us to give them more technical assistance to create follow-up on the December roadmap, the training module and to gather the existing material (MEN, SIRA, ELAN, UNICEF, ...), which we did.

Impact of lengthy teacher strike

The teachers' strike, which paralyzed education in public and community schools for five months finally ended on June 4, 2019. To compensate for time lost, the Ministry of Education prolonged the school year to the end of July, adding full-day sessions on Wednesdays and Thursdays, which are normally half days, and including Saturdays, which is normally a no-school day.

The decision to add half-days on Wednesdays and Thursdays, plus a full day on Saturdays, without additional remuneration of teachers, was not made consensually with the unions, and was being disputed by teachers in many areas. During the joint SIRA/MEN supervision mission in June, teams found that many schools were not functioning. Either teachers were there with little or no students or some students were there with no teachers, or neither teachers nor students were present. The additional two month to make up for five months of schooling is already short, but where schools are not really functioning or where attendance is low (particularly in rural areas such as we found in the AEs of Bougouni, Koulikoro and San), the education of these 1st and 2nd grade students as well as of students in the upper grades is severely compromised. The Ministry chose not to declare the school year null and void (année blanche), which means that likely, whether students have learned something or not, students will be promoted to the next grade level.

IR3. Parent/community Participation

No major challenges encountered

IR3. Parent/community Participation

Difficulties implementing community participation activities

The strike also had an impact on community participation activities. With school out, activities intended to increase family/community collaboration with teachers and the school, such as parent-teacher dialogues, and the implementation of school improvement plans could not be carried out. In addition, it was impossible to collect the full range of data normally collected with the Bεεkunko household testing. On the other hand, in communities where volunteers, both our cohort 3 community facilitators and community volunteers from previous community participation cohorts, facilitated reading games and activities, at least some continuous learning took place.

Reduced community participation activity in Cohort 1 communities

The strategy implemented to date has been to ask each school community to select two local volunteers, who are trained by and accompany the community facilitator in his/her activities throughout the year. These volunteers receive no remuneration for their activities. The assumption was that these volunteers would continue activities in support of reading after the community facilitator leaves. SIRA's community development agents continue to visit, encourage and support communities served by previous cohorts of community facilitators. However, the frequency of activities in many cohort 1 communities has decreased considerably, except where the Yelenkεεε have been installed. The project organized in depth discussions with partners and key stakeholders to reflect on the strategy for sustaining SIRA activities, especially after the departure of the community facilitator.

5. RESILIENCE (NOT APPLICABLE)

6. CROSS-CUTTING ISSUES

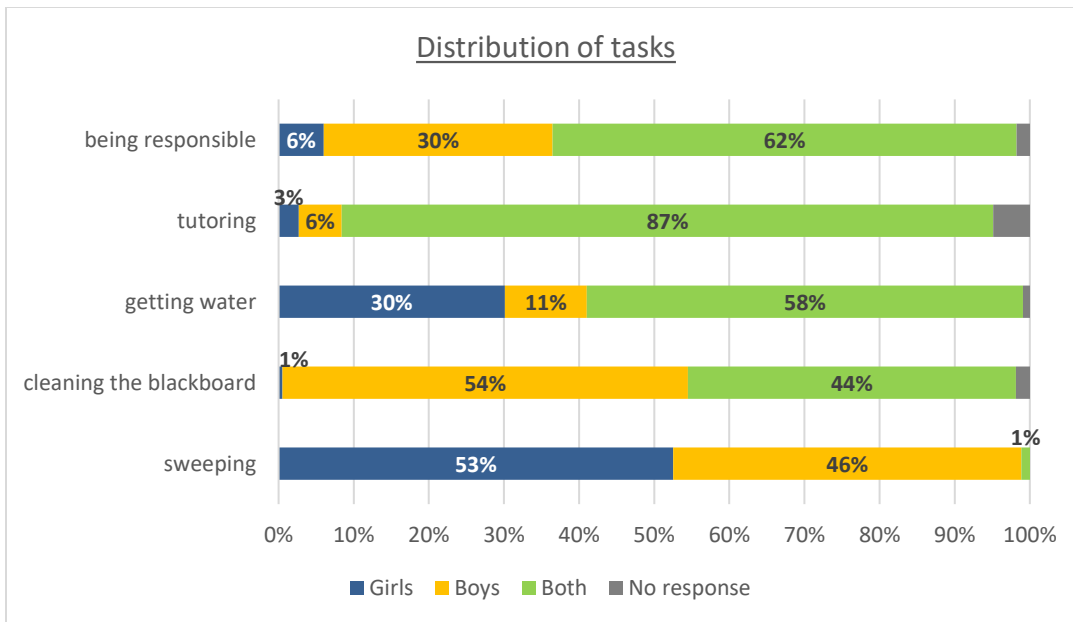
6.1. Gender

The first comparative study on gender was conducted during the first 6 months of the project. The objective was to better understand the gender dynamic as it pertains to basic education, particularly in SIRA's 3 intervention zones. The study sought primarily to identify inequalities between sexes in teaching methods and house helps for schooling, as well as the associated risks linked to gender in terms of learning results and literacy.

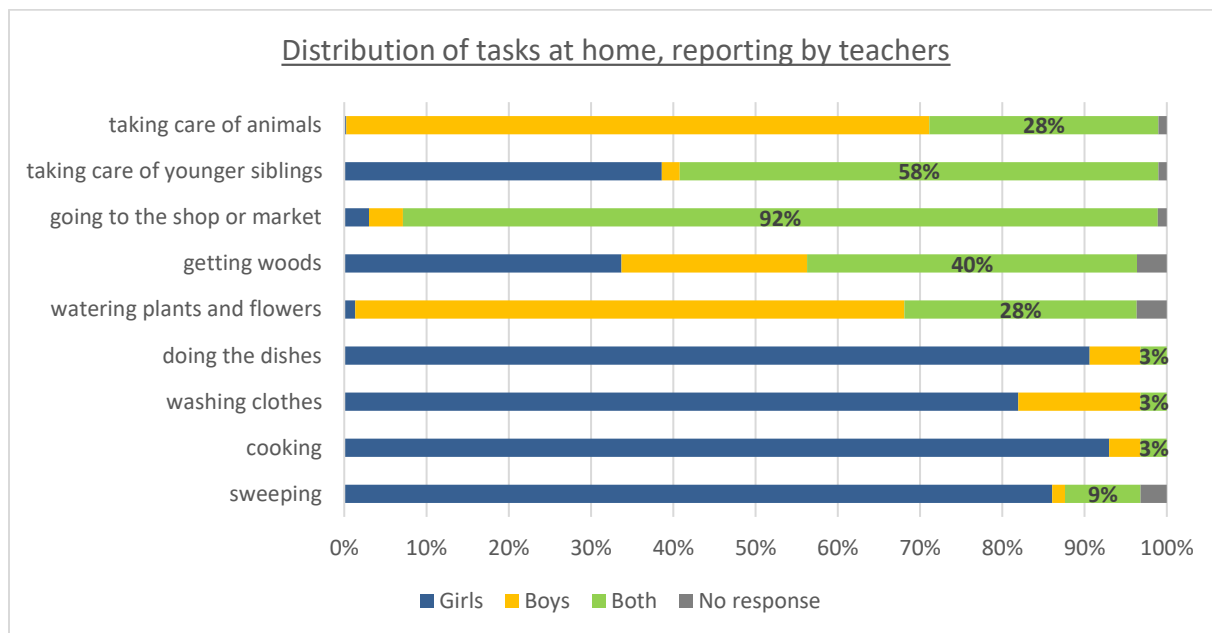
Following the 2016 baseline, data on gender was collected during the project's midterm evaluation in 2018. The same questions were asked so that a comparison of the results could be made between the baseline and midline. The objectives of the 2018 study are therefore same as those in 2016.

Results summary:

- The proportions regarding access to school in 2018 are still in favor of boys however, in community schools and urban areas, there was a slight improvement in 2018 of girls' access to grade 1 when compared to 2016.
- Absenteeism of girls decreased : Between 2016 and 2018, the rate for girls decreased from 21% to 13% whereas the rate for boys remained at 12% for boys.
- According to self reported teachers' responses, 19% as well as 26% of students do not feel safe because of the following : difficult crossings or obstacles on the road (in the case of the students specifically), unsafe classrooms, violence in the area and unfenced schools.
- 6.3% of teachers reported to being victims of violence in schools in 2018 as opposed to 9% in 2016. Whereas women tend to be victims of physical violence, men tend to be victims of verbal violence.
- In 2018, the majority of schools (more than 58%) had equitable distribution of roles and tasks such as « tutoring », « being responsible for the classroom » and « getting water. » However, in schools where the distribution is not equitable, roles and tasks in the classroom do not favor girls : As the following graph shows, roles such as « being responsible for the classroom » and « cleaning the blackboard » are designated as boys' tasks whereas « getting water » « sweeping » are considered girls' tasks.



- Similar to the schools, the distribution of household chores disadvantage girls. The findings are the same whether or not parents are teachers : All household chores are considered girls' chores (doing the dishes, washing clothes, cooking, sweeping, taking care of younger siblings), and boys seem to have fewer household chores (watering plants and flowers and taking care of animals). For almost all parents (92%), an equitable distribution of tasks between girls and boys only exists for « taking children on errands such as going to the shop or market ».



Note : The same trends are noted for parents of students

- This inequitable distribution of tasks which disproportionately disadvantages girls, by putting undue pressure on them for household chores results in them not being given the same opportunities as boys to success at school.

A PowerPoint summary of the results is in annex 13.15

6.2. Youth (N/A)

6.3. Science Technology, Innovations and Research (STIR)

Between September and November 2018, the project distributed MP3 players to each school during the first school director cluster meetings. The MP3 players are used to play the 100 half-hour Bamanankan audio programs to reinforce reading instruction in grade 1 classrooms. In addition, tablets were distributed to schools for the use of the teachers' self study. The tablets are loaded with films showing experienced teachers implementing the balanced literacy strategies. Teachers can borrow the tablets and use for self-study or school directors can use them during Teacher Learning Community (CAM) or other pedagogical sessions. The tablets contain a log file, which will enable the project to accurately monitor the frequency of use and preferred content..

In May 2019, we developed nine new self-training videos on the balanced literacy approach and installed them onto the tablets distributed in 2018 for teachers. School directors brought the tablets to the cascade trainings in September and the SIRA monitoring and evaluation staff uploaded the new content onto the tablets.

6.4. Environmental compliance/Climate Risk Management (N/A)

6.5. Family Planning required reporting (Mexico City) (N/A)

6.6. Private Sector Engagement/Public Private Engagement (PPP)

Throughout this reporting period we continued outreach to seek partnerships with the private sector in support of early grade reading. On October 31, 2018, the project organized its second 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 community libraries (Yeelenkene). The unit cost is 350,000 FCFA per Yeelenkene. Presentations were made regarding the SIRA project overall and the specific goal of funding a greater number of Yelenkene.

To publicly acknowledge companies who had already donated funds and to further motivate new donors to the same, we organized a ceremony that was mediatized on August 2nd at OMAES to officially present Yeelenkene that were branded with the donors' logos, before distributing them to beneficiary communities. This event greatly pleased participants, many of whom have pledged to contribute additional funds.

To date, SIRA has received 15,210,000 FCFA (approximately \$25,000) from the private sector (banks, businesses and foundations) to finance additional Yelenkene. The third PPP fundraising meeting is scheduled for November 2019.

6.7. Sustainability/Local Capacity Development

From the beginning of the SIRA, we have worked in close *collaboration* with the MEN at the central and decentralized levels. Pedagogical counselors at the CAP level from the very beginning of SIRA have been trained and serve as the primary trainers and support personnel for SIRA's interventions at the school level. To ensure that they are well qualified and have the necessary mastery to effectively assist teachers and school directors in applying the strategies introduced by SIRA, we launched a certification process.

The certification process validates their theoretical knowledge, practical mastery of the balanced literacy and decodable word strategies and their facilitation skills. By the end of SIRA, they will have received at least 37 days of training, and to date already 78.4% have been certified. We are confident that they have the necessary skills to continue training and effectively and supporting interventions at the classroom level after the project closes.

In terms of the production of instructional materials, in May 2019 we trained staff of the Textbook Division of the DNP so that they understand the materials produced by SIRA and how they support the balanced literacy/decodable words strategies. We also trained in June staff from the DNEN, so that they would have both theoretical and practical knowledge and competencies as trainers. In addition, there is a core group of 16 central ministry staff from the DNEF, DNP and DNEN, who have been with SIRA since the beginning and who participate in all of our training and supervision missions.

SIRA has also trained all of the AE and CAP directors and assistant directors. The initial group was trained on the SIRA reading program in 2017, and when we realized that about 40% of the initial group had either retired or transferred to other functions, in 2019, we again trained all 63 new AE/CAP directors and assistant directors. This training was highly appreciated and contributed to the directors sense of ownership and buy-in to the SIRA's goals and objectives. As the education leaders in their respective areas, without adequate understanding and knowledge about the SIRA approach and strategies, it would be difficult for them to effectively monitor the work of their staff, whether CPs or AE supervisors, let alone school directors and teachers.

In the community participation domain, the work done with CGS, women's groups and other community organizations regarding monitoring school quality, preparing and implementing a school improvement plan and producing a school report card are activities, which communities are encouraged to continue beyond the one-year direct project intervention by a community facilitator. The communities select two local volunteers who are trained by and accompany the community facilitator in his/her activities. The SIRA community development agents continue to visit communities served by previous cohorts. However, we noted a reduction in the frequency of activities in many communities, except where the Yelenk&e have been installed. SIRA conducted in-depth consultations with CRPCs, ADCs and community volunteers on ways to improve the sustainability of community participation activities in communities after the departure of the community facilitator.

Some of the measures adopted are:

- Increase the involvement of CBOs (CGS, mothers' or women's groups, etc.) in supporting the volunteers;
- Develop a sustainability plan with the CGS before the departure of the community facilitator so that expectations are clear and the means of support have been defined;
- Provide recognition through local appreciation ceremonies and the awarding of certificates;
- Ensure that the community volunteers have visual aids and written guidance on the activities they are expected to carry out.

7. POLICY AND GOVERNANCE SUPPORT

Meeting the needs of gr 3 students:

The Ministry of National Education invited SIRA to an initial meeting that was held on December 11, 2018 at the DNEF to reflect on how balanced literacy could be used in Levels 2 and 3 (Grades 3-6). Following the development of an action plan, SIRA was invited to participate in a second meeting on January 19th. SIRA helped develop a training module for teachers including a guide on the transfer from

mother tongue (L1) to French (L2). The MEN has since trained CPs on this content. Although the SIRA only intervenes in grades 1 and 2, it is encouraging to see that the MEN is soliciting support in order to apply balanced literacy to other grades.

Policy in Early Grade Reading

As already mentioned in the section on activities in IR 2, one of the project's deliverables, which has been significantly delayed, is the development of a policy on early grade reading. We have in previous reports described the confusion resulting from the MEN's decision to mandate a return to the syllabic method for improving reading within 2 weeks after SIRA had completed its first training of teachers and school directors immediately prior to the opening of the 2017-18 school year. From school directors and teachers to parents and CGS members, everyone was asking if the Minister has said we should all be using the syllabic method, why are we implementing the balanced literacy and decodable word strategies. Eventually in October 2017, the SEGAL wrote a letter explaining that SIRA was to continue with balanced literacy in the AEs where the project was scheduled to be implemented. However, the confusion was not so easily dissipated.

Prior to this year, there was little or no consensus within the MEN regarding how best to improve the teaching-learning of reading-writing and the climate was not favorable to developing a policy. Since diffusion of the SIRA midline EGRA testing results and the experience and tangible results of nearly 3 years of implementing the approach and strategies introduced by the activity, there is a much more favorable climate for policy development. As such, at the September meeting of the MEN SIRA Technical Committee, the Committee approved the idea of developing a policy regarding early grade reading based on SIRA's experience and that of other actors intervening in the sector (Elan, Food for Education III, ERSA, etc.). However, they suggested that we secure approval from the Minister of Education to proceed. A letter requesting approval to develop this policy was sent to the Minister and SIRA received approval in mid-October 2019. We will move forward next quarter, constituting a working group composed of MEN actors and partners operating in the education sector.

8. COLLABORATION, PARTNERSHIPS, COMMUNICATIONS/EVENTS

As already described in section 6.1 on sustainability, SIRA's primary implementation partner is the Ministry of National Education. We continue to work closely with the MEN at the central and decentralized levels. In addition to the measures already mentioned in that section, the following mechanisms are in place for formal planning and review:

- The SIRA Technical Committee appointed by the MEN to provide oversight of the project and composed of representatives of the DNEF, DNEN, DNP, CPS and the CADDE meets monthly to review implementation, activities, and plans.
- We organize quarterly meetings with each AE for the review of SIRA implementation and planning activities for the next quarter. The AE Directors and key staff (CDCRF, CDEB, Planning and Communication Officers) and the Directors of each CAP in the AE and their CP SIRA focal point and Orientation counselor) all participate in these 2-day meetings.
- We will hold this year a review of project implementation with the Minister and extended cabinet in November 2019.
- We hold our regular quarterly meeting of the Directors and key staff of the project's implementing partners (OMAES, Save the Children, School to School International and Cowater Sogema).

- Quarterly internal planning meetings are held with all implementing partners including field and Bamako-based SIRA staff (AE pedagogical supervisors, AE statistics staff, Community Participation Regional Coordinators, etc.) to review implementation and plan for the next quarter's activities.

We are collaborating with the FORME project and the DNEN on implementation of the SIG-FC System. We have also been in consultation with UNICEF and the Ministry of Education on strategies to facilitate the transition to grade 3 of SIRA students, so that the progress they have made will not be lost.

We organized the training of staff from 327 communes in the SIRA regions (mayors, secretary generals and members of Education Commissions) in collaboration with the Sub-National Governance Project (SNGP) and the CADDE.

We participated in a 3-day workshop organized by UNESCO on training of trainers for the use of national languages in basic education and professional training.

Beginning this year, we have been invited and participate in the quarterly AE consultation meetings organized by the FORME project on implementation of the Teacher Learning Communities (CAMs).

Communications

This was a highly impressive year for SIRA communications. We developed and disseminated 53 press articles, 28 bi-weekly bulletins and 4 quarterly bulletins. In addition, we:

- produced numerous articles and 15 success stories that were disseminated to partners and stakeholders of the project and published on the net. Several of these were selected and disseminated by USAID Mali and EDC;
- Were featured in January 2019 as UNESCO's IIEP in Paris published an extensive article on the USAID Mali Selective Integrated Reading Activity that included a video on SIRA (<https://learningportal.iiep.unesco.org/fr/blog/usa-id-mali-sira-enseigner-la-lecture-%C3%A9criture-en-langue-nationale>)
- participated in and made a presentation during a 3-day workshop in Bamako organized by UNESCO in collaboration with the Ministry of National Education and the International Organization for Francophonie (OIF)/Dakar January 22-24, 2019;
- Collaborated with the Ministry of National Education and the National Directorate of Non-Formal Education to celebrate the International Mother Language Day on February 21st.
- Participated in a USAID meeting for communication specialists that sought to share best practices. SIRA's communications strategy was highlighted as a solid model to replicate.
- regularly updated the USAID/Mali SIRA Facebook page for the visibility of the project and ensured diffusion in real time of its activities: <https://web.facebook.com/usaidsirisira/>
- finalized production and distributed to partners and other stakeholders the 2018 film of SIRA achievements "SIRA: After Two Years";
- benefitted from extensive media coverage: i) TV- (ORTM and Renouveau TV in French, Bamanankan and English), 8 radio coverages (5 from Tamani studio, Renouveau FM, Klédu and Voice of America) and 6 press articles in public and private newspapers (Essor Indépendant, Combat, Le Challenger, Le Reporter, L'Indicateur du Renouveau), and on the net (Maliweb et Malijet).

9. MONITORING, EVALUATION AND LEARNING

The main activities conducted during this year in addition to supporting 1) the midline study on teachers' beliefs and practices (see IR2) , 2) Sociolinguistic Study (see IR 2) , 3) Gender study (see section on gender), 4) the KAP study, the M&E team i) conducted monitoring of schools by pedagogical counselors ii) conducted data collection of community participation activities, iii) updated schools' database, and iv) completed data collection on the use of tablets by schools.

i) Monitoring of schools by pedagogical counselors.

This year, the data collection of schools monitoring was done effectively only during the first trimester (from December 2018 to February 2019, but extended until April). During the second quarter, a complementary monitoring was organized, right after the end of the perpetual teachers' strikes. CPs were asked to monitor schools that were initially scheduled to be monitored in the first trimester, but not monitored in the end, because of strikes. As per the scheduled sample, 800 schools were to be monitored between mid-June and the end of July 2019. However, as a result of the rains, it was difficult to complete these trips. Additionally, the high rate of absenteeism of students in the rural areas also posed a challenge and negatively affected monitoring visits in many schools. The schools that were effectively monitored are not representative to conduct the usual analyzes.

Below, we describe some of the highlights of the results for the first trimester.

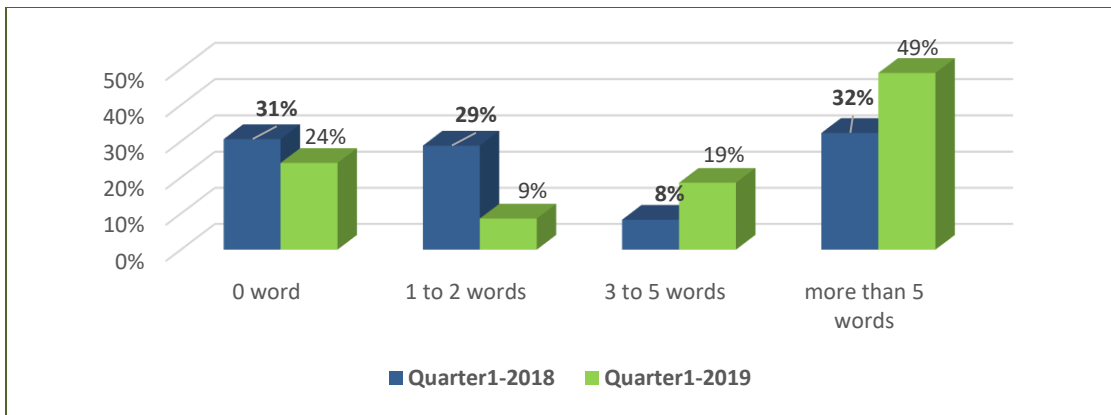
969 classes of grade 1 and 878 classes of grade 2 in 1065 schools were observed out of an expected 1490 (71.5% of the target) and about 9500 students tested (4800 from grade 1 and 4700 from grade 2). There were 49.7% of students that are girls in grade 1 and also in grade 2. Even with the extended data collection from February to April, the target is not reached because of the teachers' strike since January.

On the whole, despite the perpetual teachers' strikes, the results of first and second grade students are positive. In grade 1, students appear to be better able to read words in 2019 than in 2018. Globally and in all the regions except Segou, the proportions of students who read more than 20 letters are higher in 2019 than in 2018. Equally, the proportions of students who read very few words (between 0 and 10 letters) reduced in all regions.

The disaggregated results depending on the students' sex does not reveal significant differences between girls and boys.

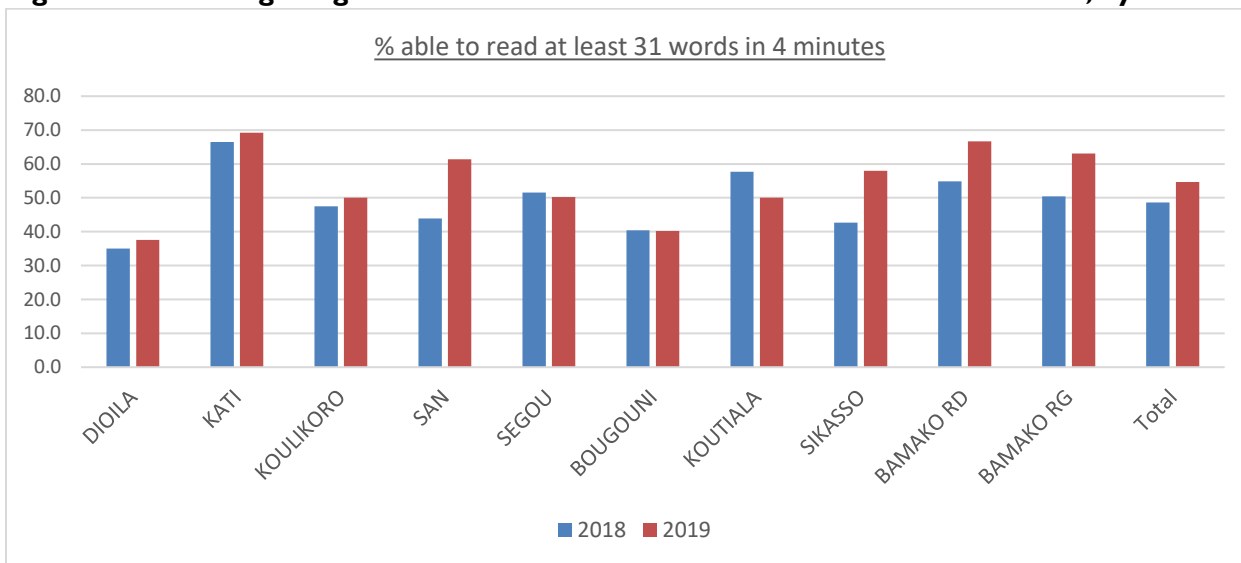
Results for grade 1 students' who were able to read a short text, was equally satisfying. The graph below illustrates the percentages of students with a zero score or who read 1 to 2 words, decreased whereas the percentage of students able to read more than 3 words increased.

Comparison of percentage of grade 1 students on words read between Quarter 1 of 2018 and Quarter 1 of 2019



In grade 2, results for student’s surveyed are also encouraging : a little more than half the students in the first trimester in 2019 are able to read at least 31 familiar words (in 4 minutes). The disaggregated analyses by academy show that proportions of students who read at least 31 familiar words are higher in the first trimester of 2019 than in 2018 in almost all Ae (except Koutiala where the proportion rather decreased, and Bougouni where it was similar).

Figure 2: Percentage of grade 2 students able to read at least 31 familiar words, by AE



Overall, the proportion of girls (56%) who can read at least 31 familiar words is slightly higher than that of boys (54%).

Even if these results appear encouraging, we must take the perpetual teachers’ strikes into account. For example, some students would have forgotten some of what they had learned due to the fact that they could not go to school. The results would have been even better if there had not been long teacher’s strikes.

ii) Data collection of the community participation activities

As part of its annual monitoring community participation activities, the M and E team updated the project’s data collection tools in collaboration with the community participation team.

The following sampling plan was developed:

AE	Number of Schools / Community	Number of CF	Total number of parents to survey	Total number of Schools/Communities by CF to survey
BAMAKO	111	18	1110	111
BOUGOUNI	259	47	2590	259
DIOILA	116	25	1160	116
KATI	216	49	2160	216
KOULIKORO	131	28	1310	131
KOUTIALA	48	8	480	48
SAN	102	21	1020	102
SEGOU	237	47	2370	237
SIKASSO	55	11	550	55
TOTAL	1275	254	12750	1275

All the Cohort 3 school/communities are included in this data collection. A *Community Based Organisation questionnaire* was administered to each school/community. Another questionnaire for parents was administered to a sample of 10 randomly pre-selected parents in each school/community.

Data collection was completed in July and August 2019 by community facilitators (CF) under the supervision of CDAs and CRPCs. Data entry and analysis are ongoing.

iii) Updating schools' database

Following the cascade teacher trainings, the SIRA data base was updated. The updated number of SIRA schools is 3948. The difference of 10 schools when compared to last year is because these schools no longer practice the Balanced Literacy approach. The project will update the number of students next quarter when it carries out its school director cluster meetings that begin in December.

iv) Data collection on the use of tablets by schools

Tablets were distributed to SIRA schools in November and December 2018 during the school director cluster meetings. In order to assess the effectiveness of the use of these tablets almost one year later, between September 1st - 21st, SIRA collected log files from the tablets during the teacher trainings. School directors brought their tablets to the trainings and SIRA staff took the opportunity to update the pedagogical balanced literacy videos that are installed on the tablets that are intended to help teachers self-train.

Below is a summary of the findings :

AE	Log files retrieved	Tablets updated	Faulty tablets	Unavailable tablets	Total number of Tablets
Sikasso	33	175	21	4	200
San	186	301	44	---	345
Koutiala	123	123	19	---	123
Ségou	299	630	34	58	722

Koulikoro	161	347	22	50	419
Kati	231	641	35	---	676
Dioila	179	321	36	7	364
Bougouni	100	585	92	91	768
Bamako	3	348	4	0	348
Total	1315	3513	307	263	3965

As the table shows, the teams faced several challenges:

- Numerous tablets were not working : where possible, the teams reconfigured the tablets to make them functional;
- Some schools did not send their tablets even though they were asked to by the CAPs. The project will be following up with the CAPs to remind them about how tablets should be used and managed;
- Approximately one third (1,315 out of 3,965) of log files were collected: so even for tablets that were functional during the collection, log files were not necessarily available because the Stepping Stone application had been deleted from the tablets. The team is exploring ways to address this issue. The log files collected will be analyzed next quarter.

10. MANAGEMENT/STAFFING

Quarterly Review and Planning Meetings

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

Termination of IEP's subcontract and reorganization of the community participation component

EDC terminated its sub-contract with the Institute for Popular Education (IEP) effective February 28, 2019. IEP was responsible for implementing activities of the project's community participation domain in the AEs of Kati and Koulikoro, under the leadership of OMAES. IEP employed two regional community participation coordinators and sixteen community development agents (CDAs) to support implementation. In addition, EDC recruited, trained and deployed three cohorts of community facilitators (SIRA volunteers) as follows: 18 Cohort 1, 67 Cohort 2, and 77 Cohort 3. Given that we were more than halfway through the project and the strategies and activities in the community participation domain are well established, rather than recruit a new NGO to assume responsibility for implementation in the AEs of Kati and Koulikoro, EDC, in consultation with OMAES, decided to divide IEP's responsibilities between their two organizations. OMAES now assumes responsibility for the AE of Koulikoro and EDC assumes responsibility for the AE of Kati.

In order to assess the effectiveness of IEP's field staff in the Kati and Koulikoro AEs, from December 23 to January 6, OMAES and EDC conducted a mission visiting one cohort 3 and one cohort 2 community of each of the 16 CDAs. As a result, 13 CDAs were rehired by OMAES and EDC along with the Regional Community Participation Coordinators. Three CDAs were released. The current 77 community facilitators remained in service and were transferred to OMAES and EDC.

Changes in Staff/Management

In addition to the changes in staffing regarding the community participation component described above, SIRA welcomed Elisabeth Stephanie Conde, gender specialist. Mamadou Togola was recruited as procurement coordinator and is based in the Bamako office.

Submission of SIRA's realigned budget

As a result of the restructuring of the community participation component and the redistribution of AEs, activities and staff, there was a need to realign the USAID/Mali SIRA budget. EDC submitted a realigned budget to USAID on March 29th. USAID approved the budget which was reflected in Modification # 7 that was signed on July 25, 2019.

Procurement

Procurement of printing and distribution of pedagogical materials

SIRA launched an international request for quotations for the printing and distribution of pedagogical materials that will be used to improve the teaching- learning of reading for grade I students and teachers on April 9, 2019. The materials will be delivered to various destinations which include i) the USAID/Mali SIRA office in Bamako ii) public and community schools across SIRA's intervention areas across the regions of Sikasso, Segou and Koulikoro and the district of Bamako and iii) the 56 CAP locations.

After a thorough review of the seven (7) bids received in response to the RFQ Burda Education submitted the only compliant offer that met all the required criteria listed in the RFQ. On July 9, 2019 Burda was approved to print, ship and distribute the pedagogical materials. Please see below the detailed description of the materials that will be delivered by Burda by October 28, 2019.

Description	Quantity
Lot 1: Student Reader Gafe I	161 300
Lot 2: Big book 1 – Grade I	8115
Big book 2 – Grade I	8115
Big book 3 – Grade I	8115
Big book 4 – Grade I	8115
Teacher's Guide- Grade	8495
Competency Standards	8495
Student Assessment Booklet – Grade I	8495
Alphabet Cards – Grade I Bambara	4135
Lot 3: Leveled texts – Grade I (Nsiiriw ne kelen taw)	161 300
Lot 4: Writing notebooks for Students	313 000

Support of Home Office and International Technical Assistance

This year, technical assistance was received from the following international staff:

Name	Position	Organization	Period
Adwoa Atta-Krah	SIRA Project Director	EDC	October 2018- November 2018
Fred Bunduki	SIRA Home Office Financial Analyst	EDC	October 2018- November 2018
Peter Cooper	Research and Evaluation Specialist,	School-to-School International	November 2018
Kayla Nachtsheim	Lead Trainer and Data Manager	School to School International	November 2018
Dr Mark Lynd Selene Rangel	Lead EGRA Trainer EGRA Trainer	School-to-School International	January 2019
Alice Michelazzi Kayla Nachtsheim	Lead EGRA Trainer EGRA Trainer	School – to School International	March 2019- April 2019
Mark Lynd Lauren MacAskill	Lead EGRA Trainer EGRA Trainer	School-to-School International	August 2018
Suzanne Reier	Technical Advisor	EDC	April 2019
Adwoa Atta-Krah	SIRA Project Director	EDC	April to May 2019
Alice Michelazzi Kayla Nachtsheim	EGRA Consultant EGRA Trainer	School to School International	March to April 2019
Eva Guenther Shilpa Surendran	Project Manager Award Manager	Save the Children	April to May 2019

11. RISK MANAGEMENT AND SECURITY

The security situation in Mali continues to deteriorate with instability, criminality and jihadist attacks, previously confined to the north, now significantly affecting many parts of the central region and even beginning to move further south. The AE of Segou (in particular the CAPs of Niono, Macina, Sarro and parts of Farako) and the AE of Koulikoro (the CAPs of Nara and parts of Banamba) are most affected. Some schools are closed in these areas and many teachers have abandoned their posts. Because of restrictions on the use of motorcycles or pickup vehicles, rented vehicles are used for monitoring visits.

In addition, intercommunity conflicts between the Peulh and Dogon/Bambara ethnic groups are escalating, further complicating the situation in the center.

EDC's Director of Security for all EDC projects in Mali, carefully monitors the situation and provides all projects with regular security updates. He monitors all field missions, checking daily on the teams and ensuring their safety. He periodically reviews and updates our security plans, participates in UN, INSO and OSAC briefings, and conducts periodic trainings for staff on security issues.

12. PLANNED ACTIVITIES/EVENTS FOR NEXT QUARTER

See table in Annex 13.1

13. ANNEXES

- 13.1 *Planned activities for next quarter***
- 13.2 *Financial Information***
- 13.3 *Success Stories***
- 13.4 *PMP***
- 13.5 *Disaggregation of AMEP indicators***
- 13.6 *June's joint pedagogical monitoring***
- 13.7 *Report on training of CP***
- 13.8 *Monitoring report on the training of gr1 teachers***
- 13.9 *Monitoring report on the training of school directors***
- 13.10 *Monitoring report on the training of gr2 teachers***
- 13.11 *Summary result of pedagogical monitoring of first trimester***
- 13.12 *ToR of sociolinguistic study***
- 13.13 *Summary result of Socio-linguistic study***
- 13.14 *Summary of teachers' beliefs and practices study***
- 13.15 *Summary of gender midline study***

N°	ACTIVITIES	2019											
		October				November				December			
		W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3	W4
Result 1 - Classroom early grade reading instruction improved													
1.1	Student's access to evidence-based, conflict and gender sensitive, early grade reading materials increased												
1.1.3	Monitor use of the validated gr 1 core package and the validated gr 2 core package												
	Study on "Classe Bienveillante"												
1.1.7	Print and distribute replacement copies of the validated gr 1 core package to gr 1 teachers during the teacher training sessions												
1.1.8	Print and distribute replacement copies of the validated gr 2 core package to teachers during the gr 2 teacher training sessions												
1.1.9	Work with the MEN/SIRA Technical Team and the financial division to plan for budgeting and financing the purchase of core reading packages and replacement kits as needed												
1.2	In-service teacher training in evidence-based early grade reading (including formative assessment) improved												
1.2.1	Continue the process of certifying pedagogical counselors (CPs) as trainers/coaches of the early grade reading program introduced by the project												
1.2.6	Monitor gr 1 teachers implementation of the gr 1 reading program using the validated gr 1 core package and gr 2 teachers implementation of the gr 2 reading program using the gr 2 provisional validated core package												
1.2.9	Organize training of trainers and trainings for AE/CAP staff on gender-fair activities and gender mainstreaming												
1.2.11	Provide continued support to gr 1-2 teachers through the school-based Teacher Learning Communities (Communautés d'Apprentissage des Maîtres - CAM)												
1.2.12	School directors provide an orientation to all teachers on the SIRA reading program through CAM meetings												
1.3	Teacher coaching and supervision Improved												
1.3.4	Organize trimester cluster inservice sessions with principals and review/planning meetings with AEs/CAPs												
1.4	Appropriate incentives for teachers implementing evidence-based programming provided												

1.4.1	Finalize and validate with the MEN, the incentive plan for teachers who demonstrate skill in implementing the reading program																			
1.4.3	Identify teachers who demonstrate skill in implementing the reading program to reward with incentives																			
1.5	Pre-service training in the use of a core package for evidence-based early grade reading instruction improved																			
1.5.7	Monitor implementation of the supplement to the IFM curriculum on reading methodology and the SIRA reading program and core packages for the early grades in the concerned IFMs																			
Result 2 - Service delivery systems in early grade reading improved																				
2.1	Policies and standards in support of evidence-based reading instruction implemented																			
2.1.2	Establish a multi-actor working group to draft a policy on early grade reading to include as appropriate formative evaluation and oral assessments																			
2.1.3	Revise as needed and organize MEN validation Of the policy on early grade reading																			
2.2	Early grade reading (EGR) data collection, analysis, and reporting systems improved																			
2.2.11	Train personnel from the all AEs/CAPs to conduct evaluations using the EGRA																			
2.2.12	Analyze and disseminate the EGRA results																			
2.3	Planning and management of human resources devoted to early grade reading improved																			
	Finalize the system by ensuring that the recommendations of SIRA are taken into account																			
2.3.2	Produce a user's guide for the system																			
2.3.5	Publish an annual report on the status of early grade reading teachers																			
2.3.6	Finalize the electronic system (SIG-FC) to track teacher assignments in SIRA schools/regions																			
2.3.9	Finalize the electronic system (SIG-FC) to track teacher assignments in SIRA schools/regions																			
	Monitor the use of SIG-FC																			
	Monitor the ufirst use of SIG FC with CAP/AE staff during the update of 2019 training.																			
	Produce teachr's mobility report																			
2.4	Research agenda to support additional improvements in reading instruction implemented																			

13.2 Financial Information

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

Financial Report FY19 - Q4

Task Order Name	Original Total	Revised Total	Obligated Amount to Date	Invoiced to Date (September 2019 Estimate)	Outstanding Commitments	Total Expenditures	Unexpended	Balance of Obligated Amount
Selective Integrated Reading Activity (SIRA)	\$ 50,775,000	\$ 50,238,568	\$ 39,596,143	\$ 32,555,221	\$ 250,158.32	\$ 32,805,379	\$ 6,790,764	\$ 6,790,764

Subrecipient Name	Obligated Amount	Invoiced to Date (September 2019) - Estimate	Balance of Obligated Amount
School-to-School International	1,881,117	1,425,388	455,729
Save the Children Federation	1,926,448	1,350,063	576,385
Institut pour l'Education Populaire	1,468,735	1,431,947	36,788
Oeuvre Malienne d'Aide à l'Enfance du Sahel (OMAES)	4,515,563	2,600,695	1,914,869
CRC Sogema	184,578	115,271	69,307
TOTAL	9,976,442	6,923,364	3,053,078

Projected Expenditures

Prime	FY20 Q1	FY20 Q2
Education Development Center	1,558,105	1,597,225

Projected Expenditures

Subcontractors	FY20 Q1	FY20 Q2
School-to-School International	112,850	66,448
Save the Children Federation	326,645	263,542
Oeuvre Malienne d'Aide à l'Enfance du Sahel (OMAES)	490,203	385,571
CRC Sogema	3,280	30,775

13.3 Success Stories



Bourakèbougou: Parents are committed to regular monitoring of children's reading and writing at home

Through its awareness- raising activities for social behavior change, USAID/Mali SIRA has managed to involve parents in their children's education.



Photo : USAID/Mali SIRA

Mr. Moussa Konaré learning with his children and his neighbors' children

“The Mansa cəsirijala is very useful for our children. The booklet enabled parents to monitor their childrens’ learning after school. This has improved their reading competencies.”

- Mr. Lamine Konaré, President of School management committee

The village of Bourakèbougou is located in the rural town of Dièdouougou Torodo (Kati, Koulikoro). Before USAID/MALI SIRA arrived in this village, parents were only interested in working in the farms. Children were primarily left under the care of their teachers. Students’ academic levels were low because they never received any academic support after school.

It is against this context that in October 2019, USAID/Mali SIRA introduced its Community Participation component as part of its third Cohort. Community Development Agents frequently held awareness raising sessions to emphasize the three themes of the Social Behavior Change Communications Campaign (SBCCC): *the importance of bilingual education in early grades, gender equity between girls and boys in terms of access and retention in school and parental support in children learning to read and write.*

To further help children improve their reading and writing skills, the community volunteers set up a reading space where grade 1 and 2 students would come during the evenings to read. Mrs. Awa Konaré, is delighted: *“Because of SIRA, my children who are in grade 2 can read better than those who are in grade 5 and 6. This is such a source of pride for me!”*

After the parents were trained on the family – school link booklet (Mansa cəsirijala), Mr. Moussa Konaré, who has embraced his role in helping his children learn to read and write explains: *“SIRA made me realize that even though I am illiterate, I can help my children learn.”*

Two to three times a week, M. Konaré visits the school to find out about his children’s academic performance. Almost every night, he does exercises from the Mansa cəsirijala activity booklet with his children. This is one of the reasons why a dozen children from his community joined the “Konaré working group.”

Mr. Konaré’s determination to make a difference has been a source of motivation for many parents who are also striving to help their children learn to read and write. Mr Dounou Konaré, Grade 1 teacher, expresses his satisfaction. *“Before the SIRA intervention, I had a lot of problems with my students because they were not receiving any help at home. Now, parents actually come to school frequently to inquire about their children’s performance- they are more involved in their children’s education.”*

USAID/Mali SIRA, through its Community Participation Component, aims to strengthen the involvement of parents, communities and the private sector in improving the teaching and learning of reading and writing in Bamanankan.

As a result of SIRA, a community establishes a women’s group to monitor children’s education.

Thanks to USAID/Mali SIRA, Kodioungou is one village whereby communities give high priority to the education of children, especially girls.



Photo : USAID/Mali SIRA

Children studying under a mother’s supervision

“With the support of women at the Yeelenkɛnɛ, our children’s skills in reading and writing have improved. Within 2 months, they were able to correctly write the names of people and objects. Enrollment rates have actually increased. In the first year of the project, boys outnumbered girls, but in the second year, the number of boys and girls was equal for the first time since the creation of our school”.

- Mr. Souleymane Sangaré,
Community volunteer –
Kodioungou

In Kodioungou (Garalo - Bougouni), the community had little interest in the education of their children. The involvement of parents went only as far as their children’s school enrollment. Girl’s schooling was perceived as a waste of time, because the mentality was that school prevented them from doing household chores. Ms. Sitan Sangaré, mother explains: *“My life and my daily reality are a result of the fact that I am a woman and I am illiterate.”*

In January 2019, USAID/Mali SIRA introduced the pilot phase of the Community Participation component in the village. Through its awareness-raising activities, changes began to be noticeable: there was more of a gender balance at meetings, people’s view about the position of women in society slowly began to evolve such that women’s voices began to count in decision-making about the education of their children. A group of women got together in support the project’s activities: home visits, mobilization of parents and the community during training sessions, general assemblies and monitoring of children at home etc.

As a result, attitudes in the community towards educating children and especially girls, whose enrollment rates now match those of boys, have changed. Ms. Minata Sangaré, member of the group, praises the initiative: *“SIRA teaches parents techniques they need to help their children learn to read and write, they provide us with the booklets. To be illiterate is to live in the dark. Therefore, I will do everything in my power to not only enroll my children but also ensure that they attend school regularly and do not drop out.”*

The group initiated meetings with parents of children in Grades 1 and 2, and this led to the successful use of parents of the family-school link booklet (mansa cɛsirijala). The group calls for meetings frequently and reviews the extent to which parents have used the booklet: *“I regret that I had to stop my studies. I do not wish the same fate for my children. I will do everything possible to ensure that they can study until the end. We the parents can never thank SIRA enough for the materials and technical skills that they have made available to us for the well- being of our children”.* M. Ali Diakité, father of children adds: *“On the first exam, my child ranked 7th. I was unhappy and thought that the SIRA approach to learning disadvantaged him. I was made aware of the SIRA learning methods and started to help him using the Mansa cɛsirijala. At the next exam, he ranked 2nd. I will continue to support him at home.”*

With the momentum in place to improve children’s learning in the village, parents like Mr. Bakary Diabaté, are committed: *“I wish I went to school. I will do everything to help the children of this village. From now on, my daughters will be kept in school. I will continue to encourage other parents to do so as well. SIRA also made us understand that even if we are illiterate, we can help our children.”*

Because of its level of commitment, Kodioungou was the first village to be chosen for a Yeelenkɛnɛ (community library) in Garalo. Mr. Diabaté Oumou Sangaré, Community Volunteer, is grateful: *“The SIRA trainings helped me master the alphabet. Our Yeelenkɛnɛ worked well as it benefitted from the effective involvement of women for promoted childrens’ participation. The group has tasked 2 members with the responsibility of monitoring children’s enrollment in class and their attendance at the Yeelenkɛnɛ.*

Launched in 2016 for 5 years, USAID/Mali SIRA aims among other things, to increase the involvement of parents, communities and the private sector in improving the teaching and learning of reading and writing in Bamanankan.

Enhance Teachers' Performance to Produce Well-Educated Students with a solid base

With USAID/Mali SIRA's trainings, monitoring visits and distribution of pedagogical materials, the good mastery in Bamanankan of the techniques of the Balanced Literacy and Decodable Words approach applied by teachers positively influenced students' reading-writing.



Traoré Djénéba Sanogo, Grade 2 Koutiala, happy to receive her award with her husband

"I am so proud. It's been 6 years in Grade 1. With USAID/Mali SIRA, I am satisfied with my students' performance. 100% of my students succeeded in reading-writing. I was never able to produce such results with the classical teaching method. USAID/Mali Selective Integrated Reading Activity helps children considerably and it also makes it easier for us as teachers. Comprehension is well assimilated directly. With the classical teaching method, we would have to translate before teaching. Two teachers handled Year II for pupils to move on to the Year III, which is usually a difficult class, and not liked. SIRA gave the level to the students."

In Mali, students' level of learning has always been a major concern for parents, teachers and authorities alike. Assessments of reading skills have revealed great weaknesses. In 2009, with EGRA (Early Grade Reading Assessment), targeting 5,186 students in 6 languages at the end of the Grade 2, 83% to 95% could not read a single word from a class appropriate text. Ms. Pagnon Dao, pedagogical counselor for Bacodjicoroni, laments: "With my 27 years of teaching experience, I know how people are wading in reading-writing." Mr. Tiémoko Dao, Director of *Director of the District Education Office*, Koulikoro, continues: "As a trade unionist, I opposed the curriculum because teachers were poorly trained."

The situation led the Government of Mali and USAID to set up USAID/Mali SIRA in February 2016 to improve reading-writing in Bamanankan in Grades 1 and 2. Ms. Shannon Taylor, Ex- Acting Director of the USAID Mali Education Office, once said, "If future executives are to be competitive and meet the standards of Malian companies, their basic training today is of capital importance."

SIRA has provided 2 series of trainings per year² to more than 12,500 teachers and School Directors in 4,000 schools on the techniques of the Balanced Literacy and Decodable Words approach. In addition, they receive coaching consistently from trained Directors and pedagogical counselors who schedule visits to help strengthen their teaching practices. Mr. Ousmane Koné, Grade 2, Koulikoro: "The techniques we are taught are very effective. They give us guidelines to achieve our goals in order to adequately guide and support our students." A retired teacher and national award winner in teaching in Bamanankan, Mr. Tianzé Coulibaly, is conclusive: "Mother-tongue opens the child's mind to school and increases his/her chances of understanding but we need quality teachers. This is what SIRA is doing with quality training and monitoring."

Therefore, after 2 years of training and distribution of teaching materials to its 3,986 public and community schools, through 56 District Education Offices and 10 Regional Education Office (Koulikoro, Sikasso, Segou and Bamako), the project considered it useful to evaluate the performance of 5,000 teachers in the field.

Following the assessment of teaching practices in reading-writing and students' performance, 100 successful teachers were selected from 40 District Education Offices: 8 from Grade 1, 79 from Grade 2 and 13 from the double division classes. Honoured with awards, the winners felt encouraged. Ms. Yama Dembélé, Grade 2, Koutiala: "With USAID/Mali SIRA, I'm now proud to be a teacher. Through USAID/Mali SIRA; I discovered that letters have sounds. Learning is easy." Ms. Adama Coulibaly, Grade 2, Koulikoro: "I am very pleased. USAID/Mali SIRA is a good project for our education system. Our authorities must continue to support its sound application in the field." Abinou Témé, Minister of National Education, proud of his colleagues, appreciated the project's efforts: "This culture of excellence is one of the essential pillars of the effectiveness of quality education."

Progress is significant: approximately 14% of Grade 2 students meet the Ministry's standards, compared to 3% at the beginning of the project. Mr. Diakaridia Diarra, Grade 2 teacher, admits: "The USAID/Mali SIRA approach is the only solution to reading-writing problems. I like the fact that we first teach the child letters, names and

² During the long holidays and Christmas holidays.

-
- Mme Ouaka Traoré,
Teacher, Grade 2
Koutiala Koko A1

sounds. The child understands everything. I am so proud of my students today." Parents are also satisfied. Mr. Bakary Koné, Sélingué: "My first son did not attend classes that benefited from USAID/Mali trainings. Ali's skill level in Grade 2 under the SIRA approach, is higher than his big brother's in Grade 4. I am amazed." Ms. Mariam Barry, Fadjuila: "Modibo is my 5th child and the only one to attend a "SIRA school." This is the first time one of my children has been able to read and write in the Grade 2. I am very proud of him; and this is because of USAID/Mali SIRA."

N°	Indicators	Disaggregates	Achievements Y2 (2017)		Achievements Y3 (2018)		Achievements Y4 (2019)		Total Results Achieved to Date	Life of Project Targets	Comments & Challenges
			Target	Actual	Target	Actual	Target	Actual			
Activity Goal: Improved early grade (grades 1-2) reading skills in target areas											
1	(Outcome) Percent of learners who demonstrate reading fluency and comprehension of grade level text at the end of grade 2 with USG assistance (Standard ES.1-1). <i>Disaggregation: Sex</i>	Total	N/A	N/A	9.0%	13,7%	N/A	N/A	13,7%	14%	Will be updated at the Endline in 2020
		Female	N/A	N/A		15.4%	N/A	N/A	15.4%		
		Male	N/A	N/A		12.3%	N/A	N/A	12.3%		
2	(Output) Number of learners receiving reading interventions at the primary level (Standard ES.1-5). <i>Disaggregation: Sex</i>	Total	143,990	134,296	236,465	268,969	236,465	260,480	394,776	509,938	The total of 260 480 students do not take account the information of 81 schools that we did not have, because of the long teachers strike.
		Female	64,752	60,393	106,338	122,205		119,330	179,723		
		Male	79,238	73,903	130,127	146,764		141,150	215,053		
3	(Outcome) Average oral reading fluency (correct words per minute) scores among grade 2 students in USAID/Mali's EGR program (SIRA) target schools for bamanankan (Custom). <i>Disaggregation: Sex, education region, school status</i>	Total	N/A	N/A	8	11,7	13		11,7	13	Because of the long teachers strike, the data collected, during he monitoring of SIRA schools at the end of the school year, are not representative for the calculation of this indicator. Targets are not defined for subgroups Female and Male.
		Female	N/A	N/A		12,2			12,2		
		Male	N/A	N/A		11,4			11,4		
Intermediate Result 1: Classroom early grade reading instruction improved											
4	(Outcome) Percent of teachers that achieve a score of "acceptable" or better on a reading instructional index that measures the use of effective EGR teaching practices (Custom). <i>Disaggregation: Education region, grade, sex, school status</i>	Total	55%	61.5%	60%	66,1%	65%	68,3%	68,3%	70%	Each teacher in the sample (N=1194) was observed in two EGR lessons as in 2018, but the sample contains only observations from trimester 1 (December 2018 to February 2019), due to the Teachers' strike. The "acceptable" threshold was set at a score of 70% as in 2018 and 2017.
		Female	-	-		68,2%		68,9%	68,9%		
		Male	-	-		64,4%		67,8%	67,8%		
Sub IR 1.1: Student's access to evidence-based, conflict and gender sensitive, early grade reading materials increased											
5	(Output) Number of primary school classrooms that receive a complete set of essential reading instructional materials with USG assistance (Standard ES 1-11). <i>Disaggregation: N/A.</i>	N/A	2,876	2,949	6,063	5,534	3,187	2,596	11,079	18,500	The number 2 596 in 2019 do not take account of the missing values mentioned for ES 1.5. we planned to proceed a redistribution but the teacher strike did not allow us to do it.
6	(Output) Number of primary or secondary textbooks and other teaching and learning materials (TLM) provided with USG assistance (Standard ES.1-10). <i>Disaggregation: N/A.</i>	N/A	241,584	262,428	500,680	485,751	258,163	301,850	1,050,029	1,526,314	Based on distribution Key.
Sub IR 1.2: In-service teacher training in evidence-based early grade reading (including formative assessment) improved											
7	(Output) Number of primary educators (teachers) who complete professional development activities with USG assistance (Standard ES. 1-6). <i>Disaggregation: Sex</i>	Total	6,063	6,646	6,143	7,576	6,063	7,424	7,576	6,374	
		Female		2,596		3,098		3,040	3,098		
		Male		4,050		4,478		4,384	4,478		
8	(Output) Number of primary school educators who complete professional development activities on implementing evidence-based reading instruction with USG assistance (Standard ES. 1-7)	Total	6,063	6,646	6,143	7,576	6,063	7,424	7,576	6,374	
		Female		2,596		3,098		3,040	3,098		

	USG assistance (Standard ES.1.7). <i>Disaggregation: Sex</i>	Male		4,050		4,478		4,384	4,478		
Sub IR 1.3: Teacher Coaching and Supervision Improved											
9	(Output) Number of education administrators and officials who complete professional development activities with USG assistance (Standard ES.1-12). <i>Disaggregation: Sex</i>	Total	3,432	3,862	3,432	3,688	3,432	5,495	5,495	3,432	In 2019, the project included a training of the "Educational committees". This explain the huge Gap between the target and the achievements.
		Female		471		499		886	886		
		Male		3,391		3,189		4,609	4,609		
10	(Outcome) Percent of pedagogical counselors demonstrating abilities to train teachers in reading and writing instruction (Custom). <i>Disaggregation: Education region, district, Sex</i>	Total	N/A	N/A	65%	70%	70%	78,6%	78,6%	70%	
		Female	N/A	N/A				82%			
		Male	N/A	N/A				78%			
11	(Outcome) Percent of SIRA teachers coached by the school director (Custom). <i>Disaggregation: Education region, grade, school status, urban/rural, Sex</i>		N/A	N/A	60%	-	65%	58%	58%	65%	The value of 58% is obtained based on the SIRA tools completed by the principals and verified by CPs. Beyond that, an additional of 13% of Principals said that they coached teachers without using a tool.
Sub IR 1.4: Appropriate Incentives for Teachers Implementing Evidence-Based Programming Provided											
12	(Output) Number of SIRA teachers receiving appropriate incentives (Custom). <i>Disaggregation: Education region, district, Sex, grade, school status (public/community), rural/urban.</i>	Total	N/A	N/A	80	100	80	0	100	240	Due to the teachers strike, this activity was not carried out.
		Female	N/A	N/A		34		0	34		
		Male	N/A	N/A		66		0	66		
Sub IR 1.5: Pre-Service Training in the Use of a Core Package for Evidence-Based Early Grade Reading Instruction Improved											
13	(Output) Number of college teacher professors trained in reading-writing instruction (Custom). <i>Disaggregation: Sex, education region, IFM, specialty (psycho-pedagogy, language).</i>	Total	0	0	182	0	86	321	321	268	The trainings concerned also the Education regions that are not in SIRA intervention areas
		Female						36	36		
		Male						285	285		
Intermediate Result 2: Service delivery systems in early grade reading improved											
Sub IR 2.1: Policies and Standards in Support of Evidence-Based Reading Instruction Implemented											
14	(Outcome) Number of laws, policies, regulations, or guidelines developed or modified to improve primary grade reading programs or increase equitable access (Custom). <i>Disaggregation: N/A.</i>	N/A	1	1	1	1	1	0	2	4	There are no new policy developed this year, but there are many studies conducted (see indicator 19).
Sub IR 2.1: Policies and Standards in Support of Evidence-Based Reading Instruction Implemented											
15	(Outcome) Number of AEs assessing reading outcomes at the grade two level in the schools in their jurisdiction twice during the life of the project (Custom). <i>Disaggregation: Education region.</i>	Total	N/A	N/A	2	2	8	8	10	8	All the Education Academies carried out the EGRA Assessment. The data are collected, but it remains the analysis and the reporting, which are postponed because of the teachers' strike.

16	(Outcome) Number of schools reporting grade one and two reading results to their communities on an annual basis (Custom). <i>Disaggregation: Education region, urban/rural.</i>		288	322	967	996	967	1,168	2,486	3,187	Data are collected on 1168 out of 1275 schools of the cohort 3. Each school has elaborated their school performance card, which was shared with the community.	
17	(Output) Number of district and regional education officials trained in conducting early grade student assessment (Custom). <i>Disaggregation: Education region, sex, structure (AE/CAP).</i>	Total	N/A	N/A	9	28	45	69	69	45	The trainings concern all the Aes in 2019	
		Female	N/A	N/A		2		4	4			
		Male	N/A	N/A		26		65	65			
Sub IR 2.3: Planning and Management of Human Resources Devoted to Early Grade Reading Improved												
18	(Outcome) Percent of teachers trained in EGR by SIRA and still in Grade 1 or 2 of SIRA-supported schools (Custom). <i>Disaggregation: Education region, district, school type, rural/urban.</i>		N/A	N/A	70%		65%	89%	89%	60%	As SIG-FC tools are not still operational, we elaborated a questionnaire to estimate the teachers mobility : we counted 5347 teachers in SIRA classes (Grades 1 and 2) in 2019 and who received all trainings (2017, 2018, 2019), compared to 6003 teachers in SIRA classes in 2017 (643 data are missing from CAPs Baguineda and Kolondieba).	
Sub IR 2.4: Research Agenda to Support Additional Improvements in Reading Instruction Implemented												
19	(Outcome) Number of research studies conducted by SIRA. (Custom). <i>Disaggregation: N/A</i>	N/A	I	I	I	I	I	4	6	7	Gender assessment (2016 & 2018), KAP (2016 & 2018), EGRA (2018), Teacher practices and beliefs (2016 & 2018), School readiness (2018), Sociolinguistic study (2019). The results of the studies (1)Gender/ (2)Teacher practices/ (3)Sociolinguistic are published in 2019.	
Intermediate Result 3: Parent, community and Private support for early grade reading increased												
Sub-IR 3.1: Parents' Understanding and Awareness about Early Grade Reading Increased												
20	(Outcome) Percent of parents who demonstrate improved understanding and awareness about EGR. (Custom). <i>Disaggregation: Education region, parent sex, rural/urban.</i>	Total	Not yet available			40%	67%	45%	65%	65%	50%	Il s'agit des parents qui ont démontré la connaissance d'au moins 5 éléments sur 6 concernant l'enseignement de la lecture des enfants (avantages de l'enseignement bilingue, aider leurs enfants à apprendre à lire, connaissance des techniques pour apprendre à lire, croyances à propos de l'enseignement bilingue, suivi par les parents à domicile et à l'école).
		Female					64%		63%	63%		
		Male					68%		66%	66%		
Sub-IR 3.2: Parents' Ability to Implement Specific Strategies to Support Early Grade Reading Improved												
21	(Outcome) Percent of parents or caregivers who report using SIRA-provided home-school materials to read to their children or listen to their children read to them at least twice a week. (Custom). <i>Disaggregation: Education region, Sex, school status, rural/urban.</i>	Total	N/A	N/A	50%	64%	55%	70%	70%	60%	Données collectées sur un échantillon représentatif de 11,122 parents. L'utilisation du livret dans le mois de juin n'est pas pris en compte car les écoles commencent à fermer en ce moment.	
		Female	N/A	N/A		65%		70%	70%			
		Male	N/A	N/A		63%		69%	69%			
22	(Output) Number of parent teacher associations (PTAs) or community governance structures engaged in primary or secondary education supported with USG assistance (Standard ES.1-13). <i>Disaggregation: N/A.</i>	N/A	288	322	967	996	967	1,168	2,486	3,187		

Sub-IR 3.2: Parents' Ability to Implement Specific Strategies to Support Early Grade Reading Improved

23	(Outcome) Number of Communities with Community Based Organizations (CBOs) and parent organizations supporting early grade reading (Custom). <i>Disaggregation: Education region, district, urban/rural.</i>	N/A	252	163	846	960	846	1,096	2,219	2,789	La collecte a pu se réaliser sur 1101 communautés. Parmi celles-ci, seules 5 ont des OCB n'ayant pas atteint le minimum des activités à réaliser.
24	(Output) 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 (GNDR-8). <i>Disaggregation: Sex</i>	Total	7,240	6,646	6,063	7,576	6,063	7,424	7,576	6,383	
		Female	2,828	2,596		3,098		3,040	3,098		
		Male	4,412	4,050		4,478		4,384	4,478		
25	(Output) Number of innovations supported through USG assistance (STIR-10). <i>Disaggregation: N/A.</i>	N/A	1	1	2	2	2	2	2	2	The technological innovations used by the project are MP3 players (radios) and tablets.

13.5 Disaggregation of AMEP indicators

Disaggregations of AMEP indicators

INDICATOR 4 : (Outcome) Percent of teachers that achieve a score of “acceptable” or better on a reading instructional index that measures the use of effective EGR teaching practices (Custom).

Disaggregation: Education region, grade, sex, school status (public, community).

Teachers sex	% of teachers with “acceptable” or better score on a reading instructional index
Female	67.8%
Male	68.9%
Total	68.3%

education region	% of teachers with “acceptable” or better score on a reading instructional index
Koulikoro	66.2%
Segou	77.5%
Sikasso	54.3%
Bamako	83.2%
Total	68.3%

Grade	% of teachers with “acceptable” or better score on a reading instructional index
Grade 1	70.8%
Grade 2	65.9%
Total	68.3%

school status	% of teachers with “acceptable” or better score on a reading instructional index
Community	63.0%
Public	69.7%
Total	68.3%

education academy	% of teachers with “acceptable” or better score on a reading instructional index
DIOILA	57.1%
KATI	66.8%
KOULIKORO	72.8%
SAN	84.5%
SEGOU	71.9%
BOUGOUNI	40.6%

KOUTIALA	69.0%
SIKASSO	69.8%
BAMAKO RIVE DROITE	86.7%
BAMAKO RIVE GAUCHE	81.1%
Total	68.3%

INDICATOR 10 : (Outcome) Percent of pedagogical counselors demonstrating abilities to train teachers in reading and writing instruction (Custom).

Disaggregation: Education region, district, Sex.

Sex	% of CPs demonstrating abilities to train teachers in EGR
Female	82%
Male	78%
Total	78,6%

education region	% of CPs demonstrating abilities to train teachers in EGR
SEGOU	90.9%
SAN	70.0%
SIKASSO	71.9%
KOUTIALA	75.0%
BOUGOUNI	107.9%
KATI	90.5%
KOULIKORO	100.0%
DIOILA	90.9%
BAMAKO RG	46.9%
BAMAKO RD	22.2%
Total	78,6%

INDICATOR 13 : (Output) Number of college teacher professors trained in reading-writing instruction (Custom).

Disaggregation: Sex, education region, IFM, specialty (psycho-pedagogy, language).

Teachers professors sex	Number of college teacher professors trained in reading-writing instruction
Female	36
Male	285
Total	321

education region	Number of college teacher professors trained in reading-writing instruction
BAMAKO RIVE GAUCHE	48
BOUGOUNI	20
GAO	13
KATI	32
KAYES	13
KIDAL	8
KITA	20
KOULIKORO	11
KOUTIALA	18
MOPTI	29
NIORO	13
SAN	15
SEGOU	27
SIKASSO	27
TOMBOUCTOU	27
Total	321

IFM	Number of college teacher professors trained in reading-writing instruction
EFEP	27
HEGIRE-TOMBOUCTOU	14
IFM BOUGOUNI	20
IFM KOUTIALA	18
IFM NIONO	15
IFM SEGOU	12
IFM SIKASSO	27
IFM-AGUEL HOC	8
IFM-DIRE	13
IFM-GAO	13
IFM-KANGABA	14
IFM-KATI	18
IFM-KAYES	13
IFM-KITA	20
IFM-KORO	13
IFM-NARA	11
IFM-NIORO	13
IFM-SEVARE	16

IFM-TOMINIAN	15
JNB	21
Total	321

Specialty	Number of college teacher professors trained in reading-writing instruction
Prof. Psycho-Pédagogie	157
Prof. de Lettres	115
Chargé de Langue nationale	3
Prof. Histoire-Geographie	1
Prof. Philosophie	1
Autres (DG, DE, SG, Surveillants)	44
Total	321

INDICATOR 17 : (Output) Number of district and regional education officials trained in conducting early grade student assessment (Custom).

Disaggregation: Education region, sex, structure (AE/CAP).

Sex	District and regional education officials trained in EGRA	
	Number	%
Female	4	5.8%
Male	65	94.2%
Total	69	100.0%

Education region	District and regional education officials trained in EGRA	
	Number	%
BAMAKO RD	8	11.6%
BAMAKO RG	13	18.8%
BOUGOUNI	7	10.1%
DIOILA	5	7.2%
KATI	9	13.0%
KOULIKORO	7	10.1%
KOUTIALA	6	8.7%
SAN	3	4.3%
SEGOU	3	4.3%

SIKASSO	8	11.6%
Total	69	100.0%

Structure	District and regional education officials trained in EGRA	
	Number	%
CAP	48	69.6%
AE	21	30.4%
Total	69	100.0%

INDICATOR 20 : (Outcome) Percent of parents who demonstrate improved understanding and awareness about EGR. (Custom).

Disaggregation: Education region, parent sex, rural/urban.

Sex	% of parents or caregivers who demonstrate improved understanding and awareness about EGR
Female	63%
Male	66%
Total	65%

education region	% of parents or caregivers who demonstrate improved understanding and awareness about EGR
DIOILA	67%
KATI	46%
KOULIKORO	58%
SAN	78%
SEGOU	68%
BOUGOUNI	71%
KOUTIALA	56%
SIKASSO	73%
BAMAKO RIVE DROITE	86%
BAMAKO RIVE GAUCHE	83%
Total	65%

INDICATOR 21 : (Outcome) Percent of parents or caregivers who report using SIRA-provided home-school materials to read to their children or listen to their children read to them at least twice a week. (Custom).

Disaggregation: Education region, Sex, school status (public, community), rural/urban

Sex	% of parents or caregivers who report using SIRA-provided home-school materials
Female	70%
Male	69%
Total	70%

education region	% of parents or caregivers who report using SIRA-provided home-school materials
DIOILA	64%
KATI	69%
KOULIKORO	59%
SAN	86%
SEGOU	83%
BOUGOUNI	58%
KOUTIALA	68%
SIKASSO	56%
BAMAKO RIVE DROITE	95%
BAMAKO RIVE GAUCHE	82%
Total	70%

INDICATOR 23 : (Outcome) Number of Communities with Community Based Organizations (CBOs) and parent organizations supporting early grade reading (Custom).

Disaggregation: Education region, district, urban/rural.

education region	Number of Communities with CBOs supporting EGR
DIOILA	110
KATI	187
KOULIKORO	129
SAN	98

SEGOU	222
BOUGOUNI	214
KOUTIALA	40
SIKASSO	49
BAMAKO RIVE DROITE	13
BAMAKO RIVE GAUCHE	34
Total	1096

district	Number of Communities with CBOs supporting EGR
BELEKO	12
DIOILA	67
FANA	31
BAGUINEDA	42
KALABANCORO	19
KANGABA	32
KATI	52
OUELESSEBOUGOU	35
SANGAREBOUGOU	7
BANAMBA	21
KOLOKANI	23
KOULIKORO	61
NARA	15
NOSSOMBOUGOU	9
BLA	33
KIMPARARANA	15
SAN	35
TOMINIAN	9
YANGASO	6
BARAOUELI	28
FARAKO	7
MACINA	39
MARKALA	20
NIONO	77
SARRO	25
SEGOU	26
BOUGOUNI	65
GARALO	20
KOLON DIEBA	36

KOUMANTOU	36
YANFOLILA	57
KOUTIALA	12
M'PESSOBA	23
ZANGASO	5
KIGNAN	16
KLELA	7
NIENA	21
SIKASSO	5
BACODJICORONI	2
BANANKABOUGOU	3
KALABANCOURA	1
SENOU	1
SOGONIKO	3
TOROKOROBOUGOU	3
BAMAKOCOURA	4
BANCONI	4
BOZOLA	3
CENTRECOMMERCIAL	8
DJELIBOUGOU	5
HIPPODROME	4
LAFIABOUGOU	3
SEBENIKORO	3
Total	1096

13.6 June's joint pedagogical monitoring



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RAPPORT DE SYNTHÈSE DE LA SUPERVISION CONJOINTE DES ENSEIGNANTS DES ÉCOLES SIRA

Jun 2019

I. INTRODUCTION

Du 09 au 28 juin 2019, s'est effectuée dans des écoles des AE de Koulikoro, Kati, Dioila, Ségou, San, Bougouni et du District de Bamako, une mission conjointe SIRA/MEN de suivi-appui aux enseignants de 1^{ère} et 2^{ème} Années à l'Approche équilibrée et aux Mots décodables. Ces missions ont été menées par 14 équipes dans les AE de l'intérieur pendant 2 semaines en raison de 2 classes par jour soit 140 écoles (dont 124 vues) et 280 classes prévues et 248 observées soit 88,57%. Au niveau du District de Bamako 12 équipes ont été mobilisées pendant une semaine avec le même nombre de classes à suivre par jour soit 60 écoles (dont 54,5 vues) et 120 classes prévues dont 109 observées soit 90,83%.

Les écoles visitées permettent de faire ressortir que l'absentéisme est très élevé dans les AE de Bougouni (1A et 2A), San (1A et 2A) et Koulikoro (2A).

Dans les autres AE, l'absentéisme ne semble pas important : surtout à Ségou et à Bamako, où il n'y a presque pas d'absentéisme (pour les détails voir tableau estimatif de l'absentéisme dans la rubrique points à améliorer P4 et 5).

Organisée et financée par le Projet USAID/Mali-SIRA, elle visait à suivre et appuyer dans chacune des écoles visitées sur les pratiques pédagogiques des enseignants des classes concernées en lecture-écriture. Le but étant d'apprécier le degré de maîtrise des techniques de l'Approche Equilibrée, des Mots Décodables et d'apporter au besoin des appui-conseils nécessaires.

Une fois dans le CAP sur le plan administratif, l'équipe s'entretient d'abord avec la (le) DCAP afin de lui expliquer l'objet de la mission avant de se diriger vers les écoles cibles. Au niveau des écoles, chaque Directeur est édifié sur les modalités du travail avant qu'il ne conduise l'équipe dans les classes désignées pour deux séances d'observation de classe (nouvelles de classe (NC) et en (mots décodables (MD) pour les classes de 1^{ère} année et lecture guidée (LG) et en écriture guidée (EG) pour les classes de 2^{ème} année).

A la fin des observations des échanges et/ou des démonstrations allant dans le sens de l'appui/conseil ont lieu entre la supervision et l'enseignant en présence du directeur d'école.

Les équipes ont aussi testé le niveau d'acquisition des élèves de 1^{ère} et 2^{ème} années à travers l'écriture inventée sur respectivement les mots « Paseli » « tulonkeyɔɔ ».

II. OBJECTIFS

2.1. Objectif général

Appuyer la mise en œuvre de l'approche équilibrée et des mots décodables dans les classes de 1^{ère} et 2^{ème} année des écoles échantillons du projet USAID /Mali SIRA.

2.1. Objectifs spécifiques

- Observer les animations des enseignants sur les techniques de l'approche équilibrée, des mots décodables et de l'EIA ;
- Constaté la mise en œuvre des activités de la Communauté d'Apprentissage (CA) des maîtres ;
- Formuler des recommandations pour une meilleure mise en œuvre de SIRA dans les écoles ;
- Identifier les enseignants performants.

III. CONSTATS

Chaque équipe de suivi devait relever les constats observés en terme de points forts et de points à améliorer. La synthèse des différents rapports a fait ressortir une large gamme de constats.

3.1. Points forts

- La bonne application de l'approche équilibrée dans les écoles visitées
- La maîtrise des techniques observées par beaucoup d'enseignants
- La présence effective des enseignants dans les écoles
- La disponibilité et l'utilisation du matériel SIRA dans les écoles visitées
- Le développement des compétences des apprenants et leur autonomisation
- La poursuite de la mise en œuvre de l'approche équilibrée et des mots décodables dans les pratiques de classe des enseignants malgré la longue grève des enseignants ;
- L'enthousiasme manifesté par les enseignants par rapport aux appuis-conseils qu'ils ont tiré de la mission ;
- L'implication de tous les acteurs dans la mobilisation des élèves à savoir les DCAP, les CGS et les enseignants ce qui a contribué considérablement à la réussite de la mission et à l'atteinte de ses objectifs ;
- Le souci constant des enseignants de se parfaire davantage afin d'être parmi les enseignants performants de cette année et honorer leur école et leur CAP.
- Le nombre élevé d'enfants surtout en 2^{ème}A qui connaissent l'alphabet dans sa totalité et qui savent lire et écrire;
- L'implication des services déconcentrés (CAP, AE) pour la réussite de la mission ;
- Les enseignants tenant les classes ont de manière générale tous été formés à l'approche équilibrée et aux mots décodables ;
- La fonctionnalité de la communauté d'apprentissage dans beaucoup d'écoles suivies ;
- La bonne fréquentation dans les écoles de Tousseguela, Kocouna Bilaba et Niakourazana, contrairement à d'autres écoles où les enseignants sont assis devant la direction et les enfants en train de jouer dans la cour (AE de Bougouni).

- L'engagement de certains parents de laisser les enfants suivre les cours jusqu'à la fermeture officielle (AE Dioila) ;
- La grande mobilisation des CGS pendant le passage de l'équipe de supervision dans les différentes écoles visitées (AE Dioila);
- L'accompagnement des DCAP pour la réussite de la mission de supervision (AE Dioila) ;
- Le suivi-appui régulier de certains directeurs à leurs adjoints (cas de de Folomana (AE Ségou) ;
- La réalisation de quelques séances de CA des maîtres dans certaines grappes (AE Dioila);
- Les simulations et conseils à l'endroit des enseignants observés tout au long de la supervision ;
- Les fiches de rattrapage proposées par le projet SIRA ont été distribuées et expliquées dans les écoles visitées ;
- Les tablettes sont dans la plupart des écoles, en bon état et bien utilisées selon les déclarations des enseignants ;
- Les enseignants des écoles communautaires de Sirablo, Bouloukou, Fiah et l'enseignante de la 2^{ème} A de Mpiébougou Torodo n'ont pas observé les grèves (AE de Ségou)
- Suivi de proximité des DE avec les grappes avant la grève (AE Kati) ;
- La présence plus marquée des enseignants et des élèves dans les écoles visitées contrairement aux zones rurales vues les semaines précédentes (les AE Bamako, une équipe a relevé que sur **543** élèves attendus, la mission a eu à tester **495** élèves soit 91%).
- A Sikoro « E » les élèves de la 1^{ère} année étirent bien un mot et écrivent eux-mêmes les nouvelles au tableau (AE RG).

3.2. Points à améliorer

- La présence partielle des élèves dans les classes SIRA, les autres sont fermées (Bougouni) ;
- L'irrégularité du suivi-appui des enseignants par les DE ;
- Le non-respect du ratio livre/élève dans beaucoup d'écoles ;
- La pratique irrégulière de l'écriture Inventée ;
- La préparation irrégulière des leçons dans beaucoup de classes ;
- La faible prise en compte des élèves de la 1^{ère} année dans les classes à double division ;
- La chute du niveau de bon nombre d'élèves due à la longue période de grève ;
- La non-fonctionnalité de la CA des maîtres en maints endroits ;
- La mauvaise application des techniques de l'approche équilibrée et des mots décodables par certains maîtres ;
- La coexistence dans certaines classes de l'enseignement syllabique et de l'approche équilibrée voire l'abandon de la dernière au profit de la première précisément à

Balan Massala dans le CAP de Kangaba en 2^{ème} année, et en 1^{ère} année B à Mamaribougou au CAP de Kalabancoro, anomalies que l'équipe a vite corrigées ;

- L'insuffisance des gafe 1 et des textes gradués de 1^{ère} année ;
- Le non-respect du temps alloué aux techniques chez beaucoup d'enseignants ;
- La faiblesse de leadership de certains Directeurs d'école susceptibles de suivre et d'appuyer les enseignants ;
- La gestion de la double division pose encore problème chez beaucoup d'enseignants ;
- Les difficultés de décodage des textes par les élèves dans un grand nombre d'écoles suivies surtout en 1^{ère} A ;
- L'exploitation insuffisante des textes gradués ;
- Le cahier d'écriture est insuffisamment utilisé par les enseignants ;
- Le non-usage des astuces pour l'amélioration de l'apprentissage selon les stades de l'écriture inventée par certains enseignants ;
- La faible exploitation des documents de référence (guide, référentiel de compétence)
- La non-utilisation du matériel par certains enseignants ;
- L'augmentation des effectifs avec l'arrivée des élèves de la SSAP (ex : La 1^{re} année de Dangassa a reçu depuis mars 39 nouveaux élèves issus d'un programme **classique** de formation accéléré de l'ONG Fawé-Mali. Ces nouveaux élèves manquent de matériels (les livrets et cahier d'écriture SIRA) ;
- Le non-fonctionnement de la CA des maîtres dans beaucoup d'écoles ;
- La non-utilisation des tablettes, dans certains cas l'application est supprimée et le fichier log n'existe plus ;
- L'impact négatif de la grève sur les pratiques de certains enseignants ainsi que sur le niveau des apprenants ;
- La plainte de certains CGS (Ils disent que les enseignants ont saboté l'année scolaire et ils veulent aussi saboter l'hivernage).

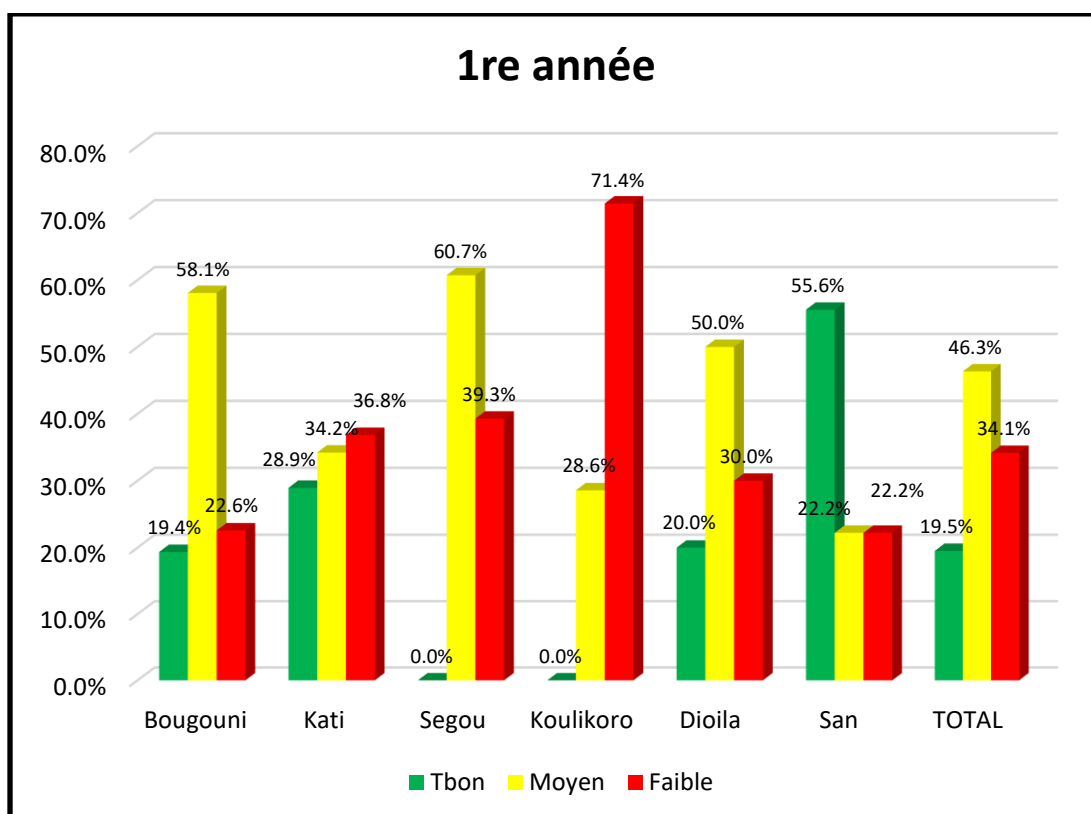
Tableau : Estimation de l'absentéisme dans les AE visitées

AE	CLASSE	DONNEES DE LA MISSION CONJOINTE			BASE SIRA	Estimation du taux d'absentéisme
		NB CLASSES	EFF TOTAL	EFF PAR CLASSE	EFF PAR CLASSE	
SEGOU	1A	30	947	32	35	9%
	2A	29	903	31	31	1%
BOUGOUNI	1A	33	688	21	28	26%
	2A	37	684	18	27	31%
KATI	1A	33	1357	41	42	2%
	2A	30	1175	39	47	16%
DIOILA	1A	10	179	18	21	15%
	2A	10	210	21	28	25%
KOULIKORO	1A	6	142	24	Non estimé	Non estimé
	2A	6	111	19	32	42%

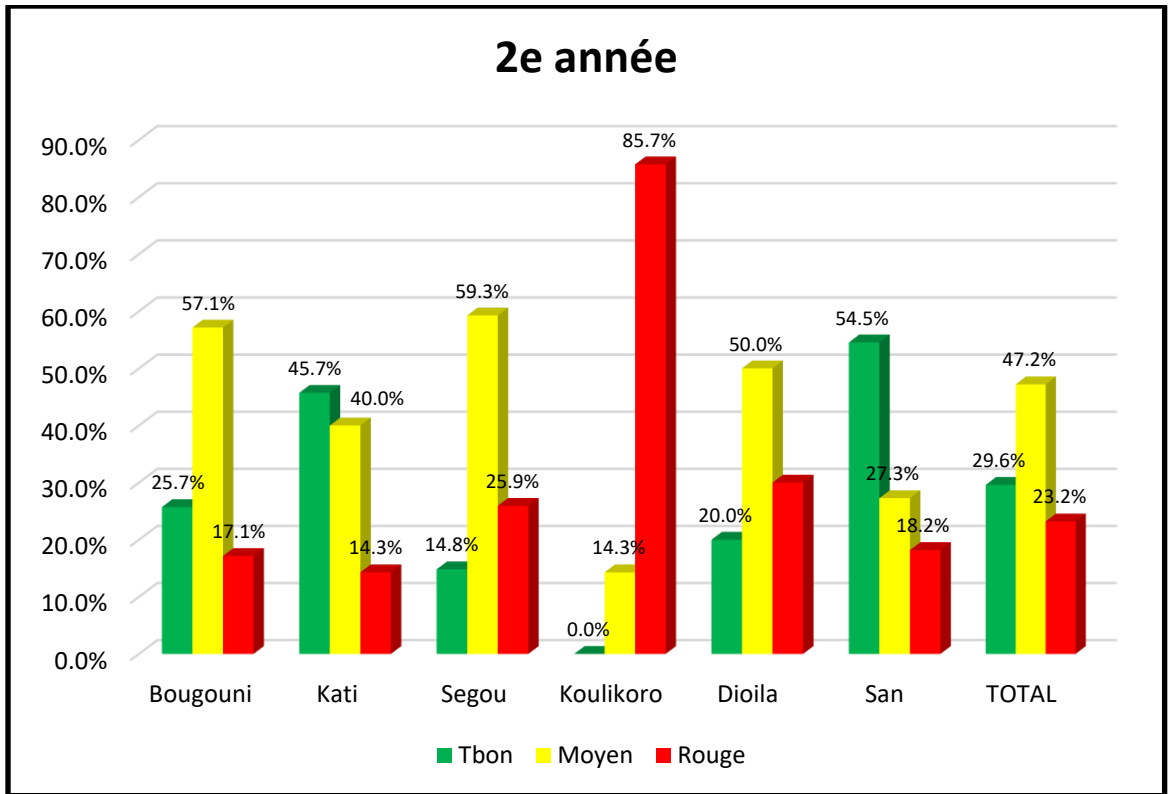
SAN	1A	10	244	24	37	34%
	2A	10	250	25	37	32%
BAMAKO RIVE DROITE	1A	20	870	44	51	15%
	2A	15	630	42	48	13%
BAMAKO RIVE GAUCHE	1A	39	1813	46	48	3%
	2A	39	2040	52	58	9%

3.3. Performance des enseignants en animation des techniques

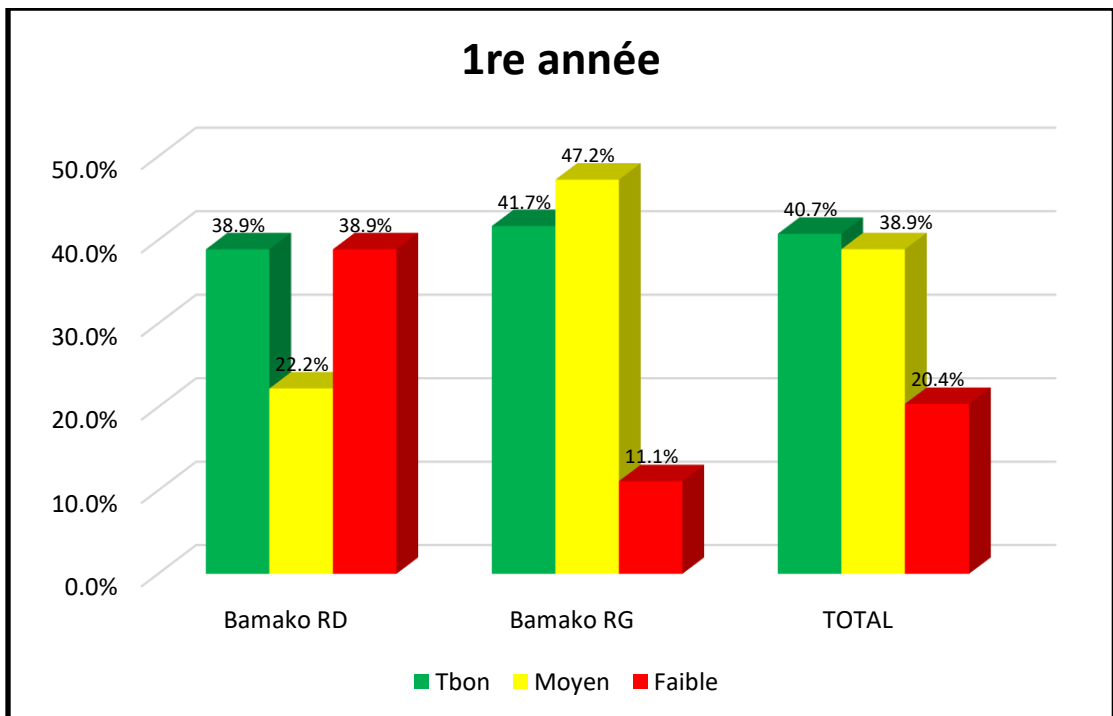
Graphique 1 : AE intérieur enseignants 1^{ère} année



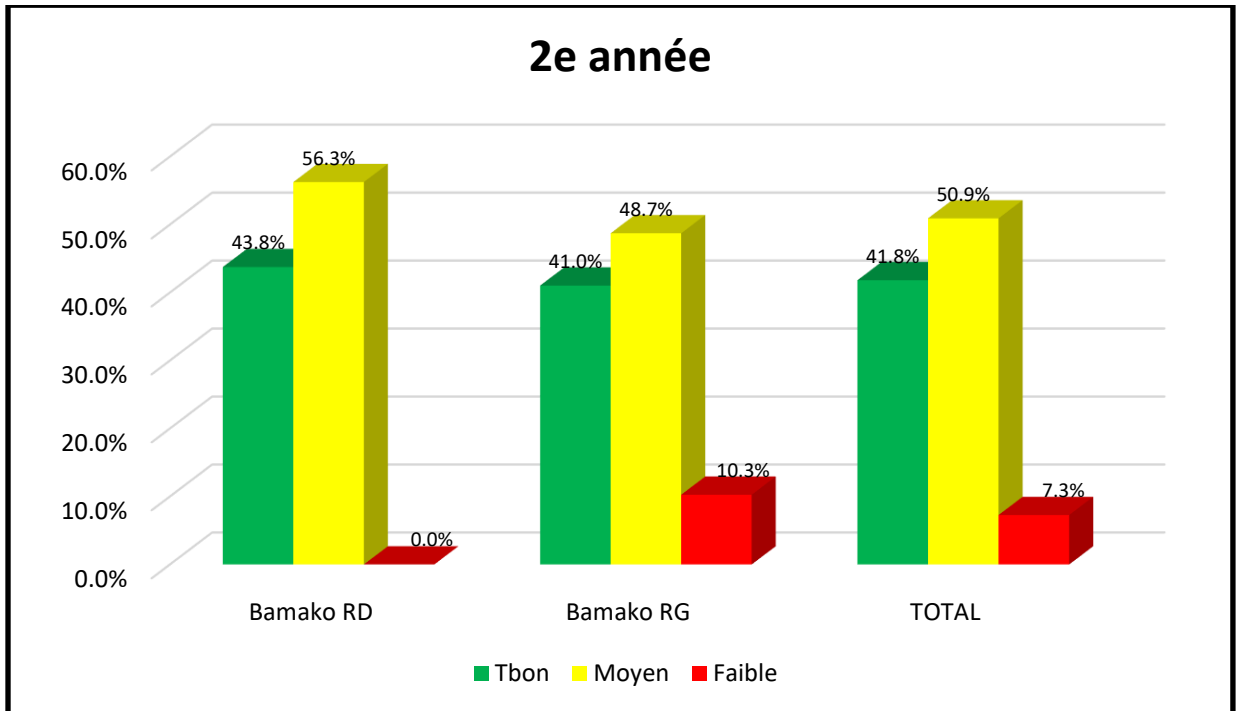
Graphique 2 : AE intérieur enseignants 2^{ème} année



Graphique 3 : AE Bamako enseignants 1^{ère} année



Graphique 4 : AE Bamako enseignants 2^{ème} année

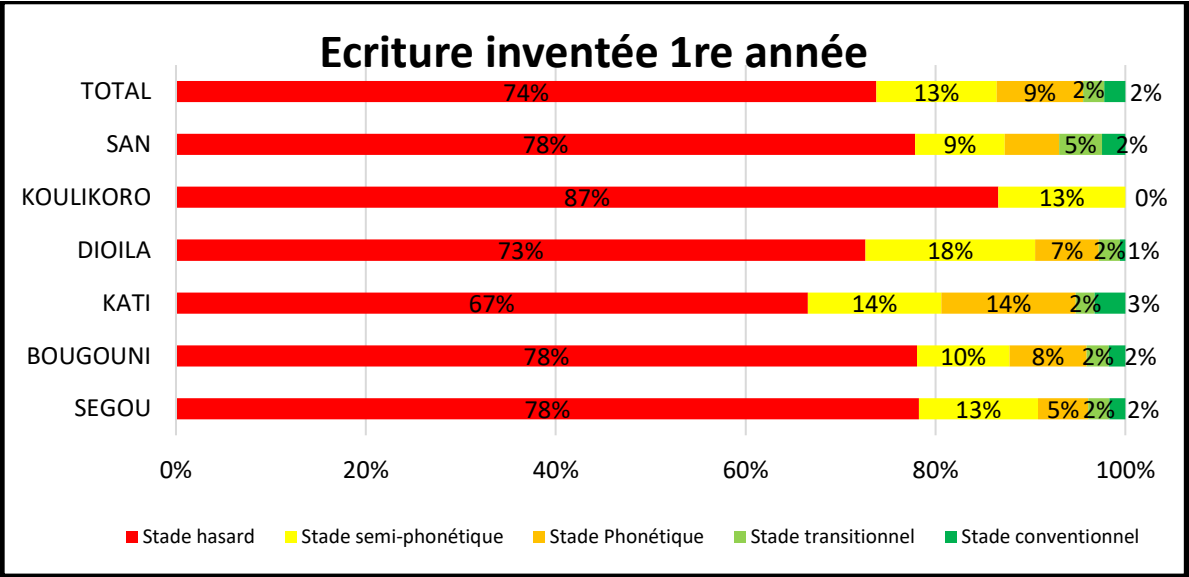


Malgré les nombreuses grèves, dans les AE de l'intérieur, les enseignants des écoles SIRA ont montré à plus de 75% des performances allant de moyen à excellent en première année. En 2^{ème} année près de 80% des enseignants observés montrent des performances allant de moyen à excellent. Au niveau de l'intérieur, Koulikoro avec des performances très faibles fait exception tant en 1^{ère} année qu'en 2^{ème} année.

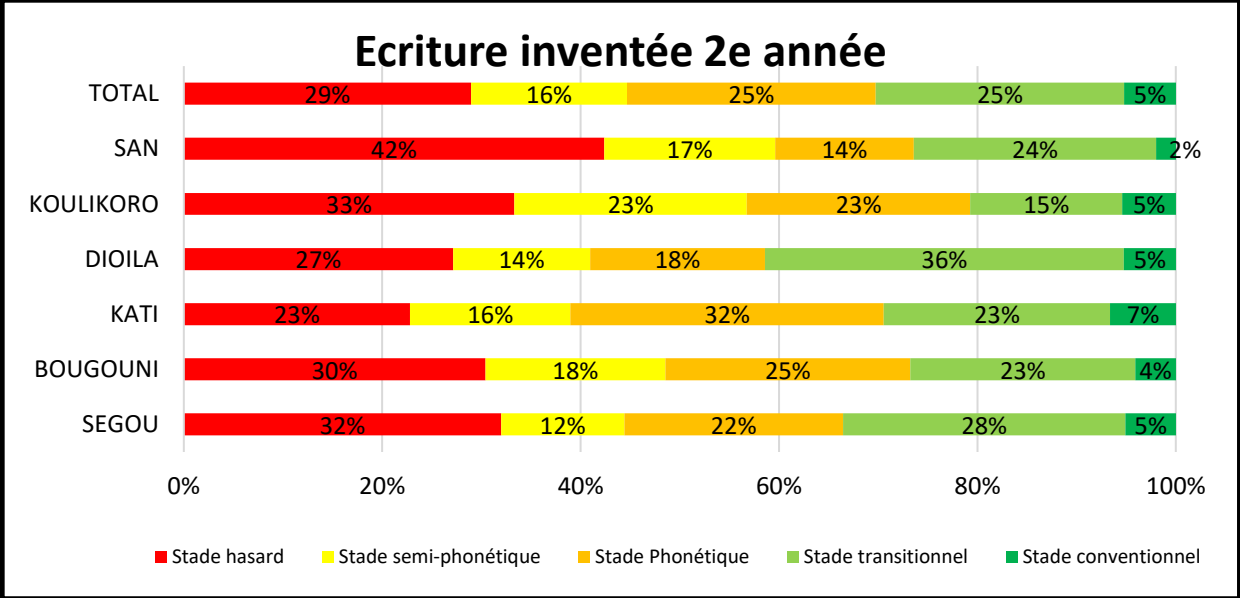
Pour ce qui concerne les AE de Bamako, les enseignants ont montré près de 82% de performance en première année, tandis que ceux de 2^{ème} année ont montré des performances exceptionnelles allant au-delà de 90% sur la maîtrise de l'animation des techniques de l'approche équilibrée et des mots décodables. Une performance avoisinant les 100% a été observée les classes de 2^{ème} année à l'AE Rive Droite de Bamako.

3.4. Performance des élèves

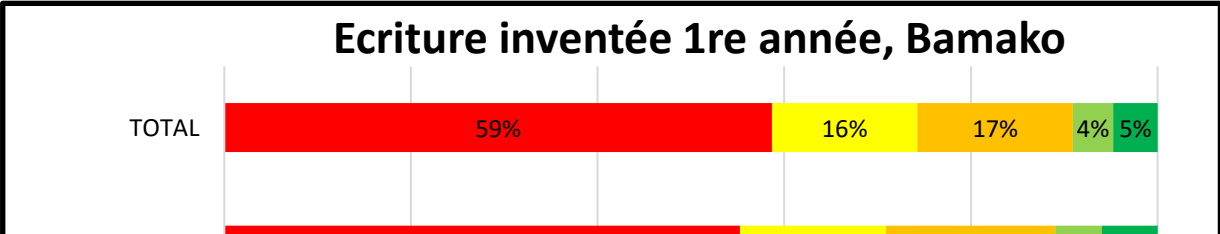
Graphique 5 : AE intérieur Performance des élèves à travers l'écriture inventée « Paseli »



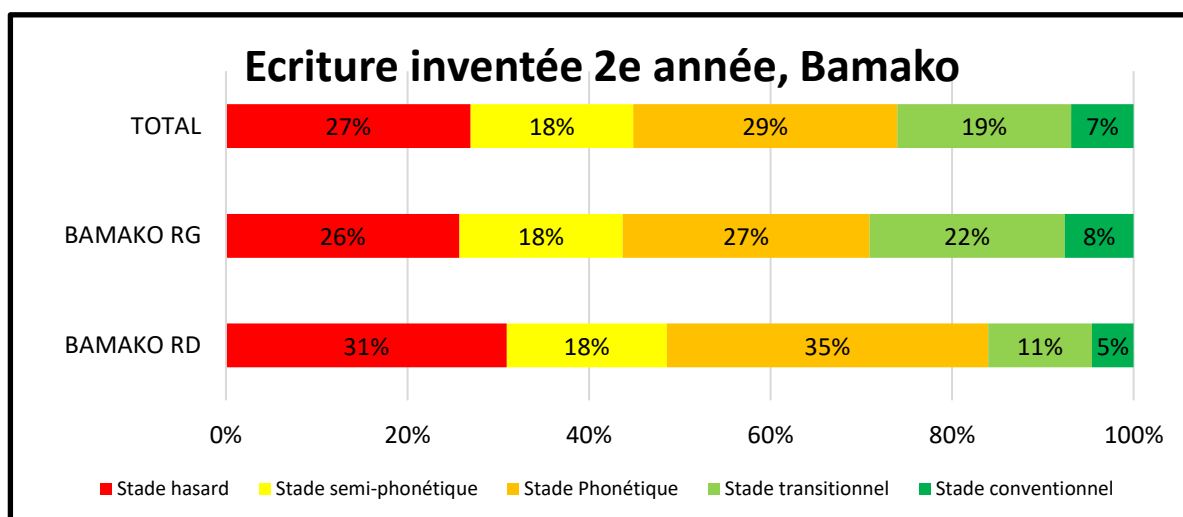
Graphique 6 : AE intérieur Performance des élèves à travers l'écriture inventée «tulonkeyɔɔ »



Graphique 7 : AE Bamako Performance des élèves à travers l'écriture inventée « Paseli »



Graphique 8 : AE Bamako Performance des élèves à travers l'écriture inventée « tulonkeyɔɔ »



Les performances des élèves évaluées à travers l'écriture inventée en 1^{ère} et 2^{ème} années ont montré des résultats faibles en 1^{ère} année avec +70% des élèves testés au stade hasard. En effet, ces élèves n'ont bénéficié que d'un trimestre de cours à cause des grèves répétées pendant l'année scolaire.

Cependant, les élèves de 2^{ème} ont montré en affichant seulement 28% de stade hasard un niveau plus avancé que leurs homologues en 2018 en écriture inventée (résultats EGRA 2018 avec 43,5% de stade hasard).

Cela montre si besoin en était que les enseignants ont tiré un grand bénéfice des astuces de prise en charge des élèves faibles proposés pendant les dernières formations.

III. RECOMMANDATIONS

- Multiplier le suivi-appui de proximité des enseignants ;
- Compléter les livrets élèves manquants dans les écoles ;

- Pratiquer régulièrement l'écriture Inventée ;
- Mettre l'accent sur le fonctionnement de la CA des maitres pour combler les lacunes des enseignants ;
- Récompenser les directeurs qui se sont illustrés dans le suivi-appui de leurs adjoints ;
- Renforcer les compétences des enseignants dans la transcription en langue bamanan ;
- Renforcer la présence des conseillers pédagogiques et des directeurs d'écoles sur le terrain jusqu'à fin juillet ;
- Renforcer les CGS afin qu'ils s'acquittent efficacement de leurs rôles et responsabilités ;
- Exploiter judicieusement le petit guide « **la vie de l'enseignant(e) dans une école à double division** » afin de mieux gérer les deux cours ;
- Relire le guide de l'enseignant afin de mieux asseoir les connaissances sur les techniques de l'approche équilibrée et des mots décodables ;
- Suivre et appliquer dès réception le plan accéléré mis à leur disposition ;
- Reprendre les acquisitions par rapport à l'alphabet dans les 1^{ère} années ;
- Mettre en place une planification réaliste de suivi-appui auprès de leurs adjoints d'ici la fin de l'année ;
- Continuer la sensibilisation auprès des populations pour le retour et le maintien des élèves en classe ;
- Demander aux CAP d'informer SIRA de l'intégration des nouveaux élèves en vue de leur prise en charge (Cas de Dangassa 39 nouveaux élèves en 1^{re} A)
- Faire la mise à jour des tablettes AE Bougouni.

V. CONCLUSION

A la lumière de ce qui a été vu et constaté sur le terrain, cette mission a permis de mobiliser les enseignants après des mois de grève. L'élaboration d'un plan accéléré pour les classes SIRA permettra à coup sûr de rattraper le temps perdu si c'est bien appliqué. Le suivi-appui doit être régulier (DE, CAP, AE, SIRA) surtout dans les écoles en difficultés, cela permettra aux enseignants d'être plus performants dans l'application des différentes techniques. La redynamisation de la CA des maitres comblera beaucoup d'insuffisances chez les enseignants. La présence du matériel dans les écoles est à saluer.

La politique de suivi du projet SIRA est bien appréciée par les autorités scolaires et les enseignants.

Au terme de cette mission nous retenons que l'Approche Equilibrée est appliquée dans presque toutes les écoles visitées, la présence de la quasi-totalité des enseignants formés et tenant les cours pour lesquels ils ont été formés.

On peut noter aussi la volonté des enseignants de se perfectionner et surtout de continuer dans le projet SIRA. Ils ont été particulièrement réceptifs aux remarques et appuis et ont promis à la mission de les intégrer avant la prochaine visite.

A propos de la CA des maitres, les équipes ont constaté que les activités sont en dents de scie. Elles ont noté par endroit la forte implication des directeurs coordinateurs à travers les grappes.

Les équipes soulignent de manière récurrente la satisfaction des bénéficiaires par rapport aux résultats du Projet USAID/Mali SIRA comme le reflètent le témoignage de M. Tiécoura Traoré, membre du CGS à Tiafina dans le CAP de Kolokani: « Dans notre village tout le monde est fier des élèves de la 2^{ème} année. Ils savent lire plus que les élèves des 5^{ème} et 6^{ème} années. Ils peuvent écrire n'importe quel nom à Tiafina, ici SIRA est grand».

13.7 Report on training of CP



USAID | **MALI**
DU PEUPLE AMERICAIN



Synthèse des formations des formateurs

Conseillers pédagogiques et agents des académies d'enseignement
14-27 août 2019

I. Introduction

Dans le cadre de la préparation des cascades au niveau des CAP, les équipes nationales composées des agents du MEN et du projet USAID Mali SIRA ont procédé au recyclage des **324 conseillers pédagogiques** de la zone couverte par le projet. Ces recyclages organisés en deux vagues (Bamako RG, Koutiala, San, Dioila et Ségou pour la **1^{ère} vague du 14 au 20 août 2019** et Bamako RD, Kati, Sikasso, Koulikoro et Bougouni pour la **2^{ème} vague du 22 au 27 août 2019**). Ces formations ont été pour la plus part délocalisées au niveau d'un CAP de l'académie.

II. Objectifs

Ces recyclages visaient les objectifs ci-dessous.

1. D'amener les Directeurs et les enseignants vers la maîtrise des techniques de l'approche équilibrée
2. De consolider le rôle de leader pédagogique chez les directeurs d'école
3. D'amener les directeurs à identifier et à observer la pédagogie active dans les classes
4. D'amener les enseignants à faire progresser leurs élèves à l'intérieur de chaque champ de compétences
5. D'amener les enseignants à utiliser cette progression dans les techniques de l'approche équilibrée
6. D'amener les enseignants à mettre en oeuvre des stratégies plus équitables selon le genre
7. D'amener les enseignants à utiliser efficacement les outils d'évaluation mis à leur disposition
8. D'amener les enseignants de 2e année à se servir du guide d'exploitation des textes de 2e année

III. Constats

Points forts

- La présence de trois directeurs pour l'ouverture : le DAE, le DCAP, le DE de l'IFM (Ségou),

- Présence et appui de la chargée équité et genre de SIRA,
- Présence de la quasi-totalité des CP prévus
- Présence des 4 participants de l'AE au niveau de chaque centre
- Présence des élèves pour les simulations (Ségou, BRD, Koulikoro)
- Maîtrise de plus en plus des techniques de l'Aéq,
- Participation active de tous les CP,
- En plus de l'Aéq, l'intérêt accordé à l'équité genre,
- Appropriation des trois modules par les participants.
- Le module était facile à enseigner, il n'était pas surchargé ;
- Les CP ciblés ont tous fait des simulations ;
- Introduction de l'approche genre dans les modules de formation
- Tous les participants ont reçu la documentation nécessaire pour une bonne animation des recyclages : DE et enseignants
- Tous les CP ont fait le test théorique de la certification sauf le nouveau ;
- Bonne appréciation de guide d'exploitation pour la 2^e A,
- Bonne appréciation de la grille d'observation de la pédagogie active et sa possibilité d'utilisation dans tous autres les domaines du curriculum ;
- Bonne réception de la grille du SIGE-FC présenté par le Directeur adj. Suivi-évaluation SIRA ;
- Augmentation sensible du nombre de CP formé à l'équité genre ;
- Bonne appréciation de la formation par les participants ;
- La présence de la chargée de communication de SIRA tout le long de la session nous a beaucoup aidé ;Bougouni
- 13/42 participants à Kati avaient été formés au moins une fois au genre Kati
- L'envie de plus en plus croissante des CP à faire des simulations ;
- Bonne appréciation des participants par rapport à la certification ;
- Emulation suscitée par l'annonce des résultats provisoire de la certification car chaque CP veut désormais simuler pour être certifié ;
- Présence de deux stagiaires intéressés par les activités de SIRA (Koulikoro).

Points à améliorer

- Documents de formation incomplets par endroit
- Non-participation des enfants aux simulations dans la plupart des cas ;
- Pré et posttest en genre non réalisés
- Les CP résidents se plaignent de leur traitement ;
- Le sort des élèves de SIRA qui vont en 3^eA
- Retard de certains participants au moment du prétest, BRD
- Omission de l'exploitation de la fiche du SIG/FC qui capitalise les formations reçues par chaque enseignant. BRD
- Le DAE a obligé 7 conseillers pédagogiques de sortir de la salle pour aller suivre une formation sur la CA des maitres. Bougouni
- Peu de temps prévu pour les simulations ;
- Perturbation de la formation SIRA par une formation des CP sur la CA car une douzaine d'entre étaient concernés ;

- L'arrestation et l'emprisonnement d'un CP de Kadiolo une heure après avoir commencé avec nous ;

IV. Recommandations

- Rendre disponible les documents de formation pour tous les participants
- La délocalisation des formations prochaines ;
- Inviter les CP à lire et relire le référentiel de compétences ;
- Continuer à expliquer aux enseignants l'utilité de l'écriture inventée pour la prise des élèves en difficultés ;
- Inviter les CP à se familiariser du manuel de passation du cahier d'évaluation en vue de bien l'expliquer aux DE et enseignants ;
- Continuer le processus de formation des nouveaux CP pendant la cascade
- Augmenter les jours de simulations d'un à deux (2) jours pour permettre à beaucoup de CP de simuler au moins une leçon
- Sensibiliser, former les responsables scolaires à la gestion des formations, une formation commencée ne doit pas être interrompue au profit d'une autre.

V. Conclusion

Encore cette année, les rapports en provenance des différentes académies d'enseignement font ressortir un grand intérêt et une appréciation partagée des actions du Projet USAID Mali SIRA. La délocalisation qui se poursuit fait ressortir une certaine appropriation des formations par les services régionaux de l'éducation.

La certification des CP entamée depuis les formations de la première année se poursuit avec la rigueur nécessaire.

L'intérêt partagé de la portée des recyclage est illustré par ce témoignage de **M. Lamine Traoré, DAE Bougouni** : « *Un recyclage est toujours un renforcement de capacités. On ne doit jamais dire qu'on est au top. Le recyclage est toujours nécessaire pour quelqu'un qui veut aller de l'avant car on se rend toujours compte qu'on a certaines lacunes à combler. Ces séries de formations seront encore un grand plus au bénéfice des enfants.*

De son lancement à nos jours, SIRA a fait du chemin. J'estime que son bilan de ces années écoulées, est largement positif. Les enfants encadrés dans les écoles SIRA savent bien lire et écrire et ont largement dépassé les normes nationales ».

Annexe : liste participants

Liste des participants à l'activité de recyclage des formateurs

SUPERVISEURS :

- Youssouf M HAIDARA Coordinateur Formation

- Elisabeth Stéphanie CONDE chargée de genre
- Aissata Cheick SYLLA chargée de Communication

FORMATEURS SIRA ET MEN : Première vague : du 14 au 21 août 2019

N°	PRENOMS	NOM	FONCTION-SERVICE	AE CONCERNEES
1	Fatoumata	KEITA	Formatrice SIRA	Bko RG
2	Samba	DIARRA	Formateur SIRA	
3	Moussa	OUNTENI	DSE	
4	Mamadou	TOUMAGNON	Formateur DNP	
5	Moussa	KONATE	Formateur SIRA	Dioïla
6	Mory	DEMBELE	Superviseur SIRA	
7	Clotilde	DIARRA	Formatrice DNEN	
8	Idrissa	DOUMBIA	Formateur DNP	
9	Mamadou	BAMBA	CSE	
10	Oumar	TRAORE	Formateur SIRA	San
11	Bouacar	DIABATE	Superviseur SIRA	
12	Siaka	BAMBA	Superviseur SIRA	
13	Kassim	TOURE	Superviseur SIRA	
14	Aissata	TOURE	Formatrice DNEF	
15	Salif	SOGOBA	Formateur SIRA	Ségou
16	Mamadou N’Faly	KANTE	Superviseur SIRA	
17	Koni	COULIBALY	CSE SIRA	
18	Mamadou	DIALLO	Formateur DNP	
19	Ousmane	GUINDO	Formateur DNEN	
20	Ibrahima	TRAORE	Formateur SIRA	Sikasso
21	Ramatou	COULIBALY	Superviseur SIRA	
22	Kadiatou	DIALLO	CSE SIRA	
23	Mahamadou	MAIGA	Formateur DNEN	

FORMATEURS SIRA ET MEN : deuxième vague : du 21 au 28 août 2019

N°	PRENOMS	NOM	SERVICE	AE CONCERNEES
1	Salif	SOGOBA	Formateur SIRA	Bamako RD
2	Kassim	TOURE	CSE	
3	Mamadou	DIALLO	Formateur DNP	
4	Ousmane	GUINDO	Formateur DNEN	
5	Moussa	KONATE	Formateur SIRA	Bougouni
6	Aoua	DIARRA	Formatrice DNEN	
7	Sékouba	DOUMBIA	Formateur DNP	
8	Fassory	SANGARE	CSE SIRA	
9	Oumar	TRAORE	Formateur SIRA	Kati
10	Bouacar	DIABATE	Superviseur SIRA	
11	Fanoumou A	MAGASSOUBA	CSE SIRA	
12	Moussa	SISSOKO	Formateur DNEN	
13	Abdramane	TOURE	Formateur DNEF	
14	Fatoumata	KEITA	Formatrice SIRA	Koulikoro
15	Souleymane	BALAHIRA	Superviseur SIRA	
16	Bilagalama	BERTHE	CSE SIRA	
17	Hamadoun	CISSE	Formateur DNEF	
18	Kadary	SANOGO	Formateur DNP	
19	Mahamadou	TOUMAGNON	Formateur DNP	
20	Ibrahima	TRAORE	Formateur SIRA	Koutiala
21	Mamadou	DEMBELE	Superviseur SIRA	
22	Kadiatou	DIALLO	CSE SIRA	
23	Salimata	COULIBALY	Formatrice DNEF	

1. Liste des CP et des chefs de division à former : Bko RG

N°	Prénom	Nom	Structure	Sexe	Fonction
1	Rakiatou	DIA	AE	F	DAE
2	Modibo	KONATE	AE	M	Régisseur
3	Alidji	MAÏGA	AE	M	CDCRF
4	Hawoye	MAIGA	AE	F	CDEB
5	Moussa	CISSE	AE	M	Chef sect F
6	Abdoulaye	CAMARA	Banconi	M	CP
7	Oumar	TRAORE	Banconi	M	CP
8	Fatoumata	DIARRA	Banconi	F	CP
9	Oumar	KANTE	Banconi	M	CP
10	Kadiadia	TOURE	Diélibougou	F	CP
11	Lassina	KONE	Diélibougou	M	CP
12	Oumar Baba	TOURE	Diélibougou	M	CP
13	Salif	BERTHE	Diélibougou	M	CP
14	Ibrahima	TRAORE	Hippodrome	M	CP
15	Fatoumata B	HAMIDE	Hippodrome	F	CP
16	Mamadou	DIAWARA	Hippodrome	M	CP
17	Mahamadou S	COULIBALY	Hippodrome	M	CP
18	Mamadou	DIAKITE	CC	M	CP
19	Hamadi	BA	CC	M	CP
20	Donegué	DIARRA	CC	M	CP
21	Fadima O.	TALL	CC	F	CP
22	Mahamoudou	SALL	Bozola	M	CP
23	Diahara	YATTARA	Bozola	F	CP

24	Sitan	SARRE	Bozola	F	CP
25	Mamadou	KONE	Bozola	M	CP
26	Téné	FOFANA	Bozola	M	CP
27	Moussa	MACALOU	Bko Coura	M	CP
28	Boubacar	CAMARA	Bko Coura	M	CP
29	Alassane I	BAMBA	Bko Coura	M	CP
30	Bréhima	TAMBOURA	Bko Coura	M	CP
31	Robert	CISSE	Lafiabougou	M	CP
32	Djiguiba	FOFANA	Lafiabougou	M	CP
33	Nianankoro	KOÏTA	Lafiabougou	M	CP
34	Soro Habib	MAÏGA	Lafiabougou	M	CP
35	Abdoulaye	BITIBALI	Sébénikoro	M	CP
36	Assitan	SARRA	Sébénikoro	F	CP
37	Lassine	TRAORE	Sébénikoro	M	CP
38	Seydou	BERTHE	Sébénikoro	M	CP

2. Liste des CP et des chefs de division à former : Dioïla

N°	Prénom	NOM	Structure	Sexe	Fonction
1	Brehima	DAO	AE	M	DAE
2	Moustaph	DOUMBIA	AE	M	CDCRF
3	Ibrahima Diek	DIARRA	AE	M	CDEB
4	Ibrahima	OYAYITT	AE	M	Agent
5	Amara	DIALLO	AE	M	Agent
6	Fodé	SOUMANO	AE	M	Régisseur
7	Tiébakuy	KONE	Dioïla	M	CP
8	Soumaila	DIAWARA	Dioïla	M	CP
9	Mariam	BAMBA	Dioïla	F	CP

10	Bakary	SANGARE	Dioïla	M	CP
11	Magnele	DIARRA	Dioïla	F	CP
12	Ousmane	TOGOLA	Dioïla	M	CP
13	Adama	CAMARA	Dioïla	M	CP
14	Nama	KEITA	Dioïla	M	CP
15	Mountari	TOGOLA	Dioïla	M	CP
16	Modibo	BERTHE	Dioïla	M	CP
17	Nialen	KANTE	Fana	F	CP
18	Cheick M. B	DIAKITE	Fana	M	CP
19	Benjamin	DEMBELE	Fana	M	CP
20	Dénis T.	COULIBALY	Fana	M	CP
21	Djigui	MARIKO	Fana	M	CP
22	Karim	SANGARE	Fana	M	CP
23	Kamano	BERTHE	Béléco	M	CP
24	Bakary	TRAORE	Béléco	M	CP
25	Béma	DAO	Béléco	M	CP
26	Haoua	BERTHE	Béléco	F	CP
27	Salif	COULIBALY	Béléco	M	CP
28	Seydou	KANE	Béléco	M	CP

3. Liste des CP et des chefs de division à former : San

N°	Nom/Prénom		Structure	Sexe	Fonction
1	Yanago	DOUMBO	DAE	M	DAE
2	Daouda	BATHILY	AE	M	CDCDRF
3	Boubakar	COULIBALY	AE	M	CDEB
4	Seydou	BERTHE	AE	M	REGIS

5	Cheick Oumar	DEMBELE	AE	M	Chef section
6	Issa	TRAORE	AE	M	Chef section
7	Cheick Oumar	DIALLO	San	M	CP
8	Yacouba	TRAORE	San	M	CP
9	Jean Marie	DEMBELE	San	M	CP
10	Mahalmoudou	MAÏGA	San	M	CP
11	Ami Ginette	BOUARE	San	F	CP
12	Diakaridia	KONATE	San	M	CP
13	El Hadj	CISSE	Tominian	M	DCAP
14	Bintou	ARAMA	Tominian	F	CP
15	Amadou	DEMBELE	Tominian	M	CP
16	Victorien	DEMBELE	Tominian	M	CP
17	Modibo	DEMBELE	Tominian	M	CP
18	Poromoubè	BAYA	Tominian	M	CP
19	Yousseuf	DIARRA	Tominian	M	CP
20	Habib	DAKOUO	Kimparana	M	CP
21	Assana	DEMBELE	Kimparana	M	CP
22	Soumaila	BALLO	Kimparana	M	CP
23	Abdoulaye	MAÏGA	Kimparana	M	CP
24	Siaka	KONE	Kimparana	M	CP
25	Fatoumata	TRAORE	Kimparana	F	CP
26	Soumana	TRAORE	Yangasso	M	CP
27	Siaka	SOGOBA	Yangasso	M	CP
28	Nika	MOUNKORO	Yangasso	M	CP
29	Salif	DEMBELE	Yangasso	M	CP
30	Sibirina Z	COULIBALY	Yangasso	M	CP

31	Karamoko	SOGOBA	Yangasso	M	CP
32	Kadiatou	TRAORE	Bla	M	CP
33	Daniel	DAOU	Bla	M	CP
34	Amadou	BALLO	Bla	M	CP
35	Ousmane	TRAORE	Bla	M	CP
36	Dramane	TIEMANA	Bla	M	CP
37	Gérémie	KONE	Bla	M	CP

4. Liste des CP et des chefs de division à former : Ségou

N°	Nom/Prénom		Structure	Sexe	Fonction
1	Itous Ag Ahmed	IKNANE	AE	M	DAE
2	Mamadou A.	TOURE	AE	M	CDCRF
3	Drissa O	SYLLA	AE	M	CDEB
4	Karim	MARICO	AE	M	REGIS
5	Aly	DIALLO	AE	M	Chef sect
6	Adama	DIARRA	AE	M	Chef sect
7	Djibril	COULIBALY	Ségou	M	CP
8	Aminata	MALLE	Ségou	F	CP
9	Bréhima	TRAORE	Ségou	M	CP
10	Fatoumata	OUSMANE	Ségou	F	CP
11	Mahalmoudou	MAIGA	Ségou	M	CP
12	Dougoukolo	DEMBELE	Ségou	M	CP
13	Sadio	CAMARA	Barouéli	M	CP
14	Yacouba	COUMARE	Barouéli	M	CP
15	Youssef	KINE	Barouéli	M	CP
16	Kadidia	OUATTARA	Barouéli	F	CP

17	Toumassé	DEMBELE	Barouéli	M	CP
18	Salif	TOGOLA	Barouéli	M	CP
19	Facoro	COULIBALY	Markala	M	CP
20	Pierre	DIARRA	Markala	M	CP
21	Oumou	GUEYE	Markala	F	CP
22	Ousmane Y	MAIGA	Markala	M	CP
23	Oumar	TRAORE	Markala	M	CP
24	Mamadou L.	KEITA	Markala	M	CP
25	Modibo	TRAORE	Niono	M	DCAP
26	Mariam	KOÏTA	Niono	F	CP
27	Fadji Ladji	KONE	Niono	M	CP
28	Souleymane	SOUMOUNOU	Niono	M	CP
29	Bourama	DEMBELE	Niono	M	CP
30	Mamadou	SYLLA	Niono	M	CP
31	Issa	COULIBALY	Niono	M	CP
32	Siaka	COULIBALY	Niono	M	CP
33	Chaka	DEMBELE	Niono	M	CP
34	Diadié	SYLLA	Macina	M	CP
35	Aminata	TRAORE	Macina	F	CP
36	Issa N	SAMAKE	Macina	M	CP
37	Goma	COULIBALY	Macina	M	CP
37	Baréma	BOUARE	Macina	M	CP
38	Boubacar	DIALLO	Macina	M	CP
39	Karim	SACKO	Sarro	M	CP
40	Aminata	COULIBALY	Sarro	F	CP
41	Bacoroba	DIARRA	Sarro	M	CP

42	Olivier	KOÏTA	Sarro	M	CP
43	Anatole	THERA	Sarro	M	CP
44	Moussa Y.	TRAORE	Sarro	M	CP
45	Fatoumata	COULIBALY	Farako	F	CP
46	Cheick M	DIAWARA	Farako	M	CP
47	Cheickna	SYLLA	Farako	M	CP
48	Bréhima	DOUMBIA	Farako	M	CP
49	Abdoulaye	DIANE	Farako	M	CP
50	Tiéfing	FANE	Farako	M	CP

5. Liste des CP et des chefs de division à former : Sikasso

N°	Prénom	Nom	Structure	Sexe	Fonction
1	Sinaly	TOGOLA	AE Sikasso	M	DAE
2	Ibrahima	SISSOKO	AE Sikasso	M	Régisseur
3	Alimata	DAO	AE Sikasso	F	CDEB
4	Moumine	BERTHE	AE Sikasso	M	CDCRF
5	Sory Ibrahim	SAMBA	AE Sikasso	M	CSF
6	Bouréïma	BERTHE	AE Sikasso	M	CSEF
7	Abdoul W	BORE	CAP Kadiolo	M	CP
8	Fatoumata	DIARRA	CAP Kadiolo	F	SCOFI
9	Lassina	Coulibaly	CAP Kadiolo	M	CP
10	Fatogoma Zié	KONE	CAP Kadiolo	M	CP
11	Karounga	SISSOKO	CAP Kadiolo	M	CP
12	Boubacar	TRAORE	CAP Kadiolo	M	CP
13	Abibou	DEMBELE	CAP Kignan	M	CP
14	Maïmouna	DOUMBIA	CAP Kignan	F	SCOFI

15	Awa	SANOGO	CAP Kignan	F	CP
16	Diakaridia	TRAORE	CAP Kignan	M	CP
17	Yéli	TRAORE	CAP Kignan	M	CP
18	Rachette	DEMBELE	CAP Kléla	F	CP
19	Aguibou	KONE	CAP Kléla	M	CP
20	Aoua	SANOGO	CAP Kléla	F	SCOFI
21	Lamine	SANOGO	CAP Kléla	M	CP
22	Moussa	SANOGO	CAP Kléla	M	CP
23	Idrissa T	TRAORE	CAP Kléla	M	CP
24	Seydou	BENGALY	CAP Niena	M	CP
25	Toubéné Salif	DIALLO	CAP Niena	M	CP
26	Alimatou	TRAORE	CAP Niena	F	SCOFI
27	Nouhoun	TRAORE	CAP Niena	M	CP
28	Awa	DIARRA	CAP Nkourala	F	SCOFI
29	Bréhima	DIARRA	CAP Nkourala	M	CP Langue
30	Younoussa	MALLE	CAP Nkourala	M	CP
31	Mahamadou	TRAORE	CAP Nkourala	M	CP
32	Moussa	SANGARE	CAP Nkourala	M	CP
33	Ba Ousmane	DEMBELE	CAP Nkourala	M	CP
34	Maïmouna	OUATTARA	CAP Sikasso	F	SCOFI
35	Sabati	KONE	CAP Sikasso	M	CP Langue
36	Nampé	SANOGO	CAP Sikasso	M	CP
37	Cheick	TRAORE	CAP Sikasso	M	CP
37	Ahmed	TRAORE	CAP Sikasso	M	CP
38	Cheick	TRAORE	CAP Sikasso	M	CP

6. Liste des CP et des chefs de division à former : Bko RD

N°	Prénom	Nom	Structure	Sexe	Fonction
1	Zaliatou	TOURE	AE	F	DAE
2	Abdoulaye	DIALLO	AE	M	CDCRF
3	Mme Ba Aissata	Coulibaly	AE	F	CDEB
4	Bakary	KOUYATE	AE	M	Chef sect F
5	Bouréïma	DICKO	AE	M	Chef section
6	Balla	KEITA	AE	M	Régisseur
7	Dramane	BARRY	Sénou	M	CP
8	Lasséni	COULIBALY	Sénou	M	CP
9	Aïssa	COULIBALY	Banankabg	F	CP
10	Kadidia	CAMARA	Banankabg	F	CP
11	Amadou	DAO	Banankabg	M	CP
12	Ramata	DOUMBIA	Banankabg	F	CP
13	Yessa	TOLO	Faladiè	M	CP
14	Amadou	COULIBALY	Faladiè	M	CP
15	Modibo	DOUMBIA	Faladiè	M	CP
16	Fatoumata	BERTHE	Faladiè	F	CP
17	Fatoumata	ASCOFARI	Sogoniko	F	CP
18	Lassana	MARIKO	Sogoniko	M	CP
19	Diakaridia	DIARRA	Sogoniko	M	CP
20	Fatoumata	Z SOULEYMANE	Sogoniko	F	CP
21	Adama	BAGAYOGO	Kalabancoura	M	CP
22	Halimatou	MAIGA	Kalabancoura	F	CP
23	Ousmane	TAMBOURA	Kalabancoura	M	CP
24	Souleymane	SANGARE	Kalabancoura	M	CP

25	Myriam	MAIGA	Bacodjicoroni	F	CP
26	Mamadou	SIDIBE	Bacodjicoroni	M	CP
27	Pagnon	DAO	Bacodjicoroni	F	CP
28	Sékou	SISSOKO	Bacodjicoroni	M	CP
29	Diakaridia	DIABATE	Torokoro	M	CP
30	Dramane	DAO	Torokoro	M	CP
31	Noé	THERA	Torokoro	M	CP
32	Fousseyni	COULIBALY	Torokoro	M	CP

7. Liste des CP et des chefs de division à former : Bougouni

N°	Prénom	NOM	Structure	Sexe	Fonction
1	Lamine	TRAORE	AE	M	DAE
2	Ambakirou	TOLO	AE	M	CDCRF
3	Amadou	KONTA	AE	M	CDEB
4	Broulaye	BERTHE	AE	M	Chef sect
5	Cheick Oumar	DIARRA	AE	M	Chef sect
6	Adama	DIARRA	AE	M	Régisseur
7	Abou	DIAKITE	Bougouni	M	CP
8	Sénébou	DIA	Bougouni	F	DE
9	Djibril	SAMAKE	Bougouni	M	CP
10	Issa Sitan	DIAKITE	Bougouni	M	CP
11	Fatoumata	KONE	Bougouni	F	CP
12	Lamine	SANOOGO	Bougouni	M	CP
13	Chiaka	KONE	Bougouni	M	CP
14	Soungalo	KONE	Bougouni	M	CP
15	Yacouba	KONE	Bougouni	M	CP

16	Salim	SAMAKE	Bougouni	M	CP
17	Abdoul	TOGOLA	Yanfolila	M	CP
18	Mamadou	DAGNOKO	Yanfolila	M	CP
19	Mamadou	CISSE	Yanfolila	M	CP
20	Bréhima	COULIBALY	Yanfolila	M	CP
21	Issa	SANGARE	Yanfolila	M	CP
22	Ténéma	SAMAKE	Yanfolila	M	CP
23	Seybou	DIAKITE	Yanfolila	M	CP
24	Modibo	KEITA	Yanfolila	M	CP
25	Zoumana	DIARRA	Yanfolila	M	CP
26	Djélika	TOGOLA	Yanfolila	F	CP
27	Alfousseini	MAÏGA	Koumantou	M	CP
28	Assétou	SEREME	Koumantou	F	CP
29	Gnagna	TOURE	Koumantou	F	CP
30	Jean	KONE	Koumantou	M	CP
31	Aboubacar Lok	DIALLO	Koumantou	M	CP
32	Fatoumata	BOUARE	Koumantou	F	CP
33	Aboubacar S	DIALLO	Kolondièba	M	CP
34	Kassoum	SANGARE	Kolondièba	M	CP
35	Kadiatou	GUINDO	Kolondièba	F	CP
36	Kankou	KONE	Kolondieba	F	CP
37	Solomane	Fomba	Kolondieba	M	CP
37	Tingolo	COULIBALY	Kolondièba	M	CP
38	Brahiman	SAMAKE	Garalo	M	CP
39	Ousmane	MARIKO	Garalo	M	CP
40	Mamadou	BENGALY	Garalo	M	CP

41	Drissa	SYLLA	Garalo	M	CP
42	Abdramane	DOUMBIA	Garalo	M	CP
43	Afouchata	DIALLO	Garalo	F	CP

8. Liste des CP et des chefs de division à former : Kati

N°	Prénom	Nom	Structure	Sexe	Fonction
1	Diakaridia	COULIBALY	AE/ Kati	M	DAE
2	Ousseye	THIOYE	AE/ Kati	F	CDEB
3	Issoufi	DIADIE	AE/ Kati	M	CDCRF
4	Moussa	TOGOLA	AE/ Kati	M	chef.section
5	Tidiani	DOUKARA	AE/ Kati	M	chef.section
6	Sega	COULIBALY	AE/ Kati	M	Régisseur
7	Sékou O	DIAKITE	Syndicat	M	SNEC
8	Oumou	CAMARA	Syndicat	F	SNEC
9	Boba	TRAORE	Syndicat	M	SNEC
10	Fousseyni	TRAORE	Kati	M	CP
11	Moussa Balla	COULIBALY	Kati	M	CP
12	Mamadou	SINAYOKO	Kati	M	CP
13	Alou	KONARE	Kati	M	CP
14	Adama	COULIBALY	Kati	M	CP
15	Abdramane	OUATTARA	Kati	M	CP
16	Kadidia	COULIBALY	Kati	F	CP
17	Cheick AT	TRAORE	Kati	M	CP
18	Adama	SANGARE	Kati	M	CP
19	Arouna Gnama	TRAORE	Kati	M	CP
20	Mamary	NIARE	Kangaba	M	CP

21	Yacouba	ATCH	Kangaba	M	CP
22	Mariam B	COULIBALY	Kangaba	F	CP
23	Patalou	GUINDO	Kangaba	M	CP
24	Sétigui	BAGAYOKO	Kangaba	M	CP
25	Bouré dit Sanou-Oulé	DEMBELE	Kangaba	M	CP
26	Souleymane	COULIBALY	Baguineda	M	CP
27	Adama	KOUYATE	Baguineda	M	CP
28	Boubacar	TRAORE	Baguineda	M	CP
29	Minata	COULIBALY	Baguineda	F	CP
30	Mamadou	MARIKO	Baguineda	M	CP
31	Ibrahim Ag	AYOUBA	Baguineda	M	CP
32	Adiaratou	BAGAYOKO	Baguineda	F	CP
33	Mady	SISSOKO	Baguineda	M	CP
34	Moussa	KEITA	Ouéléssébougou	M	CP
35	Modibo	COULIBALY	Ouéléssébougou	M	CP
36	Bréhima	DIAWARA	Ouéléssébougou	M	CP
37	Haby	DIARRA	Ouéléssébougou	M	CP
37	Yaya	KANE	Ouéléssébougou	M	CP
38	Boubacar S	DIAKITE	Ouéléssébougou	M	CP
39	El Hadj Youba	BABY	Sangarbgou	M	CP
40	Abdoulaye	KEITA	Sangarbgou	M	CP
41	Mamoudou	COULIBALY	Sangarbgou	M	CP
42	Korotoumou	DOUMBIA	Sangarbgou	M	CP
43	Abou	N'DAOU	Sangarbgou	M	CP
44	Mahamadou	SACKO	Sangarbgou	M	CP
45	Siméon	SAMAKE	Kalabancoro	M	CP

46	Aly	GUISSE	Kalabancoro	M	CP
47	Nanko	KOROMA	Kalabancoro	M	CP
48	Kadiatou	FANE	Kalabancoro	F	CP
49	Fatoumata	MAHAMANE	Kalabancoro	F	CP
50	Lamine	TOURE	Kalabancoro	M	CP

9. Liste des CP et des chefs de division à former : Koulikoro

N°	Prénom	Nom	Structure	Sexe	Fonction
1	Moctar Ould	OUMERA	AE/Koulikoro	M	DAE
2	Denis	DABOU	AE/Koulikoro	M	Régisseur
3	Abdoul Wahab	DIARRA	AE/Koulikoro	M	CDCRF
4	Mamadou	SANOGO	AE/Koulikoro	M	CDEB
5	Malick	SADOU	AE/Koulikoro	M	Chef/section
6	Moumouni	SAMAKE	AE/Koulikoro	M	Chef/section
7	Aminata	HAÏDARA	Kkoro	F	CP
8	Mariam	BERTHE	Kkoro	F	CP
9	Issa	TRAORE	Kkoro	M	CP
10	Founé	SACKO	Kkoro	F	CP
11	Sidi	KONE	Kkoro	M	CP
12	Gaoussou	KEITA	Kkoro	M	CP
13	Ousmane	DAMA	Kkoro	M	CP
14	Almamy	KONE	Kkoro	M	CP
15	Moussa	DIAWARA	Nara	M	CP
16	Nouhoum	BAMBA	Nara	M	CP
17	Alou	SANGARE	Nara	M	CP
18	Fadiala	DEMBELE	Nara	M	CP

19	Makan	TOGOLA	Nara	M	CP
20	Fatoumata	SOUMARE	Nara	F	CP
21	Noumouké	SISSOKO	Kolokani	M	CP
22	Danzé	DIARRA	Kolokani	M	CP
23	Fodé	KEITA	Kolokani	M	CP
24	Adama D	COULIBALY	Kolokani	M	CP
25	Moussa	BALIANDO	Kolokani	M	CP
26	Takimady	KEITA	Kolokani	M	CP
27	Sidi	DEMBELE	Banamba	M	CP
28	Mamadou	DIAMOUTENE	Banamba	M	CP
29	Mahamadou	GOÏTA	Banamba	M	CP
30	Fanta	DIAKITE	Banamba	F	CP
31	Halimata	SENOU	Banamba	F	CP
32	Soungo	COULIBALY	Banamba	M	CP
33	Demba	BOLLY	Nonsombg	M	CP
34	Cyprien	LOUA	Nonsombg	M	CP
35	Basséry	DIALLO	Nonsombg	M	CP
36	Salif	CAMARA	Nonsombg	M	CP
37	Cheick A Kader	HAIDARA	Nonsombg	M	CP
38	Fabien	TRAORE	Nonsombg	M	CP

10. Liste des CP et des chefs de division à former : Koutiala

N°	Prénom	Nom	Structure	Sexe	Fonction
1	Mahamar Alasso	MAIGA	AE Koutiala	M	DAE
2	Awa	GOITA	AE Koutiala	F	Régisseur
3	Nampouna	COULIBALY	AE Koutiala	M	CDEB
4	Bréhima	SANOGO	AE Koutiala	M	CDCRF

5	Samou	COULIBALY	AE Koutiala	M	Chef sect
6	Modibo	COULIBALY	AE Koutiala	M	Chef sect
7	Chaka	SOGOBA	CAP Koutiala	M	CP
8	Samba	COULIBALY	CAP Koutiala	M	CP
9	Aramata	DEMBELE	CAP Koutiala	M	CP
10	Idrissa	TRAORE	CAP Koutiala	F	DE
11	Abdoul Aziz	TOURE	CAP Koutiala	M	CP
12	Diakalia	TRAORE	CAP Koutiala	M	CP
13	Adama	BALLO	CAP M'pessoba	M	CP
14	Sidi Mory	COULIBALY	CAP M'pessoba	M	CP
15	Aboubacar	TRAORE	CAP M'pessoba	M	CP
16	Fousseni	DIALLO	CAP M'pessoba	M	CP
17	Conseiller	Remplaçant	CAP M'pessoba	M	CP
18	Aichata	OUATTARA	CAP M'pessoba	F	SCOFI
19	Mariam	BADADERE	CAP Yorosso	F	SCOFI
20	Dramane	DEMBELE	CAP Yorosso	M	CP
21	Salia	GOÏTA	CAP Yorosso	M	CP
22	Amadou Yaya	GOÏTA	CAP Yorosso	M	CP
23	Siaka	KONE	CAP Yorosso	M	CP
24	Brahima	OUATTARA	CAP Yorosso	M	CP
25	Evariste	DABOU	CAP Zangasso	M	DE
26	Noumoutié	MARIKO	CAP Zangasso	M	DE
27	Moussa	COULIBALY	CAP Zangasso	M	CP
28	Moussa	DIAMOUTENE	CAP Zangasso	M	CP
29	Malick	TRAORE	CAP Zangasso	M	CP
30	Soungalo	TRAORE	CAP Zangasso	M	CP

Total participants AE : 60

Total participants CP : 324

Totaux participants : 384

Le Directeur adjoint USAID/Mali SI

13.8 Monitoring report on the training of grl teachers



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Synthèse des formations des enseignantes de 1^{ère} année

17 au 20 Septembre 2019

I. INTRODUCTION

La formation des enseignants de 1^{ère} A des zones SIRA s'est déroulée du 17 au 20 septembre 2019 dans tous les CAP. Les équipes chargées des supervisions étaient constituées des agents du MEN et du Projet USAID/Mali SIRA. Il est bon de rappeler que ces enseignants sont entrain d'être formés en 1^{ère} année pour la 2^{ème} fois.

II. OBJECTIFS

Cet atelier avait pour objectifs de :

1. Renforcer les capacités des enseignants dans des techniques de l'approche équilibrée et dans les mots décodables;
2. Rappeler les pratiques pédagogiques des enseignants dans les différentes techniques de l'approche équilibrée d'une classe à une autre ;
3. Faire progresser les élèves à l'intérieur de chaque champ de compétences ;
4. Utiliser efficacement les outils d'évaluation mis à leur disposition.

III. CONSTATS

Les équipes de supervision ont formulé des constats et des recommandations sur tout les aspects des sessions de formation.

3.1. Points forts

- Présence du DAE à la cérémonie d'ouverture à Barouéli et durant toute la journée,
- Appui du DAE dans les salles de formation de Barouéli et de Niono,
- Matériel de formation disponible et au grand complet,
- Distribution de matériels supplémentaires aux enseignants et aux écoles,
- La conviction explicite des enseignants d'avoir maîtrisé les techniques et stratégies d'enseignement de la lecture-écriture;
- L'engagement et l'assiduité des conseillers pédagogiques tout au long de cette session en plus de leur ouverture aux questions et sollicitations des participants, choses qu'ils ont gérés efficacement;
- La disponibilité à temps des fonds et du matériel de la formation facilitant du coup de meilleures conditions de tenue des travaux ;
- La dotation des écoles en matériels de la première année ce qui constituait un véritable casse-tête pour beaucoup d'entre elles ;



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- La forte implication des Directeurs de CAP et de leurs Adjoints tout au long du processus toute chose rendant aisé le travail pédagogiques des conseillers pédagogiques dans les salles de formation ;
- L'évaluation de tous les conseillers pédagogiques formateurs au cours de ces ateliers
- L'appréciation du module par les enseignants ;
- La disponibilité de la liste de présence affichée avant l'atelier (Yanfolila)
- Certains enseignants performants ont été utilisés comme formateur pour aider les CP de Djélibougou et de Banconi (cas Diakaridia Diarra) ;
- L'engagement des enseignants à utiliser désormais le cahier d'évaluation et l'écriture inventée.

3.2. *Points à améliorés/défis:*

- Des participants sont à leur toute première formation SIRA (ségou, Baroueli, koumantou ...)
- Les simulations sont faites sans les enfants ;
- Une salle de formation tenue par des nouveaux CP à Koumantou ;
- Difficulté pour utiliser d'autres textes non SIRA pour la lecture guidée ;
- Etat défectueux de beaucoup de radios ;
- La gestion des tablettes ;
- Problème de progression des apprentissages entre 1^{ère} et 2^{ème} années .

IV. RECOMMANDATIONS

- Maintenir les enseignants dans les classes pour lesquelles ils ont été recyclés ;
- Multiplier le suivi de proximité par les directeurs d'école et les conseillers pédagogiques tout au long de l'année scolaire ;
- Faire fonctionner les Communautés d'Apprentissage des maîtres ;
- Délivrer des attestations de participation aux enseignants qui ont suivi tout le processus de formation SIRA avec succès.
- Renforcer l'exploitation du référentiel pour mieux percevoir la progression
- Planifier les activités en consultation avec les autres projets pour faire en sorte que nos CP formés ne se retrouvent pas sur les activités autres que les nôtres.
- L'AE et les CAP doivent s'impliquer pour une bonne prise en charge des élèves SIRA qui vont dans les classes supérieures.



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V. CONCLUSION

Le sentiment du devoir accompli qui a illuminé les conseillers pédagogiques après ces quatre jours de sessions de formation ajouté à la confiance grandissante des participants dans la maîtrise des techniques d'enseignement de la lecture-écriture et leur volonté d'occuper une place de choix dans les évaluations futures, sont des atouts majeurs sur lesquels les équipes de supervision se sont basées pour considérer ces différentes session comme de véritables succès.

La supervision a permis aussi d'appuyer les CP dans l'animation du module. Des explications nécessaires ont été données sur les différentes techniques.



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ANNEXES

Nombre d'enseignants prévus pour la formation en 1^{ère} année 2019

AE	CAP	Nombre d'enseignants de 1re année
SEGOU	BARAOUELI	112
	FARAKO	42
	MACINA	84
	MARKALA	119
	NIONO	160
	SARRO	75
	SEGOU	130
DIOILA	BELEKO	65
	DIOILA	188
	FANA	105
KATI	Kangaba	112
	Baguineda	142
	Kalanbancoro	68
	Kati	228
	Ouelessebougou	94
	Sangarebougou	45
KOULIKORO	Nara	35
	Nossombougou	28
	Banamba	100
	Kolokani	82
	Koulikoro	174



BOUGOUNI	BOUGOUNI	206
	GARALO	78
	KOLONDIÉBA	148
	KOUMANTOU	111
	YANFOLILA	177
BAMA KO RD	BACO DJICORONI	18
	BANANKABOUGOU	22
	FALADIE	6
	KALABAN COURA	19
	SENOU	9
	SOGONIKO	16
	TOROKORO	22
BAMA KO RG	BAMA KO COURA	28
	BANCONI	25
	BOZOLA	23
	CENTRE COMMERCIAL	32
	DJELIBOUGOU	25
	HIPPODROME	22
	LAFIABOUGOU	31
	SEBENICORO	29
SIKASSO	KADIOLO	7
	KLELA	29
	KIGNAN	23
	N'KOURALA	11



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	NIENA	100
	SIKASSO	29
KOUTIALA	KOUTIALA	53
	M'PESSOBA	50
	ZANGASSO	16
	YOROSSO	4
SAN	BLA	105
	KIMPARANA	60
	SAN	131
	TOMINIAN	32
	YANGASSO	27
GRAND TOTAL		3912

13.9 Monitoring report on the training of school directors



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Synthèse des rapports de supervision de la formation/recyclage des Directeurs d'école à l'approche équilibrée, aux mots décodables, au leadership et à l'équité genre

2-5 septembre 2019

I. Introduction

Les équipes de supervision de la formation des directeurs d'école à l'approche équilibrée, aux mots décodables, au leadership et à l'équité genre, composées d'un représentant de SIRA, du MEN et de l'AE, se sont rendues dans les centres de formation des 56 CAP des 10 Académies d'Enseignement de la zone du projet SIRA.

Ces formations de 4 jours se sont déroulées du 2 au 5 septembre 2019 et ont reçu par endroit la supervision de la spécialiste en GENRE de SIRA.

II. Objectifs

2.1. Objectifs de la supervision

- Faciliter le bon déroulement des activités ;
- Appuyer les CP au besoin ;
- Evaluer la prestation des CP ;
- Formuler des recommandations en vues des prochaines sessions.

2.2. Objectifs assignés à la formation

- Renforcer les capacités des Directeurs dans des techniques de l'approche équilibrée ;
- Consolider le rôle de leader pédagogique chez les directeurs d'école ;
- Identifier en les nommant les pratiques de pédagogie active dans les classes ;
- Faire progresser leurs élèves à l'intérieur de chaque champ de compétences ;
- Pratiquer des stratégies plus équitables selon le genre ;
- Utiliser efficacement les outils d'évaluation mis à la disposition des enseignants.

III. Constats des équipes de supervision

Les équipes ont fait les constats suivants :

3.1. Constats positifs :

- Présence de la quasi-totalité des directeurs
- Listes des participants affichés en avance devant les salles,
- Démarrage effectif des activités conformément à l'horaire de l'agenda,
- Disponibilité du matériel de formation,

- Présence des formateurs (CP) ;
- Simulation de toutes les techniques prévues dans le module ;
- Echanges très fructueux sur les animations ;
- Module genre bien mené et apprécié
- Bonne répartition des CP entre les salles (un expérimenté est toujours accompagné par un nouveau)
- Les directeurs ont presque tous apporté les tablettes dans tous les centres visités ;
- Engagement des directeurs à faire désormais le suivi de proximité ;
- Le retour sur les techniques de l'AEQ et les MD associée à l'utilisation de la grille de Pédagogie Active a été apprécié ;
- Bonne maîtrise des techniques chez les CP d'une manière générale ;
- Le processus de certification des CP a continué à travers le renseignement de la grille d'observation
- Bonne réception du point sur les résultats d'évaluation des CP tablette ;
- Le point sur les axes prioritaires pour une école de qualité a été appréciée ;
- Moins de mobilité des enseignants car 8 seulement sont nouveaux sur 100 CAP de Niéna .

3.2. Points à améliorer :

- Simulation menées sans les élèves,
- Les CP n'ont pas amené les kits qu'ils ont reçus de SIRA dans les centres de formation surtout (Niono) ;
- Présence de nouveaux directeurs d'école dans plusieurs centres ;
- Les directeurs n'exploitent pas les documents qu'ils ont reçus au cours des sessions passées ;
- Absence de beaucoup de participants le premier jour ;
- Les participants sont de plus en plus dehors pendant les temps d'activité et l'utilisation des téléphones reste un vrai défi ;
- Faible représentativité des femmes % à calculer par CAP ;
- Mauvaise gestion des tablettes dans plusieurs écoles ;
- Insuffisance de suivi des directeurs dans les classes.

IV. Recommandations

- Proposer aux directeurs une fréquence de suivi de proximité en remplissant des grilles qui seront remontées par trimestre par les directeurs coordinateurs,
- Dynamiser les Communautés d'Apprentissage des maîtres (CA).
- Prendre des mesures pour la gestion des appels et l'utilisation des téléphones pendant les activités,
- Demander aux participants d'être encore plus ponctuels et assidus
- Poursuivre les efforts dans l'appui aux enseignants des 3^e années ;

V. Conclusion

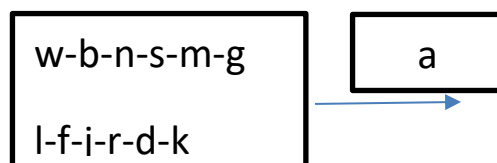
Ces ateliers ont été une véritable occasion pour les directeurs d'exprimer leur vif remerciement au projet USAID/Mali SIRA, qui, depuis 2016 a contribué à leur formation et à leur perfectionnement en Approche Equilibrée, en Mots Décodables, en Leadership, en Communauté d'Apprentissage (CA) des maîtres tout comme dans l'organisation et l'animation des Grappes.

Les outils fournis et expliqués pour la pédagogie active et l'application de l'équité genre sont entre autres, des éléments pertinents leur permettant d'assurer à coup sûr la bonne exécution de leurs rôles et responsabilités.

Cas de succès

La pépite d'or : Ce jeu a été créé par un enseignant/ Directeur qui selon lui pourra permettre aux enseignant de mieux travailler les mécanismes de la langue et la conscience lexicale.

Les principes du jeu consistent à mettre les élèves en groupe et à partir de la seule voyelle (a), ils vont former des mots avec les consonnes. Le groupe qui aura formé plus de mots ayant un sens gagne le jeu.



Exemple : Jaba, Jala, Sama, Gala, Fala, Dagaba, Waraba, etc

Annexe : Tableau des Directeurs d'école à former par CAP et Académie d'enseignement

AE	CAP	Nombre de Directeurs
SEGOU	BARAOUELI	112
	FARAKO	42
	MACINA	84
	MARKALA	119
	NIONO	160
	SARRO	75
	SEGOU	130
DIOILA	BELEKO	64
	DIOILA	199
	FANA	103
KATI	Kangaba	109
	Baguineda	143
	Kalanbancoro	68
	Kati	228
	Ouelessebougou	94
	Sangarebougou	45
KOULIKORO	Nara	35
	Nossombougou	28
	Banamba	100
	Kolokani	82
	Koulikoro	174
BOUGOUNI	BOUGOUNI	208
	GARALO	78
	KOLONDIÉBA	165

	KOUMANTOU	134
	YANFOLILA	177
BAMAKO RD	BACO DJICORONI	18
	BANANKABOUGOU	21
	FALADIE	8
	KALABAN COURA	19
	SENOU	4
	SOGONIKO	16
	TOROKORO	19
BAMAKO RG	BAMAKO COURA	27
	BANCONI	24
	BOZOLA	24
	CENTRE COMMERCIAL	32
	DJELIBOUGOU	26
	HIPPODROME	21
	LAFIABOUGOU	32
	SEBENICORO	28
SIKASSO	KADIOLO	7
	KLELA	29
	KIGNAN	35
	N'KOURALA	11
	NIENA	100
	SIKASSO	18
KOUTIALA	KOUTIALA	53
	M'PESSOBA	50
	ZANGASSO	16

	YOROSSO	4
SAN	BLA	107
	KIMPARANA	60
	SAN	128
	TOMINIAN	33
	YANGASSO	26
GRAND TOTAL		3952

13.10 Monitoring report on the training of gr2 teachers



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Synthèse des formations des enseignantes de 2^{ème} année 09 au 15 Septembre 2019

I. INTRODUCTION

Les enseignants de 2^{ème} année ont bénéficié de leur 4^{ème} et dernière session de formation du 09 au 15 septembre 2019.

Les missions de supervision conjointe de l'équipe USAID/Mali SIRA et du MEN organisées par le projet avaient pour objectifs d'appuyer les Conseillers pédagogiques dans la tenue des ateliers de recyclage de manière générale. Elles étaient chargées de donner un dernier appui aux enseignants de deuxième année dans l'utilisation de l'approche équilibrée et des mots décodables.

II. OBJECTIFS

Cette supervision avait pour objectifs de :

- Faciliter le bon déroulement des activités ;
- Appuyer les CP au besoin ;
- Evaluer la prestation des CP ;
- Formuler des recommandations en vue d'une meilleure prise en charge des élèves de 2^{ème} année.

La supervision avait pour mission d'observer et appuyer pour l'atteinte des objectifs ci-après :

1. Démontrer leur maîtrise des techniques de l'approche équilibrée ;
2. Mettre en œuvre le guide d'exploitation des textes proposé pour l'année à venir ;
3. Intégrer d'autres matières à travers Langue et communication ;
4. Utiliser des textes autres que les textes SIRA pour développer des activités selon l'Approche Equilibrée ;
5. Mettre en œuvre des stratégies plus équitables selon le genre ;
6. Utiliser efficacement les méthodes d'évaluation formative à leur disposition.

III. CONSTATS

3.1. Points forts

- Forte implication des CP et DCAP dans la mise en œuvre de la formation ;
- Bonne appréciation du guide d'exploitation des textes de 2^{ème} année ;
- Bonne appréciation de l'intégration du genre dans le module de formation ;
- Respect du planning de formation dans tous les centres de formation ;

- Participation active des enseignants aux travaux de groupe ;
- Maîtrise des techniques par la majeure partie des participants ;
- Bonne animation de la session par les formateurs ;
- Présence effective des participants ;
- Disponibilité des matériels de formation.
- La mise à jour des tablettes par les agents suivi évaluation.
- Intégration de certains enseignants performants comme formateurs (Djeneba Samaké, Diakaridia Diarra...)

3.2. Points à améliorés/défis:

- La gestion difficile des listes de présence à Kati ;
- La gestion de la tablette à l'école reste un défi ;
- Beaucoup d'enseignants de Sangarébougou n'ont pas de référentiel de compétence (le DE ne l'a pas mis à leur disposition) ;
- Le retard dans la mise à la disposition des CP les listes de présence Kati et Baguinéda ;
- Le retard, les pauses prolongées et les sorties incessantes des participants à Kati,
- La présence des enfants (bébés) dans les salles gêne sérieusement le bon déroulement des activités ;

IV. RECOMMANDATIONS

- Organiser des planifications concertées avec tous les partenaires impliqués dans les formations pour éviter les télescopes ;
- Prévoir dans le plan d'action des CAP des contenus sur le transfert de la L1 à la L2
- Continuer la reconnaissance des enseignants performants,
- Donner des attestations aux enseignants et aux DE pour toutes les formations et recyclages bénéficiés,
- Revoir la liste de Kati en vue de la nettoyer définitivement ;
- Impliquer les conseillers à l'orientation (CO) dans le suivi des listes de présence en lieu et place des comptables ;
- Faire une communication sur comment gérer les tablettes et les radios ;
- Impliquer les directeurs coordinateurs dans l'identification des écoles qui n'appliquent SIRA ;
- Poursuivre les efforts de gestion des classes à doubles division ;

V. CONCLUSION

Les impressions des équipes de supervision laissent présager beaucoup d'espoirs quant aux résultats de SIRA en 2020. L'amélioration du niveau des enseignants est sans équivoque. Des témoignages de différents acteurs montrent assez d'optimisme.

ANNEXE

Nombre de participants prévus en septembre 2019 par CAP

AE	CAP	Nombre d'enseignants formation de 2e année
SEGOU	BARAOUELI	103
	FARAKO	42
	MACINA	77
	MARKALA	111
	NIONO	160
	SARRO	63
	SEGOU	125
DIOILA	BELEKO	65
	DIOILA	197
	FANA	105
KATI	Kangaba	109
	Baguineda	141
	Kalanbancoro	68
	Kati	246
	Ouelessebougou	94
	Sangarebougou	47
KOULIKORO	Nara	33
	Nossombougou	28
	Banamba	99
	Kolokani	62
	Koulikoro	170
BOUGOUNI	BOUGOUNI	209

	GARALO	72
	KOLONDIEBA	127
	KOUMANTOU	110
	YANFOLILA	175
BAMA KO RD	BACO DJICORONI	17
	BANANKABOUGOU	21
	FALADIE	6
	KALABAN COURA	17
	SENOU	4
	SOGONIKO	14
	TOROKORO	20
BAMA KO RG	BAMA KO COURA	27
	BANCONI	22
	BOZOLA	18
	CENTRE COMMERCIAL	28
	DJELIBOUGOU	25
	HIPPODROME	20
	LAFIABOUGOU	27
	SEBENICORO	24
SIKASSO	KADIOLO	7
	KLELA	29
	KIGNAN	35
	N'KOURALA	11
	NIENA	100
	SIKASSO	29
KOUTIALA	KOUTIALA	53

	M'PESSOBA	50
	ZANGASSO	16
	YOROSSO	4
SAN	BLA	103
	KIMPARANA	60
	SAN	132
	TOMINIAN	33
	YANGASSO	27
GRAND TOTAL		3817

13.11 Summary result of pedagogical monitoring of first trimester



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Suivi des écoles par les CP durant le trimestre 1 de 2019





**Les résultats du
suivi du
trimestre 1 de
l'année 3 de SIRA**

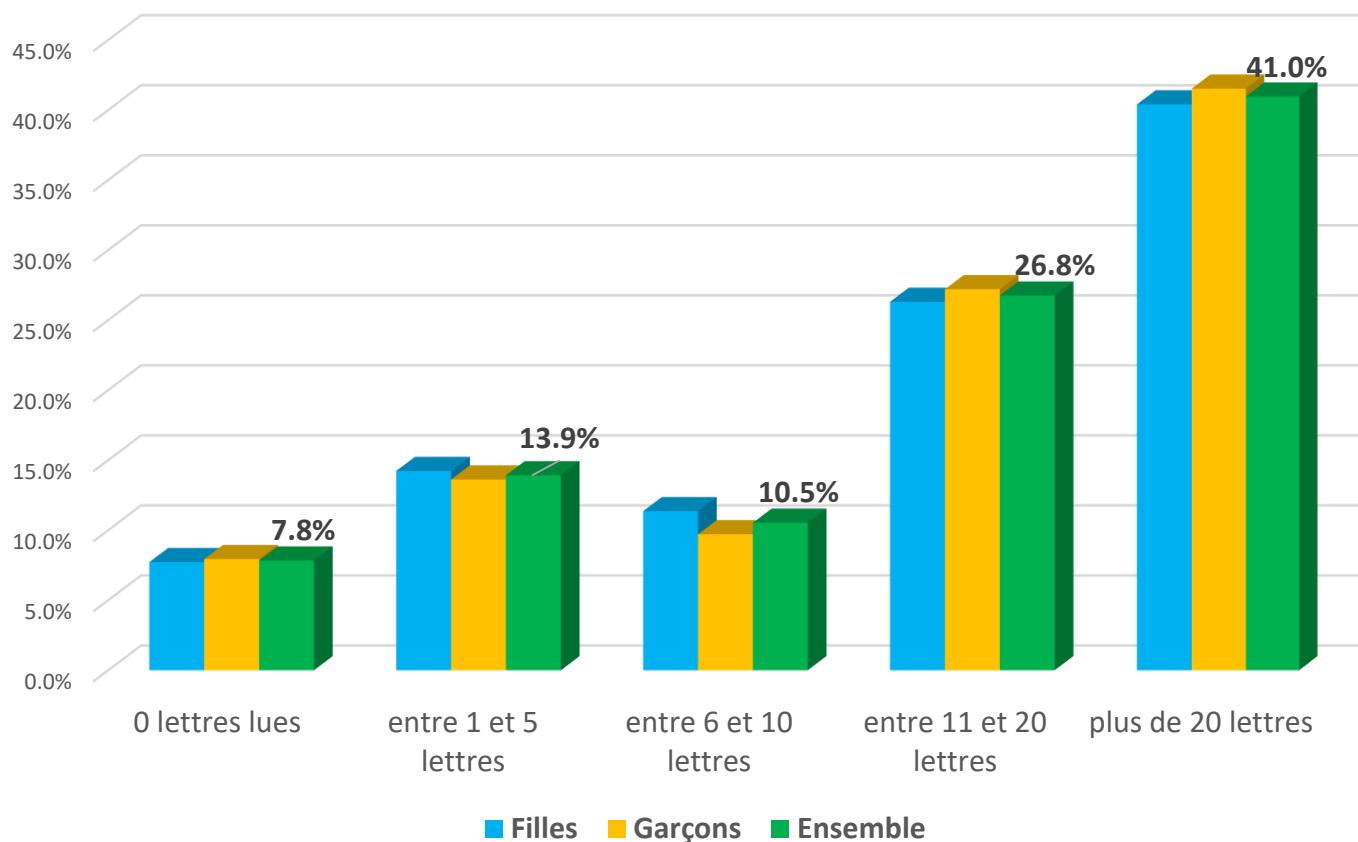
Résultats du trimestre 1 de l'an2

- Au premier trimestre, sur **1 490** écoles prévues pour le suivi, seulement **1 065** écoles avaient pu être suivies. Ceci était lié principalement aux grèves depuis le mois de janvier.
- Au niveau Enseignants et élèves suivis, nous avons :

	Femmes	Hommes	Total
Nombre d'enseignants suivis en 1re année	347	413	760
Nombre d'enseignants suivis en 2e année	351	438	789
Nombre d'élèves 1re année	2 369	2 379	4 748
Nombre d'élèves 2e année	2 309	2 363	4 672

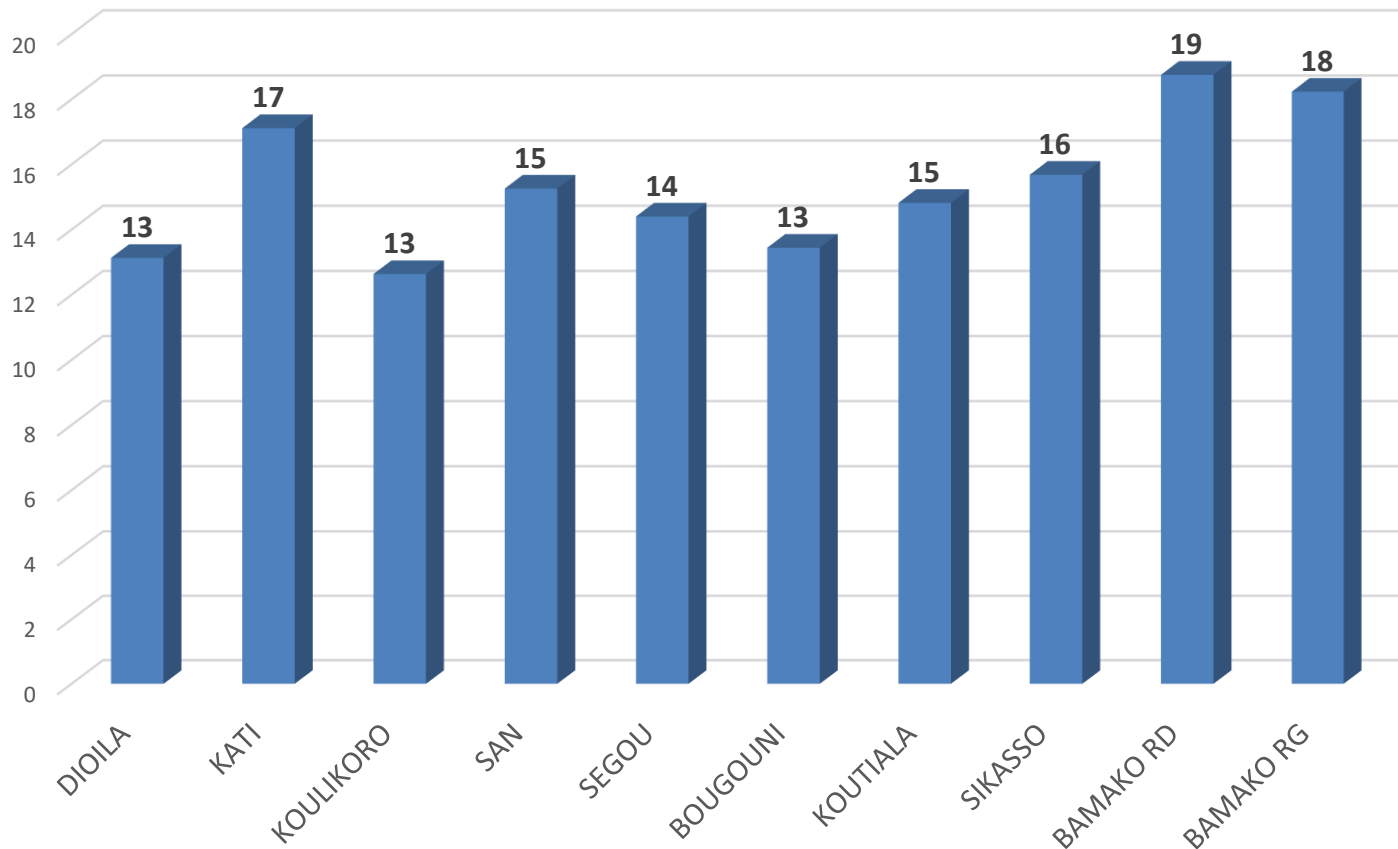
Résultats du trimestre 1 – 1^{re} année

% d'élèves pouvant lire les lettres



Nombre moyen de lettres lues par AE

Nombre moyen de lettres lues



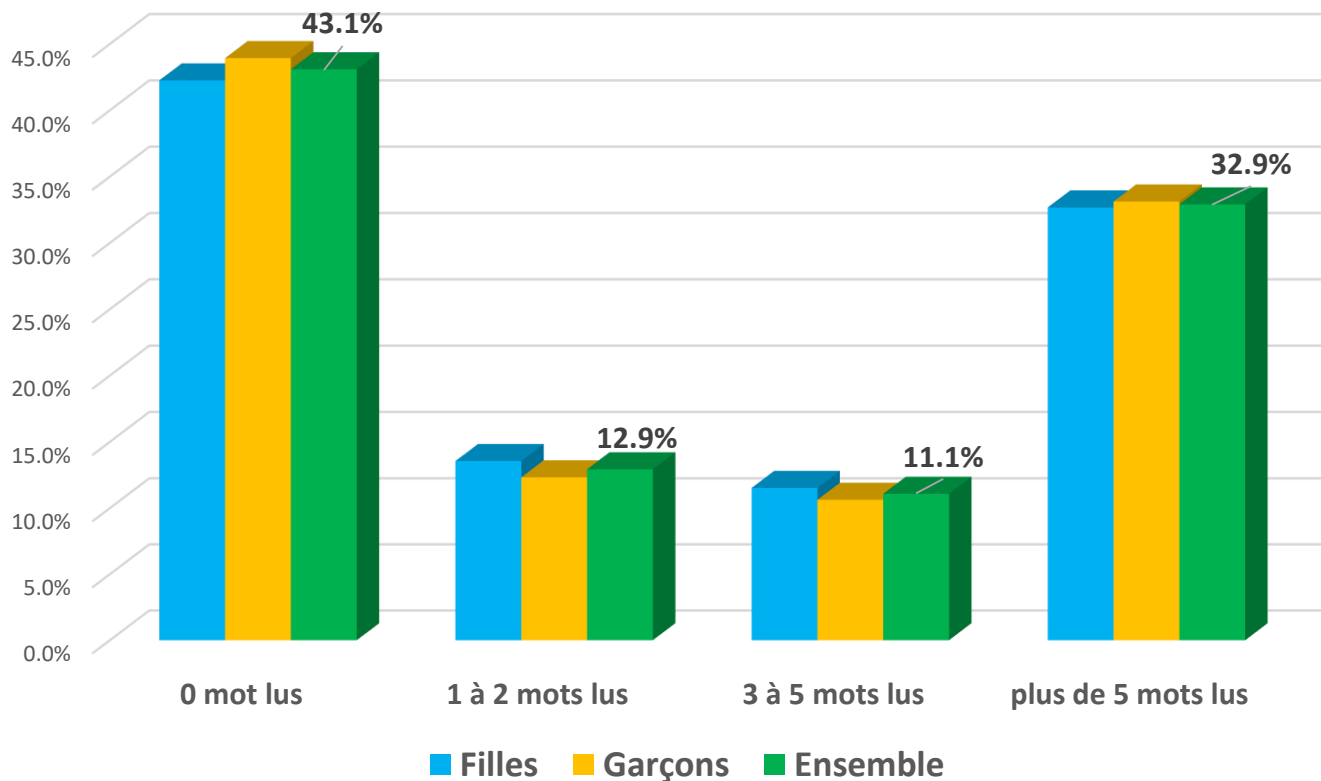
Nombre de lettres lues par REGION, 1^{re} année

Répartition des élèves selon le nombre de lettres lues par région

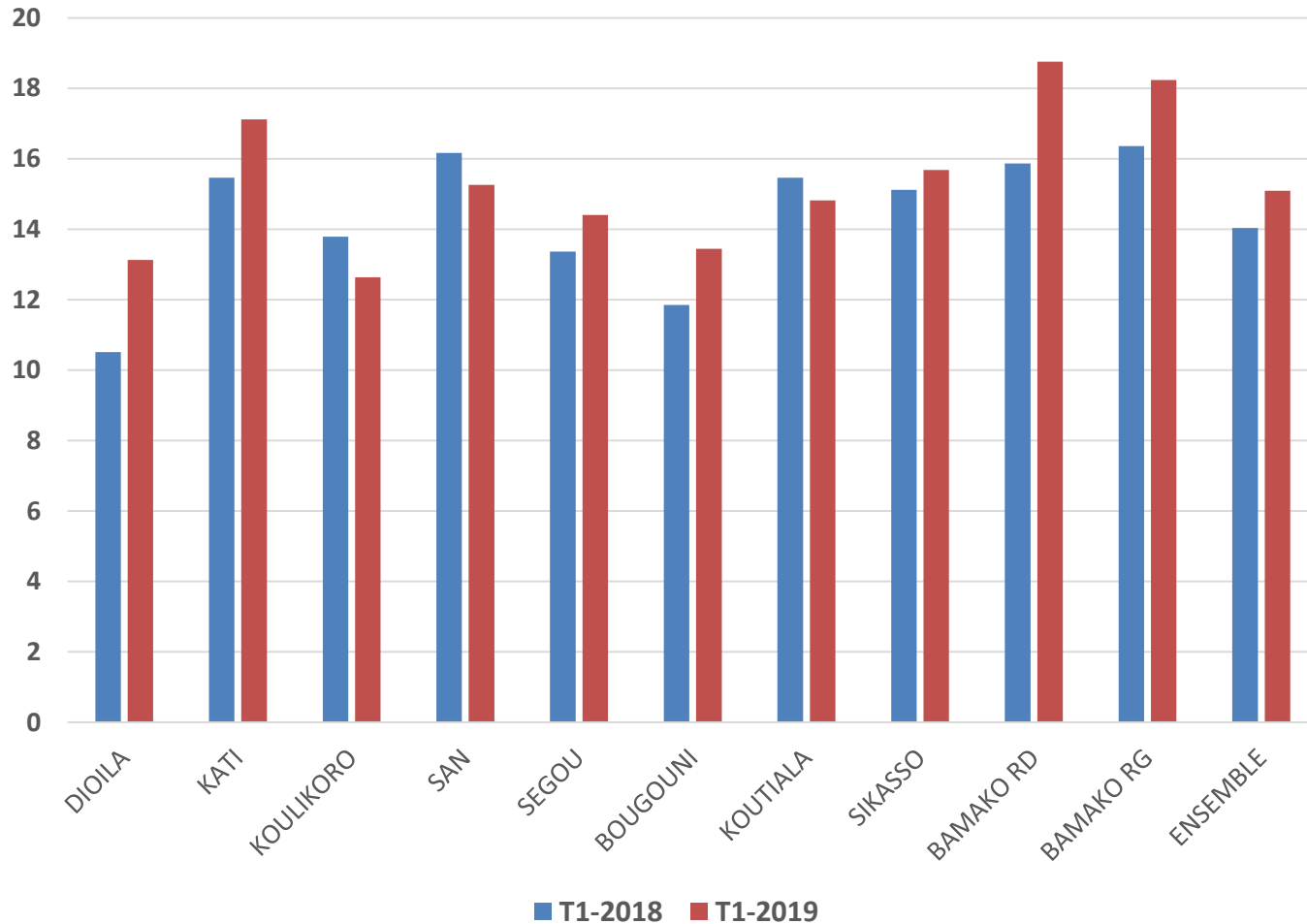
Régions	0 lettres lues	entre 1 et 5 lettres	entre 6 et 10 lettres	entre 11 et 20 lettres	plus de 20 lettres
Koulikoro	6.8	14.5	10.4	28.2	40.0
Ségou	8.5	15.0	10.2	26.3	39.9
Sikasso	10.9	14.3	10.8	25.3	38.7
Bamako	1.0	6.5	11.1	25.6	55.8
Ensemble	7.8	13.9	10.5	26.8	41.0

Nombre de mots lus selon le sexe, 1^{re} année

% des élèves pouvant lire les mots familiers (à partir d'une grille)



Nombre moyen de lettres lues par AE en 2018 et 2019, 1^{re} année

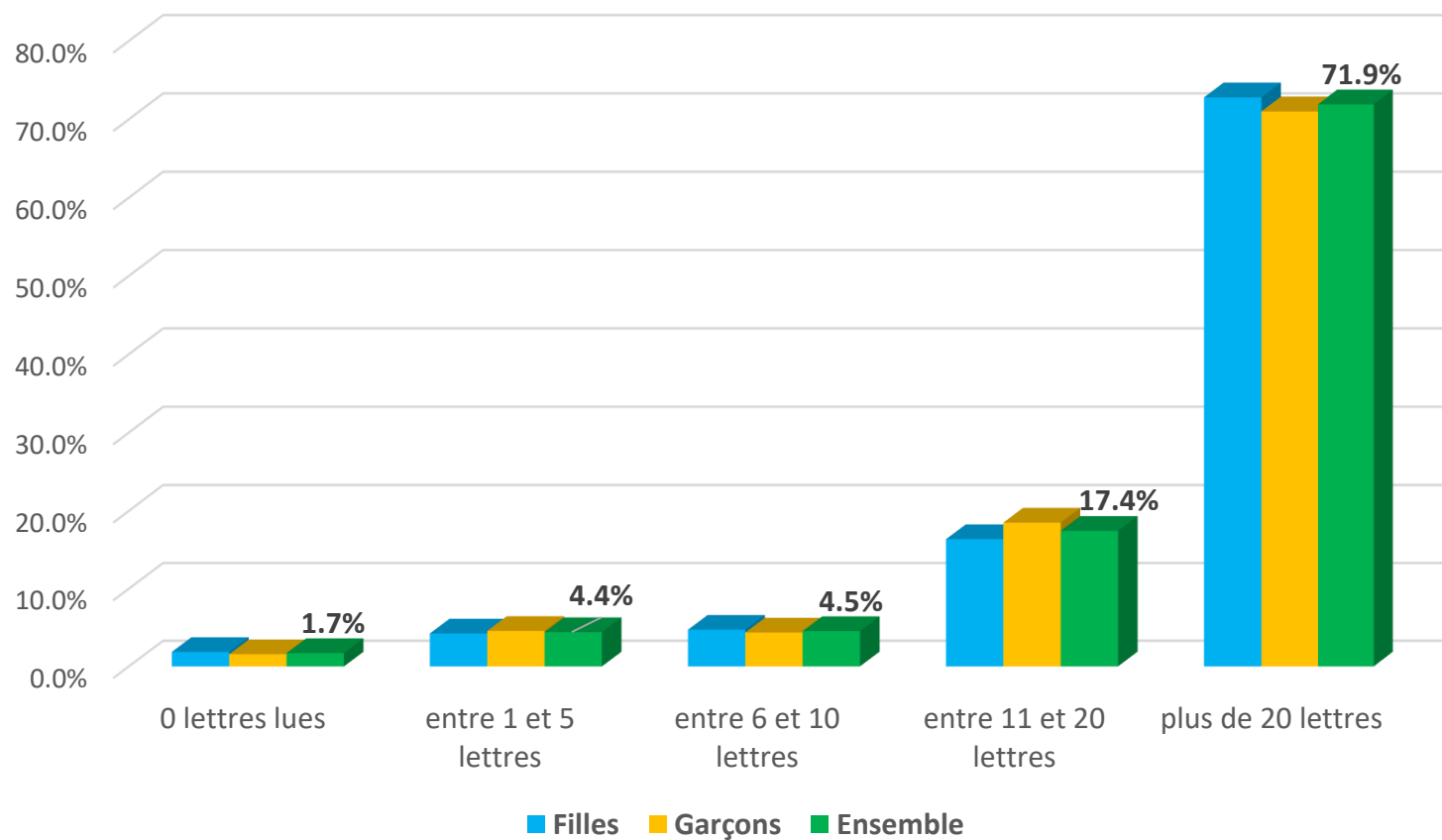




Résultats des élèves de 2^e année

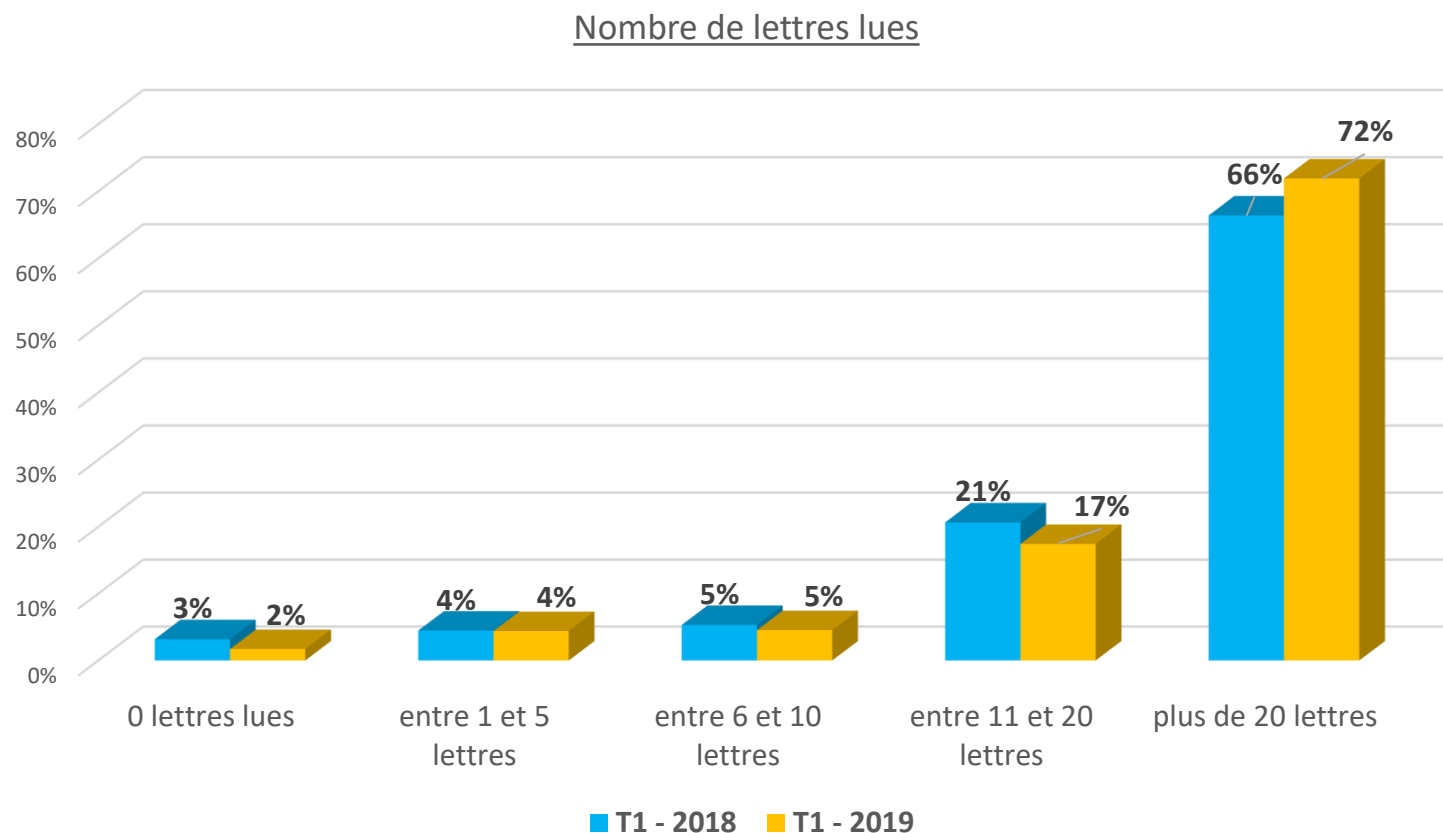
Résultats du trimestre 1 – 2^e année

% d'élèves pouvant lire les lettres selon le sexe



Résultats du trimestre 1 – 2^e année

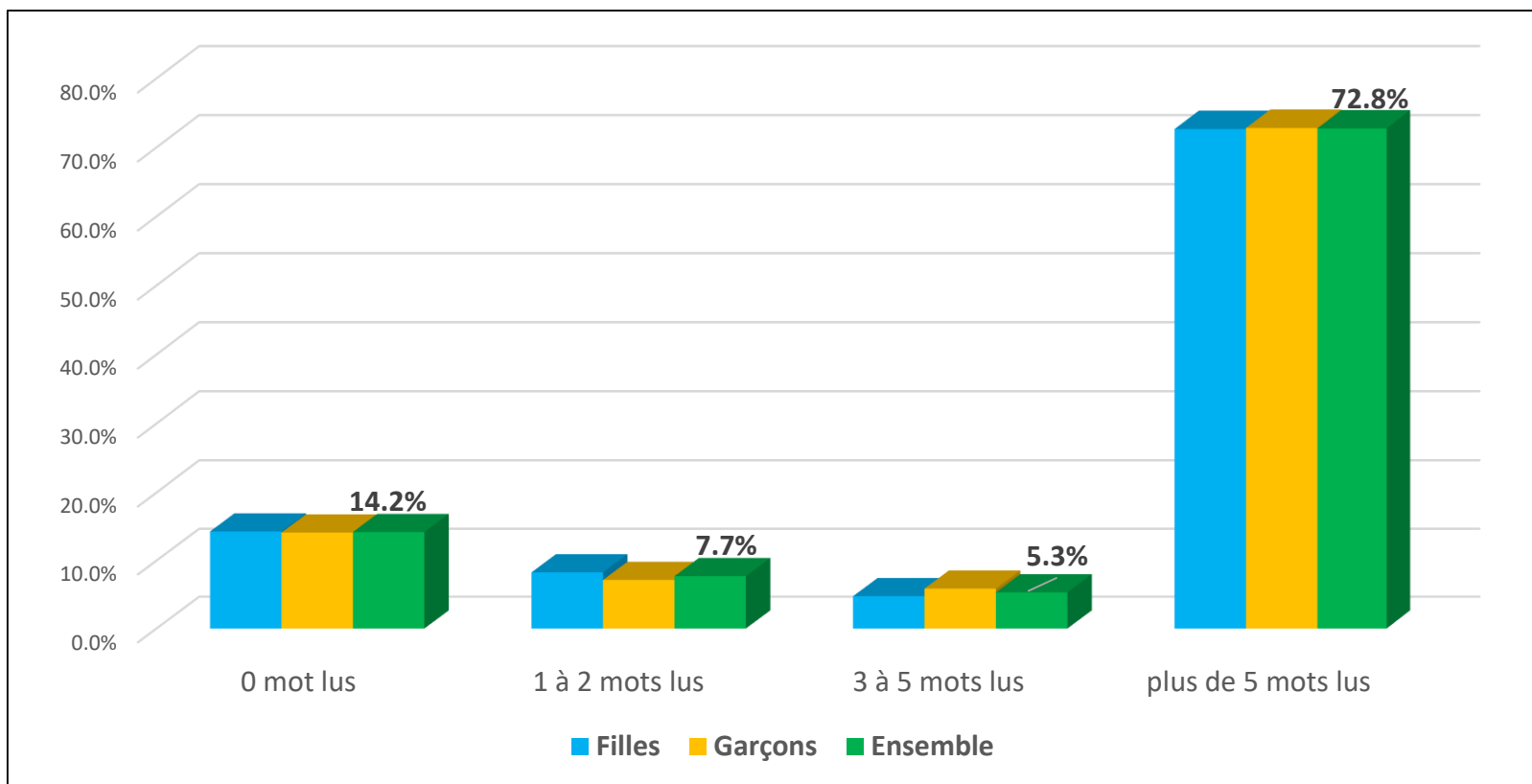
Comparaison du nombre moyen de lettres lues entre T1-2018 et T1-2019



Résultats du trimestre 1 – 2^e année

% des élèves pouvant lire les mots familiers

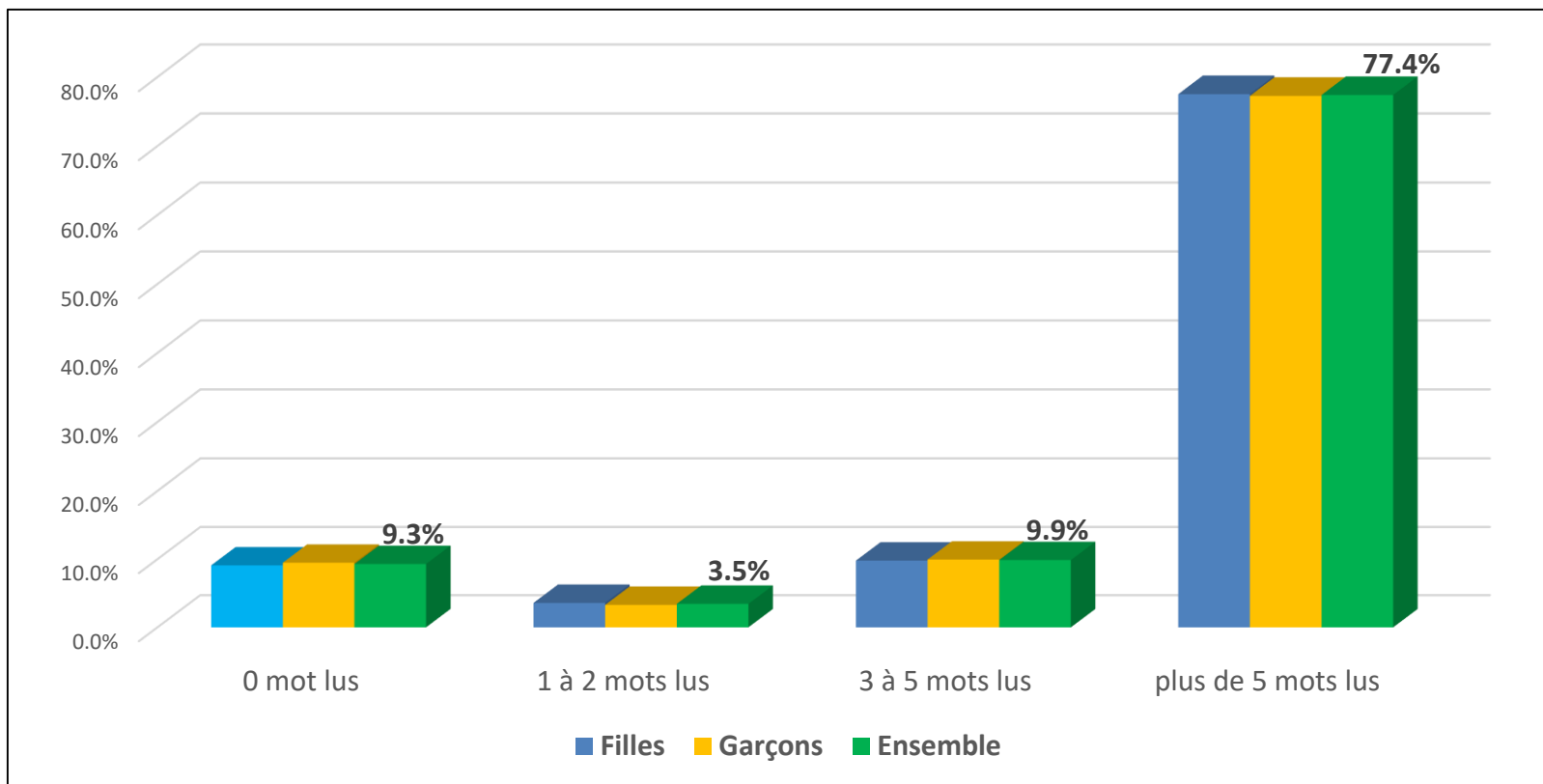
(à partir d'une grille de 20 mots)



Résultats du trimestre 1 – 2^e année

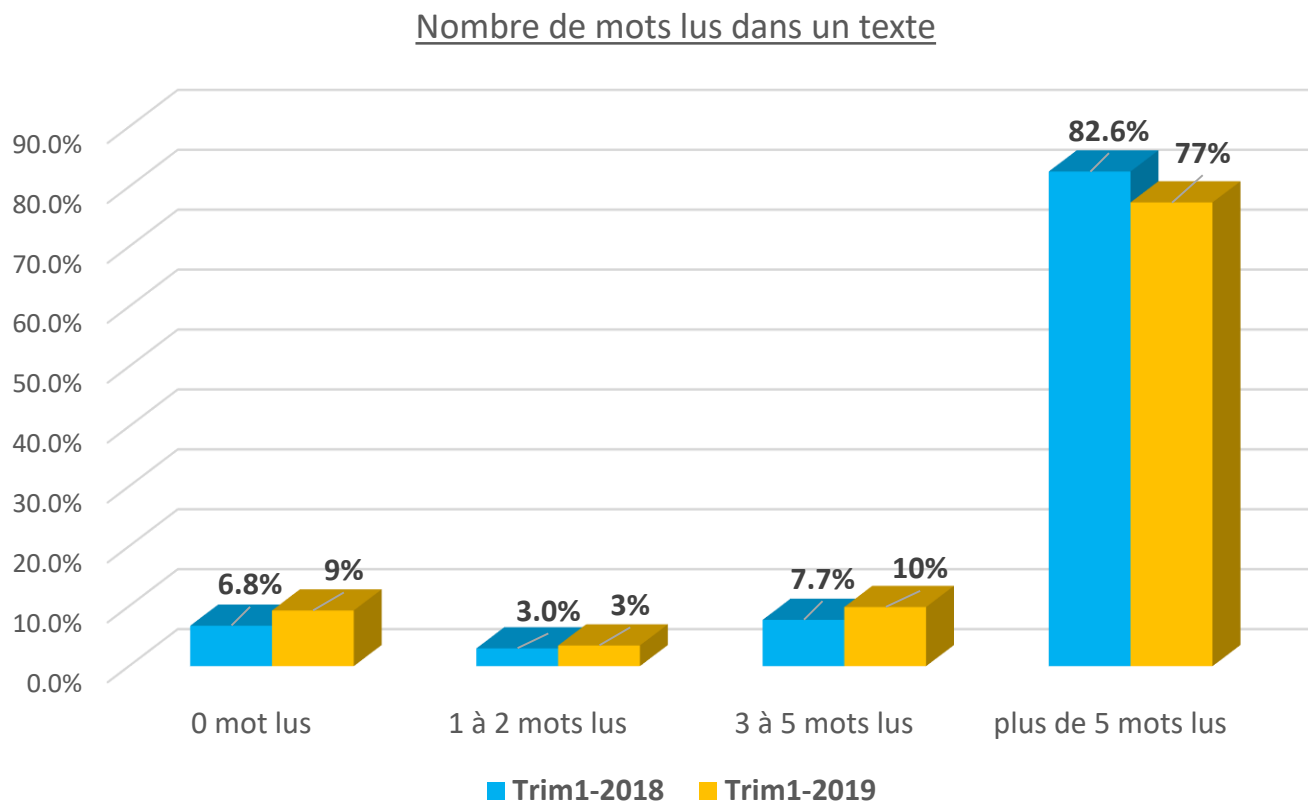
% des élèves pouvant lire les mots familiers

(à partir d'un texte de 49 mots)



Résultats du trimestre 1 – 2^e année

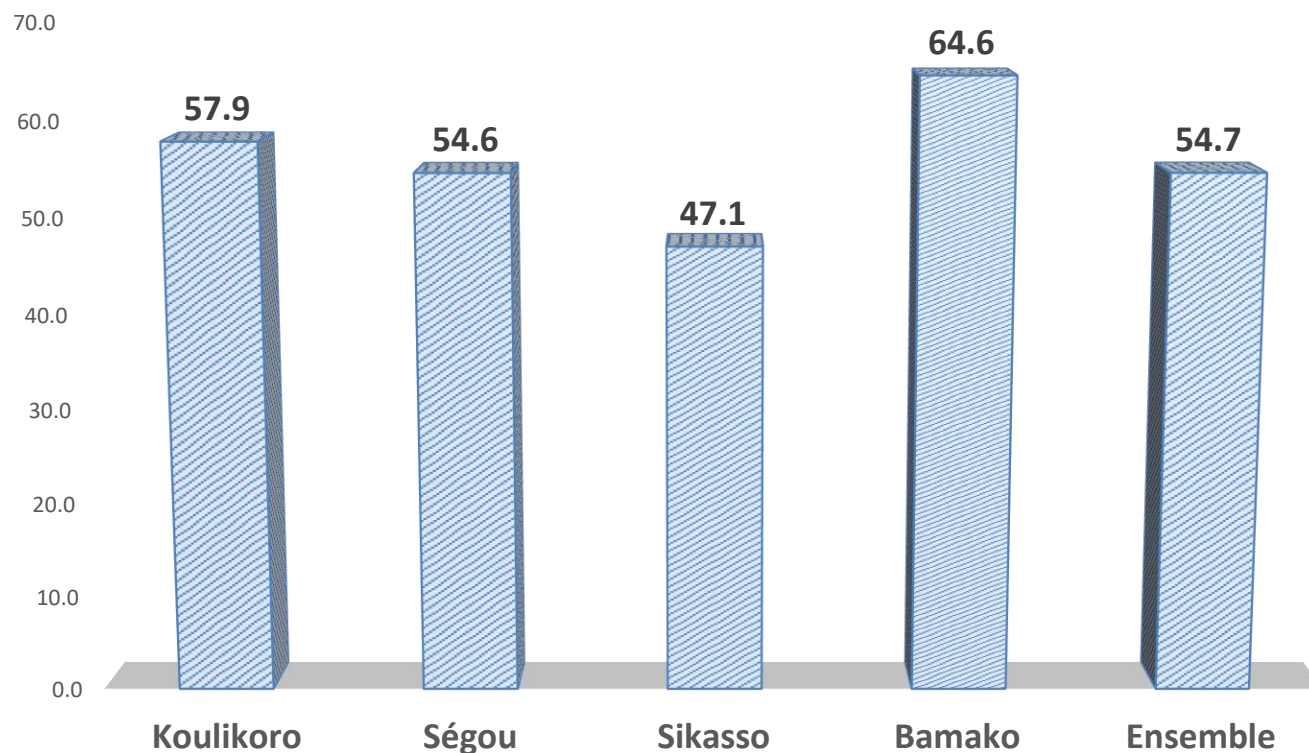
Comparaison du nombre de mots lus entre T1-2018 et T1-2019



% des élèves pouvant lire au moins 31 mots familiers par AE, 2^e année

Pourcentage d'élèves pouvant lire au moins 31 mots familiers en 2^e année

% AYANT LU AU MOINS 31 MOTS



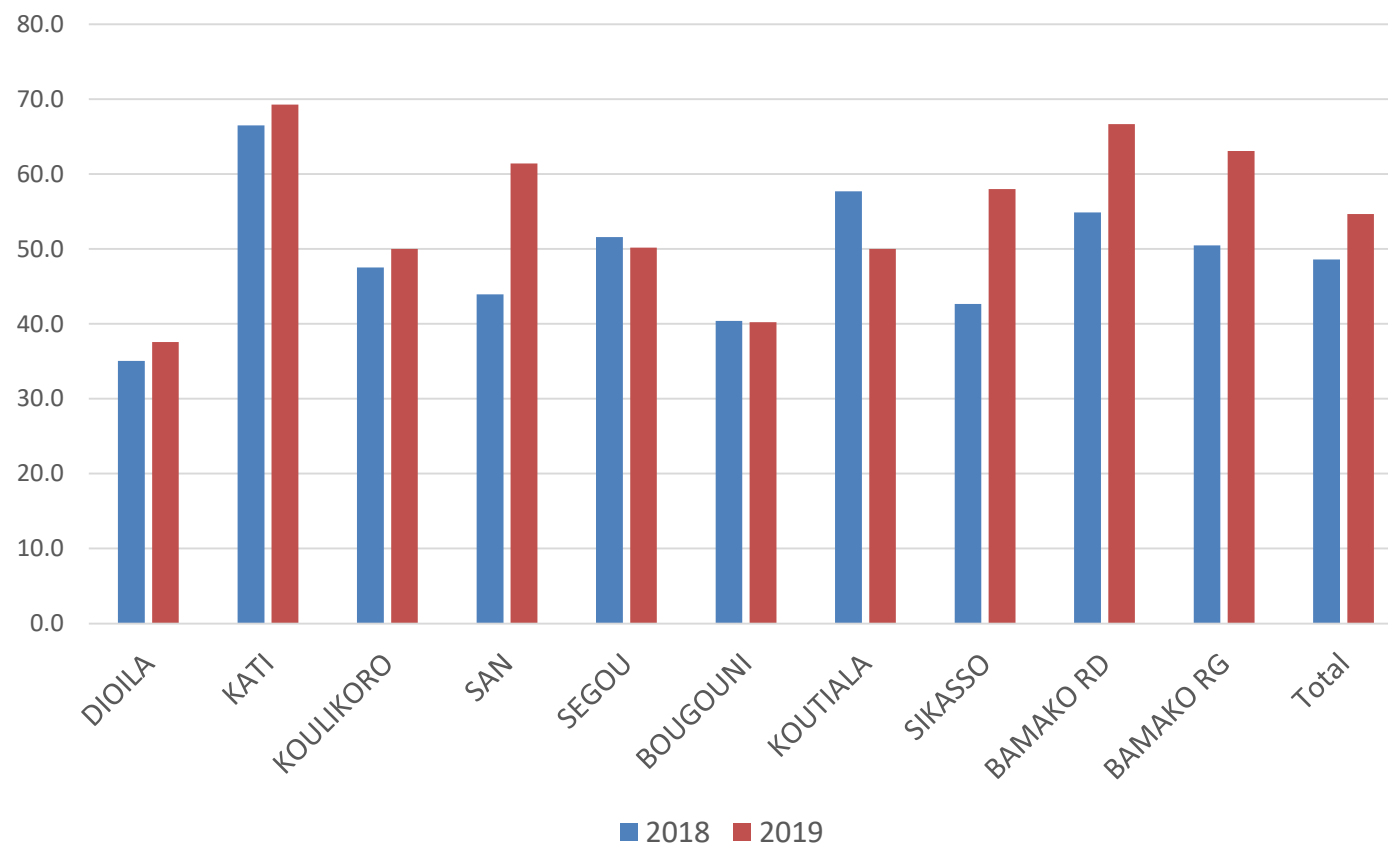
54,7% d'élèves ont lu au moins 31 mots familiers issus du texte de 49 mots



Ces élèves ont eu jusqu'à 4 minutes pour effectuer cette lecture !

% des élèves pouvant lire au moins 31 mots familiers par AE, 2^e année

% ayant lu au moins 31 mots

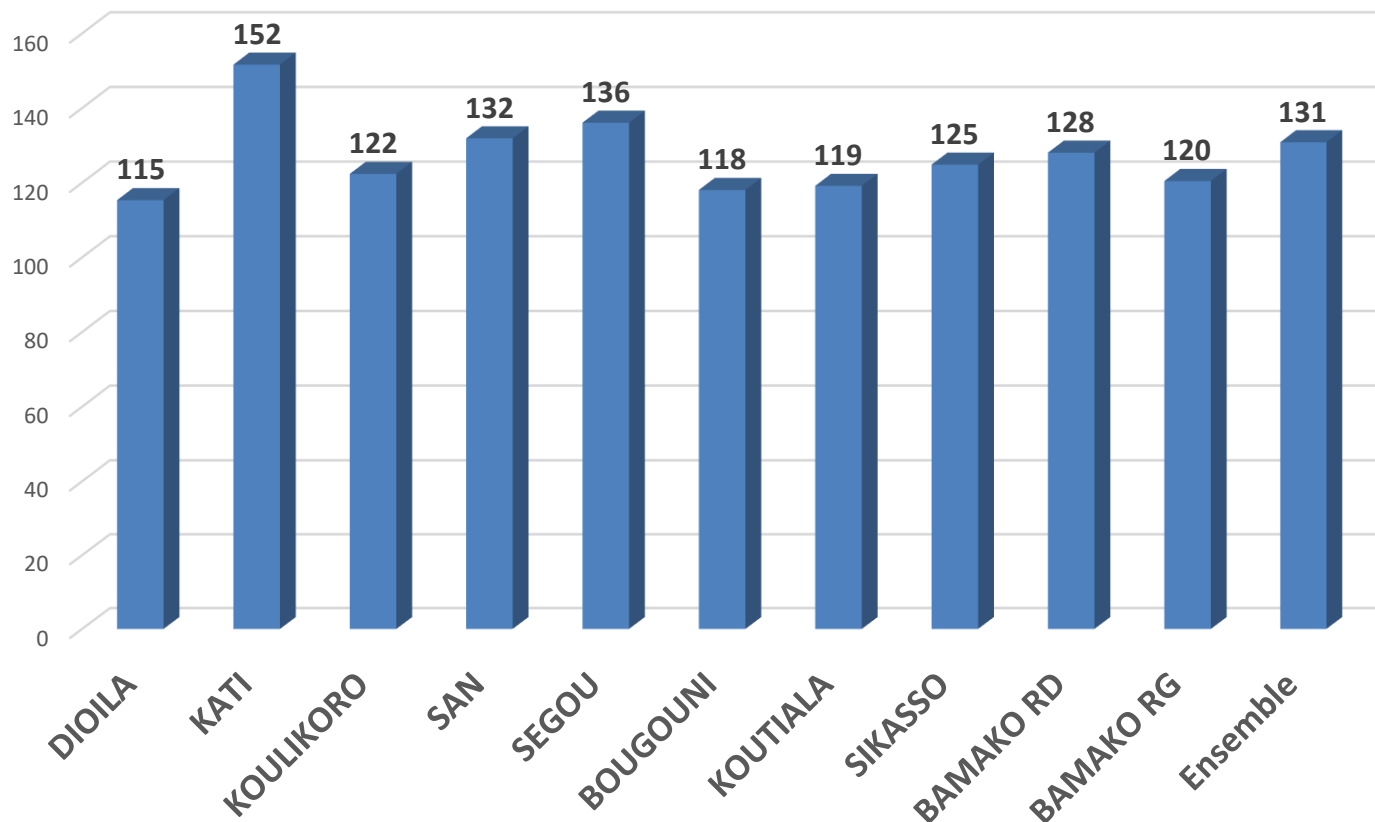




**Et les
enseignants ???**

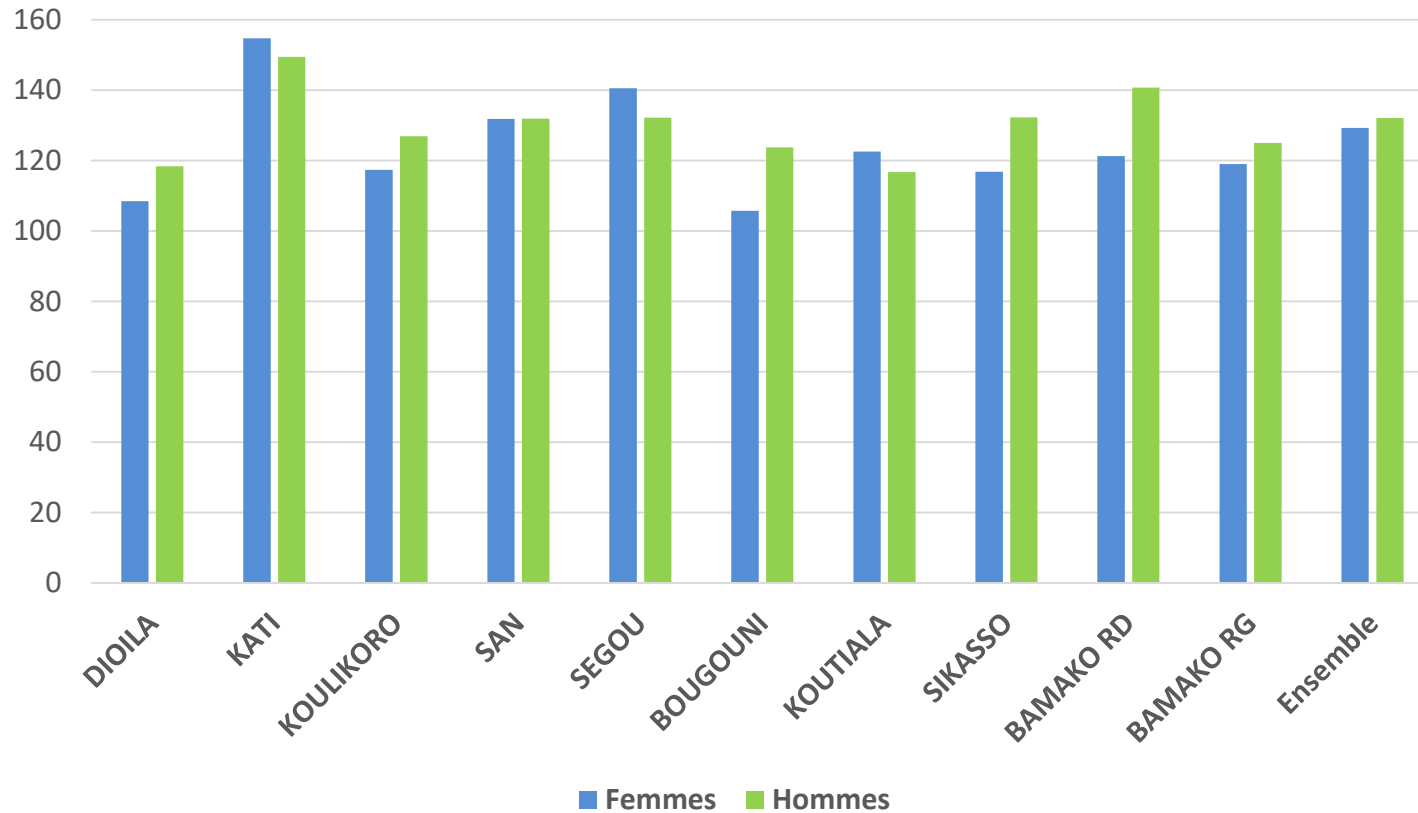
Résultats Test enseignants de 1^{re} année en Bamanankan

Nombre moyen de mots lus par minute par AE



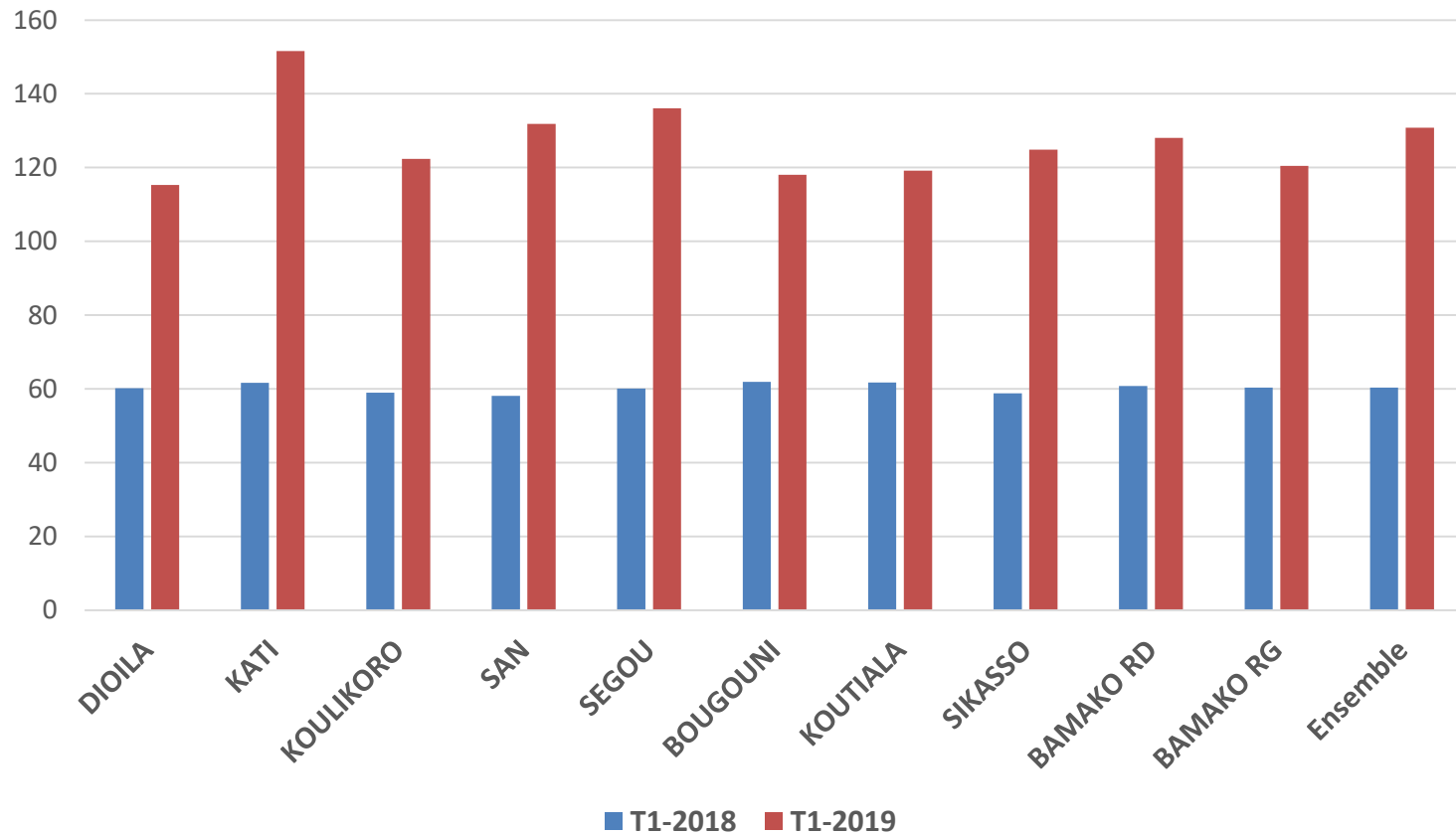
Résultats Test enseignants de 1^{re} année en Bamanankan

Nombre moyen de mots lus par minute par sexe



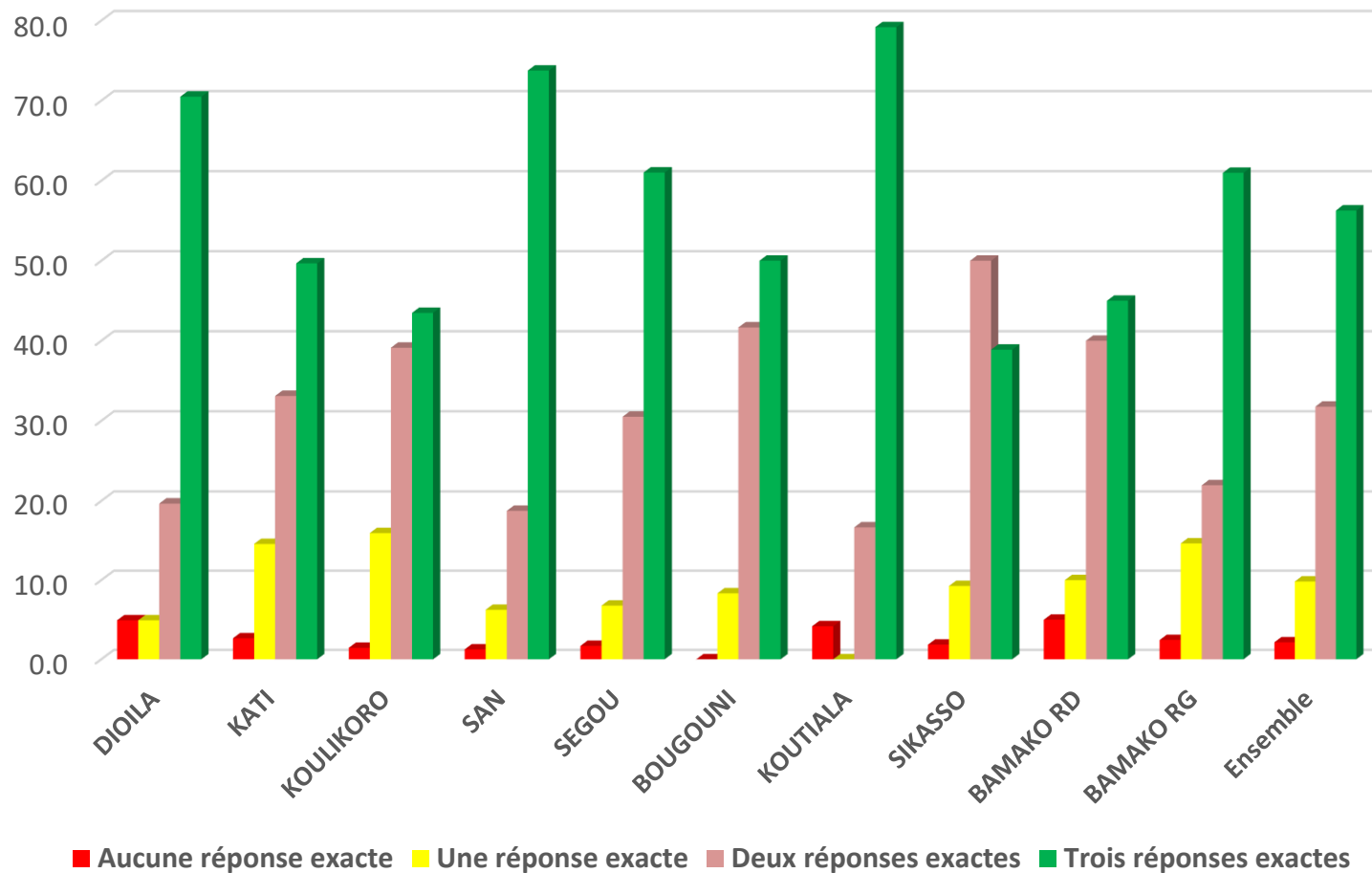
Résultats Test enseignants de 1^{re} année en Bamanankan : 2018 vs 2019

Nombre moyen de mots lus par minute

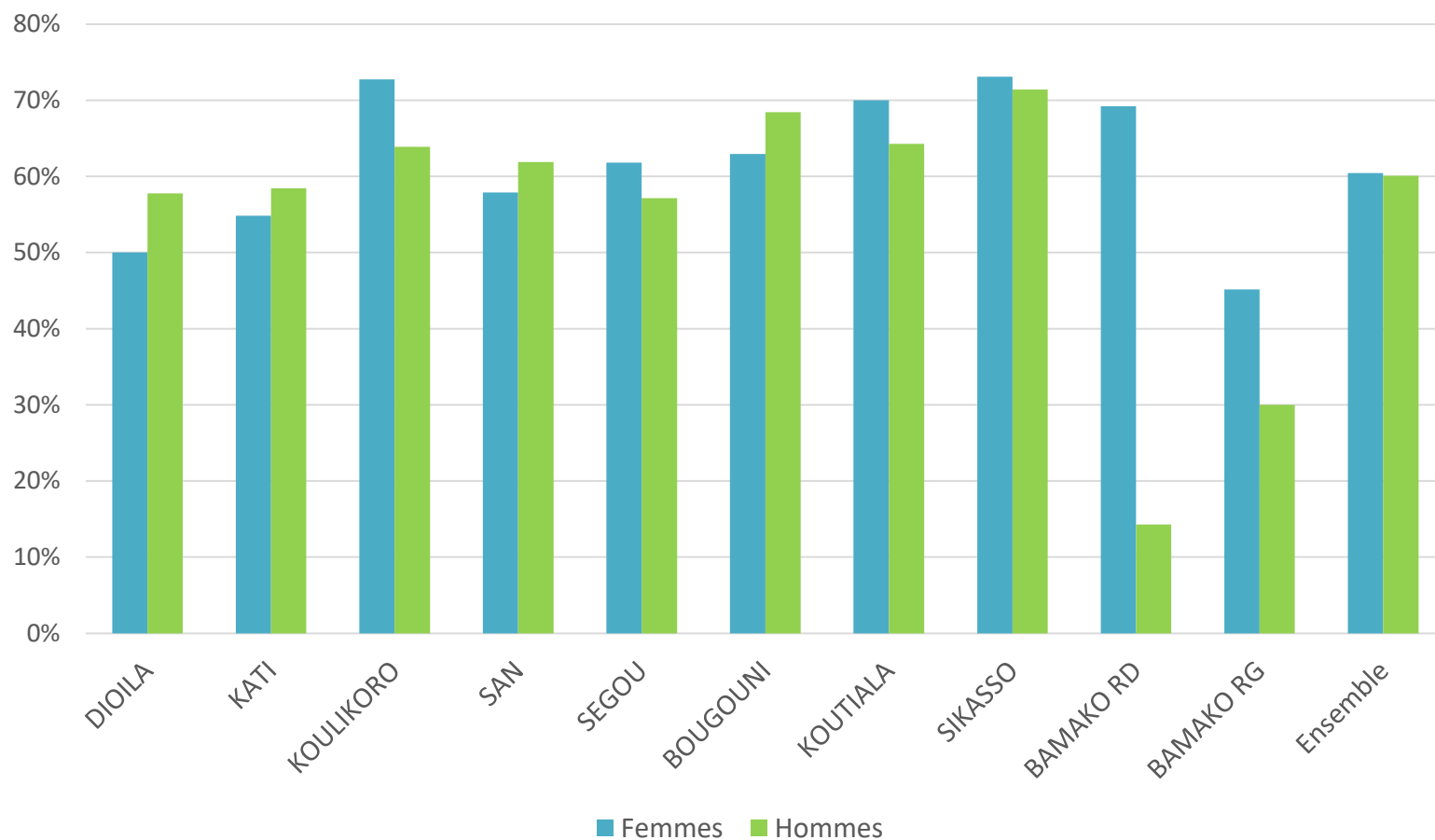


Compréhension d'un texte simple

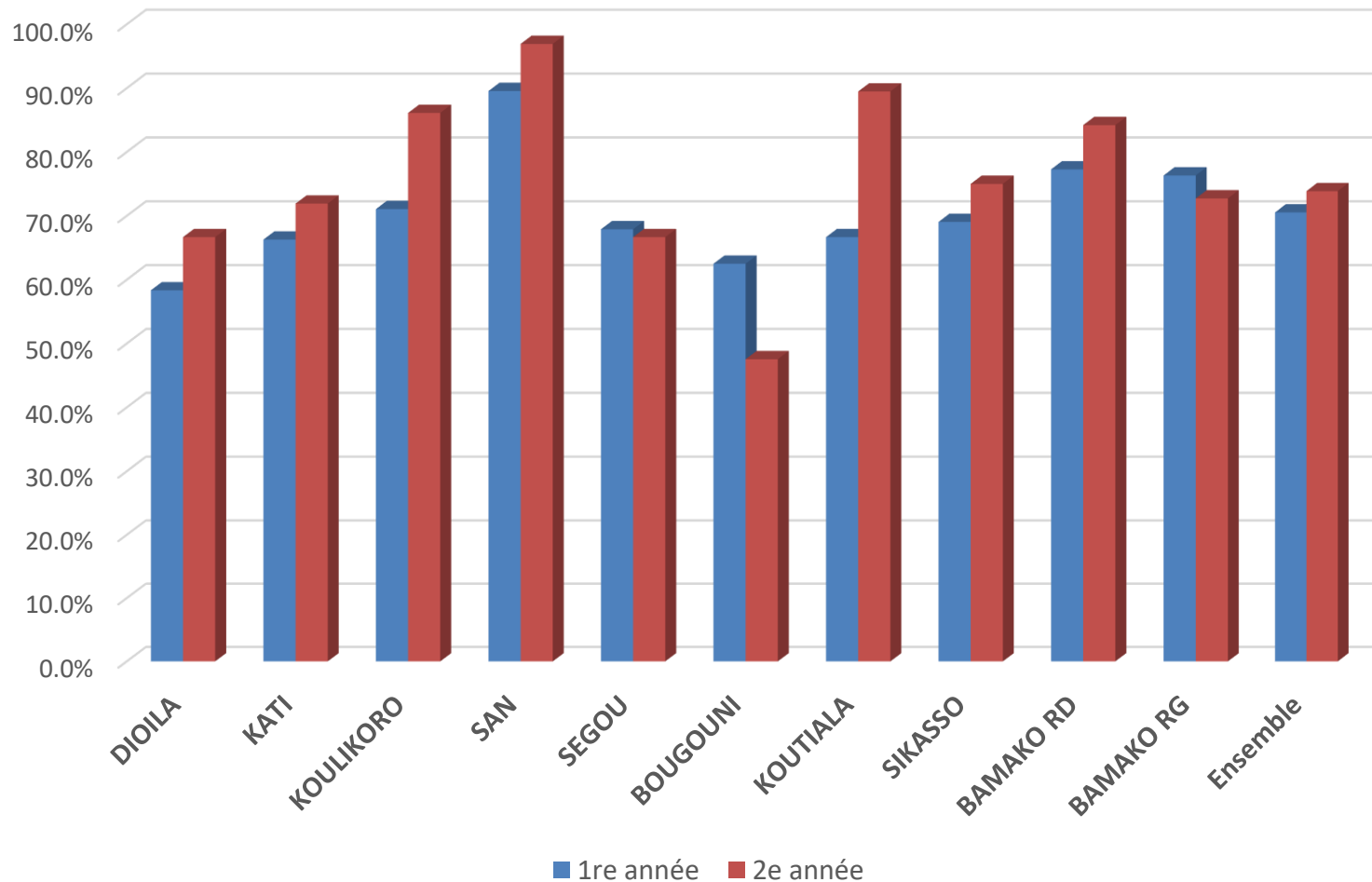
(Sur trois questions)



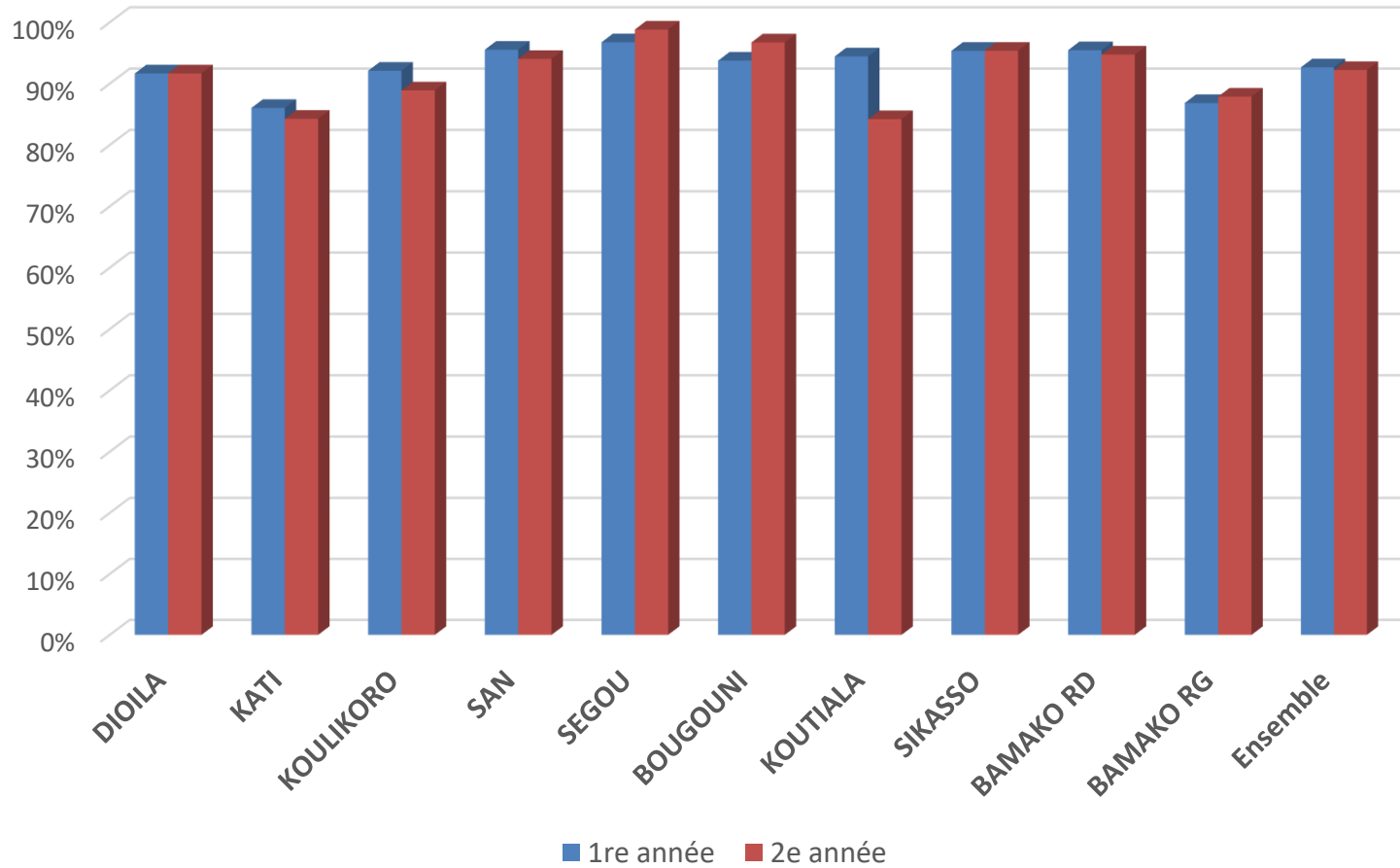
Pourcentage d'enseignants ayant reconnu la bonne retranscription



Pourcentage d'enseignants utilisant les jeux dans la classe



Pourcentage d'enseignants qui interrogent autant les filles que les garçons





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MERCI !



13.12 ToR of sociolinguistic study



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**TERMES DE REFERENCE DE L'ETUDE SOCIOLINGUISTIQUE SUR
L'ADEQUATION ENTRE L'OFFRE ET LA DEMANDE EN MATIERE DE LN
PAR ECOLE ET DE COMPETENCE LINGUISTIQUE DES ENSEIGNANTS**

AE de Sikasso, Koutiala et San

Juin 2019



USAID | **MALI**
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I- Contexte et justification

Le contexte de l'étude est marqué par les changements profonds que le système éducatif a connus ces dernières années. Avec l'appui des PTF, le Gouvernement a exécuté le PRODEC1 de 2001 à 2010. Il s'attèle actuellement sur l'opérationnalisation du PRODEC2.

Dans le cadre de l'amélioration de la qualité des apprentissages particulièrement en lecture-écriture, le Projet USAID/Mali SIRA vient en appui aux actions du MEN

Conformément à la loi d'orientation sur l'éducation, le Mali exige un bilinguisme fonctionnel pour ses apprenants. Un programme bilingue (écoles à curriculum) a été introduit pour s'assurer que les jeunes apprenants développent les compétences langagières requises.

Cependant, les constats montrent que 1) la carte linguistique pour l'implantation des langues dans les écoles n'est pas maîtrisée. 2) De même, les compétences linguistiques des enseignants ne sont pas répertoriées. 3) Une meilleure maîtrise des exigences du terrain en matière de langue permettrait aux décideurs de mieux planifier l'implantation des langues, la formation des enseignants et la production du matériel didactique approprié.

C'est dans l'optique de la maîtrise de ces paramètres clés que le MEN, avec l'appui du Programme USAID/Mali SIRA, se propose de mener une étude sociolinguistique dans les Académies d'Enseignement (AE) linguistiquement hétérogènes de Sikasso, Koutiala et San en vue d'améliorer l'implantation du curriculum bilingue par compétences.

II- Objectifs

○ Objectif général

Analyser l'adéquation entre la demande en langues et l'offre en termes de capacité linguistique des enseignants.

○ Objectifs Spécifiques

L'étude vise à répondre aux questions suivantes :

1. Dans quelle mesure la langue dominante des enseignants des écoles s'harmonise-t-elle avec la langue nationale d'enseignement ?
2. Quelle est la langue commune parlée par les élèves dans la cour de l'école ?



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Pour répondre à ces questions, les enquêteurs auront à :

- a) Recenser la langue nationale commune parlée par les élèves par école
- b) Recenser les enseignants selon leur première langue nationale (langue mieux parlée) et leur formation et compétences en enseignement bilingue
- c) Etablir la carte linguistique des écoles de l'enseignement fondamental 1 à travers le recensement des coordonnées GPS.
- d) Faire des recommandations permettant de mieux gérer les ressources humaines et matérielles en vue d'un véritable enseignement bilingue dans les écoles et IFM.

III- Résultats attendus

Au terme de l'étude, avec l'appui de l'ensemble de l'équipe des enquêteurs et sous la supervision du projet USAID/Mali SIRA et du MEN, les documents suivants seront produits :

- Un devis de recherche validé par le MEN comprenant les outils de collecte des données, les protocoles d'administration, les paramètres de l'échantillonnage et les analyses statistiques principales qui seront effectuées
- Un rapport provisoire incluant en annexe les tableaux récapitulatifs des données quantitatives recueillies
- Un document au format « power point » de présentation des analyses de l'étude pour l'atelier de restitution
- Un rapport final de l'étude

IV- Organisation de l'étude

L'étude sera réalisée par le Coordinateur de Formation et Spécialiste en Politique Educative du projet USAID/Mali SIRA, le chercheur principal, en partenariat avec les agents des services du MEN. Les agents de collecte des données sont recrutés conjointement par le projet SIRA et le Ministère.

Le chercheur principal est un spécialiste en éducation et a des compétences avérées en matière d'étude sociolinguistique dans des contextes multilingues.

On se servira des instruments utilisés pour l'étude sociolinguistique menée par le projet USAID/PHARE dans la région de Mopti en 2011.

Le chercheur a la responsabilité de faire la mise à jour de la méthodologie, y compris les instruments, des protocoles d'administration et les paramètres de l'échantillonnage.



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L'étude se réalisera comme suit :

1. Partage de la méthodologie et des instruments avec les agents des services du MEN
2. La tenue d'un atelier pour la formation des enquêteurs et la finalisation des outils et protocoles de collecte des données sur le terrain animé par le chercheur principal et les agents du volet suivi-évaluation du projet.
3. La collecte des données où il sera demandé à chaque enseignant de remplir un questionnaire indiquant : i) la langue la mieux parlée, ii) les autres langues parlées et le degré de maîtrise de chacune d'entre elles, iii) la ou les langues d'enseignement qu'ils utilisent en classe avec les élèves, iv) leur capacité de transcription et dans quelles langues v) leur formation en curriculum bilingue et vi) la ou les langues principales que les élèves utilisent dans la cour de l'école, avec leurs amis. Cette collecte fournira des données sur la situation de la grande majorité des écoles, vu que l'étude cible toutes les écoles publiques et communautaires non SIRA.
4. La remontée des informations auprès de l'équipe de suivi-évaluation du Projet SIRA, leur compilation, leur saisie et leur analyse.
5. La rédaction du rapport de l'étude
6. La présentation du Power-Point et de l'ébauche du rapport aux décideurs pour validation ; la préparation de la version finale du rapport.

Une fois les instruments et méthodologie actualisés, la collecte des données sur le terrain sera supervisée conjointement par le MEN et les représentants du projet SIRA.

V- Acteurs

Cabinet MEN, AMALAN, DNEF, DNP, CPS, DNEN, DNENFLN, SIRA.

VI- Lieu et période

L'étude aura lieu dans les AE de Sikasso, de Koutiala et de San. Elle s'étalera sur une période de 40 jours. Ce temps inclut (03) jours d'actualisation et formation des enquêteurs sur les instruments, vingt (21) jours d'enquête et de recueil de données sur le terrain, treize (13) jours de saisie, traitement, analyse des données et de rédaction du rapport provisoire, un (01) jour de restitution des résultats de l'étude au Projet USAID/Mali SIRA, au MEN et à leurs partenaires et deux (2) jours de finalisation du rapport.

○ **Proposition de calendrier de l'étude**

Certains des éléments de méthodologie présentés ci-dessous sont indicatifs et seront précisés voire remaniés si nécessaire suite à la formulation du devis de recherche.



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Résultats	Date	Responsable
Les propositions TdR sont élaborées	6 mars 2019	SIRA
TdR sont présentés aux MEN	7 mars 2019	SIRA/MEN
Rencontres avec la CPS, la DNP, AMALAN, DNENFLN, DNEN, DNEF et SIRA	29 mars 2019	SIRA
Les instruments sont actualisés	Entre le 03, 04 et 05 juillet 2019	SIRA
Les agents de collecte des données sont recrutés	Juin	Chercheur principal, SE SIRA
Formation des enquêteurs et de finalisation des instruments et protocoles de collecte des données	Entre le 03, 04 et 05 juillet 2019	Enquêteurs
La collecte des données a lieu (3 écoles par jour et par équipe, 20 équipes pendant 21 jours de collecte, Départ 07 juillet et retour 28 juillet).	Du 08 au 27 juillet	Agents de collecte des données, sous la supervision de SIRA
Les données sont remontées, contrôlées, saisies, épurées et analysées	Août	Equipe de suivi-évaluation du Programme SIRA
Le rapport provisoire est rédigé (atelier)	Août	SE et chercheur principal SIRA
La restitution de l'ébauche du rapport auprès des techniciens MEN et SIRA, les amendements et modifications sont identifiés	Août	Chercheur principal et SE SIRA
Le rapport final est partagé	Septembre	Chercheur principal et SE SIRA

VIII- Financement

L'étude sera réalisée sur financement du Projet USAID/Mali SIRA

Nombre d'écoles à enquêter par CAP



SANS LES ECOLES SIRA		AVEC LES ECOLES SIRA	
Row Labels	Count of CODE	Row Labels	Count of CODE
KOUTIALA	286	KOUTIALA	383
KOUTIALA	98	KOUTIALA	125
M'PESSOBA	32	M'PESSOBA	77
YOROSSO	105	YOROSSO	110
ZANGASSO	51	ZANGASSO	71
SAN	277	SAN	603
BLA	13	BLA	112
KIMPARANA	8	KIMPARANA	61
SAN	46	SAN	160
TOMINIAN	188	TOMINIAN	225
YANGASSO	22	YANGASSO	45
SIKASSO	495	SIKASSO	622
KADIOLO	125	KADIOLO	139
KIGNAN	81	KIGNAN	83
KLELA	78	KLELA	87
NIENA	29	NIENA	110
N'KOURALA	61	N'KOURALA	67
SIKASSO	121	SIKASSO	136
Grand Total	1 058	Grand Total	1 608

Equipes de collecte

- Superviseurs (Cabinet MEN : 1 ; SE SIRA : 3) : 4
- MEN : 6
- Formateurs nationaux SIRA : 6
- Superviseurs régionaux SIRA : 8
- Agents AE Koutiala : 2, San : 1, Sikasso : 2: 5
- CP CAP (de préférence les points focaux) : 15

Liste des agents MEN, des formateurs SIRA et des superviseurs SIRA

N°	Prénom	Nom	Niveau central	Niveau régional et local
1.	Togola Adja	DIALLO	CPS	Agent AE
2.	Hamadoun	Cissé	DNEF	Agent AE
3.	Moussa	SISSOKO	DNEN	Agent AE



4.	Kanshi	GOITA	AMALAN	Agent AE
5.	Sékouba	DOUMBIA	DNP	Agent AE
6.	Abdramane	BA	DNEN-FLN	CP CAP
7.	Moussa	KONATE	Formateur SIRA	CP CAP
8.	Ibrahima	TRAORE	Formateur SIRA	CP CAP
9.	Oumar	TRAORE	Formateur SIRA	CP CAP
10.	Samba	DIARRA	Formateur SIRA	CP CAP
11.	Fatoumata	KEITA	Formateur SIRA	CP CAP
12.	Salif	SOGOBA	Formateur SIRA	CP CAP
13.	Assitan	DIAKITE	Superviseur SIRA	CP CAP
14.	Ramatou	COULIBALY	Superviseur SIRA	CP CAP
15.	Mamadou N’Faly	KANTE	Superviseur SIRA	CP CAP
16.	Bouacar	DIABATE	Superviseur SIRA	CP CAP
17.	Siaka	BAMBA	Superviseur SIRA	CP CAP
18.	Mamadou	DEMBELE	Superviseur SIRA	CP CAP
19.	Souleymane	BALAHIRA	Superviseur SIRA	CP CAP
20.	Mory	DEMBELE	Superviseur SIRAo	CP CAP

Tableau des 20 équipes de collecte

SANS LES ECOLES SIRA		AVEC LES ECOLES SIRA		Nombre d'équipes	Noms des responsables d'équipe
Row Labels	Count of CODE	Row Labels	Count of CODE		
KOUTIALA	286	KOUTIALA	383	5	
KOUTIALA	98	KOUTIALA	125	2	Mory Dembélé +CP
M'PESSOBA	32	M'PESSOBA	77	2	MamadouDembélé + AE Ktiala
YOROSSO	105	YOROSSO	110	2	Moussa Konaté +CP Assitan Diakité +CP
ZANGASSO	51	ZANGASSO	71	1	Adja Diallo +CP
SAN	277	SAN	603	5	



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BLA	13	BLA	112	4	Samba Diarra +CP
KIMPARAN A	8	KIMPARAN A	61	1	Salif Sogoba +CP
SAN	46	SAN	160	1	Salif Sogoba +CP
TOMINIAN	188	TOMINIAN	225	4	Mamadou N Kanté +CP Siaka Bamba +CP Samba Diarra +CP
YANGASSO	22	YANGASSO	45	4	Kanshi Goita +CP
SIKASSO	495	SIKASSO	622	10	
KADIOLO	125	KADIOLO	139	3	Ibrahim Traoré + AE san Ramatou Coulibaly +AE Ktiala Hamadoun Cissé +CP
KIGNAN	81	KIGNAN	83	3	Moussa Sissoko +CP Souleymane Balahira +CP
KLELA	78	KLELA	87	3	Abdramane Ba +AE Skasso Souleymane Balahira +CP
NIENA	29	NIENA	110	3	Fatoumata Keita +CP
N'KOURALA	61	N'KOURALA	67	1	Sékouba Doumbia +CP
SIKASSO	121	SIKASSO	136	3	Oumar Traoré +AE Sikasso Bouacar Diabaté +CP
Grand Total	1 058	Grand Total	1 608	20 équipes	

13.13 Summary result of Socio-linguistic study

Contexte et objectifs de l'étude

Le contexte :

- La loi d'orientation sur l'éducation exige un bilinguisme fonctionnel pour les apprenants.
- Le programme bilingue (écoles à curriculum) a été introduit pour s'assurer que les jeunes apprenants développent les compétences langagières requises.
- Cependant, les constats montrent que :
 - 1) La carte linguistique pour l'implantation des langues dans les écoles n'est pas maîtrisée.
 - 2) Les compétences linguistiques des enseignants ne sont pas répertoriées.
 - 3) Une meilleure maîtrise des exigences du terrain en matière de langue permettrait aux décideurs de mieux planifier l'implantation des langues et la formation des enseignants.

Contexte et objectifs de l'étude

Les objectifs de l'étude :

L'objectif général est d'analyser l'adéquation entre la demande en langues et l'offre en termes de capacité linguistique des enseignants, dans les AE de Koutiala, Sikasso et San.

Spécifiquement, il s'est agi de :

1. Recenser la langue nationale commune parlée par les élèves par école ;
2. Recenser les enseignants selon leur première langue nationale (langue la mieux parlée) et leur formation et compétences en enseignement bilingue ;
3. Etablir la carte linguistique des écoles de l'enseignement fondamental 1 à travers le recensement des coordonnées GPS ;
4. Faire des recommandations permettant de mieux gérer les ressources humaines et matérielles en vue d'un véritable enseignement bilingue dans les écoles et IFM.

Méthodologie : Le champ de l'étude

- L'étude cible toutes les écoles publiques et communautaires non SIRA des AE de Koutiala, Sikasso et San.
- 848 écoles ont été concernées, soit une couverture de 97,5%
- 79% des écoles concernées sont publiques, contre 21% pour les communautaires
- 826 Directeurs d'écoles et 2 607 enseignants ont été enquêtés.
- Formation des enquêteurs : du 03 au 05 juillet 2019 à l'AGETIC
- Collecte des données : entre le 7 et 28 juillet par 20 équipes de collecte

Méthodologie : Outils de collecte

- Les outils de collecte suivants ont été utilisés :
 - ✓ Le Questionnaire Directeur/Enseignants : pour collecter les caractéristiques du Directeur et de tous les enseignants de l'école, ainsi que des informations sur les langues nationales.
 - ✓ La fiche du Focus group élèves : pour collecter la langue commune parlée par les élèves.
 - ✓ La fiche Ecole : pour collecter les coordonnées GPS de l'école.



LES RÉSULTATS

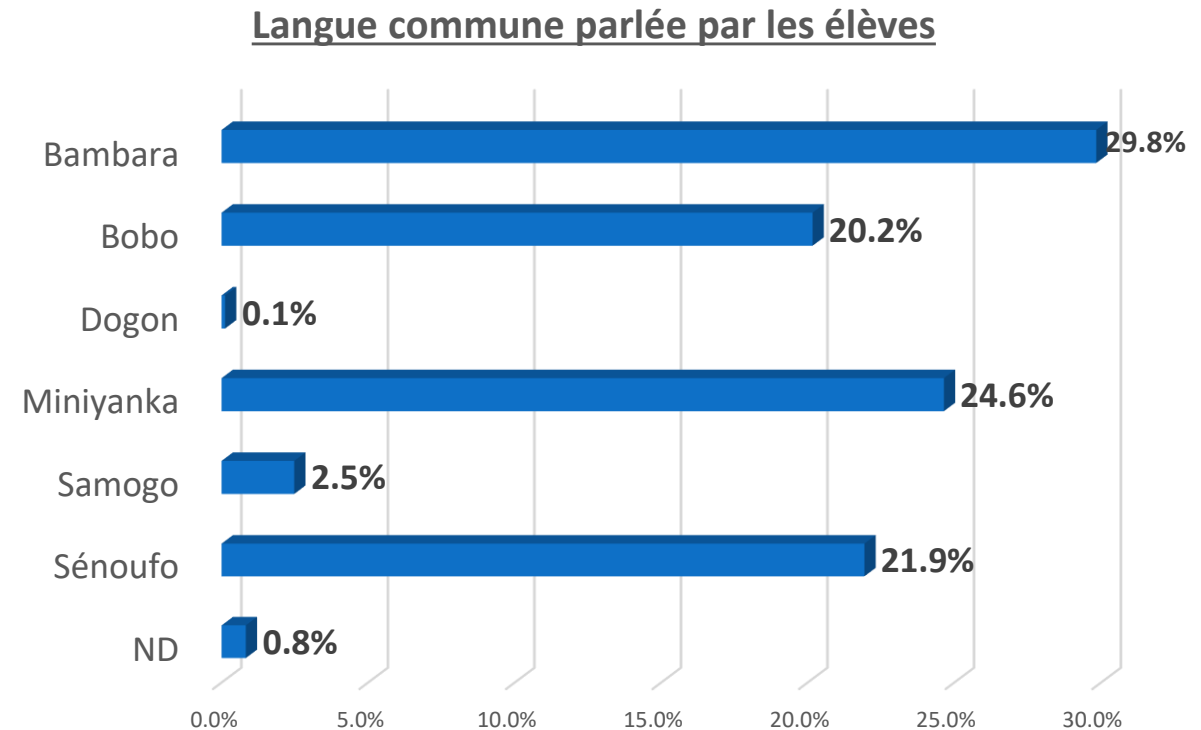
Demande d'enseignement en Langue Nationale :

La langue commune parlée par les élèves

Pour déterminer la langue commune des élèves, les sources d'informations sont :

- Le Focus Group des élèves,
- La langue commune des élèves selon le Directeur,
- La langue commune des élèves selon chaque enseignant.

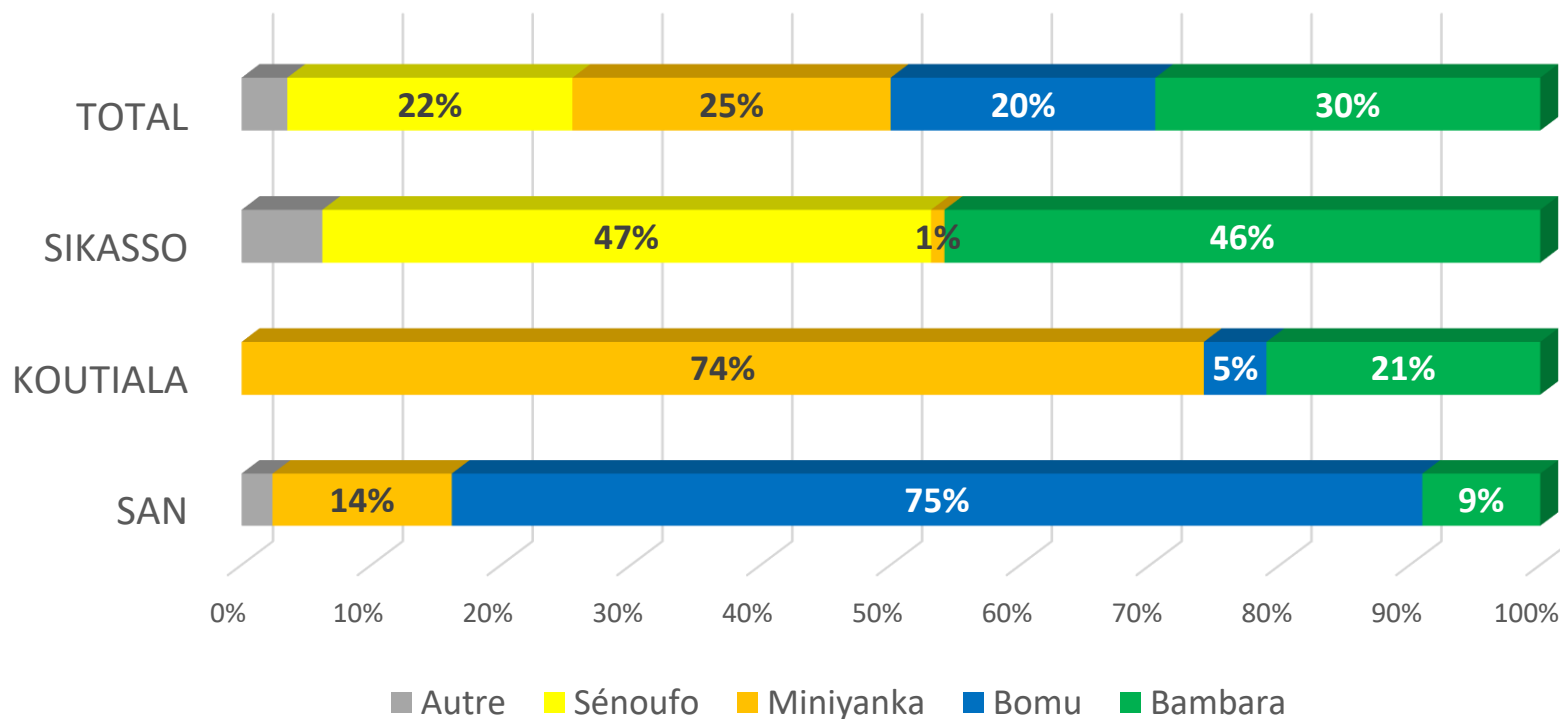
- ✓ Dans 91% des cas, les déclarations des DE et ENS correspondent à la langue commune parlée par les élèves déterminée par le Focus Group.



Demande d'enseignement en Langue Nationale :

La langue commune parlée par les élèves par AE

Langue commune parlée par les élèves par AE



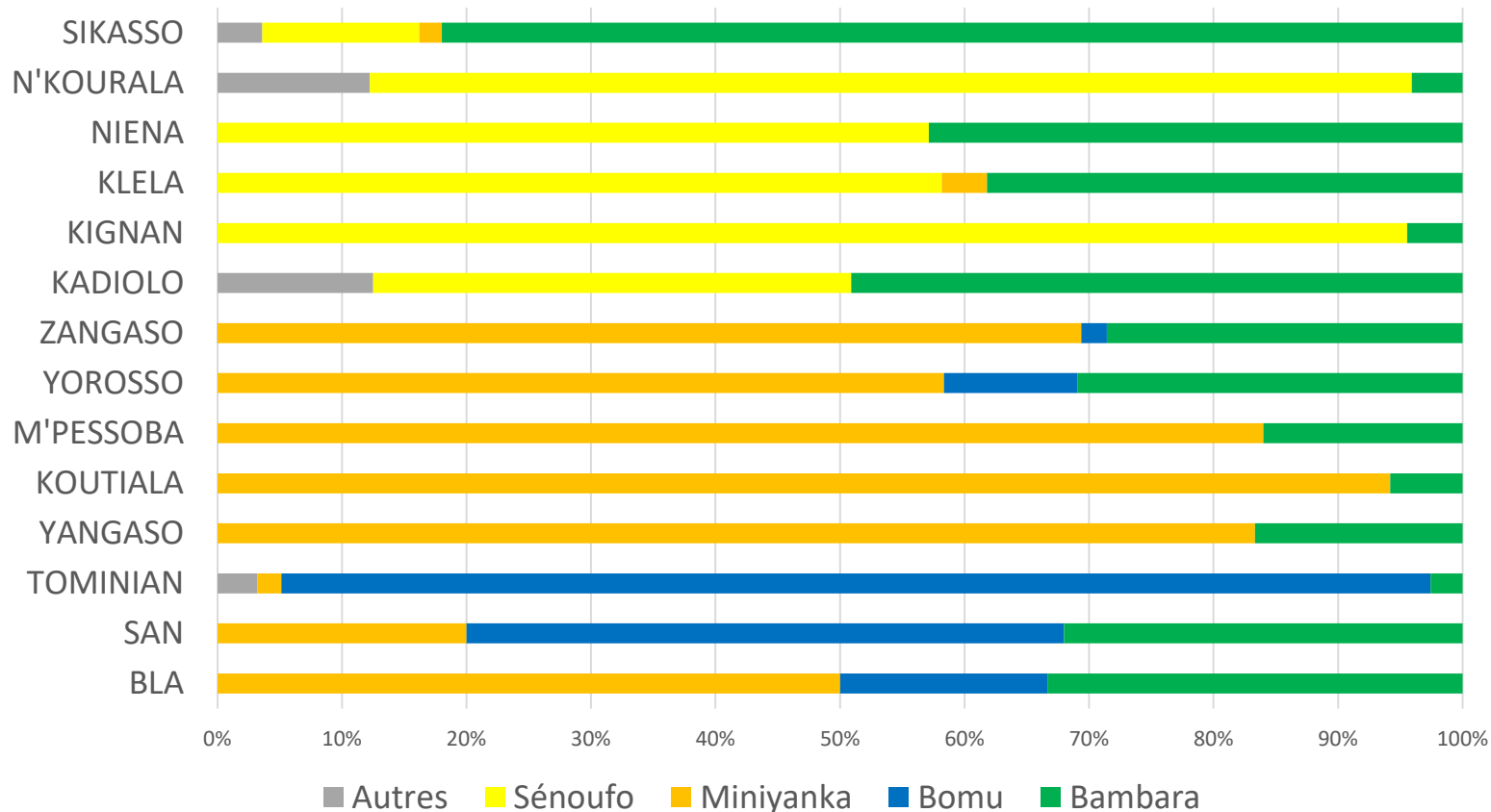
Dans l'ensemble des 3 AE : 4 langues (Sénoufo, Miniyanka, Bomu et Bambara) permettent de définir la politique bilingue dans 97% des écoles

- Sikasso : le Sénoufo et le Bambara pour 93% des écoles,
- Koutiala : le Miniyanka et le Bambara pour 95% des écoles,
- San : le Miniyanka, le Bomu et le Bambara pour 98% des écoles.

Demande d'enseignement en Langue Nationale :

La langue commune parlée par les élèves par CAP

Langue commune parlée par les élèves par CAP



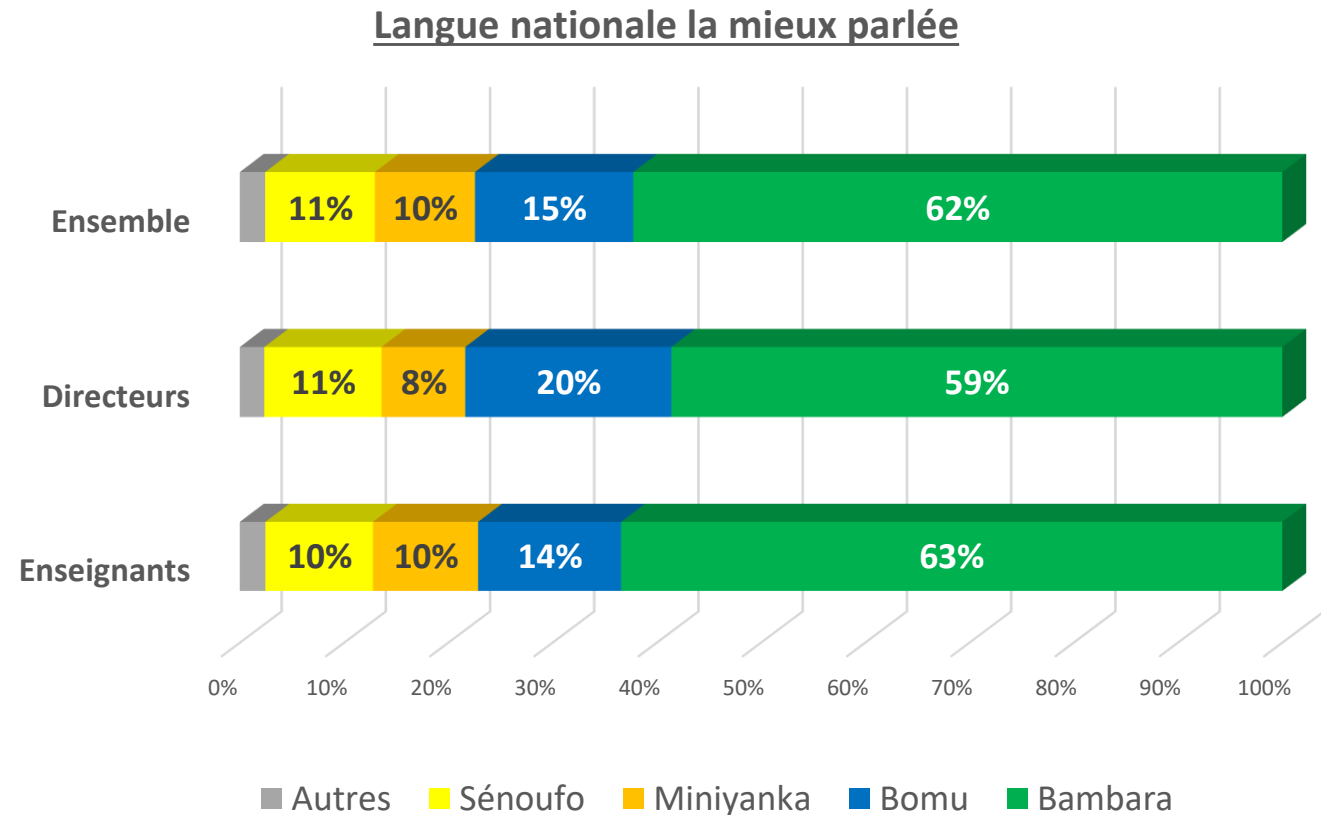
- Une seule langue permet d'implanter le bilinguisme dans les CAP de Tominian, Koutiala, Kignan et N'Kourala.
- Pour les CAP de Bla, San et Yorosso, il en faudra 3 langues
- Pour les autres CAP, 2 langues définiront la politique bilingue.

Offre d'enseignement en Langue Nationale :

La langue la mieux parlée par les DE et les ENS

Il ressort principalement 4 langues parmi les mieux parlées par les DE et les ENS : Bambara, Bomu, Sénoufo et Miniyanka

- La langue la mieux parlée par la majorité des DE (59%) et ENS (63%) est le Bambara.
- Le Bobo est parlé par 14% des ENS et 20% des DE.
- Le Sénoufo et le Miniyanka ont à peu près le même poids.



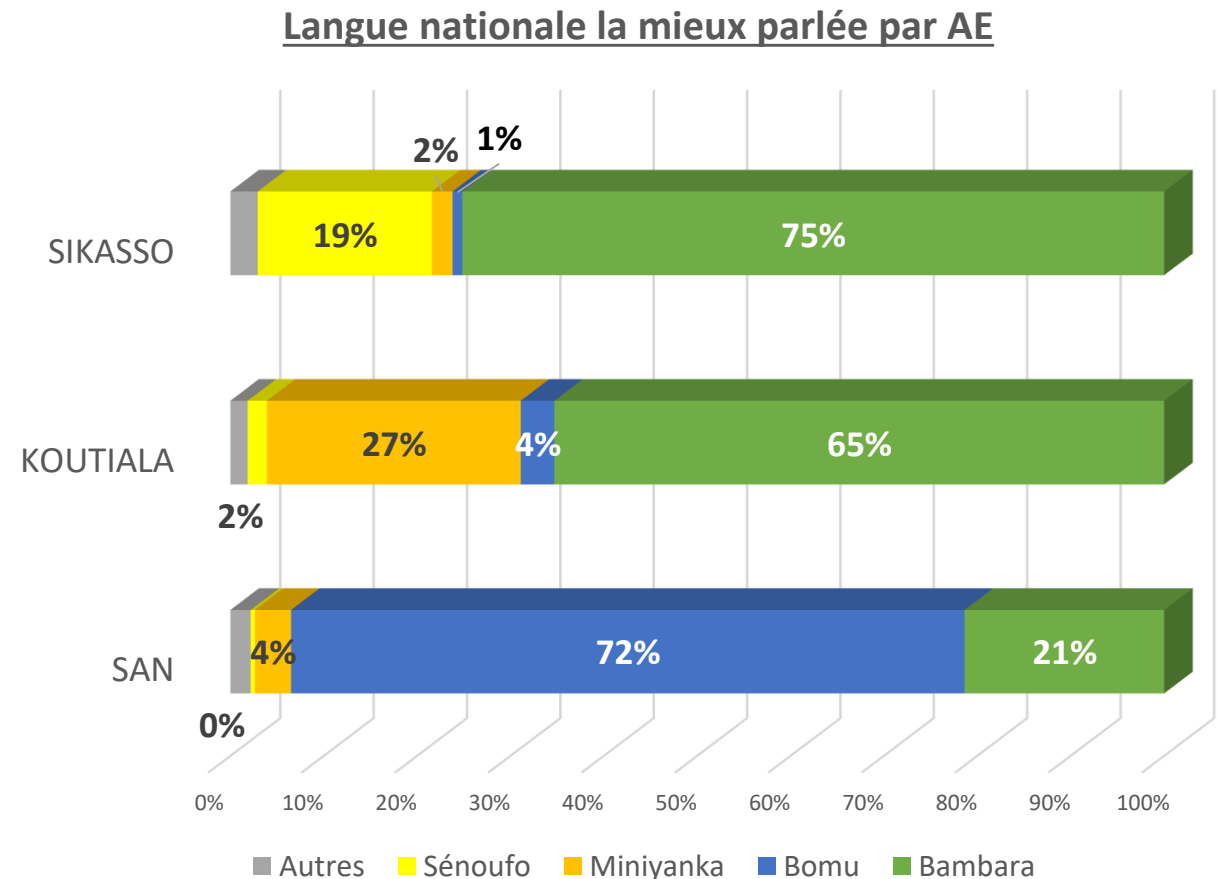
Offre d'enseignement en Langue Nationale :

La langue la mieux parlée par les DE et les ENS

- Le Bambara est la principale langue la mieux parlée dans les AE de Sikasso (75%) et Koutiala (65%).
- Dans l'AE de San, c'est le Bomu qui est principalement la langue la mieux parlée (72%) par les DE et ENS.

Dans chacune des 3 AE, l'offre linguistique (en termes de langue la mieux parlée) se définit à travers 2 langues

- ✓ Sikasso : Bambara et Sénoufo
- ✓ Koutiala : Bambara et Miniyanaka
- ✓ San : Bomu et Bambara.

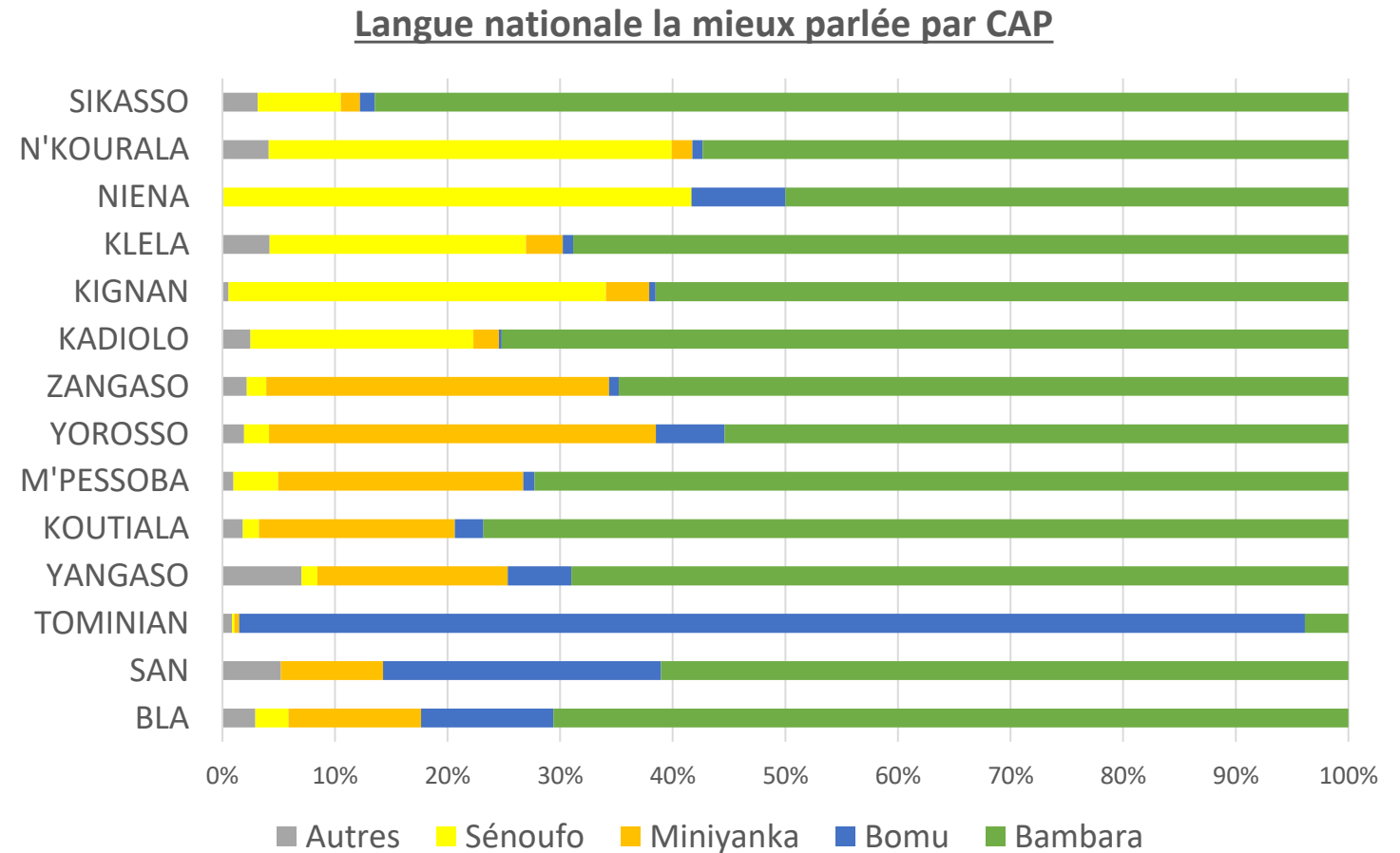


Offre d'enseignement en Langue Nationale :

La langue la mieux parlée par les DE et les ENS

- Le Bambara est la principale langue la mieux parlée dans tous les CAP à part celui de Tominian où le Bomu est la mieux parlée par 95% des écoles.

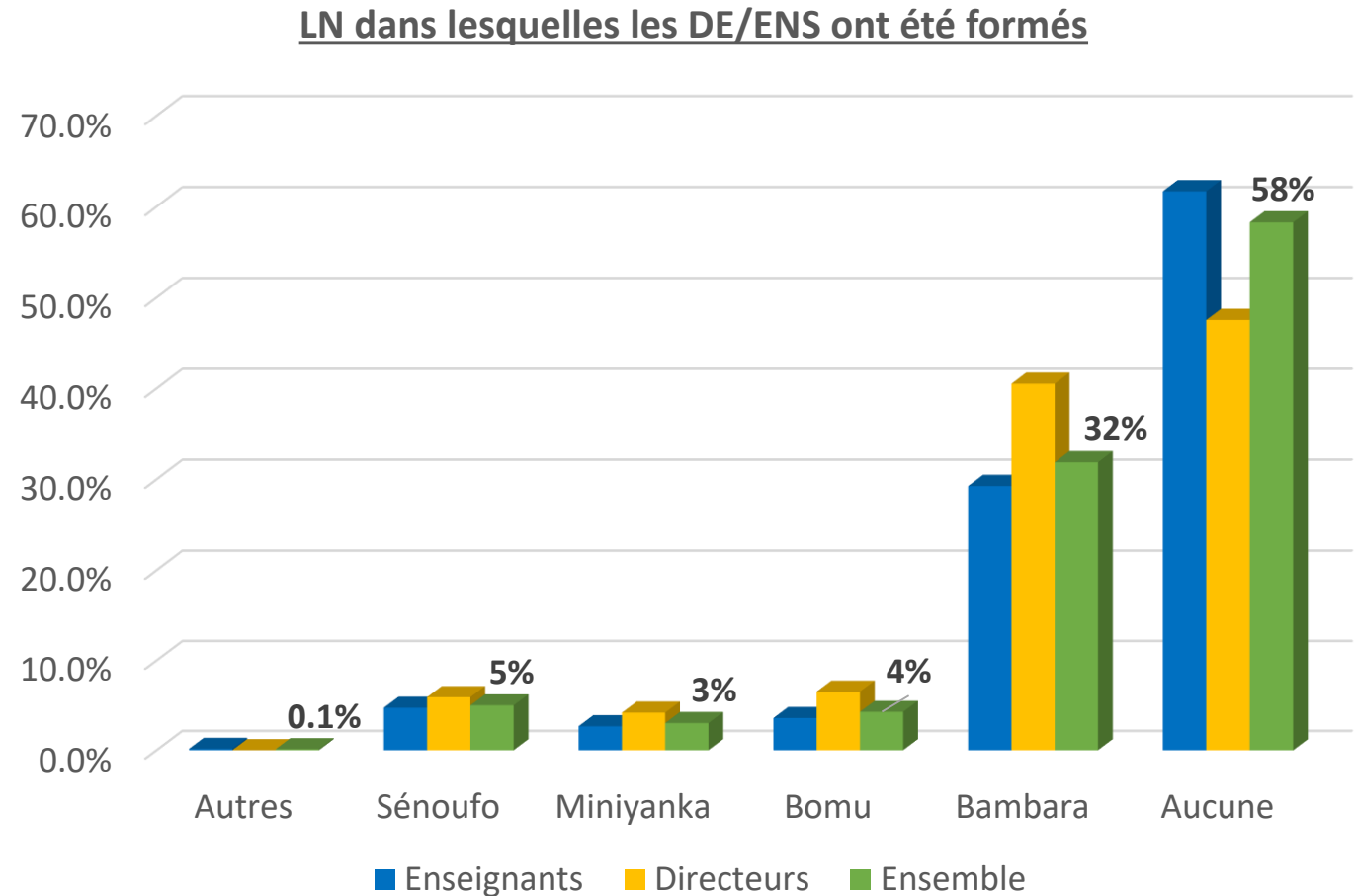
Dans chacun des CAP aussi, l'offre linguistique (en termes de langue la mieux parlée) se définit à travers 2 langues, sauf le CAP de Tominian où le Bomu seul suffira.



Offre d'enseignement en Langue Nationale :

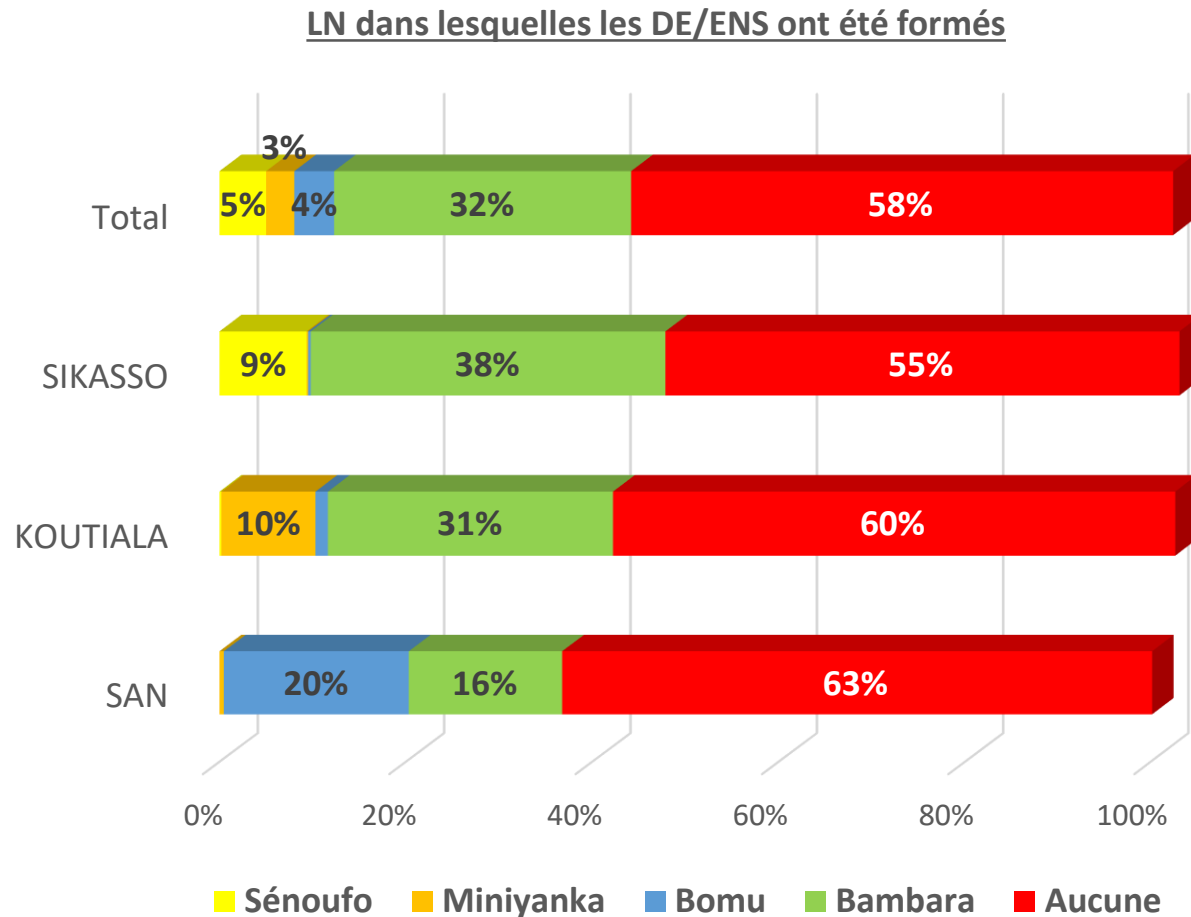
Les langues dans lesquelles les DE/ENS ont été formés

- La majorité des DE et ENS n'ont bénéficié d'aucune formation en langue nationale
- Seulement environ 1/3 des DE et des ENS ont bénéficié d'une formation en Bambara



Offre d'enseignement en Langue Nationale :

Les langues dans lesquelles les DE/ENS ont été formés

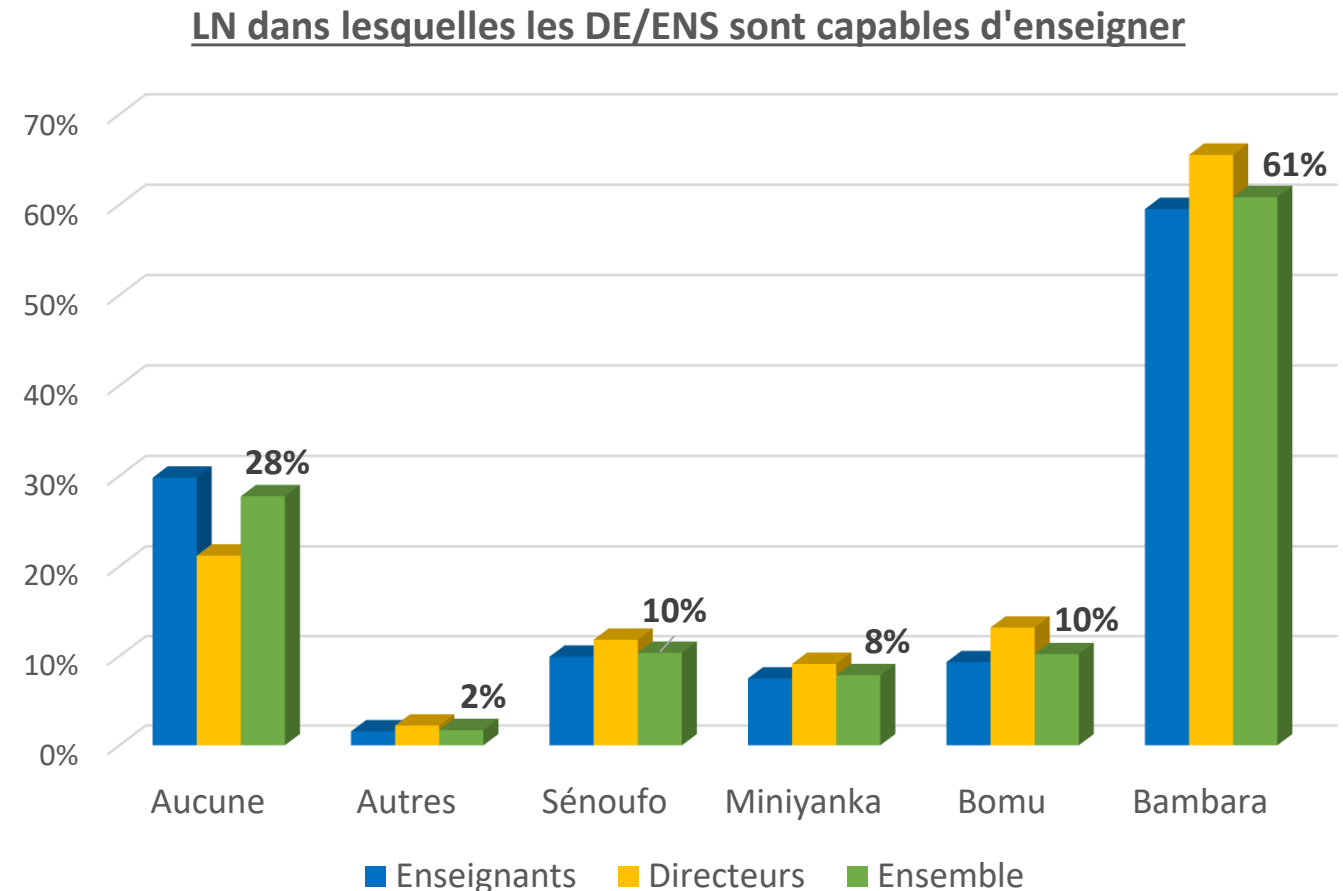


➤ Les mêmes tendances sont observées dans les AE

Offre d'enseignement en Langue Nationale :

Les langues dans lesquelles les DE/ENS sont capables d'enseigner

- La majorité des DE et ENS déclare pouvoir enseigner en Bambara
- Seuls 10% déclarent être capables d'enseigner en Bomu et en Sénoufo ; 8% sont capables d'enseigner en Miniyanka
- 28% ne sont pas capables d'enseigner en langues nationales.

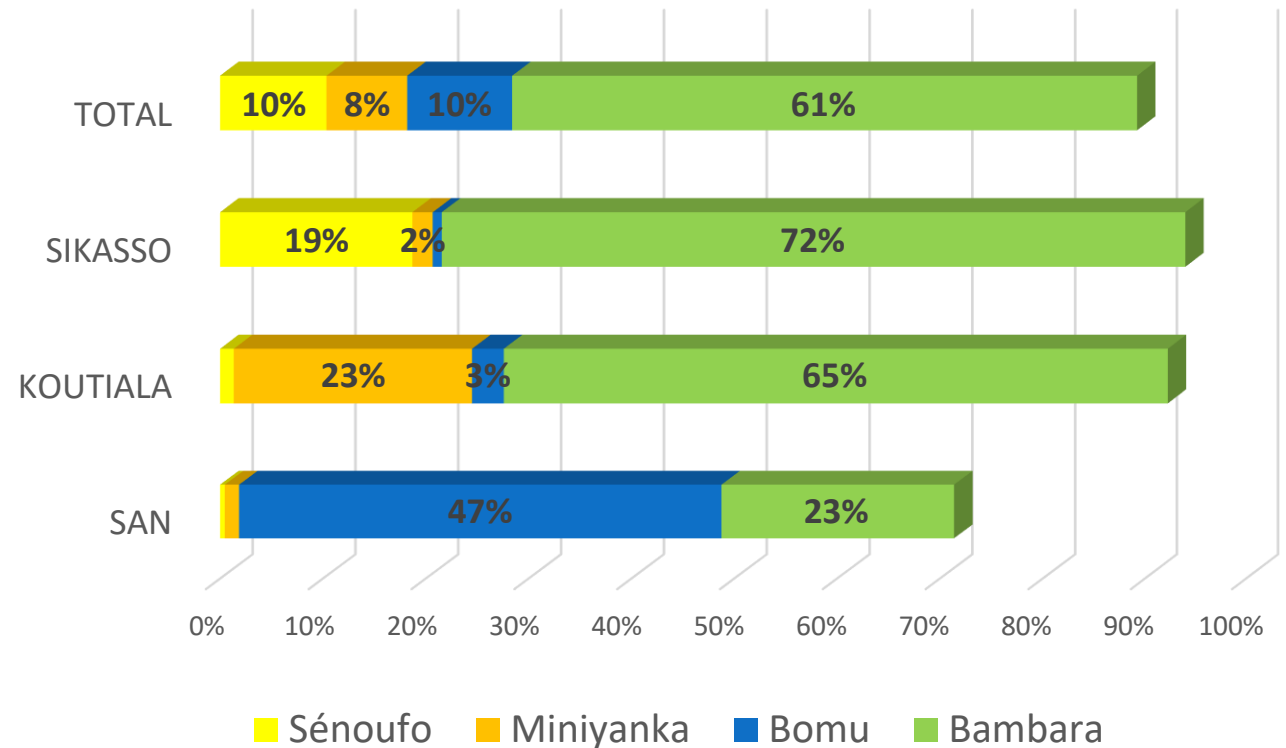


Offre d'enseignement en Langue Nationale :

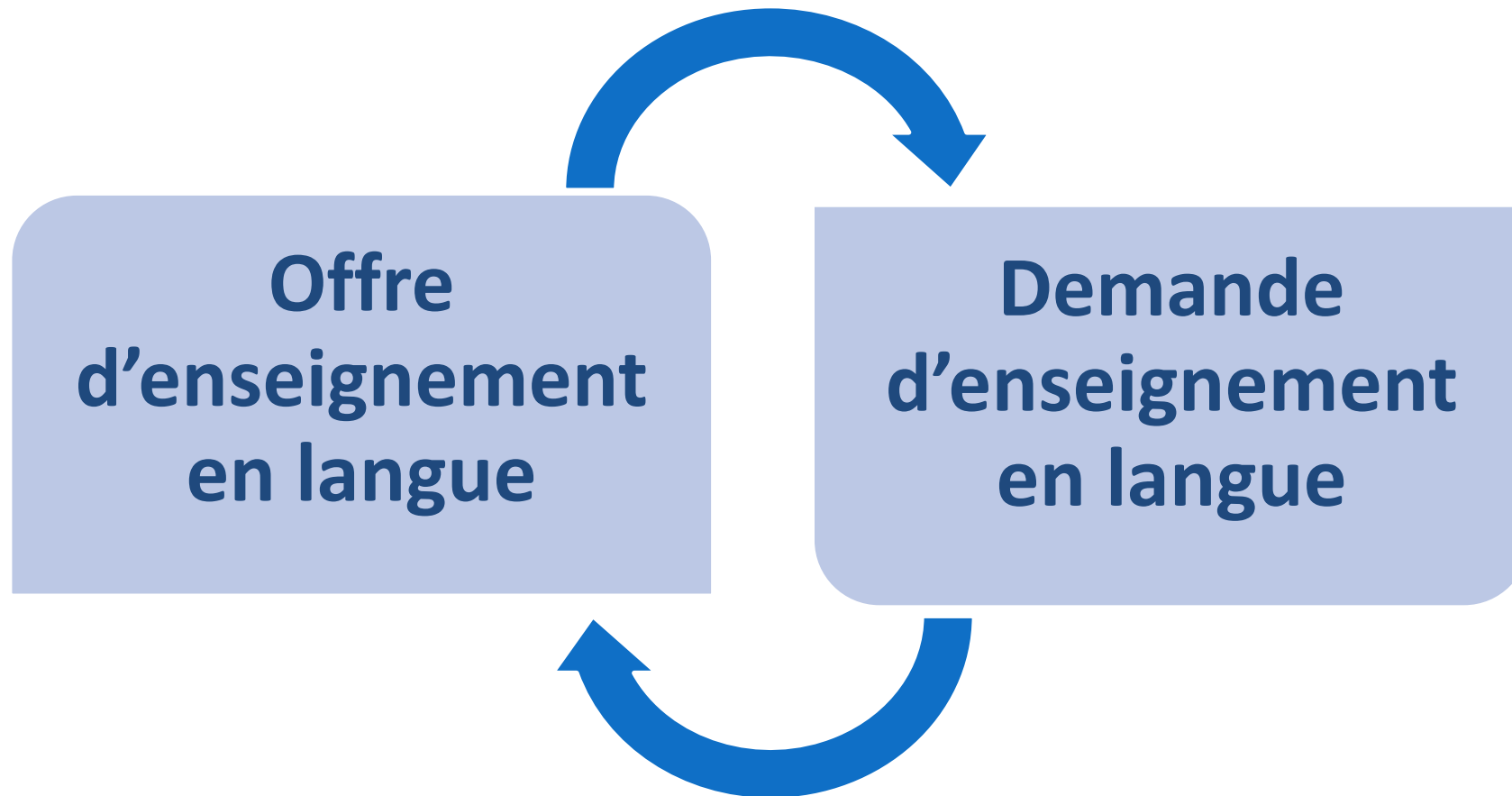
Les langues dans lesquelles les DE/ENS sont capables d'enseigner

- Les mêmes tendances sont constatées dans les AE de Sikasso et Koutiala où la majorité des DE et ENS déclare pouvoir enseigner en Bambara
- Dans l'AE de San, c'est plutôt en Bomu que la majorité des DE et ENS sont capables d'enseigner.

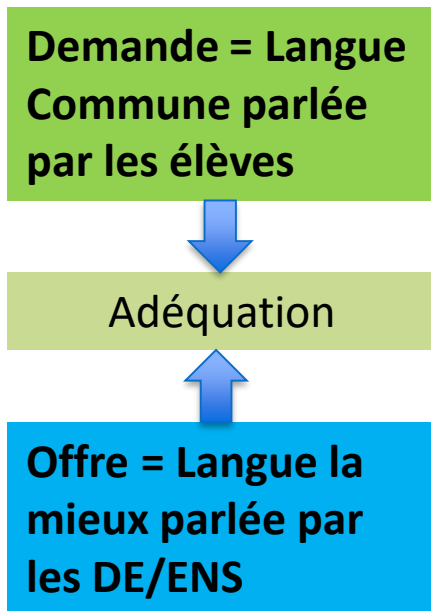
LN dans lesquelles les DE/ENS sont capable d'enseigner



Adéquation entre...



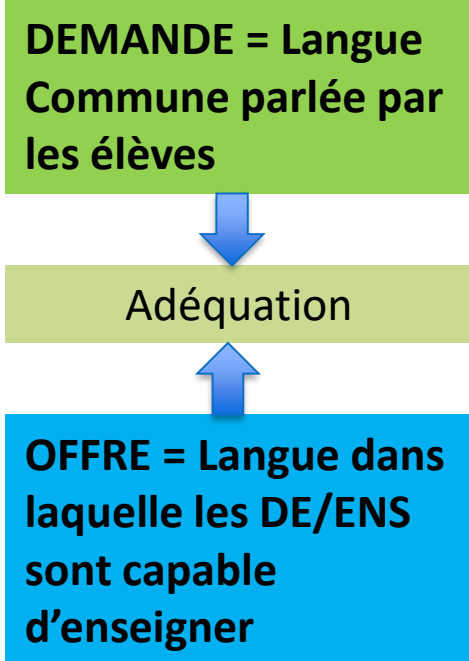
Adéquation en Offre d'enseignement et demande en Langue Nationale



Adéquation entre Offre et Demande en LN					
AE	Demande vs Offre	Sénoufo	Miniyanka	Bomu	Bambara
SAN	Demande	0%	14%	75%	9%
	Offre	0%	4%	72%	21%
KOUTIALA	Demande	0%	74%	5%	21%
	Offre	2%	27%	4%	65%
SIKASSO	Demande	47%	1%	0%	46%
	Offre	19%	2%	1%	75%
Total	Demande	22%	25%	20%	30%
	Offre	11%	10%	15%	62%

Note : *ici il s'agit de la langue la mieux parlée par les DE/ENS. Ils ne sont pas nécessairement capables d'enseigner dans cette langue, mais il serait plus efficace de les former dans cette langue.*

Adéquation entre Offre d'enseignement et demande en Langue Nationale



Adéquation entre Offre et Demande					
AE	Demande vs Offre	Sénoufo	Miniyanka	Bomu	Bambara
SAN	Demande	0%	14%	75%	9%
	Offre	0%	1%	47%	23%
KOUTIALA	Demande	0%	74%	5%	21%
	Offre	1%	23%	3%	65%
SIKASSO	Demande	47%	1%	0%	46%
	Offre	19%	2%	1%	72%
Total	Demande	22%	25%	20%	30%
	Offre	10%	8%	10%	61%

Merci de votre
attention

13.14 Summary of teachers' beliefs and practices study



EVALUATION À MI-PARCOURS DES CROYANCES ET PRATIQUES DES ENSEIGNANTS

Contexte et objectifs de l'étude

❖ Une première étude sur les croyances et pratiques des enseignants a été menée en mai 2016

Objectif de l'étude de 2016 : Mieux comprendre les pratiques et croyances des acteurs clés en éducation dans les zones ciblées afin d'orienter au mieux les formations des enseignants et les interventions du projet dans les écoles

Quelques points saillants issus de l'étude de 2016 sont les suivants :

- Un climat favorable pour l'utilisation des langues nationales existe,
- Les enseignants démontrent une adhésion à l'enseignement en langue nationale mais exposent aussi leur faiblesse en didactique de la Lecture-Ecriture ;
- Les pratiques de l'Approche Equilibré sont très peu utilisées.

Objectif de l'évaluation à mi-parcours en 2018 : Après une mise en œuvre du projet pendant deux années scolaires, l'évaluation à mi-parcours avait pour objectif de mesurer l'évolution des croyances et pratiques des enseignants par rapport à l'étude de base

Méthodologie de l'étude

Instruments de collecte :

Pour les besoins de comparaison avec l'étude de base de 2016, le même outil « questionnaire enseignants » a été administré aux enseignants

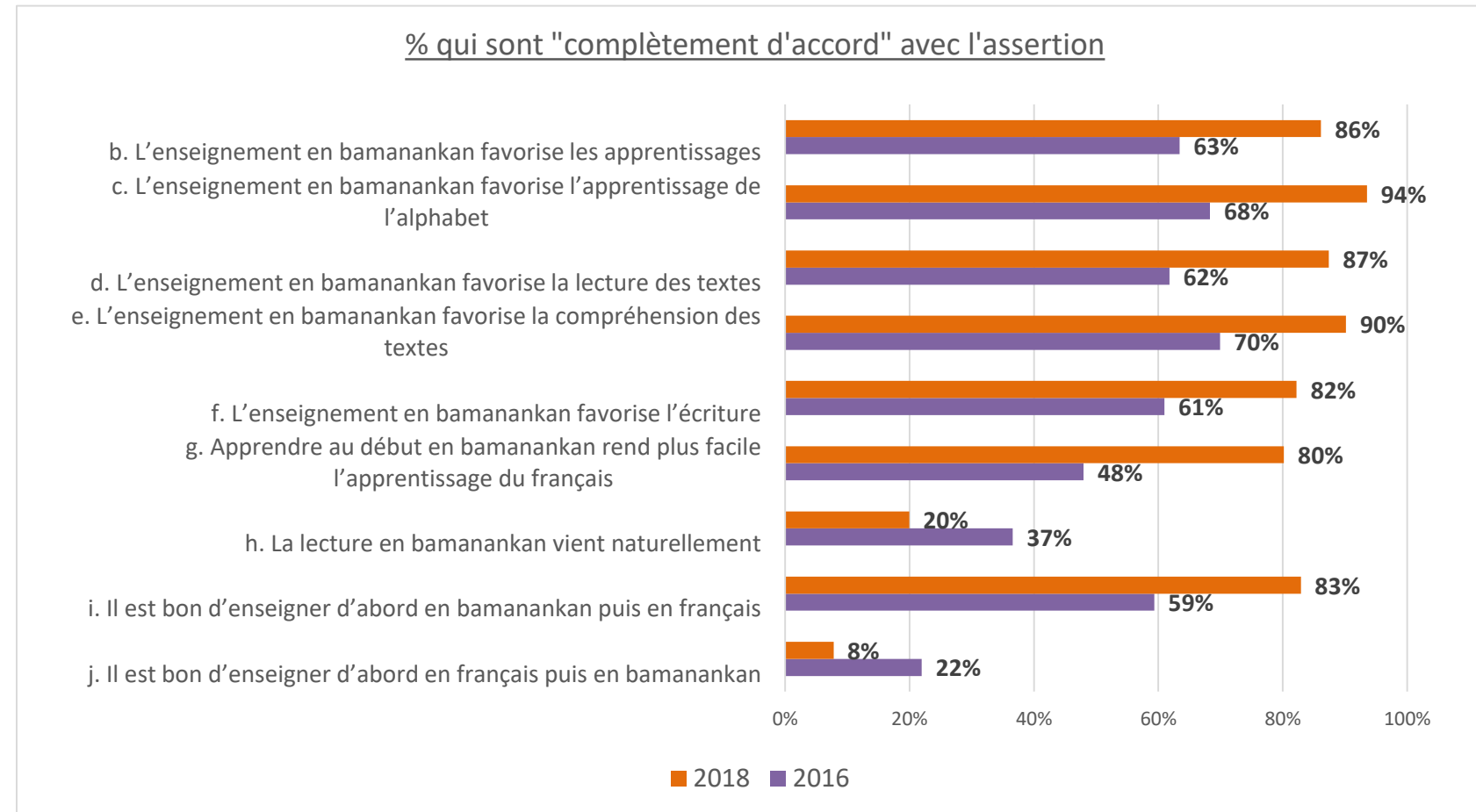
Echantillonnage :

Il s'agit des enseignants de 2^e année qui sont concernés par l'étude de mi-parcours

Région	AE	Nombre d'écoles prévues	Nombre d'écoles enquêtées	Nombre d'enseignants enquêtées		
				Hommes	Femmes	Total
Bamako	Bamako RG	20	15	6	9	15
	Bamako RD	20	17	6	11	17
Koulikoro	Dioïla	20	20	16	4	20
	Kati	40	40	19	18	37
	Koulikoro	20	20	12	8	20
Sikasso	Bougouni	40	40	25	15	40
	Koutiala	20	20	11	9	20
	Sikasso	20	20	14	6	20
Ségou	San	20	20	10	10	20
	Ségou	40	40	16	22	38
Ensemble		260	252	135	112	247

Croyances et pratiques des enseignants

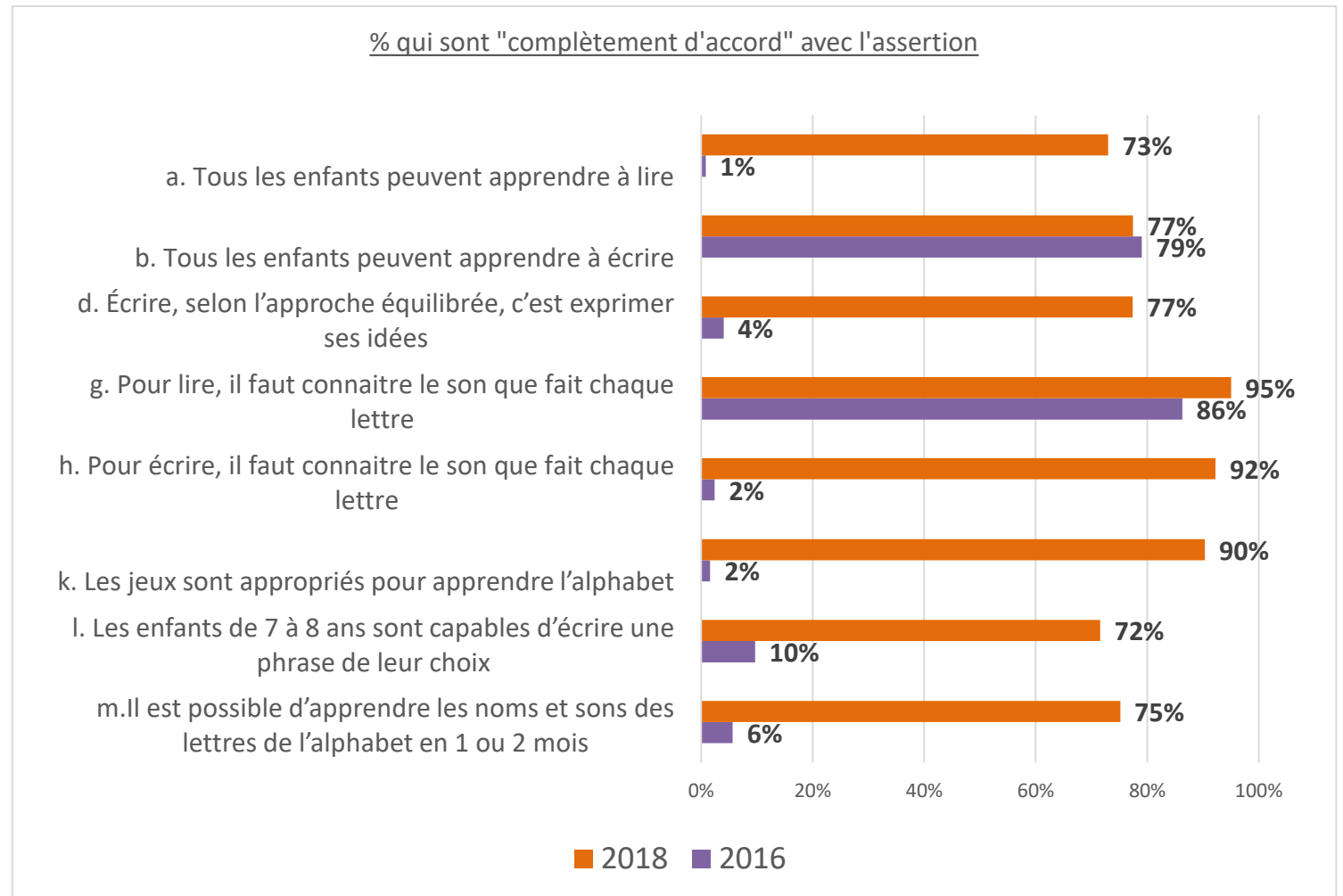
Résultat 1 : L'adhésion des enseignants à l'utilisation du Bamanankan dans les premiers apprentissages au cycle primaire s'est améliorée



Croyances et pratiques des enseignants

Résultat 2 :

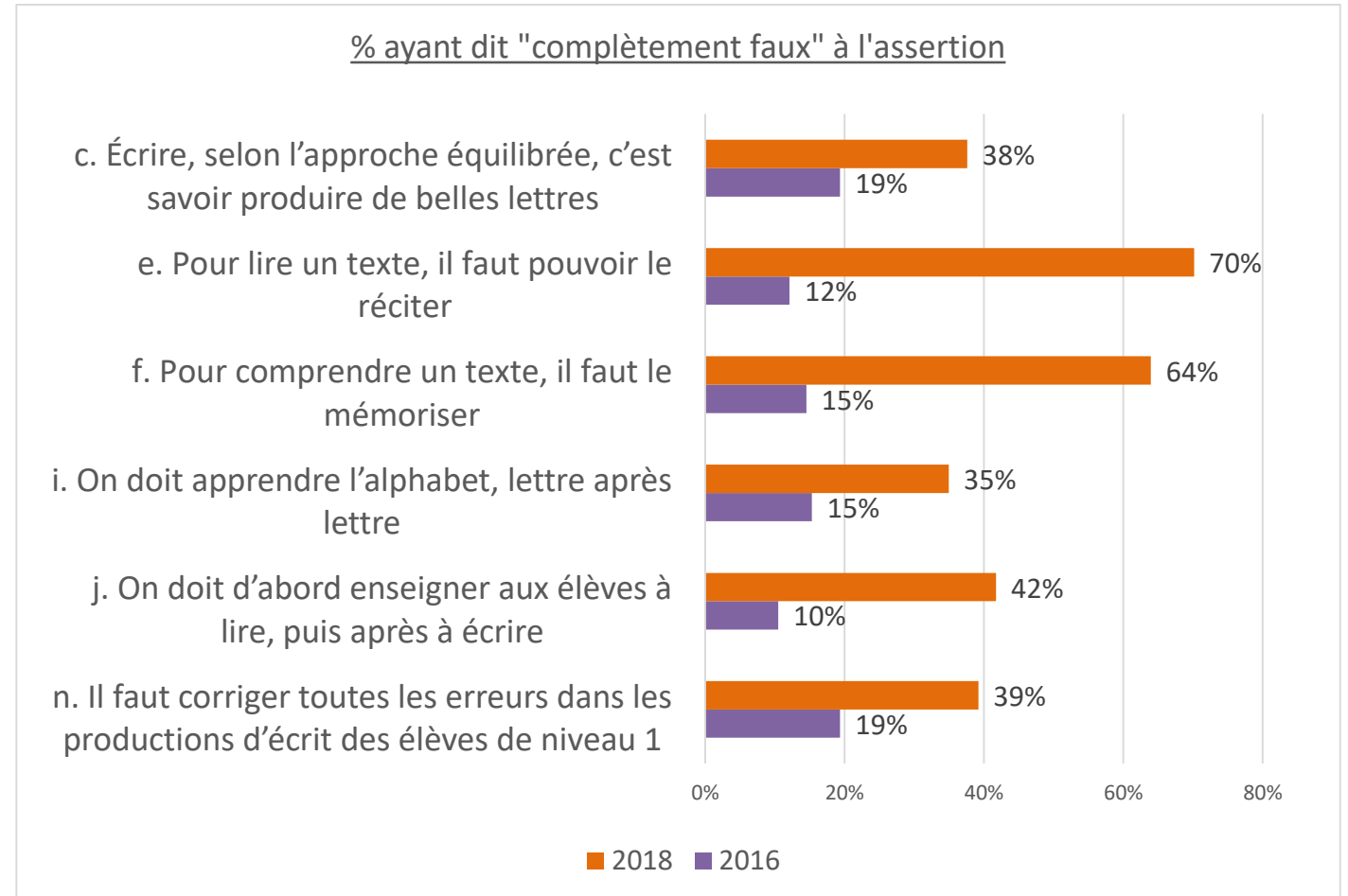
La connaissances des enseignants sur les grands principes pédagogiques de l'apprentissage de la lecture/écriture s'est accrue considérablement entre 2016 et 2018



Croyances et pratiques des enseignants

Résultat 2 :

La connaissances des enseignants sur les grands principes pédagogiques de l'apprentissage de la lecture/écriture s'est accrue considérablement entre 2016 et 2018



Croyances et pratiques des enseignants

Les principes pédagogiques à approfondir chez les enseignants

Résultat 2 :

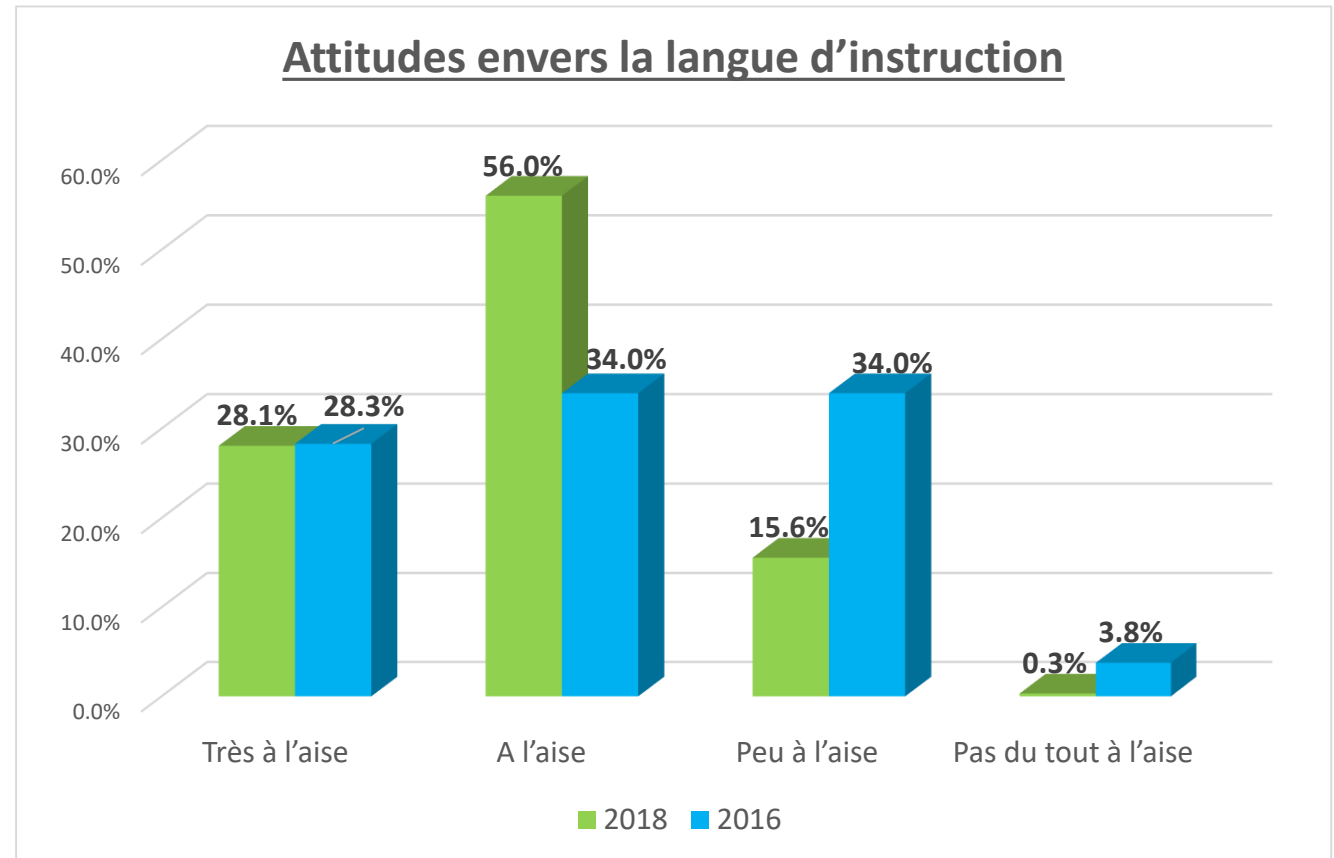
Par ailleurs, certains points restent confus et méritent d'être approfondis avec les enseignants...

Principes pédagogiques	Année	Complètement vrai	Un peu vrai	Un peu faux	Complètement faux
c. Écrire, selon l'approche équilibrée, c'est savoir produire de belles lettres	2016	17%	56%	8%	19%
	2018	43%	11%	8%	38%
i. On doit apprendre l'alphabet, lettre après lettre	2016	11%	70%	3%	15%
	2018	53%	8%	4%	35%
j. On doit d'abord enseigner aux élèves à lire, puis après à écrire	2016	15%	69%	6%	10%
	2018	41%	10%	8%	42%

Croyances et pratiques des enseignants

Résultat 3 :

Les enseignants sont de plus en plus confiants dans l'enseignement de la lecture-écriture en Bamanankan

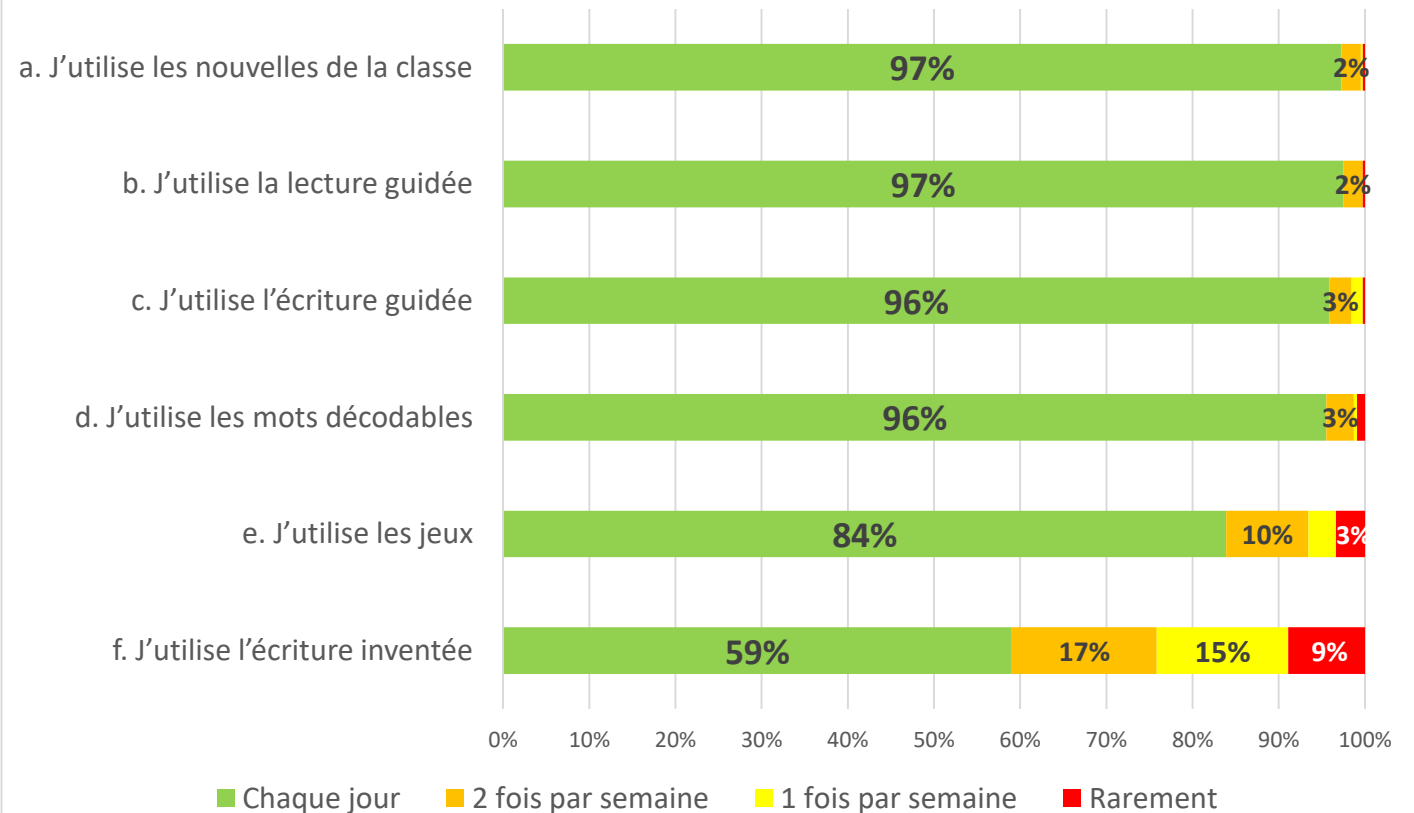


Croyances et pratiques des enseignants

Résultat 4 :

L'utilisation des techniques de l'Approche équilibrée par les enseignants est satisfaisante en 2018

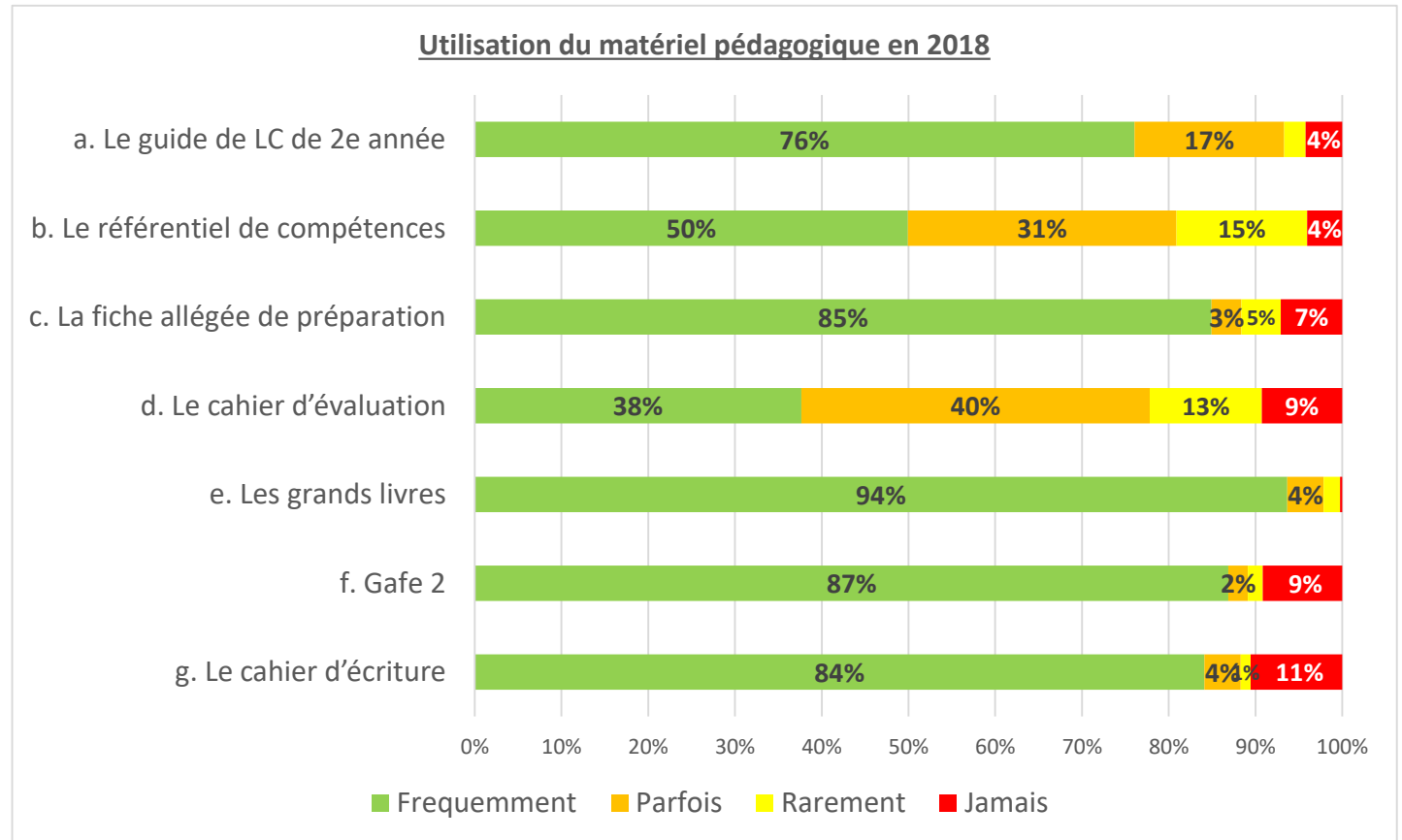
Utilisation des stratégies d'enseignement de la lecture-écriture



Croyances et pratiques des enseignants

Résultat 4 :

L'utilisation des matériels pédagogiques par les enseignants est satisfaisante en 2018



Croyances et pratiques des enseignants

CONCLUSION

- Bonne adhésion des enseignants à l'utilisation du Bamanankan dans les premiers apprentissages
- Amélioration des connaissances des principes pédagogiques sur l'apprentissage de la lecture/écriture par les enseignants
- Certaines croyances (confusions) perdurent malgré les formations reçues et malgré les pratiques
- Les techniques de l'Approche Équilibré ainsi que les matériels pédagogiques sont pour la plupart très utilisés par les enseignants.

RECOMMANDATIONS

- Les prochaines formations des enseignants prendront en compte les points à améliorer
- Les enseignants seront sensibilisés à une meilleure utilisation des matériels pédagogiques, à savoir le référentiel de compétences et le cahier d'évaluation
- Les formations rappelleront également l'importance de l'écriture inventée comme outil d'évaluation à utiliser fréquemment.

13.15 Summary of gender midline study



USAID | **MALI**
DU PEUPLE AMERICAIN



Ministère de l'Éducation
Nationale



EVALUATION A MI-PARCOURS GENRE PROJET USAID/MALI SIRA



Plan de la présentation

1. Contexte et Objectifs de l'étude GENRE
2. Méthodologie de l'évaluation
3. Tendances vers un accès équitable à la scolarisation
4. Gestion des classes : rôles et interactions dans les classes
5. Perception des différences Genre dans l'apprentissage
6. Conclusion
7. Recommandations



Contexte et Objectifs de l'étude GENRE

Contexte et objectifs de l'étude

Le contexte :

- Les précédents projets de lecture dans les premières années ont mis en lumière l'importance d'aider les enseignants et les communautés à prendre conscience des problèmes liés à l'égalité des sexes dans l'éducation et à les résoudre ;
- Malgré les progrès réalisés dans les cadres juridiques pour l'égalité de genre, le potentiel éducatif de nombreuses femmes et filles et leur qualité de vie dans son ensemble continuent d'être limités ;
- Les disparités dans les résultats scolaires persistent.

Contexte et objectifs de l'étude

Les objectifs de l'étude :

- ❖ Une première étude sur les croyances et pratiques des enseignants a été menée en mai 2016.

Objectif de l'étude de 2016 : Mieux comprendre la dynamique de genre liée à l'éducation de base, en particulier dans les trois régions cibles du projet SIRA. L'étude visait en particulier à identifier les inégalités entre les sexes dans les méthodes d'éducation et les aides à domicile pour la scolarisation, ainsi que les risques associés liés au genre en termes de résultats d'apprentissage et d'alphabétisation.

Objectif de l'évaluation à mi-parcours en 2018 : Après une mise en œuvre du projet pendant deux années scolaires, l'évaluation à mi-parcours avait pour objectif de mesurer l'évolution des considérations liées au Genre par rapport à l'étude de base.

Méthodologie de l'étude

Instruments de collecte :

Pour les besoins de comparaison avec l'étude de base de 2016, le même outil « questionnaire enseignants » a été administré aux enseignants.

Echantillonnage :

Il s'agit des enseignants de 2^e année qui sont concernés par l'étude de mi-parcours.

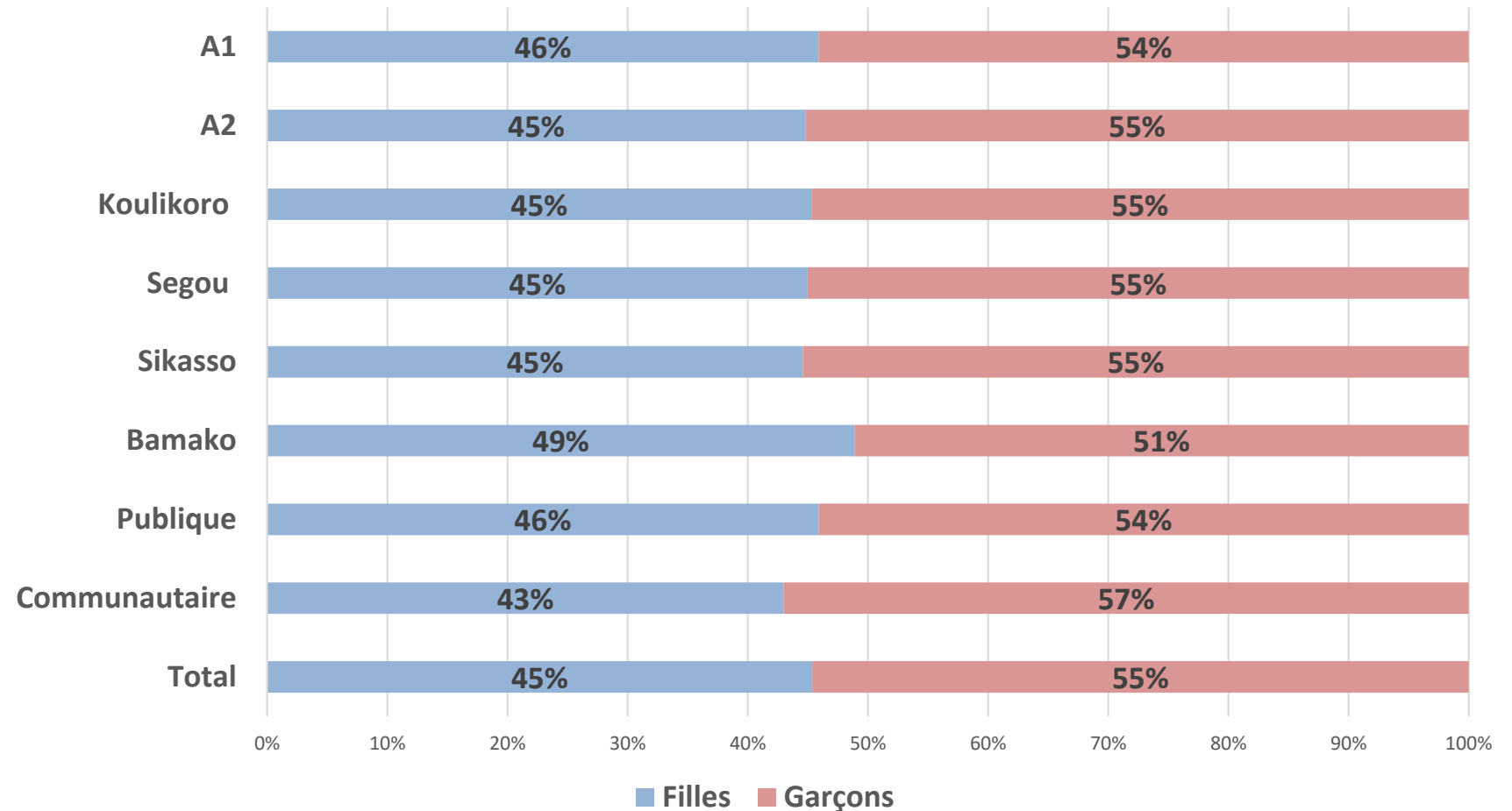
Région	AE	Nombre d'écoles prévues	Nombre d'écoles enquêtées	Nombre d'enseignants enquêtées		
				Hommes	Femmes	Total
Bamako	Bamako RG	20	15	6	9	15
	Bamako RD	20	17	6	11	17
Koulikoro	Dioïla	20	20	16	4	20
	Kati	40	40	19	18	37
	Koulikoro	20	20	12	8	20
Sikasso	Bougouni	40	40	25	15	40
	Koutiala	20	20	11	9	20
	Sikasso	20	20	14	6	20
Ségou	San	20	20	10	10	20
	Ségou	40	40	16	22	38
Ensemble		260	252	135	112	247



Les résultats de l'étude GENRE

Tendance vers un accès équitable à la scolarisation

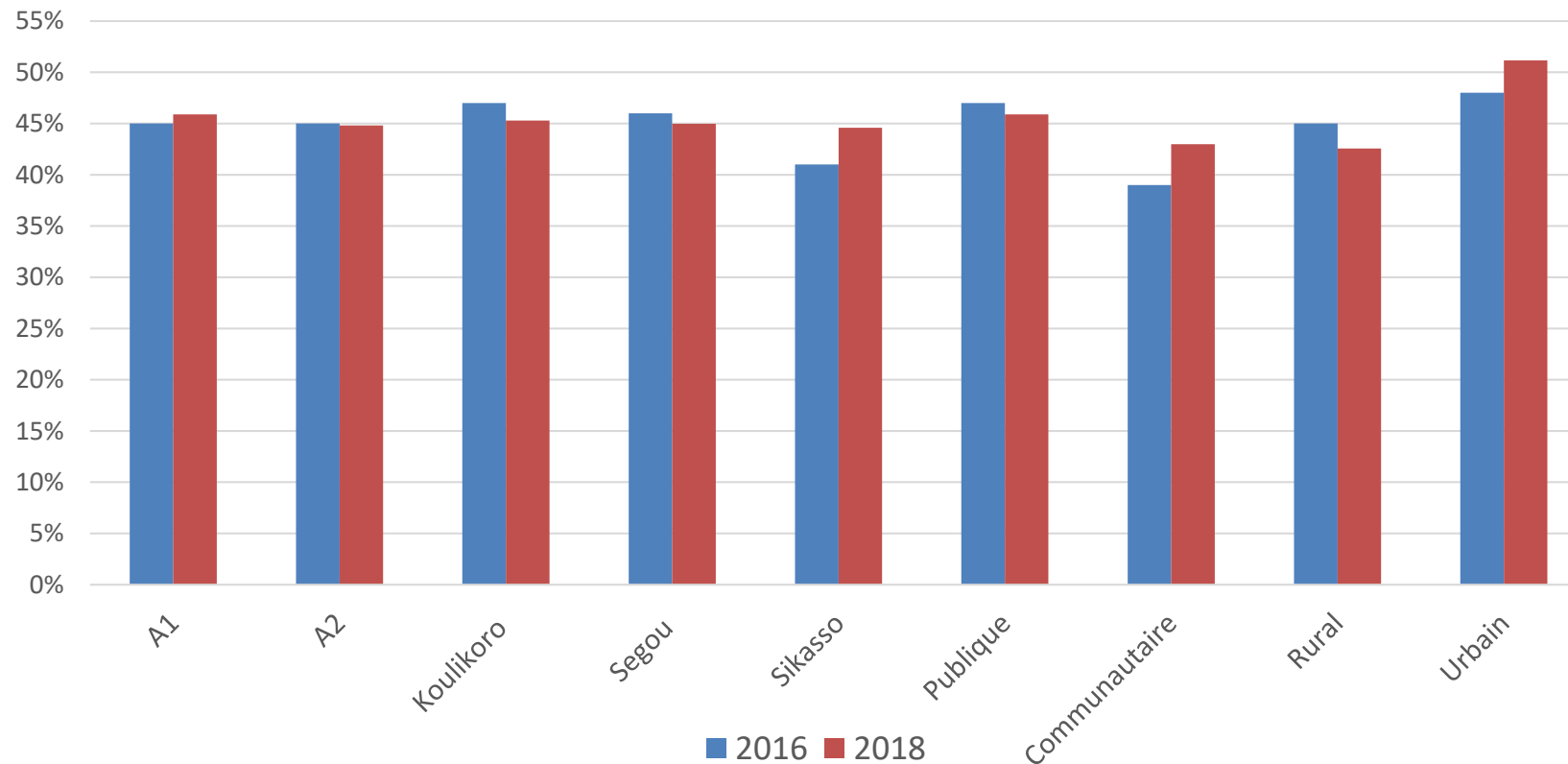
Les proportions d'accès à l'école sont toujours en défaveur des filles en 2018



Tendance vers un accès équitable à la scolarisation

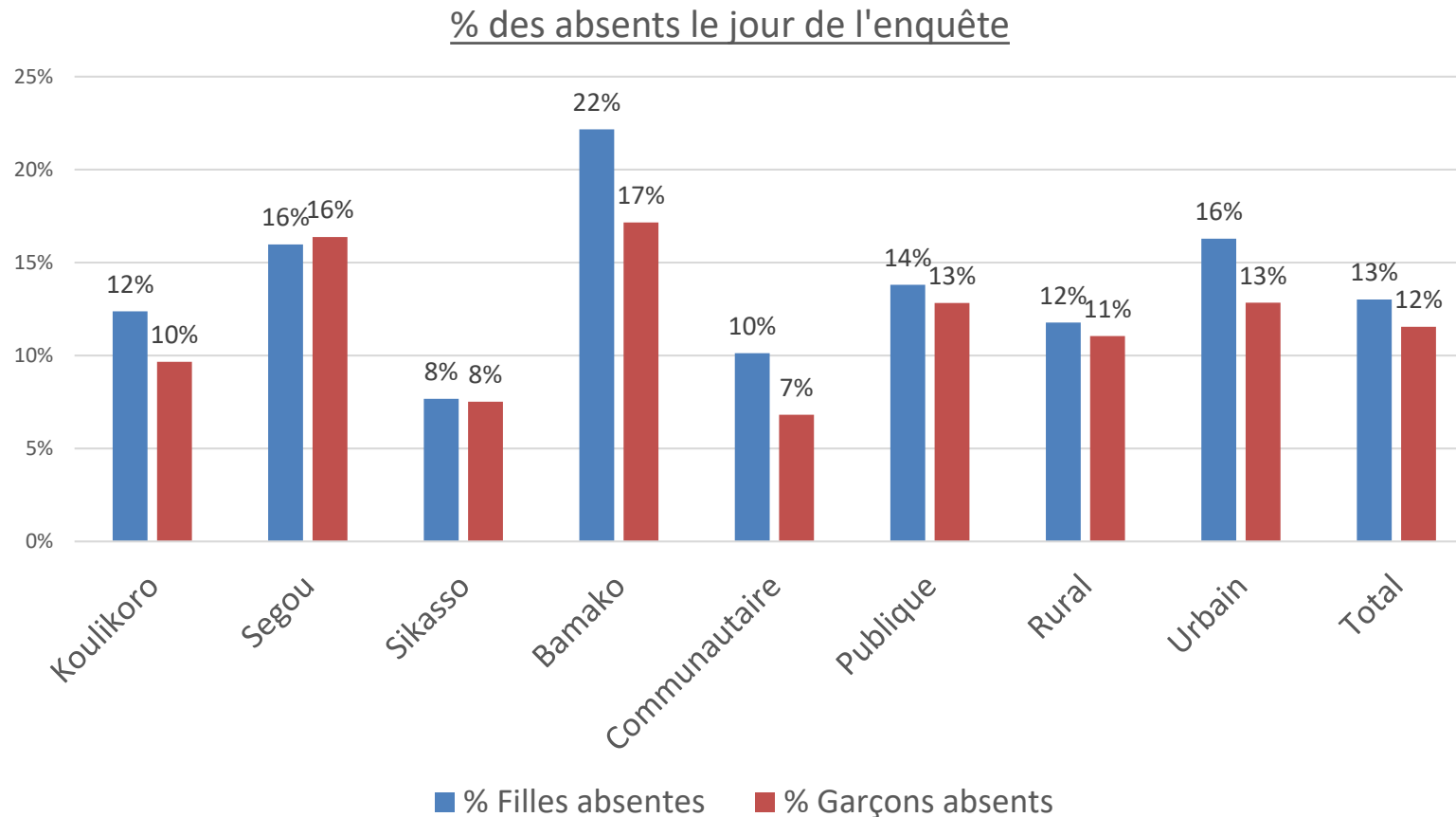
Progrès dans l'accès équitable à l'école : 2016 vs 2018

Pourcentage des filles entre 2016 et 2018



Tendance vers un accès équitable à la scolarisation

Absence des filles et des garçons en 2018



Comparativement à 2016, l'absentéisme des filles s'est réduit :

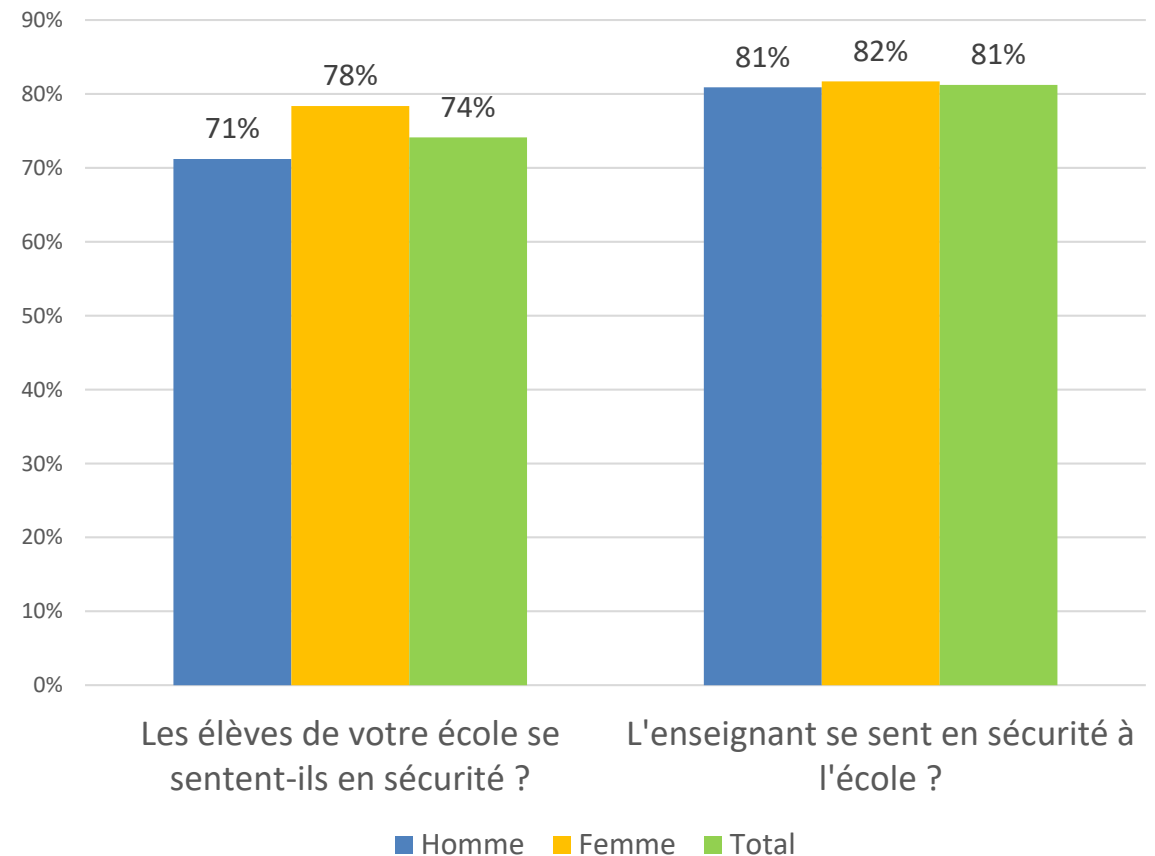
L'absentéisme était de 21% chez les filles, contre 12% chez les garçons en 2016.

Sécurité dans l'environnement scolaire

D'après la déclaration des enseignants en 2018, certains d'entre eux (19%), ainsi qu'une proportion des élèves (26%) ne se sentiraient pas en sécurité à cause de :

- Traversée difficile ou obstacles sur la route (élèves uniquement),
- Salles de classe non sécurisées,
- Violence dans la zone,
- Ecole non clôturée.

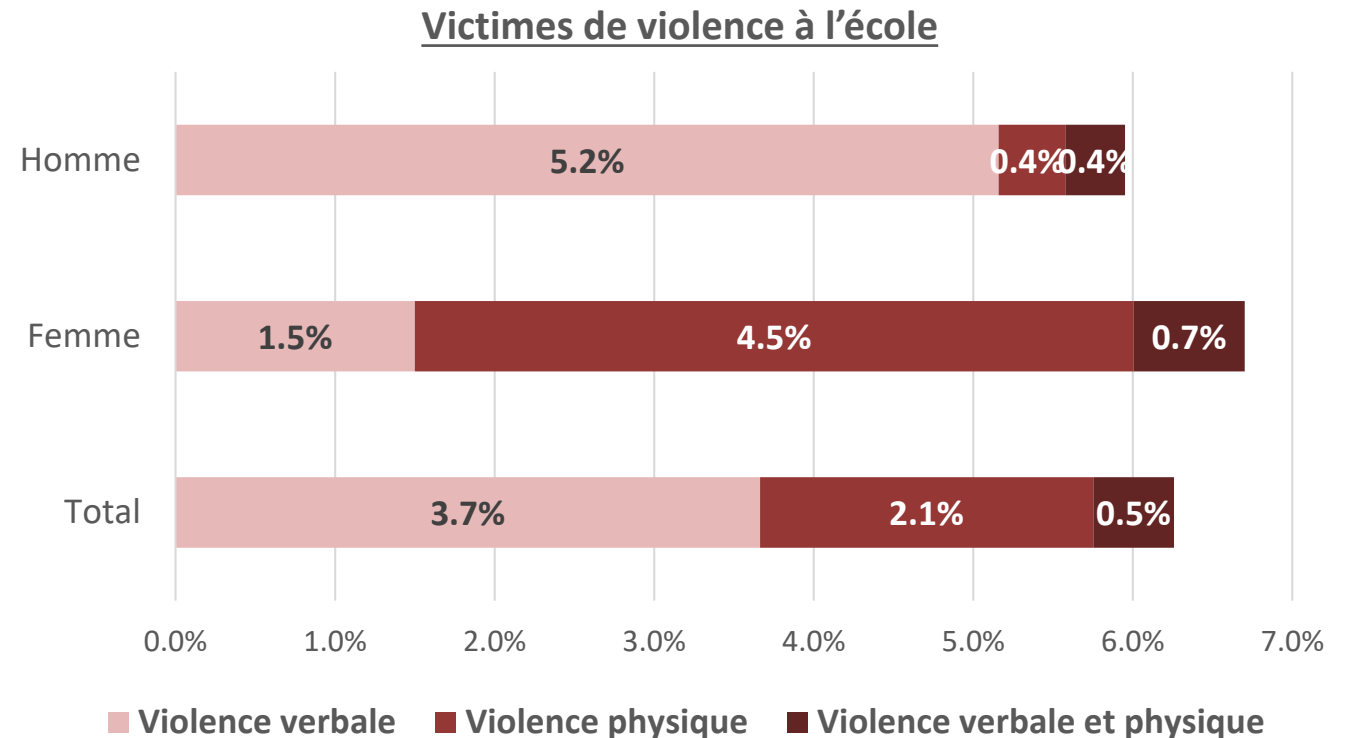
Sécurité à l'école selon le sexe de l'enseignant



Sécurité dans l'environnement scolaire

6,3% des enseignants ont déclaré être victimes de violence à l'école en 2018, contre 9% en 2016 :

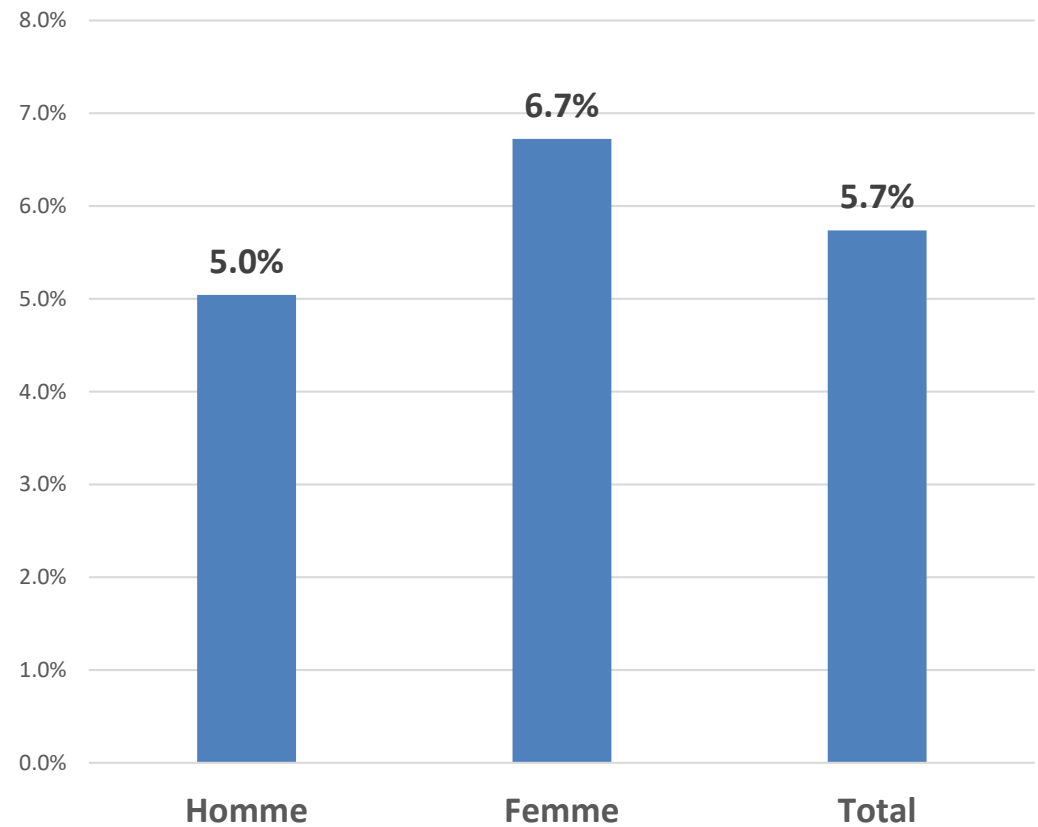
- Les femmes sont plus victimes de violence physique,
- Les hommes sont plutôt victimes de violence verbale.



Sécurité dans la communauté

6,7% des femmes ont déclaré être victimes de violence dans la communauté en 2018, contre 5% des hommes

Victime de violence dans la communauté

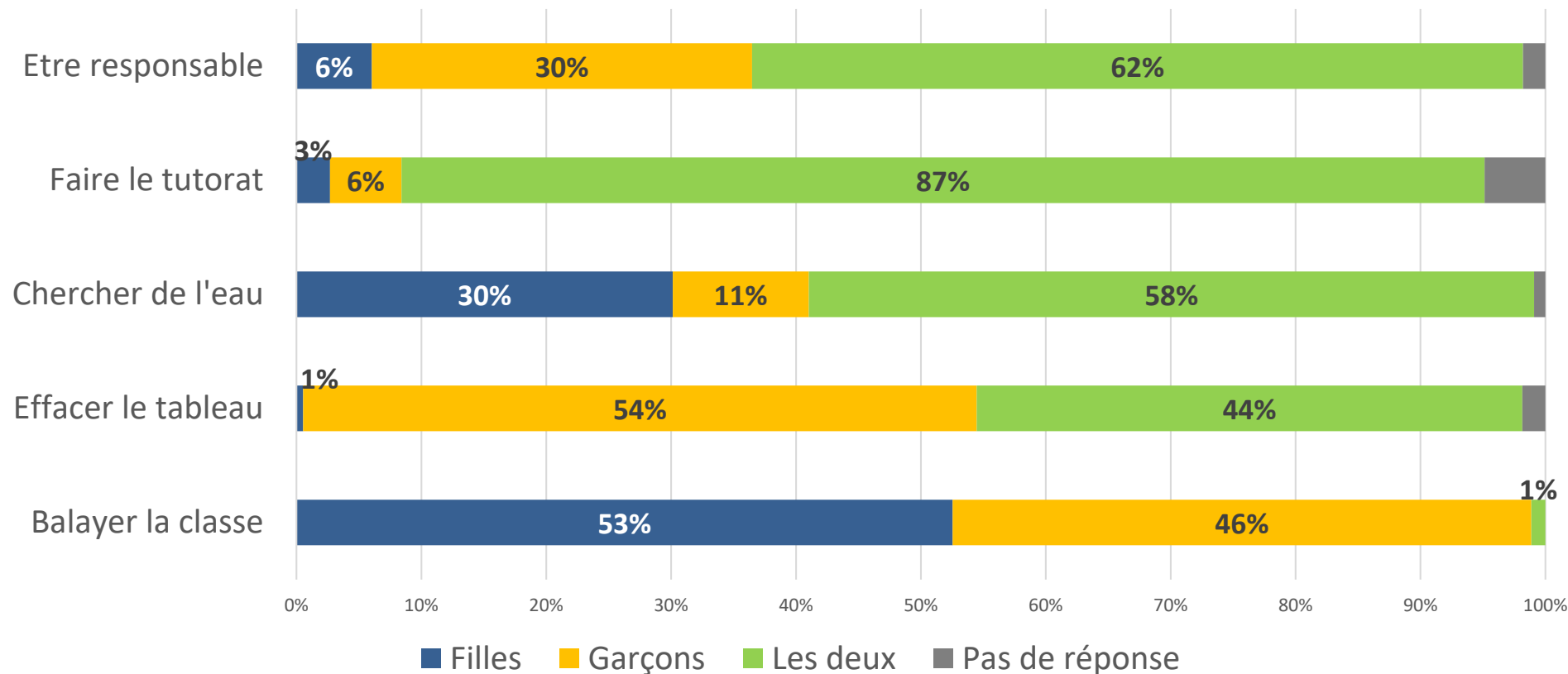




Considérations GENRE à l'école et à domicile

Gestion des classes : rôles et interactions dans les classes

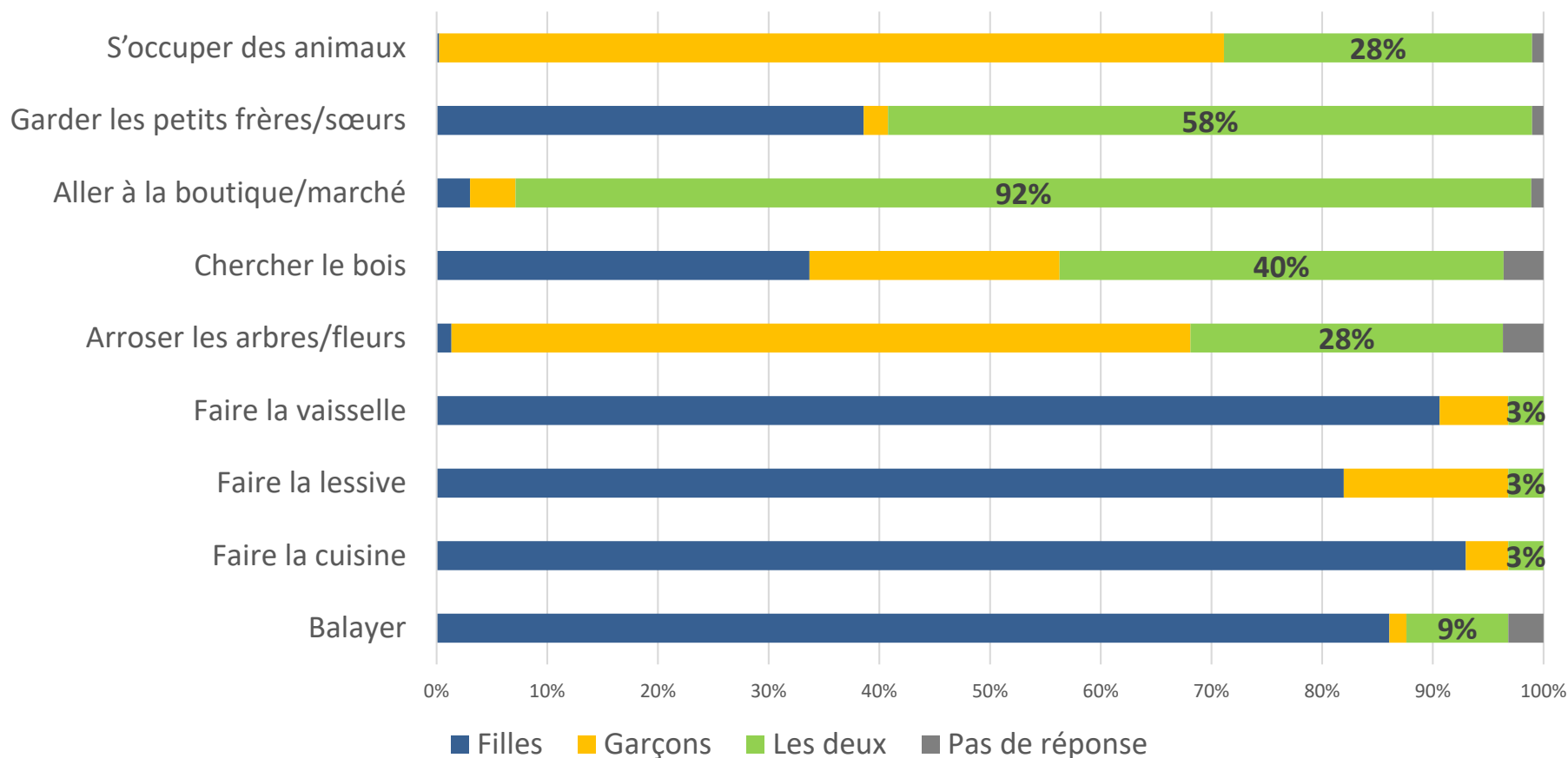
Répartition des tâches en classe



- Les rôles « être responsable » et « effacer le tableau » sont attribués aux garçons.
- « chercher de l'eau » et « balayer la classe » sont attribués aux filles.

Assignation des tâches à domicile selon les enseignants

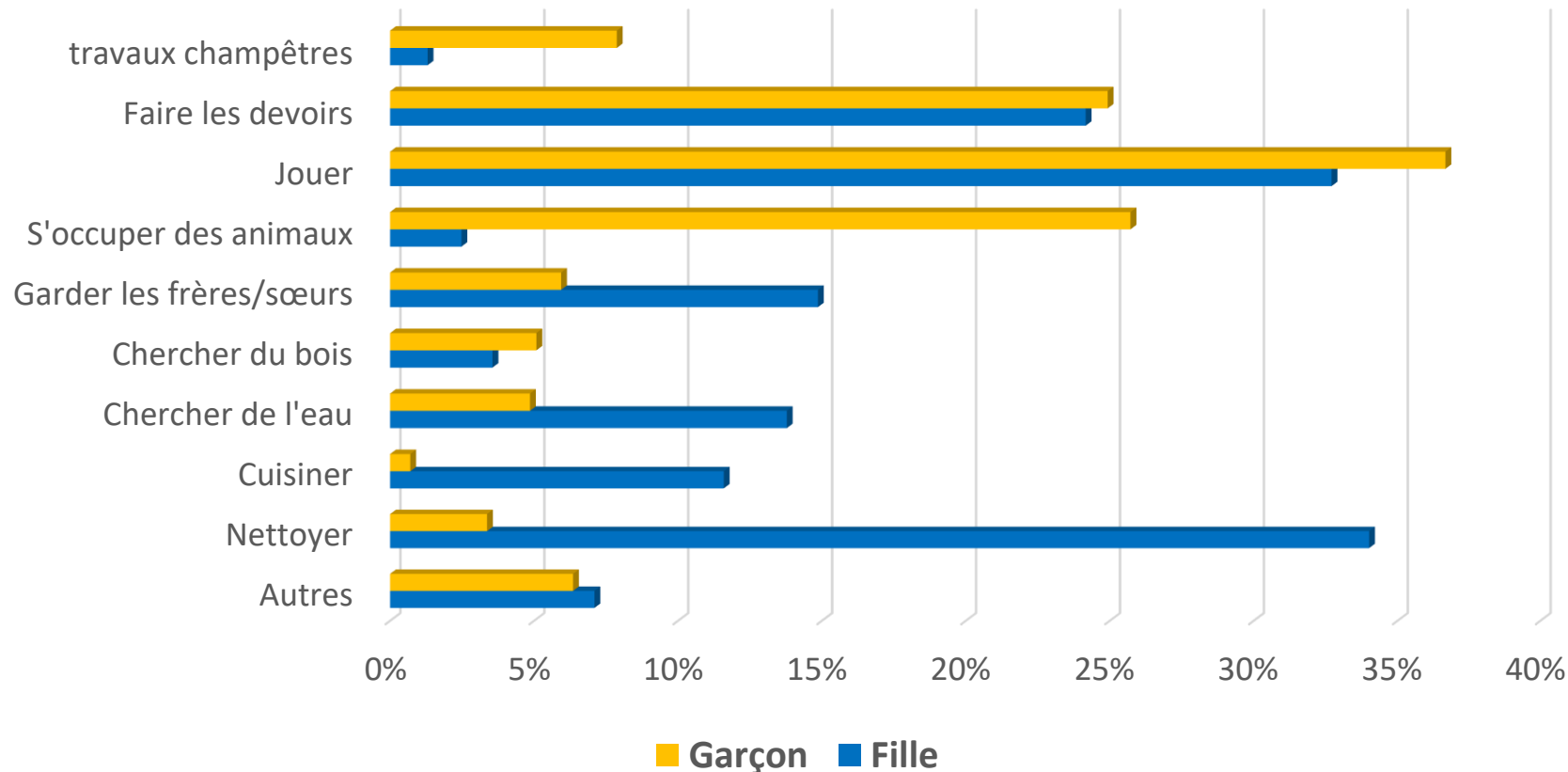
Répartition des tâches dans la famille, selon l'enseignant



- Toutes les tâches ménagères sont dévolues aux filles.
- Les garçons semblent avoir moins de tâches à domicile (« s'occuper des animaux » et « arroser les arbres/fleurs »).

Assignation des tâches à domicile selon les parents (étude CAPP 2018)

Les tâches effectuées par les élèves à domicile (selon les parents)



- Comme chez les enseignants, les tâches ménagères sont dévolues aux filles d'après la déclaration des parents.
- Et les garçons ont moins de tâches à domicile (« *s'occuper des animaux* »). Ce qui fait qu'ils ont un peu plus de temps pour jouer et faire les devoirs.



Perception des différences Genre dans l'apprentissage

Perception des différences Genre dans l'apprentissage en 2018

- ❖ **31% des enseignants perçoivent que les filles et les garçons n'ont pas les mêmes chances de réussir à l'école, car... :**
 - Trop de travaux domestiques pour les filles (*selon les 62% d'entre eux*),
 - Mariage précoce en défaveur des filles (*selon les 18% d'entre eux*),
 - Sous-estimation des capacités des filles (*selon les 10% d'entre eux*).

- ❖ **47,4% des enseignants déclarent avoir constaté des différences dans la performance des filles et des garçons, ce qui pourrait s'expliquer par... :**
 - Pression de travaux domestiques (*selon les 39% d'entre eux*),
 - Filles plus performantes/intelligentes que les garçons (*selon les 28% d'entre eux*)
VERSUS garçons plus performants/intelligents que les filles (8%).

Perception des différences Genre dans l'apprentissage en 2018

- ❖ **86% des enseignants pensent que les filles et les garçons ont les mêmes capacités intellectuelles**
 - Parmi les 14% qui pensent le contraire, la majorité affirment que c'est parce que les filles sont plus intelligentes, courageuses ou motivées (que les garçons)

CONCLUSION

- Les proportions d'accès à l'école sont toujours en défaveur des filles en 2018. C'est seulement à Bamako qu'il y a un accès équitable entre filles et garçons.
- Cependant, il y a une amélioration de l'accès en faveur des filles entre 2016 et 2018 : en milieu urbain, dans les écoles communautaires, dans l'AE de Sikasso.
- Il semble y avoir une amélioration de la sécurité dans l'environnement scolaire en 2018 comparativement à 2016.
- Il y a une répartition « stéréotypée » des rôles et interactions dans les classes : les rôles du type « tâches ménagères » sont beaucoup plus attribués aux filles, et les rôles de responsabilité aux garçons ; cependant il y a une répartition équitable de ces rôles dans la moitié des écoles.

CONCLUSION

- A domicile, tant chez les enseignants que chez les autres parents, la répartition des tâches sont toujours en défaveur des filles. Cela fait qu'elles se retrouvent avec moins de temps à allouer aux devoirs à domicile ainsi qu'aux jeux.
- Selon la perception des enseignants, les filles n'auraient pas les mêmes chances de réussir à l'école à cause de la pression des travaux domestiques.
- En fin, il est encourageant de constater que la grande majorité des enseignants (86%) pensent que les filles et les garçons ont les mêmes capacités intellectuelles.

RECOMMANDATIONS

- Faire en sorte que les filles de la classe, surtout les plus timides, aient des tâches qui les valorisent et les font sortir de leur cocon : responsable de classe par exemple ;
- Démonter progressivement les stéréotypes construits par la société vis-à-vis de la fille dès le bas âge. Ce travail se fait chez les enfants des deux sexes ;
- Faire comprendre aux garçons que même si physiquement, il arrive qu'ils soient plus forts que les filles, sur le plan juridique, ils ont les mêmes droits (stéréotypes) ;
- Concernant la répartition des tâches en classe, certains parents n'admettent pas l'idée que leurs garçons soient dédiés aux tâches qu'ils considèrent comme « féminines » et évoquent des raisons liées aux traditions et coutumes héritées des ancêtres. Pour des cas de ce genre, les enseignants n'ont pas à les affronter ou les blesser dans leurs convictions, mais plutôt de donner d'autres tâches à ces garçons, qui ne sont pas interdites par les coutumes de leurs parents (exemple : ramasser les ordures du balayage fait par les filles, essuyer les tables-bancs, etc ;

RECOMMANDATIONS

- A l'attention des parents d'élèves : faire en sorte que les filles ne soient pas plus empêtrées dans les tâches ménagères que les garçons, pour leur donner le temps de se consacrer un peu plus aux études et d'avoir les mêmes chances que les garçons. Pour ce faire, il est nécessaire de faire un partage équilibré du travail domestique ;
- Il arrive que certains garçons aident leurs pères dans le travail de subsistance manuel qu'il exerce et que ces garçons ont des responsabilités telles qu'ils ne peuvent pas consacrer assez de temps aux études. Nous recommandons, tout comme chez les filles, que les parents tiennent compte du temps nécessaire que les enfants doivent consacrer aux études et même aux jeux, indispensables pour leur équilibre psychologique.

RECOMMANDATIONS

- Renforcer les prochaines formations sur les considérations GENRE
- Améliorer la collecte de l'évaluation terminale sur le GENRE :
 - L'échantillonnage par AE pourrait être augmenté afin de permettre davantage d'analyses désagrégées ;
 - Le questionnaire sera étoffé pour prendre en compte des questions relatives au maintien des filles à l'école, à l'importance d'avoir une fille instruite et surtout, à la décision d'inscrire la fille ou le garçon à l'école.



Merci pour votre attention

