



# **Mid-Term Performance Evaluation of the Selective Integrated Reading Activity (SIRA) in Mali**

May 13, 2020

SIRA Project Number: 72068820F00003

Evaluation Mechanism Number: 72068819R00011

## **DISCLAIMER**

The authors' views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

# ACKNOWLEDGMENTS

This mid-term performance evaluation of the Selective Integrated Reading Activity (SIRA) required considerable efforts on the part of many individuals. The evaluation team wishes to thank all participants who took part in evaluation activities to share their experiences with us. At the regional and community level, we extend our gratitude first and foremost to students, parents, teachers and school directors, community members, local authorities, pedagogical counselors and regional education officers. We also wish to recognize stakeholders from the various departments within the Ministry of Education (*Ministère de l'éducation nationale*) in Bamako who shared their insights and who facilitated access under unprecedented circumstances. We are particularly appreciative of the collaboration with the implementing partners, EDC, *Oeuvre Malienne d'Aide à l'Enfance du Sahel* (OMAES), Save the Children, School to School International, and Cowater Sogema. The SIRA team assisted the evaluation team with coordination and responded in a timely and effective manner throughout the evaluation process. USAID/Mali colleagues were also extremely helpful and collaborative. In general, the evaluation team was impressed by the dedication of each of these individuals not only to the success of the evaluation, but for the improvement of early grade reading for children in Mali and their communities.

Not least of all, this report reflects the high-quality contributions of four technical experts, Ms. Hawa Coulibaly, Mr. Dramane Djiiguiba, Ms. Maimouna Tapo, Mr. Makan Toutou Konaté, and TMG's administrative and logistics coordinator, Mr. Cheick Oumar Coulibaly. These colleagues consistently strove to assure that the team had the necessary content and context to craft the most accurate and complete evaluation report possible. It was an honor to work with such professionals. We also wish to thank Mr. Michel Diawara and his team of data collectors from CEPROCIDÉ who served as the eyes and ears in the field for this process.

We also recognize that our work coincided with the beginning of the COVID-19 pandemic and we soberly dedicate this report to those whose lives have been affected. We hope we have done justice to the efforts put forth by all involved and that this report provides indications of ways to build on SIRA's successes to continue to strengthen the reading and writing skills of students for the benefit of all.

With humility and gratitude,

The SIRA Evaluation Team

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# ACRONYMS

AE	Académies d'Enseignement
AMEP	Activity Monitoring and Evaluation Plan
ASER	Annual Status of Education Report
BLA	Balanced Literacy Approach
CAP	Centre d'Animation Pédagogique
CBO	Community Based Organization
CDA	Community Development Agent
CEPROCIDE	Centre for the Promotion of Citizenship for Sustainable Grassroots Development (Centre de Promotion de la Citoyenneté pour le Développement Durable à la Base)
CNPV	National Center for Volunteers
COP	Chief of Party
COVID-19	Coronavirus disease
CP	Community Participation
CWPM	Correct Words Per Minute
DEC	Development Experience Clearinghouse
DNEF	Direction Nationale de de Enseignement Fondamental (Basic Education)
DNEN	Direction Nationale de l'Enseignement Normal (Teacher Training)
DNP	Direction Nationale de la Pédagogie (Learning and Teaching)
EDC	Education Development Center
EFA	Education for All
EGR	Early Grade Reading
EGRA	Early Grade Reading Assessment
ELAN	École et Langue Nationale en Afrique
EQ	Evaluation Question
ES	Evaluation Standard
FFE	Food for Education
FIER	Formation Interactive des Enseignants par la Radio
FGD	Focus Group Discussion
FORME	Projet Formation Continue des Enseignants et Evaluation des Apprentissages
GOM	Government of Mali
IDP	Internally Displaced People
IEP	Institute for Popular Education

IFM	Institut de Formation des Maitres
IP	Implementing Partner
IR	Intermediate Result
IT	Information Technology
KAP	Knowledge Attitudes Practices
KII	Key Informant Interview
LOI	Language of Instruction
LOP	Life of Project
MEN	National Ministry of Education
M&E	Monitoring and Evaluation
MDG	Millennium Development Goals
ORF	Oral Reading Fluency
OMAES	Œuvre Malienne d'Aide a l'Enfance du Sahel
PAJE Nièta	Programme d'appui aux jeunes entrepreneurs
PDY	Programme décennie Yiriwali
PDSEC	Plan de développement social et économique de la commune
PHARE	Programme Harmonisé d'Appui au Renforcement de l'Éducation
PIRSEF	Programme intérimaire de du secteur de l'éducation et de la formation professionnelle
PMP	Performance Monitoring Plan
PTA	Parent Teacher Association
SBCC	Social Behavior Change Communication
SIG-FC	Integrated System for Managing Inservice Training (Système Intégré de Gestion de la Formation Continue)
SIRA	Selective Integrated Reading Activity
SMC	School Management Committee
SNGP	Sub-National Governance Program
SOW	Statement of Work
STS	School to School International
TMG	The Mitchell Group
USAID	United State Agency for International Development
WPM	Words Per Minute



# EXECUTIVE SUMMARY

In February 2016, USAID/Mali launched the 50,775,000 \$ US Selective Integrated Reading Activity (SIRA) for the implementation period FY2016–FY2021, with the goal of improving early grade reading performance of students in Grades 1 and 2 in Mali. SIRA is implemented by the Education Development Center (EDC) consortium with Cowater Sogema, Malian Children's Aid in the Sahel (OMAES), Institute for Popular Education (IEP), Save the Children, and School to School International (STS).

## Evaluation Purpose and Evaluation Questions

This mid-term performance evaluation aims to determine the extent to which SIRA achieved its objectives in order to make mid-course corrections for maximum impact and efficiency for the remaining performance period. The report is intended for USAID/Mali program and technical officers to inform the Mission's Country Development Cooperation Strategy and plan for the next phase of support to the Government of Mali (GOM) and the Ministry of Education (*Ministère de l'éducation nationale, MEN*). Findings will be shared with the ministry and key partners including the donor community and education support groups. The Mitchell Group, Inc. (TMG), with EdIntersect and Malian partner CEPROCIDÉ, carried out the evaluation. Four cross-cutting evaluation questions guided the process.

1. To what extent has SIRA made progress in achieving its intended objectives and results? What have been the factors facilitating or impeding achievement of results?
2. What have implementation approaches contributed to the achievement of results? Which approaches are making a difference and why? Which ones are not working and need to be changed?
3. To what extent have community participation activities contributed to improved reading and increased school enrollment and retention of girls? What are SIRA's prospects for sustainability at mid-implementation?
4. Which approaches are showing positive results in terms of promoting long-term sustainability and how can they be strengthened?

## Program Background

The GOM and MEN have adopted a number of education plans that strive to address dropout and failure rates, decrease high absenteeism and improve upon low performance scores in reading, writing, mathematics, and science, most notably the *Programme décennal de développement de l'éducation* (PRODEC, 2001-2013) and its successor, PRODEC 2 (2019-2028). In support of these initiatives, SIRA strives to: 1) improve classroom instruction in early grade reading in Bamanankan, 2) improve service delivery systems, and 3) increase parent, community, and private sector support for Grades 1 and 2 in public and community schools in the regions of Koulikoro, Sikasso, and Segou and the District of Bamako. SIRA works in concert with the MEN to implement the Balanced Literacy Approach (BLA), an evidence-based active teaching and learning model. An extensive research agenda informs project and MEN decision-making.

## Evaluation Design, Methods, and Limitations

The mid-term performance evaluation used a multi-level three-phased convergent mixed-methods approach that simultaneously collected quantitative and qualitative data to provide for breadth and depth of understanding of SIRA's implementation. Data collection occurred between February 23 and March 19, 2020. The evaluation had three stages: 1) document review to understand objectives and implementation contexts, and identify achieved activity results; 2) data collection; and 3) data analysis and report writing. The evaluation collected quantitative data in 110 schools and classrooms administering 1,071 Early Grade Reading Assessments (EGRA), and a suite of 4 questionnaires (100 teachers, 99 directors, 838 parents and 1,071 students). Classroom observation provided for additional triangulation. Qualitative data collection occurred in 4 schools in Segou, 4 in Sikasso, 6 in Koulikoro, and 2 in Bamako through focus group discussions (FGDs) with parents, teachers, community leaders, and SMCs, and key informant

interviews (KIs) with directors and community volunteers. At the systems level, the team held interviews with key stakeholders that included USAID/Mali, MEN and other government officials, SIRA staff (EDC and partners) and private partners. Once data were cleaned, the team used descriptive quantitative analysis with STATA to process EGRA and questionnaire results. Qualitative data analysis was derived from detailed field notes to identify key themes during a 2-day workshop. These themes informed more substantial thematic coding through a SurveyCTO/Excel coding process that synthesized regional-level data and the use of NVivo for central-level interviews.

The evaluation encountered significant contextual challenges throughout its process including ongoing teacher strikes, insecurity, and the onset of the COVID-19 pandemic, all of which impacted data collection and analysis activities. In terms of limitations, because qualitative findings drew from a purposeful sample, insights may be applicable to many stakeholders but not representative of the larger population. Similarly, quantitative sampling drew from a random selection of schools drawn across the intervention zone but had to partly rely on convenience sampling due to strikes and school closures. Results should be generalized with caution and cross-year comparisons of results should be made with care. Lastly, the evaluation team notes that due to strikes during the 2018-2019 school year, the mid-term evaluation took place at the beginning of year 5, limiting time available for mid-course adjustments.

## Findings and Conclusions

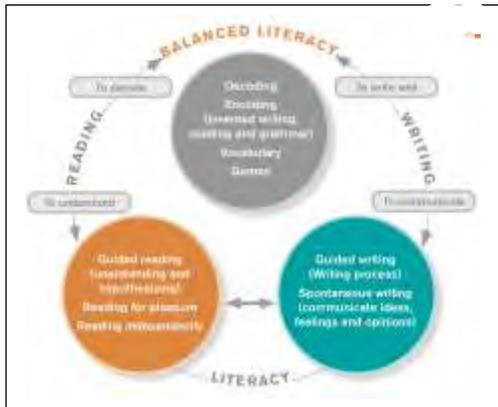
*1. To what extent has SIRA made progress in achieving its intended objectives and results? What have been the factors facilitating or impeding achievement of results?*

In pursuit of its goal to improve early grade reading performance for students in Grades 1 and 2, SIRA has made progress in achieving nearly all of its intermediate results. Among notable achievements, findings indicate that the distribution of reading materials and teacher coaching and supervision are on track and both in-service and pre-service training exceeded targets by well over 20%. SIRA also recorded a retention rate of 89.1% of Grades 1 and 2 teachers, surpassing its end of project target of 60.0%. This rate signals a certain level of stability in the face of teacher mobility challenges that often handicap school systems in similar contexts. In terms of service delivery, SIRA has met its target of education officials trained to perform EGRAs within targeted districts. Project records also show consistent progress towards community engagement around school results and improvements. A close and supportive relationship with the MEN, most obvious through its Technical Committee and joint field missions, joins with a history of previous education projects as factors facilitating SIRA's success.

Achievement of results by project end remains less certain for two of SIRA's intermediate results and its overall outcome objective, however. Although stakeholders overwhelmingly point to teacher incentives as motivating and powerful, school closures due to strikes have impeded SIRA and MEN counterparts' identification of high performing teachers for the second year in a row. Secondly, initial confusions at the ministerial level around a return to the syllabic method caused significant delays with policy development. The establishment of a ministerial working group in December 2019 with strong representation of SIRA personnel provides an opportunity for reinvigorated efforts in the last year of the project. Lastly, SIRA has identified two reading performance targets related to the MEN standard for Grade 2 students to read 31 correct words per minute. The SIRA life-of-project target for the percent of Grade 2 students reaching oral reading fluency on grade-level text is 14%. A second life-of-project target sets an average of correct words per minute for Grade 2 SIRA students at 13. Noting that the 2018 SIRA EGRA report demonstrated results at 13% and 11.7 correct words per minute respectively, this mid-term performance evaluation conducted a student learning assessment that showed 6.6% of sampled students meeting the SIRA oral reading fluency target and that students read, on average, 7.9 correct words per minute. In sum, despite promising 2018 results, the student assessment results on this evaluation have not yet attained the SIRA life-of-project targets and with extensive ongoing strikes, and the suspension of activities due to COVID-19, there is little to suggest this will improve before project end.

2. *What have implementation approaches contributed to the achievement of results? Which approaches are making a difference and why? Which ones are not working and need to be changed?*

Mid-term evaluation data sources (surveys, observation and interviews) provide multiple indications of how SIRA approaches are making positive differences in the ways that students develop early grade reading skills and how teachers support learning. SIRA’s balanced literacy approach, with its nurturing classroom and active learning elements including games and interactive audio instruction, seems to contribute to classrooms where students are actively engaged well over the majority of the time.



A strength of SIRA is its approach to support teachers that includes observation and feedback tools, certified pedagogical counselors, communities of practice, a system of joint supervision teams and teacher recognition. In addition to in-person coaching, schools receive an electronic tablet with 12 training videos for self-guided reinforcement<sup>1</sup>, an approach that seems to be highly valued. Among notable findings, 81.0% of teachers sampled, report having been observed by their director since the beginning of the year and 55.0% of teachers and 78.8% of directors have received visits from the pedagogical counselors. Both types of visits received strong rankings for their utility. In addition, when surveyed, 71.0% of teachers and 81.8% of directors reported using the tablet,

although some complained about them being broken or limited availability. While teacher training and support are strong, 60% of teachers identify difficulties with SIRA’s decodable word lesson segments and over half of teachers and directors are less than “completely” comfortable teaching reading and writing in Bamanankan, signaling areas for continued emphasis during remaining training and coaching opportunities. Finally, a major weakness of SIRA’s approach to early grade reading derives from how the mandate for the activity focuses only on Grades 1 and 2 without involvement in Grade 3 or the transition to Grade 3.

3. *To what extent have community participation activities contributed to improved reading and increased school enrollment and retention of girls?*

SIRA’s community participation activities are diverse and rely upon a cohort model of external support from among the partners who support activities during one year of intensive intervention and involvement of community volunteers thereafter. SIRA has reached nearly all (97.2%) of its schools (3,832 of 3,941) and interviews and surveys show positive benefits from community inputs. Parents and other community members support children’s reading in multiple ways including homework assistance or going to school to check on their children’s progress (reported by nearly three-quarters of parents) or by simply speaking about the importance of education more often. Mothers seem more apt to support their children’s reading practice, despite often being under-trained and unable to read themselves. These examples support SIRA’s midline parent knowledge, attitudes and practices study (KAP) findings showing an almost 10 percentage point increase in parents’ beliefs in their abilities to support their children’s education. Mid-term evaluation evidence also shows seemingly increasing support for the use of Bamanankan as the language of instruction (LOI) and noted its centrality to future learning, while at the same time community and school stakeholders acknowledged ongoing resistance from some corners. Findings also show continued support for and improvement in girls’ enrollment and retention but noted that awareness in most communities began before the SIRA activity. This awareness, coupled with the shifting attitudes

<sup>1</sup> Three of the twelve videos existed already as EDC developed those during the All Children Reading – Our Children Learn to Read initiative (OCLR- implemented by RARE from February 2015 to June 2017). The additional nine were filmed, edited and added to the tablets by SIRA in 2018.

about beginning the foundational years of learning in Grades 1 and 2 in the learners’ first language, bodes especially well for girls. SIRA’s innovations of family-school link booklets and community libraries (Yeelenkɛnɛ) are central aspects to SIRA’s approach and merit additional study.

**Figure 1: SIRA community participation activities<sup>2</sup>**

Capacity building	Fostering involvement and empowerment	Activities in support of reading and writing	Social Behavior Change Communication (SBCC)
<ul style="list-style-type: none"> <li>• Parents</li> <li>• Volunteers</li> <li>• Community-based organizations (CBOs)</li> </ul>	<ul style="list-style-type: none"> <li>• Parents</li> <li>• Volunteers</li> <li>• School Management Committees (SMC)</li> <li>• School Report Cards</li> <li>• School Improvement Plans</li> <li>• Annual Status of Education Report (ASER)/Bɛɛkunko</li> </ul>	<ul style="list-style-type: none"> <li>• Family-school link booklet</li> <li>• Reading/writing games</li> <li>• Community libraries</li> </ul>	<ul style="list-style-type: none"> <li>• Radio spots</li> <li>• Traditional communicators (griots)</li> <li>• Home visits</li> <li>• Sensibilizations</li> <li>• General assemblies, community forums</li> <li>• Materials: image banks, posters, flyers, etc.</li> </ul>

**4. What are SIRA's prospects for sustainability at mid-implementation? Which approaches are showing positive results in terms of promoting long-term sustainability and how can they be strengthened?**

SIRA’s development of high-quality learning materials and massive training of personnel throughout the education system up to the SIRA MEN Technical Committee represent two of the most significant legacies that SIRA may be able to offer communities and the MEN at the end of the project. As indicated above, the recently established MEN working group to investigate EGR approaches and the new appointment of the previous Technical Committee chair to head the MEN’s training direction (DNEN) provide enhanced possibilities for MEN to take action towards sustainability of some of SIRA’s components.

Data also show that parents and communities are increasingly aware of the critical role they play in monitoring what takes place in schools, and the need for them to collaborate with other key stakeholders to provide support, in-kind and financially. Community libraries, Yeelenkɛnɛs, generated substantial interest in continuity amongst stakeholders interviewed.

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“Our sustainability plan is that the village has asked the youth (80) people to carry out lucrative activities, like working in the fields, and this revenue is saved in order to be able to manage the after SIRA for the school and Yeelenkɛnɛ. At present, the fund has around 300 000 FCFA.”

—SMC members, Focus group, Koulikoro region

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Although, it is not always clear to them how best to engage in this, evidence shows that communities are taking the initiative to foster long-term commitment and are looking for ways to leverage local support from School Management Committees and mayors, anchoring of SIRA activities into Social, Economic and Municipal Development Plan (PDSEC). Unfortunately, there is general consensus among community-level stakeholders and SIRA implementing partners that the current suite of community participation activities is not sustainable, in part because of the volunteer model. Given the history of shocks Mali has faced (and continues to face) that frequently disrupt schooling, identifying ways to strengthen communities to keep education “on task” will become increasingly more value-added.

<sup>2</sup> Adapted from EDC (2020), Overview presentation as prepared for data collection training; OMAES (2019), Rapport d’évaluation Bɛɛkunko.

## Summative Conclusion

SIRA has made meaningful contributions to education in Mali, potentially making a positive impact well beyond the targeted communities in the long-term. SIRA has grounded its interventions and activities at the classroom, school, community and system levels around evidence and lessons learned in Mali, the region and global research which may have contributed to its positive impacts. Furthermore, SIRA has implemented its interventions in spite of serious contextual impediments that have included repetitive and long enduring teacher strikes; insecurity; and most recently, the COVID-19 pandemic. There is agreement among stakeholders and a plethora of evidence to show how, through its effective management and collaborative approach, SIRA has made improvements to teaching and learning materials and training for Grade 1 and Grade 2 teachers and similarly for improvements in capacity for parents and community members. Evidence supporting improvements in service delivery within MEN is weaker. While Mali's situation may be unique in many ways, SIRA's student assessment results face challenges similar to those in other countries and for similar projects.

## Key Recommendations

In continued support of PRODEC 2, the list of actionable recommendations below provides suggestions for the SIRA IPs in coordination with the MEN to further strengthen the activity during its time remaining. A full list indicating responsible actors and timeframes follows at the end of the main report.

### **Research Agenda**

- Perform a study of community libraries to identify how to maximize their benefit while simultaneously reducing the cost in order to enable scale-up of the initiative. To ensure sustainability, Yeelenkɛnɛs will need materials maintenance and replacement budgets. Investigate other creative solutions, like an incentive for good maintenance and programs for active libraries, as well as how to make use of electronic resources like the Global Digital Library.

### **Classroom EGR**

- In remaining in-service teacher and director trainings, expand SIRA's support for teaching of the decodable word lesson segments. Also, expand gender-equity components of remaining in-service trainings for teachers and school directors. Emphasize gender-transformative approaches and the development of action plans. Reinforce these strategies through director/pedagogical counselor support as well as teacher learning circles.

### **Community Participation**

- Provide additional training of local authorities and SMCs. As part of this training, incorporate advocacy and fundraising skills so that communities can begin to identify private resources, such as the diaspora. Specific to municipal leaders, address integrating SIRA activities in PDSEC.

### **System Delivery of EGR**

- Continue to actively support the MEN working group for the Development of a National Reading Policy for Level I of the Bilingual Basic Education Curriculum on EGR to leverage SIRA's experience and the balanced literacy approach as much as possible in support of long-term improvements for early grade reading delivery in Mali. Consider preparing MEN colleagues for the development of additional benchmarks for reading as well as continuing to lay the foundation for a more supported transition to Grade 3.

# EVALUATION PURPOSE & EVALUATION QUESTIONS

## EVALUATION PURPOSE

In February 2016, USAID/Mali launched the **Selective Integrated Reading Activity (SIRA)** a five-year program (FY2016–FY2021) to improve classroom instruction in early grade reading, improve service delivery systems, and increase parent, community, and private support for early literacy (grades 1 and 2) in public and community schools<sup>3</sup>. SIRA targets areas of Mali where Bamanankan was understood to be the predominant language: the regions of Koulikoro, Sikasso, and Segou and the District of Bamako<sup>4</sup>. With a budget of **\$50,775,000 US**, SIRA is implemented by the **Education Development Center (EDC) consortium** with its partners Cowater SOGEMA, Malian Children's Aid in the Sahel (OMAES), Save the Children, and School to School International (STS)<sup>5</sup>. The Mitchell Group, Inc. (TMG), in collaboration with EdIntersect and Malian partner CEPROCIDE, carried out a multi-level and multi-phased mid-term performance evaluation.

The purpose of this evaluation is to determine the extent to which SIRA has achieved its objectives at mid-term and identify mid-course corrections that may help achieve maximum impact and efficiency for the remaining year of the project. Findings will also serve to inform the design of future projects. Although the findings of this mid-term evaluation are primarily for USAID/Mali program and technical officers as they plan the next phase of funding and support to the Government of Mali (GOM), and the Ministry of Education<sup>6</sup>, referred to in this document as MEN, which stands for *Ministère de l'Éducation Nationale*, the report will be shared with the ministry and other key education partners including the donor community, researchers, and other key stakeholders working in education. As the implementing partner, EDC will be able to review the lessons learned from the evaluation to identify areas that can be improved or revised to ensure maximum impact.

Furthermore, this review and subsequent strategic planning are particularly important as the Malian context continually faces significant shocks including numerous crises ranging from drought, to social and political unrest, and ongoing challenges such as endemic malnutrition (the second largest killer of children under 5) and food insecurities<sup>7</sup>, child labor, harsh environmental conditions, and gender-based violence. In addition, the ongoing fighting in the northern regions of Mali drives increasingly large numbers of both refugees and internally displaced people (IDP) into the southern regions of the country, including those regions targeted by SIRA.<sup>8,9</sup>

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<sup>3</sup> Medersas were also included in the original activity design. However, at the time SIRA was beginning, the Islamic Development Bank had a project to work with medersas to introduce French instruction in grade 1. EDC, MEN and USAID made the decision that adding a third language, Bamanankan, was too much for students and the class schedule and they removed this program element. (Interview with former COP)

<sup>4</sup> Bamako was not originally in the project design but after numerous schools in Sikasso were removed from SIRA participation because of language incompatibility (either students or teacher or both did not speak Bamanankan), EDC and USAID proposed and MEN approved including the bilingual curriculum schools in the district in the project. (Interviews with EDC, USAID.)

<sup>5</sup> The Institute for Popular Education (IEP) also served as a partner from inception through their termination as a partner in February 2019.

<sup>6</sup> Note that the name of the ministry changed during implementation. The revised name at the time of writing was the *Ministère de l'Éducation Nationale, de l'Enseignement Supérieur et de la Recherche Scientifique*.

<sup>7</sup> <https://borgenproject.org/malnutrition-mali/>

<sup>8</sup> [https://www.indexmundi.com/mali/refugees\\_and\\_internally\\_displaced\\_persons.html](https://www.indexmundi.com/mali/refugees_and_internally_displaced_persons.html) (Index Mundi Mali, 2019)

<sup>9</sup> Horowitz, 2014.

Specific education-system shocks include months-long teacher strikes in 2018-2019 and in 2019-2020 that resulted in obvious learning gaps. Further crippling the government’s capacity to provide the most basic services is the newest onslaught from the COVID-19 pandemic. All of these crushing challenges demand an urgent review of proposed project activities to ensure that they are responsive to the needs of a constantly changing and challenging landscape.

Although the focus of this project, and therefore this evaluation, is on education, there is much to be learned about working with parents and communities that can be beneficial to those working in other sectors, especially in the social sectors. An important story throughout this evaluation is the way in which communities and other key stakeholders “bought into” the work carried out in their schools and communities. It highlights the efforts the ministry took to embrace what was being done and institutionalize as much as possible the strategies and procedures that were impactful. This evaluation is not only a story that highlights the importance of beneficiary buy-in, but also the resilience within communities when faced with overwhelming challenges and circumstances.

## EVALUATION QUESTIONS

This evaluation seeks to address the following questions regarding the performance of the project, and review and assess four cross-cutting questions within the context of USAID/Mali’s objectives:

1. To what extent has SIRA made progress in achieving its intended objectives and results? What have been the factors facilitating or impeding achievement of results?
2. What have implementation approaches contributed to the achievement of results? Which approaches are making a difference and why? Which ones are not working and need to be changed?
3. To what extent have community participation activities contributed to improved reading and increased school enrollment and retention of girls?
4. What are SIRA's prospects for sustainability at mid-implementation? Which approaches are showing positive results in terms of promoting long-term sustainability and how can they be strengthened?

## PROJECT BACKGROUND

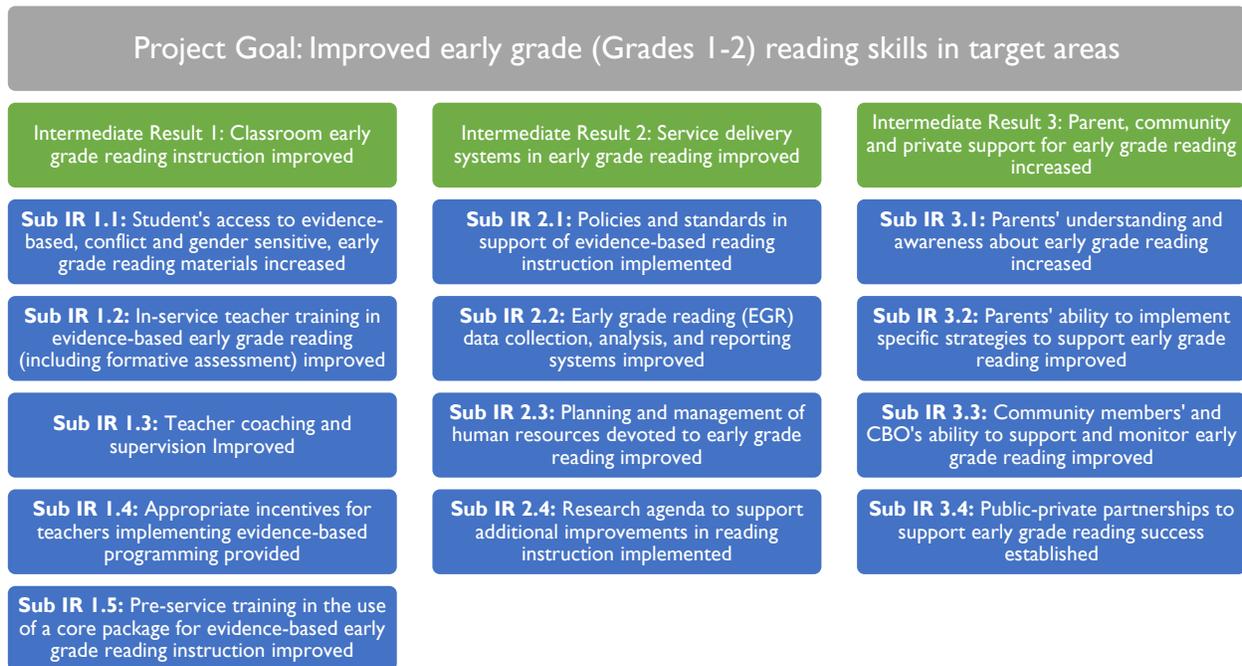
Despite over two decades of efforts since the mid-1990s towards Education for All (EFA) targets and Millennium Development Goals (MDG), by 2015, education growth in Mali had stalled and rapidly slipped into decline. Shortages of school sites and poorly trained teachers, particularly in rural areas, and a paucity of learning and teaching resources led to poor student performance and a growing loss of confidence in the educational system. These issues, together with poverty, chronically high student absentee rates, and the series of shocks described above, contributed to a *growing learning crisis*. The 2012 coup d’état and resulting insecurities further compounded the situation and demands for limited government resources.

Aware of the critical role education plays as a driver for development and a medium to mitigate persistent problems of political instability, the GOM and MEN have adopted a number of education plans that strive to address dropout and failure rates, decrease high absenteeism and improve upon low performance scores in reading, writing, mathematics, and science, most notably the *Programme décennal de développement de l’éducation* (PRODEC, 2001-2013) its successor, PRODEC 2 (2019-2028) and an interim bridge program. Strengthening teacher capacity, increasing instructional resources and increasing community and parental involvement are recognized as central ways to achieve these objectives. The revised policies also reaffirmed the government’s commitment to the use of mother tongue as the language of instruction (LOI) in the early grades in most schools, which had been originally declared in 1999.

SIRA uses a competency-based curriculum and evidence-based, balanced literacy approach uniquely designed to address education situations like that currently in Mali. SIRA was conceived to meet the

specific needs of teaching and learning in the foundational early years when students learn to read and write—the core of all future learning. To accomplish this, the project’s objectives were to 1) improve early grade reading and overall literacy instruction; 2) improve early grade reading delivery systems; and, 3) increase support for early grade reading by parents, the community and private groups. The figure below presents the sub-intermediate results for each intermediate result:

**Figure 2: SIRA Result Framework**



The cornerstone of SIRA is a Balanced Literacy Approach (BLA) designed to build capacity in resource-constrained environments. This comprehensive model meets the needs of education systems characterized by: 1) educators who lack training and have few opportunities to engage in professional development; 2) classrooms that are crowded; 3) limited reading materials that are often inappropriately leveled for children learning to read and unequally distributed in the schools and classrooms and among the students; and, 4) few parents who can read or write, which limits their capacity to support their children’s learning. Conditions are further impacted by the multiple languages represented in communities, especially when the language of the home is not the language of instruction (LOI) in the classroom. To meet these needs, the BLA package employs an all-inclusive teaching and learning model that builds on children’s oral language skills using an evidence-based methodology to enhance phonemic awareness and teach word decoding skills to support reading fluency and comprehension.

Although a primary focus of SIRA is at the school and community level, ongoing support is also provided at all levels of the system to build capacity to maintain project initiatives after the lifespan of the project. In strengthening the capacity of the pedagogical counselors and school principals to be instructional leaders for teachers and support to Mali’s Teacher Training Colleges (*Instituts de Formation des Maitres - IFM*), SIRA sought to tighten the coupling between what happens in classrooms and IFMs. This was crucial to ease the transition into the classroom but intended to provide a mechanism by which teachers could receive ongoing support.



# EVALUATION METHODS & LIMITATIONS

The mid-term performance evaluation of the SIRA activity took place during the first part of 2020, with data collected between February 24 and March 13, 2020. The evaluation team included a team leader (TL) and an evaluation expert (EE), both of whom travelled to Mali to work in-country, four subject matter experts from Mali, and five TMG and EdIntersect technical backstop specialists in the USA (see organization chart and team's capacity in Annex 21). CEPROCIDÉ, a local Malian data collection firm, hired data collectors and organized the logistics of data collection. (See Annex 2 for a more detailed explanation of methods and participant counts.)

Three distinct phases comprised the evaluation process:

1. Preparation: Review of project and other relevant documents; development and refinement of data collection instruments; preparatory meetings with USAID/Mali, training of local data collectors, and an in-country design workshop intended to refine and finalize the evaluation design plan and assure appropriate contextualization;
2. Data collection: Use of complementary qualitative and quantitative approaches; and
3. Analysis and report-writing: Interpretation of data and triangulation.

## DATA COLLECTION METHODS

The evaluation methodology is a convergent mixed-methods approach<sup>10</sup>, in which quantitative and qualitative data collection take place simultaneously to provide for breadth and depth to yield answers to the evaluation questions. Data collection occurred between February 23 and March 19, 2020.

**Document Review:** Review of documents provided an understanding of activity objectives and implementation characteristics, contexts, and challenges, and helped to identify and describe achieved activity results. (See list of documents in Annex 18.)

**Quantitative Methods:** At the *school-classroom level*, in 110 schools, the evaluation employed the Early Grade Reading Assessment (EGRA), 4 questionnaires (students, teachers, director and parents), and a classroom observation tool. (See Annexes 8 to 15 for tools.)

**Qualitative Methods:** At the *community-level*, field teams visited 16 locations to focus on understanding and awareness of issues related to early grade reading through focus group discussions (FGDs) with parents, teachers, community leaders, and SMCs, and key informant interviews (KIIs) with directors and community volunteers. At the *systems level*, the evaluation conducted KIIs with USAID/Mali education personnel, government officials, staff from SIRA (EDC and its partners), IFM, the National Center for Volunteers (CNPV), and private partners to gain a deeper understanding of how policies are interpreted and implemented. (See Annex 2 for the conceptual framework, Annex 16 for the interview guides, Annex 17 for a list of key contacts and an overview of the sample in Annex 5.)

## SAMPLING

The quantitative sampling used stratification by region, and then, school status (public and community) and student gender. While the sample size was originally 120 schools, due to the constraints identified below, the sample size decreased slightly to 110 schools (see Annex 3 for the school list). At the school level, a modified sampling technique was used to identify 10 students for EGRA testing at each school. In

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<sup>10</sup> Creswell, J. W. & Plano Clark, V. L. (2011). *Designing and conducting mixed methods research* (2<sup>nd</sup> edition). Thousand Oaks, CA: SAGE.

schools that were closed due to teacher strikes, data collectors chose 5 boys and 5 girls randomly among the Grade 2 students who came to school. Similarly, 8 parents were randomly sampled among the parents who accepted to participate in data collection activities. These parents were convened usually upon request from the school director or the SMC president and may not be related to the children sampled.

**Table 1: Respondents in Quantitative Sample, by Tool**

<b>Respondents</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>
Students	1071	552	519
Parents	838	466	372
Teachers	100	50	50
Directors	99	91	8

The qualitative sampling was purposeful, drawing upon region, type of school (community, public), school environment (rural, peri-urban, urban) and the existence of a community library (Yeelenkene). The sample identified 4 schools in Segou, 4 schools in Sikasso, 6 schools in Koulikoro, and 2 schools in Bamako (see Annex 7). Seven of these schools had community libraries. Selection of interview participants was also purposeful and privileged the most knowledgeable stakeholders with active involvement in the project. The evaluators performed 171 interviews and spoke with 413 individuals (162 females and 251 males).

## **DATA ANALYSIS**

The four evaluation questions guided the analysis for both quantitative and qualitative strands. **Quantitative** data analysis was purely descriptive and was assisted by use of STATA. **Qualitative** data analysis was derived from detailed field notes and occurred in multiple ways, including a 2-day participatory workshop among the 12 data collectors and 4 specialists involved in regional data collection. Thematic coding drew on findings organized by evaluation question. A SurveyCTO/Excel coding process also took place simultaneously, to fill out synthesis of regional-level data as necessary. At the same time, the evaluation expert performed coding of central-level and international interviews following a similar coding structure using NVivo. Attention was paid to trends and outliers as well as illustrative quotes.

## **LIMITATIONS**

The evaluation team encountered significant challenges throughout the evaluation process due to: 1) ongoing teacher strikes, 2) insecurity, 3) the beginning of the COVID-19 pandemic, and 4) a compressed timeframe. In general, the qualitative teams experienced fewer difficulties than the quantitative teams. The need for the evaluation team to shorten its time in-country due to the COVID-19 pandemic made it impossible to pursue interviews with teachers' unions and additional community library donors. In addition to challenges in the field, research limitations exist. As with most qualitative research, because of a purposive sample, the results are not generalizable, but they are transferable as elements of this study can connect to others' experiences and thereby provide valuable insights that may be applicable to other stakeholders. Similarly, while a random sample of schools was drawn originally for the school sample across the three regions and the district of Bamako, in the end, the quantitative sample relied on convenience sampling due to strikes and school closures in order to locate available schools, teachers, and students. These results should not be generalized to the population without caution. In addition, because of school closures, comparison of results with other years should be made with care due to learning gaps. Lastly, the evaluation team notes that due to strikes during the 2018-2019 school year, the mid-term evaluation took place at the beginning of Year 5, limiting time available for implementing partners to make mid-course adjustments.

# EVALUATION QUESTION I

*To what extent has the Activity made progress in achieving its intended objectives and results and what have been the factors facilitating or impeding the achievement of these results?*

## FINDINGS

This section provides a general overview of SIRA’s progress in achieving its intended objectives and results. An annotated updated tracking table can be found in Annex 19. Analyses draw from various sources including key informant interviews, mid-term evaluation EGRA data, and review of pertinent documents including the project’s AMEP, internal assessments, workplan, and various annual reports.

### Progress Towards Objectives

SIRA has met the output target associated with the activity’s goal, to improve early grade (Grades 1-2) reading skills in target areas, but has fallen short of meeting the two outcome PMP targets on learning fluency and comprehension. Discussions with key SIRA personnel, ministry officials and limited spot checks confirm that SIRA has met its life-of-project (LOP) target of over half a million learners receiving reading interventions. Results reflect Year 5 data for the current 2019-2020 school year.

In alignment with MEN Decision 04336 (November 4, 2011) that established the reading standard at 31 familiar correct words per minute (cwpm) for Grade 2, the activity has set LOP targets for its two outcome indicators relevant to its goal. LOP targets are set at 14% of Grade 2 students who demonstrate reading fluency and comprehension (Standard ES.1-1) and that Grade 2 students, on average, attain an oral reading fluency (ORF) score of 13 cwpm. Mid-term performance evaluation EGRA results, however, show that only 6.6% of the sample of students met the MEN’s ORF benchmark, and that, on average, students sampled read 7.9 cwpm. These scores are low compared to 2018 scores, where SIRA’s mid-term assessment found that 13.7% of students met the benchmark, exceeding the Year 2 target set at 9% (see Annex 22). Nonetheless, the mid-term evaluation EGRA score results are still higher than the 2015 scores. The regional variation, however, in average scores is greater than what was observed in 2018. The evaluation team also notes that Grade 2 students assessed for the mid-term performance evaluation had received at most four months of schooling due to teacher strikes in 2018-2019 and, similarly, only three months of schooling in 2019-2020 due to teacher strikes and COVID-19 interruptions<sup>11</sup>. In contrast, according to the SIRA team, students tested for SIRA’s mid-term assessment had received a full year of instruction in Grade 1 and, at the time of testing, at least eight months of instruction in Grade 2.

The table below shows the average scores on EGRA sub-tasks as well as the proportion of zero scores on each task, with results presented by region. The EGRA sub-tasks include initial sounds, letters/graphemes, familiar words, invented words, connected text (a short narrative/story), reading comprehension, and listening comprehension. The EGRA results for letters/graphemes, familiar words, invented words, and connected text are all presented as the average scores based on number of correct items of the sub-task read per minute, so this would be correct letters per minute or correct words per minute depending on the sub-task.

<sup>11</sup> At the time of writing, SIRA calculated that public schools were open only for 54 days of instruction since the beginning of the 2019-2020 school year.

**Table 2: EGRA Sub-task Results and Zero Scores by Region<sup>12</sup>**

EGRA SUB-TASKS	Koulikoro		Ségou		Sikasso		Total	
	Average	% zero	Average	% zero	Average	% zero	Average	% zero
Initial sounds of words, out of 10 words	5.8	22.80%	6.2	16.50%	6.1	15.30%	6.0	18.90%
Letters/graphemes	25.5	6.00%	23.3	10.00%	29.1*	5.90%	26.4	6.70%
Familiar words	7.2*	39.00%	5.4	47.00%	8.4*	37.60%	7.3	40.00%
Invented words	5.0	47.10%	4.2	53.00%	6.5*	44.80%	5.4	47.30%
Connected text (short narrative/story)	7.8*	51.70%	5.9	64.00%	9.0*	51.20%	7.9	53.80%
Reading comprehension questions (out of 7)	0.5	78.20%	0.3	83.50%	0.6	78.70%	0.5	79.40%
Listening comprehension questions (out of 7)	5.4*	0.20%	5.1	2.50%	5.5*	1.70%	5.4	1.20%
% of students who can read at least 31 familiar words per minute (Ministry standard for Grade 2)	6.1%	N/A	3.5%	N/A	8.7%	N/A	6.6%	N/A

\*Average is statistically higher at  $p < 0.05$

Additional analysis identifies that 53.8% of Grade 2 students were unable to read a single word correctly in the story and that 79.4% of the students were unable to correctly answer a single reading comprehension question. Students seem to show good performance reading letters/graphemes and with initial sound identification, but still struggle with reading familiar and invented words. For most of the sub-tasks, students in Sikasso demonstrate the highest average scores and the lowest proportion of zero scores. Disaggregation of results also shows that community school students have significantly higher average scores than public school students. More than one tenth (10.2%) of community school students meet the MEN standard of at least 31 cwpm compared to 4.8% of students for public schools<sup>13</sup>. For all sub-tasks, girls outperform boys. Among girls, 8.2% meet the MEN standard compared to 5.2% of boys. All differences are statistically significant.

These low results, however, challenge the clear trend among qualitative data that describes how SIRA has allowed students to improve their reading and writing skills. Many participants shared anecdotes of SIRA children reading better than non-SIRA students. As one parent explained:

<sup>12</sup> Data for Bamako is presented within the Koulikoro region as, due to complications of teacher strikes, students could only be assessed in two Bamako schools. The Bamako data cannot be analyzed separately.

<sup>13</sup> Although the 2018 SIRA mid-line EGRA assessment found that the difference between community and public schools disappeared when controlling for class-size, this is not the case for the mid-term evaluation EGRA data. Results remain significant when controlling for class-size. (See Annex 22 for detailed results.)

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"My twins are in SIRA classes and their older brother is in 4th grade. But, after school when the twins review what they did in class, their brother asks them to explain the meaning of their words."

— Parent, Focus group

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## Progress Towards Intermediate Results

As the sections below indicate, at mid-term, SIRA had not yet fully completed any intermediate result (IR), but the activity had already achieved the expected results for four sub-IRs and is making steady progress towards six sub-IRs<sup>14</sup>. It is unlikely that the remaining two sub-IRs will be achieved prior to the activity's end.

### *Classroom EGR Instruction Improved*

The SIRA activity has met two of five sub-results and is on target to meet an additional two. One sub-result will likely not be met: the provision of incentives for exceptional teacher performance.

#### **Results achieved:**

At mid-term, SIRA has met both sub-results related to in-service and pre-service training (Sub IR 1.2, Sub IR 1.5) and exceeded both by nearly 20%. With final training for the last cohort of teachers planned for August 2020, SIRA will likely far surpass the target.

#### **Results in progress:**

Two sub-results have not yet been met but are demonstrating good progress and there is a likelihood they will be achieved before the end of the activity. The first (Sub IR 1.1) concerns provision of evidence-based, conflict and gender-sensitive early grade reading materials, both classroom sets of instructional materials as well as primary and secondary textbooks. The activity has provided classroom and student materials during each year of the program and is on schedule to do the same in Year 5.

The second (Sub IR 1.3) concerns the improvement of teacher coaching and supervision and includes three indicators. This activity has exceeded its targets for two of these indicators related to education administrators and officials trained and the percentage of pedagogical counselors demonstrating strong training capacities. SIRA is scheduled to provide a final training for both groups in July 2020, so the numbers are likely to increase again, perhaps indicating that the original predictions were too conservative. The activity has not yet met the target for the third indicator, the percentage of SIRA teachers coached by the school director. Current activity monitoring data show that 58.0% of teachers have received coaching from their director while the target is set at 67%. According to EDC, measurement is based on project monitoring sheets from classroom observations rather than on self-reporting and there are concerns that those sheets may not be regularly completed. As results for EQ2 will show, mid-term evaluation findings, though based on self-reporting of teachers and school directors, indicate higher rates of directors performing supportive classroom visits and teachers receiving those visits and may suggest that the activity may already be meeting Sub IR 1.3.

#### **Results not achieved:**

One sub-result has not been met and is likely not to reach anticipated outcomes before the end of the life of the activity, due largely to external factors. Sub IR 1.4 aimed to provide teachers with incentives for good performance. Discussions with the SIRA team<sup>15</sup> and review of relevant documents show that recognition ceremonies for the most high-performing teachers, a total of 100 teachers, took place in 2018 both within the regions and in Bamako. The interruption during the school year 2018-2019 due to strikes

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<sup>14</sup> This finding cannot account for continued school disruptions like strikes or fallout related to the COVID-19 pandemic. Should disruptions persist, project results may suffer, particularly those that are school based.

<sup>15</sup> SIRA team refers to EDC's leadership throughout, including the current COP who began in November 2019.

inhibited subsequent identification of high-performing teachers, however. While SIRA plans to award double the number of teachers before end of project, the ongoing 2019-2020 teacher strike, coupled with the three-week COVID-19 school closure complicates efforts to do so in Year 5, may mean the activity achieves less than its anticipated target of 240 teachers.

### **Service Delivery System in EGR Improved**

The second SIRA intermediate result has four sub-results. At mid-term, the activity has achieved one result and is on track to meet two others though it likely will not achieve the sub-result related to the development of laws, policies, regulations and guidelines to support EGR.

#### **Results achieved**

According to the activity's PMP indicator tracker, SIRA has already surpassed the target for the one indicator related to Sub IR 2.3, the planning and management of human resources devoted to EGR improvement. The related indicator relates to teacher retention within SIRA schools and SIRA has recorded a rate of 89.1% at mid-term, surpassing its target of 60.0%. Findings from the mid-line parent KAP study also found that the number of school directors who reported teachers changing schools decreased from 53.6% at baseline to 34.6% at mid-line. The rate will need to be recalculated with updated data, at activity end. This sub-result, however, does not include an indicator related to the completion of a teacher training and mobility database that is being developed with partner Cowater Sogema. As discussed below in EQ2, this activity was largely outside of SIRA's control and has encountered multiple delays. It is likely that the Integrated System for Managing Inservice Training (*Système Intégré de Gestion de la Formation Continue*, SIG-FC) may not be operational by activity end.

#### **Results in progress**

Two sub-results are in progress and likely to be achieved by activity end: Sub IR 2.2: Early grade reading (EGR) data collection, analysis, and reporting systems improved; and Sub IR 2.4: Research agenda to support additional improvements in reading instruction implemented. SIRA has already met the target for two of the three indicators informing Sub IR 2.2, both of which relate to the training and implementation of EGRAs through regional education offices. The third indicator is for the number of schools reporting Grades 1 and 2 reading results within their communities and is measured by the number of School Management Committees (SMC) that have developed a school performance report card. SIRA's PMP indicator tracker identifies steady progress towards its target of 3,187 communities, approximately 80% of schools<sup>16</sup>. SIRA has been making similar progress towards Sub IR 2.4. concerning a research agenda to support EGR improvement. At the time of data collection for the mid-term performance evaluation, the activity had completed six studies and the 2020 workplan indicates several studies planned that will allow it to surpass its target of seven studies.

#### **Results not achieved**

While SIRA has taken some steps to support the development and/or modification of laws, policies, regulations or guidelines to improve EGR programs, interviews and activity documents<sup>17</sup> identify major delays, due in part to confusion from the MEN's announcement it would return to the syllabic method in Fall 2016 at the start of the SIRA roll-out. At mid-term, SIRA had contributed to two such policy-related actions, the development of instructional kits for Grades 1 and 2, as well as reports like the sociolinguistic study, that support policy development. The 2020 workplan includes establishing a multi-actor working group to draft an EGR policy or "approach" to early grade bilingual reading. Although the working group was established in December 2019<sup>18</sup> the target of four policies may be elusive for the activity.

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<sup>16</sup> This figure is calculated against a total of 3,941 schools as indicated in the school database shared with the evaluation team. A small number of schools have left the program but remain in the database. OMAES expressed some surprise at these figures held by SIRA M&E and suggest these numbers may be even higher.

<sup>17</sup> October-December 2016 Quarterly report; MEN Circular letter (September 14, 2016).

<sup>18</sup> MEN, Decision 2019-004186, December 18, 2019.

### **Parent, Community and Private Support for EGR Increased**

Four intermediate sub-results make up the framework for IR 3. SIRA has achieved one of these results and is moving towards achievement of the other two sub-results based on the indicator tracking table. The fourth sub-result focuses on public-private partnerships. This indicator was retired as a standard indicator for USAID/Mali and thus removed from SIRA's monitoring in 2018. (See EQ2 for discussion.)

#### **Results achieved**

At mid-term, interviews and activity documents indicate that SIRA has already surpassed the 50.0% target for parents who demonstrate improved understanding and awareness about EGR, reaching 64.8% of parents. (The response to EQ4 below further explores parents' thoughts on EGR.)

#### **Results in progress**

The activity demonstrates progress towards both remaining sub-results: Sub-IR 3.2, related to parents' ability to implement EGR-supportive strategies, and Sub-IR 3.3, related to community members' and CBO ability to support and monitor EGR improvement. For the former, at mid-term, SIRA has surpassed the target for one of two indicators, having reached at mid-term a figure of 69.7% of parents or caregivers who report using SIRA's home-school materials, exceeding the target of 60.0%. SIRA is making steady progress towards the second indicator, i.e., the number of PTAs or community governance structures engaged in EGR. These proportions will need to be reassessed at end-line and it is likely that SIRA will achieve its goal of 3,187 or approximately 80% of schools before activity end.

### **Supporting and Impeding Factors**

In addition to the above, additional document review and stakeholder interviews identified several factors that have either contributed to or hampered the achievement of results. Because EQ2 focuses on the contributions of various activity approaches, this section specifically addresses activity management; monitoring, evaluation and learning; and external factors.

The factors supporting SIRA's effective implementation clearly outnumber impeding factors:

**Functional and effective partnership amongst implementing partners:** Interviews with all implementing partners (IPs) with staff in Mali suggest satisfaction with the partnership and a general respect for each partner's work. As a representative from Save the Children shared, there is "common consistent implementation across the board, even when others lead." When speaking about working with OMAES, an STS representative commented that "we benefitted from each other's partnership." Several factors may contribute to this strong sense of collaboration amongst IPs, including: a) their involvement since project design; b) regular coordination meetings held by EDC; and c) partner representatives work directly from the EDC office, facilitating communication. Cowater Sogema, based in Canada, and responsible for the SIG-FC database, has had a more recent and distant relationship. In addition, IEP, one of the original SIRA partners, encountered difficulties such that it had to leave the project and its contract ended in February 2019. EDC redistributed IEP's coverage areas between itself and OMAES. Document review and discussions with these organizations, as well as EDC, indicate the transition was smooth and has had no lasting impact on results.

**Staffing strong and consistent:** Interviews and annual reports suggest that project staffing for key positions has been consistent since the beginning of the project; there are no indications of staffing gaps. Some staff members held previous positions within the ministry and are well respected. In addition, the SIRA Project Director, Reading Specialist and both Chiefs of Party (COP)<sup>19</sup> had previous experience in

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<sup>19</sup> The first COP served from the beginning of the project through November 2019, leaving in December 2019 for personal reasons. The second COP began in November 2019 though she had visited the project once prior to

Mali and strong contacts with ministry officials. The exception to staffing consistency seems to be Save the Children, whose team experienced turnover and staffing gaps at various times. Current leadership staff for the project have held their positions for just over/under a year.

**SIRA built upon previous projects:** SIRA's technical proposal boasts of 50 years of USAID assistance to education in Mali, including the *Formation interactive des enseignants par la radio* (FIER) and *Programme harmonisé d'appui au renforcement de l'éducation* (PHARE) project. Both the first SIRA COP and the Reading Specialist were on the PHARE staff and the PHARE materials served as the basis for SIRA materials, along with IEP's Ciwara Lisent materials. Discussions with the SIRA team and document review<sup>20</sup> point to this strong foundation and existing relationships as critical to a successful activity start-up. The activity was awarded in February 2016 and held its national launching in May 2016 with trainings to follow in July through September. Schools began implementing SIRA's approach in the 2016-2017 school year.

**Efficient and robust Monitoring & Evaluation (M&E) system:** Discussions with SIRA's leadership, review of M&E tools and SIRA-produced studies, indicate that SIRA has benefitted from a strong M&E system. M&E personnel have been relatively stable with one change in M&E Director since the beginning of the project. A regional M&E team of eight staff supports the main office and 132 pedagogical counselors serve as regular data collectors for the project using the electronic SurveyToGo platform, which, according to a SIRA pedagogical team member, has "allowed monitoring to be very efficient." The mid-term evaluation team verified the existence of tools. Discussions with M&E staff pointed to a weakness, however, that data are largely decentralized and managed through Excel files rather than an online and centralized platform. A more extensive discussion of how SIRA's MEL strategy has contributed to project learning follows in EQ2.

**Close and supportive relationship with MEN:** Not least of all, interviews and document review indicate that SIRA has established a strong working relationship with MEN colleagues as well as their support. At start-up, SIRA held meetings and in-depth consultations with various ministerial offices. The MEN established a Technical Committee in June 2016 and monthly meetings began in July<sup>21</sup>. Various MEN representatives sit on the committee from the Basic Education Department (*Direction Nationale de Enseignement Fondamental, (DNEF)*), National Pedagogy Department (*Direction Nationale de la Pédagogie, DNP*) and the Teacher Training Department (*Direction Nationale de l'Enseignement Normal, DNEN*). The Technical Advisor to the Minister chairs the committee. The mid-term evaluation team attended the February 2020 Technical Committee meeting and noted a collegial and productive environment in which participants actively contributed to discussions. In addition, where possible, SIRA field personnel occupy offices within regional education bureaus allowing for more fluid collaboration with staff at both the Academy (*Académies d'Enseignement, AE*) and Pedagogical Animation Center levels (*Centres d'Animation Pédagogique, CAP*). The majority of stakeholders also cited joint field missions as critical to the collaboration process and project results.

While supportive factors are numerous, impeding factors are significant:

**Turnover at the MEN:** Since the SIRA launch, the MEN has experienced significant turnover. The Minister of Education will have changed at least six times before the end of project. and staff also changed at the technical Directorate levels, including the leadership of the SIRA Technical Committee. This turnover is beyond the control of EDC and, although greater consistency would likely have been more beneficial for the project, EDC seems to have managed the transitions well, developing and nurturing

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assuming her role that month. The first COP had served as COP for PHARE and the *Programme d'appui aux jeunes entrepreneurs* (PAJE NIETA). The current COP has experience in Mali as COP on the USAID *Programme Denmisenya Yiriwali* (PDY) activity in the early 2000s.

<sup>20</sup> 2016 Annual report.

<sup>21</sup> 2016 Annual report.



close relationships with technical MEN staff.

**Some management elements could be stronger:** Interviews with SIRA IPs identified that EDC and Save the Children have struggled at times over procedural differences, which has led to frustrations and delays in implementation of community activities. Save the Children has required more turnaround time than other IPs and discussions with both EDC and Save the Children indicate the issue arises, in part, from different procedural structures and procedures. While partners have been able to manage this issue, time would have been well spent investigating and reviewing administrative processes among partners at start-up prior to launch.

**Financial challenges exist:** Discussions with SIRA leadership and investigations into budget distribution among project components revealed that the activity budget has had limited flexibility, making it challenging for SIRA to adapt as needed. The activity has undergone three budget realignment processes. While EDC welcomed the process to realign priorities, Save the Children staff, in particular, expressed challenges, specifically that approval from USAID/Mali was long, taking over half a year. The 2018 annual report also indicates implementation delays due to complications in closing out the base period and transitioning to the option period. The budget structure did not allow the mid-term evaluation team to clearly distinguish funding for the three result components, however, an interview with the former COP indicates that the community component may have been underfunded, the result of negotiations during the bidding process. The weaknesses in the community volunteer program, the limited printing of the home-school booklet, and the relatively few community libraries seem to triangulate this observation. (See EQ4.)

**Interruption to instruction due to strikes, political unrest and COVID-19:** By far, recurrent teacher strikes (January to June 2019; December 2019 to present) are the most significant impeding factor to SIRA's project implementation as they have stalled educational delivery to all but a small number of community schools. In March 2020, the MEN identified volunteer teachers to replace full-time teachers, but this strategy proved insufficient and difficult to implement. These individuals also have little experience, are often unqualified and lack SIRA training. Insecurity in Segou and Koulikoro, in particular, has also led to schools being closed at different times throughout the activity and the movement of SIRA staff, specifically, has been limited. The current COVID-19 pandemic has also led to all schools being closed for at least three weeks<sup>22</sup>.

## CONCLUSIONS

While SIRA has in many ways demonstrated exemplary performance in its strategy of building upon previous successes, its effective management and staffing, and its close and supportive relationship with the MEN, external factors beyond the activity's control have significantly undercut SIRA's achievements. Despite previous progress towards obtaining SIRA's intended objectives, mid-term results of only 6.6% of sampled students meeting the MEN's ORF benchmark and that, on average, students sampled read 7.9 correct words per minute are very low. They show that the activity is far from meeting its early grade reading fluency and it will be to achieve it before the project ends. Strikes and other school interruptions are largely to blame as they resulted in significant learning gaps. Mid-term review measurement of objectives identify areas for improvement, including a systematic benchmarking process with MEN that would establish a reading comprehension standard as well as standards for all sub-tasks. In such an uncertain environment, more emphasis should also be placed on quality measures and undertaking a participatory and evidence-based approach to establishing progressive benchmarks across reading skills and across grade levels.

Going into Year 5, SIRA has demonstrated an ability to meet its IR targets for training of diverse

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<sup>22</sup> National Defense Communiqué, March 17, 2020.

stakeholders, provision of appropriate learning materials, teacher retention, training in EGRA at the regional level, its research agenda and efforts to improve parent and community support for EGR. SIRA's efforts to work with the ministry to promote teacher retention, in particular, merit additional attention as this is a challenge for many EGR programs. In these areas, SIRA serves as a model for similar EGR projects. SIRA's approach to recognize exemplary teacher practice is also laudable and its achievement has been thwarted by school closures.

In general, the systems level, IR 2, is a more challenging result as it requires structural innovations and buy-in from all parties. The Integrated System for Managing Inservice Training, a database that would have allowed for tracking teachers' training activities as well as mobility, is one of the weaker elements of the SIRA project and future projects should reflect seriously on the viability of such a system. Even more importantly, SIRA's policy development work has been slow and handicapped by inconsistencies at the ministerial level, namely the confusing announcement to return to the syllabic method. The importance of improved policies for systems reinforcement supporting EGR at all levels of implementation cannot be underestimated. Future projects should continue to identify additional opportunities for policy development, including sector-wide approaches that bring together all relevant actors working in primary education. The final project evaluation should consider a question that specifically investigates this aspect of project results.

## EVALUATION QUESTION 2

*What has been the contribution of SIRA implementation approaches to the achievement of SIRA results? Which approaches are making a difference and why? Which ones are not working and need to be changed?*

### FINDINGS

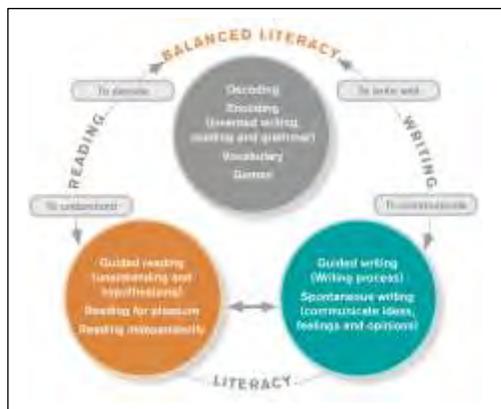
This section investigates how SIRA's main activities may contribute to SIRA's intermediate results and how activities may be improved. Discussion of parental and community engagement follows in EQ3.

#### **Overview of SIRA's Balanced Literacy Approach<sup>23</sup>**

The foundation of SIRA's interventions is the balanced literacy approach. The approach aligns with Mali's standards for reading and writing and builds upon the decodable words method that had been developed by the Institute for Popular Education under the name *Ciwara Lisent*. Three principal components make up the approach: 1) Language tools that include speaking, decoding, grammar and spelling, sounds and the alphabet; 2) Guided reading that focuses on comprehension, fluency and oral self-expression; and 3) Guided writing that works with written self-expression. Phonics is covered through multiple strategies including games, teaching of the whole alphabet from the beginning of Grade 1 and a strong focus on names and sounds of letters. SIRA's balanced literacy approach fosters the simultaneous development of decoding and text comprehension skills from the first day of instruction. In addition to the use of learning games, the balanced literacy approach includes four instructional elements that align with daily patterns and the revised learning schedule:

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<sup>23</sup> This section draws heavily from project documents including SIRA's Grade 1 Teachers Guide and the EDC brochure, *Balanced literacy transforms classrooms: Evidence from Mali* (2015).



- Classroom news: 15 minutes of oral discussion where students practice oral expression. Through active student participation, the teacher produces a short two to three sentence text on the board asking students for help with writing out the words (encoding).
- Decodable words<sup>24</sup>: 30 minutes that focus on the five reading competencies (phonemic awareness, phonics, vocabulary, comprehension and fluency).
- Interactive Audio Instruction: 35 minutes of audio instruction using recordings on a flash drive. Recordings are in Bamanankan in first grade and transition entirely to French in second grade following the MEN's requirement for 25% of oral French instruction in Grade 2.

- Guided reading: 30 minutes of instruction related to a text and covering pre-reading, reading and post-reading activities.
- Guided writing: 30 minutes in which teachers urge students to capture their ideas in written text. While grammar and proper letter formation are also covered, emphasis is on content.

While not a key structural element of the balanced literacy approach, SIRA also incorporates aspects of nurturing classrooms.

## Classroom EGR Instruction

### Active Learning

All stakeholder types in the qualitative sample recognized the benefit of SIRA's inclusion of active pedagogy. Observation data shows that during the 115 lessons observed and across all techniques, the majority of students were paying attention to the lesson during an average of 88% of timed increments. These data align with results from SIRA's 2019 internal nurturing classroom study that found that at least half of students participated in the lesson in 80.2% of SIRA classrooms compared to 48.4% of non-SIRA classrooms (p. 7).

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“Games promote child development. This should be continued in the classroom. We see that children participate well and that shows their interest in learning. Even in numeracy, children are more successful in solving small problems because of their understanding. This is due to the balanced literacy approach. I can estimate the participation rate at 70%. There is no barrier between the coach and the children. The teacher has gained their trust. All this is due to the method. The game was and remains a determining factor. Even those who are shy are tempted to imitate the active ones.”

— Regional education official, Interview

“It's a fun game for the children but it's totally educational...Before, children used to recite without knowing what it was about. Now with SIRA, this is no longer the case. Children now understand well. Children find themselves at the center of their own learning.”

— Teacher, Focus group

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Qualitative evaluation data point specifically to the use of games as well as the radio lessons as particularly engaging for students. Within more than two-thirds of teacher focus groups, teachers offered that games were very important to interesting students in learning and providing results. Similarly, key MEN

<sup>24</sup>SIRA adapted the “Decodable Words” from IEP's *Ciwara Lisent* project. SIRA made modifications to the teaching and learning materials, including additional lessons for Grade 1 and adapted Grade 2 texts for Guided Reading.

stakeholders interviewed acknowledged the effectiveness of SIRA's active approach, including officials at DNEF, DNP, IFM and the Technical Advisor to the Minister.

In addition to games, findings show that audio lessons<sup>25</sup> also may contribute to increased student engagement. Of the 38 lessons where audio lessons were observed, enumerators noted that more than half of the classrooms demonstrated better than normal participation (13 "very high" and 10 "high"). Enumerators noted "little participation" in seven lessons. Data also showed that enumerators judged the audio lessons to be audible for most students at "all times" for 31 of the 38 lessons, only "sometimes" for six lessons and "rarely" for one. These findings identify a weakness in the technology and a concern for accessibility. Issues of the quality of the radios and teachers' ability to use them arose in three teacher focus groups as illustrated below. During interviews, a DNEN official also commented on how radios were of a poor quality and the SIRA team identified quality issues with the radios, in particular. This may also explain why so few lessons observed (38 of 115<sup>26</sup>) included radios. Although the SIRA team has identified ways in which it has sought to improve the quality of radios<sup>27</sup>, SIRA should further study this phenomenon to be sure that all students are able to benefit from engaging radio lessons.

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Teacher A: "The radio is difficult to use. I bought my own radio because I always have trouble handling the radio given to me by the project."

Teacher B: "Every class and every teacher should have a radio. You see, this year a radio was given for two classrooms."

— *Teacher, Focus group*

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### ***Use of Bamanankan as Language of Instruction (LOI)***

Multiple stakeholders generally expressed appreciation for the use of Bamanankan as the LOI for reading<sup>28</sup>. Notably, this includes nearly all parents' and community leaders' focus groups and the majority of directors, teachers, SMCs, and mayors' offices within the qualitative sample. Document review<sup>29</sup> as well as an interview with the former COP clarified that schools within the intervention zones<sup>30</sup> qualified for SIRA if they had both teachers and students that spoke Bamanankan. Teacher survey data show that 79% of teachers and 75.8% of school directors speak Bamanankan as their primary language (L1). Nearly all teachers (97%) identified that students speak Bamanankan amongst themselves. Data from the student survey supports these findings as 92.1% of student respondents identified Bamanankan as the language they speak at home, followed only by Maninkakan with 3.2%; results were nearly identical when asked which language they speak with friends. Across the teacher sample, while nearly all respondents (91%) expressed that they communicate most often with students in Bamanankan, regional differences show some variation. In Sikasso, a small proportion of teachers (11.1%) responded that they speak French with students. In Segou, a proportion of teachers (9.7%) similarly speak Mamara with students, and teachers in Koulikoro use French (4.8%) and Maninkakan (2.4%). Similarly, survey data indicate pockets of schools in Segou, Koulikoro and Sikasso where Bamanankan is not the dominant language of the community. While these figures represent teachers and not communities, they do suggest that schools in communities where

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<sup>25</sup> Audio lessons play from a USB thumb drive inserted into a small solar rechargeable radio provided by SIRA.

<sup>26</sup> The evaluation team expected half of lessons would be audio lessons based on the schedule and enumerator instructions.

<sup>27</sup> The SIRA Director indicated that several searches for better quality radios were conducted and that the last procurement of 5000 radios was from a different supplier and of a better quality.

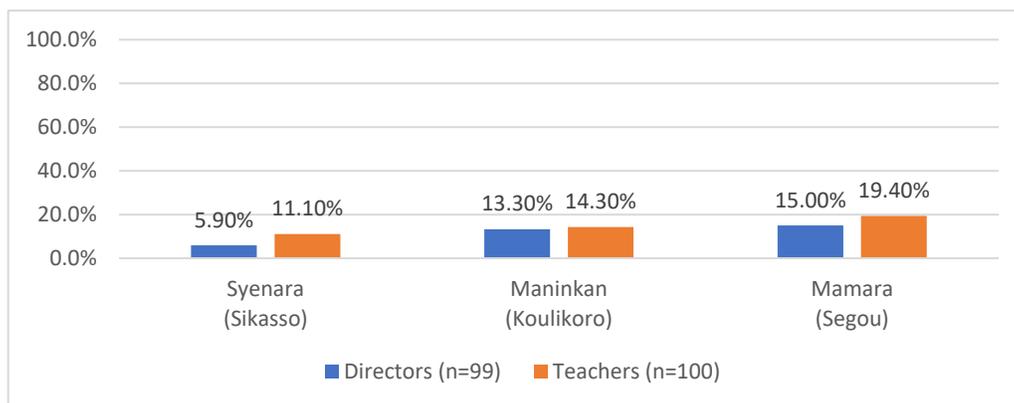
<sup>28</sup> All SIRA schools function within the MEN's *Curriculum* bilingual approach. In Grade 1, students learn across all subjects in only national languages. In Grade 2, students begin to be introduced to French orally 25% of the time. Grade 3 provides students with both oral and written instruction in French 50% of the time.

<sup>29</sup> 2016 Annual report.

<sup>30</sup> USAID had identified the regions of Koulikoro, Segou and San to be Bamanankan dominant.

Bamanankan is not dominant nonetheless participated in SIRA. Schools like these may provide insights useful for an extension of bilingual education into communities with multiple dominant languages. A study on these schools might complement the findings from the July 2019 sociolinguistic mapping study conducted by SIRA of non-SIRA communities in the Koutiala, San and Sikasso AEs.

**Figure 3: Dominant languages within SIRA communities other than Bamanankan (region in parentheses)**



Observation data confirm that sampled lessons were nearly entirely in Bamanankan<sup>31</sup>. When asked, survey data from students indicate that 91.4% of students like learning in Bamanankan, compared to 7.1% who do not. In addition, participants in nearly all teacher, pedagogical counselor, parent and community leader interviews declared that children learn lessons better because they learn in their LI. Some MEN officials and several regional education officials also held the same belief. Many stakeholders, albeit fewer, also commented that communication between students and teachers is more fluid.

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"But children in higher grades are not at the same level of understanding, because some start with French and others with Bamanankan. If you ask them to think, the one who does it in his local language is faster."  
 — Teacher, Focus group

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Findings also suggest that stakeholders' understanding of the connection between reading and LOI is evolving. When given three choices, survey results show that nearly all teachers (95.0%) and a large majority of directors (86.9%) believe that students who begin to learn in their mother tongue have better academic results than students who begin to learn in French<sup>32</sup>. These results align with findings from SIRA's 2018 midline teacher beliefs and practices report. Findings demonstrated an increase from 63% of teachers in 2016 to 86% of teachers who believed that teaching in Bamanankan promotes learning. Similarly, the study showed a gain of 32 percentage points in teachers who believed that learning first in Bamanankan makes learning in French easier later on, with 80% of teachers sampled believing this in 2018 (Midline Teacher Beliefs and Practices Study, p. 5). Nonetheless, reticence continues to exist amongst some stakeholders, including parents (see EQ4 below).

### **Nurturing Classroom**

SIRA has also incorporated the strategies of positive discipline and the nurturing classroom in its approach. The nurturing classroom concept has been gaining traction in the field of international education in recent years and is often associated with social-emotional learning. SIRA's interpretation emphasizes mutual

<sup>31</sup> Of the 3-minute lesson increments observed, Bamanankan served as the language of instruction an average of 93.4% of the time, compared to 1.3% for French and 4.2% for code-switching between Bamanankan and French.

<sup>32</sup> Only 4.0% of teachers and 8.1% of directors believe students who begin to learn in French will have better results. Similarly, only 1.0% of teachers and 5.1% of directors believe that LOI has no impact on learning results.

respect, positive classroom management, positive constructive feedback, clear asset-based instructions and co-development of classroom rules with students. A 2019 small-scale internal study compared SIRA and non-SIRA classrooms through observational data and showed multiple ways in which SIRA classrooms provided a more conducive environment for student learning. In addition to results supporting high levels of student participation (see above), the study showed how SIRA teachers sampled more often paid attention to all students, not only those who raise their hands (56.4% compared to 48.4% of non-SIRA teachers), more often supported student creativity (47.9% to 6.7%) and better organized their teaching and time management (53.9% to 16.1%, respectively). Mid-term evaluation data also support that SIRA teachers generally seem to have a good rapport with their students. Enumerators reported that 82.8% of lessons demonstrated teachers with “adequate” or “exemplary” relationships with their students. Similarly, 88.8% of lessons evidenced teachers that “quite often” or “very often” offered assistance, thanked, congratulated and encouraged students. In addition, when asked if students feel they have a good relationship with their teacher, 95.3% responded positively. They cited that the teacher explains the lesson well (65.8%), takes an entertaining approach to teaching (27.4%) and encourages students to learn (19.6%) as reasons for this supportive relationship.

### Areas for Skills Reinforcement

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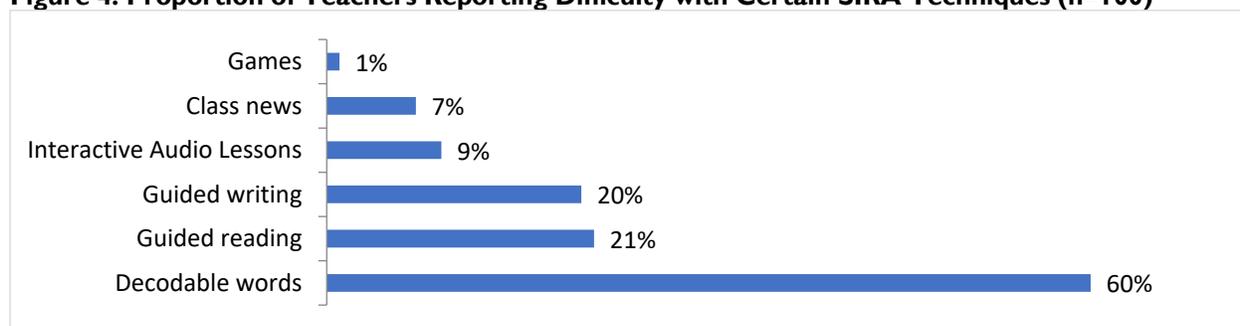
“Truthfully, teaching decodable words is very difficult for a lot of teachers. Many teachers don’t like teaching decodable words.”

— Teacher, Focus group

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In terms of strategies for teaching reading, teachers expressed by far the greatest difficulty with teaching the decodable word lesson segments. While some teacher focus groups touched on the importance of decoding, in general, teacher survey results reveal that 60% of teachers identified difficulties with decodable words, followed by 21% with guided writing and 20% with guided reading. Director survey results revealed the same trend when asked to comment on teacher abilities. An official from the DNEN and the SIRA team also identified teachers’ abilities to deliver the decodable word lessons as weak. The SIRA team described the decodable word segments as too structured and inflexible. Given difficulties teachers express and since decoding and phonics are also taught through classroom news and other strategies, the SIRA team indicated a desire to eliminate separate decodable words lessons in the future.

**Figure 4: Proportion of Teachers Reporting Difficulty with Certain SIRA Techniques (n=100)**

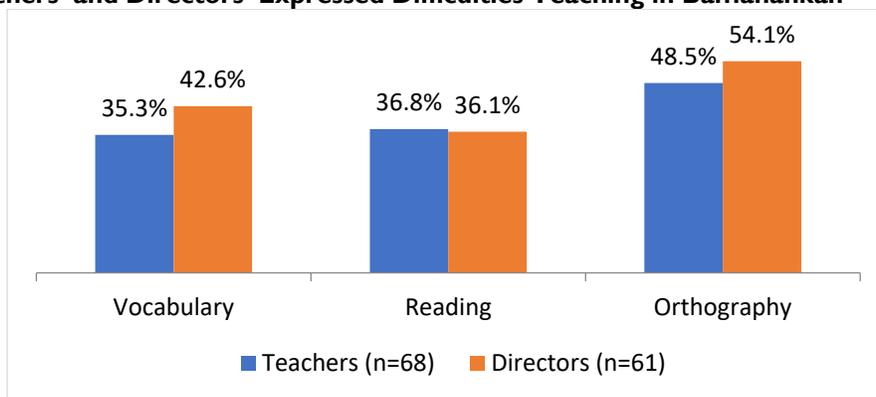


Across the board, stakeholders also expressed the need for teachers to improve their abilities in Bamanankan, a need that SIRA has recognized and addressed throughout its trainings. Writing correctly in Bamanankan, however, is a significant skill that requires attention beyond what SIRA can provide. The mid-term performance evaluation findings demonstrate that while SIRA teachers who were observed, demonstrated mastery of Bamanankan vocabulary at least “well enough” 91.4% of the time, only 79.3% could do so when writing. When asked directly if they are comfortable teaching reading and writing in Bamanankan, 46.0% of teachers and 38.4% of directors surveyed responded “completely,” one-third

(33.0% of teachers; 34.3% of school directors) responded “comfortable enough” and 20.0% for both responded, “a little comfortable.” While only 1% of teachers responded they are “not at all” comfortable, this figure is higher for directors at 7%.

Survey data also demonstrate that many teachers and school directors, even those who speak Bamanankan as their LI, admit to having difficulties using it for teaching. Nearly half (48.0%) of all teachers and a third (36.4%) of all directors sampled declared that they sometimes have “a little” difficulty, while 20% of teachers and a similar proportion (21.2%) of directors expressed having more (“some”) difficulties. Around one-third of teachers (32.0%) and directors (38.4%) responded that they have no difficulty. Regional disaggregation of teacher data shows a higher percentage of teachers in Sikasso expressing greater difficulty (“yes, sometimes”) than in the other regions, 37.0% compared to 14.3% in Koulikoro and 12.9% in Segou. This trend also holds true for school directors.<sup>33</sup> Greater regional linguistic variation in Sikasso may explain these differences. As Figure 4 indicates, both teachers and directors sampled identify orthography<sup>34</sup> as their greatest difficulty. When asked if they would like to further develop their skills, 85.0% of all teachers and 82.8% of all directors responded that they were “very interested.”

**Figure 5: Teachers’ and Directors’ Expressed Difficulties Teaching in Bamanankan**



### Transition to Grade 3

In addition to a common refrain that SIRA has focused too much on reading to the detriment of other subjects, especially mathematics, according to many stakeholders, a major weakness of SIRA’s approach is its mandate from USAID that limits focus on Grades 1 and 2 without involvement in the transition to Grade 3 nor instruction in Grade 3 itself. As stipulated in the technical description for the activity, “the SIRA will not support the use of French for reading instruction in grades one or two” (p. 21, emphasis in original). Several members of SIRA’s leadership team, as well as MEN officials, acknowledged this constraint during interviews as a missed opportunity for the project. The SIRA team also expressed disagreement with this design given that French represents 25% of the required curriculum in Grade 2.

Although a minority of teachers did not consider transition to Grade 3 problematic, all of the school directors, the majority of teachers and pedagogical counselors within the qualitative sample as well as others across all involved stakeholder groups at the school and regional level disagreed. They cited Grade 3 students’ poor understanding of the French alphabet and inability to correctly pronounce and write French words. Similarly, a DNEF official suggested continuing the SIRA approach through Grade 4 and pointed to ELAN for a model for transition to French.

<sup>33</sup> 38.2% of directors in Sikasso expressed either “yes, a lot” or “yes, sometimes” having difficulty using Bamanankan compared to 25.0% of directors in Segou and 15.6% in Koulikoro. These results are not statistically significant.

<sup>34</sup> SIRA refers to correctly spelling and writing in Bamanankan as “transcription.”

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"We have not been able to prove that our strategy works to the fullest because we had to stop at Grade 2 and we didn't do anything in French at all. There is no way of showing the other teachers that it really works and works at any level. But, in Grade 3, they will start again with the syllabic method. The children are totally out of place, didn't know what was happening to them. If I have one big regret, we never touched that Grade 3. We know that it is entirely possible."

— *SIRA Reading specialist, Interview*

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### ***In-service Educator Training***

At the time of the mid-term evaluation, SIRA had provided in-service training to 7,576 Grade 1 and 2 teachers and directors<sup>35</sup>, exceeding its target by nearly 20%. SIRA had also trained 5,495 education administrators and officials. Trainings may be particularly meaningful for teachers at community schools, who otherwise receive very limited training. Within the qualitative sample, all school directors, nearly all teachers and SMC representatives, and the majority of pedagogical counselors and regional education officials agreed that trainings provide important capacity strengthening. SIRA trainings also benefit from a partnership with MEN, and ministry officials at all levels participate. Officials from the IFM and DNEF also agreed that the large scale of SIRA's training could have a significant impact on the system. Moreover, the activity takes an innovative approach for assessing<sup>36</sup> pedagogical counselors responsible for teacher and director training. Counselors who met the criteria are certified as being adequately skilled to train others. As needed, a stronger pedagogical counselor is paired with a weaker one to ensure a successful training.

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"With SIRA's simplified guide, the task was made easier for us. SIRA's success derives from its teacher trainings and the documentation it provides in addition to the tablets. You're bound to get better."

— *Pedagogical counselor, Interview, Segou region*

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In many cases, trainings allowed for individuals to significantly improve their teaching or coaching practice. During interviews, for example, teachers identified the importance of learning to improve their classroom management. A small number of school directors and regional education officials, along with a DNEF official, suggested emphasizing multigrade strategies in future trainings. While the majority of teachers and directors felt that trainings should be longer, a small number of directors and regional education officers identified how some teachers do not want to participate in SIRA. These teachers are concerned that they would then be limited to teaching in Grades 1 and 2, curtailing professional advancement. Stakeholders also raised similar limitations about teacher mobility.

### ***Teacher Support***

Review of program documents, survey results and interview data identify an elaborate system for SIRA teacher support that includes observation and feedback tools, certified pedagogical counselors, communities of practice and a system of joint supervision teams<sup>37</sup>. Directors also have a network called clusters, though strikes have resulted in infrequent meetings.

SIRA expects that school directors will observe first and second grade teachers at least once a month. Teacher survey data shows that 81% of teachers sampled have been observed by their director since the beginning of the year. Of these teachers, over nine-tenths (90.1%) receive such visits with at least this frequency, with the largest proportion of respondents (33.3%) receiving visits once a week and one-quarter of teachers (25.9%) reporting visits twice a week. In addition, over half of teachers who report having been observed find this support to be "very useful," while 34.6% find it to be simply "useful," and

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<sup>35</sup> SIRA's approach trains teachers for a total of 32 days over a period of 4 consecutive years.

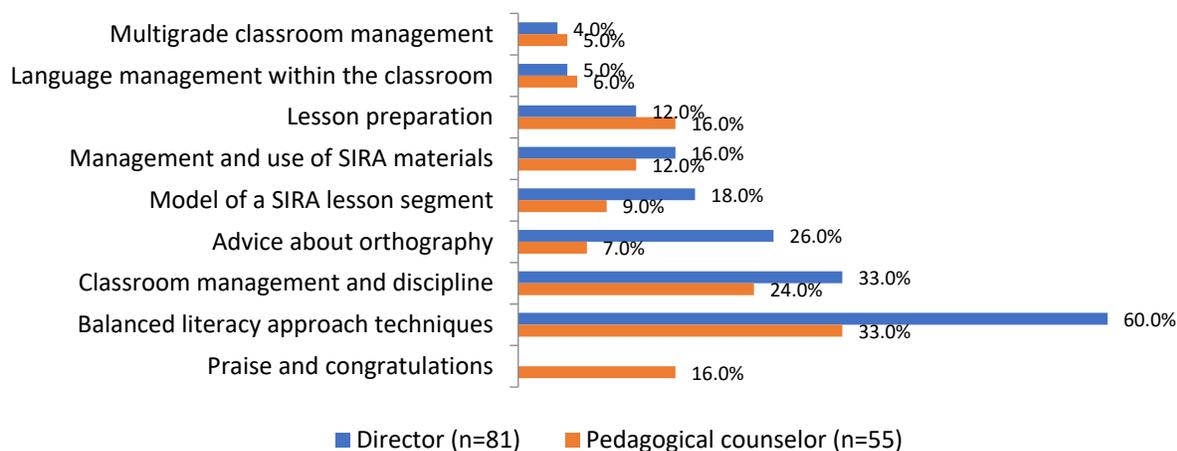
<sup>36</sup> Based on the criteria: 1) theoretical knowledge, 2) mastery of the balanced literacy approach, 3) facilitation skills.

<sup>37</sup> 1 SIRA regional coordinator, 1 central MEN official, 1 regional education officer, 1 pedagogical counselor.



6% of this sub-group find it to be “just a little useful.” Over three-quarters of school directors similarly reported having observed their first grade (79.8%) and second grade (78.8%) teachers.

**Figure 6: Support Provided to Teachers by Directors and Pedagogical Counselors**



Similarly, pedagogical counselors provide support to teachers and school directors, specifically in the form of constructive observation visits. As multiple implementing partner and donor stakeholders pointed out, these individuals are highly solicited by both their districts and by development projects. Just over half of teachers (55.0%) and more than three-quarters of school directors (78.8%) reported having received a visit<sup>38</sup>. Three-quarters of both teachers and directors who received visits (76.4% of teachers, 74.4% of directors) did so one to three months prior to the survey. In terms of utility, 65.5% of teachers observed by a pedagogical counselor judged the support to be “very useful,” while 27.3% found it to be simply “useful,” and 7.3% found it to be “just a little” useful.

In addition to in-person coaching, SIRA supplies each school with an electronic tablet with 12 SIRA training videos for self-guided reinforcement<sup>39</sup>. When surveyed, 71.0% of teachers and 81.8% of directors reported using the tablet, with 32.4% of teachers and 28.4% of directors having done so the week prior. Of 99 directors sampled, nine indicate not making the tablet available due to it being broken (5), needing to remain in the director’s office (2), uncertainty of tablet use (2) and technical difficulties (1)<sup>40</sup>.

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“Rewarding the best teacher is a very stimulating factor, it can incite other teachers to outdo themselves.  
— DNEF Official, Interview

I think it’s very effective and we don’t need to stop there. For instance, why can’t teachers in community schools who are recognized receive public school status? (DNP)  
— DNP Official, Interview

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Lastly, SIRA’s strategy to identify high-performing teachers received great praise from almost all stakeholders, particularly among MEN leadership. Data from teacher interviews show that nearly half of FGDs identified the teacher recognition process as motivating. At the same time, some teachers lamented how the unrealistic ratio of pedagogical counselors to schools likely means they will not be visited or selected. At the same time, a ministry official reported frustration amongst directors and a desire that there be similar recognition of effective director support.

<sup>38</sup> As EQI indicates, figures for both director and pedagogical counselor visits are greater than project calculations.

<sup>39</sup> Three of the twelve videos existed already from the PHARE project and the additional nine were filmed, edited and added to the tablets in 2018.

<sup>40</sup> The survey did not investigate if broken tablets or reasons for other difficulties were signaled to EDC.

### **Pre-service Teacher Training**

SIRA worked with IFM officials to revise its curriculum in 2017 and incorporate the balanced literacy approach into the IFM curriculum in 2018. They also trained 328 teacher college professors in 2019, meeting the project target. Nonetheless, there was no follow-up and interviews with SIRA leadership and MEN officials (IFM, DNP) suggest that long-term changes to pre-service training have not been achieved. When asked why, IFM officials identified the strikes and a lack of administration interest as reasons for the stalemate. At the same time, the SIRA team described the pre-service support component as limited within the project design.

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“It is critical we invest in teacher-training colleges. We did do an initial training but haven’t been able to follow up. It will be important to support MEN in being involved in new curriculum within IFMs. USAID should be involved.”

— Former SIRA COP, Interview

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### **Materials Development and Provision**

SIRA’s provision of schools with teaching and learning materials also may contribute to improved results. A ministry official with the DNEN registered his appreciation in saying,

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“...I rarely see a partner who provides schools with so many materials. They also track the materials and check to see what may be missing.”

— DNEN Official, Interview

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Similarly, a DNP official expressed satisfaction in the collaborative design process that SIRA has initiated. At the school level, half of directors’ interviews and more than half of teacher focus groups identified the quality of the materials as one of the activity’s strengths.

While comprehensive, many stakeholders also pointed to weaknesses in material distribution as well as less than satisfactory maintenance of materials. Discussions with the SIRA team indicated recognition of limitations because the numbers of materials sent to schools reflect the previous year’s enrollment. Similarly, observation data from the mid-term evaluation provide some additional insights into distribution weaknesses. Of the 61 lessons observed using student materials, 53 of 61 lessons (86.9%) had enough manuals so that each child could have their own, while 39 of 41 (95%) had enough writing notebooks; the remainder did not. Redistribution of materials has been planned and started, but strikes have further compounded distribution issues<sup>41</sup>.

### **Service Delivery System**

As EQI addresses policy development, this section focuses on contributions to improvement of planning and human resource systems as well as various research initiatives that support early grade reading.

#### **Development of Teacher Training Information Management System**

While not originally included in SIRA’s design and not part of its results framework, interviews and SIRA annual reports tell how SIRA joined forces with the project FORME in 2017 in order to incorporate teacher mobility data into an Integrated System for the Management of Inservice Training (SIG-FC). While SIRA planned to establish a database to track the mobility of teachers trained, it opted to collaborate with FORME rather than develop duplicate database systems. Cowater Sogema<sup>42</sup> was already working with the MEN and saw that it could extend its functionality through SIRA. A pilot phase of the database took place in April 2018 and the 2020 workplan indicates multiple steps towards accomplishing the configuration and roll-out of the SIG-FC system continuing through January 2021. In interviews, however, Cowater Sogema,

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<sup>41</sup> 2019 annual report, p. 10

<sup>42</sup> Originally CRC Sogema prior to a name change.

SIRA and USAID/Mali, all expressed doubts that the database would be fully functional by the end of SIRA. Several MEN-specific complications have slowed the process such as a delay in identifying software, changes in leadership at the DNEN and IT staffing issues. Cowater Sogema's lack of full-time representation in Mali and partner Ex-l-Tec's travel restrictions that prevent staff travel to Mali have also hampered results. In interviews with EDC and USAID/Mali respondents, they lamented the delays while identifying that SIRA finally relied upon its own internal Excel file to manage teacher information. USAID/Mali suggested that a smaller pilot project would have been more realistic.

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"We don't have access to who is new and who isn't before January and February. We can only count on our own database because the MEN database is always two years behind."

— Reading specialist, Interview

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### **Capacity-Building for Regional EGRA Processes**

Annual reports and interviews confirm that SIRA has met its output target of district and regional education officials trained to perform EGRAs within their own districts. STS, in partnership with the MEN and EDC, rolled out a three-phased approach with a pilot training-of-trainers phase in the CAPs of Segou and San that they later extended to the other SIRA CAPs. Participants took part in data collection, analysis and report writing with heavy scaffolding from STS. They did not engage in instrument development or research design. In interviews, USAID/Mali, STS and the SIRA team identified the development of a highly engaged core team of regional actors as a success.

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"That team has taken on ownership and has taken that role very seriously...This has been one of the successes – help them step up and be leaders for the other regions. Help them motivate their colleagues, take it seriously, own their own EGRAs. I think in this phase 2, we've seen this quite clearly: the strength of this team that has been built."

— STS Headquarters, Interview

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Findings also indicate, however, that SIRA has not made much progress at the systems level due to both operational and structural reasons. For example, STS reported a wide array of skills among trainees; some did not know how to operate a computer while others were more advanced. STS also indicated that ongoing coaching is critical to capacity-building and that coaching is not part of the project design. While the mid-term evaluation was not able to survey all regional offices on their use of EGRA, two regional officers expressed concerns about the cost of EGRA and not having adequate resources such as tablets. One official interviewed was unaware of how data collected would be used; he only knew that three of his staff members had participated in trainings. The experience of small-scale projects following EGRA trainings provides illustration of lack of buy-in from trainees' hierarchies. STS had hoped these projects might help regional offices transition from reporting on results to action, but they found instead that trainees could not acquire the necessary moral and financial support for the projects to succeed.

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"The use of EGRA results for decision-making at the academy level is possible, but the tool is too sophisticated for our needs."

— Regional education official, Interview, Segou region

"There's a whole subject to discuss here – whether ministries are ready to pick this up, technically or financially, whether political will is there – that this whole exercise has raised."

— STS Headquarters, Interview

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STS respondents concluded that, while the trainings have been a step towards capacity-building, more efforts are needed, particularly structural and policy changes, in order to fully prioritize regular EGRA processes. While acknowledging these limitations, the SIRA COP has pointed out that these trained regional education officers would nonetheless have the skills to help other education partners conduct EGRAs eliminating the need to rely upon external consulting groups.

## Research Activities Inform Programming

In addition to the robust M&E system indicated above, mid-term evaluation findings demonstrate that SIRA routinely uses data to inform programming. SIRA's extensive research agenda includes internal studies, for example, surveys to validate Grade 1 and Grade 2 kits, the 2019 teacher beliefs and practices and the linguistic mapping studies, and those conducted through partners such as the baseline and mid-line parent KAP studies. In addition, SIRA also conducts mini studies like the nurturing classroom study. The 2020 workplan identifies the end-line gender assessment, the final evaluation of teachers' practices and a time on task study for its last year as well as a new "quick study" comparing student school evaluation and SIRA results. Interviews and document review indicate that SIRA and MEN identify research topics jointly and many studies are implemented in concert with MEN, often with pedagogical counselors as data collectors. The Technical Committee meetings regularly serve as a forum for the sharing and discussion of study results, as the mid-term evaluation team witnessed at the February 2020 meeting<sup>43</sup>. Joint field missions and director cluster meetings also serve as data sources for programming decisions, such as the content of trainings. Similarly, the SIRA team explained how data allow for targeting of particular teachers and schools for additional support.

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"They have made a lot of effort in this direction...Action research has nourished this program."

— Technical Advisor, Interview

"Right from the very beginning of the year, we already have a good idea of what's going on in the classroom and we can rectify anything, right away. We can identify where they need to be helped. I read reports very carefully and write modules for training on what is within reports - what is not strong. I take all of this and I make sure that it's incorporated in the modules for the following year. I don't have a training program for 5 years. I go by what we've noticed in the field. I always adjust based on what the field tells us."

— Reading Specialist, Interview

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## Parent, Community and Private Support for EGR

EQ3 addresses parental and community engagement. This section presents findings specific to two other key aspects of SIRA's approach: engagement of local authorities and public-private partnerships.

### Local Authorities' Engagement

Findings reveal that SIRA recognizes the importance of local authorities and made overtures to engage them in programming. The SIRA team underlined the significant role that mayors' offices play in the administration and oversight of education, including teacher assignments and budget decisions. Most notably, SIRA repurposed funds that had originally been set aside for work with the *medersas* to offer a joint training with USAID/Mali's Sub-National Governance Program (SNGP) in July/August 2019 for 2,246 mayors, secretaries general and education commission members from 329 municipalities<sup>44</sup>. Accordingly, this was one of the first such trainings for many participants. USAID/Mali officials also explained in an interview that they hoped this was the beginning of an important process of capacity reinforcement. Although many local authorities interviewed did not directly address the trainings when asked to explain their involvement in SIRA or the strengths of the project, just less than half mentioned the trainings as helpful and two authorities suggested offering more trainings in the future. At least one identified the training as the key to understanding the beneficial nature of SIRA.

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<sup>43</sup> Review of the nurturing classroom mini-study results.

<sup>44</sup> 2019 Annual report, p. 7; Interview with former COP.

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“Folks in the field say we should have done it a long time ago. Schools are now transferred to local authorities – ‘Go on, it’s now your responsibility...’ – This allowed us to help them be more aware...It’s a very interesting program element. If we do it again, we should include it from the very beginning.”

— OMAES leadership, Interview

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### **Public-Private Partnerships**

SIRA unveiled its private-public partnerships initiative to fund community libraries in April 2018. At the time of writing, 33 libraries for Cohort 3 were fully operational through private partnerships with private sector donors and 29 for Cohort 4 were in process, the equivalent to an investment of 21,350,000 F CFA in the program. In order to develop these contacts, SIRA mapped a list of possible donors and held periodic meetings to present the project and community library to potential partners. SIRA is also working with community facilitators to identify village citizens’ associations in Bamako and within the diaspora. The mid-term evaluation team was able to meet with only one donor<sup>45</sup>. Vivo Energy Mali contributed 3.5 million F CFA or 10 community libraries. The donor identified three factors that persuaded the company to give: 1) Vivo had a social responsibility strategy that included education programs, 2) USAID’s strong reputation would provide publicity, and 3) the opportunity to support a rural project was attractive as solicitations more often concern urban projects. While promising, overall, these donations fall short of the 1,000 libraries a year goal articulated in the 2018 annual report (p. 20). Although EDC describes its process as open and inclusive of all implementing partners, OMAES leadership expressed that they could be even more successful if they were able to lead the initiative, especially since the head of OMAES is also the President of the National Council for Civil Society (interview). OMAES also suggests that the development of public-private partnerships should also have begun earlier in the process and more substantially involved the government.

## **CONCLUSIONS**

SIRA’s approach to improving early grade reading in Mali is comprehensive and multifaceted. While EGRA results do not meet project targets, in large part due to contextual factors, remaining mid-term evaluation data sources (surveys, observation and interviews) provide multiple indications of how SIRA approaches are making positive differences in the ways that students develop early grade reading skills and how teachers support learning. SIRA’s nurturing classroom and active learning approach, particularly its emphasis on games and interactive audio instruction, seem to contribute to classrooms where students are engaged well over the majority of the time. SIRA’s in-service trainings have also reached a large number of teachers and education officials, many of whom identify improved skills as a result. The majority of stakeholders also express appreciation for the use of Bamanankan as the LOI and SIRA can demonstrate improved results in educators’ understanding of the critical link between reading and LOI. At the same time, continued reticence among some stakeholders, including parents and educators, signals the need for persistence and exploration of how to best reach individuals who may be most resistant.

SIRA offers similar EGR programs innovations in motivating teachers and pedagogical counselors through teacher recognition as well as certifications in training skills. In addition, findings indicate that SIRA’s approach to coaching, though hampered by structural shortages, such as the ratio of pedagogical counselors per school and demands on their time, as well as significant teacher strikes, provides teachers with meaningful scaffolding for their practice. Although project data propose lower figures, mid-term evaluation data show that 81% of teachers sampled receive support from their directors and over three-quarters of them find this to be useful support. Tablets also seem to be a strong element for providing

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<sup>45</sup> SIRA provided the mid-term evaluation team with 4 names. The team was able to reach one, a second did not respond to phone calls and the need to leave the country due to the COVID-19 pandemic prevented contacting the other two.

skills reinforcement, particularly for teachers beyond the reach of pedagogical counselors.

The mid-term evaluation results reveal areas that SIRA can continue to strengthen in its remaining year and that should be accounted for in designs for future projects. Teachers' discomfort with the decodable words lessons, as evidenced by 60% of teachers who identify difficulties, is particularly notable. Structured phonics instruction continues to be the gold standard for early grade reading programs and bolstering this program element is critical to improving results. Similarly, findings signal a crucial need for continuing to seek to improve teachers' skills in teaching reading and writing in Bamanankan as survey results demonstrate that over half of teachers and directors are less than "completely" comfortable. Doing so will contribute to increasing teachers' self-efficacy and confidence levels. Particular attention needs to be paid to Bamanankan orthography. While SIRA has included writing in Bamanankan regularly within trainings, further emphasis on strategies for teaching reading and writing in Bamanankan is required, but moreover in teacher pre-service trainings for all curriculum schools. Similarly, additional focus on multi-grade instruction also seems to be warranted. Findings also reveal that radios for audio instruction may often be of poor quality and observation data show that in 7 of 38 lessons observed the recording was not sufficiently audible. Along with weaknesses in materials distribution, this project element requires reconsideration.

SIRA's limitation to intervening in Grades 1 and 2 only seems to hamper project results and create a bottleneck for non-SIRA teachers working with Grade 3 students. SIRA's interdiction on working with teachers on the transition to instruction in French in Grades 2 and 3 is an oversight of the project design as stipulated by USAID. At the very least, teachers need to understand how to teach French as a foreign language to students who already have basic skills in reading and writing in Bamanankan. This approach is different from what teachers currently learn in pre-service training and this shift in approach will represent a significant change in perspective for many teachers and the education system in general. Similarly, many of the issues around teacher mobility and concerns about constrained professional advancement could be addressed if the SIRA approach were expanded to at least Grades 3 and 4.

Concerning the strengthening of Mali's service delivery system for EGR, while SIRA's extensive research agenda and robust M&E system characterize SIRA as a learning organization, other initiatives fall short of their potential. While it may still succeed, the development of the teacher information management system has encountered multiple obstacles and has not benefitted SIRA's implementation. Regional EGRA trainings have provided CAPs with a useful experience and a central group of individuals interested in and dedicated to the assessment. Nonetheless, SIRA was perhaps too ambitious in assuming that training and limited accompaniment would result in systems strengthening. Further initiatives are required, including ongoing coaching and, moreover, an open conversation with the ministry about its use of EGRA in regional offices and potential for structural support from the leadership. Additionally, SIRA's contribution to pre-service training has been limited, but is a critical aspect to be deepened in a future EGR activity.

While EQ4 addresses the community-level activities in greater detail, in relation to EQ2, SIRA's initiatives to improve support for EGR, including engaging local authorities through trainings and solicitation of private donors for funding of community libraries, also seem to be beneficial to SIRA's results, though limited in their scope. Further reinforcement is needed. SIRA also should reconsider if its ambitions for funding community libraries was realistic and whether additional funding from SIRA's community component of the budget would be more beneficial to complement these efforts.

# EVALUATION QUESTION 3

To what extent community participation activities have contributed to improved reading and increased school enrollment and retention of girls?

## FINDINGS

SIRA’s community participation component entails a wide array of activities that can be categorized according to four principal themes:

Figure 7: SIRA Community Participation Activities<sup>46</sup>

Capacity building	Fostering involvement and empowerment	Activities in support of reading and writing	Social Behavior Change Communication (SBCC)
<ul style="list-style-type: none"> <li>• Parents</li> <li>• Volunteers</li> <li>• Community-based organizations (CBOs)</li> </ul>	<ul style="list-style-type: none"> <li>• Parents</li> <li>• Volunteers</li> <li>• School Management Committees (SMC)</li> <li>• School Report Cards</li> <li>• School Improvement Plans</li> <li>• Annual Status of Education Report (ASER)/Bèèkunko</li> </ul>	<ul style="list-style-type: none"> <li>• Family-school link booklet</li> <li>• Reading/writing games</li> <li>• Community libraries</li> </ul>	<ul style="list-style-type: none"> <li>• Radio spots</li> <li>• Traditional communicators (griots)</li> <li>• Home visits</li> <li>• Sensibilizations</li> <li>• General assemblies, community forums</li> <li>• Materials: image banks, posters, flyers, etc.</li> </ul>

The community participation component requires the greatest concentration amongst SIRA IPs. OMAES leads the component with EDC and Save the Children<sup>47</sup>. Each partner covers specific AEs with some overlap among the partners in terms of regions. SIRA approaches community participation through a cohort model. Communities receive external support for community participation activities through community facilitators for one year according to cohort under the supervision of a community development agent (CDA). In the next year, community volunteers take over the work of the community facilitator. SIRA expects that all communities continue related activities even after external support ends. The first cohort served as a pilot from January through December 2017 with activities in later cohorts operating from October through September in subsequent years<sup>48</sup>. The final and fourth cohort began in October 2019 and will conclude in September 2020. As Table 3 depicts, SIRA reached 3,481 communities and 3,832 schools. It did not reach all 3,941 schools due to school closures and insecurity.

A hierarchy of personnel support community participation initiatives throughout the year: regional community participation coordinators, community development agent, community facilitators and community volunteers. The community facilitators are volunteers through the National Center for the Promotion of Volunteerism (*Centre National de Promotion du Volontariat, CNPV*). Facilitators oversee between three to six villages. Each community identifies two volunteers who live within the community and who agree to support SIRA initiatives. At least one of the volunteers should be a woman. Community volunteers are responsible for continuing activities after the community facilitator completes the one-year

<sup>46</sup> Adapted from EDC (2020), Overview presentation as prepared for data collection training; OMAES (2019), Rapport d’évaluation Bèèkunko.

<sup>47</sup> Distribution of intervention areas at the time of the mid-term evaluation: OMAES: Koulikoro (AEs of Koulikoro), Ségou; (AEs of Segou and San) EDC: Koulikoro (AE of Kati) Segou (AE of Dioila), Sikasso; (part of AE of Bougouni); Save the Children: Sikasso, (part of AE of Bougouni, AEs of Sikasso, Koutiala), Bamako. (2 AEs). (Interviews; 2019 Annual report)

<sup>48</sup> The timing of community participation activities is as follows: Cohort 1: January-December 2017, Cohort 2: October 2017-September 2018, Cohort 3: October 2018-September 2019, Cohort 4: October 2019-September 2020.

service period and leaves. Community volunteers and SMCs receive light support through CDAs for the next years.

**Table 3: Number of Schools Reached Through Community Participation Activities by Cohort and Partner<sup>49</sup>**

Partner	Cohort 1		Cohort 2		Cohort 3		Cohort 4		Total by Partner	
	Comm.	Schools	Comm.	Schools	Comm.	Schools	Comm.	Schools	Comm.	Schools
SAVE	83	86	170	224	234	306	218	287	705	903
OMAES	130	141	411	427	454	465	382	404	1377	1437
EDC	110	121	405	446	461	488	423	437	1399	1492
<b>Total</b>	<b>323</b>	<b>348</b>	<b>986</b>	<b>1097</b>	<b>1149</b>	<b>1259</b>	<b>1023</b>	<b>1128</b>	<b>3481</b>	<b>3832</b>

The sections below draw upon existing documents and mid-term evaluation survey and interview data to answer EQ3. Like with previous evaluation questions, the mid-term performance evaluation design constrains findings and conclusions to probable contributions rather than causal linkages.

### Relationship Between Community Participation and Student Results

Various studies, including this mid-term performance evaluation, provide insights into a possible relationship between CP activities and student results. SIRA’s 2018 EGRA report showed that letter/grapheme reading level results were better for students in CP zones versus SIRA schools that CP had not yet reached<sup>50</sup>. SIRA has also conducted yearly Annual Status of Education Reviews (ASER), a household survey to assess community skills including literacy, known as Bɛɛkunko in Mali. SIRA’s Bɛɛkunko 2019 report concludes that students within Cohort 3 communities outperform Cohort 2 students as well as those from SIRA villages without CP, and from non-SIRA villages. The report also concludes that children who benefit from both the family-home link booklet and community library activities demonstrate higher scores than those who do not. Results from the mid-term performance evaluation EGRA, however, show no meaningful distinction between cohorts for any of the sub-tasks. At the time of the mid-term data collection, CP was working with Cohort 4 schools. Nonetheless, a difference between Cohort 4 and Cohort 3 schools may have indicated a relationship between CP applications and student results, given that Cohort 4 was still in the beginning of its process. With these mid-term EGRA results, taken together with the 2018 EGRA scores collected by SIRA, and given that Bɛɛkunko sub-tasks measure more basic literacy skills, it is not possible to demonstrate a clear relationship between CP activities and student results, specifically if focusing on MEN and SIRA standards of fluency and reading comprehension.

### Improved Home and Community Support for Reading

Going beyond assessment results, numerous findings from mid-term evaluation interviews and surveys show ways in which parents and other community members support children’s reading. Parent survey results indicate that 60.1% of parents felt they could help their children learn to read, with males being more confident than females (64.0% vs. 55.4%). In addition, the proportion of affirmative parents varies greatly between parents who report reading “very well” (90.2%) and those who report not being able to read (32.3%). Interviews provide details as to the nature of this assistance. The most common example provided is parents going to school to check on their children’s progress. This example arose in nearly three-quarters of parent focus groups. Many parents also indicated that they speak with their children regularly about the importance of school and encourage them in their studies. Some parents also tell of

<sup>49</sup> Some communities have more than one school.

<sup>50</sup> A difference of 2.2 graphemes, statistically significant at 10%.



actively reviewing their student’s work. Groups of mothers<sup>51</sup> were slightly more apt to provide such examples than groups of fathers. In addition, parent focus groups also identified other sources of community support for education. One group of parents in a rural community in Segou spoke of a community member who works with parents to sign up children prior to the start of the school year. Another identified how a community in the town of Segou organizes an event to raise money to help parents who cannot pay school fees and help with enrollment. Like with the findings below related to girls’ education, interviews also indicated that many of these practices preceded SIRA.

Although the evaluation design does not allow insights into change over time, findings from the 2018 mid-line Parent KAP study suggest a trend of improved parental and community involvement since SIRA began. For example, the percentage of community leaders who reported a dedicated space in the community to support children in reading and writing increased significantly from 29.2% at baseline to 36.1% at mid-line (p. 13). The study also reported that since SIRA’s arrival, more parents believe they can support their children with reading (82.8%; increase of almost 10 percentage points from baseline). The study also showed significantly higher percentages of parents who visit school to discuss issues regarding their child’s learning. Being able to isolate communities not yet having received SIRA CP interventions, the parent KAP study also reports the following:

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“the percentage of strong adopters (strong beliefs and strong actions) increased from 32.4 percent at baseline to 51.5 percent at midline in the beneficiary group and from 38.1 percent to 48.2 percent in the non-beneficiary group. The difference in baseline-to-midline changes in percentage of strong adopters was significantly higher in the beneficiary group than in the non-beneficiary group, which indicates that the community participation component of SIRA is having positive impact in this area.”

*SIRA 2018 Midline Parent KAP study, p. 14*

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Interview data provide insights into how these changes may be occurring. Although not all participants indicated the specific CP mechanisms that foster improvements in community support for reading, all types of stakeholders identified *sensibilisation* (sensitizations or awareness-raising sessions) generally as useful. Teachers and SMC members also highlighted the importance of general assemblies and organized meetings between parents and school actors. The development of school performance report cards seems also to be appreciated across stakeholder groups, including regional education officers, SMC members, parents and community leaders. A couple of parent focus groups also identified radio spots as effective.

### Girls’ Enrollment and Retention

Specifically concerning girls’ participation in education, SIRA’s 2016 gender study found that girls’ enrollment was below boys’, 41% in Sikasso and 47% in Koulikoro, and that girls had a higher rate of absenteeism than boys, particularly in second grade. While the mid-term performance evaluation could not investigate absenteeism due to ongoing school closures, the team did explore enrollment statistics. When comparing MEN 2017-2018 enrollment data from SIRA schools in Bamako and the three intervention regions with SIRA’s 2019-2020 monitoring data, analysis shows a slight improvement in the enrollment of girls in all four regions, with Koulikoro showing 1.4 points of improvement. However, a lack of national enrollment data for 2019-2020 precludes comparison with non-SIRA schools; it is not possible to limit improved girls’ enrollment to just SIRA schools.

**Table 4: Comparison of Girls’ Enrollment Within SIRA Schools Between 2017 and 2019**

Region	2019-20	2017-18	Improvement
Bamako	49.90%	49.10%	0.80

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<sup>51</sup> Although the majority of parents participating in focus groups identified as the mothers and fathers of SIRA students, the 101-person sample also included two grandmothers, two older sisters, six older brothers and one grandfather.

Region	2019-20	2017-18	Improvement
Koulikoro	46.60%	45.20%	1.40
Segou	45.90%	45.30%	0.60
Sikasso	45.30%	44.40%	0.90

Although the evaluation questions do not specifically ask about gender equity within the classroom environment, mid-term performance evaluation findings identify discrepancies in attitudes towards girls and boys within the classroom that may, in the long term, affect girls' school performance and retention. Mid-term performance evaluation observation data, for instance, shows that within 89 classrooms visited, girls are classroom leaders within 27 (30.3%) of classrooms. In addition, findings from the mid-term evaluation teacher survey indicate that when asked, 78% of teachers believe that girls have the same intellectual capacities as boys. Regional disaggregation shows that while nearly all teachers in Koulikoro responded positively (92.9%), just over three-quarters of teachers in Sikasso (77.8%) and just over half in Segou (58.1%) thought the same<sup>52</sup>. Male teachers were also more likely to say that girls have the same intellectual capacities as boys than their female counterparts (82.0% compared to 74.0% respectively). When asked if teachers ask girls questions as frequently as boys, only 55% of teachers said "yes," suggesting the need for further investigation, and in particular, greater emphasis on gender-equity in training and coaching to foster behavior change.

#### **Perceived Changes to Girls' Education and Enrollment**

In terms of how SIRA may have contributed nonetheless to improved enrollment and retention of girls, in line with the findings from SIRA's 2016 baseline gender study, nearly all focus groups with community leaders and under half of focus group discussions with parents reveal that many individuals and communities already understood the importance of girls' education prior to SIRA's arrival in the community<sup>53</sup>. Parents and community leaders espouse rationales for girls' education including that an educated mother can better raise children, that both spouses need education and monetary earnings, and that girls will better care for parents as they grow older.

Focus groups with parents often demonstrate conflicting opinions on the feasibility of girls' education, conveying that the debate over girls' education remains relevant. While more stakeholders indicate SIRA has contributed to strengthening pre-existing attitudes and behaviors supportive of girls' education, particularly retention, some SMC, local authorities, community leaders, parents and teachers were adamant that more girls now attend school because of SIRA.

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"Before girls didn't do their homework because of housework or taking care of their younger siblings. But, with the arrival of SIRA, I take care of my work to let my children take care of their studies."

— Mother, Focus group, Sikasso region

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In addition to generally allowing girls to pursue schooling, interviews provide some insights into ways that communities foster girls' improved enrollment and retention. Just under half of parent focus groups, two male and five female groups, specifically identified how they reduce their daughters' chores and help them to leave for school. Although less than half, focus groups with teachers, parents and leaders identified that some schools require parents to pay fees when girls have dropped out. Two examples were provided of critical SMC involvement to promote girls' enrollment and retention: an SMC in rural Koulikoro that speaks with parents after the school signals cases of absenteeism, and an SMC in rural Sikasso that intervenes in cases of early marriage proposals.

<sup>52</sup> This difference is statistically significant ( $p=0.002$ ).

<sup>53</sup> Already existent awareness of girls' education issues may also be due in part to the MEN's strong girls' education or *scolarisation des filles* (SCOFI) program.

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“Even though we had these perceptions before, we had no decision-making power. With the coming of the education project, many have now understood. It gave us a lot of courage with regard to girls' education.”

—Female community leader, Segou region

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Challenges to girls' education and retention persist including beliefs that girls will have difficulties finding jobs afterwards, that girls are needed to assist at home, that there is a lack of secondary schools within the community (and thus continuing in school will be difficult for girls as there is a cultural preclusion on them traveling a longer distance to school), and most common, that early marriage makes continued schooling impossible. Some focus groups did indicate efforts enabling girls to continue schooling after becoming married, but having children seems to be an unsurmountable roadblock for most<sup>54</sup>. Unfortunately, some focus groups also discussed how strikes and other school closures result in girls dropping out of school.

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Parent A: Because of the strike, parents are taking girls out of school to marry them because there is no school.

Parent B: I even want to take my daughter out of school because there is no school, for her to go to the big city to get cooking utensils to work as a cooking aid.

Parent C: At the moment we have these perceptions thanks to the education sensitization, especially on girls' education, but it is the strikes that make the girls leave school.”

—Mothers, Focus group, Sikasso region

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When asked about challenges parents face to enroll and maintain their children in school, nearly all parent focus groups identified financial difficulties, specifically that parents have difficulties paying school fees, buying school materials and appropriate school attire. Community schools present additional complexities for parents as they need to contribute to the school's functioning. While not the majority, some stakeholders, including SMCs, parents, and regional education officials deplored that SIRA does not offer material support for children to attend school, such as school supplies or recognition of strong school performance, something they have experienced with other projects.

### **Specific Community Participation Components**

In addition to the more general comments discussed above, specific aspects of SIRA's community participation approach require particular attention because of their prominence. For example, the use of Bamanankan as the LOI, the innovation of community libraries and the family-school link booklet. In addition, findings suggest the reliance on community volunteers may be problematic. These topics are the focus of the next sections.

### **Shifting support for Bamanankan as LOI**

Findings indicate that the use of Bamanankan as LOI remains a complex issue for many communities. At the beginning of the activity, the MEN undertook a field mission in November 2016 that resulted in around 150 schools in the Sikasso region being removed from the activity because they did not meet the criteria that Bamanankan be the dominant language for both students and teachers. SIRA asked to replace those schools with schools within the district of Bamako, both to maintain the anticipated number of schools but also to counter the perception among beneficiaries that education in Bamanankan was only for those most socioeconomically challenged. At the time of this mid-term performance evaluation, teacher focus groups confirmed some continued parental resistance as they provided additional information about parents removing their children from schools in one community in Bamako as well as a community in rural Segou. Interviews in Sikasso also identified parental resistance.

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<sup>54</sup> A 2010 policy on girls' education (*la politique nationale de Scolarisation des filles*) allows girls to be in school while pregnant and return after having given birth. Social pressures are a different story, especially for unmarried girls.

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“Communities did not understand why it was necessary to teach in Bamanankan. It was actually the results that allowed them to see the difference.”

— DNEN Official, Interview

“In the beginning it was very good because they called meetings and people came in droves. But as time went on, people deserted...the parents were discouraged because they wanted their children to learn French at all costs because Bamanankan is already spoken at home. The meetings had become monotonous in the eyes of the parents. This continues around here even now.”

—Teacher, Focus group, Bamako

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Nonetheless, focus groups with SMC members and teachers in Bamako and Segou also identified growing support among parents for Bamanankan as the LOI. SIRA studies also show evidence of shifting perspectives. The 2018 mid-line parent KAP study reports an increase of 20.3 and 30.7 percentage points in the proportion of parents and community leaders who believe learning in Bamanankan only leads to the best results in school (p. 12). Similarly, the 2019 teacher beliefs and practices study show an increase in the proportion of teachers who believe it’s “completely true” that parents support Bamanankan from 19% at baseline (2016) to 42% in 2019 (p. 6). The study links the increase to improved student results in reading as well as community participation activities. The mid-term performance evaluation parent survey data show that four-fifths of parents (80.0%) believe that students can have better academic results when they learn in national languages, 16.8% when they learn in French and 2.6% believe that the language of instruction has no impact on learning results. These results correspond to 81.2% of parents feeling most comfortable helping their children learn to read and write in Bamanankan versus 13.4% in French. Female respondents show a slightly greater preference for Bamanankan than males (82.8% versus 79.0%). These figures suggest that well over the majority of parents are supportive despite strong continued resistance in certain areas. Exchanges with both SIRA and USAID indicate that the project could have done more to emphasize even more clearly that Bamanankan was the language of instruction to teach the Malian curriculum rather than the schools teaching Bamanankan as a subject.

#### ***Innovative community libraries, Yeleenkɛɛ***

Of the 3,481 SIRA communities, 186 had received a community library or Yeleenkɛɛ (“space of light” in Bamanankan) and 71 were in the process of being put into place. Communities must meet specific criteria in order to receive a library<sup>55</sup>. SIRA installs the libraries in the communities with the help of community facilitators who leave the activities and train community volunteers. Thereafter, the community volunteer leads community library activities and cares for materials, which consist of a metal trunk, a large tarp, alphabet cards and posters, leveled readers<sup>56</sup> and local stories. Yeleenkɛɛs are supposed to operate twice weekly to feature various reading activities and allow children to work with materials.

Seven of 16 communities in the qualitative sample have community libraries. Of these, four had been functional for two years, two for three years and one for four years. Within communities with SIRA libraries, nearly all interviews with teachers, parents, SMC members, community leaders and regional education officials identified that Yeleenkɛɛs provide an important link between the school and the community. Findings suggest the libraries elicit great interest among students as well as parents, and foster children’s improved reading. USAID/Mali education personnel and EDC, OMAES and Save the Children representatives also emphasized the success of the Yeleenkɛɛs. Many stressed that, particularly when

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<sup>55</sup> Criteria include class size, existence of school-related CBO, appropriate spaces to house the library and hold activities, community volunteers able to read and write in Bamanankan, the absence of another similar library and community and local authority involvement. (SIRA, 2019, Formation: Club de lecture et Yeleenkɛɛ)

<sup>56</sup> Leveled readers are a collection of books ranging from easy books for a student with emerging reading skills to more complicated books for more advanced students.

schools are not operating during strikes, the libraries can continue to provide children with reading practice and connection to text.

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“Parent A: I have noticed that the Yeleenkɛnɛ helps to raise children’s intellectual level. My children show me what they do in Yeleenkɛnɛ classes. Even if I can’t read, I know they learn a lot.

Parent B: Children are able to read and write because of the classes they attend in the public space.

Parent C: Thanks to SIRA, our children attend classes outside of school on Saturday and Sunday.”

-- Mothers, Focus group, Sikasso region

“The Yeleenkɛnɛ has created a strong link between the community and the school through simply meetings, the methods used such as games, songs, and materials. The project’s sensitizations have raised awareness among parents about the education of their children, even for girls.

—SMC member, Koulikoro region

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Data from parent surveys indicate that among the parents with SIRA libraries in their community, 61.5% report their children attending twice a week while 20.7% have children attending once a week and 8.9% said “never.” Of this last group, reasons given for not attending include inconvenient hours of operation (4), far distance from home (5), and a lack of understanding of activities (6)<sup>57</sup>. Similarly, student survey data provide information about reasons for attendance. Nearly half of the 120 respondents (48.3%) attend to improve their reading skills, followed by 23.3% of students who go because their peers attend and 10.8% who attend because their parents tell them to go. Triangulation with qualitative data, however, reveal irregularity in operations. All of the seven libraries within the qualitative sample are scheduled to open two days a week, for 2 hours 50 minutes, on average. Verification of participant logs, however, showed that three of the libraries had not opened the previous week due to volunteer illness or time conflicts. In addition, an inventory of materials shows that over half of the libraries (4 of 7) were missing letter cards and/or the alphabet poster, and that the registries, tarp and even the metal trunk were missing or in poor condition.

#### **Provision of family-school link booklet, Mansacɛsirijala**

SIRA’s development of the family-school link booklet was a frequent point of discussion during community-level interviews. Many stakeholders at both the central and community levels indicate beliefs that its use has contributed to increased parental involvement with children’s schooling. There are separate booklets for Grade 1 and Grade 2 with prompts for parents to discuss their child’s learning based on the months in the school year. SIRA also provides trainings to accompany the booklet within the first year of community participation activities. Despite views on the effectiveness of the booklet, both survey results and focus groups discussions with parents revealed that few parents sampled had received these trainings. The SIRA team clarified that it may have been difficult to directly sample these parents as they only received the booklet and this training during the first year and because they may have asked a literate relative or friend to attend in their stead. Nonetheless, these findings signal a possible need to revisit targeting of this training session.

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<sup>57</sup> Five participants could not answer. Multiple responses were permitted.

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“With the manual, Mansacésirijala, some parents visit us at school to inquire about certain parts of the manual and to get information about their child’s learning.”

----Teacher, Focus group, Sikasso region

“There are many illiterate parents and most of the people who are given the books cannot read, so they cannot keep up with the children. Some parents have benefited from the training but not a high number of women even though they are more regularly at home than the men.”

—Male leader, Focus group, Segou region

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Findings also show that nearly a third of parents surveyed (32.6%) reported using the family-school link booklet with first and/or second grade children at least two times the week prior to the mid-term performance evaluation data collection. Results are stronger for parents that indicate having reading abilities themselves. Stakeholders related to over half of the communities, in both rural and urban areas, suggested difficulties due to illiteracy. As might be expected, disaggregation by cohort also shows differences. Parents in Cohort 4 schools were 10 percentage points more likely to have used the booklet with their children than those in the third cohort (32.3%), with rates decreasing steadily to 20.3% in Cohort 1. Moreover, according to EDC and OMAES key personnel, funding precludes providing all parents with booklets. Just those parents with children in Grades 1 and 2 during the year that the community receives intensive community participation activities receive the booklet. According to SIRA, a recent quick study showed them that about 18% of parents from prior cohorts had booklets available to them and of this group, 82% actually used them. SIRA continues investigations of how to make the booklet available to all parents outside of project funds, perhaps through the SMCs. SIRA continues investigations of how to make the booklet available to all parents outside of project funds, perhaps through the SMCs and possibly through integration in local municipalities’ education development plans (PDSEC).

#### **Weaknesses in the volunteer model**

While other stakeholders, particularly SIRA IP leadership, regularly mentioned the lack of financial and material incentives for volunteers as problematic and unsustainable, of the 17 volunteers interviewed, all said that they would like to continue their work and 16 said they would recommend it to others. Only two cited reservations: one, a male retired teacher from Bamako, identified concerns for his health but also that there are difficulties recruiting young people. A second volunteer from an urban community in Segou replied that while he is a native of the community and pleased to play this role, it is unpaid, and he cannot recommend it to anyone else. These findings confirm observations from OMAES, EDC and Save the Children that recruitment of volunteers is particularly challenging in urban areas. Qualitative data teams also confirmed the absence of a volunteer in the sampled community in the town of Sikasso. Additionally, in a rural community in Koulikoro, data collectors learned that once the facilitator left, the volunteer did not continue any of the activities and even the Yeleenke went dormant, as she was too busy with other activities and did not have enough impetus to continue her work with SIRA. This example may be an indication of weaknesses in the volunteer model that extend beyond urban areas.

## **CONCLUSIONS**

The mid-term performance EGRA results are unable to demonstrate a correlation between community participation activities and student performance despite project evidence showing better ASER scores and grapheme reading level results for students in zones receiving community participation activities. Testing student skill levels earlier in the project life cycle and just after Year 1 or Year 2 of community participation interventions may be a more likely design for showing improvement. Additionally, the project may wish to revisit its results framework and investigate underlying theories and assumptions in order to better tease out which community participation components were most effective. In general, a project-wide

revisiting of SIRA's theory of change would be beneficial to understanding the project's impact and the contributions of internal and external factors.

Analysis of sources other than student assessment data, however, provide important insights into improvements in parental and community practices to support reading, particularly from SIRA's mid-line parent KAP study. These examples include an increased belief in parents' abilities to support their children's education (an increase of almost 10 percentage points from baseline) and the conclusion that community participation has contributed to improved results. The mid-term performance evaluation findings suggest that mothers are more apt to support their children's reading practice, though unfortunately, many mothers also find themselves under-trained and hampered by not being able to read themselves. Though SIRA has made efforts, including the family-school link booklet, many of these women continue to be hard to reach. If USAID/Mali's objectives are to assist the most marginalized parents to help their children, support will need to be more targeted and intensive and possibly involve adult and family literacy support.

Although SIRA focuses only on Grades 1 and 2, parents and community members expressed continued improvement in girls' enrollment and retention that, in most communities, began before the SIRA activity. In general, parents indicate elevating the importance of girls' education with their children, providing support through school visits to monitor children's progress, and, for girls and their mothers, in particular, reducing their chore burden. Examples of SMCs organizing enrollment campaigns and fundraisers and providing interventions between parents and schools underline the effective role SMCs can play and suggest models that may be replicable in other communities. Despite SIRA's efforts though, girls' enrollment data show no meaningful improvement. Findings also indicate weaknesses in teachers' practices that may reinforce harmful gender norms. As with more marginalized mothers above, the remaining girls who are not accessing education may be those who require significantly more substantial and different interventions. Providing access and reading skills for these girls may stretch donor and implementing partners' commitments to access for all.

SIRA's implementation of Bamanankan as LOI as well as family-school booklets and community libraries (Yeelenkɛnɛ) are central aspects to SIRA's approach and merit additional study. Findings show that the use of Bamanankan, in general, garners growing support among parents and community members though a smaller proportion of more skeptical parents remain entrenched in their beliefs. Greater focus on the link between learning in a national language and developing skills in the French language may require further emphasis. Similarly, the possibility of improved reading skills due to SIRA's use of the family-school link booklet is compelling, but remains limited due to training gaps and distribution restrictions. Community libraries (Yeelenkɛnɛ) provide evidence of meaningful practice and high levels of community buy-in, though the focus remains on basic reading skills and remains at a small scale. Taking these findings into account along with the cohort model and reliance upon unpaid volunteers, this mid-term performance evaluation concludes that funding restrictions have led to design choices that have reduced community participation contributions to improved reading results and girls' enrollment and retention.

# EVALUATION QUESTION 4

*What are the prospects for sustainability of SIRA at mid-implementation? Which approaches are showing positive results in terms of promoting long-term sustainability and how can they be strengthened?*

## FINDINGS

Fostering sustainability of interventions has been a requirement of SIRA since its design, as is stipulated in the project's technical document. In response to EQ4, this section outlines possibilities and challenges for sustainability for each of SIRA's three components.

### Classroom EGR Instruction

SIRA's development of teaching and learning materials and extensive trainings may allow for the balanced literacy approach to continue beyond the life of the project. SIRA has developed classroom kits for reading and writing in Grades 1 and 2. The MEN has reviewed and validated these materials. According to SIRA's team, these materials can be easily adapted into other Malian national languages promoting sustainability and scale-up. The MEN's decision to expand teaching and learning into three more languages may provide an opportunity to test this feasibility. Nonetheless, SIRA's annual budget for provision and replacement of teaching and learning materials is \$400-500,000 according to their finance team. MEN officials also point out that the Malian administration also has transferred decisions and oversight of school materials to local authorities through decentralization. To be effective, the MEN and local authorities will also require training in book supply chain and distribution from the call for tenders to delivery of materials within the schools. As many stakeholders point out, sustainability of the balanced literacy approach materials in the long term will require a MEN budget line item.

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"The approach can't function without its materials. The government needs to identify a budget line item."

—DNP official, Interview

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SIRA has been able to train nearly all teachers and school directors in its intervention zones in addition to pedagogical counselors, regional education office leadership and staff from the central ministry up through membership in SIRA's Technical Committee. SIRA and USAID/Mali representatives argue that this inclusive approach has ignited widespread support for the balanced literacy approach that may outlive the activity. In addition, SIRA has created a pool of pedagogical counselors trained in the method and identified as master trainers. Stakeholders interviewed at both the central and regional levels point to this group as another possibility for sustaining the balanced literacy approach within SIRA schools after the project. Turnover and teacher mobility would pose a threat to sustainability for the long term, however. Similarly, it is highly unlikely that the MEN will be able to provide teachers with the same support that some have experienced with SIRA. Under the project, pedagogical counselors receive per diem for each day that they provide monitoring for SIRA as well as mileage. When field missions include higher-level MEN officials, SIRA also provides per diem. Regional officers interviewed underline that these resources do not exist at the regional level and they do not anticipate additional budget lines being created for this purpose. Lastly, SIRA's teacher-support approach has also included the use of tablets and the capacity of regional education offices to provide that support is uncertain.

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"How to ensure the various follow-ups without the means? Financially, external resources are needed. For the monitoring, it is necessary to increase the budget especially because the CAP's fleet of cars and motorcycles is very old. That's to say that the CAP does not have financial resources to cope even though we've adapted well."

—Regional education officer, Interview, Segou region

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Regional stakeholders offer some solutions, however, including working with teacher learning communities and revising official training schedules. Three regional education officers as well as a teachers' focus group identified these learning communities as an avenue for offering refresher trainings and initiating teachers who are new to the balanced literacy approach. A regional education officer in Segou provided an example of how their office is working to integrate support for teachers' learning communities within their action plan. A regional education officer in Bamako indicated an even more institutional approach as he indicated that his office is working to integrate training in the balanced literacy approach into the CAP's training schedule (*le programme d'activités du CAP, PACAP*). This requires no additional budget allocations. Both these suggestions offer possibilities for institutionalization of SIRA components but will entail changes in scope and scale as well as political will on the part of MEN leadership at various levels.

## Service Delivery System

Interviews also provide insights into how SIRA's reinforcement of Mali's education service delivery system may continue after activity end. As indicated above, SIRA's development of a strong group of pedagogical counselor trainers represents a contribution to MEN's capacity to deliver in-service training and support. While the Integrated System for Managing Inservice Training is not functional at present, should SIRA succeed, it may offer an important tool to the overall system though it may also present a challenge for regular upkeep and quality control. Cowater Sogema indicates that after 2021, the MEN would need to invest approximately \$20,000 for yearly software licensing.

SIRA has also made progress in enhancing the MEN's pre-service training through its revision of the pre-service curriculum, to include the balanced literacy approach as well as the training of IFM professors in the approach. As indicated in EQ2, key stakeholders also point out that full integration of the new curriculum into the overall pre-service training program of study has not yet occurred, leaving this process incomplete. Findings also point to the necessity of developing a module for student teachers on bilingual instruction. At the time of the mid-term evaluation, the former head of SIRA's Technical Committee had recently assumed the role of the Director of teacher education (DNEN). Discussions with this official, as well as the SIRA team, identify his long-term commitment to bilingual education as well as his staunch support for SIRA's balanced literacy approach. These observations suggest that the new DNEN director may have the drive and the influence required to make meaningful systematic changes to promote contributions SIRA has made to early grade reading.

Moreover, the recent establishment of the MEN working group for the Development of a National Reading Policy for Level I of the Bilingual Basic Education Curriculum<sup>58</sup> may also present a significant opportunity to integrate various elements of SIRA into the MEN's national strategy. The decree identifies that three of the ten working group members are SIRA staff<sup>59</sup> with the only other project representation being the Food for Education (FFE3) Coordinator. While SIRA provides monetary support for the working group, it is limited to providing refreshments which likely bodes well for the working group to continue if needed post-SIRA.

Lastly, key informant interviews suggest that through its capacity building in EGRA at the regional level, SIRA has also succeeded in creating a core group of individuals who believe in EGRA as a tool and are knowledgeable about key aspects of data collection, analysis and report writing. STS, who leads this activity component, emphasizes, however, that these individuals do not yet have the capacity to lead an EGRA from start to finish without technical and financial support from SIRA. As the response to EQ2 indicates, the cost of EGRA and the need for resources may also be an unsurmountable obstacle for some regional

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<sup>58</sup> Commission de réflexion pour l'élaboration d'une politique nationale de la lecture pour le niveau I du curriculum bilingue de l'enseignement fondamental (MEN, December 18, 2019. Decision no. 2019 004186)

<sup>59</sup> They are the Learning specialist, Training Coordinator, a Regional Supervisor and the FFE3 Coordinator (IT support).

education officials without a central mandate to perform AE or CAP-level assessments. STS leadership suggests that operationalizing regular localized EGRA implementation will require two dedicated staff<sup>60</sup> as well as a mandate for office heads to support and monitor their work. Nonetheless, as the SIRA COP had noted above, education officials having improved technical EGRA skills, even if not enough to run a standalone EGRA, may now potentially take on important roles with other education partners that would otherwise need to be filled by external consultants.

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“If you want to take this to the next level, it needs to go beyond training, actually creating structure, rules, resources. In the US, we do testing. The structures are in place. Without them, it just doesn’t happen...I don’t know how to do it, but we need to develop the capacity of the ministry to house this thing and to drive it.”

—STS Headquarters, Interview

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## Parent, Community and Private Support for EGR

In general, nearly the majority of actors at the community and regional level expressed concern that the suite of activities within SIRA’s community participation component require resources that would be difficult to sustain in the long term. Interviews with SIRA IPs indicate that they also share this concern. There was consensus amongst stakeholders that the community volunteer model was most problematic. The mid-term evaluation data provide insights into alternative ways to foster community support for early grade reading as SIRA draws to a close.

The most obvious prospect for sustainability of community-level initiatives may be SIRA’s community libraries. In general, the seven communities sampled hosting Yeleenkɛnɛs are highly supportive of the initiative. Many IP personnel as well as a high-level MEN official also commented that Yeleenkɛnɛs may have the potential to continue post-SIRA. The private-public partnership model that provided for the initial establishment of the Yeleenkɛnɛs, though small in scale, may suggest some longevity assuming the process can be managed. In speaking with the one private company that sat for an interview, they applauded SIRA’s fundraising materials and argued that open communication about the positive results of their contribution may provide impetus for future generosity.

Local actors also offer ways that they may be able to offer support. As illustration, a group of fathers in Koulikoro easily identified how the community could collectively provide financing:

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Parent A: If the volunteer requires financial support after the project, we will arrange for this so that the Yeleenkɛnɛ continues. For the maintenance of the Yeleenkɛnɛ, if the project could build a room, we ourselves can motivate the community volunteers.

Parent B: The village has set up a group that works in the fields every Wednesday and we have a fund for the school.

Parent C: This fund was to support the school and the teachers.

—Fathers, Focus group, Koulikoro region

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In addition, the SMC of a rural community school in the Koulikoro region provides an inspiring case of parents already well organized and with mechanisms in place to provide further support. This school was part of Cohort 2 and received its most substantial community participation support in 2018-2019. Nonetheless, their comment indicates continued engagement:

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<sup>60</sup> One individual would focus on information management while the other would develop tools, oversee data collection, perform data analysis and write reports.

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“Our sustainability plan is that the village has asked the youth (80) people to carry out lucrative activities, like working in the fields, and this revenue is saved in order to be able to manage the after SIRA for the school and Yeleenkɛɛ. At present, the fund has around 300 000 FCFA.”

—SMC members, Focus group, Koulikoro region

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Though this case may be an outlier in terms of its current efforts, two other SMCs interviewed signaled an interest to play a key role in the continuity of programming beyond the project. An SMC in Bamako requested additional training so that its members can serve as intermediaries and support student enrollment while an SMC in rural Segou indicated it plans to fundraise to support community volunteers’ engagement. In addition, both EDC and OMAES are investigating with the MEN how SMCs might assume responsibility for the family-school link booklet, overseeing distribution and providing training to parents. While a novel approach, it may prove challenging to ensure sufficient market supply to satisfy demand.

Lastly, analysis shows that local governments may also provide prospects for sustainability, though limited at present. Despite SIRA trainings and expectations that communities have been working to already put into place sustainability plans, none of the mayors’ offices in the qualitative sample indicated doing so. As explanation, two officials identified the need for financial and technical assistance to be able to develop the plan while another indicated waiting for the next round of the commune’s Social, Economic and Municipal Development Plan (*Plan de développement sociale économique et de la commune*, PDSEC). This last option of integrating elements of SIRA into the commune’s PDSEC may be the most viable option for local authorities, and two officials in Sikasso identified ongoing discussions to do just that<sup>61</sup>.

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“The Mansacɛsirijala [family-home link booklet], the Yeleenkɛɛ and volunteer involvement must be perpetuated. But we need to provide support to the volunteers. Lack of volunteer support is a hindrance to the process. Budgeting every 5 years should allow us to allocate funds to this project. The community is ready to invest itself in the success of this project because its importance is such that even if it ended, its activities would be included in the PDSEC.”

—Local authority, Interview, Sikasso region

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## CONCLUSIONS

SIRA’s development of high-quality learning materials and massive training of personnel throughout the education system up to the SIRA Technical Committee represent two of the most significant legacies that SIRA may be able to offer communities and the MEN at the end of the project. Nonetheless, these contributions are ephemeral and truly sustainable solutions will require MEN resource investments including additional capacity development, a dedicated budget line for materials production/distribution, and full integration of SIRA’s approach within the pre-service training program and schedule. The recently established MEN working group to investigate EGR approaches and the new appointment of the previous Technical Committee chair to the head of the MEN’s training direction provide improved possibilities for MEN to take action towards sustainability of key SIRA’s components. institutional anchorage.

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<sup>61</sup>Local team members pointed to the large number of NGO-driven education projects fostering capacity-building among local governments that operate in Sikasso as possible explanations differences between regions.

# RECOMMENDATIONS

In continued support of PRODEC 2, the list of actions below provides suggestions for the SIRA IPs in coordination with the MEN to further strengthen the activity during its time remaining.

	Action	Actor to address
<b>#</b>	<b>Management</b>	
1	Reconsider the utility, relevance and the scope of the Integrated System for the Management of Inservice Training (SIG-FC) database. Future thinking must include continually updated coherence with the MEN's human resources database. Carefully document strengths and weaknesses as well as remaining needs for a next project.	EDC with Cowater Sogema
2	Revise financial management control system to allow for component-specific cost analysis to inform project learning and future projects.	EDC
3	As part of final evaluation, revisit SIRA's results framework and investigate underlying theories and assumptions. Include an evaluation question in the SIRA final performance evaluation that specifically investigates the challenges SIRA encountered in policy development and offers insights into opportunities for future systems-strengthening to support early grade reading. This may include a sector-wide approach that would engage all key stakeholders working with early grade reading in Mali.	USAID/Mali
	<b>Research Agenda</b>	
4	Perform a study of community libraries to identify how to maximize their benefit while simultaneously reducing the cost in order to enable scale-up of the initiative. To ensure sustainability, Yeelenkɛnɛs will need materials maintenance and replacement budgets. Investigate other creative solutions, like an incentive for good maintenance and programs for active libraries, as well as how to make use of electronic resources like the Global Digital Library.	SIRA
5	Design and implement a qualitative study of SIRA schools where Bamanankan is not the dominant language of the community to understand supportive and hampering factors related to community support for EGR and student performance. This study would complement and extend the findings from the sociolinguistic study conducted in 2019 specifically focusing on how communities that have dominant languages other than Baminankan have understood and accepted the use of Bamanankan as LOI within their schools and what the implications may have been for children's learning, attitudes towards schooling and literacy, the self-identity of the community, etc. Use these findings to inform future work where the linguistic landscape may be more complex.	EDC;USAID/Mali
	<b>Classroom EGR</b>	
6	Build upon SIRA's catch-up strategy for academic year 2018-2019 to develop a more comprehensive "rapid start-up" plan for the 2020-2021 school year. Modify timing as needed to account for the agricultural schedule and other regular/required functions of communities and school	SIRA

	<b>Action</b>	<b>Actor to address</b>
	stakeholders.	
<b>7</b>	In remaining trainings, expand SIRA's support for teaching of the decodable words lesson segments within remaining in-service teacher and director trainings. Also, expand gender-equity components of remaining in-service trainings for teachers and school directors. Emphasize gender-transformative approaches and the development of action plans. Reinforce these strategies through director/pedagogical counselor support as well as teacher learning circles.	EDC
<b>8</b>	Pedagogical counselors and school directors should perform spot checks to verify appropriate radio quality for devices used in the interactive audio sessions and to ensure that all students are able to hear the lessons, particularly within large classes. Teachers should also be trained to identify and mediate any issues children may have in hearing the recordings.	EDC
<b>Community Participation</b>		
<b>9</b>	Using SIRA's strong network of community participation actors, identify and share success cases among SIRA communities of how their peer communities and CBOs creatively support Yeleenkɛnɛs, usage of the family-school link booklet and other SIRA initiatives.	EDC/OMAES
<b>10</b>	Draw more extensively on OMAES' and other partners' networks to intensify private-public partnership support of Yeleenkɛnɛs in SIRA's final year. Consider surveying contributing private partners to identify lessons learned.	EDC
<b>11</b>	Expand community participation reading games to go beyond basic literacy skills (e.g., letters/graphemes) to include skills more tailored for Grade 2 students (e.g., decoding, reading connected texts).	OMAES
<b>12</b>	Provide additional training of local authorities and SMCs. As part of this training, incorporate advocacy and fundraising skills so that communities can begin to identify private resources, such as the diaspora. Specific to municipal leaders, address integrating SIRA activities in PDSEC.	EDC
<b>System Delivery of EGR</b>		
<b>13</b>	Leverage relationships with DNEN leadership to advocate for operationalization of the new pre-service curriculum that includes the balanced literacy approach, possibly by identifying a core member of SIRA's team to liaise with MEN to this end. As an alternative to official adoption of the new curriculum, identify strategies for IFM professors to find openings within existent modules. Support the DNEN's motivation to establish bilingual education training modules within pre-service training through advocacy and policy development.	EDC & USAID/Mali
<b>14</b>	Continue to actively support the MEN working group for the Development of a National Reading Policy for Level I of the Bilingual Basic Education Curriculum on EGR to leverage SIRA's experience and the balanced literacy approach as much as possible in support of long-term improvements for early grade reading delivery in Mali. Consider preparing MEN colleagues for the development of additional benchmarks for reading as well as continuing to lay the foundation for a more supported transition to Grade 3.	EDC

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## Annex I: Section C - Evaluation Statement of Work

### I. PURPOSE AND USE OF THE EVALUATION

The purpose of this evaluation is to assess the progress made by the Selective Integrated Reading Activity (SIRA) toward expected results, determine what mid-course corrections are needed, and to use the findings to inform the design of future projects. The findings of the evaluation will be used by USAID/Mali, the Government of Mali, the donors' community and education stakeholders. USAID/Mali, the USAID/Mali Education Office seeks to procure the services of an evaluation firm to conduct a mid-term performance evaluation of the Selective Integrated Reading Activity (SIRA) project in Mali.

The goal of the mid-term performance evaluation of the SIRA Activity is to assess progress towards achieving the project goal (i.e. primary school students in grades 1 and 2 in the target districts will achieve improved reading skills in local languages). The Contractor will assess the management and technical progress made by the SIRA. This evaluation is intended to determine what aspects of the SIRA project are working well and why, which are not working well and why not, and what mid-course corrections are needed as well as inform the design of future projects.

The primary intended audience for this evaluation is USAID/Mali, which will use the results to improve the performance of the current projects as well as to plan for future projects. The implementing partners managing the Education programs being evaluated are also an important audience. The findings of the evaluation will also be used by the Ministry of Education (as applicable) and by USAID/W to provide appropriate types of support to the USAID/Mali Education team.

### II. BACKGROUND

After the institutional crisis and the violent armed conflict that devastated the Northern regions in 2012, the Government of Mali struggles to provide quality basic educational services that promote the protection and development of children. The conflict has had a disproportionate negative impact on Mali's most vulnerable citizens – children -- and caused displacement, lack of educational opportunities, and increased protection risks, particularly violence against girls. The conflict has also eroded state power and hindered community ability to ensure child wellbeing. With a total population estimated at approximately 18,540,000<sup>62</sup>, Mali has a rapidly growing population of children (three percent of the total annual growth rate). An estimated 54 percent of the population is under the age of 18, and the future economic development, security and wellbeing of Mali and its children are in peril if the education and training needs for children are not met. However, the signing of a peace accord and the launch of stabilization initiatives in northern Mali and increased government commitment to the education sector are strong indicators that now is the right time for increased investment to support the Malian education sector in addressing the effects of violent conflict.

One of the effects of the armed conflict in the Northern regions of Mali was the displacement of thousands of people to the more secure regions in the South of the country. This forced migration has put considerable pressure on housing, social services and schooling in the southern regions of the country.

The Activity is being implemented in the District of Bamako and in the Regions of Ségou, Koulikoro and Sikasso.

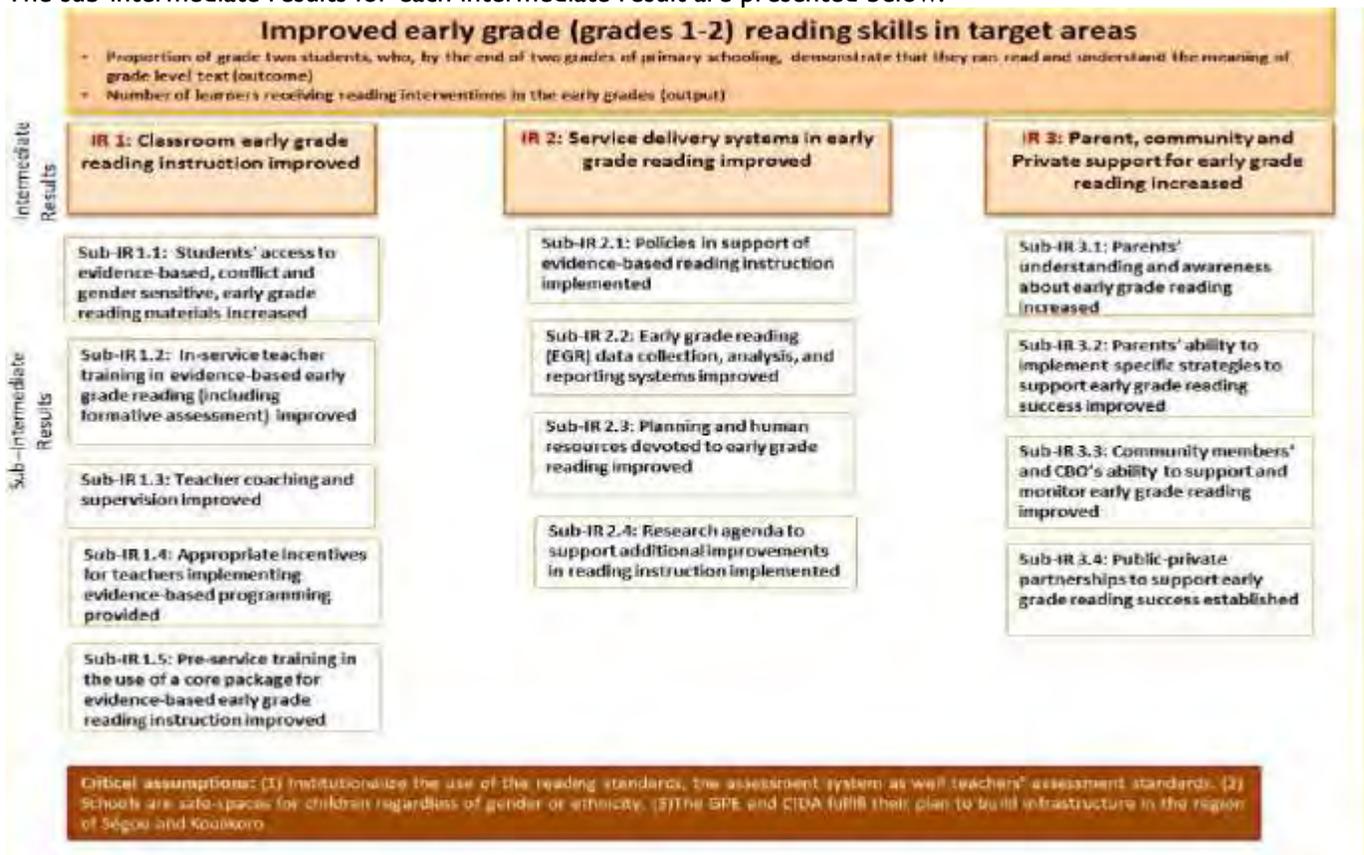
The table below indicates all regional offices of education (Académies d'Enseignement), and the number of all public and community primary schools involved in the SIRA project in these three regions.

<b><i>Académies d'Enseignement</i></b>	<b>Number of Public Schools</b>	<b>Number of Community Schools</b>
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<sup>62</sup> World Bank, 2017

Kati	473	221
Koulikoro	253	175
Bougouni	430	347
Koutiala	108	15
Sikasso	193	7
San	205	149
Ségou	555	168
Bamako Rive Gauche	206	7
Bamako Rive Droite	102	1
Dioila	318	53
<b>TOTAL</b>	<b>2,846</b>	<b>1,143</b>

The sub-intermediate results for each intermediate result are presented below:



### III. SUMMARY INFORMATION

In order to achieve this goal, the performance evaluation will gather and analyze data on three intermediate results:

1. The degree to which classroom instruction on reading in grades 1 and 2 has improved;
2. Whether and how service delivery systems in early-grade reading has improved, and
3. Whether and to what degree has parental, community and private support for early grade reading increased?

Programs being evaluated:

Activity Title:	Selective Integrated Reading Activity (SIRA)
Award Number:	AID 688-TO-15-00005



Award Date:	January 7, 2016
Activity Funding:	\$50,238,635.5 over 5 years (2 years Base and 3 years Option)
Implementing Organization(s):	Education Development Center (EDC)
Activity COR:	Binta Bocoum

#### IV. EVALUATION QUESTIONS

This evaluation seeks to address the following questions regarding the performance of the projects and recommendations for future USAID/Mali programming:

The mid-term evaluation of SIRA will investigate questions in three broad categories: 1) Implementation progress, 2) Project management, 3) Lessons learned and the sustainability of results. Note that the questions below are illustrative and will need to be further developed in collaboration with USAID prior to the finalization of the evaluation design.

1. To what extent has the Activity made progress in achieving its intended objectives and results<sup>63</sup> and what have been the factors facilitating or impeding the achievement of these results
2. What has been the contribution of SIRA implementation approaches to the achievement of SIRA results? Which approaches are making a difference and why? Which ones are not working and need to be changed?
3. What are the prospects for sustainability of SIRA at mid-implementation? Which approaches are showing positive results in terms of promoting long-term sustainability and how can they be strengthened?
4. To what extent have community participation activities contributed to improved reading and increased school enrollment and retention of girls?

#### V. EVALUATION DESIGN AND METHODOLOGY

USAID requires that the design and methodology used in the evaluation generate the highest quality and most credible evidence that correspond to the evaluation questions. The offeror will use a mixed method of data collection, including quantitative and qualitative methods. While the data sources as well as data collection methods below are suggested, the offeror may propose a different methodology and sources of data, if considered appropriate.

**Evaluation Designs:** The offeror is expected to employ a primarily qualitative evaluation approach to address the research questions outlined above. Whenever feasible and relevant, the offeror should consider and suggest the use of quantitative data to help strengthen and enrich the qualitative findings. The overarching analytical strategy should be clearly summarized in an evaluation matrix that includes the following information:

- A. Evaluation questions,
- B. Sub-evaluation questions, if any
- C. Indicators or assessment criteria, sampling/selection criteria, data sources and collection methods, and data analysis methods.

Note: The evaluation matrix can be excluded from the page limitation and added to the annexes.

The evaluation team, in collaboration with USAID, will finalize the overall evaluation methodologies before fieldwork begins.

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<sup>63</sup> SIRA is a five (5) year Activity aiming at improving reading outcomes for 295,327 Malian students in grades one and two in the target regions. SIRA also reinforces and strengthens the Government of Mali/Ministry of Education capacity to select delivery systems in a manner that fosters sustainability. Additionally, SIRA aims at increasing Parents and Teachers Associations (PTAs), Mother's Associations (MAs), and School Management Committees (SMGs) involvement in children's mastery of reading and writing skills

**Evaluation Design Workshop:** An evaluation design workshop is a key component of an evaluation and is commonly conducted as part of the evaluation design component. It is considered a best practice in the field of evaluation and is highly recommended. The purpose of such a workshop is to help further develop/ finalize the evaluation design plan and ground the evaluation to the context and realities in the field. During the workshop, questions are refined and finalized before an evaluation approach is further refined, based on the realities of the implementation of the activities, potential issues related to sampling and data sources. Timelines are discussed and agreed upon. The workshop is led in-country by the evaluation team and brings together relevant Mission staff, implementing partners, and sometimes host-country/ministry stakeholders. The offeror will be responsible for convening the participants and USAID/Mali will provide the list of potential participants. The evaluation design workshop will be held after the consultations, the in-briefing with the Mission and the desk review. The evaluation team will be responsible for arranging all the key tasks according to their proposed timeline that will be approved at time of award. All the costs related to the evaluation design workshop should be at the charge of the offeror. The offeror is requested to come up with a reasonable and realistic cost that will be part of the cost proposal. The list of participants to the evaluation design workshop will be provided by USAID/Mali in collaboration with the Ministry of Education, the Implementing Partner and the sub-contractors. The evaluation dissemination workshop will include at least US Mission Staff, Governmental Ministries, Departments and Agencies (at central, regional and local levels), Implementing Partners, Research Institutions, and Academia.

**Selection of Respondents/Sampling Strategy:** The offeror should carry out relevant data collection with a representative sample of purposively selected USAID project beneficiaries, partners and host government counterparts at appropriate levels. Other key program stakeholders should be selected as appropriate in the project regions: Koulikoro, Ségou, Sikasso, and the District of Bamako.

The offeror should propose a well-planned strategy for selecting respondents that will enable adequate geographical and language representation as well as cross-site comparison. The sampling strategy should be able to capture a diversity of perspectives, among other key considerations. Final criteria for sample selection should be developed by the offeror in consultation with USAID.

**Data Sources and Collection Methods:** The offeror should collect both primary data and secondary data. Primary data may include, but are not limited to, key informant interviews, focus group discussions, on-site observations and questionnaires. For secondary data, and whenever relevant, the offeror should consider complementary sources of data, such as the IP's performance monitoring data, activity documents, MOE national statistics, etc. Prior to any field work, the offeror is expected to carry out a targeted review and analysis of recent pertinent published literature on educational program evaluations in reading skills, particularly in Mali, as well as relevant project documents and performance data provided by USAID to: 1) gain a better and more in-depth understanding of the implementation of the SIRA project and, 2) assess the quality and relevance of the data to help answer the evaluation questions. Primary data should only be collected if the data do not already exist via the IP's project monitoring data, school administrative data, census data, etc. The offeror is expected to collect at least one round of data for each evaluation question and should outline a clear plan and specify exactly which set of data would be collected and why. The geographic zone of the programs to be evaluated is the following three regions: Koulikoro, Segou, Sikasso and the district of Bamako.

The offeror should use, whenever possible, pre-existing data collection instruments with documented strong measurement validity and internal reliability and with a suitable plan for cultural adaptation. For new instruments, the offeror should propose a plan for the development, cognitive testing (to verify reliability and validity of instruments), and piloting of the new data collection instruments. It should be noted that:

- Prior to beginning field work (including field testing), the evaluation team is required to share its data collection instruments with USAID for review and feedback before they are used in the field.
- Issues of data confidentiality must be addressed as part of the Institutional Review Board process.
- The use of electronic data collection for quantitative data is required, whenever relevant.
- Data collection methods must take into account contextual factors to maximize data reliability and minimize

unintended consequences.

**Data Analysis:** The offeror should analyze both primary and secondary data. All secondary data should be assessed for quality and relevance in answering the research questions. The offeror should provide a data analysis plan for both qualitative data and quantitative data (if quantitative data are used) that directly addresses each evaluation question with specific methods for analyzing the data. As part of the plan, the offeror should specifically discuss how the qualitative and quantitative data will be weighted and integrated (whenever relevant) to address the evaluation questions.

**Methodological Limitations:** As part of USAID’s evaluation policy, during the evaluation planning stage, the offeror is required to discuss and document any issues potentially affecting the quality of evaluation data (including their validity, integrity, timeliness, precision, and reliability). These issues are to be monitored on an ongoing basis during implementation. The Evaluation team and USAID will discuss all limitations and measures to address or overcome limitations in the implementation phase and these should be detailed in the reports. The evaluation reports should be clear and transparent about any notable limitations and if and how they may affect the evaluation findings, conclusions, and recommendations.

## **VI. EVALUATION TEAM COMPOSITION**

The offeror will furnish an adequate mix of experts and support staff for the successful implementation of this work statement. USAID has identified the following members of the evaluation team as key. The offeror will propose other members of the evaluation team consistent with its technical and management approach.

The evaluation team shall demonstrate familiarity with USAID’s evaluation policies and guidance included in the USAID Automated Directive System (ADS) in Chapter 200.

The offeror should propose a staffing plan that fully supports the requirements of this SOW. At the minimum, the staffing plan should: (1) list the proposed team members and clearly articulate each team member’s responsibilities within the team and his or her relevant qualifications to meet these responsibilities, and (2) describe how the team members will work together, and their anticipated LOE for the duration of the evaluation activities. As part of this response, the evaluation team will need to complete the table below and provide CVs for all team members proposed. The offeror must comply with Team Members Relevant Experience Requirements. The staff to be hired should speak local language of the target regions, but they might be either Malian or any other nationalities.

## **EVALUATION TEAM EXPERIENCE**

<b>Team Member Names</b>	<b>LOE</b>	<b>Title</b>	<b>Main Responsibilities</b>	<b>Team Members’ Relevant Experience</b>
<b>International Staff</b>				

	67 days	One (1) Team Leader	Overall logistical & technical leadership. Close coordination with USAID and MoE in leading the evaluation.	<ul style="list-style-type: none"> <li>• M.A. or Ph.D. in education, sociology or a related discipline</li> <li>• Minimum of 7 years of experience in qualitative research in education and esp. reading skills;</li> <li>• Experience with education in crisis and conflict, especially in Mali and/or Sub-Saharan Africa.</li> <li>• Solid experience in mixed methods &amp; qualitative research.</li> <li>• Experience managing complex international evaluations, solid (at least 3- 5 years) experience as evaluation team leader</li> <li>• Fluency in French and English.</li> <li>• Must have been team leader for at least 2 evaluations</li> </ul>
	67 days	One (1) Evaluation Expert	Development & testing of key research tools, methods and procedures	<ul style="list-style-type: none"> <li>• Advanced degree in sociology, anthropology, education or a related field;</li> <li>• Relevant experience in ethnographic research preferred;</li> <li>• • Minimum 7 years of experience managing and conducting qualitative and mixed methods evaluations, preferably in sub- Saharan Africa;</li> <li>• Experience conducting site visits, key informant interviews and focus group discussions;</li> <li>• Professional competency in French and English.</li> </ul>
<b>Local Staff in Mali</b>				
	30 days	One (1) Expert/Gende r and Conflict Specialist		<ul style="list-style-type: none"> <li>• At least 7 years of experience in analyzing gender roles in Malian society and how they are developed, reinforced or changed by family, schooling, the media, recent conflict or cultural traditions.</li> <li>• Strong technical competencies in applied qualitative research techniques and data analysis, including significant training in anthropological or ethnographic research.</li> <li>• Expertise in designing and managing mixed-method &amp; qualitative evaluations; from questionnaire design to data collection, analysis, and reporting.</li> <li>• Expertise with qualitative data collection instruments (for key informant interviews, focus group discussions, etc.);</li> <li>• Knowledge of Nvivo or Atlas TI or other qualitative software package preferred.</li> <li>• Fluency in Bambara or another Malian language.</li> </ul>

	30 days	<b>One (1) Reading Specialist</b>	Administer oral and /or written tests of student reading comprehension	<ul style="list-style-type: none"> <li>At least 7 years of experience in teaching reading at the primary-school level and/or IFM experience in training teachers and/or CAP experience in teacher supervision.</li> <li>Experience with NGO/Donor education projects: desirable;</li> <li>Fluency in Bambara or another local language: required.</li> </ul>
	30 days	<b>One (1) Educational Policy &amp; Practice Specialist</b>	Assess the degree of understanding and support of SIRA by MoE, district and local education authorities	<ul style="list-style-type: none"> <li>A solid understanding of current policy in primary education in Mali.</li> <li>At least 7 years of experience in educational planning and management at the regional or MoE levels.</li> <li>Experience with interviewing techniques.</li> <li>Experience with NGO/Donor education projects is desirable.</li> <li>Fluency in Bambara or another local language: required.</li> </ul>
	30 days	<b>One (1) Community Mobilization Specialist</b>	Assess the degree of parental & community attitudes & support for SIRA	<ul style="list-style-type: none"> <li>At least 7 years of experience with NGOs involved in community development (education, governance, gender, WASH...)</li> <li>Experience with interviewing techniques.</li> <li>Fluency in Bambara or other local languages required.</li> </ul>
	67 days	<b>One (1) Admin/Logistics Assistant</b>	Scheduling research in target locations, renting vehicles, Finding lodging, procuring equipment & supplies for the research.	<ul style="list-style-type: none"> <li>At least five (5) for seven (7) years of experience with NGOs or the private sector in the area of Administration and Procurement.</li> <li>Fluency in Bambara or other local languages required.</li> </ul>
	30 days	<b>Forty (40) Data Collectors</b>	Administer reading tests to students in target schools. Record & report results to technical staff.	<ul style="list-style-type: none"> <li>Five (5) to seven (7) years of teaching experience in primary education.</li> <li>Written and spoken fluency in the local language(s).</li> </ul>

**Note:** The Level of Effort anticipated for each Data Collector is thirty (30) days

The offeror is subject to FAR 9.5<sup>64</sup> Organizational and Consultant Conflicts of Interest. The Offeror must review the regulation and determine if there is a conflict of interest for individuals or the organization. If a conflict of interest exists, the offeror must submit a Conflict of Interest Mitigation Plan for the Contracting Officer to review and analyze. USAID/Mali prefers working with staff who were not involved in the SIRA project implementation. However, if the offeror must hire staff who took part in the implementation of the project, they must comply with the conflict of interest requirements.

## A. Key Personnel

### 1) Senior Team Leader/Evaluation Specialist

➤ **Roles and Responsibilities:** The Evaluation Team Leader will be responsible for overall and day- to-

<sup>64</sup> [https://www.acquisition.gov/sites/default/files/current/far/html/Subpart%209\\_5.html](https://www.acquisition.gov/sites/default/files/current/far/html/Subpart%209_5.html)

day management of contract activities, involving multiple tasks across multiple locations. He or she is the principal interlocutor between the offeror team members and USAID and is responsible for the overall compilation of all deliverables under this contract. The Team Leader is responsible for staffing, project planning, and project financial management and reporting as well as staff direction and oversight. The Team Leader maintains and manages the relationship with USAID while collaborating closely with technical evaluation staff to ensure quality of the research design, methodologies, tools, data collection processes and data analysis methods.

➤ **Qualifications**

- Graduate degree or higher in international development, information management, monitoring and evaluation, or a related field;
- A minimum of seven (7) years of experience conducting qualitative research;
- Education sector expertise, particularly in reading skills;
- Education in crisis and conflict, with experience in Mali and/or Sub-Saharan Africa would be helpful;
- Strong background and training in mixed methods research;
- Experience and knowledge of data analysis and data management techniques;
- Experience managing and coordinating complex evaluations, including evaluations of international projects;
- Strong organizational, oral and written communication skills;
- Proven ability in writing evaluation reports, delivering presentations tailored to different stakeholders, and the ability to use research findings to evaluate program implementation and operations;
- Candidates speaking French in addition to English are required.

**2) Senior Evaluation Expert**

➤ **Roles and Responsibilities:** The Senior Evaluation Expert will be responsible for supervising the quality of the evaluation design and execution, including qualitative data collection and analysis, identifying and disseminating findings, lessons learned, and evidence from evaluations.

➤ **Qualifications:**

- Graduate degree in sociology, anthropology, education or related field with relevant experience in ethnographic research preferred;
- A minimum seven (7) years of experience managing and conducting qualitative and mixed methods evaluations;
- Extensive knowledge and experience in qualitative research methodologies;
- Experience managing or conducting educational evaluation in sub-Saharan African contexts preferred;
- Experience conducting site visits, key informant interviews, and focus group discussions;
- Candidates speaking French in addition to English are required.

## **B. Other personnel (Non-key personnel: a minimum of 4 persons)**

The offeror's proposals should include additional non-key personnel who are expected to fill the technical roles on the evaluation team. Overall, these evaluation team members should demonstrate the following skills and experience:

- Strong technical competencies in applied qualitative research techniques and methods and data analysis, including significant training in anthropological or ethnographic research;
- Expertise in designing and managing mixed-method and qualitative evaluations; from evaluation design to data collection, analysis, and reporting;
- Strong competencies in designing questionnaires and qualitative data collection instruments (for key informant interviews, focus group discussions, etc.);
- Experience with quantitative research methods and data analysis;
- Knowledge of Nvivo or Atlas TI or other qualitative software package preferred;

- Fluency in French and at least one national language preferred;
- In addition to Bambara, which is the main spoken language in the SIRA target zone, any other local languages spoken in the target regions will be an advantage.
- Malian nationals or expatriates with extensive experience working in Mali are preferred.

## **VII. LOGISTICS**

The assignment is based in Bamako, Mali, with travel expected for field visits within Mali. The offeror will be responsible for all off-shore and in-country logistical support. This includes arranging and scheduling meetings, international and in-country travel, hotel bookings, working/office space, computers, printing and photocopying. The selection of key informants and sites for surveys will be established in consultation with the USAID/Mali Education Team.

## **VIII. ROLES AND RESPONSIBILITIES**

The offeror will recruit and hire the evaluation team members, coordinate and manage the evaluation team. The offeror will also make logistical arrangements for the evaluation team, including travel and transportation, country travel clearance, lodging, and communications.

USAID/Mali will provide assistance with the following tasks:

- Mission Point of Contact: Throughout the in-country work, ensure constant availability of a Point of Contact person and provide technical leadership and direction for the team's work.
- Selection of Meetings Space: Provide guidance, if needed, on the team's selection of a meeting space for interviews and/or focus group discussions.
- Facilitate Contact with Implementing Partners: USAID/Mali will introduce the evaluation team to implementing partners and other stakeholders, and where applicable and appropriate, prepare and send out an introduction letter for team's arrival and/or anticipated meetings.
- Timely Reviews: Provide timely review of draft/final reports and approval of deliverables.

## **IX. RESOURCES**

- <https://www.usaid.gov/what-we-do/gender-equality-and-womens-empowerment>
- <https://dhsprogram.com/What-We-Do/survey/survey-display-405.cfm>
- [Annual work plans](#)
- [Activity Monitoring and Evaluation Plan](#)
- [ADS 201](#)
- [USAID Evaluation Policy](#)
- [Implementing Partner annual and quarterly reports](#)
- [Internal Mid-line EGRA report](#)

The missing/updated links are provided in Attachment of this RFTOP. However, regarding the links (e) ADS 201 and (f) USAID Evaluation Policy, offerors can have access via Internet.

The contractor will have access to the midline EGRA data. See the referenced document in Attachment of this Amendment.

## **X. GENDER REQUIREMENTS**

The USAID Gender Policy requires that gender considerations be integrated into the entire activity cycle from design and implementation to monitoring and evaluation. All USAID funded activities will take into account the

USAID Gender Policy to advance equality between females and males and empower women and girls to participate fully in and benefit from development activities. Activities will reflect strategies for: i) reducing gender disparities in access to, control over, and benefit from resources, wealth, opportunities, and services; ii) reducing gender-based harmful traditional practices and mitigating their harmful effects on individuals and communities; and, iii) increasing the capability of women and girls to realize their rights, determine their life outcomes, and influence decision-making in households, communities, and societies. Gender considerations need to be integrated in the evaluation, including disaggregated analysis of data by gender to assess the differential impact of activities on men and women.

## **XI. ENVIRONMENTAL COMPLIANCE REQUIREMENT**

The Foreign Assistance Act of 1961, as amended, Section 117 requires that the impact of USAID's activities on the environment be considered and that USAID include environmental sustainability as a central consideration in designing and carrying out its development programs. This mandate is codified in Federal Regulations (22 CFR 216) and in USAID's Automated Directives System (ADS) Parts 201.5.10g and 204 (<http://www.usaid.gov/policy/ads/200/>), which, in part, require that the potential environmental impacts of USAID-financed activities are identified prior to a final decision to proceed and that appropriate environmental safeguards are adopted for all activities. Offeror environmental compliance obligations under these regulations and procedures are specified in the following paragraphs of this RFTOP.

In addition, the offeror must comply with host country environmental regulations unless otherwise directed in writing by USAID. In case of conflict between host country and USAID regulations, the latter shall govern.

No activity funded under this award will be implemented unless an environmental threshold determination, as defined by 22 CFR 216, has been reached for that activity, as documented in a Request for Categorical Exclusion (RCE), Initial Environmental Examination (IEE), or Environmental Assessment (EA) duly signed by the Bureau Environmental Officer (BEO). (Hereinafter, such documents are described as "approved Regulation 216 environmental documentation.")

As part of its initial Work Plan, and all Annual Work Plans thereafter, the offeror in collaboration with the USAID Cognizant Technical Officer and Mission Environmental Officer or Bureau Environmental Officer, as appropriate, shall review all ongoing and planned activities under this award to determine if they are within the scope of the approved Regulation 216 environmental documentation.

If the offeror plans any new activities outside the scope of the approved Regulation 216 environmental documentation, it shall prepare an amendment to the documentation for USAID review and approval. No such new activities shall be undertaken prior to receiving written USAID approval of environmental documentation amendments.

Any ongoing activities found to be outside the scope of the approved Regulation 216 environmental documentation shall be halted until an amendment to the documentation is submitted and written approval is received from USAID.

## **XII. OTHER REQUIREMENTS**

All quantitative data collected by the evaluation team must be provided in machine-readable, non-proprietary formats as required by USAID's Open Data policy (see ADS 579). The data should be organized and fully documented for use by those not fully familiar with the project or the evaluation. USAID will retain ownership of the survey and all datasets developed.

All modifications to the required elements of the SOW of the contract/agreement, whether in technical requirements, evaluation questions, evaluation team composition, methodology, or timeline, need to be agreed upon in writing by the CO **END OF SECTION C**



## Annex 2: Methodology and Limitation (detailed version)

### METHODOLOGY AND LIMITATIONS

The mid-term performance evaluation of the SIRA activity took place during the first part of 2020, with data collected between February 24<sup>th</sup> to March 13<sup>th</sup>. The evaluation team included a team leader (TL), and evaluation expert (EE), four subject matter experts from Mali and five technical backstops in the USA (see organization chart and team's capacity in Annex 21). CEPROCIDÉ, a local Malian data collection firm, hired data collectors and organized the logistics of data collection.

Three distinct phases comprised the evaluation process:

- 1) Preparation phase: Review of project and other relevant documents; development and refinement of data collection instruments; training of local data collectors, and an in-country design workshop intended to refine and finalize the evaluation design plan and assure appropriate contextualization;
- 2) A data collection phase which combined complementary "broad sweep" and "deep dive" approaches, and
- 3) An analysis and report-writing phase featuring interpretation of data and triangulation.

### DATA COLLECTION METHODS

The evaluation methodology is a convergent mixed-methods approach<sup>65</sup> (quantitative and qualitative data collection take place simultaneously) that provides for breadth and depth to yield answers to the evaluation questions. This evaluation approach allowed for broad coverage of 110 schools to gauge teaching and learning at the classroom-level through quantitative methods, while at the same time digging deeper into the factors that influence these school-level results at the community or institution-level through a focused qualitative approach in 16 communities.

**Document Review:** Review of documents provided an understanding of activity objectives and implementation characteristics, contexts, and challenges, and helped to identify and describe achieved activity results. Further consultation throughout the analysis and writing process allowed for triangulation (see list of documents in Annex 18).

**Quantitative Methods:** At the *school-classroom level*, in 110 schools, the evaluation employed the following instruments. (See Annexes 8 to 15 for tools.)

- EGRA-Early Grade Reading Assessment (EGRA)
- Student survey questionnaire
- Classroom tool
- Teacher questionnaire
- Director questionnaire
- Parent questionnaire
- Yeelenkɛnɛ
- School Profile

**Qualitative Methods:** At the *community-level*, field teams visited 16 locations, where we focused on gauging parent and community member understanding and awareness of issues related to early grade reading through the following interviews:

- FGDs with parents
- FGDs with teachers
- FGDs with community leaders

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<sup>65</sup> Creswell, J. W. & Plano Clark, V. L. (2011). *Designing and conducting mixed methods research* (2<sup>nd</sup> edition). Thousand Oaks, CA: SAGE.

- KII with directors
- KIIs with community volunteers

At the systems level, to gain a deeper understanding of how policies are interpreted and implemented at all levels of the educational system, the evaluation conducted:

- KIIs with key government officials: Director of Education Academies (DAE), Director of Centers of Educational Support (DCAP), pedagogical counselors (CP) and staff from the Ministry of Education (MEN).
- KIIs with key staff from SIRA implementing organizations (EDC and its partners)
- KIIs with key staff from teacher training institutes (Instituts de Formation des Maîtres-IFM)
- KII with private partners
- KII with the National Centre for Voluntarist (CNPV)

The evaluation matrix below provided a guiding conceptual framework for the evaluation, linking evaluation questions to data sources, methods and data analysis.

Table A2- I Evaluation Matrix

Evaluation Question	Data Source	Method	Data Analysis
EQ1: To what extent has the Activity made progress in achieving its intended objectives and results? What have been the factors facilitating or impeding the achievement of these results?	Indicator Tracking Table; AMEP; Quarterly; Mali SIRA Gender Study; Baseline and midline Parent KAP studies; Midline Assessment 2018; Baseline EGRA; SIRA - Teacher/Student package; Section C of SIRA contract; Training Manuals and Curriculum Documents	Document Review	Descriptive Analysis; Coding and Categorization; Triangulation
	SIRA Leadership, M&E Director	KIIs and FGDs	Descriptive Analysis; Coding and Categorization; Triangulation
	Classroom Observation	Classroom Observation Tool	Descriptive analysis; Triangulation
	Students	EGRA	Descriptive Analysis; Triangulation
	Students, Parents, Teachers, Directors	Questionnaire	Descriptive Analysis; Triangulation
	USAID Mali; SIRA Management and partners), Community leaders, Community facilitators and volunteers, Government/Ministry, Parents, Regional Education Officers, <i>Conseillers Pedagogiques</i> , IMF trainers, School Director	KIIs and FGDs	Conceptualization, Coding and Categorization (axial, open and selective); Analytical Induction; Triangulation
	School Records Review (SRR)	Document Review	Descriptive Analysis; Triangulation

<b>Evaluation Question</b>	<b>Data Source</b>	<b>Method</b>	<b>Data Analysis</b>
	Classroom Books	Observation tool	High level review; Triangulation
	Community volunteer where Yeelenkenes exist	Library Observation tool/Questionnaire	
	Teachers' guide, Student manuals, Student decodables	Curriculum Content Review	
EQ2: What has been the contribution of SIRA implementation approaches to the achievement of SIRA results? Which approaches are making a difference and why? Which ones are not working and need to be changed?	Quarterly and annual reports; Baseline and midline Parents KAP; Midline assessment 2018; RRN Mali Balanced Literacy Brief; Training Manuals and Curriculum Documents	Document Review	Descriptive analysis; Conceptualization, Coding; Triangulation
	Directeur Suivi-Evaluation, FGD: SIRA leadership	KIIs and FGDs	Conceptualization, Coding and Categorization; Triangulation
	Classroom Observation	Classroom Observation Tool	Descriptive Analysis; Triangulation
	Students	EGRA	Descriptive Analysis; Triangulation
	Students, Parents, Teachers, Directors	Questionnaire	
	USAID/Mali; SIRA Management and partners, Community leaders, Community facilitators and volunteers, Government/Ministry, Parents, Regional Education Officers, Conseillers Pedagogiques, IMF trainers, School Director	KIIs and FGDs	Conceptualization, Coding and Categorization; Triangulation
	School Records Review (SRR)	Document Review	Descriptive Analysis; Triangulation
	Classroom Books	Observation tool	
	Community volunteer where Yeelenkenes exist	Library Observation Tool/Questionnaire	Descriptive Analysis; Conceptualization, Coding and Categorization; Triangulation
	Teachers' guide, Student manuals, Student decodables	Curriculum Content Review	High Level Review; Triangulation
EQ3: To what extent community participation	Quarterly and annual reports; Baseline and midline Parents KAP	Document review	Descriptive analysis; Conceptualization,

Evaluation Question	Data Source	Method	Data Analysis
activities have contributed to improved reading and increased school enrollment and retention of girls?	studies; Parental/Community trainings		Coding and Categorization (with GESI framework); Triangulation
	USAID Mali, SIRA Management and partners, Community leaders, Community facilitators and volunteers, Government/Ministry, Parents, Regional Education Officers, Conseillers Pédagogiques, IMF trainers, School Director	KIIs, FGDs	
	Parents, Teachers, Directors	Questionnaire	Descriptive analysis; Multivariate Regression Analysis; Triangulation
	School Records	School Records Review	Descriptive Analysis; Triangulation
EQ4: What are the prospects for sustainability of SIRA at mid-implementation? Which approaches are showing positive results in terms of promoting long-term sustainability and how can they be strengthened?	Quarterly and annual reports; Minutes from ministerial meetings; Ministry doc (referentiel); Original proposal	Document Review	Descriptive analysis; Conceptualization, Coding and Categorization; Triangulation
	USAID Mall, SIRA Management and partners, Community leaders, Community facilitators and volunteers, Government/Ministry, Parents, Regional Education Officers, Conseillers Pedagogiques, IMF trainers, School Director	KIIs, FGDs	Qualitative; Quantitative (for questionnaires)
	Parents, Teachers, Directors	Questionnaire	Descriptive analysis; Triangulation

## SAMPLING

The quantitative sampling employed a stratification approach. The first level of stratification focused on regions. Other stratification criteria also included school status (public and community) and student gender. Originally, 120 schools from the project's intervention zones, the regions of Koulikoro, Sikasso, Segou and the district of Bamako, made up the school sample. Due to the constraints identified below, the sample size decreased slightly to a total of 110 schools (see Annex 3 for the school list). A modified sampling technique was used to identify 10 students for EGRA testing at each school given the on-going teacher strike that closed many of the schools in the sample since December. In schools that were closed, data collectors chose 5 boys and 5 girls randomly among the Grade 2 students who came to school on the day of the quantitative data collection. Similarly, 8 parents were randomly sampled among the parents who accepted to participate in data collection activities. These parents were convened upon request from the school director or the CGS president and may not be related to the children sampled.

Table A2- 2 Respondents in quantitative sample, by tool

Respondents	Total	Male	Female
Students	1071	552	519

<b>Respondents</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>
Parents	838	466	372
Teachers	100	50	50
Directors	99	91	8

The qualitative sample included 16 communities. Criteria for purposeful selection included region, type of school (community, public), school environment (rural, peri-urban, urban) and the existence of a community library (Yeelenkene). The sample identified 4 schools in Segou, 4 schools in Sikasso, 5 schools in Koulikoro, and 3 schools in Bamako (see Annex 7). A similar purposeful approach informed the selection of interview participants, selecting the most knowledgeable stakeholders who have active involvement in the project. To the extent possible, gender representation also informed selection. In total, the evaluation performed 171 interviews and spoke with 413 individuals (162 females and 251 males).

Table A2- 3 Participants in qualitative sample, by tool and stakeholder category

Type Labels	Quantity	Female	Male	Total
<b>FGD</b>	<b>35</b>	<b>89</b>	<b>78</b>	<b>167</b>
Director	4	4	7	11
Parent	16	56	45	101
Teacher	15	29	26	55
<b>KII</b>	<b>114</b>	<b>65</b>	<b>135</b>	<b>200</b>
Field agents	10	4	8	12
SMC	17	5	24	29
DCAP-DAE	17	2	24	26
Director	12	1	11	12
Facilitator	5	2	3	5
Community leaders	16	39	35	74
Mayor	13	2	13	15
Volunteers	14	8	9	17
Pedagogical counselors	10	2	8	10
<b>KII-Central</b>	<b>22</b>	<b>8</b>	<b>38</b>	<b>46</b>
CNPV	1	0	4	4
DNEF	3	0	6	6
DNEN	2	1	4	5
DNP	1	0	4	4
EDC	5	3	5	8
IFM	1	0	2	2
OMAES	1	0	3	3
Save The Children	3	2	4	6
Sogema	1	0	1	1
STS	2	1	2	3
USAID	1	1	2	3
Vivo Energy	1	0	1	1
<b>Grand Total</b>	<b>171</b>	<b>162</b>	<b>251</b>	<b>413</b>

## **DATA ANALYSIS**

The four evaluation questions guided the analysis for both quantitative and qualitative strands. While the team leader performed ongoing quality assurance of **quantitative** data during data collection, the main analyses began after data were complete. Files were imported from SurveyCTO into STATA for analysis by the statistician, who ran descriptive analyses and additional disaggregation as needed. Quantitative data were used to assess learning outcome (EGRA) and to triangulate findings from FGDs and KIIs.

Analysis of **qualitative** data worked from detailed field notes and began in the field as interesting or significant points emerged and field teams held debriefings to determine the efficacy and consistency of the data collection. Once collection was complete, analysis occurred in multiple ways, including a 2-day participatory workshop among the 12 data collectors and 4 specialists involved in regional data collection. Thematic coding drew on findings organized by evaluation question and by approach. An Excel coding process also took place simultaneously, to fill-out synthesis of regional-level data as necessary, recognizing that the workshop was limited in the data it could cover. At the same time, the evaluation expert performed coding of central-level and international interviews following a similar coding structure using NVivo. In all cases, attention was paid to trends and outliers as well as illustrative quotes.

## **CONSTRAINTS AND LIMITATIONS**

### **Data collection challenges**

The evaluation team encountered significant challenges throughout the evaluation process due to 1) ongoing teacher strikes, 2) insecurity, 3) the beginning of the COVID-19 pandemic and 4) a compressed timeframe for both tool design and report writing. In general, the qualitative team experienced fewer difficulties than the quantitative teams. One exception was that, due to restrictions from the COVID-19 pandemic, time was cut short for in-country for interviews with teachers' union officials and interviews with additional donors who had provided funding for community libraries.

Quantitative field teams, on the other hand, faced more and more difficulties recruiting participants as data collection progressed as school staff seemed to be growing increasingly reticent to participate in evaluation activities, including school directors. This seems largely due to deteriorating political conditions between teachers' unions and the MEN. As a result, the evaluation team had to rely upon convenience rather than random sampling to identify 6 of the 110 schools. In addition, because of the high level of insecurity in the Segou region, 47% of the schools identified within the first selection could not be accessed. As a result, the sample had to be adjusted; 12 schools were removed from Segou, and additional schools were selected in Sikasso and Koulikoro.

Because of the COVID-19 pandemic, the evaluation expert could not return to Bamako as planned to lead the data analysis workshop, and the team leader had to leave Mali 16 days before the original date. The evaluation team has mitigated these issues through continued close communications and reliance upon competent Malian colleagues, namely the four technical experts. The team leader was also able to lead the data analysis workshop before leaving the country with the evaluation expert supporting remotely. As needed, the team has also been able to maintain regular communications with EDC and other IPs through email and Internet-based calls to provide clarity where needed throughout the analysis and writing processes.

### **Limitations**

In addition to challenges in the field, limitations exist related to the research methods. As with most qualitative research, because of a purposive sample the results are not generalizable, but they are transferable as elements of this study can connect to others' experiences and thereby provide valuable insights that may be applicable to other stakeholders. Similarly, the integration of some schools within the randomized quantitative sample through convenience selection imposes some limitations. For instance, the proportion of community schools was greater in the sample than in the SIRA school population. Quantitative results should not be generalized to the population without caution. In addition, because of school closures, comparison of results with other years should be made with care.

### Annex 3: List of Schools with Replacement Status

Code	Region	AE	CAP	School Name	Type
S921012	BAMAKO	BAMAKO RIVE GAUCHE	BAMAKO COURA	SAME B	S
S922008	BAMAKO	BAMAKO RIVE GAUCHE	BANCONI	E.C ZEKENEKOROBOUGOU	S
S927002	BAMAKO	BAMAKO RIVE GAUCHE	LAFIABOUGOU	BOURAGUE SANGARE B	S
SI11019	KOULIKORO	DIOILA	BELEKO	GUÉLÉKOUN	S
SI11031	KOULIKORO	DIOILA	BELEKO	KOLONI	S
SI12194	KOULIKORO	DIOILA	DIOILA	BOCORO	S
SI12047	KOULIKORO	DIOILA	DIOILA	FARAKAN	S
SI12058	KOULIKORO	DIOILA	DIOILA	MASSIGUI B IER C	S
SI12039	KOULIKORO	DIOILA	DIOILA	SAH	R
SI13012	KOULIKORO	DIOILA	FANA	BADALABOUGOU	S
SI13065	KOULIKORO	DIOILA	FANA	BLENGOUA	S
SI13040	KOULIKORO	DIOILA	FANA	FANA A2 IER C	S
SI13059	KOULIKORO	DIOILA	FANA	FARAKORO	S
SI13096	KOULIKORO	DIOILA	FANA	N'TOSSOUMA	S
SI13020	KOULIKORO	DIOILA	FANA	SOKOUNA	S
SI13010	KOULIKORO	DIOILA	FANA	TINGOLE IER C	S
SI13049	KOULIKORO	DIOILA	FANA	WARSALA	S
SI21090	KOULIKORO	KATI	BAGUINEDA	FALAN	S
SI21112	KOULIKORO	KATI	BAGUINEDA	NIAGNAN	S
SI21135	KOULIKORO	KATI	BAGUINEDA	SANANKOROBA C	S
SI21042	KOULIKORO	KATI	BAGUINEDA	TANTEACORO	S
SI23003	KOULIKORO	KATI	KANGABA	BALACOUNGO	S
SI23039	KOULIKORO	KATI	KANGABA	FIGUIRA-CORO IER CYCLE	S
SI23075	KOULIKORO	KATI	KANGABA	MAKONONI	S
SI23083	KOULIKORO	KATI	KANGABA	NAMISSALA	S
SI24253	KOULIKORO	KATI	KATI	BAMBALA	S
SI24248	KOULIKORO	KATI	KATI	DIOBA	S
SI24175	KOULIKORO	KATI	KATI	KOYAN	S
SI24252	KOULIKORO	KATI	KATI	M'PIEBOUGOU TORODO	R
SI24092	KOULIKORO	KATI	KATI	SEBENICORO	S
SI24231	KOULIKORO	KATI	KATI	SOLIDAIRE KALASSA	S
SI24100	KOULIKORO	KATI	KATI	SOTOLY	S
SI25049	KOULIKORO	KATI	OUELESSEBOUGOU	ECOM FANI-CODIALAN	S
SI25021	KOULIKORO	KATI	OUELESSEBOUGOU	NANGUILA	S
SI25052	KOULIKORO	KATI	OUELESSEBOUGOU	TOUNOUFOU	S
SI26007	KOULIKORO	KATI	SANGAREBOUGOU	DIALAKORODJI SECTEUR III	S
SI26049	KOULIKORO	KATI	SANGAREBOUGOU	SARAMBOUGOU IER CYCLE B	S
SI26011	KOULIKORO	KATI	SANGAREBOUGOU	SEYDOUBOUGOU IER CYCLE A	S
SI31004	KOULIKORO	KOULIKORO	BANAMBA	FOFANALA IER C B	S
SI31072	KOULIKORO	KOULIKORO	BANAMBA	GUENGUAN	S

Code	Region	AE	CAP	School Name	Type
S133031	KOULIKORO	KOULIKORO	KOULIKORO	DIANGUINABOUGOU	S
S133044	KOULIKORO	KOULIKORO	KOULIKORO	DOREBOUGOU	S
S133097	KOULIKORO	KOULIKORO	KOULIKORO	KAKOUN	S
S133023	KOULIKORO	KOULIKORO	KOULIKORO	KOULIKORO BA	S
S133138	KOULIKORO	KOULIKORO	KOULIKORO	NIAMAKOROBOUGOU	S
S133028	KOULIKORO	KOULIKORO	KOULIKORO	PLATEAU 1° CYCLE A	S
S133117	KOULIKORO	KOULIKORO	KOULIKORO	PLATEAU 1° CYCLE C	S
S133135	KOULIKORO	KOULIKORO	KOULIKORO	WOGNAN	S
S135025	KOULIKORO	KOULIKORO	NOSSOMBOUGOU	DIECOUMA 1ER CYCLE	S
S135021	KOULIKORO	KOULIKORO	NOSSOMBOUGOU	N'GABAKORO KOYAN 1ER CYCLE	S
S211006	SEGOU	SAN	BLA	MAMOU	RC
S211101	SEGOU	SAN	BLA	ZOMBOUGOU	RC
S212039	SEGOU	SAN	KIMPARANA	DILO KAGOUA	S
S212010	SEGOU	SAN	KIMPARANA	DIOUNDIU 1ER C	S
S212001	SEGOU	SAN	KIMPARANA	SOUROUNTOUNA 1°C	S
S213003	SEGOU	SAN	SAN	BABOU DIONI II	S
S213143	SEGOU	SAN	SAN	KAMA	S
S213099	SEGOU	SAN	SAN	WOROTONA	S
S221017	SEGOU	SEGOU	BARAOUELI	BOUBOU-WÈRÈ	RC
S221025	SEGOU	SEGOU	BARAOUELI	DIONI-SIDI	RC
S224020	SEGOU	SEGOU	MARKALA	DIASSA	S
S224042	SEGOU	SEGOU	MARKALA	FATINE 1ER C	R
S224021	SEGOU	SEGOU	MARKALA	MAYE COULIBALY (DINGOLA)	S
S224081	SEGOU	SEGOU	MARKALA	NIOH	R
S224087	SEGOU	SEGOU	MARKALA	SABALIBOUGOU 1ER C	S
S227026	SEGOU	SEGOU	SEGOU	CINZANA 1ER C/B	R
S227059	SEGOU	SEGOU	SEGOU	KEGNEBOUGOU	S
S227074	SEGOU	SEGOU	SEGOU	NANGO	RC
S227127	SEGOU	SEGOU	SEGOU	WELENGANA	RC
S227128	SEGOU	SEGOU	SEGOU	WULADJAMBOUGOU	R
S311040	SIKASSO	BOUGOUNI	BOUGOUNI	KANKELENA	S
S311188	SIKASSO	BOUGOUNI	BOUGOUNI	LENA 1ER CYCLE	S
S311089	SIKASSO	BOUGOUNI	BOUGOUNI	MADJOUYOU MOUSSA BAGAYOKO	S
S311162	SIKASSO	BOUGOUNI	BOUGOUNI	TIKAMOU KOLON DIARRA DE DIERA	S
S311094	SIKASSO	BOUGOUNI	BOUGOUNI	ZANDJANKORO DE MAFELE	S
S312045	SIKASSO	BOUGOUNI	GARALO	BANZANA	S
S312089	SIKASSO	BOUGOUNI	GARALO	KOLE	S
S312041	SIKASSO	BOUGOUNI	GARALO	MANANKORO 1ER CYCLE	S
S312037	SIKASSO	BOUGOUNI	GARALO	SIRANTJILA	S
S313047	SIKASSO	BOUGOUNI	KOLONDIÉBA	DIGAN	S



Code	Region	AE	CAP	School Name	Type
S313198	SIKASSO	BOUGOUNI	KOLON DIEBA	GONKORO PUBLIC	S
S313104	SIKASSO	BOUGOUNI	KOLON DIEBA	KISSA	S
S313129	SIKASSO	BOUGOUNI	KOLON DIEBA	MARIBOUGOU I °C	S
S313212	SIKASSO	BOUGOUNI	KOLON DIEBA	MORO ECOM	S
S313007	SIKASSO	BOUGOUNI	KOLON DIEBA	NANGALASSO IER C	S
S313067	SIKASSO	BOUGOUNI	KOLON DIEBA	SAMBA	R
S313061	SIKASSO	BOUGOUNI	KOLON DIEBA	SEBLE	S
S314044	SIKASSO	BOUGOUNI	KOUMANTOU	KOURY	S
S314024	SIKASSO	BOUGOUNI	KOUMANTOU	NGOLA	R
S314093	SIKASSO	BOUGOUNI	KOUMANTOU	NIAGALE ECOM	S
S314089	SIKASSO	BOUGOUNI	KOUMANTOU	NTJIBALA ECOM	S
S314134	SIKASSO	BOUGOUNI	KOUMANTOU	OUEGNA IER CYCLE	S
S314118	SIKASSO	BOUGOUNI	KOUMANTOU	ZANTIEBOUGOU IER CYCLE B	S
S315080	SIKASSO	BOUGOUNI	YANFOLILA	DALADA ECOM	S
S315167	SIKASSO	BOUGOUNI	YANFOLILA	KALANA I ER CYCLE C	S
S315064	SIKASSO	BOUGOUNI	YANFOLILA	SANGAREDJING PU	S
S315038	SIKASSO	BOUGOUNI	YANFOLILA	SIRADJOUBA ECOM	S
S321107	SIKASSO	KOUTIALA	KOUTIALA	DARSALAM IER C B	S
S321001	SIKASSO	KOUTIALA	KOUTIALA	DARSALAM IER C D	S
S321120	SIKASSO	KOUTIALA	KOUTIALA	WALA WALA C	S
S322019	SIKASSO	KOUTIALA	M'PESSOBA	KOLA	S
S322048	SIKASSO	KOUTIALA	M'PESSOBA	NTOGOLA	S
S322038	SIKASSO	KOUTIALA	M'PESSOBA	TOUPOURLA	S
S322056	SIKASSO	KOUTIALA	M'PESSOBA	ZANTIERLA	S
S332055	SIKASSO	SIKASSO	KIGNAN	KOUMANKOU IER C	S
S332028	SIKASSO	SIKASSO	KIGNAN	KOUNA	S
S335038	SIKASSO	SIKASSO	N'KOURALA	LOBOUGOULA IER C A	S
S334032	SIKASSO	SIKASSO	NIENA	KASSOUMBOUGOU	S
S334079	SIKASSO	SIKASSO	NIENA	N'GOLOTIOROLA	S
S334106	SIKASSO	SIKASSO	NIENA	NIENA IER C D	S

Type "S": Original sample

Type "R": Replacement school

Type "RR": Replacement school convenient sampling

## Annex 4: Surveys Performed

### Schools visited

Region	Total	Public	Community	Rural	Urban	On strike	Not on strike
Bamako	3	2	1	0	3	2	1
Koulikoro	47	31	16	43	4	39	8
Segou	20	16	4	19	1	20	0
Sikasso	40	27	13	37	3	38	2
<b>Total</b>	<b>110</b>	<b>76</b>	<b>34</b>	<b>99</b>	<b>11</b>	<b>99</b>	<b>11</b>

### Respondents per gender

Respondents	Total	Male	Female
Students	1071	552	519
Parents	838	466	372
Teachers	100	50	50
Directors	99	91	8

### Students per region disaggregated by gender

Region	Students	Male	Female
Bamako	22	13	9
Koulikoro	452	230	222
Segou	197	102	95
Sikasso	400	207	193
<b>Total</b>	<b>1071</b>	<b>552</b>	<b>519</b>

### Teachers per region disaggregated by gender

Region	Teachers	Male	Female
Bamako	3	1	2
Koulikoro	39	21	18
Segou	31	10	21
Sikasso	27	18	9
<b>Total</b>	<b>100</b>	<b>50</b>	<b>50</b>

### Directors per region disaggregated by gender

Region	Directors	Male	Female
Bamako	2	2	0
Koulikoro	43	40	3
Segou	20	17	3
Sikasso	34	32	2

<b>Region</b>	<b>Directors</b>	<b>Male</b>	<b>Female</b>
<b>Total</b>	<b>99</b>	<b>91</b>	<b>8</b>

**Parents per region disaggregated by gender**

<b>Region</b>	<b>Parents</b>	<b>Male</b>	<b>Female</b>
Bamako	10	5	5
Koulikoro	361	193	168
Segou	157	92	65
Sikasso	310	176	134
<b>Total</b>	<b>838</b>	<b>466</b>	<b>372</b>

## Annex 5: KII/FGD Performed

Respondents	Quantity	Female	Male	Total
<b>FGD</b>	<b>35</b>	<b>89</b>	<b>78</b>	<b>167</b>
Director	4	4	7	11
Parent	16	56	45	101
Teacher	15	29	26	55
<b>KII</b>	<b>114</b>	<b>65</b>	<b>135</b>	<b>200</b>
SIRA Field Agents	10	4	8	12
SMC	17	5	24	29
DCAP-DAE	17	2	24	26
Director	12	1	11	12
Community Facilitator	5	2	3	5
Community leader	16	39	35	74
Mayor/Local authority	13	2	13	15
Community Volunteer	14	8	9	17
Pedagogical Counselor	10	2	8	10
<b>KII-Central</b>	<b>22</b>	<b>8</b>	<b>38</b>	<b>46</b>
CNPV	1		4	4
DNEF	3		6	6
DNEN	2	1	4	5
DNP	1		4	4
EDC	5	3	5	8
IFM	1		2	2
OMAES	1		3	3
Save The Children	3	2	4	6
Sogema	1		1	1
STS	2	1	2	3
USAID	1	1	2	3
ViVO Energy	1		1	1
<b>Grand Total</b>	<b>171</b>	<b>162</b>	<b>251</b>	<b>413</b>

## Annex 6: Profile: Respondents (Students, Directors, Teachers, Parents)

### Overview of Student Sample

Variable	Obs	Mean	Min	Max
Age	986	7.76	4	15

Age	Freq.	Percent	Cum.
4	26	2.64%	2.64%
5	46	4.67%	7.30%
6	73	7.40%	14.71%
7	250	25.35%	40.06%
8	371	37.63%	77.69%
9	142	14.40%	92.09%
10	66	6.69%	98.78%
11	7	0.71%	99.49%
12	2	0.20%	99.70%
13	1	0.10%	99.80%
15	2	0.20%	100.00%
<b>Total</b>	<b>986</b>	<b>100%</b>	

Gender	Freq.	Percent
Female	479	49%
Male	507	51%
<b>Total</b>	<b>986</b>	<b>100%</b>

Grade previous year	Freq.	Percent
Grade 1	919	92.8%
Grade 2	58	5.9%
Not in school	10	1.0%
No answer	3	0.3%
<b>Total</b>	<b>990</b>	<b>100%</b>

Attended preschool	Freq.	Percent
No	823	83.1%
Yes	155	15.7%
Does not know	6	0.6%
No answer	6	0.6%
<b>Total</b>	<b>990</b>	<b>100%</b>

## Overview of Parents Sample

Variable	Obs	Mean	Min	Max
Age	804	41.159	16	75

Parent Age	Freq.	Percent	Cum.
19 or younger	11	1%	1%
20-29	136	17%	18%
30-39	229	28%	47%
40-49	202	25%	72%
50-59	156	19%	91%
60-69	59	7%	99%
Over 70	11	1%	100%
<b>Total</b>	<b>804</b>	<b>100%</b>	

Gender	Freq.	Percent
Female	372	44%
Male	466	56%
<b>Total</b>	<b>838</b>	<b>100%</b>

Profession	Freq.	Percent
Farmer	459	55%
House worker	172	21%
Salesperson	79	9.4%
Other	27	3.2%
Teacher	23	2.7%
Vegetable farmer	16	1.9%
None	12	1.4%
Cattle farmer	9	1.1%
Health worker	7	0.8%
Handyman	7	0.8%
Driver	6	0.7%
Civil servant	6	0.7%
Security	5	0.6%
Mechanic	4	0.5%
Religious leader	3	0.4%
Retired	3	0.4%
<b>Total</b>	<b>838</b>	<b>100.0%</b>

<b>Last grade attended</b>	<b>Freq.</b>	<b>Percent</b>
Never attended school	432	52%
Grade 1	32	4%
Grade 2	22	3%
Grade 3	49	6%
Grade 4	39	5%
Grade 5	47	6%
Grade 6	53	6%
Grade 7	24	3%
Grade 8	18	2%
Grade 9 and later	116	14%
<b>Total</b>	<b>832</b>	<b>100%</b>

<b>Reading</b>	<b>Freq.</b>	<b>Percent</b>
Yes, very well	173	21%
Yes, a little	299	36%
No	365	44%
No response	1	0%
<b>Total</b>	<b>838</b>	<b>100%</b>

## Teachers

<b>Variable</b>	<b>Obs</b>	<b>Mean</b>	<b>Min</b>	<b>Max</b>
Age	100	37.23	25	61

<b>Teacher Age</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum.</b>
29 or younger	13	13%	13%
30-39	52	52%	52%
40-49	29	29%	29%
Over 50	6	6%	6%
<b>Total</b>	<b>100</b>	<b>100%</b>	

<b>Gender</b>	<b>Freq.</b>	<b>Percent</b>
Female	50	44%
Male	50	56%
<b>Total</b>	<b>100</b>	<b>100%</b>

<b>Status</b>	<b>Freq.</b>	<b>Percent</b>
Community	67	67%
Civil servant	31	31%
Temporary contract	2	2%
<b>Total</b>	<b>100</b>	<b>100%</b>

<b>Years of experience</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum.</b>
0-5	11	11%	11%
6-10	33	33%	44%
11-15	31	31%	75%
16-20	17	17%	92%
+20	8	8%	100%
<b>Total</b>	<b>100</b>	<b>100%</b>	

<b>Years in current school</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum.</b>
New	5	5%	5%
0-5	27	27%	32%
6-10	38	38%	70%
11-15	18	18%	88%
16-20	7	7%	95%
More than 20	5	5%	100%
<b>Total</b>	<b>100</b>	<b>100%</b>	

<b>Grade taught last year</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum.</b>
Grade 1	51	51%	51%
Grade 2	40	40%	91%
Grade 3	3	3%	94%
Grade 4	2	2%	96%
Grade 5	1	1%	97%
Grade 6	3	3%	100%
<b>Total</b>	<b>100</b>	<b>100%</b>	



## Directors

Variable	Obs	Mean	Min	Max
Age	99	43.76	28	68

Director Age	Freq.	Percent	Cum.
29 or younger	3	3%	3%
30-39	32	32%	35%
40-49	35	35%	71%
+50	29	29%	100%
<b>Total</b>	<b>99</b>	<b>100%</b>	

Genre	Freq.	Percent
Female	8	8%
Male	91	92%
<b>Total</b>	<b>99</b>	<b>100%</b>

Status	Freq.	Percent
Community	28	28%
Civil servant	67	68%
Temporary contract	4	4%
<b>Total</b>	<b>99</b>	<b>100%</b>

Years of experience as director	Freq.	Percent	Cum.
0-5	32	32%	32%
6-10	27	27%	60%
11-15	28	28%	88%
16-20	9	9%	97%
Over 20	3	3%	100%
<b>Total</b>	<b>99</b>	<b>100%</b>	

## Annex 7: Profile: School (Qualitative sample)

<b>Region</b>	<b>Freq.</b>	<b>Percent</b>
BAMAKO	2	13%
KOULIKORO	6	38%
SEGOU	4	25%
SIKASSO	4	25%
<b>Total</b>	<b>16</b>	<b>1</b>

<b>School Status</b>	<b>Freq.</b>	<b>Percent</b>
Communautaire	4	25%
Public	12	75%
<b>Total</b>	<b>16</b>	<b>1</b>

<b>Organization responsible for community participation activities</b>	<b>Freq.</b>	<b>Percent</b>
EDC	5	31%
OMAES	5	31%
SAVE	6	38%
<b>Total</b>	<b>16</b>	<b>100%</b>

<b>Environment</b>	<b>Freq.</b>	<b>Percent</b>
Rural	12	75%
Peri-Urbane	1	6%
Urbane	3	19%
<b>Total</b>	<b>16</b>	<b>100%</b>

## Annex 8: Instrument: EGRA Subtasks

### Section 1: Identification du son initial

fo	/f/
di	/d/
nin	/n/
bin	/b/
sin	/s/
ɲɛw	/ɲ/
kɔ	/k/
ma	/m/
tɔ	/t/
la	/l/

### Section 2: Connaissance des graphèmes

Exemple : a i L np

L	a	ɛ	i	g	s	ɔ	b	L	u
i	k	M	u	A	t	r	L	d	m
B	u	k	i	ɔ	s	ɛ	n	i	a
d	ɔ	an	g	en	i	A	O	d	r
g	u	A	ɛ	i	W	n	L	R	m
o	k	a	s	ɔ	K	n	ɛn	a	t
S	W	ɛ	o	L	b	e	f	in	A
Y	J	a	ɛn	ɲ	c	ɔn	nt	ng	P
Nb	H	np	ɛ	z	nf	nj	ns	nc	nk
Aa	Oo	ii	ee	uu	ɔɔ	ɛɛ	un	ɔn	en

### Section 3: Lecture de mots familiers

Exemple: fo taa ne

ta	kɛ	min	ye	fɛn
bɛ	Na	se	ni	san
kelen	da	sama	kan	bɛɛ
olu	bɲɛ	Den	sɔrɔ	taara
dɔ	Na	bɔ	don	mɲɲu
Fana	ko	tun	bila	kɛ
Dugu	cogo	teri	fɛ	diya
kala	ɲɔgɔn	Forow	yɛɛ	tora
Sa	tuma	jama	lajɛ	segin

## **Section 4: . Lecture de mots inventés**

<b>Exemple:</b>	yii	ke	pu	
fi	zi	lo	tee	nto
baa	kee	mo	nɔɔ	ki
lezo	gibɔ	laaw	fuci	kunpɛ
kiwɔ	Zaa	yenu	tode	jowe
gamo	tahe	yow	basɔ	pɔfo
Guu	ɲasi	yiila	dɛca	zuso
Pa	ɲite	nanluw	lina	yonpe
wɛn	mido	poora	wi	mire
nsɔ	wɛɛ	nbeliw	tansaw	njew

## **Section 5a : . Lecture du texte (petite histoire)**

Ali taara u ka dugu la. [6]

Don o don Ali n'a terikɛ Zan bɛ taa u ko kɔ la. [19]

U ye kooro faga don dɔ. [25]

Ali ba ye kooro tobi. [30]

U n'u teri tɔw ye sogo dun. [37]

Ali ko : «Nin sogo ka di koyi !». [44]

O dugujɛ, teriman fila taara sogo wɛrɛ faga. [52]

Ali taara u ka dugu la. Don o don Ali n'a terikɛ Zan bɛ taa u ko kɔ la. U ye kooro faga don dɔ. Ali ba ye kooro tobi. U n'u teri tɔw ye sogo dun Ali ko: «Nin sogo ka di koyi !». O dugujɛ, teriman fila taara sogo wɛrɛ faga.

## **Section 5b : . Compréhension du texte lu**

1. Ali taara min ? [U ka dugu la]
2. Ali ni jɔn bɛ taa kɔ la ? [A n'a terikɛ Zan]
3. U ye mun faga ? [kooro]
4. jɔn ye kooro tobi ? [Ali ba]
5. U ni jɔn ye sogo dun ? [U teri tɔw]
6. Ali ye mun fɔ ? [«(Nin) sogo ka di koyi !»]
7. Teriman fila ye mun kɛ o dugujɛ? [u taara sogo wɛrɛ faga]

## **Section 6: . Compréhension à l'audition**

Sisan, ne bɛna masalabolo kelen kalan i ye siɲɛ fila. O kɔ, n bɛ ɲininkali damado k'i la masalabolo in kan. I bɛ maana in lamɛn kɔsɛbɛ. I bɛ tila ka ɲininkaliw jaabi i fɛrɛ ma.

I sɔnna wa? N b'a fɛ i ka min kɛ i y'o faamu wa? An k'a daminɛ. A lamɛn kɔsɛbɛ:

Fatu nana ka bɔ Bamako kabini kunun wulafɛ

Yaya ye Fatu denkɛ ye, Setu y'a denmuso ye

Yaya nana a ba kunbɛn fo soda la

Foliw bannen kɔ, Fatu ye samaw labɔ ka ton dɛbɛn kan

Fatu ye sanbaraw di a den fila bɛɛ ma

Yaya y'a taw don k'a laɲɛ n'u bɛ bɛn a senw ma

Denw ye u ba fo kɔsɛbɛ

1. Fatu bɔra min ? [Fatu bɔra Bamako]
2. Fatu denkɛ ye ɲɔn ye ? [Yaya]
3. Yaya nana a ba kunbɛn min? [Soda la]
4. Fatu ye mun labɔ foliw bannen ? [samaw]
5. Fatu ye mun di a denw ma ? [Sanbaraw]
6. Yaya ye mun kɛ ? [a y'a taw don k'a laɲɛ]
7. Denw ye mun fo u ba ye ?[U y'u ba fo]

## Annex 9: Instrument: Questionnaire Student

### Questionnaire - élève Version Finale

Bonjour ! Je m'appelle \_\_\_\_\_ et j'habite \_\_\_\_\_. Je souhaite te parler un peu de moi. J'ai des enfants qui, comme toi, aiment la lecture, le sport, et la musique.

Et toi, comment t'appelles-tu ? Qu'est-ce que tu aimes ? [Attendez la réponse de l'élève. Si l'élève semble à l'aise, passez directement au consentement verbal. S'il hésite ou a l'air peu à l'aise, posez la deuxième question avant de passer au consentement verbal].

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

Laisse-moi t'expliquer pourquoi je suis là aujourd'hui.

Je suis avec vous aujourd'hui et je travaille avec votre directeur et vos enseignants pour améliorer votre apprentissage de la lecture. Tu as été sélectionné(e) pour participer à cette étude sur le projet Mali/SIRA.

Je veux te poser quelques questions. Tu n'es pas obligé de participer si tu ne le veux pas. Si tu arrives à une question à laquelle tu préfères ne pas répondre, ce n'est pas grave, on peut passer.

As-tu des questions ? Peut-on commencer ?      Oui       Non

**[Si l'enfant dit « non, » il faut le remercier de son temps. Arrêtez l'activité.]**

Région		Commune	
AE (Académie)		CAP	
Ecole		Code	
Nom et prénom de l'enquêteur		Date de l'observation	

No.	Question	Réponse
	<b>I. Informations générales sur l'enfant</b>	
101	Quel âge as-tu ?	_____
102	Quel est le sexe de l'enfant ?	<input type="radio"/> Masculin <input type="radio"/> Féminin
103	Quelle était ta classe l'année passée ?	<input type="radio"/> 1 <sup>e</sup> <input type="radio"/> 2 <sup>e</sup> <input type="radio"/> Pas à l'école (maison) <input type="radio"/> Pas de réponse
104	As-tu fréquenté une école maternelle ?	<input type="checkbox"/> Oui <input type="checkbox"/> Non <input type="checkbox"/> Je ne sais pas <input type="checkbox"/> Pas de réponse

No.	Question	Réponse
105	Quelle(s) langue(s) parles-tu à la maison ? (Cocher toutes les réponses données)	<input type="checkbox"/> Bamanankan (Bambara) <input type="checkbox"/> Bomu (bobo) <input type="checkbox"/> Bozo <input type="checkbox"/> Dogon <input type="checkbox"/> Français <input type="checkbox"/> Fulfulde <input type="checkbox"/> Hasanya (maure) <input type="checkbox"/> Mamara ( miniyanka) <input type="checkbox"/> Maninkakan ( malinké) <input type="checkbox"/> Samogo <input type="checkbox"/> Soninké (sarakolé) <input type="checkbox"/> Songhay (songhaï) <input type="checkbox"/> Syenara (sénoufo) <input type="checkbox"/> Tamasheq <input type="checkbox"/> Xaasongaxango (khassonké) <input type="checkbox"/> Autre (à préciser) _____ <input type="checkbox"/> Pas de réponse
106	Quelle(s) langue(s) parles-tu à tes amis ? (Cocher toutes les réponses données)	<input type="checkbox"/> Bamanankan (Bambara) <input type="checkbox"/> Bomu (bobo) <input type="checkbox"/> Bozo <input type="checkbox"/> Dogon <input type="checkbox"/> Français <input type="checkbox"/> Fulfulde <input type="checkbox"/> Hasanya (maure) <input type="checkbox"/> Mamara ( miniyanka) <input type="checkbox"/> Maninkakan ( malinké) <input type="checkbox"/> Samogo <input type="checkbox"/> Soninké (sarakolé) <input type="checkbox"/> Songhay (songhaï) <input type="checkbox"/> Syenara (sénoufo) <input type="checkbox"/> Tamasheq <input type="checkbox"/> Xaasongaxango (khassonké) <input type="checkbox"/> Autre (à préciser) _____ <input type="checkbox"/> Pas de réponse
107	Aimes-tu apprendre en bamanakan à l'école ? [Si non, aller à la question 109]	<input type="checkbox"/> Oui <input type="checkbox"/> Non <input type="checkbox"/> Je ne sais pas <input type="checkbox"/> Pas de réponse
108	Pourquoi aimes-tu apprendre en bamanakan à l'école ?  [Si Q107 = Oui]	<input type="checkbox"/> C'est facile pour moi – c'est ma langue <input type="checkbox"/> Je comprends ce qu'on me dit <input type="checkbox"/> Mes parents peuvent suivre ce que je fais <input type="checkbox"/> C'est amusant <input type="checkbox"/> Je suis obligé <input type="checkbox"/> Je ne sais pas
109	Pourquoi n'aimes-tu pas apprendre en bamanakan à l'école ?  [Si Q107 = Non]	<input type="checkbox"/> Je n'aime pas <input type="checkbox"/> Je parle déjà le bamanakan <input type="checkbox"/> Je ne vois pas de perspective avec le bamanakan <input type="checkbox"/> Il n'y a pas suffisamment de manuels et de matériels en bamanakan <input type="checkbox"/> Mes parents ne veulent pas <input type="checkbox"/> Je ne sais pas

No.	Question	Réponse
110	Est-ce que tu as été absent la semaine dernière ? [Si l'école était fermée, ne pas poser la question, choisir l'option « L'école était fermée »]	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Je ne sais pas <input type="radio"/> Pas de réponse <input type="radio"/> L'école était fermée
111	Pourquoi étais-tu absent ? [NB : Ne pas donner les réponses]	<input type="checkbox"/> Je n'aime pas l'école <input type="checkbox"/> J'étais fatigué(e) <input type="checkbox"/> J'étais malade <input type="checkbox"/> Je devais aider à la maison (aller au marché, la cuisine, le nettoyage, le linge, etc.) <input type="checkbox"/> Je devais m'occuper de mes frères et sœurs <input type="checkbox"/> Je devais aider dans les champs (agriculture, élevage, etc.) <input type="checkbox"/> Pas de tenue propre <input type="checkbox"/> Je n'avais pas fait mes devoirs <input type="checkbox"/> Je n'aime pas l'enseignant(e) <input type="checkbox"/> J'ai des problèmes avec les autres élèves <input type="checkbox"/> Je ne sais pas <input type="checkbox"/> Pas de réponse <input type="checkbox"/> Autre préciser : _____
112	Est-ce que tu es arrivé à l'école en retard la semaine dernière ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Je ne sais pas <input type="radio"/> Pas de réponse
<b>2. Pratiques de la lecture</b>		
201	Lis-tu en Bamanankan à la maison ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Je ne sais pas <input type="radio"/> Pas de réponse
202	As-tu un livre de lecture en Bamanankan à la maison ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Je ne sais pas <input type="radio"/> Pas de réponse
203	Est-ce qu'il y a d'autres livres ou des magazines en Bamanankan chez toi ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Je ne sais pas <input type="radio"/> Pas de réponse
204	As-tu un manuel ou livre de lecture en français à la maison ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Je ne sais pas <input type="radio"/> Pas de réponse
205	Est-ce qu'il y a d'autres livres ou des magazines en français chez toi ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Je ne sais pas <input type="radio"/> Pas de réponse



No.	Question	Réponse
206	Y-a-t-il des personnes dans ta famille qui savent lire ?	<ul style="list-style-type: none"> <li><input type="radio"/> Oui</li> <li><input type="radio"/> Non</li> <li><input type="radio"/> Je ne sais pas</li> <li><input type="radio"/> Pas de réponse</li> </ul>
207	[Si oui question précédente] Qui sait lire ? [NB : Ne pas lister les modalités]	<ul style="list-style-type: none"> <li><input type="checkbox"/> Mère</li> <li><input type="checkbox"/> Père</li> <li><input type="checkbox"/> Grand-mère</li> <li><input type="checkbox"/> Grand-père</li> <li><input type="checkbox"/> Grande sœur (y compris la cousine)</li> <li><input type="checkbox"/> Grand frère (y compris le cousin)</li> <li><input type="checkbox"/> Autre parent féminin</li> <li><input type="checkbox"/> Autre parent masculin</li> <li><input type="checkbox"/> Je ne sais pas</li> <li><input type="checkbox"/> Pas de réponse</li> </ul>
208	Est-ce que quelqu'un dans ta famille te <b>lit</b> des histoires ?	<ul style="list-style-type: none"> <li><input type="radio"/> Oui</li> <li><input type="radio"/> Non</li> <li><input type="radio"/> Je ne sais pas</li> <li><input type="radio"/> Pas de réponse</li> </ul>
209	Qui te <b>lit</b> des histoires ? [NB : Ne pas lister les modalités]	<ul style="list-style-type: none"> <li><input type="checkbox"/> Mère</li> <li><input type="checkbox"/> Père</li> <li><input type="checkbox"/> Grand-mère</li> <li><input type="checkbox"/> Grand-père</li> <li><input type="checkbox"/> Grande sœur (y compris la cousine)</li> <li><input type="checkbox"/> Grand frère (y compris le cousin)</li> <li><input type="checkbox"/> Autre parent féminin</li> <li><input type="checkbox"/> Autre parent masculin</li> <li><input type="checkbox"/> Ami(e)</li> <li><input type="checkbox"/> Voisin(e)</li> <li><input type="checkbox"/> Autre membre de la communauté</li> <li><input type="checkbox"/> Je ne sais pas</li> <li><input type="checkbox"/> Pas de réponse</li> </ul>
210	Est-ce que quelqu'un dans ta famille te <b>raconte</b> des histoires ?	<ul style="list-style-type: none"> <li><input type="radio"/> Oui</li> <li><input type="radio"/> Non</li> <li><input type="radio"/> Je ne sais pas</li> <li><input type="radio"/> Pas de réponse</li> </ul>
211	Qui te <b>raconte</b> des histoires [NB : Ne pas lister les modalités]	<ul style="list-style-type: none"> <li><input type="checkbox"/> Mère</li> <li><input type="checkbox"/> Père</li> <li><input type="checkbox"/> Grand-mère</li> <li><input type="checkbox"/> Grand-père</li> <li><input type="checkbox"/> Grande sœur (y compris la cousine)</li> <li><input type="checkbox"/> Grand frère (y compris le cousin)</li> <li><input type="checkbox"/> Autre parent féminin</li> <li><input type="checkbox"/> Autre parent masculin</li> <li><input type="checkbox"/> Ami(e)</li> <li><input type="checkbox"/> Voisin(e)</li> <li><input type="checkbox"/> Autre membre de la communauté</li> <li><input type="checkbox"/> Je ne sais pas</li> <li><input type="checkbox"/> Pas de réponse</li> </ul>

No.	Question	Réponse
212	Est-ce que quelqu'un t'encourage à lire à la maison ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Je ne sais pas <input type="radio"/> Pas de réponse
213	[Si oui question #212] Qui t'aide à lire? <i>NB : Ne pas lister les modalités]</i>	<input type="checkbox"/> Mère <input type="checkbox"/> Père <input type="checkbox"/> Grand-mère <input type="checkbox"/> Grand-père <input type="checkbox"/> Autre parent féminin <input type="checkbox"/> Autre parent masculin <input type="checkbox"/> Grande sœur (y compris la cousine) <input type="checkbox"/> Grand frère (y compris le cousin) <input type="checkbox"/> Autre parent féminin <input type="checkbox"/> Autre parent masculin <input type="checkbox"/> Ami(e) <input type="checkbox"/> Voisin(e) <input type="checkbox"/> Autre membre de la communauté <input type="checkbox"/> Je ne sais pas <input type="checkbox"/> Pas de réponse
214	[Si oui question #212] Est-ce que quelqu'un t'a aidé à lire ces 3 derniers jours ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Je ne sais pas <input type="radio"/> Pas de réponse
215	Est-ce que l'on te fait lire des lettres et des mots ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Je ne sais pas <input type="radio"/> Pas de réponse
216	Quand tu rentres chez toi, est-ce que quelqu'un te demande ce que tu as appris à l'école ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Je ne sais pas <input type="radio"/> Pas de réponse
217	Que fais-tu après l'école [NB : Ne pas lister les modalités]	<input type="checkbox"/> Je vais aux champs <input type="checkbox"/> J'aide à la maison <input type="checkbox"/> Je vais chercher de l'eau <input type="checkbox"/> Je vais chercher du bois <input type="checkbox"/> Je prépare à manger <input type="checkbox"/> Je vends avec mes parents <input type="checkbox"/> Je vais à l'école coranique <input type="checkbox"/> Je fais mes devoirs <input type="checkbox"/> Je joue avec mes ami(e)s <input type="checkbox"/> Je me repose <input type="checkbox"/> Je ne fais rien <input type="checkbox"/> Je ne sais pas <input type="checkbox"/> Autre, préciser : _____ <input type="checkbox"/> Pas de réponse

No.	Question	Réponse
<b>3. Expérience Yeelenkɛɛ</b>		
301	Existe-il un Yeelenkɛɛ au sein de ta communauté ? (Si « Oui » continue ; autrement, sauter à la prochaine section : « Attitudes sur l'éducation des filles »)	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Je ne sais pas <input type="radio"/> Pas de réponse
302	Combien de fois es-tu allé au Yeelenkɛɛ la semaine dernière ?	<input type="radio"/> Plus de deux fois <input type="radio"/> Deux fois <input type="radio"/> Une fois <input type="radio"/> Jamais <input type="radio"/> Je ne sais pas
303	Assistes-tu aux animations du Yeelenkɛɛ ? (Si non, aller au numéro 32)	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Je ne sais pas <input type="radio"/> Pas de réponse
304	Pourquoi assistes-tu aux animations [NB : Ne pas lister les modalités]	<input type="checkbox"/> Mes amis/frères/sœurs y vont <input type="checkbox"/> Mes parents me disent d'y aller <input type="checkbox"/> Mon enseignant(e) me dit d'y aller <input type="checkbox"/> Je veux améliorer mes facultés en lecture <input type="checkbox"/> Il n'y a pas beaucoup d'événements ici <input type="checkbox"/> Cela m'amuse <input type="checkbox"/> Je ne sais pas <input type="checkbox"/> Pas de réponse
305	Pourquoi est-ce que tu n'assistes pas aux animations ?	<input type="checkbox"/> Je n'étais pas au courant des animations <input type="checkbox"/> Je ne connaissais personne qui y allait <input type="checkbox"/> Mes parents ne voulaient pas que j'assiste <input type="checkbox"/> La lecture ne m'intéresse pas <input type="checkbox"/> L'heure des animations ne me convient pas <input type="checkbox"/> C'est trop loin de chez moi <input type="checkbox"/> Je ne sais pas <input type="checkbox"/> Pas de réponse
<b>4. Rapport enseignant(e)-élève</b>		
401	As-tu un bon rapport avec ton enseignant ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Je ne sais pas <input type="radio"/> Pas de réponse
402	Si oui, pourquoi ?	<input type="checkbox"/> L'enseignant(e) explique bien les leçons <input type="checkbox"/> L'enseignant(e) utilise une approche amusante <input type="checkbox"/> L'enseignant(e) nous encourage <input type="checkbox"/> L'enseignant(e) est généreux <input type="checkbox"/> L'enseignant(e) ne nous tape pas <input type="checkbox"/> L'enseignant(e) ne nous humilie pas <input type="checkbox"/> Je ne sais pas <input type="checkbox"/> Pas de réponse

No.	Question	Réponse
403	Si non, pourquoi ?	<input type="checkbox"/> L'enseignant(e) n'explique pas bien les leçons <input type="checkbox"/> L'enseignant(e) est ennuyeux(se) <input type="checkbox"/> L'enseignant(e) nous critique <input type="checkbox"/> L'enseignant(e) n'est pas gentil <input type="checkbox"/> L'enseignant(e) nous tape <input type="checkbox"/> L'enseignant(e) nous humilie [moquer] <input type="checkbox"/> Je ne sais pas <input type="checkbox"/> Pas de réponse
404	L'enseignant(e) a-t-il/elle tapé des enfants la semaine dernière ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Je ne sais pas <input type="radio"/> Pas de réponse
405	L'enseignant(e) a-t-il/elle humilié/moqué des enfants la semaine dernière ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Je ne sais pas <input type="radio"/> Pas de réponse
<b>Informations socio-économiques: SCOROCS</b>		
PS01	Dans quelle région habites-tu ?	<input type="radio"/> Sikasso <input type="radio"/> Ségou, Koulikoro, Mopti ou Gao <input type="radio"/> Bamako, Kayes, ou Tombouctou
PS02	Dans ta maison, combien de personnes sont âgées de 15 ans ou moins ?	<input type="radio"/> Sept ou plus <input type="radio"/> Six <input type="radio"/> Cinq <input type="radio"/> Quatre <input type="radio"/> Trois <input type="radio"/> Deux <input type="radio"/> Un <input type="radio"/> Aucun
PS03	Le chef de famille, sait-il lire et écrire ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Il n'y a pas un chef de ménage masculin
PS04	Quel type de sol y-a-t-il dans ta chambre ?	<input type="radio"/> Terre battue/sable, ou ature <input type="radio"/> Bouse d'animal <input type="radio"/> Ciment ou carrelage
PS05	Quel type de toiture y-a-t-il sur ta maison ?	<input type="radio"/> Paille, chaume, natte, ou autre <input type="radio"/> Banco, tôle, dalle, ou tuile
PS06	Quel type de toilette utilisez-vous ?	<input type="radio"/> Latrine, ou chasse d'eau <input type="radio"/> Dans la nature, ou autre
PS07	Avez-vous une télévision dans votre maison ?	<input type="radio"/> Oui <input type="radio"/> Non
PS08	Avez-vous une radio dans votre maison ?	<input type="radio"/> Oui <input type="radio"/> Non
PS09	Chez toi, y-a-t-il quelqu'un qui possède une moto en bon état ?	<input type="radio"/> Oui <input type="radio"/> Non
PS10	Est-ce qu'un membre de ta famille a un téléphone portable ?	<input type="radio"/> Aucun ou un <input type="radio"/> Deux ou plus

## Annex 10: Instrument: Questionnaire Director

### Questionnaire Directeur d'école Version Finale

Avant de commencer le questionnaire, l'enquêteur dit :

Bonjour Monsieur, Madame. Je m'appelle \_\_\_\_\_.

Je suis venu(e) dans votre école aujourd'hui pour m'entretenir avec vous du projet Mali/SIRA, qui est un projet d'éducation financé par l'USAID et mis en œuvre en collaboration avec le Ministère de l'Éducation Nationale. L'objectif de ce projet est d'améliorer l'apprentissage de la lecture et de l'écriture. J'aimerais vous poser quelques questions et consulter vos registres. Cet entretien entre dans le cadre de l'évaluation à mi-parcours du projet Mali/SIRA. Les résultats serviront à renforcer davantage le projet. Vous avez le droit de mettre fin à votre participation à tout moment. L'interview prendra en moyenne 30 minutes plus le temps pour voir les registres.

#### Consentement :

Êtes-vous d'accord pour participer à cette observation ? Oui  Non

**Si le directeur/la directrice dit « non, » il faut le remercier de son temps. Arrêtez l'activité.]**

Région		Commune	
AE (Académie)		CAP	
Ecole		Code	
Nom et prénom de l'enquêteur		Date de l'observation	

N°	Question	Réponse
<b>I. Informations générales sur le directeur/la directrice</b>		
101	Quel est votre âge ? [indiquer 99, si l'enseignant ne veut pas répondre]	_____
102	Sexe	<input type="radio"/> Féminin <input type="radio"/> Masculin
103	Statut professionnel	<input type="radio"/> Enseignant communautaire <input type="radio"/> Fonctionnaire des collectivités territoriales <input type="radio"/> Fonctionnaire de l'état <input type="radio"/> Contractuel <input type="radio"/> Autre ; A préciser : _____
104	Nombre d'années d'expérience en tant que directeur	_____ [Chiffre]

N°	Question	Réponse
105	Diplôme le plus élevé (Cocher une seule option)	<input type="radio"/> Doctorat <input type="radio"/> Maitrise/DEA <input type="radio"/> ENSUP <input type="radio"/> IFM <input type="radio"/> IPEG <input type="radio"/> BAC <input type="radio"/> DEF <input type="radio"/> Autre : A préciser : _____
106	Formation dans l'enseignement (Cocher toutes les options qui s'appliquent)	<input type="checkbox"/> SARPE <input type="checkbox"/> ECOM <input type="checkbox"/> IFM <input type="checkbox"/> IPEG <input type="checkbox"/> Hégire <input type="checkbox"/> Autre : A préciser _____ <input type="checkbox"/>
107	Formation au curriculum bilingue (Cocher toutes les options qui s'appliquent)	<input type="checkbox"/> Niveau 1 <input type="checkbox"/> Niveau 2 <input type="checkbox"/> Niveau 3 <input type="checkbox"/> Formation de 2011 <input type="checkbox"/> Autre : A préciser _____ <input type="checkbox"/> Aucune <input type="checkbox"/>
108	Formation en lecture-écriture (Cocher toutes les options qui s'appliquent)	<input type="checkbox"/> Enseignement interactif par la radio (EIR) <input type="checkbox"/> Approche Equilibrée PHARE <input type="checkbox"/> Approche Equilibrée SIRA <input type="checkbox"/> Ciwara lisent <input type="checkbox"/> Literacy Boost <input type="checkbox"/> ELAN <input type="checkbox"/> Autre : A préciser _____ <input type="checkbox"/> Aucune
109	Formation en genre (Cocher toutes les options qui s'appliquent)	<input type="checkbox"/> Ecole, amie des filles <input type="checkbox"/> Girls can <input type="checkbox"/> Formation SCOFI du MEN <input type="checkbox"/> SIRA (Genre intégré dans BLA) <input type="checkbox"/> Atelier CAP <input type="checkbox"/> Autre : A préciser _____ <input type="checkbox"/> Aucune
110	Avez-vous participé aux formations offertes par le projet Mali/SIRA ?	
110a	Août/septembre 2016 – Iè uniquement	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Je ne sais pas <input type="radio"/> N/A <input type="radio"/> Pas de réponse
110b	Décembre 2016	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Je ne sais pas <input type="radio"/> N/A <input type="radio"/> Pas de réponse
110c	Janvier 2017 (Bamako)	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Je ne sais pas <input type="radio"/> N/A <input type="radio"/> Pas de réponse
110d	Août/septembre 2017	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Je ne sais pas <input type="radio"/> N/A <input type="radio"/> Pas de réponse
110e	Août/septembre 2018	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Je ne sais pas <input type="radio"/> N/A <input type="radio"/> Pas de réponse
110f	Septembre 2019	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Je ne sais pas <input type="radio"/> Pas de réponse
<b>2. Langue d'enseignement</b>		

N°	Question	Réponse
201	Quelle est votre langue maternelle ?	<ul style="list-style-type: none"> <li><input type="radio"/> Bamanankan (Bambara)</li> <li><input type="radio"/> Bomu (bobo)</li> <li><input type="radio"/> Bozo</li> <li><input type="radio"/> Dogon</li> <li><input type="radio"/> Français</li> <li><input type="radio"/> Fulfulde</li> <li><input type="radio"/> Hasanya (maure)</li> <li><input type="radio"/> Mamara ( miniyanka)</li> <li><input type="radio"/> Maninkakan ( malinké)</li> <li><input type="radio"/> Samogo</li> <li><input type="radio"/> Soninké (sarakolé)</li> <li><input type="radio"/> Songhay (songhaï)</li> <li><input type="radio"/> Syenara (sénoufo)</li> <li><input type="radio"/> Tamasheq</li> <li><input type="radio"/> Xaasongaxango (khassonké)</li> <li><input type="radio"/> Autre (à préciser) _____</li> <li><input type="radio"/> Pas de réponse</li> </ul>
202	Quelle langue parlez-vous le mieux ?	<ul style="list-style-type: none"> <li><input type="radio"/> Bamanankan (Bambara)</li> <li><input type="radio"/> Bomu (bobo)</li> <li><input type="radio"/> Bozo</li> <li><input type="radio"/> Dogon</li> <li><input type="radio"/> Français</li> <li><input type="radio"/> Fulfulde</li> <li><input type="radio"/> Hasanya (maure)</li> <li><input type="radio"/> Mamara ( miniyanka)</li> <li><input type="radio"/> Maninkakan ( malinké)</li> <li><input type="radio"/> Samogo</li> <li><input type="radio"/> Soninké (sarakolé)</li> <li><input type="radio"/> Songhay (songhaï)</li> <li><input type="radio"/> Syenara (sénoufo)</li> <li><input type="radio"/> Tamasheq</li> <li><input type="radio"/> Xaasongaxango (khassonké)</li> <li><input type="radio"/> Autre (à préciser) _____</li> <li><input type="radio"/> Pas de réponse</li> </ul>
203	Quelle(s) autre(s) langue(s) parlez-vous bien ?	<ul style="list-style-type: none"> <li><input type="checkbox"/> Bamanankan (Bambara)</li> <li><input type="checkbox"/> Bomu (bobo)</li> <li><input type="checkbox"/> Bozo</li> <li><input type="checkbox"/> Dogon</li> <li><input type="checkbox"/> Français</li> <li><input type="checkbox"/> Fulfulde</li> <li><input type="checkbox"/> Hasanya (maure)</li> <li><input type="checkbox"/> Mamara ( miniyanka)</li> <li><input type="checkbox"/> Maninkakan ( malinké)</li> <li><input type="checkbox"/> Samogo</li> <li><input type="checkbox"/> Soninké (sarakolé)</li> <li><input type="checkbox"/> Songhay (songhaï)</li> <li><input type="checkbox"/> Syenara (sénoufo)</li> <li><input type="checkbox"/> Tamasheq</li> <li><input type="checkbox"/> Xaasongaxango (khassonké)</li> <li><input type="checkbox"/> Autre (à préciser) _____</li> <li><input type="checkbox"/> Pas de réponse</li> </ul>

N°	Question	Réponse
204	Quelle est la langue dominante de la communauté de l'école ? (Une seule réponse)	<ul style="list-style-type: none"> <li><input type="radio"/> Bamanankan (Bambara)</li> <li><input type="radio"/> Bomu (bobo)</li> <li><input type="radio"/> Bozo</li> <li><input type="radio"/> Dogon</li> <li><input type="radio"/> Français</li> <li><input type="radio"/> Fulfulde</li> <li><input type="radio"/> Hasanya (maure)</li> <li><input type="radio"/> Mamara ( miniyanka)</li> <li><input type="radio"/> Maninkakan ( malinké)</li> <li><input type="radio"/> Samogo</li> <li><input type="radio"/> Soninké (sarakolé)</li> <li><input type="radio"/> Songhay (songhai)</li> <li><input type="radio"/> Syenara (sénoufo)</li> <li><input type="radio"/> Tamasheq</li> <li><input type="radio"/> Xaasongaxango (khassonké)</li> <li><input type="radio"/> Autre (à préciser) _____</li> <li><input type="radio"/> Pas de réponse</li> </ul>
205	Avec quelle fréquence lisez-vous en français pour le plaisir en dehors de l'école ?	<ul style="list-style-type: none"> <li><input type="radio"/> Jamais</li> <li><input type="radio"/> Rarement</li> <li><input type="radio"/> Assez souvent</li> <li><input type="radio"/> Très souvent</li> </ul>
206	Avec quelle fréquence lisez-vous en bamanankan pour le plaisir en dehors de l'école ?	<ul style="list-style-type: none"> <li><input type="radio"/> Jamais</li> <li><input type="radio"/> Rarement</li> <li><input type="radio"/> Assez souvent</li> <li><input type="radio"/> Très souvent</li> </ul>
207	Êtes-vous à l'aise pour enseigner la lecture et l'écriture en bamanankan ?	<ul style="list-style-type: none"> <li><input type="radio"/> Tout à fait</li> <li><input type="radio"/> Assez à l'aise</li> <li><input type="radio"/> Un peu à l'aise</li> <li><input type="radio"/> Pas du tout à l'aise</li> </ul>
208	Avez-vous des difficultés dans l'utilisation du bamanankan ? [Si « non, » « pas du tout », aller directement sur la question #210]	<ul style="list-style-type: none"> <li><input type="radio"/> Oui beaucoup</li> <li><input type="radio"/> Oui parfois</li> <li><input type="radio"/> Oui un peu</li> <li><input type="radio"/> Non, pas du tout</li> <li><input type="radio"/> Pas de réponse</li> </ul>
209	Si « oui », dans quel(s) domaine(s) ?	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lecture</li> <li><input type="checkbox"/> Transcription</li> <li><input type="checkbox"/> Vocabulaire</li> <li><input type="checkbox"/> Pas de réponse</li> </ul>
210	Seriez-vous intéressé à approfondir vos compétences en bamanankan ?	<ul style="list-style-type: none"> <li><input type="radio"/> Très intéressé</li> <li><input type="radio"/> Assez intéressé</li> <li><input type="radio"/> Peu intéressé</li> <li><input type="radio"/> Pas du tout intéressé</li> </ul>
211	Vos enseignant(e)s de 1 <sup>er</sup> et 2 <sup>e</sup> année, sont-ils/elles à l'aise pour enseigner la lecture et l'écriture en bamanankan ?	<ul style="list-style-type: none"> <li><input type="radio"/> Tout à fait</li> <li><input type="radio"/> Assez à l'aise</li> <li><input type="radio"/> Un peu à l'aise</li> <li><input type="radio"/> Pas du tout à l'aise</li> </ul>



N°	Question	Réponse
212	Vos enseignant(e)s de 1 <sup>è</sup> et 2 <sup>è</sup> année, ont-ils/elles des difficultés dans l'utilisation du bamanankan ? [Si « non, » aller directement sur la question #]	<input type="checkbox"/> Oui beaucoup <input type="checkbox"/> Oui parfois <input type="checkbox"/> Oui un peu <input type="checkbox"/> Non, pas du tout <input type="checkbox"/> Pas de réponse
213	Si « oui », dans quel domaine ?	<input type="radio"/> Lecture <input type="radio"/> Transcription <input type="radio"/> Vocabulaire <input type="radio"/> Pas de réponse
214	Pensez-vous que : [Lire les trois phrases. Demander au directeur de choisir la phrase qui est la plus correcte.]	<input type="radio"/> Les élèves qui commencent l'apprentissage dans leur langue maternelle ont de meilleurs résultats à l'école. <input type="radio"/> Les élèves qui commencent l'apprentissage en français ont de meilleurs résultats. <input type="radio"/> La langue d'apprentissage ne joue pas sur les résultats scolaires. <input type="radio"/> Pas de réponse
<b>3. Le profil des enseignants</b>		
301	De combien d'enseignants l'école dispose ?	Femmes : _____ [chiffre] Hommes : _____ [chiffre]
302	Avez-vous des enseignants qui ont changé d'école récemment (au cours des 2 dernières années)?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Ne sait pas <input type="radio"/> Pas de réponse
303	Si oui, combien d'enseignant(e)s ont quitté l'école au cours des 2 dernières années ?	_____ [chiffre]
304	Pourquoi ?	<input type="checkbox"/> Rapprochement familial <input type="checkbox"/> Se rapprocher ou être dans une grande ville <input type="checkbox"/> Difficultés avec la communauté de l'école <input type="checkbox"/> Difficultés avec le directeur ou les collègues de l'école <input type="checkbox"/> Autre : à préciser : _____ <input type="checkbox"/> Je ne sais pas
305	L'enseignant(e) de 1 <sup>è</sup> , a-t-il/elle enseigné ce même niveau (1) l'année dernière [Si « oui » aller à la question 307]	<input type="radio"/> Oui <input type="radio"/> Non

N°	Question	Réponse
306	Si « non, » pourquoi ?	<input type="radio"/> L'enseignant a suivi élèves en 2ème ou est revenu en 1ère année <input type="radio"/> Nouveau enseignant <input type="radio"/> Il était dans une autre école <input type="radio"/> Il enseignait dans une autre classe (3,4,5,6) <input type="radio"/> Autre, spécifier _____ <input type="radio"/> Ne sait pas
307	L'enseignant(e) de 2è, a-t-il/elle enseigné ce même niveau l'année dernière ? [Si « oui » aller à la question 309]	<input type="radio"/> Oui <input type="radio"/> Non
308	Pourquoi ?	<input type="checkbox"/> Rapprochement familial <input type="checkbox"/> Se rapprocher ou être dans une grande ville <input type="checkbox"/> Difficultés avec la communauté de l'école <input type="checkbox"/> Difficultés avec le directeur ou les collègues de l'école <input type="checkbox"/> Autre : à préciser : _____ <input type="checkbox"/> Je ne sais pas
309	Les absences des enseignant(e)s, sont-elles consignées dans un registre ?	<input type="radio"/> Oui <input type="radio"/> Non
310	Si oui, les enseignant(e)s de 1è et 2è (SIRA), on t'ils été absents en novembre 2019 ? [Si « oui » aller à la question 312]	<input type="radio"/> Oui <input type="radio"/> Non
311	Si « oui, » combien d'absences :	1è : _____ [chiffre] 2è : _____ [chiffre]
312	Les retards des enseignant(e)s, sont-ils consignés dans un registre ?	<input type="radio"/> Oui <input type="radio"/> Non
313	Si « oui » Les enseignants de 1è et 2è (SIRA), ont accusé au moins deux retards le mois du novembre 2019 ?	<input type="radio"/> Oui <input type="radio"/> Non
314	Si « oui, » combien de retards :	1è : _____ [chiffre] 2è : _____ [chiffre]
<b>4. Profil des élèves</b>		
401	Quels niveaux sont enseignés au sein de votre école ? [Cochez toute réponse valable.]	<input type="checkbox"/> 1iere <input type="checkbox"/> 2ieme <input type="checkbox"/> 3ieme <input type="checkbox"/> 4ieme <input type="checkbox"/> 5ieme <input type="checkbox"/> 6ieme

N°	Question	Réponse
402	Le registre ou fiche murale qui consigne le nombre d'élèves dans les classes et dans l'école, sont-ils disponibles ? [Si « non » aller à la question 501.]	<input type="radio"/> Oui <input type="radio"/> Non
403	Si « oui, » sont-ils à jour pour le dernier trimestre ? [Aller sur la question 405]	<input type="radio"/> Oui <input type="radio"/> Non
404	Quels sont les effectifs pour chaque niveau ? [Relevez les effectifs filles et garçons – le total se calcule d'une façon automatique – ce n'est pas la peine de l'indiquer]	1iere : Filles : _____ Garçons : _____ 2ieme : Filles : _____ Garçons : _____ 3ieme : Filles : _____ Garçons : _____ 4ieme : Filles : _____ Garçons : _____ 5ieme : Filles : _____ Garçons : _____ 6ieme : Filles : _____ Garçons : _____
<b>5. Appui et suivi</b>		
501	Avez-vous reçu une visite du Conseiller pédagogique cette année ? [Si « non » aller à la question 502]	<input type="radio"/> Oui <input type="radio"/> Non
502	Si « oui », cela fait combien de temps depuis sa visite ?	<input type="radio"/> Une semaine <input type="radio"/> Deux semaines <input type="radio"/> Trois semaines <input type="radio"/> Un mois <input type="radio"/> Deux mois <input type="radio"/> Trois mois <input type="radio"/> Quatre mois <input type="radio"/> Cinq mois
503	Avez-vous suivi ou appuyé l'enseignant de l'année depuis le début de l'année? [Si « non » aller sur la question 506]	<input type="radio"/> Oui <input type="radio"/> Non
504	Si « oui, » quel type d'appui ou de suivi avez-vous fait ? [Cochez toute réponse applicable]	<input type="checkbox"/> Conseils pour la gestion de la classe et la discipline <input type="checkbox"/> Conseils pédagogiques sur les techniques de l'approche équilibrée <input type="checkbox"/> Conseils et appui sur la transcription en bamanankan <input type="checkbox"/> Gestion de classes à double division <input type="checkbox"/> Appui dans la gestion linguistique dans la classe d'une classe à double division ou multigrade (comment gérer deux groupes d'élèves en français et en bamanankan) <input type="checkbox"/> Leçon modèle sur une séquence de SIRA <input type="checkbox"/> Appui/conseil pour la gestion et l'utilisation du matériel de SIRA <input type="checkbox"/> Communication avec les parents <input type="checkbox"/> Conseil pour la préparation des leçons <input type="checkbox"/> Encouragements et félicitations <input type="checkbox"/> Autre : à préciser : _____

N°	Question	Réponse
505	Avec quelle fréquence avez-vous fait un suivi avec l'enseignant(e) de 1 <sup>e</sup> année en lecture-écriture ? [Aller à la question 507]	<ul style="list-style-type: none"> <li><input type="radio"/> Une fois par semaine</li> <li><input type="radio"/> Deux fois par mois</li> <li><input type="radio"/> Une fois par mois</li> <li><input type="radio"/> Deux fois par trimestre</li> <li><input type="radio"/> Une fois par trimestre</li> <li><input type="radio"/> Rarement (moins d'une fois par trimestre)</li> <li><input type="radio"/> Jamais</li> </ul>
506	Si « non », pourquoi? [Cochez toute réponse applicable]	<ul style="list-style-type: none"> <li><input type="checkbox"/> Problème de grève</li> <li><input type="checkbox"/> Absence de l'enseignant(e)</li> <li><input type="checkbox"/> Le directeur tient aussi une classe</li> <li><input type="checkbox"/> Trop de charges chez le directeur</li> <li><input type="checkbox"/> Absence du soutien du Conseiller Pédagogique</li> <li><input type="checkbox"/> Non formé à l'appui des enseignants</li> <li><input type="checkbox"/> Manque de connaissance de la procédure du suivi</li> <li><input type="checkbox"/> Autre : à préciser : _____</li> </ul>
507	Avez-vous suivi ou appuyé l'enseignant de 2 <sup>e</sup> année depuis le début de l'année ? [Si « non » aller à la question 509]	<ul style="list-style-type: none"> <li><input type="radio"/> Oui</li> <li><input type="radio"/> Non</li> </ul>
508	Si « oui, » quel type d'appui ou de suivi avez-vous fait ? [Ne lisez pas les réponses. Cochez toute réponse applicable]	<ul style="list-style-type: none"> <li><input type="checkbox"/> Conseils pour la gestion de la classe et la discipline</li> <li><input type="checkbox"/> Conseils pédagogiques sur les techniques de l'Approche équilibrée</li> <li><input type="checkbox"/> Conseils et appui sur la transcription en bamanankan</li> <li><input type="checkbox"/> Gestion de classes à double division</li> <li><input type="checkbox"/> Appui dans la gestion linguistique dans le cas d'une classe à double division ou multigrade (comment gérer deux groupes d'élèves en français et en bamanankan)</li> <li><input type="checkbox"/> Leçon modèle sur une séquence de SIRA</li> <li><input type="checkbox"/> Appui/conseil pour la gestion et l'utilisation du matériel de SIRA</li> <li><input type="checkbox"/> Communication avec les parents</li> <li><input type="checkbox"/> Conseil pour la préparation des leçons</li> <li><input type="checkbox"/> Encouragements et félicitations</li> <li><input type="checkbox"/> Autre : à préciser : _____</li> </ul>
509	Avec quelle fréquence avez-vous fait un suivi avec l'enseignant(e) de 2 <sup>e</sup> année en lecture-écriture ? [Aller à la question 512]	<ul style="list-style-type: none"> <li><input type="radio"/> Deux fois par semaine</li> <li><input type="radio"/> Une fois par semaine</li> <li><input type="radio"/> Deux fois par mois</li> <li><input type="radio"/> Une fois par mois</li> <li><input type="radio"/> Deux fois par trimestre</li> <li><input type="radio"/> Une fois par trimestre</li> <li><input type="radio"/> Rarement (moins d'une fois par trimestre)</li> <li><input type="radio"/> Jamais</li> </ul>
510	Si « non, » pourquoi ? [Si Q507 = No]	<ul style="list-style-type: none"> <li><input type="checkbox"/> Problème de grève</li> <li><input type="checkbox"/> Absence de l'enseignant(e)</li> <li><input type="checkbox"/> Le directeur tient aussi une classe</li> <li><input type="checkbox"/> Trop de charges chez le directeur</li> <li><input type="checkbox"/> Absence du soutien du Conseiller Pédagogique</li> <li><input type="checkbox"/> Non formé à l'appui des enseignants</li> <li><input type="checkbox"/> Manque de connaissance de la procédure du suivi</li> </ul>

N°	Question	Réponse
511	Avez-vous utilisé la tablette d'auto-formation ? [Si « non » aller à la question 513]	<input type="radio"/> Oui <input type="radio"/> Non
512	Si « oui », quand l'avez-vous utilisée pour la dernière fois pour visionner un film d'auto-formation Mali/SIRA?	<input type="radio"/> La semaine dernière <input type="radio"/> Le mois dernier <input type="radio"/> Il y a 2 mois <input type="radio"/> Il y a plus de 2 mois <input type="radio"/> Ne sait pas
513	Avez-vous mis la tablette d'auto-formation à la disposition de vos enseignants de 1 <sup>è</sup> et 2 <sup>è</sup> année? [Si « non » aller à la question 517]	<input type="radio"/> Oui <input type="radio"/> Non
514	Si « oui », quand les enseignant(e) ont-ils (elles) utilisé la tablette pour la dernière fois pour visionner un film d'auto-formation Mali/SIRA?	<input type="radio"/> La semaine dernière <input type="radio"/> Le mois dernier <input type="radio"/> Il y a 2 mois <input type="radio"/> Il y a plus de 2 mois <input type="radio"/> Il y a plus de 6 mois <input type="radio"/> Ne sait pas
515	Si « non », pourquoi ?	<input type="checkbox"/> La tablette doit rester à la direction <input type="checkbox"/> Les enseignants ont fait la formation et cela est déjà suffisant <input type="checkbox"/> Difficultés avec la technologie <input type="checkbox"/> La tablette est cassée <input type="checkbox"/> La tablette a disparu <input type="checkbox"/> Pas d'explication claire sur son utilisation <input type="checkbox"/> Manque de temps <input type="checkbox"/> Autre : Précisez : _____
<b>6. Maîtrise des techniques et stratégies SIRA</b>		
601	Selon l'emploi du temps SIRA, quelle est le nombre de minutes allouées à chaque technique par jour?	
601a	Nouvelles de la classe (réponse 15 minutes)	_____
601b	Mots décodables (réponse 30 minutes)	_____
601c	Émission Interactive Radio-EIA (réponse 35 minutes)	_____
601d	Lecture guidée (réponse 30 minutes)	_____
601e	Écriture guidée réponse 30 minutes)	_____
602	Quelles sont les techniques de l'approche équilibrée qui <b>vous</b> posent le plus de difficultés ? [Cochez toute réponse applicable]	<input type="checkbox"/> Nouvelles de la classe <input type="checkbox"/> Lecture guidée <input type="checkbox"/> Écriture guidée <input type="checkbox"/> EIA (Enseignement Interactif Audio) <input type="checkbox"/> Mots décodables <input type="checkbox"/> Jeux <input type="checkbox"/> Aucune technique

N°	Question	Réponse
603	Quelles sont les techniques de l'approche équilibrée qui posent le plus de difficultés aux enseignants de 1 <sup>e</sup> et 2 <sup>e</sup> année? [Cochez toute réponse applicable]	<input type="checkbox"/> Nouvelles de la classe <input type="checkbox"/> Lecture guidée <input type="checkbox"/> Écriture guidée <input type="checkbox"/> EIA (Enseignement Interactif Audio) <input type="checkbox"/> Mots décodables <input type="checkbox"/> Jeux <input type="checkbox"/> Aucune technique
604a	Comment définit-on les mots sex?  Réponse attendue : Le sexe désigne les différences <b>biologiques</b> entre homme et femme.	<input type="radio"/> Réponse correcte <input type="radio"/> Réponse incorrecte <input type="radio"/> Pas de réponse
604b	Comment définit-on les mots sexe et genre?  Réponse attendue : Le genre est <b>une identité sociale</b>	<input type="radio"/> Réponse correcte <input type="radio"/> Réponse incorrecte <input type="radio"/> Pas de réponse
<b>7. Relations école-parents</b>		
701	Le mois passé, combien de parents d'élèves sont venus s'enquérir de la fréquentation et/ou de la performance de leurs enfants ?	_____ [chiffre]
702	Dans votre école, y'a-t-il eu des rencontres avec les parents d'élèves depuis le début de l'année ? [Si « non » aller à la question 704]	<input type="radio"/> Oui <input type="radio"/> Non
703	Si « oui », combien de fois depuis le début de cette année ?	_____ [chiffre]
704	Quelle proportion de parents d'élèves prend les actions suivantes :	
704a	Aller à l'école au moins une fois par an pour discuter du progrès de leurs enfants avec l'enseignant(e) ?	<input type="radio"/> Tous <input type="radio"/> La plupart <input type="radio"/> Plusieurs <input type="radio"/> Quelques-uns <input type="radio"/> Personne
704b	Vérifier la présence de leurs enfants à l'école, au moins une fois la semaine ?	<input type="radio"/> Tous <input type="radio"/> La plupart <input type="radio"/> Plusieurs <input type="radio"/> Quelques-uns <input type="radio"/> Personne
704c	Visiter votre bureau pour résoudre des problèmes ?	<input type="radio"/> Tous <input type="radio"/> La plupart <input type="radio"/> Plusieurs <input type="radio"/> Quelques-uns <input type="radio"/> Personne
705	Avez-vous une APE ?	<input type="radio"/> Oui <input type="radio"/> Non

N°	Question	Réponse
706	Si « oui, » avec quelle fréquence se réunit-elle ?	<input type="radio"/> Tous les quinze jours <input type="radio"/> Chaque mois <input type="radio"/> Tous les trois mois <input type="radio"/> Deux fois par an <input type="radio"/> Une fois par an <input type="radio"/>
707	Avez-vous une AME ?	<input type="radio"/> Oui <input type="radio"/> Non
708	Si oui, avec quelle fréquence se réunit-elle ?	<input type="radio"/> Tous les quinze jours <input type="radio"/> Chaque mois <input type="radio"/> Tous les trois mois <input type="radio"/> Deux fois par an <input type="radio"/> Une fois par an
709	Avez-vous un CGS ? [Si « non » aller à la question 711]	<input type="radio"/> Oui <input type="radio"/> Non
710	Si « oui, » avec quelle fréquence se réunit-il ?	<input type="radio"/> Tous les quinze jours <input type="radio"/> Chaque mois <input type="radio"/> Tous les trois mois <input type="radio"/> Deux fois par an <input type="radio"/> Une fois par an <input type="radio"/>
711	Constatez-vous des changements positifs dans la relation parent-école depuis l'arrivée du projet Mali/SIRA ? [Si « non », merci, c'est la fin du questionnaire]	<input type="radio"/> Oui beaucoup <input type="radio"/> Oui parfois <input type="radio"/> Oui un peu <input type="radio"/> Non, pas du tout <input type="radio"/> Pas de réponse
712	Si « oui beaucoup/oui parfois/oui un peu, » lesquels ?	<input type="checkbox"/> Des parents viennent plus régulièrement à l'école <input type="checkbox"/> Des enfants ont un meilleur suivi à la maison <input type="checkbox"/> Des rencontres plus régulières de l'APE/AME <input type="checkbox"/> Autre, Specifier
713	Croyez-vous que ces changements vont durer après la fin du projet Mali/SIRA ? [Cochez toute réponse applicable]	<input type="radio"/> Oui, tout à fait <input type="radio"/> Oui, quelques changements <input type="radio"/> Peu de changements <input type="radio"/> Non, il sera très difficile que ça soit pérenne

## Annex I I: Instrument: Questionnaire Teacher

### Questionnaire Enseignant(e) Version Finale

Avant de commencer le questionnaire, l'enquêteur dit :

Bonjour Monsieur, Madame. Je m'appelle \_\_\_\_\_.

Je suis venu(e) dans votre école aujourd'hui pour m'entretenir avec vous du projet Mali/SIRA, qui est un projet d'éducation financé par l'USAID et mis en œuvre en collaboration avec le Ministère de l'Education Nationale. L'objectif de ce projet est d'améliorer l'apprentissage de la lecture et de l'écriture. J'aimerais vous poser quelques questions et faire un inventaire rapide des matériels. Cet entretien entre dans le cadre de l'évaluation à mi-parcours du projet Mali/SIRA. Les résultats serviront à renforcer davantage le projet. Vous avez le droit de mettre fin à votre participation à tout moment. L'interview prendra en moyenne 30 minutes plus le temps pour voir les matériels.

#### Consentement :

Êtes-vous d'accord pour participer à cette observation ? Oui  Non

**Si l'enseignant(e) dit « non, » il faut le remercier de son temps. Arrêtez l'activité.]**

Région		Commune	
AE (Académie)		CAP	
Ecole		Code	
Nom et prénom de l'enquêteur		Date de l'observation	

N°	Question	Réponse
No	<b>I. Informations générales sur l'enseignant(e)</b>	
101	Niveau enseigné par l'enseignant(e)	<input type="radio"/> 1 <sup>è</sup> <input type="radio"/> 2 <sup>è</sup> <input type="radio"/> Double division
102	Quel type de programme	<input type="radio"/> Curriculum <input type="radio"/> Classique
103	Quel est votre âge ? [Indiquer 99, si la personne ne connaît pas son âge]	_____ [chiffre]
104	Sexe	<input type="radio"/> Féminin <input type="radio"/> Masculin



N°	Question	Réponse
105	Statut professionnel	<input type="radio"/> Enseignant communautaire <input type="radio"/> Fonctionnaire des collectivités territoriales <input type="radio"/> Fonctionnaire de l'état <input type="radio"/> Contractuel
106	Nombre d'années d'expérience dans l'enseignement  <i>[Si l'enseignant est dans sa première année d'enseignement, indiquer '1']</i>  <i>Si la réponse est « 1 » aller à la question 111</i>	<input type="radio"/> _____ [chiffre]
107	Nombre d'années d'expérience dans cette école  <i>[Si « moins d'un an » aller à la question 108]</i>	<input type="radio"/> Moins d'un an <input type="radio"/> Plus d'un an
108	Si « Plus d'un an, » combien d'années ?  [Saut si 107 = Moins d'un an]	_____ [chiffre]
109	Si seulement « moins d'un an », dans quel type d'école étiez-vous l'année dernière ? [Saut si 107 = Plus d'un an]	<input type="radio"/> Curriculum <input type="radio"/> Classique
110	Si « Curriculum, » étiez-vous dans une école SIRA l'année dernière ?  [Skip if 109 = Classique]	<input type="radio"/> Oui <input type="radio"/> Non
111	Dans quelle classe enseignez-vous l'année dernière ?	<input type="radio"/> 1è <input type="radio"/> 2è <input type="radio"/> 3è <input type="radio"/> 4è <input type="radio"/> 5è <input type="radio"/> 6è
112	Depuis quelle année scolaire participez-vous dans le projet SIRA ?	<input type="radio"/> 2016-2017 <input type="radio"/> 2017-2018 <input type="radio"/> 2018-2019 <input type="radio"/> 2019-2020 (cette année)
113	Diplôme le plus élevé]	<input type="radio"/> Doctorat <input type="radio"/> Maitrise/DEA <input type="radio"/> ENSUP <input type="radio"/> IFM <input type="radio"/> IPEG <input type="radio"/> BAC <input type="radio"/> DEF

N°	Question	Réponse
114	Formation dans l'enseignement	<input type="checkbox"/> SARPE <input type="checkbox"/> ECOM <input type="checkbox"/> IFM <input type="checkbox"/> IPEG <input type="checkbox"/> Hégire <input type="checkbox"/> Autre : A préciser _____
115	Formation au curriculum bilingue	<input type="checkbox"/> Niveau 1 <input type="checkbox"/> Niveau 2 <input type="checkbox"/> Niveau 3 <input type="checkbox"/> Formation de 2011 <input type="checkbox"/> Autre : A préciser _____ <input type="checkbox"/> Aucune
116	Formation en lecture-écriture	<input type="checkbox"/> Enseignement interactif par la radio (EIR) <input type="checkbox"/> Approche Equilibrée PHARE <input type="checkbox"/> Approche Equilibrée SIRA <input type="checkbox"/> Ciwara lisent <input type="checkbox"/> Literacy Boost <input type="checkbox"/> ELAN <input type="checkbox"/> Autre : A préciser _____ <input type="checkbox"/> Aucune
117	Formation en genre	<input type="checkbox"/> Ecole, amie des filles <input type="checkbox"/> Girls can <input type="checkbox"/> Formation SCOFI du MEN <input type="checkbox"/> SIRA (Genre intégré dans BLA) <input type="checkbox"/> Atelier CAP <input type="checkbox"/> Autre : A préciser _____ <input type="checkbox"/> Aucune
118	A quelles formations offertes par le projet Mali/SIRA avez-vous participé ?	<input type="checkbox"/> Août/septembre 2016 – Iè uniquement <input type="checkbox"/> (Recyclage) Décembre 2016 <input type="checkbox"/> Août/septembre 2017 <input type="checkbox"/> (Recyclage) Décembre 2017 <input type="checkbox"/> Août/septembre 2018 <input type="checkbox"/> Septembre 2019
<b>2. Langue d'enseignement</b>		

N°	Question	Réponse
201	Quelle est votre langue maternelle ?	<ul style="list-style-type: none"> <li><input type="radio"/> Bamanankan (Bambara)</li> <li><input type="radio"/> Bomu (bobo)</li> <li><input type="radio"/> Bozo</li> <li><input type="radio"/> Dogon</li> <li><input type="radio"/> Français</li> <li><input type="radio"/> Ffulde</li> <li><input type="radio"/> Hasanya (maure)</li> <li><input type="radio"/> Mamara ( miniyanka)</li> <li><input type="radio"/> Maninkakan ( malinké)</li> <li><input type="radio"/> Samogo</li> <li><input type="radio"/> Soninké (sarakolé)</li> <li><input type="radio"/> Songhay (songhai)</li> <li><input type="radio"/> Syenara (sénoufo)</li> <li><input type="radio"/> Tamasheq</li> <li><input type="radio"/> Xaasongaxango (khassonké)</li> <li><input type="radio"/> Autre (à préciser) _____</li> <li><input type="radio"/> Pas de réponse</li> </ul>
202	Quelle est votre langue la mieux parlée ?	<ul style="list-style-type: none"> <li><input type="radio"/> Bamanankan (Bambara)</li> <li><input type="radio"/> Bomu (bobo)</li> <li><input type="radio"/> Bozo</li> <li><input type="radio"/> Dogon</li> <li><input type="radio"/> Français</li> <li><input type="radio"/> Ffulde</li> <li><input type="radio"/> Hasanya (maure)</li> <li><input type="radio"/> Mamara ( miniyanka)</li> <li><input type="radio"/> Maninkakan ( malinké)</li> <li><input type="radio"/> Samogo</li> <li><input type="radio"/> Soninké (sarakolé)</li> <li><input type="radio"/> Songhay (songhai)</li> <li><input type="radio"/> Syenara (sénoufo)</li> <li><input type="radio"/> Tamasheq</li> <li><input type="radio"/> Xaasongaxango (khassonké)</li> <li><input type="radio"/> Autre (à préciser) _____</li> <li><input type="radio"/> Pas de réponse</li> </ul>
203	Quelle(s) autre(s) langue(s) parlez-vous bien ?	<ul style="list-style-type: none"> <li><input type="checkbox"/> Bamanankan (Bambara)</li> <li><input type="checkbox"/> Bomu (bobo)</li> <li><input type="checkbox"/> Bozo</li> <li><input type="checkbox"/> Dogon</li> <li><input type="checkbox"/> Français</li> <li><input type="checkbox"/> Ffulde</li> <li><input type="checkbox"/> Hasanya (maure)</li> <li><input type="checkbox"/> Mamara ( miniyanka)</li> <li><input type="checkbox"/> Maninkakan (malinké)</li> <li><input type="checkbox"/> Samogo</li> <li><input type="checkbox"/> Soninké (sarakolé)</li> <li><input type="checkbox"/> Songhay (songhai)</li> <li><input type="checkbox"/> Syenara (sénoufo)</li> <li><input type="checkbox"/> Tamasheq</li> <li><input type="checkbox"/> Xaasongaxango (khassonké)</li> <li><input type="checkbox"/> Autre (à préciser) _____</li> <li><input type="checkbox"/> Pas de réponse</li> </ul>

N°	Question	Réponse
204	Quelle(s) langue(s) parlent les élèves entre eux à l'école ?	<input type="checkbox"/> Bamanankan (Bambara) <input type="checkbox"/> Bomu (bobo) <input type="checkbox"/> Bozo <input type="checkbox"/> Dogon <input type="checkbox"/> Français <input type="checkbox"/> Ffulfulde <input type="checkbox"/> Hasanya (maure) <input type="checkbox"/> Mamara ( miniyanka) <input type="checkbox"/> Maninkakan ( malinké) <input type="checkbox"/> Samogo <input type="checkbox"/> Soninké (sarakolé) <input type="checkbox"/> Songhay (songhai) <input type="checkbox"/> Syenara (sénoufo) <input type="checkbox"/> Tamasheq <input type="checkbox"/> Xaasongaxango (khassonké) <input type="checkbox"/> Autre (à préciser) _____ <input type="checkbox"/> Pas de réponse
205	Dans quelle langue communiquez-vous le plus avec les élèves socialement (hors des leçons) ?	<input type="radio"/> Bamanankan (Bambara) <input type="radio"/> Bomu (bobo) <input type="radio"/> Bozo <input type="radio"/> Dogon <input type="radio"/> Français <input type="radio"/> Ffulfulde <input type="radio"/> Hasanya (maure) <input type="radio"/> Mamara ( miniyanka) <input type="radio"/> Maninkakan ( malinké) <input type="radio"/> Samogo <input type="radio"/> Soninké (sarakolé) <input type="radio"/> Songhay (songhai) <input type="radio"/> Syenara (sénoufo) <input type="radio"/> Tamasheq <input type="radio"/> Xaasongaxango (khassonké) <input type="radio"/> Autre (à préciser) _____ <input type="radio"/> Pas de réponse
206	Quelle est la langue dominante de la communauté de l'école ? (Une seule réponse)	<input type="radio"/> Bamanankan (Bambara) <input type="radio"/> Bomu (bobo) <input type="radio"/> Bozo <input type="radio"/> Dogon <input type="radio"/> Français <input type="radio"/> Ffulfulde <input type="radio"/> Hasanya (maure) <input type="radio"/> Mamara ( miniyanka) <input type="radio"/> Maninkakan ( malinké) <input type="radio"/> Samogo <input type="radio"/> Soninké (sarakolé) <input type="radio"/> Songhay (songhai) <input type="radio"/> Syenara (sénoufo) <input type="radio"/> Tamasheq <input type="radio"/> Xaasongaxango (khassonké) <input type="radio"/> Autre (à préciser) _____ <input type="radio"/> Pas de réponse

N°	Question	Réponse
207	Avec quelle fréquence lisez-vous en français pour le plaisir en dehors de l'école ?	<input type="radio"/> Jamais <input type="radio"/> Rarement <input type="radio"/> Assez souvent <input type="radio"/> Très souvent
208	Avec quelle fréquence lisez-vous en bamanankan pour le plaisir en dehors de l'école ?	<input type="radio"/> Jamais <input type="radio"/> Rarement <input type="radio"/> Assez souvent <input type="radio"/> Très souvent
209	Etes-vous à l'aise pour enseigner la lecture et l'écriture en bamanankan ?	<input type="radio"/> Tout à fait <input type="radio"/> Assez à l'aise <input type="radio"/> Un peu à l'aise <input type="radio"/> Pas du tout à l'aise
210	Avez-vous des difficultés dans l'utilisation du bamanankan ?  <i>[Si « non » ou « pas du tout », aller directement à la question 212]</i>	<input type="radio"/> Oui beaucoup <input type="radio"/> Oui parfois <input type="radio"/> Oui un peu <input type="radio"/> Non, pas du tout <input type="radio"/> Pas de réponse
211	Si « oui », dans quel(s) domaines ?	<input type="checkbox"/> Lecture <input type="checkbox"/> Transcription <input type="checkbox"/> Vocabulaire <input type="checkbox"/> Pas de réponse
212	Seriez-vous intéressé à approfondir vos compétences en bamanankan ?	<input type="radio"/> Très intéressé <input type="radio"/> Assez intéressé <input type="radio"/> Peu intéressé <input type="radio"/> Pas du tout intéressé
213	Pensez-vous que :  <i>[Lire les trois phrases. Demander à l'enseignant de choisir la phrase qui est la plus correcte.]</i>	<input type="radio"/> Les élèves qui commencent l'apprentissage dans leur langue maternelle ont de meilleurs résultats à l'école. <input type="radio"/> Les élèves qui commencent l'apprentissage en français ont de meilleurs résultats. <input type="radio"/> La langue d'apprentissage ne joue pas sur les résultats scolaires. <input type="radio"/> Pas de réponse
<b>3. Assiduité</b>		
301	Le mois de novembre, combien de fois étiez-vous absent de l'école ? <i>[Indiquer 99 si ne veut pas répondre]</i>	_____ [Chiffre]

N°	Question	Réponse
302	Quelle était la/les raison(s) pour les absences ?	<input type="checkbox"/> Grève <input type="checkbox"/> Maladie (de soi) <input type="checkbox"/> Maladie du membre de la famille <input type="checkbox"/> Raison administrative (aller à la banque, chercher des papiers administratifs, etc.) <input type="checkbox"/> Formation <input type="checkbox"/> Réunion de travail <input type="checkbox"/> Fête (prolongation) <input type="checkbox"/> Cérémonie (funérailles, naissance, mariage) <input type="checkbox"/> Problème de transport <input type="checkbox"/> Autre: à préciser : _____
303	Le mois de novembre, combien de fois avez-vous accusé du retard ? (Vous êtes arrivé plus de 30 minutes après la rentrée)	_____ [chiffre]
304	Quelle était la/les raison(s) pour le retard ?	<input type="checkbox"/> Raison familiale (amener les enfants à l'école, un proche à l'hôpital, etc.) <input type="checkbox"/> Raison administrative (aller à la banque, chercher des papiers administratifs, etc.) <input type="checkbox"/> Réunion de travail <input type="checkbox"/> Cérémonie (funérailles, naissance, mariage) <input type="checkbox"/> Problème de transport <input type="checkbox"/> Autre : à préciser : _____
<b>4. Appui et suivi</b>		
401	Votre directeur, vous a-t-il observé en lecture-écriture ? [Si « non » aller à la question 406]	<input type="radio"/> Oui <input type="radio"/> Non
402	Si « oui », avec quelle fréquence votre directeur est-il venu vous observer en lecture-écriture ?	<input type="radio"/> Deux fois par semaine <input type="radio"/> Une fois par semaine <input type="radio"/> Deux fois par mois <input type="radio"/> Une fois par mois <input type="radio"/> Deux fois par trimestre <input type="radio"/> Une fois par trimestre <input type="radio"/> Rarement (moins d'une fois par trimestre) <input type="radio"/> Jamais

N°	Question	Réponse
403	Quelle est la nature de l'appui ou du suivi fait par le directeur ? [Cochez toute réponse donnée.]	<input type="checkbox"/> Conseils pour la gestion de la classe et la discipline <input type="checkbox"/> Conseils pédagogiques sur les techniques de l'approche équilibrée <input type="checkbox"/> Conseils et appui sur la transcription en bamanankan <input type="checkbox"/> Gestion de classes multigrades <input type="checkbox"/> Appui dans la gestion linguistique dans la classe d'une classe à double division ou multigrade (comment gérer deux groupes d'élèves en français et en bamanankan) <input type="checkbox"/> Leçon modèle sur une séquence de SIRA <input type="checkbox"/> Appui/conseil pour la gestion et l'utilisation du matériel de SIRA <input type="checkbox"/> Conseils sur transcription <input type="checkbox"/> Communication avec les parents <input type="checkbox"/> Conseil pour la préparation des leçons <input type="checkbox"/> Encouragements et félicitations <input type="checkbox"/> Autre : à préciser : _____
404	Comment jugez-vous l'utilité de cet appui ?	<input type="radio"/> Très utile <input type="radio"/> Utile <input type="radio"/> Un peu utile <input type="radio"/> Pas du tout utile
405	Expliquez votre réponse	_____
406	Avez-vous reçu une visite du Conseiller pédagogique cette année ? [Si « non » aller à la question 410]	<input type="radio"/> Oui <input type="radio"/> Non
407	Si « oui », ça fait combien de temps depuis sa visite ?	<input type="radio"/> Une semaine <input type="radio"/> Deux semaines <input type="radio"/> Trois semaines <input type="radio"/> Un mois <input type="radio"/> Deux mois <input type="radio"/> Trois mois <input type="radio"/> Quatre mois <input type="radio"/> Cinq mois
408	Quelle est la nature de l'appui ou du suivi fait par le CP ? [Cochez toute réponse donnée.]	<input type="checkbox"/> Conseils pour la gestion de la classe et la discipline <input type="checkbox"/> Conseils pédagogiques sur les techniques de l'approche équilibrée <input type="checkbox"/> Conseils et appui sur la transcription en bamanankan <input type="checkbox"/> Gestion de classes multigrades <input type="checkbox"/> Appui dans la gestion linguistique dans la classe d'une classe à double division ou multigrade (comment gérer deux groupes d'élèves en français et en bamanankan) <input type="checkbox"/> Leçon modèle sur une séquence de SIRA <input type="checkbox"/> Appui/conseil pour la gestion et l'utilisation du matériel de SIRA <input type="checkbox"/> Conseils sur transcription <input type="checkbox"/> Communication avec les parents <input type="checkbox"/> Conseil pour la préparation des leçons <input type="checkbox"/> Encouragements et félicitations <input type="checkbox"/> Autre : à préciser : _____

N°	Question	Réponse
409	Si « oui », comment jugez-vous l'utilité de cet appui ?	<input type="radio"/> Très utile <input type="radio"/> Utile <input type="radio"/> Un peu utile <input type="radio"/> Pas du tout utile
410	Avez-vous utilisé la tablette d'auto-formation ? [Si « non » aller à la question 501.]	<input type="radio"/> Oui <input type="radio"/> Non
411	Si « oui », quand l'avez-vous utilisée pour la dernière fois pour visionner un film d'auto-formation Mali/SIRA ?	<input type="radio"/> La semaine dernière <input type="radio"/> Le mois dernier <input type="radio"/> Il y a 2 mois <input type="radio"/> Il y a plus de 2 mois <input type="radio"/> Il y a plus de 6 mois <input type="radio"/> Pas de réponse
<b>5. Maîtrise des techniques et stratégies SIRA</b>		
501	Selon l'emploi du temps SIRA, quelle est le nombre de minutes allouées à chaque technique par jour ? Donner les réponses en minutes	
501a	Nouvelles de la classe (réponse 15 minutes)	_____
501b	Mots décodables (réponse 30 minutes)	_____
501c	Émission Interactive Radio-EIA (réponse 35 minutes)	_____
501d	Lecture guidée (réponse 30 minutes)	_____
501e	Écriture guidée réponse 30 minutes)	_____
502a	Comment définit-on les mots sex?  Réponse attendue : Le sexe désigne les différences <b>biologiques</b> entre homme et femme.	<input type="radio"/> Réponse correcte <input type="radio"/> Réponse incorrecte <input type="radio"/> Pas de réponse
502b	Comment définit-on les mots sexe et genre?  Réponse attendue : Le genre est <b>une identité sociale</b>	<input type="radio"/> Réponse correcte <input type="radio"/> Réponse incorrecte <input type="radio"/> Pas de réponse
503	Pensez-vous que les filles et les garçons ont les mêmes capacités intellectuelles ? [Si « oui » aller à la question 506]	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Pas de réponse
504	Si « non, » pourquoi ?	_____



N°	Question	Réponse
505	Quelles sont les stratégies que vous utilisez en classe pour encourager les filles ? [Ne pas proposer les réponses]	<input type="checkbox"/> Interroger aussi fréquemment les filles que les garçons <input type="checkbox"/> Utiliser les techniques de bienveillance <input type="checkbox"/> Donner les mêmes tâches non-scolaires aux filles et aux garçons <input type="checkbox"/> Appuyer leur apprentissage au besoin <input type="checkbox"/> Autre : à préciser : _____ <input type="checkbox"/> Je ne sais pas
506	Quelles sont les techniques de l'approche avec lesquelles vous avez des difficultés ?	<input type="checkbox"/> Nouvelles de la classe <input type="checkbox"/> Lecture guidée <input type="checkbox"/> Écriture guidée <input type="checkbox"/> EIA (Enseignement Interactif Audio) <input type="checkbox"/> Mots décodables <input type="checkbox"/> Jeux <input type="checkbox"/> Aucune technique
<b>6. Relations école-parents</b>		
601	Le mois passé, combien de parents d'élèves sont venus s'informer auprès de vous de la fréquentation et/ou de la performance de leurs enfants ?	_____ [chiffre]
602	Dans votre école, y a-t-il eu des rencontres avec les parents d'élèves (assemblées) depuis le début de l'année ? [Si « non » aller à la question 604]	<input type="radio"/> Oui <input type="radio"/> Non
603	Si « oui », combien de fois depuis le début de cette année ?	_____ [chiffre]
604	Quelle proportion de parents d'élèves prend les actions suivantes :	
604a	Aller à l'école au moins une fois par an pour discuter du progrès de leurs enfants avec l'enseignant(e) ?	<input type="radio"/> Tous <input type="radio"/> La plupart <input type="radio"/> Plusieurs <input type="radio"/> Quelques-uns <input type="radio"/> Personne
604b	Vérifier la présence de leurs enfants à l'école, au moins une fois la semaine ?	<input type="radio"/> Tous <input type="radio"/> La plupart <input type="radio"/> Plusieurs <input type="radio"/> Quelques-uns <input type="radio"/> Personne
604c	Venir vous voir pour résoudre des problèmes liés à l'apprentissage des enfants ?	<input type="radio"/> Tous <input type="radio"/> La plupart <input type="radio"/> Plusieurs <input type="radio"/> Quelques-uns <input type="radio"/> Personne

N°	Question	Réponse
605	Constatez-vous des changements positifs dans la relation parent-école depuis l'arrivée du projet Mali/SIRA ? <i>[Si « non », merci, c'est la fin du questionnaire]</i>	<ul style="list-style-type: none"> <li><input type="radio"/> Oui beaucoup</li> <li><input type="radio"/> Oui parfois</li> <li><input type="radio"/> Oui un peu</li> <li><input type="radio"/> Non, pas du tout</li> <li><input type="radio"/> Pas de réponse</li> </ul>
606	Si « oui beaucoup/oui parfois/oui un peu, » lesquels ? <i>[Cochez toute réponse donnée.]</i>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Des parents viennent plus régulièrement à l'école</li> <li><input type="checkbox"/> Des enfants ont un meilleur suivi à la maison</li> <li><input type="checkbox"/> Des rencontres plus régulières de l'APE/AME</li> <li><input type="checkbox"/> Autre, spécifier</li> </ul>
607	Croyez-vous que ces changements vont durer après la fin du projet Mali/SIRA ?	<ul style="list-style-type: none"> <li><input type="radio"/> Oui, tout à fait</li> <li><input type="radio"/> Oui, quelques changements</li> <li><input type="radio"/> Peu de changements</li> <li><input type="radio"/> Non, il sera très difficile que ça soit pérenne</li> <li><input type="radio"/> Ne sait pas</li> </ul>

## Annex 12: Instrument: Questionnaire Parents

### Questionnaire individuel des Parents Version Finale

Avant de commencer le questionnaire, l'enquêteur dit :

Bonjour Monsieur, Madame. Je m'appelle \_\_\_\_\_.

Je suis venu(e) dans votre école aujourd'hui pour faire des études sur le projet SIRA, qui est un projet d'éducation financé par l'USAID mise en œuvre en collaboration avec le Ministère de l'Education Nationale. L'objectif de ce projet est d'améliorer l'apprentissage de la lecture-écriture. Cette étude c'est l'évaluation à mi-parcours du projet SIRA. Ces résultats serviront à renforcer davantage le projet. J'aimerais par conséquent vous poser quelques questions. Vous avez le droit de mettre fin à votre participation à tout moment. L'interview prendra en moyenne 30 minutes.

#### Consentement :

Êtes-vous d'accord pour participer à cette étude ?      Oui       Non

**Si le parent dit « non, » il faut le remercier de son temps. Arrêtez l'activité.]**

Région		Commune	
AE (Académie)		CAP	
Ecole		Code	
Nom et prénom de l'enquêteur		Date de l'observation	

N°	Questions	Réponses
<b>I. Caractéristiques du parent</b>		
101	Quel est votre âge ?	_____
102	Quel est le sexe du parent ?	<input type="radio"/> Masculin <input type="radio"/> Féminin
103	Pratiquez-vous une religion ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Je ne sais pas <input type="radio"/> Pas de réponse
104	Si oui, laquelle ?	<input type="radio"/> Musulman <input type="radio"/> Chrétien <input type="radio"/> Autre

N°	Questions	Réponses
105	Quelle est votre profession ?	<ul style="list-style-type: none"> <li><input type="radio"/> Aucune (sans profession)</li> <li><input type="radio"/> Agent de santé</li> <li><input type="radio"/> Agriculteur/Cultivateur</li> <li><input type="radio"/> Chauffeur/Transporteur</li> <li><input type="radio"/> Commerçant</li> <li><input type="radio"/> Éleveur</li> <li><input type="radio"/> Enseignant</li> <li><input type="radio"/> Fonctionnaire</li> <li><input type="radio"/> Gardien/Sécurité</li> <li><input type="radio"/> Imam/marabout/pasteur</li> <li><input type="radio"/> Maraîcher</li> <li><input type="radio"/> Mécanicien</li> <li><input type="radio"/> Ménagère</li> <li><input type="radio"/> Policier/Gendarme</li> <li><input type="radio"/> Réparateur</li> <li><input type="radio"/> Retraité</li> <li><input type="radio"/> Autre</li> <li><input type="radio"/> Pas de réponse</li> </ul>
106	Quelle(s) langue(s) parlez-vous à la maison ?	<ul style="list-style-type: none"> <li><input type="checkbox"/> Bamanankan (Bambara)</li> <li><input type="checkbox"/> Bomu (bobo)</li> <li><input type="checkbox"/> Bozo</li> <li><input type="checkbox"/> Dogon</li> <li><input type="checkbox"/> Français</li> <li><input type="checkbox"/> Fulfulde</li> <li><input type="checkbox"/> Hasanya (maure)</li> <li><input type="checkbox"/> Mamara ( miniyanka)</li> <li><input type="checkbox"/> Maninkakan ( malinké)</li> <li><input type="checkbox"/> Samogo</li> <li><input type="checkbox"/> Soninké (sarakolé)</li> <li><input type="checkbox"/> Songhay (songhaï)</li> <li><input type="checkbox"/> Syenara (sénoufo)</li> <li><input type="checkbox"/> Tamasheq</li> <li><input type="checkbox"/> Xaasongaxango (khassonké)</li> <li><input type="checkbox"/> Autre (à préciser)</li> </ul>
107	Quelle(s) langue(s) utilise votre enfant pour parler avec ses amis ?	<ul style="list-style-type: none"> <li><input type="checkbox"/> Bamanankan (Bambara)</li> <li><input type="checkbox"/> Bomu (bobo)</li> <li><input type="checkbox"/> Bozo</li> <li><input type="checkbox"/> Dogon</li> <li><input type="checkbox"/> Français</li> <li><input type="checkbox"/> Fulfulde</li> <li><input type="checkbox"/> Hasanya (maure)</li> <li><input type="checkbox"/> Mamara ( miniyanka)</li> <li><input type="checkbox"/> Maninkakan ( malinké)</li> <li><input type="checkbox"/> Samogo</li> <li><input type="checkbox"/> Soninké (sarakolé)</li> <li><input type="checkbox"/> Songhay (songhaï)</li> <li><input type="checkbox"/> Syenara (sénoufo)</li> <li><input type="checkbox"/> Tamasheq</li> <li><input type="checkbox"/> Xaasongaxango (khassonké)</li> <li><input type="checkbox"/> Autre (à préciser) _____</li> <li><input type="checkbox"/> Pas de réponse</li> </ul>

N°	Questions	Réponses
108	Quelle est la langue dominante de votre communauté ?	<ul style="list-style-type: none"> <li><input type="radio"/> Bamanankan (Bambara)</li> <li><input type="radio"/> Bomu (bobo)</li> <li><input type="radio"/> Bozo</li> <li><input type="radio"/> Dogon</li> <li><input type="radio"/> Français</li> <li><input type="radio"/> Fulfulde</li> <li><input type="radio"/> Hasanya (maure)</li> <li><input type="radio"/> Mamara ( miniyanka)</li> <li><input type="radio"/> Maninkakan ( malinké)</li> <li><input type="radio"/> Samogo</li> <li><input type="radio"/> Soninké (sarakolé)</li> <li><input type="radio"/> Songhay (songhai)</li> <li><input type="radio"/> Syenara (sénoufo)</li> <li><input type="radio"/> Tamasheq</li> <li><input type="radio"/> Xaasongaxango (khassonké)</li> <li><input type="radio"/> Autre (à préciser)</li> </ul>
<b>2. Informations contextuelles (la scolarité)</b>		
201	Avez-vous fréquenté l'école ?	<ul style="list-style-type: none"> <li><input type="radio"/> Oui</li> <li><input type="radio"/> Non</li> <li><input type="radio"/> Je ne sais pas</li> <li><input type="radio"/> Pas de réponse</li> </ul>
202	Si oui, quel type d'école ? [Saut si 201 <> oui]	<ul style="list-style-type: none"> <li><input type="checkbox"/> Publique/communautaire</li> <li><input type="checkbox"/> Privée</li> <li><input type="checkbox"/> Medersa</li> <li><input type="checkbox"/> Coranique</li> <li><input type="checkbox"/> Autre</li> <li><input type="checkbox"/> Pas de réponse</li> </ul>
203	Si Publique/Communautaire, Privée ou Medersa, jusqu'à quelle classe avez-vous fréquenté l'école [Saut si 202 <> pas de réponse]	<ul style="list-style-type: none"> <li><input type="checkbox"/> 1iere</li> <li><input type="checkbox"/> 2ieme</li> <li><input type="checkbox"/> 3ieme</li> <li><input type="checkbox"/> 4ieme</li> <li><input type="checkbox"/> 5ieme</li> <li><input type="checkbox"/> 6ieme</li> <li><input type="checkbox"/> 7ieme</li> <li><input type="checkbox"/> 8ieme</li> <li><input type="checkbox"/> 9eme et plus</li> </ul>
204	Savez-vous lire ?	<ul style="list-style-type: none"> <li><input type="radio"/> Oui, très bien</li> <li><input type="radio"/> Oui, un peu</li> <li><input type="radio"/> Non</li> <li><input type="radio"/> Je ne sais pas</li> <li><input type="radio"/> Pas de réponse</li> </ul>
205	Si oui, dans quelle langue ? [Saut si 204 <> oui]	<ul style="list-style-type: none"> <li><input type="checkbox"/> Bamanankan</li> <li><input type="checkbox"/> Français</li> <li><input type="checkbox"/> Autre précisez : _____</li> <li><input type="checkbox"/> Pas de réponse</li> </ul>
206	Combien avez-vous de garçons en classe de 1 <sup>ère</sup> année	_____

N°	Questions	Réponses
207	Combien avez-vous de filles en classe de 1 <sup>ère</sup> année	_____
208	Combien avez-vous de garçons en classe de 2 <sup>ème</sup> année	_____
209	Combien avez-vous de filles en classe de 2 <sup>ème</sup> année	_____
210	Quel est votre lien de parenté avec ces enfants ?	<ul style="list-style-type: none"> <li><input type="radio"/> Mère</li> <li><input type="radio"/> Père</li> <li><input type="radio"/> Grand-père</li> <li><input type="radio"/> Grand-mère</li> <li><input type="radio"/> Grand frère (y compris le cousin)</li> <li><input type="radio"/> Grande sœur (y compris la cousine)</li> <li><input type="radio"/> Autre parent féminin</li> <li><input type="radio"/> Autre parent masculin</li> <li><input type="radio"/> Pas de réponse</li> </ul>
211	Est-ce que tous les enfants de 6 à 15 ans dans votre ménage vont à l'école ?	<ul style="list-style-type: none"> <li><input type="radio"/> Oui</li> <li><input type="radio"/> Non</li> <li><input type="radio"/> Pas de réponse</li> </ul>
212	Si non, combien de filles ne vont pas à l'école [Saut si Q211 <> non]	_____
213	Si non, combien de garçon ne vont pas à l'école [Saut si Q211 <> non]	_____
214	Si non, pourquoi ne vont-ils pas à l'école? [Cocher toutes les réponses possibles) (Les parents répondent et les énumérateurs choisissent les réponses.) [Saut si Q211 <> non]	<ul style="list-style-type: none"> <li><input type="checkbox"/> Maladie de l'enfant</li> <li><input type="checkbox"/> Handicap de quelque sorte</li> <li><input type="checkbox"/> Maladie d'un membre de la famille</li> <li><input type="checkbox"/> Prendre soin de ses frères et sœurs</li> <li><input type="checkbox"/> Problèmes de famille</li> <li><input type="checkbox"/> Pas d'argent pour le matériel scolaire</li> <li><input type="checkbox"/> L'enfant ne voulait pas aller</li> <li><input type="checkbox"/> Refus de parents</li> <li><input type="checkbox"/> L'intimidation à l'école</li> <li><input type="checkbox"/> Distance de l'école</li> <li><input type="checkbox"/> Travaux des champs</li> <li><input type="checkbox"/> Aide au petit commerce (ventes au marché)</li> <li><input type="checkbox"/> Aide à la maison pour les travaux domestiques</li> <li><input type="checkbox"/> Autre ; préciser : _____</li> <li><input type="checkbox"/> Pas de réponse</li> </ul>
215	Vos enfants de 1 <sup>è</sup> et 2 <sup>è</sup> année, ont-ils été absents la semaine dernière ? [NB : Pour les parents avec plusieurs enfants dans ces classes, s'il y a un seul absent, cochez « oui. »]	<ul style="list-style-type: none"> <li><input type="radio"/> Oui</li> <li><input type="radio"/> Non</li> <li><input type="radio"/> Je ne sais pas</li> <li><input type="radio"/> Pas de réponse</li> </ul>

N°	Questions	Réponses
216	<p>Si oui, pour quelles raisons ? [Cocher toutes les réponses possibles]</p> <p>[Saut si Q215 =&lt;&gt;oui]:</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Maladie de l'élève</li> <li><input type="checkbox"/> Maladie d'un membre de la famille</li> <li><input type="checkbox"/> Prendre soin de ses frères et sœurs</li> <li><input type="checkbox"/> Problèmes de famille</li> <li><input type="checkbox"/> Aucun uniforme propre</li> <li><input type="checkbox"/> Pas de déjeuner</li> <li><input type="checkbox"/> Pas d'argent pour le matériel scolaire</li> <li><input type="checkbox"/> L'élève ne voulait pas aller</li> <li><input type="checkbox"/> Parent ne voulait pas que l'enfant s'en aille</li> <li><input type="checkbox"/> L'élève effrayé de l'enseignant</li> <li><input type="checkbox"/> N'ont pas fait leurs devoirs</li> <li><input type="checkbox"/> L'intimidation à l'école</li> <li><input type="checkbox"/> Handicap de quelque sorte</li> <li><input type="checkbox"/> Distance à l'école</li> <li><input type="checkbox"/> Travaux des champs</li> <li><input type="checkbox"/> Aide au petit commerce (ventes au marché)</li> <li><input type="checkbox"/> Aide à la maison pour les travaux domestiques</li> <li><input type="checkbox"/> Autre ; préciser : _____</li> <li><input type="checkbox"/> Pas de réponse</li> </ul>
217	<p>Selon vous, apprendre à lire, est-il important pour une fille ?</p>	<ul style="list-style-type: none"> <li><input type="radio"/> Oui</li> <li><input type="radio"/> Non</li> <li><input type="radio"/> Je ne sais pas</li> <li><input type="radio"/> Pas de réponse</li> </ul>
218	<p>Si oui, pourquoi?</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Une fille qui sait lire est une meilleure mère</li> <li><input type="checkbox"/> Une fille qui sait lire peut aider son mari</li> <li><input type="checkbox"/> Une fille qui sait lire est plus autonome</li> <li><input type="checkbox"/> Une fille qui sait lire peut avoir un travail payé</li> <li><input type="checkbox"/> Une fille qui sait lire peut mieux participer dans la vie active et sociale</li> <li><input type="checkbox"/> Une fille qui sait lire ne peut pas être trompée</li> <li><input type="checkbox"/> Lire, c'est un plaisir</li> <li><input type="checkbox"/> Lire, c'est un droit humain</li> <li><input type="checkbox"/> Je ne sais pas</li> <li><input type="checkbox"/> Pas de réponse</li> </ul>
219	<p>Si non, pourquoi pas ?</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Les filles n'ont pas besoin d'étudier pour jouer leur rôle d'épouse et de mère</li> <li><input type="checkbox"/> Les filles ne doivent pas être autonomes</li> <li><input type="checkbox"/> Les filles n'ont pas besoin d'avoir un métier rémunéré</li> <li><input type="checkbox"/> Les filles n'ont pas besoin de participer dans la vie active et sociale</li> <li><input type="checkbox"/> Lire, c'est n'est pas intéressant</li> <li><input type="checkbox"/> Ce n'est pas tout le monde qui a besoin de lire</li> <li><input type="checkbox"/> Je ne sais pas</li> <li><input type="checkbox"/> Pas de réponse</li> </ul>

N°	Questions	Réponses
220	Pensez-vous que : <i>[Lire les trois phrases. Demander au parent de choisir la phrase qui est la plus correcte.]</i>	<ul style="list-style-type: none"> <li>○ Les élèves qui commencent l'apprentissage dans leur langue maternelle ont de meilleurs résultats à l'école.</li> <li>○ Les élèves qui commencent l'apprentissage en français ont de meilleurs résultats.</li> <li>○ La langue d'apprentissage ne joue pas sur les résultats scolaires.</li> <li>○ Ne sait pas / Pas de réponse</li> </ul>
<b>3. Pratiques pour cultiver la lecture chez les enfants</b>		
301	Avez-vous des matériels de lecture en bamanankan à la maison ?	<ul style="list-style-type: none"> <li>○ Oui</li> <li>○ Non</li> <li>○ Je ne sais pas</li> <li>○ Pas de réponse</li> </ul>
302	Si oui, quel genre de matériel ?  Si 301 = Oui	<ul style="list-style-type: none"> <li><input type="checkbox"/> Livres religieux</li> <li><input type="checkbox"/> Tout autre genre de livre</li> <li><input type="checkbox"/> Journaux</li> <li><input type="checkbox"/> Magazine</li> <li><input type="checkbox"/> Brochures</li> <li><input type="checkbox"/> Des manuels d'élève</li> <li><input type="checkbox"/> Je ne sais pas</li> <li><input type="checkbox"/> Pas de réponse</li> </ul>
303	Avez-vous des matériels de lecture en français à la maison ?	<ul style="list-style-type: none"> <li>○ Oui</li> <li>○ Non</li> <li>○ Je ne sais pas</li> <li>○ Pas de réponse</li> </ul>
304	Si oui, quel genre de matériel ?  Si 303 = Oui	<ul style="list-style-type: none"> <li><input type="checkbox"/> Livres religieux</li> <li><input type="checkbox"/> Tout autre genre de livre</li> <li><input type="checkbox"/> Journaux</li> <li><input type="checkbox"/> Magazine</li> <li><input type="checkbox"/> Brochures</li> <li><input type="checkbox"/> Des manuels d'élève</li> <li><input type="checkbox"/> Je ne sais pas</li> <li><input type="checkbox"/> Pas de réponse</li> </ul>
305	Dans quelle langue vous sentez-vous plus à l'aise pour aider votre enfant à apprendre à lire et à écrire ?	<ul style="list-style-type: none"> <li>○ Bamanankan</li> <li>○ Français</li> <li>○ Autre, précisez : _____</li> <li>○ Aucune</li> </ul>
306	Pensez-vous que vous êtes capable d'aider votre enfant à apprendre à lire ? (Dans n'importe quelle langue)	<ul style="list-style-type: none"> <li>○ Oui</li> <li>○ Non</li> <li>○ Je ne sais pas</li> <li>○ Pas de réponse</li> </ul>



N°	Questions	Réponses
307	Si non, pourquoi ? Si 306 = non	<input type="checkbox"/> Je ne sais pas lire <input type="checkbox"/> Aider l'enfant à lire est le travail de l'enseignant <input type="checkbox"/> Je n'ai pas les livres nécessaires <input type="checkbox"/> Je n'ai pas le temps <input type="checkbox"/> Autre, préciser : _____ <input type="checkbox"/> Pas de réponse
308	Est-ce que quelqu'un dans la famille fait la lecture à vos enfants de 1 <sup>ère</sup> et 2 <sup>ème</sup> année ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Je ne sais pas <input type="radio"/> Pas de réponse
309	Si oui, qui est cette personne ?  Skip if Q308 <> Oui	<input type="checkbox"/> Mère <input type="checkbox"/> Père <input type="checkbox"/> Grand-père <input type="checkbox"/> Grand-mère <input type="checkbox"/> Grand frère (y compris le cousin) <input type="checkbox"/> Grande sœur (y compris la cousine) <input type="checkbox"/> Autre parent féminin <input type="checkbox"/> Autre parent masculin <input type="checkbox"/> Ami(e) <input type="checkbox"/> Voisin(e) <input type="checkbox"/> Autre membre de la communauté <input type="checkbox"/> Je ne sais pas <input type="checkbox"/> Pas de réponse
310	Est-ce que quelqu'un dans la famille raconte des histoires à vos enfants de 1 <sup>ère</sup> et 2 <sup>ème</sup> année ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Je ne sais pas <input type="radio"/> Pas de réponse
311	Si oui, qui est cette personne ?  Skip if Q310 <> Oui	<input type="checkbox"/> Mère <input type="checkbox"/> Père <input type="checkbox"/> Grand-père <input type="checkbox"/> Grand-mère <input type="checkbox"/> Grand frère (y compris le cousin) <input type="checkbox"/> Grande sœur (y compris la cousine) <input type="checkbox"/> Autre parent féminin <input type="checkbox"/> Autre parent masculin <input type="checkbox"/> Ami(e) <input type="checkbox"/> Voisin(e) <input type="checkbox"/> Autre membre de la communauté <input type="checkbox"/> Je ne sais pas <input type="checkbox"/> Pas de réponse
312	Est-ce que quelqu'un le/les encourage à lire à la maison ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Je ne sais pas <input type="radio"/> Pas de réponse

N°	Questions	Réponses
313	Si oui, qui est cette personne ?  Skip if Q312<> Oui	<input type="checkbox"/> Mère <input type="checkbox"/> Père <input type="checkbox"/> Grand-père <input type="checkbox"/> Grand-mère <input type="checkbox"/> Grand frère (y compris le cousin) <input type="checkbox"/> Grande sœur (y compris la cousine) <input type="checkbox"/> Autre parent féminin <input type="checkbox"/> Autre parent masculin <input type="checkbox"/> Ami(e) <input type="checkbox"/> Voisin(e) <input type="checkbox"/> Autre membre de la communauté <input type="checkbox"/> Je ne sais pas <input type="checkbox"/> Pas de réponse
<b>4. Mobilisation</b>		
401	L'enseignant(e) de votre enfant est-il/elle souvent absent(e) ?  Skip if Q401<> Oui	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Je ne sais pas <input type="radio"/> Pas de réponse
402	Vous êtes-vous renseigné auprès de l'enseignant sur le progrès de votre enfant cette année ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Je ne sais pas <input type="radio"/> Pas de réponse
403	Si oui, comment ?  Skip if Q403<> Oui	<input type="checkbox"/> Aller voir l'enseignant <input type="checkbox"/> Aller voir le directeur <input type="checkbox"/> Lire le rapport de progrès distribué par l'école <input type="checkbox"/> Regarder les cahiers de mes enfants <input type="checkbox"/> Regarder le bulletin de composition/évaluation <input type="checkbox"/> Pas de réponse
404	Avez-vous assisté à la formation sur l'utilisation du livret <i>Mansacɛsirijala</i> cette année ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Pas de réponse
405	Avez-vous reçu une visite le volontaire communautaire cette année ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Pas de réponse
406	Lesquelles des actions ci-dessous avez-vous fait la semaine dernière ?	
406a	Lire le livret <i>Mansacɛsirijala</i> deux fois avec vos enfants de 1 <sup>e</sup> et 2 <sup>e</sup> année	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Je ne sais pas <input type="radio"/> Pas de réponse
406b	Ecouter mes enfants lire deux fois	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Je ne sais pas <input type="radio"/> Pas de réponse

N°	Questions	Réponses
406c	Aller à l'école pour vérifier l'assiduité de vos enfants	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Je ne sais pas <input type="radio"/> Pas de réponse
406d	Ecouter les messages du projet Mali/SIRA sur la radio	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Je ne sais pas <input type="radio"/> Pas de réponse
406e	Ecouter les messages du griot du projet Mali/SIRA	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Je ne sais pas <input type="radio"/> Pas de réponse
406f	Participer à une rencontre communautaire	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Je ne sais pas <input type="radio"/> Pas de réponse
406g	Lire un document sur le projet (exemple : prospectus, poster)	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Je ne sais pas <input type="radio"/> Pas de réponse
407	Etes-vous membre de l'APE ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Il n'y a pas d'APE <input type="radio"/> Pas de réponse
408	Etes-vous membre de l'AME ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Il n'y a pas d'AME <input type="radio"/> Pas de réponse
409	Etes-vous membre du CGS ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Il n'y a pas de CGS <input type="radio"/> Pas de réponse
410	Existe-il un Yeelenkɛnɛ au sein de votre communauté ? (Si « Oui » continue ; autrement, sauter à la prochaine section : « Attitudes sur l'éducation des filles »)	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Je ne sais pas <input type="radio"/> Pas de réponse
411	Combien de fois vos enfants de 1 <sup>ère</sup> et 2 <sup>ème</sup> année sont-ils parti au Yeelenkɛnɛ la semaine dernière ?	<input type="radio"/> Deux fois <input type="radio"/> Une fois <input type="radio"/> Jamais <input type="radio"/> Je ne sais pas

N°	Questions	Réponses
412	Pourquoi ne vont-ils pas au Yeelenkɛnɛ ? [skip if 412 NE «jamais »]	<input type="checkbox"/> Les heures d'ouverture ne nous conviennent pas <input type="checkbox"/> C'est trop loin de la maison <input type="checkbox"/> Nous ne comprenons pas les activités de Yeelenkɛnɛ <input type="checkbox"/> Nous n'avons pas besoin de livres supplémentaires <input type="checkbox"/> Je ne sais pas <input type="checkbox"/> Pas de réponse
413	Selon vous, que faudrait-il faire pour aider les parents à être plus actifs dans la vie scolaire de leurs enfants  [Ne pas lire les réponses]	<input type="checkbox"/> Réunion d'information via APE / AME <input type="checkbox"/> Sensibilisation <input type="checkbox"/> Formation aux techniques de soutien scolaire <input type="checkbox"/> Messages radios <input type="checkbox"/> Mettre en place des groupes de lecture <input type="checkbox"/> Organiser des événements autour de la lecture (compétition) <input type="checkbox"/> Organiser des prix de lecture <input type="checkbox"/> Activités de fabrication d'outils pédagogiques (ex : carton lettre) <input type="checkbox"/> Programmer les activités en fonction de la disponibilité de la communauté <input type="checkbox"/> Fournir du matériel scolaire <input type="checkbox"/> Autre, précisez : _____ <input type="checkbox"/> Je ne sais pas <input type="checkbox"/> Pas de réponse
<b>Informations socio-économiques : SCOROCS</b>		
PS01	Dans quelle région habites-tu ?	<input type="radio"/> Sikasso <input type="radio"/> Ségou, Koulikoro, Mopti ou Gao <input type="radio"/> Bamako, Kayes, ou Tombouctou
PS02	Dans ta maison, combien de personnes sont âgées de 15 ans ou moins ?	<input type="radio"/> Sept ou plus <input type="radio"/> Six <input type="radio"/> Cinq <input type="radio"/> Quatre <input type="radio"/> Trois <input type="radio"/> Deux <input type="radio"/> Un <input type="radio"/> Aucun
PS03	Le chef de famille, sait-il lire et écrire ?	<input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Il n'y a pas un chef de ménage masculin
PS04	Quel type de sol y-a-t-il dans ta chambre ?	<input type="radio"/> Terre battue/sable, ou ature <input type="radio"/> Bouse d'animal <input type="radio"/> Ciment ou carrelage
PS05	Quel type de toiture y-a-t-il sur ta maison ?	<input type="radio"/> Paille, chaume, natte, ou autre <input type="radio"/> Banco, tôle, dalle, ou tuile
PS06	Quel type de toilette utilisez-vous ?	<input type="radio"/> Latrine, ou chasse d'eau <input type="radio"/> Dans la nature, ou autre

N°	Questions	Réponses
PS07	Avez-vous une télévision dans votre maison ?	<input type="radio"/> Oui <input type="radio"/> Non
PS08	Avez-vous une radio dans votre maison ?	<input type="radio"/> Oui <input type="radio"/> Non
PS09	Chez toi, y-a-t-il quelqu'un qui possède une moto en bon état ?	<input type="radio"/> Oui <input type="radio"/> Non
PS10	Est-ce qu'un membre de ta famille a un téléphone portable ?	<input type="radio"/> Aucun ou un <input type="radio"/> Deux ou plus

## Outil d'observation Version Finale

Région		Commune	
AE (Académie d'enseignement)		CAP	
Ecole		Code	
Niveau de la classe	[1 <sup>è</sup> ] [2 <sup>è</sup> ]	Enseignant (sexe)	[Homme] [Femme]
Nom et prénom de l'enquêteur		Date de l'observation	

### Présentation de l'étude

#### [Lire à l'enseignant]

Le Ministère de l'Éducation Nationale, en partenariat avec l'USAID, a lancé le projet SIRA afin d'améliorer l'enseignement et l'apprentissage de la lecture dans les classes de première et deuxième année des écoles couvertes par le projet.

Dans le but de suivre le programme afin qu'il réponde aux besoins des enseignants et des élèves, nous cherchons à comprendre nos pratiques actuelles en matière de lecture. Pour cela, nous aimerions observer comment vos leçons sont données aux élèves.

Nous aimerions que vous ne changiez pas votre comportement normal. Nous ne vous évaluerons pas et nous n'évaluerons pas votre performance. Les résultats de cette observation seront fusionnés avec d'autres observations dans différentes écoles et régions pour fournir un profil des tendances générales de l'enseignement de la lecture.

Vous avez le droit de ne pas participer si vous ne le voulez pas. Mais votre participation est très importante. Non seulement vous aiderez le programme à apprendre comment les cours sont dispensés en classe, mais le résultat de cette évaluation aidera à identifier les meilleures stratégies pour améliorer l'enseignement et l'apprentissage dans les écoles maliennes.

Si vous acceptez de participer, nous vous remercions à l'avance. Veuillez cocher pour signaler votre participation.

#### Consentement :

Êtes-vous d'accord pour participer à cette observation ?

Oui

Non

[Cocher la case de consentement à l'entretien

Si l'enseignant dit « non, » il faut le remercier de son temps. Arrête l'activité.]

## I. LA CLASSE OBSERVEE

<i>Instructions : Remplissez la section A (La Classe observée) <b>AVANT</b> le début de la séance. Cochez (X) ou écrivez la réponse selon la question.</i>	
A. Classe observée	1 <sup>e</sup> <input type="checkbox"/> 2 <sup>e</sup> <input type="checkbox"/> Double division <input type="checkbox"/>
B. Fonctionnement de la classe	<input type="checkbox"/> Classe à double vacation <input type="checkbox"/> Classe à vacation simple
C. Nombre d'élèves inscrits dans cette classe (incluant les absents)	a) ..... filles b) ..... garçons
D. Nombre d'élèves présents en classe aujourd'hui	a) ..... filles b) ..... garçons
E. Y-a-t-il un élève désigné comme «responsable de la classe ? »	Oui <input type="checkbox"/> Non <input type="checkbox"/> Si oui, préciser le genre : Fille <input type="checkbox"/> Garçon <input type="checkbox"/>
F. Y-a-t-il des supports didactiques <b>affichés</b> dans la salle classe ? ( <b>Cochez toute réponse pertinente</b> )	Cartes : <input type="checkbox"/> Dessins : <input type="checkbox"/> Chiffres : <input type="checkbox"/> Autres (spécifiez) <input type="checkbox"/> ..... Rien <input type="checkbox"/>
G. L'alphabet apparait-il dans la classe ? Si oui, comment ? Ecrit au tableau/ Planche de tableau affiché	
H. Y-a-t-il assez de table-bancs pour le nombre d'élèves ? (Pas plus que 3 élèves par table-banc)	Oui <input type="checkbox"/> Non <input type="checkbox"/>
I. Numéro de la leçon observée	_____
J. A quelle heure l'observation a commencé ?	..... H ..... Min / ..... H ..... Min
K .A quelle heure la séance a pris fin ?	..... H ..... Min

## 2. L'OBSERVATION CHRONOMETREE

Instructions : Vous faites une observation de 2 minutes. Vous remplissez la colonne correspondante à chaque moment d'observation. Après 2 minutes d'observation, vous aurez 1 minute pour remplir la grille. Continuez de cette manière. Cochez (X) dans les cases correspondantes à chaque moment d'observation. Mettez un trait de séparation entre chaque discipline.

Discipline SIRA observée (cochez une seule réponse)	Observation de la classe durant la minute :																			
	0-1	3-4	6-7	9-10	12-13	15-16	18-19	21-22	24-25	27-28	30-31	33-36	36-37	39-40	42-43	45-46	48-49	51-52	54-55	57-58
Les nouvelles de la classe																				
Mots décodables																				
EIA																				
Lecture guidée																				
Écriture guidée																				
<b>Contenu de la leçon (une seule réponse possible)</b>																				
Identification et/ou chant de noms de lettres																				
Identification de sons de lettres																				
Décodage																				
Encodage																				
Lecture d'un mot/des mots à haut voix																				
Lecture des textes à haute voix (la classe entière)																				
Lecture des textes à haute voix (individuelle)																				
Lecture silencieuse des textes																				
Reproduction du contenu du tableau (les élèves)																				
Production d'écrits																				
Jeu/Chant																				
Compréhension à l'audition																				
Compréhension de l'écrit des textes/histoires lus par l'élève																				
Expression orale des élèves																				
Convention de l'écrit																				
Fluidité (lecture rapide et expressive)																				
Grammaire																				
Vocabulaire																				
Autre																				
N/A																				

Action de l'enseignant(e) (cochez toute réponse applicable)	0-1	3-4	6-7	9-10	12-13	15-16	18-19	21-22	24-25	27-28	30-31	33-36	36-37	39-40	42-43	45-46	48-49	51-52	54-55	57-58
Parle/explicite (gestion de la classe) : établir les normes																				



Parle/explicite (liée au contenu de la leçon)																			
Gère les élèves en classe																			
Organise la classe : arrange les bancs, distribue du matériel etc.																			
Circule dans la classe																			
Écrit au tableau																			
Montre un exemple aux élèves																			
Fait répéter à la classe tout entière																			
Fait répéter les élèves individuellement																			
Pose des questions aux élèves																			
Fait travailler les élèves en paires ou en petit groupes																			
Fait faire les élèves des mouvements physiques																			
Aide les élèves																			
Suit les élèves et fait les évaluations																			
Autre (action lié à la leçon)																			
L'action de l'enseignant(e) n'est pas lié à la leçon																			
<b>Participation des élèves (une seule réponse possible)</b>																			
La plupart des élèves suivent la leçon (plus que 50%)																			
La plupart des élèves ne suivent pas la leçon (moins que 50%)																			
<b>Langue utilisée au moment dans la classe (une seule réponse possible)</b>																			
Français																			
Bamanankan																			
Mélange de Bamanankan avec du Français																			
Autre (langue nationale)																			

### 3. MATERIELS UTILISES AU COURS DE LA LECON

(Cochez tout ce qui s'applique) :

- Guide de l'enseignant (SIRA)
- Album : Masalabolow
- Radio
- Le tableau
- Manuel de l'élève
- Cahier d'écriture de l'élève
- Cahier
- Ardoise
- Planche de l'alphabet
- Cartes de l'alphabet
- Matériels de manipulation
- Étiquettes de mots
- Autre

Y-a-t-il un exemplaire pour chaque élève ?

Oui  Non

Y-a-t-il un exemplaire pour chaque élève ?

Oui  Non

### 4. UTILISATION DE LA RADIO

1. L'enseignant(e) utilise-t-il/elle la radio? [Si « non » allez à la section suivante]	<input type="checkbox"/> Oui <input type="checkbox"/> Non
2. L'émission est-elle audible pour la plupart des élèves?	<input type="checkbox"/> Toujours <input type="checkbox"/> Parfois <input type="checkbox"/> Rarement <input type="checkbox"/> Jamais
3. Le temps imparti pour exécuter la consigne est-il suffisant?	<input type="checkbox"/> Toujours <input type="checkbox"/> Parfois <input type="checkbox"/> Rarement <input type="checkbox"/> Jamais
4. Quel était le niveau de participation des élèves avec l'EIA ?	<input type="checkbox"/> Très élevé <input type="checkbox"/> Élevé <input type="checkbox"/> Normal <input type="checkbox"/> Peu de participation <input type="checkbox"/> Beaucoup de distraction

## 5. INVENTAIRE DES MATERIELS SIRA (DANS LA CLASSE)

(A compléter en fin de la séance – en discutant avec l'enseignant(e))

Pour l'enseignant(e) de 1<sup>ère</sup> année :

(Cochez tout ce qui s'applique) :

- Radio portable (1 par école)
- Clé USB avec leçons audio (1 par école)
- Album 1: San Fɔɔ masalabolow 1 (1)
- Album 2: San Fɔɔ masalabolow 2 (1)
- Album 3: San Fɔɔ masalabolow 3 (1)
- Album 4: San Fɔɔ masalabolow 4
- Guide de l'enseignant 1<sup>re</sup> Année
- Carte de l'alphabet
- Référentiel de compétences
- Tableau de l'alphabet
- Livret de test (12)
- Carte de mots pour leçon audio
- Mot décodables : Gafe 1
- Textes 1: Ne kelen ka nsiirinninw 1
- Cahier d'écriture : N ka sɛbɛnni kaye (1 par élève)

Pour l'enseignant(e) de 2<sup>ème</sup> année :

(Cochez tout ce qui s'applique) :

- Radio portable (1 par école)
- Clé USB avec leçons audio (1 par école)
- Album 1: San Filanan masalabolow 1 (1)
- Album 2: San Filanan masalabolow 2 (1)
- Album 1: San Filanan masalabolow 3 (1)
- Album 2: San Filanan masalabolow 4 (1)
- Guide de l'enseignant 2<sup>ème</sup> Année (1)
- Carte de l'alphabet (1)
- Référentiel de compétences (1)
- Tableau de l'alphabet (1)
- Livret de test (1)
- Mot décodables : Gafe 2
- Textes 2: Ne kelen ka nsiirinninw 2
- Cahier d'écriture : N ka sɛbɛnni kaye (1 par élève)

## 6. OBSERVATIONS GENERALES

(A compléter en fin de la séance)

1. L'enseignant(e) maîtrise le vocabulaire en Bamanankan tout au long de la leçon observée	<input type="checkbox"/> Tout à fait <input type="checkbox"/> Assez bien <input type="checkbox"/> Un peu <input type="checkbox"/> Pas du tout
2. L'enseignant(e) démontre des capacités de transcription/écriture en bamanankan tout au long de la leçon observée	<input type="checkbox"/> Tout à fait <input type="checkbox"/> Assez bien <input type="checkbox"/> Un peu <input type="checkbox"/> Pas du tout
3. L'observation montre que l'enseignant applique bien la démarche SIRA de façon régulière (les élèves sont familiers avec des exercices proposés, l'enseignant est à l'aise avec le matériel et les différentes techniques de SIRA, on sent que l'enseignant a déjà fait plusieurs fois les séquences). L'enseignant semble connaître la démarche SIRA....	<input type="checkbox"/> Tout à fait <input type="checkbox"/> Assez bien <input type="checkbox"/> Un peu <input type="checkbox"/> Pas du tout
4. L'enseignant(e) a un bon rapport avec les élèves tout au long de la leçon observée	<input type="checkbox"/> Tout à fait <input type="checkbox"/> Assez bien <input type="checkbox"/> Un peu <input type="checkbox"/> Pas du tout
5. L'enseignant(e) traite tous les élèves de façon égale pendant la leçon (filles/garçons, devant/derrière, forts/ faibles, jeunes/âgés, gauchers/ droitiers, vivant avec des handicaps, etc.)	<input type="checkbox"/> Tout à fait <input type="checkbox"/> Assez bien <input type="checkbox"/> Un peu <input type="checkbox"/> Pas du tout
6. L'enseignant(e) a des problèmes pour gérer la classe (trop de «bruit», trop de mouvements non nécessaires, enfants pas à la tâche, etc.)	<input type="checkbox"/> Tout à fait <input type="checkbox"/> Assez bien <input type="checkbox"/> Un peu <input type="checkbox"/> Pas du tout
7. Tout au long de la leçon observée, l'enseignant(e) offre de l'aide, appelle les élèves par leur prénom, remercie, félicite, encourage, donne un feedback positif, etc.	<input type="checkbox"/> Très souvent <input type="checkbox"/> Assez souvent <input type="checkbox"/> Rarement <input type="checkbox"/> Jamais
8. L'enseignant(e) utilise des menaces, des injures, de l'humiliation, etc.	<input type="checkbox"/> Très souvent <input type="checkbox"/> Assez souvent <input type="checkbox"/> Rarement <input type="checkbox"/> Jamais
9. L'enseignant(e) utilise les punitions corporelles.	<input type="checkbox"/> Très souvent <input type="checkbox"/> Assez souvent <input type="checkbox"/> Rarement <input type="checkbox"/> Jamais
10. L'enseignant(e) encourage tous les enfants à participer au cours de la leçon (y compris circuler dans la classe, contrôler et corriger au besoin) ?	<input type="checkbox"/> Très souvent <input type="checkbox"/> Assez souvent <input type="checkbox"/> Rarement <input type="checkbox"/> Jamais
11. D'autres observations à signaler sur la leçon :	
12. D'autres observations à signaler sur le processus d'observation :	

## Annex 14: Instrument: Yeelenkɛɛ

### A. Le Fonctionnement

Poser les questions au(x) Volontaire communautaire(s).

No.	Questions	Réponses
101	Depuis combien d'années fonctionne le Yeelenkɛɛ?	<input type="radio"/> 1 an (1 <sup>ère</sup> année) <input type="radio"/> 2 ans <input type="radio"/> 3 ans <input type="radio"/> 4 ans
102	Avec quelle fréquence fonctionne le Yeelenkɛɛ?	<input type="radio"/> Moins régulièrement que 1 fois par mois <input type="radio"/> 1 fois par mois <input type="radio"/> 2 fois par mois <input type="radio"/> 1 fois par semaine <input type="radio"/> 2 fois par semaine <input type="radio"/> Plus de 2 fois la semaine
103	Quels sont les jours d'ouverture du Yeelenkɛɛ?	<input type="checkbox"/> Lundi <input type="checkbox"/> Mardi <input type="checkbox"/> Mercredi <input type="checkbox"/> Jeudi <input type="checkbox"/> Vendredi <input type="checkbox"/> Samedi <input type="checkbox"/> Dimanche
104	Combien d'heure par semaine le Yeelenkɛɛ est-il ouvert	_____ [Chiffre]
105	Le Yeelenkɛɛ, a-t-il fonctionné la semaine dernière ?	<input type="radio"/> Oui <input type="radio"/> Non
106	Si non, pourquoi ?	<input type="radio"/> La population ne s'y intéresse pas <input type="radio"/> Événement dans la communauté <input type="radio"/> Les volontaires n'étaient pas disponibles <input type="radio"/> Les volontaires étaient malades <input type="radio"/> Pas d'endroit pour nous rassembler <input type="radio"/> Autre <input type="radio"/> Si autre, précisez : _____
107	Si oui, décrivez-les activités du Yeelenkɛɛ la semaine dernière.	_____
108	Si oui, combien de séances ont-eu lieu la semaine dernière ?	_____ [chiffre]
109	Si oui, combien d'enfants y-ont assisté ? (filles/garçons)	Filles : _____ [chiffre] Garçons : _____ [chiffre]
110	Prenez une photo de la page du cahier d'enregistrement pour les activités de la semaine dernière. <b>Photo prise ?</b>	<input type="radio"/> Oui <input type="radio"/> Non
111	Le lieu d'apprentissage est-il approprié ? Permet-il un apprentissage avec aisance ?	<input type="checkbox"/> Tout à fait <input type="checkbox"/> Assez <input type="checkbox"/> Un peu <input type="checkbox"/> Pas du tout
112	Si c'est "un peu" ou "pas du tout", décrivez le problème :	_____
113	Depuis l'ouverture du Yeelenkɛɛ, les livres en mauvais état ou perdus ont-ils été remplacés ?	<input type="radio"/> Oui <input type="radio"/> Non

B. L'inventaire des matériels

Demandez voir les matériels du Yeelenkενε. Sans compter soigneusement les matériels, répondez aux questions en faisant des estimations.

No.	Matériels	Nombre attendu (arrondi)	Nombre satisfait? (Oui, Non)	En bon état (Oui, Non)	Si non, décrivez l'état (réponse ouverte)
<b>Alphabets</b>					
101	Carte de l'alphabet - Lettres Minuscules et majuscules	100			
102	Poster de l'alphabet A3	1			
<b>Matériel de lecture</b>					
201	Fiches plastifiées - Année 1 et 2	50			
202	Livres niveaux	230			
203	Histoires locales	75			
<b>Équipement</b>					
301	Caisse métallique	1			
302	Toile plastique (Yeelenkενε)	2			
303	Cahier d'enregistrement	1			
304	Matériels du bureau (papier, classeur, agrafeuse, agrafes, ciseau, colle, crayons en couleurs)	1			

## Annex 15: Instrument: School Profile

<b>Région</b>		<b>Commune</b>	
<b>AE (Académie)</b>		<b>CAP</b>	
<b>Ecole</b>		<b>Code</b>	
<b>Nom et prénom de l'enquêteur</b>		<b>Date de l'observation</b>	

Existence de latrines	<input type="radio"/> Oui <input type="radio"/> Non	Si « oui, » Latrines séparées	<input type="radio"/> Oui <input type="radio"/> Non		
Si « oui » nbre de latrines par sexe	_____ (filles) _____ (garçons)	Si « non » nbre de latrines non-séparées	_____ (non-séparées)		
Existence de point d'eau fonctionnel	<input type="radio"/> Oui <input type="radio"/> Non	Si « oui » de quel nature	<input type="radio"/> Puit <input type="radio"/> Robinet <input type="radio"/> Station de lavage <input type="radio"/> Fuit/barrique		
Existence d'une clôture en bon état	<input type="radio"/> Oui <input type="radio"/> Non	Si « oui, » matériel de clôture	<input type="radio"/> Briques de ciment <input type="radio"/> Briques de banko <input type="radio"/> Pailles <input type="radio"/> Autre : _____		
Nous aimerions savoir s'il y a des problèmes de sécurité à l'école, est-ce que les points suivants s'appliquent ? (Cochez toute réponse valable)	<input type="checkbox"/> Route près de l'école (500 m ou moins des bâtiments - estimation) <input type="checkbox"/> Les enfants ont besoin de traverser une route principale pour arriver à l'école <input type="checkbox"/> La route traverse l'école <input type="checkbox"/> Les animaux ont accès libre à l'école <input type="checkbox"/> Les membres de la communauté ont accès libre à l'école <input type="checkbox"/> Marché près de l'école <input type="checkbox"/> Masse d'eau à proximité (mare, marigot, fleuve, canal, etc.) <input type="checkbox"/> Il n'y a pas de problème à signaler <input type="checkbox"/> Autre: _____				
<b>Nombre d'élèves inscrits</b>	_____	Nombre d'enseignant	_____	L'école fait-elle parti d'un groupe scolaire	<input type="radio"/> Oui <input type="radio"/> Non
<b>Statut</b>	<input type="radio"/> Public <input type="radio"/> Communautaire	Type	<input type="radio"/> Rurale <input type="radio"/> Péri-Urbaine <input type="radio"/> Urbaine	Distance du goudron en km. 100 = 0.1	_____

## Annex 16: Guide KII/FGD

### CONSENTEMENT VERBAL (ENTRETIEN INDIVIDUEL):

Principes de l'enquête / Le consentement verbal :

Bonjour, nous sommes l'équipe d'évaluation à mi-parcours du projet Mali/SIRA au compte de l'USAID. La finalité est de collecter des informations afin de mieux comprendre les résultats et de formuler des recommandations pour la dernière année du projet et éventuellement pour de futurs programmes. Nous aimerions avoir votre aide dans ce domaine. Les résultats de l'enquête seront publiés sous la forme du texte narratif. Étant donné votre poste, il peut y avoir des instances où il sera possible de vous identifier. Comme vous le savez, le rapport final sera partagé avec l'USAID et le Ministère de l'Éducation National dans le but de renforcer l'implémentation des programmes.

Notre discussion prendra environ une heure de temps. Nous allons écrire vos réponses et afin de mieux capter vos contributions nous allons aussi enregistrer l'entretien.

Mais si vous ne voulez pas participer, il n'y aura pas de problème. Une fois que nous commençons, si vous préférez ne pas répondre à une question, vous pouvez nous le dire.

Avez-vous de questions? [Donnez-leur le temps de réagir et répondre aux questions au besoin.] Est-ce que vous nous donnez votre consentement ?

[Avez-vous obtenu le consentement verbal?  ]

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### CONSENTEMENT VERBAL (GROUPE DE DISCUSSION)

Principes de l'enquête / Le consentement verbal :

Bonjour, nous sommes l'équipe d'évaluation à mi-parcours du projet Mali/SIRA au compte de l'USAID. La finalité est de collecter des informations afin de mieux comprendre les résultats et de formuler des recommandations pour la dernière année du projet et éventuellement pour de futurs programmes. Nous aimerions avoir votre aide dans ce domaine. Les résultats de l'enquête seront publiés sous la forme du texte narratif. Étant donné votre poste, il peut y avoir des instances où il sera possible de vous identifier. Comme vous le savez, le rapport final sera partagé avec l'USAID et le Ministère de l'Éducation National dans le but de renforcer l'implémentation des programmes.

Notre discussion prendra environ une heure de temps. Nous allons écrire vos réponses et afin de mieux capter vos contributions nous allons aussi enregistrer l'entretien.

Mais si vous ne voulez pas participer, il n'y aura pas de problème. Une fois que nous commençons, si vous préférez ne pas répondre à une question, vous pouvez nous le dire.

Avez-vous de questions? [Donnez-leur le temps de réagir et répondre aux questions au besoin.] Est-ce que vous nous donnez votre consentement ?

[Avez-vous obtenu le consentement verbal?  ]



## PARTENAIRES TECHNIQUES ET FINANCIERS (USAID)

No.	EQ	Discussion questions
1	General	<b>Pouvez-vous nous expliquer votre rôle au cours de la mise en œuvre du projet Mali/SIRA ? Dans quelles activités avez-vous participé ?</b>
2	EQ1/EQ2	<b>Selon vous quelles sont les forces du projet? Quel est l'objectif que le projet Mali/SIRA a le mieux atteint à ce jour ? Qu'est-ce qui a facilité la réalisation de l'atteinte de cet objectif ? Quels éléments de l'approche Mali/SIRA trouvez-vous particulièrement utile ?</b> Quelles sont les activités qui favorisent l'amélioration de l'apprentissage ? L'amélioration de l'enseignement de lecture en petite classe ? L'amélioration du soutien des parents/ de la communauté/du secteur Privé ? [A approfondir : l'approche pédagogique/les résultats des élèves ; l'approche équilibré, l'enseignement en langue nationale, le rapport école-communauté/maison, le renforcement des liens institutionnels]
3	EQ1/EQ2	<b>De votre point de vue, quelles sont les faiblesses du projet Mali/SIRA? Quel est l'objectif du projet Mali/SIRA qui enregistre le moins de résultats à ce jour ?</b> Quelle en est l'explication selon vous ? Quels sont les défis auxquels le projet SIRA a dû faire face pendant sa mise-en œuvre ?
4	EQ2	<b>Comment décrivez-vous les caractéristiques clés de l'approche équilibré ? Quels sont les acquis et les limites que vous avez relevés dans l'approche équilibré ?</b> A approfondir : Demander l'effet de l'utilisation de la langue bamanankan; explorer les avantages et les défis de son utilisation par rapport aux performances des élèves et des enseignants.
5	EQ1/EQ2	<b>Quels ont été les avantages dans l'utilisation du bamanankan comme langue d'enseignement ? Quels ont été les difficultés dans l'utilisation du bamanankan comme langue d'enseignement ?</b> Quels effets cela a-t-il eu, le cas échéant, sur les performances des élèves ? Sur les performances des enseignants ? Sur les relations école-communauté ? Sur l'inscription des filles ?
6	EQ1/EQ2	<b>Comment le projet Mali/SIRA a-t-il utilisé les activités de recherche et d'évaluation pour contribuer à l'apprentissage et à l'amélioration de la mise en œuvre du projet ?</b>
7	EQ4	Par rapport à l'objectif de <b>promouvoir la scolarisation des filles</b> , comment voyez-vous les <b>points forts</b> du projet Mali/SIRA ? Quelles sont les <b>points faibles</b> ?
8	EQ4	<b>Quels aspects du projet Mali/SIRA pourraient être pérennisés après la fin du projet ? Quels sont les défis qui pourraient empêcher la pérennité de l'approche Mali/SIRA ?</b> Qu'est-ce qui pourrait être fait différemment pour assurer sa pérennité ? A approfondir : De quelles manières, le cas échéant, votre bureau/structure s'est-il adapté et s'est approprié les initiatives SIRA ?
9	EQ1/2/3/4	<b>Quelles sont vos principales suggestions pour une meilleure fonctionnalité de Mali/SIRA pour sa dernière année ?</b> Quelles sont vos suggestions à l'avenir pour une initiative qui chercherait à renforcer l'apprentissage des élèves des premières années ?

## PARTENAIRES DE MISE EN ŒUVRE

No.	EQ	Discussion questions
1	General	Pouvez-vous nous expliquer votre rôle au cours de la mise en œuvre du projet Mali/SIRA ? Dans quelles activités avez-vous participé ?
2	EQ1/EQ2	<b>Selon vous quelles sont les forces du projet? Quel est l'objectif que le projet Mali/SIRA a le mieux atteint à ce jour ? Qu'est-ce qui a facilité la réalisation de l'atteinte de cet objectif ? Quels éléments de l'approche Mali/SIRA trouvez-vous particulièrement utile ?</b> Quelles sont les activités qui favorisent l'amélioration de l'apprentissage ? L'amélioration de l'enseignement de lecture en petite classe ? L'amélioration du soutien des parents/ de la communauté/du secteur Privé ? [A approfondir : l'approche pédagogique/les résultats des élèves ; l'approche équilibré, l'enseignement en langue nationale, le rapport école-communauté/maison, le renforcement des liens institutionnels]
3	EQ1/EQ2	<b>De votre point de vue, quelles sont les faiblesses du projet Mali/SIRA? Quel est l'objectif du projet Mali/SIRA qui enregistre le moins de résultats à ce jour ?</b> Quelle en est l'explication selon vous ? <b>Quels sont les défis auxquels le projet SIRA a dû faire face pendant sa mise-en œuvre ?</b>
4	EQ2	<b>Comment décrivez-vous les caractéristiques clés de l'approche équilibré ? Quels sont les acquis et les limites que vous avez relevés dans l'approche équilibré ?</b> A approfondir : Demander l'effet de l'utilisation de la langue bamanankan; explorer les avantages et les défis de son utilisation par rapport aux performances des élèves et des enseignants.
5	EQ1/EQ2	<b>Quels ont été les avantages dans l'utilisation du bamanankan comme langue d'enseignement ? Quels ont été les difficultés dans l'utilisation du bamanankan comme langue d'enseignement ? Quels effets cela a-t-il eu, le cas échéant, sur les performances des élèves ? Sur les performances des enseignants ? Sur les relations école-communauté ? Sur l'inscription des filles ?</b>
6	EQ1/EQ2	Comment le projet Mali/SIRA a-t-il utilisé les activités de recherche et d'évaluation pour contribuer à l'apprentissage et à l'amélioration de la mise en œuvre du projet ?
7	EQ4	Par rapport à l'objectif de promouvoir la scolarisation des filles, comment voyez-vous les points forts du projet Mali/SIRA ? Quelles sont les points faibles ?
8	EQ4	<b>Quels aspects du projet Mali/SIRA pourraient être pérennisés après la fin du projet ? Quels sont les défis qui pourraient empêcher la pérennité de l'approche Mali/SIRA ? Qu'est-ce qui pourrait être fait différemment pour assurer sa pérennité ?</b> A approfondir : De quelles manières, le cas échéant, votre bureau/structure s'est-il adapté et s'est approprié les initiatives SIRA ?
9	EQ1/2/3/4	Quelles sont vos principales suggestions pour une meilleure fonctionnalité de Mali/SIRA pour sa dernière année ? Quelles sont vos suggestions à l'avenir pour une initiative qui chercherait à renforcer l'apprentissage des élèves des premières années ?

## MEN -NIVEAU CENTRAL

No.	EQ	Discussion questions
1	General	Pouvez-vous nous expliquer le rôle de votre institution au cours de la mise en œuvre du projet Mali/SIRA ? Et votre rôle, plus précisément ? Dans quelles activités avez-vous participé ?
2	EQ1/EQ2	<b>Selon vous quelles sont les forces du projet? Quel est l'objectif que le projet Mali/SIRA a le mieux atteint à ce jour ? Qu'est-ce qui a facilité la réalisation de l'atteinte de cet objectif ? Quels éléments de l'approche Mali/SIRA trouvez-vous particulièrement utile ?</b> Quelles sont les activités qui favorisent l'amélioration de l'apprentissage ? L'amélioration de l'enseignement de lecture en petite classe ? L'amélioration du soutien des parents/ de la communauté/du secteur Privé ? [A approfondir : l'approche pédagogique/les résultats des élèves ; l'approche équilibré, l'enseignement en langue nationale, le rapport école-communauté/maison, le renforcement des liens institutionnels]
3	EQ1/EQ2	<b>De votre point de vue, quel est l'objectif de Mali/SIRA qui enregistre le moins de résultats à ce jour ?</b> [L'amélioration de l'apprentissage ? L'amélioration de l'enseignement de la lecture en petite classe ? L'amélioration du soutien des parents/de la communauté/du secteur Privé ?] Quelle en est l'explication selon vous ? <b>Quels sont les défis auxquels le projet Mali/SIRA a dû faire face pendant sa mise-en œuvre ?</b>
4	EQ2	<b>Comment décrivez-vous les caractéristiques clés de l'approche équilibré ? Quels sont les acquis et les limites que vous avez relevés dans l'approche équilibré ?</b> A approfondir : Demander l'effet de l'utilisation de la langue bamanankan; explorer les avantages et les défis de son utilisation par rapport aux performances des élèves et des enseignants.
5	EQ2	Quelle est la particularité du projet Mali/SIRA parmi les autres projets intervenant dans le système éducatif?
6	EQ1/EQ2	<b>Quels ont été les avantages dans l'utilisation du bamanankan comme langue d'enseignement ? Quels ont été les difficultés dans l'utilisation du bamanankan comme langue d'enseignement ? Quels effets cela a-t-il eu, le cas échéant, sur les performances des élèves ? Sur les performances des enseignants ? Sur les relations école-communauté ? Sur l'inscription des filles ?</b>
7	EQ1/EQ2	<b>Le projet SIRA a-t-il eu une influence sur la formation initiale et continue des enseignants ? Quels changements (le cas échéant) a-t-il apporté aux approches de la formation initiale et continue ? Quels ont été les résultats de ces changements ? Y-a-t-il un processus d'intégration de l'approche SIRA dans les IFM?</b>
8	EQ1/EQ2	Quels sont les éléments de formation et appui aux enseignants à renforcer davantage ? Que faire pour les améliorer ?

No.	EQ	Discussion questions
9	EQ1/EQ2	<b>Quelle est votre impression sur les mesures incitatives que SIRA a mises en place pour reconnaître et récompenser les bonnes pratiques (certification des CP, reconnaissance des enseignants) ? Ont-elles été efficaces ?</b> Quels sont les critères et les processus en place pour certifier le rôle des conseillers pédagogiques en lecture-écriture dans les premières classes?
10	EQ1/EQ2	Quelles sont les politiques/pratiques mises en place par le ministère de l'éducation, les conseillers et les CAP pour soutenir la lecture-écriture dans les classes des première et deuxième année ? Que faites-vous pour vous assurer que cette politique est effectivement mise en œuvre ?
11	EQ1/EQ2	<b>Quels dispositifs avez-vous mis en place pour soutenir la mise en œuvre du projet Mali/SIRA ? Comment ont-elles contribué à l'amélioration de la lecture-écriture dans les premières classes ?</b> (Comité technique, les groupes de travail du ministère, agenda de recherche, formation des agents du ministère en EGRA, autres)
12	EQ1/EQ2	Comment le projet Mali/SIRA a-t-il utilisé les activités de recherche et d'évaluation pour contribuer à l'apprentissage et à l'amélioration de la mise en œuvre du projet ?
13	EQ4	Par rapport à l'objectif de promouvoir la scolarisation des filles, comment voyez-vous les points forts du projet Mali/SIRA ? Quelles sont les points faibles ?
14	EQ3	<b>Quels aspects du projet Mali/SIRA pourraient être pérennisés après la fin du projet ? Quels sont les défis qui pourraient empêcher la pérennité de l'approche Mali/SIRA ? Qu'est-ce qui pourrait être fait différemment pour assurer sa pérennité ?</b> A approfondir : De quelles manières, le cas échéant, votre bureau/structure s'est-il adapté et s'est approprié les initiatives SIRA ? Avez-vous alloué des ressources humaines et financières pour soutenir ces initiatives ?
15	EQ1/2/3/4	<b>Quelles sont vos principales suggestions pour une meilleure fonctionnalité de Mali/SIRA pour sa dernière année ? Quelles sont vos suggestions à l'avenir pour une initiative qui chercherait à renforcer l'apprentissage des élèves des premières années ?</b> Que suggérez-vous à l'USAID ?

## MEN DÉCONCENTRÉ

No.	EQ	Discussion questions
1	General	Pouvez-vous nous expliquer le rôle de votre institution au cours de la mise en œuvre du projet Mali/SIRA ? Et votre rôle, plus précisément ? Dans quelles activités avez-vous participé ?
2	General	<b>Selon vous, quels sont les principales réussites en matière de lecture et d'écriture chez les enfants ? Quels sont les principaux défis en matière de lecture et d'écriture chez les enfants ?</b> [Cette question permet les interlocuteurs de dire rapidement quelles sont leurs préoccupations principales.]
3	EQ1/EQ2	<b>Selon vous quelles sont les forces du projet? Quel est l'objectif que le projet Mali/SIRA a le mieux atteint à ce jour ? Qu'est-ce qui a facilité la réalisation de l'atteinte de cet objectif ? Quels éléments de l'approche Mali/SIRA trouvez-vous particulièrement utile ?</b> Quelles sont les activités qui favorisent l'amélioration de l'apprentissage ? L'amélioration de l'enseignement de lecture en petite classe ? L'amélioration du soutien des parents/ de la communauté/du secteur Privé ? [A approfondir : l'approche pédagogique/les résultats des élèves ; l'approche équilibré, l'enseignement en langue nationale, le rapport école-communauté/maison, le renforcement des liens institutionnels]
4	EQ1/EQ2	<b>De votre point de vue, quel est l'objectif de Mali/SIRA qui enregistre le moins de résultats à ce jour ?</b> [L'amélioration de l'apprentissage ? L'amélioration de l'enseignement de la lecture en petite classe ? L'amélioration du soutien des parents/de la communauté/du secteur Privé ?] Quelle en est l'explication selon vous ? <b>Quels sont les défis auxquels le projet Mali/SIRA a dû faire face pendant sa mise-en œuvre ?</b>
5	EQ2	<b>Comment décrivez-vous les caractéristiques clés de l'approche équilibré ? Quels sont les acquis et les limites que vous avez relevés dans l'approche équilibré ?</b> A approfondir : Demander l'effet de l'utilisation de la langue bamanankan; explorer les avantages et les défis de son utilisation par rapport aux performances des élèves et des enseignants.
6	EQ2	Quelle est la particularité du projet Mali/SIRA parmi les autres projets intervenant dans le système éducatif?

No.	EQ	Discussion questions
7	EQ1/EQ2	<b>Quels ont été les avantages dans l'utilisation du bamanankan comme langue d'enseignement ? Quels ont été les difficultés dans l'utilisation du bamanankan comme langue d'enseignement ? Quels effets cela a-t-il eu, le cas échéant, sur les performances des élèves ? Sur les performances des enseignants ? Sur les relations école-communauté ? Sur l'inscription des filles ?</b>
8	EQ1/EQ2	<b>Quelle est votre impression sur les mesures incitatives que SIRA a mises en place pour reconnaître et récompenser les bonnes pratiques (certification des CP, reconnaissance des enseignants) ? Ont-elles été efficaces ? Quels sont les critères et les processus en place pour certifier le rôle des conseillers pédagogiques en lecture-écriture dans les premières classes?</b>
9	EQ1/EQ2	Quelles sont les politiques/pratiques mises en place par le ministère de l'éducation, les conseillers et les CAP pour soutenir la lecture-écriture dans les classes des première et deuxième année ? Que faites-vous pour vous assurer que cette politique est effectivement mise en œuvre ?
10	EQ4	Par rapport à l'objectif de promouvoir la scolarisation des filles, comment voyez-vous les points forts du projet Mali/SIRA ? Quelles sont les points faibles ?
11	EQ3	<b>Quels aspects du projet Mali/SIRA pourraient être pérennisés après la fin du projet ? Quels sont les défis qui pourraient empêcher la pérennité de l'approche Mali/SIRA ? Qu'est-ce qui pourrait être fait différemment pour assurer sa pérennité ?</b> A approfondir : De quelles manières, le cas échéant, votre bureau/structure s'est-il adapté et s'est approprié les initiatives SIRA ? Avez-vous alloué des ressources humaines et financières pour soutenir ces initiatives ?
12	EQ1/2/3/4	<b>Quelles sont vos principales suggestions pour une meilleure fonctionnalité de Mali/SIRA pour sa dernière année ? Quelles sont vos suggestions à l'avenir pour une initiative qui chercherait à renforcer l'apprentissage des élèves des premières années ?</b> Que suggérez-vous à l'USAID ?

## IFM

No.	EQ	Discussion questions
1	General	<b>Selon vous, quels sont les principales réussites en matière de lecture et d'écriture chez les enfants ? Quels sont les principaux défis en matière de lecture et d'écriture chez les enfants ?</b> [Cette question permet les interlocuteurs de dire rapidement quelles sont leurs préoccupations principales.]
2	General	Pouvez-vous nous expliquer le rôle de votre institution au cours de la mise en œuvre du projet Mali/SIRA ? Et votre rôle, plus précisément ? Dans quelles activités avez-vous participé ?
3	EQ1/EQ2	<b>A votre avis, qu'est-ce qui a bien fonctionné dans le projet Mali/SIRA ? Pourquoi ?</b> Que voyez-vous comme les contributions du projet Mali/SIRA ? Pourquoi ?
4	EQ1/EQ2	<b>A votre avis, qu'est-ce qui n'a pas bien fonctionné dans le projet Mali/SIRA ? Pourquoi ?</b> Quelles sont les lacunes du projet Mali/SIRA ? Quelle en est l'explication selon vous ?
5	EQ1/EQ2	<b>Comment les pratiques de lecture/écriture des élèves ont-elles évolué depuis l'arrivée du projet Mali/SIRA ?</b> (Donner des exemples).
6	EQ2	<b>Comment décrivez-vous les caractéristiques clés de l'approche équilibré ? Quels sont les acquis et les limites que vous avez relevés dans l'approche équilibré ?</b> A approfondir : Demander l'effet de l'utilisation de la langue bamanankan; explorer les avantages et les défis de son utilisation par rapport aux performances des élèves et des enseignants.
7	EQ2	Quelle est la particularité du projet Mali/SIRA parmi les autres projets intervenant dans le système éducatif?
8	EQ1/EQ2	<b>Quelle est votre impression sur les mesures incitatives que SIRA a mises en place pour reconnaître et récompenser les bonnes pratiques (certification des CP, reconnaissance des enseignants) ? Ont-elles été efficaces ?</b> Quels sont les critères et les processus en place pour certifier le rôle des conseillers pédagogiques en lecture-écriture dans les premières classes?

No.	EQ	Discussion questions
9	EQ1/EQ2	Quels sont les éléments de formation et appui aux enseignants à renforcer davantage ? Que faire pour les améliorer ?
10	EQ1/EQ2	<b>Le projet SIRA a-t-il eu une influence sur la formation initiale et continue des enseignants ? Quels changements (le cas échéant) a-t-il apporté aux approches de la formation initiale et continue ? Quels ont été les résultats de ces changements ? Y-a-t-il un processus d'intégration de l'approche SIRA dans les IFM?</b>
11	EQ3	<b>Quels aspects du projet Mali/SIRA pourraient être pérennisés après la fin du projet ? Quels sont les défis qui pourraient empêcher la pérennité de l'approche Mali/SIRA ? Qu'est-ce qui pourrait être fait différemment pour assurer sa pérennité ?</b> A approfondir : De quelles manières, le cas échéant, votre bureau/structure s'est-il adapté et s'est approprié les initiatives SIRA ? Avez-vous alloué des ressources humaines et financières pour soutenir ces initiatives ?
12	EQ1/2/3/4	<b>Quelles sont vos principales suggestions pour une meilleure fonctionnalité de Mali/SIRA pour sa dernière année ? Quelles sont vos suggestions à l'avenir pour une initiative qui chercherait à renforcer l'apprentissage des élèves des premières années ?</b> Que suggérez-vous à l'USAID ?



## AGENTS DE TERRAIN SIRA

No.	EQ	Discussion questions
1	General	Pouvez-vous nous expliquer votre rôle et niveau d'implication au cours de la mise en œuvre du projet Mali/SIRA ? Dans quelles activités avez-vous participé ?
2	EQ1/EQ2	<b>A votre avis, qu'est-ce qui a bien fonctionné dans le projet Mali/SIRA ? Pourquoi ?</b> Que voyez-vous comme les contributions du projet Mali/SIRA ? Pourquoi ?
3	EQ1/EQ2	<b>A votre avis, qu'est-ce qui n'a pas bien fonctionné dans le projet Mali/SIRA ? Pourquoi ?</b> Quelles sont les lacunes du projet Mali/SIRA ? Quelle en est l'explication selon vous ?
4	EQ1/EQ2	<b>Comment les pratiques de lecture/écriture des élèves ont-elles évolué depuis l'arrivée du projet Mali/SIRA ?</b> (Donner des exemples). Plus particulièrement, que remarquez-vous chez les élèves lorsqu'ils passent en 3ème année ? Comment qualifiez-vous leur transition en français dans une classe qui ne fait pas parti du projet Mali/SIRA ?
5	EQ1/EQ2	<b>Est-ce que le projet Mali/SIRA a contribué à rehausser les compétences des enseignants dans l'enseignement de la lecture aux élèves de 1è et 2è année ? Comment ? A quoi attribuez-vous son succès ?</b> [Formations, matériels didactiques, échanges avec les collègues, reconnaissances des bonnes performances des enseignants, l'emploi de la technologie ?] Comment pourriez-vous comparer le travail de vos enseignants de première et deuxième années avec celui des enseignants des autres années ? Voyez-vous des preuves que SIRA a influencé les autres niveaux ? <b>Quels sont les éléments de formation et appui aux enseignants à renforcer davantage ? Que faire pour les améliorer ?</b>
6	EQ4	<b>Avez-vous remarqué une évolution des relations entre l'école et la communauté depuis l'arrivée de Mali/SIRA dans la communauté/le village ?</b> Si oui, comment cette évolution se manifeste-t-elle ? Donner des exemples. <b>Pour les filles en particulier ?</b> Donner des exemples.

No.	EQ	Discussion questions
7	EQ4	<p><b>Mali/SIRA avait pour objectif de promouvoir la scolarisation et le maintien des filles à l'école, quelles observations pouvez-vous faire sur cela ?</b> Remarquez-vous des changements dans le comportement ou les attitudes par rapport au « Genre » et à « l'Équité » grâce aux activités de Mali/SIRA ? Quels types de changements et chez quels acteurs (élèves, enseignants, parents, vous-même) ?</p>
8	EQ4	<p><b>Quels aspects du projet Mali/SIRA pourraient être pérennisés après la fin du projet ? Quels sont les défis qui pourraient empêcher la pérennité de l'approche Mali/SIRA ? Qu'est-ce qui pourrait être fait différemment pour assurer sa pérennité ?</b> A approfondir : De quelles manières, le cas échéant, votre bureau/structure s'est-il adapté et s'est approprié les initiatives SIRA ?</p>
9	EQ1/2/3/4	<p><b>Quelles sont vos principales suggestions pour une meilleure fonctionnalité de Mali/SIRA pour sa dernière année ? Quelles sont vos suggestions à l'avenir pour une initiative qui chercherait à renforcer l'apprentissage des élèves des premières années ?</b> Que suggérez-vous à l'USAID ?</p>

## CONSEILLERS PÉDAGOGIQUES (CP)

No.	EQ	Discussion questions
1	General	Pouvez-vous nous expliquer le rôle de votre institution au cours de la mise en œuvre du projet Mali/SIRA ? Et votre rôle, plus précisément ? Dans quelles activités avez-vous participé ?
2	EQ1/EQ2	<b>A votre avis, qu'est-ce qui a bien fonctionné dans le projet Mali/SIRA ? Pourquoi ?</b> Que voyez-vous comme les contributions du projet Mali/SIRA ? Pourquoi ?
3	EQ1/EQ2	<b>A votre avis, qu'est-ce qui n'a pas bien fonctionné dans le projet Mali/SIRA ? Pourquoi ?</b> Quelles sont les lacunes du projet Mali/SIRA ? Quelle en est l'explication selon vous ?
4	EQ2	<b>Comment décrivez-vous les caractéristiques clés de l'approche équilibré ? Quels sont les acquis et les limites que vous avez relevés dans l'approche équilibré ?</b> A approfondir : Demander l'effet de l'utilisation de la langue bamanankan; explorer les avantages et les défis de son utilisation par rapport aux performances des élèves et des enseignants.
5	EQ1/EQ2	<b>Comment les pratiques de lecture/écriture des élèves ont-elles évolué depuis l'arrivée du projet Mali/SIRA ?</b> (Donner des exemples). Plus particulièrement, que remarquez-vous chez les élèves lorsqu'ils passent en 3ème année ? Comment qualifiez-vous leur transition en français dans une classe qui ne fait pas parti du projet Mali/SIRA ?
6	EQ1/EQ2	<b>Est-ce que le projet Mali/SIRA a contribué à rehausser les compétences des enseignants dans l'enseignement de la lecture aux élèves de 1<sup>è</sup> et 2<sup>è</sup> année ? Comment ? A quoi attribuez-vous son succès ?</b> [Formations, matériels didactiques, échanges avec les collègues, reconnaissances des bonnes performances des enseignants, l'emploi de la technologie ?] Comment pourriez-vous comparer le travail de vos enseignants de première et deuxième années avec celui des enseignants des autres années ? Voyez-vous des preuves que SIRA a influencé les autres niveaux ? <b>Quels sont les éléments de formation et appui aux enseignants à renforcer davantage ? Que faire pour les améliorer ?</b>

No.	EQ	Discussion questions
7	EQ1/EQ2	Quels sont les éléments de formation et appui aux enseignants à renforcer davantage ? Que faire pour les améliorer ?
8	EQ1/EQ2	<b>Quelle est votre impression sur les mesures incitatives que SIRA a mises en place pour reconnaître et récompenser les bonnes pratiques (certification des CP, reconnaissance des enseignants) ? Ont-elles été efficaces ?</b> Quels sont les critères et les processus en place pour certifier le rôle des conseillers pédagogiques en lecture-écriture dans les premières classes?
9	EQ1/EQ2	<b>Quels ont été les avantages dans l'utilisation du bamanankan comme langue d'enseignement ? Quels ont été les difficultés dans l'utilisation du bamanankan comme langue d'enseignement ? Quels effets cela a-t-il eu, le cas échéant, sur les performances des élèves ? Sur les performances des enseignants ? Sur les relations école-communauté ? Sur l'inscription des filles ?</b>
10	EQ4	<b>Mali/SIRA avait pour objectif de promouvoir la scolarisation et le maintien des filles à l'école, quelles observations pouvez-vous faire sur cela ?</b> Remarquez-vous des changements dans le comportement ou les attitudes par rapport au « Genre » et à « l'Équité » grâce aux activités de Mali/SIRA ? Quels types de changements et chez quels acteurs (élèves, enseignants, parents, vous-même) ?
11	EQ4	<b>Quels aspects du projet Mali/SIRA pourraient être pérennisés après la fin du projet ? Quels sont les défis qui pourraient empêcher la pérennité de l'approche Mali/SIRA ? Qu'est-ce qui pourrait être fait différemment pour assurer sa pérennité ?</b> A approfondir : De quelles manières, le cas échéant, votre bureau/structure s'est-il adapté et s'est approprié les initiatives SIRA ?
12	EQ1/2/3/4	<b>Quelles sont vos principales suggestions pour une meilleure fonctionnalité de Mali/SIRA pour sa dernière année ? Quelles sont vos suggestions à l'avenir pour une initiative qui chercherait à renforcer l'apprentissage des élèves des premières années ?</b> Que suggérez-vous à l'USAID ?

## COLLECTIVITÉS LOCALES

No.	EQ	Discussion questions
1	General	<b>Selon vous, quels sont les principales réussites en matière de lecture et d'écriture chez les enfants ? Quels sont les principaux défis en matière de lecture et d'écriture chez les enfants ?</b> [Cette question permet les interlocuteurs de dire rapidement quelles sont leurs préoccupations principales. Elle est générale et elle ne se limite pas au projet MaliSIRA.]
2	General	Pouvez-vous nous expliquer le rôle de votre institution au cours de la mise en œuvre du projet Mali/SIRA ? Et votre rôle, plus précisément ? Dans quelles activités avez-vous participé ?
3	EQ1/EQ2	<b>Votre bureau/structure/communauté a-t-il bénéficié des appuis d'autres projets scolaires des autres ONGs ?</b> Lesquels ? Comment comparez-vous ces projets avec le projet Mali/SIRA ?
4	EQ1/EQ2	<b>A votre avis, qu'est-ce qui a bien fonctionné dans le projet Mali/SIRA ? Pourquoi ?</b> Que voyez-vous comme les contributions du projet Mali/SIRA ? Pourquoi ?
5	EQ1/EQ2	<b>A votre avis, qu'est-ce qui n'a pas bien fonctionné dans le projet Mali/SIRA ? Pourquoi ?</b> Quelles sont les lacunes du projet Mali/SIRA ? Quelle en est l'explication selon vous ?
6	EQ4	Par rapport à l'objectif de promouvoir la scolarisation des filles, comment voyez-vous les points forts du projet Mali/SIRA ? Quelles sont les points faibles ?
7	EQ4	[Dans les communautés de la cohorte 1 ou 2] Quelle a été l'expérience vécu avec le Facilitateur communautaire ? Quelle a été l'expérience vécu sans l'appui du Facilitateur communautaire ?
8	EQ4	<b>Avez-vous remarqué une évolution des relations entre l'école et la communauté depuis l'arrivée de Mali/SIRA dans la communauté/le village ?</b> Si oui, comment cette évolution se manifeste-t-elle ? Donner des exemples. <b>Pour les filles en particulier ?</b> Donner des exemples.

No.	EQ	Discussion questions
9	EQ3	<p><b>Quels aspects du projet Mali/SIRA pourraient être pérennisés après la fin du projet ? Quels sont les défis qui pourraient empêcher la pérennité de l'approche Mali/SIRA ? Qu'est-ce qui pourrait être fait différemment pour assurer sa pérennité ?</b> A approfondir : De quelles manières, le cas échéant, votre bureau/structure s'est-il adapté et s'est approprié les initiatives SIRA ? Avez-vous alloué des ressources humaines et financières pour soutenir ces initiatives ?</p>
10	EQ3	<p><b>Pouvez-vous nous parler du Plan de pérennisation des acquis du projet Mali/SIRA ?</b> Où est-ce que vous en êtes avec son élaboration ? Avec sa mise-en-œuvre ? Êtes-vous optimiste de pouvoir mettre en œuvre ce plan ? Si non, que voyez-vous comme contrainte principale ?</p>
11	EQ1/2/3/4	<p><b>Quelles sont vos principales suggestions pour une meilleure fonctionnalité de Mali/SIRA pour sa dernière année ? Quelles sont vos suggestions à l'avenir pour une initiative qui chercherait à renforcer l'apprentissage des élèves des premières années ?</b> Que suggérez-vous à l'USAID ?</p>

No.	EQ	Discussion questions
1	General	Pouvez-vous nous expliquer le rôle de votre institution au cours de la mise en œuvre du projet Mali/SIRA ? Et votre rôle, plus précisément ? Dans quelles activités avez-vous participé ?
2	EQ1/EQ2	<b>A votre avis, qu'est-ce qui a bien fonctionné dans le projet Mali/SIRA ? Pourquoi ?</b> Que voyez-vous comme les contributions du projet Mali/SIRA ? Pourquoi ?
3	EQ1/EQ2	<b>A votre avis, qu'est-ce qui n'a pas bien fonctionné dans le projet Mali/SIRA ? Pourquoi ?</b> Quelles sont les lacunes du projet Mali/SIRA ? Quelle en est l'explication selon vous ?
4	EQ1/EQ2	<b>Comment les pratiques de lecture/écriture des élèves ont-elles évolué depuis l'arrivée du projet Mali/SIRA ?</b> (Donner des exemples). Plus particulièrement, que remarquez-vous chez les élèves lorsqu'ils passent en 3ème année ? Comment qualifiez-vous leur transition en français dans une classe qui ne fait pas parti du projet Mali/SIRA ?
5	EQ1/EQ2	<b>Est-ce que le projet Mali/SIRA a contribué à rehausser les compétences des enseignants dans l'enseignement de la lecture aux élèves de 1<sup>è</sup> et 2<sup>è</sup> année ? Comment ? A quoi attribuez-vous son succès ?</b> [Formations, matériels didactiques, échanges avec les collègues, reconnaissances des bonnes performances des enseignants, l'emploi de la technologie ?] Comment pourriez-vous comparer le travail de vos enseignants de première et deuxième années avec celui des enseignants des autres années ? Voyez-vous des preuves que SIRA a influencé les autres niveaux ? <b>Quels sont les éléments de formation et appui aux enseignants à renforcer davantage ? Que faire pour les améliorer ?</b>
6	EQ1/EQ2	<b>Votre bureau/structure/communauté a-t-il bénéficié des appuis d'autres projets scolaires des autres ONGs ?</b> Lesquels ? Comment comparez-vous ces projets avec le projet Mali/SIRA ?
7	EQ4	[Dans les communautés de la cohorte 1 ou 2] Quelle a été l'expérience vécu avec le Facilitateur communautaire ? Quelle a été l'expérience vécu sans l'appui du Facilitateur communautaire ?
8	EQ4	<b>Avez-vous remarqué une évolution des relations entre l'école et la communauté depuis l'arrivée de Mali/SIRA dans la communauté/le village ?</b> Si oui, comment cette évolution se manifeste-t-elle ? Donner des exemples. <b>Pour les filles en particulier ?</b> Donner des exemples.

No.	EQ	Discussion questions
9	EQ1/EQ2	<b>Quels ont été les avantages dans l'utilisation du bamanankan comme langue d'enseignement ? Quels ont été les difficultés dans l'utilisation du bamanankan comme langue d'enseignement ? Quels effets cela a-t-il eu, le cas échéant, sur les performances des élèves ? Sur les performances des enseignants ? Sur les relations école-communauté ? Sur l'inscription des filles ?</b>
10	EQ4	<b>Mali/SIRA avait pour objectif de promouvoir la scolarisation et le maintien des filles à l'école, quelles observations pouvez-vous faire sur cela ?</b> Remarquez-vous des changements dans le comportement ou les attitudes par rapport au « Genre » et à « l'Équité » grâce aux activités de Mali/SIRA ? Quels types de changements et chez quels acteurs (élèves, enseignants, parents, vous-même) ?
11	EQ3	<b>Quels aspects du projet Mali/SIRA pourraient être pérennisés après la fin du projet ? Quels sont les défis qui pourraient empêcher la pérennité de l'approche Mali/SIRA ? Qu'est-ce qui pourrait être fait différemment pour assurer sa pérennité ?</b> A approfondir : De quelles manières, le cas échéant, votre bureau/structure s'est-il adapté et s'est approprié les initiatives SIRA ? Avez-vous alloué des ressources humaines et financières pour soutenir ces initiatives ?
12	EQ3	<b>Pouvez-vous nous parler du Plan de pérennisation des acquis du projet Mali/SIRA ?</b> Où est-ce que vous en êtes avec son élaboration ? Avec sa mise-en-œuvre ? Êtes-vous optimiste de pouvoir mettre en œuvre ce plan ? Si non, que voyez-vous comme contrainte principale ?
13	EQ1/2/3/4	<b>Quelles sont vos principales suggestions pour une meilleure fonctionnalité de Mali/SIRA pour sa dernière année ? Quelles sont vos suggestions à l'avenir pour une initiative qui chercherait à renforcer l'apprentissage des élèves des premières années ?</b> Que suggérez-vous à l'USAID ?



## LEADERS COMMUNAUTAIRES

No.	EQ	Discussion questions
1	General	<b>Selon vous, quels sont les principales réussites en matière de lecture et d'écriture chez les enfants ? Quels sont les principaux défis en matière de lecture et d'écriture chez les enfants ?</b> [Cette question permet les interlocuteurs de dire rapidement quelles sont leurs préoccupations principales. Elle est générale et elle ne se limite pas au projet MaliSIRA.]
2	General	Pouvez-vous nous expliquer le rôle de votre institution au cours de la mise en oeuvre du projet Mali/SIRA ? Et votre rôle, plus précisément ? Dans quelles activités avez-vous participé ?
3	EQ1/EQ2	<b>Votre bureau/structure/communauté a-t-il bénéficié des appuis d'autres projets scolaires des autres ONGs ?</b> Lesquels ? Comment comparez-vous ces projets avec le projet Mali/SIRA ?
4	EQ1/EQ2	<b>A votre avis, qu'est-ce qui a bien fonctionné dans le projet Mali/SIRA ? Pourquoi ?</b> Que voyez-vous comme les contributions du projet Mali/SIRA ? Pourquoi ?
5	EQ1/EQ2	<b>A votre avis, qu'est-ce qui n'a pas bien fonctionné dans le projet Mali/SIRA ? Pourquoi ?</b> Quelles sont les lacunes du projet Mali/SIRA ? Quelle en est l'explication selon vous ?
6	EQ1/EQ2	<b>Quels ont été les avantages dans l'utilisation du bamanankan comme langue d'enseignement ? Quels ont été les difficultés dans l'utilisation du bamanankan comme langue d'enseignement ? Quels effets cela a-t-il eu, le cas échéant, sur les performances des élèves ? Sur les performances des enseignants ? Sur les relations école-communauté ? Sur l'inscription des filles ?</b>
7	EQ4	<b>Selon vous, quelle est l'importance de la lecture pour les/vos enfants ?</b> Croyez-vous que les études au-delà de l'école primaire sont importantes pour vos enfants ? Pour quoi ? <b>Est-ce que c'est différent pour la fille, comparé au garçon ?</b> Comment voyez-vous aujourd'hui la scolarisation et le maintien des filles au sein des écoles ? <b>Aviez-vous ces perceptions et ces pratiques avant le projet Mali/SIRA ?</b>
8	EQ4	<b>Avez-vous remarqué une évolution des relations entre l'école et la communauté depuis l'arrivée de Mali/SIRA dans la communauté/le village ?</b> Si oui, comment cette évolution se manifeste-t-elle ? Donner des exemples. <b>Pour les filles en particulier ?</b> Donner des exemples.
9	EQ4	<b>Quels aspects du projet Mali/SIRA pourraient être pérennisés après la fin du projet ? Quels sont les défis qui pourraient empêcher la pérennité de l'approche Mali/SIRA ? Qu'est-ce qui pourrait être fait différemment pour assurer sa pérennité ?</b> A approfondir : De quelles manières, le cas échéant, votre bureau/structure s'est-il adapté et s'est approprié les initiatives SIRA ?
10	EQ1/2/3/4	<b>Quelles sont vos principales suggestions pour une meilleure fonctionnalité de Mali/SIRA pour sa dernière année ? Quelles sont vos suggestions à l'avenir pour une initiative qui chercherait à renforcer l'apprentissage des élèves des premières années ?</b> Que suggérez-vous à l'USAID ?

## DIRECTEURS (ENTRETIEN INDIVIDUEL/KII)

No.	EQ	Discussion questions
1	General	Depuis quand êtes-vous directeur de cette école ? Depuis quand le projet Mali/SIRA mène des activités dans cette école ?
2	General	Pouvez-vous nous expliquer votre rôle au cours de la mise en œuvre du projet Mali/SIRA ? Dans quelles activités avez-vous participé ?
3	EQ1/EQ2	<b>A votre avis, qu'est-ce qui a bien fonctionné dans le projet Mali/SIRA ? Pourquoi ?</b> Que voyez-vous comme les contributions du projet Mali/SIRA ? Pourquoi ?
4	EQ1/EQ2	<b>A votre avis, qu'est-ce qui n'a pas bien fonctionné dans le projet Mali/SIRA ? Pourquoi ?</b> Quelles sont les lacunes du projet Mali/SIRA ? Quelle en est l'explication selon vous ?
5	EQ1/EQ2	<b>Comment les pratiques de lecture/écriture des élèves ont-elles évolué depuis l'arrivée du projet Mali/SIRA ?</b> (Donner des exemples). Plus particulièrement, que remarquez-vous chez les élèves lorsqu'ils passent en 3ème année ? Comment qualifiez-vous leur transition en français dans une classe qui ne fait pas parti du projet Mali/SIRA ?
6	EQ1/EQ2	<b>Est-ce que le projet Mali/SIRA a contribué à rehausser les compétences des enseignants dans l'enseignement de la lecture aux élèves de 1<sup>è</sup> et 2<sup>è</sup> année ? Comment ? A quoi attribuez-vous son succès ?</b> [Formations, matériels didactiques, échanges avec les collègues, reconnaissances des bonnes performances des enseignants, l'emploi de la technologie ?] <b>Quels sont les éléments de formation et appui aux enseignants à renforcer davantage ? Comment ?</b>
7	EQ2	<b>Comment décrivez-vous les caractéristiques clés de l'approche équilibré ? Quels sont les acquis et les limites que vous avez relevés dans l'approche équilibré ?</b> A approfondir : Demander l'effet de l'utilisation de la langue bamanankan; explorer les avantages et les défis de son utilisation par rapport aux performances des élèves et des enseignants.
8	EQ1/EQ2	<b>Quelle est votre impression sur les mesures incitatives que SIRA a mises en place pour reconnaître et récompenser les bonnes pratiques (certification des CP, reconnaissance des enseignants) ? Ont-elles été efficaces ?</b> Quels sont les critères et les processus en place pour certifier le rôle des conseillers pédagogiques en lecture-écriture dans les premières classes?

No.	EQ	Discussion questions
9	EQ1/EQ2	<b>Quels aspects du projet SIRA vous ont aidé à renforcer votre rôle de directeur ? (Le soutien du CP ? Des échanges avec d'autres directeurs ? Documents d'orientation des directeurs ? Des formations ? Reconnaissance des performances des enseignants ? L'utilisation de la technologie ? radio - EIA; tablette - filmes d'auto-formation)</b>
10	EQ1/EQ2	<b>Quels ont été les avantages dans l'utilisation du bamanankan comme langue d'enseignement ? Quels ont été les difficultés dans l'utilisation du bamanankan comme langue d'enseignement ? Quels effets cela a-t-il eu, le cas échéant, sur les performances des élèves ? Sur les performances des enseignants ? Sur les relations école-communauté ? Sur l'inscription des filles ?</b>
11	EQ4	<b>Mali/SIRA avait pour objectif de promouvoir la scolarisation et le maintien des filles à l'école, quelles observations pouvez-vous faire sur cela ?</b> Remarquez-vous des changements dans le comportement ou les attitudes par rapport au « Genre » et à « l'Équité » grâce aux activités de Mali/SIRA ? Quels types de changements et chez quels acteurs (élèves, enseignants, parents, vous-même) ?
12	EQ4	<b>Avez-vous remarqué une évolution des relations entre l'école et la communauté depuis l'arrivée de Mali/SIRA dans la communauté/le village ?</b> Si oui, comment cette évolution se manifeste-t-elle ? Donner des exemples. <b>Pour les filles en particulier ?</b> Donner des exemples.
13	EQ4	[Dans les communautés de la cohorte 1 ou 2] Quelle a été l'expérience vécu avec le Facilitateur communautaire? Quelle a été l'expérience vécu sans l'appui du Facilitateur communautaire?
14	EQ4	<b>Quels aspects du projet Mali/SIRA pourraient être pérennisés après la fin du projet ? Quels sont les défis qui pourraient empêcher la pérennité de l'approche Mali/SIRA ? Qu'est-ce qui pourrait être fait différemment pour assurer sa pérennité ?</b> A approfondir : De quelles manières, le cas échéant, votre bureau/structure s'est-il adapté et s'est approprié les initiatives SIRA ?
15	EQ1/2/3/4	<b>Quelles sont vos principales suggestions pour une meilleure fonctionnalité de Mali/SIRA pour sa dernière année ? Quelles sont vos suggestions à l'avenir pour une initiative qui chercherait à renforcer l'apprentissage des élèves des premières années ?</b> Que suggérez-vous à l'USAID ?

## FACILITATEURS COMMUNAUTAIRES

No.	EQ	Discussion questions
1	General	Pouvez-vous nous expliquer votre rôle et niveau d'implication au cours de la mise en œuvre du projet Mali/SIRA ? Dans quelles activités avez-vous participé ?
2	EQ1/EQ2	<b>A votre avis, qu'est-ce qui a bien fonctionné dans le projet Mali/SIRA ? Pourquoi ?</b> Que voyez-vous comme les contributions du projet Mali/SIRA ? Pourquoi ?
3	EQ1/EQ2	<b>A votre avis, qu'est-ce qui n'a pas bien fonctionné dans le projet Mali/SIRA ? Pourquoi ?</b> Quelles sont les lacunes du projet Mali/SIRA ? Quelle en est l'explication selon vous ?
4	EQ4	Qu'est-ce qui vous motive à participer au projet Mali/SIRA ?
5	EQ4	Pensez-vous continuer à faire ce travail à l'avenir ? Recommanderiez-vous ce travail à d'autres ?
6	EQ4	<b>Mali/SIRA avait pour objectif de promouvoir la scolarisation et le maintien des filles à l'école, quelles observations pouvez-vous faire sur cela ?</b> Remarquez-vous des changements dans le comportement ou les attitudes par rapport au « Genre » et à « l'Équité » grâce aux activités de Mali/SIRA ? Quels types de changements et chez quels acteurs (élèves, enseignants, parents, vous-même) ?
7	EQ4	<b>Avez-vous remarqué une évolution des relations entre l'école et la communauté depuis l'arrivée de Mali/SIRA dans la communauté/le village ?</b> Si oui, comment cette évolution se manifeste-t-elle ? Donner des exemples. <b>Pour les filles en particulier ?</b> Donner des exemples.
8	EQ4	<b>Quels aspects du projet Mali/SIRA pourraient être pérennisés après la fin du projet ? Quels sont les défis qui pourraient empêcher la pérennité de l'approche Mali/SIRA ? Qu'est-ce qui pourrait être fait différemment pour assurer sa pérennité ?</b> A approfondir : De quelles manières, le cas échéant, votre bureau/structure s'est-il adapté et s'est approprié les initiatives SIRA ?
9	EQ1/2/3/4	<b>Quelles sont vos principales suggestions pour une meilleure fonctionnalité de Mali/SIRA pour sa dernière année ? Quelles sont vos suggestions à l'avenir pour une initiative qui chercherait à renforcer l'apprentissage des élèves des premières années ?</b> Que suggérez-vous à l'USAID ?

## VOLONTAIRES COMMUNAUTAIRES

No.	EQ	Discussion questions
1	General	Pouvez-vous nous expliquer votre rôle et niveau d'implication au cours de la mise en oeuvre du projet Mali/SIRA ? Dans quelles activités avez-vous participé ?
2	EQ1/EQ2	<b>A votre avis, qu'est-ce qui a bien fonctionné dans le projet Mali/SIRA ? Pourquoi ?</b> Que voyez-vous comme les contributions du projet Mali/SIRA ? Pourquoi ?
3	EQ1/EQ2	<b>A votre avis, qu'est-ce qui n'a pas bien fonctionné dans le projet Mali/SIRA ? Pourquoi ?</b> Quelles sont les lacunes du projet Mali/SIRA ? Quelle en est l'explication selon vous ?
4	EQ4	Qu'est-ce qui vous motive à participer au projet Mali/SIRA ? Recevez-vous une contribution en nature de la part du village/de la communauté?
5	EQ4	Pensez-vous continuer à faire ce travail à l'avenir ? Recommanderiez-vous ce travail à d'autres ?
6	EQ4	<b>Mali/SIRA avait pour objectif de promouvoir la scolarisation et le maintien des filles à l'école, quelles observations pouvez-vous faire sur cela ?</b> Remarquez-vous des changements dans le comportement ou les attitudes par rapport au « Genre » et à « l'Équité » grâce aux activités de Mali/SIRA ? Quels types de changements et chez quels acteurs (élèves, enseignants, parents, vous-même) ?
7	EQ4	[Dans les communautés de la cohorte 1 ou 2] Quelle a été l'expérience vécu avec le Facilitateur communautaire ? Quelle a été l'expérience vécu sans l'appui du Facilitateur communautaire ?
8	EQ4	<b>Avez-vous remarqué une évolution des relations entre l'école et la communauté depuis l'arrivée de Mali/SIRA dans la communauté/le village ?</b> Si oui, comment cette évolution se manifeste-t-elle ? Donner des exemples. <b>Pour les filles en particulier ?</b> Donner des exemples.
9	EQ4	<b>Quels aspects du projet Mali/SIRA pourraient être pérennisés après la fin du projet ? Quels sont les défis qui pourraient empêcher la pérennité de l'approche Mali/SIRA ? Qu'est-ce qui pourrait être fait différemment pour assurer sa pérennité ?</b> A approfondir : De quelles manières, le cas échéant, votre bureau/structure s'est-il adapté et s'est approprié les initiatives SIRA ?
10	EQ1/2/3/4	<b>Quelles sont vos principales suggestions pour une meilleure fonctionnalité de Mali/SIRA pour sa dernière année ? Quelles sont vos suggestions à l'avenir pour une initiative qui chercherait à renforcer l'apprentissage des élèves des premières années ?</b> Que suggérez-vous à l'USAID ?

## PARTENAIRES PRIVÉS

No.	EQ	Discussion questions
1	General	Pouvez-vous nous expliquer votre rôle et niveau d'implication au cours de la mise en œuvre du projet Mali/SIRA ? Dans quelles activités avez-vous participé ?
2	EQ4	Nous comprenons que votre organisation a contribué à soutenir le projet Mali/SIRA. <b>Pouvez-vous nous expliquer quelle a été votre contribution et comment cela s'est produit ? Pourquoi avez-vous pris cette décision de contribuer ?</b> Que voyez-vous de particulier dans le projet Mali/SIRA qui vous a inspiré ?
3	EQ4	Comptez-vous faire d'autres dons comme cela dans l'avenir pour soutenir le système éducatif ? Au projet Mali/SIRA en particulier ? A une autre organisation ?
4	EQ4	Quelles sont les conditions que le Mali/SIRA ou d'autres projets similaires travaillant au niveau des villages/communautés devraient mettre en place afin d'encourager d'autres personnes comme vous à être généreux de cette manière ?
5	EQ1/2/3/4	<b>Quelles sont vos principales suggestions pour une meilleure fonctionnalité de Mali/SIRA pour sa dernière année ? Quelles sont vos suggestions à l'avenir pour une initiative qui chercherait à renforcer l'apprentissage des élèves des premières années ?</b> Que suggérez-vous à l'USAID ?

## CENTRE NATIONAL POUR LA PROMOTION DU VOLONTARIAT

No.	EQ	Discussion questions
1	General	Pouvez-vous nous expliquer le rôle de votre institution au cours de la mise en œuvre du projet Mali/SIRA ? Et votre rôle, plus précisément ? Dans quelles activités avez-vous participé ?
2	General	Pouvez-vous nous expliquer comment votre institution s'est impliquée dans le projet ?
3	EQ4	Quelles sont les forces et les faiblesses de votre collaboration avec le Projet Mali/SIRA ?
4	EQ4	Pouvez-vous comparer cette collaboration avec d'autres partenariats de ce genre ? (Avec d'autres ONGs si applicable)
5	EQ3	<b>Quels aspects de votre appui au système éducatif, en particulier le soutien aux relations écoles-communauté, pourrait durer après la fin du projet ? Quels sont les défis qui pourraient empêcher sa pérennité ? Qu'est-ce qui pourrait être fait différemment pour améliorer la possibilité d'un effet durable ?</b> A approfondir : De quelles manières, le cas échéant, votre bureau/structure s'est-il adapté et approprié les initiatives SIRA ? Avez-vous alloué des ressources humaines et financières pour soutenir ces initiatives ?
6	EQ1/2/3/4	<b>Quelles sont vos principales suggestions pour une meilleure fonctionnalité de Mali/SIRA pour sa dernière année ? Quelles sont vos suggestions à l'avenir pour une initiative qui chercherait à renforcer l'apprentissage des élèves des premières années ?</b> Que suggérez-vous à l'USAID ?

## DIRECTEURS (GROUPE DE DISCUSSION)

No.	EQ	Discussion questions
1	General	<b>Selon vous, quels sont les principales réussites en matière de lecture et d'écriture chez les enfants ? Quels sont les principaux défis en matière de lecture et d'écriture chez les enfants ?</b> [Cette question permet les interlocuteurs de dire rapidement quelles sont leurs préoccupations principales.]
2	General	Dans quelles activités du projet Mali/SIRA avez-vous participé ? [Faites une liste sur papier - La relire et continuer.]
3	EQ1/EQ2	<b>A votre avis, qu'est-ce qui a bien fonctionné dans le projet Mali/SIRA ? Pourquoi ?</b> Que voyez-vous comme les contributions du projet Mali/SIRA ? Pourquoi ?
4	EQ1/EQ2	<b>A votre avis, qu'est-ce qui n'a pas bien fonctionné dans le projet Mali/SIRA ? Pourquoi ?</b> Quelles sont les lacunes du projet Mali/SIRA ? Quelle en est l'explication selon vous ?
5	EQ2	<b>Comment décrivez-vous les caractéristiques clés de l'approche équilibré ? Quels sont les acquis et les limites que vous avez relevés dans l'approche équilibré ?</b> A approfondir : Demander l'effet de l'utilisation de la langue bamanankan; explorer les avantages et les défis de son utilisation par rapport aux performances des élèves et des enseignants.
6	EQ1/EQ2	<b>Comment les pratiques de lecture/écriture des élèves ont-elles évolué depuis l'arrivée du projet Mali/SIRA ?</b> (Donner des exemples). Plus particulièrement, que remarquez-vous chez les élèves lorsqu'ils passent en 3ème année ? Comment qualifiez-vous leur transition en français dans une classe qui ne fait pas parti du projet Mali/SIRA ?
7	EQ1/EQ2	<b>Est-ce que le projet Mali/SIRA a contribué à rehausser les compétences des enseignants dans l'enseignement de la lecture aux élèves de 1è et 2è année ? Comment ? A quoi attribuez-vous son succès ?</b> [Formations, matériels didactiques, échanges avec les collègues, reconnaissances des bonnes performances des enseignants, l'emploi de la technologie ?] Comment pourriez-vous comparer le travail de vos enseignants de première et deuxième années avec celui des enseignants des autres années ? Voyez-vous des preuves que SIRA a influencé les autres niveaux ? <b>Quels sont les éléments de formation et appui aux enseignants à renforcer davantage ? Que faire pour les améliorer ?</b>



No.	EQ	Discussion questions
8	EQ4	<p><b>Avez-vous remarqué une évolution des relations entre l'école et la communauté depuis l'arrivée de Mali/SIRA dans la communauté/le village ? Si oui, comment cette évolution se manifeste-t-elle ? Donner des exemples. Pour les filles en particulier ? Donner des exemples.</b></p>
9	EQ4	<p><b>Quels aspects du projet Mali/SIRA pourraient être pérennisés après la fin du projet ? Quels sont les défis qui pourraient empêcher la pérennité de l'approche Mali/SIRA ? Qu'est-ce qui pourrait être fait différemment pour assurer sa pérennité ?</b> A approfondir : De quelles manières, le cas échéant, votre bureau/structure s'est-il adapté et s'est approprié les initiatives SIRA ?</p>
10	EQ1/2/3/4	<p><b>Quelles sont vos principales suggestions pour une meilleure fonctionnalité de Mali/SIRA pour sa dernière année ? Quelles sont vos suggestions à l'avenir pour une initiative qui chercherait à renforcer l'apprentissage des élèves des premières années ? Que suggérez-vous à l'USAID ?</b></p>

## ENSEIGNANTS (GROUPE DE DISCUSSION)

No.	EQ	Discussion questions
1	General	<b>Selon vous, quels sont les principales réussites en matière de lecture et d'écriture chez les enfants ? Quels sont les principaux défis en matière de lecture et d'écriture chez les enfants ?</b> [Cette question permet les interlocuteurs de dire rapidement quelles sont leurs préoccupations principales.]
2	General	Dans quelles activités du projet Mali/SIRA avez-vous participé ? [Faites une liste sur papier - La relire et continuer.]
3	EQ1/EQ2	<b>A votre avis, qu'est-ce qui a bien fonctionné dans le projet Mali/SIRA ? Pourquoi ?</b> Que voyez-vous comme les contributions du projet Mali/SIRA ? Pourquoi ?
4	EQ1/EQ2	<b>A votre avis, qu'est-ce qui n'a pas bien fonctionné dans le projet Mali/SIRA ? Pourquoi ?</b> Quelles sont les lacunes du projet Mali/SIRA ? Quelle en est l'explication selon vous ?
5	EQ2	<b>Comment décrivez-vous les caractéristiques clés de l'approche équilibré ? Quels sont les acquis et les limites que vous avez relevés dans l'approche équilibré ?</b> A approfondir : Demander l'effet de l'utilisation de la langue bamanankan; explorer les avantages et les défis de son utilisation par rapport aux performances des élèves et des enseignants.
6	EQ1/EQ2	<b>Comment les pratiques de lecture/écriture des élèves ont-elles évolué depuis l'arrivée du projet Mali/SIRA ?</b> (Donner des exemples). Plus particulièrement, que remarquez-vous chez les élèves lorsqu'ils passent en 3ème année ? Comment qualifiez-vous leur transition en français dans une classe qui ne fait pas parti du projet Mali/SIRA ?
7	EQ1/EQ2	<b>Est-ce que le projet Mali/SIRA a contribué à rehausser les compétences des enseignants dans l'enseignement de la lecture aux élèves de 1è et 2è année ? Comment ? A quoi attribuez-vous son succès ?</b> [Formations, matériels didactiques, échanges avec les collègues, reconnaissances des bonnes performances des enseignants, l'emploi de la technologie ?] <b>Quels sont les éléments de formation et appui aux enseignants à renforcer davantage ? Comment ?</b>
8	EQ4	<b>Avez-vous remarqué une évolution des relations entre l'école et la communauté depuis l'arrivée de Mali/SIRA dans la communauté/le village ?</b> Si oui, comment cette évolution se manifeste-t-elle ? Donner des exemples. <b>Pour les filles en particulier ?</b> Donner des exemples.
9	EQ4	<b>Quels aspects du projet Mali/SIRA pourraient être pérennisés après la fin du projet ? Quels sont les défis qui pourraient empêcher la pérennité de l'approche Mali/SIRA ? Qu'est-ce qui pourrait être fait différemment pour assurer sa pérennité ?</b> A approfondir : De quelles manières, le cas échéant, votre bureau/structure s'est-il adapté et s'est approprié les initiatives SIRA ?
10	EQ1/2/3/4	<b>Quelles sont vos principales suggestions pour une meilleure fonctionnalité de Mali/SIRA pour sa dernière année ? Quelles sont vos suggestions à l'avenir pour une initiative qui chercherait à renforcer l'apprentissage des élèves des premières années ?</b> Que suggérez-vous à l'USAID ?

## PARENTS (GROUPE DE DISCUSSION)

No.	EQ	Discussion questions
1	General	<b>Selon vous, quels sont les principales réussites en matière de lecture et d'écriture chez les enfants ? Quels sont les principaux défis en matière de lecture et d'écriture chez les enfants ?</b> [Cette question permet les interlocuteurs de dire rapidement quelles sont leurs préoccupations principales.]
2	General	Dans quelles activités du projet Mali/SIRA avez-vous participé ? [Faites une liste sur papier - La relire et continuer.]
3	EQ1/EQ2	<b>A votre avis, qu'est-ce qui a bien fonctionné dans le projet Mali/SIRA ? Pourquoi ?</b> Que voyez-vous comme les contributions du projet Mali/SIRA ? Pourquoi ?
4	EQ1/EQ2	<b>A votre avis, qu'est-ce qui n'a pas bien fonctionné dans le projet Mali/SIRA ? Pourquoi ?</b> Quelles sont les lacunes du projet Mali/SIRA ? Quelle en est l'explication selon vous ?
5	EQ1/EQ2	<b>Avez-vous constaté un changement chez vos enfants par rapport à la lecture/écriture grâce au projet Mali/SIRA ?</b> Essayez de faire la comparaison entre des enfants qui ont participé dans les classes Mali/SIRA avec ceux qui étaient dans les classes normales. (Donner des exemples)
6	EQ1/EQ2	<b>Quels ont été les avantages dans l'utilisation du bamanankan comme langue d'enseignement ? Quels ont été les difficultés dans l'utilisation du bamanankan comme langue d'enseignement ? Quels effets cela a-t-il eu, le cas échéant, sur les performances des élèves ? Sur les performances des enseignants ? Sur les relations école-communauté ? Sur l'inscription des filles ?</b>
7	EQ4	<b>Selon vous, quelle est l'importance de la lecture pour les/vos enfants ?</b> Croyez-vous que les études au-delà de l'école primaire sont importantes pour vos enfants ? Pour quoi ? <b>Est-ce que c'est différent pour la fille, comparé au garçon ?</b> Comment voyez-vous aujourd'hui la scolarisation et le maintien des filles au sein des écoles ? <b>Aviez-vous ces perceptions et ces pratiques avant le projet Mali/SIRA ?</b>
8	EQ4	<b>Concrètement, que font les parents de cette communauté pour soutenir/améliorer la scolarisation des enfants ? Que faites-vous</b> en tant que parent pour soutenir/améliorer la scolarisation des enfants et <b>particulièrement la fréquentation quotidienne des filles ?</b> Constatez-vous un changement depuis l'arrivée du projet Mali/SIRA ?
9	EQ4	<b>Avez-vous des contraintes pour bien soutenir l'apprentissage des enfants ?</b> [A approfondir: Par exemple: Manque de temps, la santé, les questions économiques]
10	EQ3	Souhaitez-vous que le projet continue? Le cas échéant, quels aspects de l'approche Mali/SIRA pourraient être pérennisés à la fin du projet ? Quel peut être votre apport? Quels sont les obstacles à la pérennisation de l'approche Mali/SIRA ? Qu'est-ce qui pourrait être fait différemment pour assurer sa pérennité ?

## Annex 17: List of Persons Interviewed

Organis ation	First Name	Last Name	Role
CNPV	Sekou Oumar	COULIBALY	Directeur
CNPV	Oumar	TOURE	CT/SE
CNPV	Adama	DRABATE	Chef DHR
CNPV	Woury	DIALLO	Assistante
DNEF	Mahamado u	KEITA	Directeur National de l'enseignement fondamental
DNEF	Adona	BEDHE	Directeur CAP de Bla
DNEF	Salifou	BERTHE	Chef de Section Écoles publiques
DNEF	Abdraman e	TOURE	Chef de Section
DNEF	Ali	DIALLO	Chef de division Curricula Formation et Recherche AE Segou
DNEF	Aïssata	TOURE	Agent DNEF
DNEN	Fadimata	TOURE	Directeur National Adjoint de l'enseignement normal
DNEN	Ousmane	GUINDO	Chef section
DNEN	Ibrahima I.	TOURE	Agent DNEN
DNEN	Mahamado u	MAIGA	Agent DNEN
DNP	Mahamado u	NIARE	Directeur adjoint DNP
DNP	Babri	GALEDOU	Directeur
DNP	Mamadou	TOUMAGNON	Agent Division programme scolaire
DNP	Kadary	SANOGO	Agent Division programme scolaire
EDC	Suzanne	REIER	Directrice
EDC	Andry M.	RANOHAVIMBOA HANGY	Directeur adjoint
EDC	Adwoa	ATTA-KRAH	Deputy Chief of Party
EDC	Thelma	KHELGHATI	Former COP
EDC	Abdoul Kader	DEMBELE	Gestionnaire Financier
EDC	Sylvaine	Von MENDE	Spécialiste Pédagogie
EDC	Moussa	OUNTENI	Spécialiste Suivi Évaluation
EDC	Youssouf M.	H Aidara	Coordinateur de formation et Spécialiste en Politique Éducative
IFM	Bourama	COULIBALY	Professeur
IFM	Sidiki	TRAORE	Professeur
MEN	Amidou	MAIGA	Conseiller technique auprès du ministre
OMAES	Boureima Allaye	TOURE	Directeur
OMAES	Eli	TERA	Responsable de formation PC
OMAES	Brehima	TRAORE	Responsable Volet PC - SIRA

<b>Organis ation</b>	<b>First Name</b>	<b>Last Name</b>	<b>Role</b>
SAVE	Marien	MASSAMBA DOZI	Program Manager SIRA
SAVE	Adama	KONATE	Interim directeur des opérations
SAVE	Shilpa	SURENDRAN	Éducation Project Manager
SAVE	Aly	DEMBELE	Coordinateur régional du volet communautaire
SAVE	Issiaka	SARROGA	Agent de Développement Communautaire
SAVE	Sarah	PRESS	Adolescent Education Advisor
Sogema	Hugues	LAVOIE	Directeur
STS	Crystal	CHIGLINKY	Program Manager SIRA
STS	Marc	LYND	President
STS	Tidiani	Sidibe	Conseil Principal en renforcement des capacité - Evaluation des apprentissage
USAID	Amadou	TRAORE	Education Expert
USAID	Binta	BOCOUM	COR SIRA
USAID	Mohamed	TRAORE	COR Evaluation & TOCOR
ViVO Energy	Mahamane O	MAIGA	Directeur Marketing - Responsable CRS

## Annex 18: Bibliography of Documents Reviewed

Description	Author
Balanced Literacy Brief - Mali	EDC
Beekunko OMAES Tools and Evaluation Report	OMAES
Curriculum IFM	IFM
DNEN Instruction Manuel SIG_FC	MEN
EDC Mali SIRA Initial Proposal to USAID	EDC
EDC Mali SIRA Success Stories	EDC
List of Distributed Material for Mali SIRA	EDC
Mali FFE Midline Report	Impact
Mali SIRA- KAP of Teachers - 2018	EDC
Mali SIRA- School Readiness Study - Jan 2019	EDC
Mali SIRA-Annual Report 2016	EDC
Mali SIRA-Annual Report 2017	EDC
Mali SIRA-Annual Report 2018	EDC
Mali SIRA-Annual Report 2019	EDC
Mali SIRA-Baseline Evaluation (EGRA)	RTI
Mali SIRA-KAP on EGR Among Parents Baseline	STS
Mali SIRA-KAP on EGR Among Parents Midline	STS
Mali SIRA-Midline Evaluation (EGRA) with Questionnaires	EDC
Mali SIRA-Socio-Linguistique Study	EDC
Mali SIRA-Study on Ecole Bienveillante	EDC
Mali SIRA-Study on Gender	EDC
Map of Internally Displaced Population	Other
Maps with Academies	Internet
Material Used for Librarian Training	EDC
Material Used for Parents Training	EDC
Material Used for Teacher Training	EDC
Ministry Benchmarks	MEN
Ministry Report on Indicators 2018	MEN
Ministry Report on Indicators 2019	MEN
Ministry Statistic 2016-2017	MEN
Ministry Communication in Regard to the Syllabic Approach	MEN
Ministry Communication in Regard to Coronavirus closure	MEN
Overview of USAID Programs in Mali	USAID
Performance Monitoring Plan - Result	EDC
MEN Decree: Working Group on Reading	EDC
Process to Identify Best Teachers	EDC
Progress Against PMP Indicators Mali SIRA - QI 2020	EDC
Reading MATTERS Conceptual Framework	USAID

Description	Author
School Calendar and Strikes	EDC
School Weekly Schedule	EDC
Section C of SIRA AID-688-TO-16-00005	USAID
Student and Teacher Manual, Booklet	EDC
Study of Education System in Mali	Other
Technical Description of SIRA - USAID 2016	USAID
Tests BLA Used in Training for CPs	EDC
Tools Used Monitoring & Evaluation	EDC
UNICEF Mali Humanitarian Situation	UNICEF
USAID Evaluation Policy	USAID
USAID Mali Workplan SIRA Final for USAID Approval	EDC
USAID Strategy Mali	USAID

## Annex 19: Results Tracking Table

N°	Indicators	Mid-Term Evaluation	Targets	Comment
<b>Activity Goal: Improved early grade (grades 1-2) reading skills in target areas</b>				
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).	6.6%	14%	SIRA is not meeting the benchmark, but this could be due to 2 consecutive years of strike
2	(Output) Number of learners receiving reading interventions at the primary level (Standard ES.1-5).	394,776	509,938	The result should be achieved by end-line, if the schools open again this year.
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).	7.9	13	SIRA is not meeting the benchmark, but this could be due to 2 consecutive years of strike
<b>Intermediate Result 1: Classroom early grade reading instruction improved</b>				
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).	68.3%	70%	SIRA is very close to reaching its target
<b>Sub IR 1.1: Student's access to evidence-based, conflict and gender sensitive, early grade reading materials increased</b>				
5	(Output) Number of primary school classrooms that receive a complete set of essential reading instructional materials with USG assistance (Standard ES 1-11).	11,079	18,500	The result should be achieved by end-line, if the schools open again this year.
6	(Output) Number of primary or secondary textbooks and other teaching and learning materials (TLM) provided with USG assistance (Standard ES.1-10).	1,050,029	1,526,314	The result should be achieved by end-line, if the schools open again this year.
<b>Sub IR 1.2: In-service teacher training in evidence-based early grade reading (including formative assessment) improved</b>				
7	(Output) Number of primary educators (teachers) who complete professional development activities with USG assistance (Standard ES. 1-6).	7,576	6,374	Target exceeded



N°	Indicators	Mid-Term Evaluation	Targets	Comment
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).	7,576	6,374	Target exceeded
<b>Sub IR 1.3: Teacher Coaching and Supervision Improved</b>				
9	(Output) Number of education administrators and officials who complete professional development activities with USG assistance (Standard ES.1-12).	5,495	3,432	Target exceeded
10	(Outcome) Percent of pedagogical counselors demonstrating abilities to train teachers in reading and writing instruction (Custom).	79%	70%	Target exceeded
11	(Outcome) Percent of SIRA teachers coached by the school director (Custom).	58%	65%	
<b>Sub IR 1.4: Appropriate Incentives for Teachers Implementing Evidence-Based Programming Provided</b>				
12	(Output) Number of SIRA teachers receiving appropriate incentives (Custom).	100	240	This target will be difficult to achieve in the context of teacher strike.
<b>Sub IR 1.5: Pre-Service Training in the Use of a Core Package for Evidence-Based Early Grade Reading Instruction Improved</b>				
13	(Output) Number of college teacher professors trained in reading-writing instruction (Custom).	321	268	Target exceeded
<b>Intermediate Result 2: Service delivery systems in early grade reading improved</b>				
<b>Sub IR 2.1: Policies and Standards in Support of Evidence-Based Reading Instruction Implemented</b>				
14	(Outcome) Number of laws, policies, regulations, or guidelines developed or modified to improve primary grade reading programs or increase equitable access (Custom).	2	4	
<b>Sub IR 2.2: Early grade reading (EGR) data collection, analysis, and reporting systems improved</b>				
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).	10	8	Target exceeded

N°	Indicators	Mid-Term Evaluation	Targets	Comment
16	(Outcome) Number of schools reporting grade one and two reading results to their communities on an annual basis (Custom).	2,486	3,187	This target will be difficult to achieve in the context of teacher strike.
17	(Output) Number of district and regional education officials trained in conducting early grade student assessment (Custom).	69	45	Target exceeded
<b>Sub IR 2.3: Planning and Management of Human Resources Devoted to Early Grade Reading Improved</b>				
18	(Outcome) Percent of teachers trained in EGR by SIRA and still in Grade 1 or 2 of SIRA-supported schools (Custom).	89%	60%	Target exceeded but will need to be re-assessed at end-line
<b>Sub IR 2.4: Research Agenda to Support Additional Improvements in Reading Instruction Implemented</b>				
19	(Outcome) Number of research studies conducted by SIRA. (Custom).	6	7	The result should be achieved by end-line
<b>Intermediate Result 3: Parent, Community and Private support for early grade reading increased</b>				
<b>Sub-IR 3.1: Parents' Understanding and Awareness about Early Grade Reading Increased</b>				
20	(Outcome) Percent of parents who demonstrate improved understanding and awareness about EGR. (Custom).	65%	50%	Target exceeded but will need to be re-assessed at end-line
<b>Sub-IR 3.2: Parents' Ability to Implement Specific Strategies to Support Early Grade Reading Improved</b>				
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).	70%	60%	Target exceeded but will need to be re-assessed at end-line
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).	2,486	3,187	The result should be achieved by end-line, if the schools open again this year.
<b>Sub-IR 3.3: Community members' and CBO's ability to support and monitor early grade reading improved</b>				
23	(Outcome) Number of Communities with Community Based Organizations (CBOs) and parent organizations supporting early grade reading (Custom).	2,219	2,789	The result should be achieved by end-line, if the schools open again this year.

N°	Indicators	Mid-Term Evaluation	Targets	Comment
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).	7,576	6,383	Target exceeded
25	(Output) Number of innovations supported through USG assistance (STIR-10).	2	2	Target reached

## Annex 20: Field Work Data Collection Schedule

Team	Date	Region	CAP	School Code	School Name
T01	Mon-24-Feb	KOULIKORO	KATI	S124253	BAMBALA
T02	Mon-24-Feb	BAMAKO	BAMAKO COURA	S921012	SAME B
T03	Mon-24-Feb	KOULIKORO	KATI	S124231	SOLIDAIRE KALASSA
T04	Mon-24-Feb	KOULIKORO	KATI	S124092	SEBENICORO
T05	Mon-24-Feb	KOULIKORO	KATI	S124175	KOYAN
T06	Mon-24-Feb	BAMAKO	BANCONI	S922008	E.C ZEKENEKOROBOUGOU
T07	Mon-24-Feb	KOULIKORO	KATI	S124248	DIOBA
T08	Mon-24-Feb	BAMAKO	LAFIABOUGOU	S927002	BOURAGUE SANGARE B
T09	Mon-24-Feb	KOULIKORO	KATI	S124100	SOTOLY
T10	Mon-24-Feb	KOULIKORO	KATI	S124252	M'PIEBOUGOU TORODO
T01	Wed-26-Feb	KOULIKORO	FANA	S113012	BADALABOUGOU
T02	Wed-26-Feb	KOULIKORO	OUELESSEBOUG OU	S125021	NANGUILA
T03	Wed-26-Feb	KOULIKORO	BANAMBA	S131004	FOFANALA IER C B
T04	Wed-26-Feb	KOULIKORO	BELEKO	S111019	GUELEKOUN
T05	Wed-26-Feb	SEGOU	KIMPARANA	S212039	DIOLO KAGOUA
T06	Wed-26-Feb	SEGOU	MARKALA	S224087	SABALIBOUGOU IER C
T07	Wed-26-Feb	SIKASSO	KOUTIALA	S321001	DARSALAM IER C D
T08	Wed-26-Feb	SIKASSO	GARALO	S312037	SIRANTJILA

<b>Team</b>	<b>Date</b>	<b>Region</b>	<b>CAP</b>	<b>School Code</b>	<b>School Name</b>
<b>T09</b>	Wed-26-Feb	SIKASSO	N'KOURALA	S335038	LOBOUGOULA IER C A
<b>T10</b>	Wed-26-Feb	SIKASSO	KIGNAN	S332028	KOUNA
<b>T01</b>	Thu-27-Feb	KOULIKORO	FANA	SI13096	N'TOSSOUMA
<b>T02</b>	Thu-27-Feb	KOULIKORO	OUELESSEBOUG OU	SI25052	TOUNOUFOU
<b>T03</b>	Thu-27-Feb	KOULIKORO	BANAMBA	SI31072	GUENGUAN
<b>T04</b>	Thu-27-Feb	KOULIKORO	BELEKO	SI11031	KOLONI
<b>T05</b>	Thu-27-Feb	SEGOU	KIMPARANA	S212010	DIOUNDIOU IER C
<b>T06</b>	Thu-27-Feb	SEGOU	MARKALA	S224020	DIASSA
<b>T07</b>	Thu-27-Feb	SIKASSO	KOUTIALA	S321107	DARSALAM IER C B
<b>T08</b>	Thu-27-Feb	SIKASSO	GARALO	S312041	MANANKORO IER CYCLE
<b>T09</b>	Thu-27-Feb	SIKASSO	YANFOLILA	S315080	DALADA ECOM
<b>T10</b>	Thu-27-Feb	SIKASSO	KIGNAN	S332055	KOUMANKOU IER C
<b>T01</b>	Fri-28-Feb	KOULIKORO	FANA	SI13020	SOKOUNA
<b>T02</b>	Fri-28-Feb	KOULIKORO	OUELESSEBOUG OU	SI25049	ECOM FANI-CODIALAN
<b>T03</b>	Fri-28-Feb	KOULIKORO	KOULIKORO	SI33135	WOGNAN
<b>T04</b>	Fri-28-Feb	KOULIKORO	DIOILA	SI12058	MASSIGUI B IER C
<b>T05</b>	Fri-28-Feb	SEGOU	KIMPARANA	S212001	SOUROUNTOUNA I°C
<b>T06</b>	Fri-28-Feb	SEGOU	MARKALA	S224081	NIOH
<b>T07</b>	Fri-28-Feb	SIKASSO	KOUTIALA	S321120	WALA C

<b>Team</b>	<b>Date</b>	<b>Region</b>	<b>CAP</b>	<b>School Code</b>	<b>School Name</b>
<b>T08</b>	Fri-28-Feb	SIKASSO	GARALO	S312045	BANZANA
<b>T09</b>	Fri-28-Feb	SIKASSO	YANFOLILA	S315167	KALANA I ER CYCLE C
<b>T10</b>	Fri-28-Feb	SIKASSO	KOUMANTOU	S314093	NIAGALE ECOM
<b>T01</b>	Mon-02-Mar	KOULIKORO	FANA	S113010	TINGOLE IER C
<b>T02</b>	Mon-02-Mar	KOULIKORO	BAGUINEDA	S121090	FALAN
<b>T03</b>	Mon-02-Mar	KOULIKORO	KOULIKORO	S133097	KAKOUN
<b>T04</b>	Mon-02-Mar	KOULIKORO	DIOILA	S112047	FARAKAN
<b>T05</b>	Mon-02-Mar	SEGOU	SAN	S213003	BABOU DIONI II
<b>T06</b>	Mon-02-Mar	SEGOU	MARKALA	S224042	FATINE IER C
<b>T07</b>	Mon-02-Mar	SIKASSO	M'PESSOBA	S322056	ZANTIERLA
<b>T08</b>	Mon-02-Mar	SIKASSO	GARALO	S312089	KOLE
<b>T09</b>	Mon-02-Mar	SIKASSO	YANFOLILA	S315038	SIRADJOUBA ECOM
<b>T10</b>	Mon-02-Mar	SIKASSO	KOUMANTOU	S314044	KOURY
<b>T01</b>	Tue-03-Mar	KOULIKORO	KANGABA	S123039	FIGUIRA-CORO IER CYCLE
<b>T02</b>	Tue-03-Mar	KOULIKORO	BAGUINEDA	S121112	NIAGNAN
<b>T03</b>	Tue-03-Mar	KOULIKORO	KOULIKORO	S133044	DOREBOUGOU
<b>T04</b>	Tue-03-Mar	KOULIKORO	DIOILA	S112194	BOCORO
<b>T05</b>	Tue-03-Mar	SEGOU	SAN	S213143	KAMA
<b>T06</b>	Tue-03-Mar	SEGOU	MARKALA	S224021	MAYE COULIBALY (DINGOLA)

<b>Team</b>	<b>Date</b>	<b>Region</b>	<b>CAP</b>	<b>School Code</b>	<b>School Name</b>
<b>T07</b>	Tue-03-Mar	SIKASSO	M'PESSOBA	S322019	KOLA
<b>T08</b>	Tue-03-Mar	SIKASSO	KOLONDIEBA	S313047	DIGAN
<b>T09</b>	Tue-03-Mar	SIKASSO	YANFOLILA	S315064	SANGAREDJING PU
<b>T10</b>	Tue-03-Mar	SIKASSO	KOUMANTOU	S314118	ZANTIEBOUGOU IER CYCLE B
<b>T01</b>	Wed-04-Mar	KOULIKORO	KANGABA	S123083	NAMISSALA
<b>T02</b>	Wed-04-Mar	KOULIKORO	BAGUINEDA	S121135	SANANKOROBA C
<b>T03</b>	Wed-04-Mar	KOULIKORO	KOULIKORO	S133138	NIAMAKOROBOUGOU
<b>T04</b>	Wed-04-Mar	KOULIKORO	DIOILA	S112039	SAH
<b>T05</b>	Wed-04-Mar	SEGOU	SAN	S213099	WOROTONA
<b>T06</b>	Wed-04-Mar	SEGOU	SEGOU	S227026	CINZANA IER C/B
<b>T07</b>	Wed-04-Mar	SIKASSO	M'PESSOBA	S322038	TOUPOURLA
<b>T08</b>	Wed-04-Mar	SIKASSO	KOLONDIEBA	S313104	KISSA
<b>T09</b>	Wed-04-Mar	SIKASSO	BOUGOUNI	S311094	ZANDJANKORO DE MAFELE
<b>T10</b>	Wed-04-Mar	SIKASSO	KOUMANTOU	S314024	NGOLA
<b>T01</b>	Thu-05-Mar	KOULIKORO	KANGABA	S123003	BALACOUNGO
<b>T02</b>	Thu-05-Mar	KOULIKORO	BAGUINEDA	S121042	TANTEACORO
<b>T03</b>	Thu-05-Mar	KOULIKORO	KOULIKORO	S133031	DIANGUINABOUGOU
<b>T04</b>	Thu-05-Mar	KOULIKORO	FANA	S113065	BLENGOUA
<b>T05</b>	Thu-05-Mar	SEGOU	BLA	S211101	ZOMBOUGOU

<b>Team</b>	<b>Date</b>	<b>Region</b>	<b>CAP</b>	<b>School Code</b>	<b>School Name</b>
<b>T06</b>	Thu-05-Mar	SEGOU	SEGOU	S227128	WULADJAMBOUGOU
<b>T07</b>	Thu-05-Mar	SIKASSO	M'PESSOBA	S322048	NTOGOLA
<b>T08</b>	Thu-05-Mar	SIKASSO	KOLON DIEBA	S313212	MORO ECOM
<b>T09</b>	Thu-05-Mar	SIKASSO	BOUGOUNI	S311089	MADJOUGOU MOUSSA BAGAYOKO
<b>T10</b>	Thu-05-Mar	SIKASSO	KOUMANTOU	S314089	NTJIBALA ECOM
<b>T01</b>	Fri-06-Mar	KOULIKORO	KANGABA	S123075	MAKONONI
<b>T02</b>	Fri-06-Mar	KOULIKORO	SANGAREBOUG OU	S126011	SEYDOUBOUGOU 1ER CYCLE A
<b>T03</b>	Fri-06-Mar	KOULIKORO	KOULIKORO	S133028	PLATEAU 1er CYCLE A
<b>T04</b>	Fri-06-Mar	KOULIKORO	FANA	S113049	WARSALA
<b>T05</b>	Fri-06-Mar	SEGOU	BLA	S211006	MANOU
<b>T06</b>	Fri-06-Mar	SEGOU	SEGOU	S227127	WELENGANA
<b>T07</b>	Fri-06-Mar	SIKASSO	NIENA	S334032	KASSOUMBOUGOU
<b>T08</b>	Fri-06-Mar	SIKASSO	KOLON DIEBA	S313129	MARIBOUGOU 1°C
<b>T09</b>	Fri-06-Mar	SIKASSO	BOUGOUNI	S311040	KANKELENA
<b>T10</b>	Fri-06-Mar	SIKASSO	KOUMANTOU	S314134	OUEGNA 1ER CYCLE
<b>T01</b>	Mon-09-Mar	KOULIKORO	NOSSOMBOUGO U	S135021	N'GABAKORO KOYAN 1ER CYCLE
<b>T02</b>	Mon-09-Mar	KOULIKORO	SANGAREBOUG OU	S126049	SARAMBOUGOU 1ER CYCLE B
<b>T03</b>	Mon-09-Mar	KOULIKORO	KOULIKORO	S133117	PLATEAU 1er CYCLE C
<b>T04</b>	Mon-09-Mar	KOULIKORO	FANA	S113059	FARAKORO



<b>Team</b>	<b>Date</b>	<b>Region</b>	<b>CAP</b>	<b>School Code</b>	<b>School Name</b>
<b>T05</b>	Mon-09-Mar	SEGOU	BARAOUELI	S221025	DIONI-SIDI
<b>T06</b>	Mon-09-Mar	SEGOU	SEGOU	S227074	NANGO
<b>T07</b>	Mon-09-Mar	SIKASSO	NIENA	S334079	N'GOLOTIOROLA
<b>T08</b>	Mon-09-Mar	SIKASSO	KOLONDIEBA	S313061	SEBLE
<b>T09</b>	Mon-09-Mar	SIKASSO	BOUGOUNI	S311162	TIAKAMOU KOLON DIARRA DE DIERA
<b>T10</b>	Mon-09-Mar	SIKASSO	KOLONDIEBA	S313007	NANGALASSO IER C
<b>T01</b>	Tue-10-Mar	KOULIKORO	NOSSOMBOUGO U	S135025	DIECOUMA IER CYCLE
<b>T02</b>	Tue-10-Mar	KOULIKORO	SANGAREBOUG OU	S126007	DIALAKORODJI SECTEUR III
<b>T03</b>	Tue-10-Mar	KOULIKORO	KOULIKORO	S133023	KOULIKORO BA
<b>T04</b>	Tue-10-Mar	KOULIKORO	FANA	S113040	FANA A2 IER C
<b>T05</b>	Tue-10-Mar	SEGOU	BARAOUELI	S221017	BOUBOU-WÈRÈ
<b>T06</b>	Tue-10-Mar	SEGOU	SEGOU	S227059	KEGNEBOUGOU
<b>T07</b>	Tue-10-Mar	SIKASSO	NIENA	S334106	NIENA IER C D
<b>T08</b>	Tue-10-Mar	SIKASSO	KOLONDIEBA	S313067	KEBILA
<b>T09</b>	Tue-10-Mar	SIKASSO	BOUGOUNI	S311188	LENA IER CYCLE
<b>T10</b>	Tue-10-Mar	SIKASSO	KOLONDIEBA	S313198	GONKORO PUBLIC

## Annex 21: Summary Information about Team Members and Organigram

**Ms. Isabelle McMahon served as the Evaluation Team Leader.** Ms. McMahon is an international development multilingual professional with over 20 years of experience. Ms. McMahon is an education expert with vast experience in qualitative and mixed methods design and analysis, applied research, and promoting use of evidence-based findings for organizational learning and project improvement. Moreover, Ms. McMahon is very experienced with the planning, management and monitoring of quantitative and qualitative data collection processes integrating technology where effective, as well as quality assurance procedures. Ms. McMahon has experience with education in crisis and conflict, in Mali and Sub-Saharan Africa. She has worked in Niger, Mali, Benin and Cameroon. In Cameroon, the intervention took place in the anglophone region of West Cameroon, where a civil war is currently happening. Ms. McMahon led three (3) USDA McGovern Dole evaluations with an important education component. She also led six (6) World Bank evaluations that were EGRA focused. She is a skilled strategic planner with great ability to conceptualize, innovate, plan and execute ideas and systems even under stressful conditions, while meeting deadlines. She is an excellent communicator. She expresses her ideas and concepts clearly and concisely in written, oral and visual form. She has worked for USAID, the World Bank and other overseas foundations, international organizations, and donors.

**Dr. Karla Giuliano Sarr served as the Evaluation Expert.** Dr. Sarr has significant experience conducting research and evaluation, technical assistance and capacity building in international education. Dr. Sarr has worked on programs focusing on basic education, youth programming, multilingual education, education in crisis and conflict, community-school relationships, reading, girls' education, training and curriculum development. Dr. Sarr has lived and worked in West Africa in addition to conducting applied research and evaluation projects in the region as an international consultant based in the U.S. Dr. Sarr's focus within international education has consistently included language issues in education. In addition to developing studies for three USAID-funded early-grade reading programs using local languages -- NECS in Niger, Lecture Pour Tous in Senegal, and READ CO in Ethiopia -- she has taught modules on the topic at the graduate level at the School for International Training. She also has published a chapter on language use in rural Senegal and has another chapter forthcoming about the history of language in the education system.

**Mr. Makan Toutou Konate served as the Educational Policy and Practice Specialist.** Mr. Konate is an educational policy and planning professional with over 40 years of experience in the planning and management of education, including 30 years at the Planning and Statistics Unit of the Ministry of Education and 10 years at MEN's Support Unit for Decentralization. He holds a Master's of Education in Administrative and Policy Studies in education and a Certificate of Policy and Planning from the University of Pittsburgh. He has recent experience as a capacity building specialist in planning for USAID's Emergency Education Support Activity (EESA) and liaised with MEN on teacher training and curriculum integration for schools with security crisis conditions. He has a well-grounded intimate knowledge of Mali educational policy and practices and experience with multiple methods of qualitative evaluations including design and development of evaluation methodology, advising on selection and training of evaluators, choice of targets, and strategies for conducting key informant interviews and focus groups. He is fluent in Bambara and Khasonke.

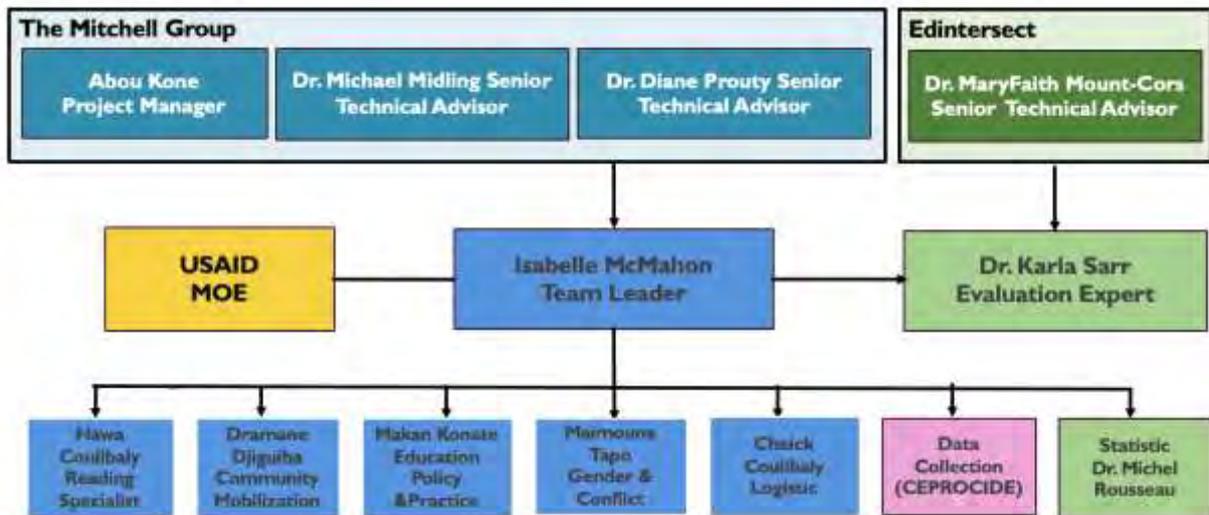
**Ms. Maimouna Tapo served as the Gender and Conflict Specialist.** Ms. Tapo has 23 years of international development and training experience in gender in conflict, and also served as Gender Specialist on EESA, ensuring gender and conflict awareness mainstreaming in the various components and activities from planning, implementation to monitoring and evaluation. She brings deep experience in assessing the sensitivity of reading materials and classroom management to conflict. Her expertise is grounded in her experience at the Ministry of National Education as Head of the National Unit for Girls' Schooling from 1996 to 2002, which allowed her to acquire proven skills on all issues of gender and equity. She took an active role in the development of essential documents for national policy for gender and girl's education. She has considerable research experience in designing and managing evaluations using mixed methods and in data analysis, from her experience in such projects as CARE/Mali's Empowerment of Women and Girls, EESA and UNICEF's Education Gender Equality in Mali and Niger, where she developed tools for collection, documentary analysis, and data collection. Ms. Tapo's national language capacity includes Bambara, Peulh, and Sonrhäi.

**Hawa Coulibaly served as the Reading Specialist.** In addition to years of experience in teaching at the primary-school level, Dr. Coulibaly has worked with the Malian Association for Reading, Writing and Development (ALED) and has developed training modules for learning assessment for a teacher training institute (MFI) and AEs. She brings nearly a decade of experience working in education monitoring teachers' instructional practices, developing EGR reading assessment materials and tools, supporting development of the Balanced Literacy Approach including sound (phonemic awareness), letter-sound correspondence (phonetics), decodable words (vocabulary), listening and reading comprehension, fluency, and children's stories. She participated in the evaluations of the Educational Systems Support Program (PASEC) of CONFEMEN (Conference of Ministers of Education of States and Francophone Countries) for written and oral assessment of pupils. She holds a master's degree in Primary Education (Didactic Disciplines) from the *Université Catholique de l'Afrique de l'Ouest - Unité Universitaire de Bamako* and speaks Bambara and Peulh.

**Mr. Djiguiba Dramane served as the Community Mobilization Specialist.** Mr. Dramane has 12 years of experience in education-focused development work, specializing in community mobilization and citizen participation. He served as Regional Representative and Coordinator for the *Groupe de Recherches et d'Applications Techniques (GRAT)*, and as EESA Community Mobilization Specialist in the Central and Northern Regions of Mali (Ségou, Mopti, Timbuktu, Gao, Kidal and Ménaka). He has a well-developed understanding of early grade reading and experience with evaluating community and parental attitudes and support for reading activities. His experience is rooted in the development of various diagnostic, formative summative evaluations, and rapid organizational evaluations for Basic Education and Equity Program (EBE) schools. His national language capacity includes Bamanankan and some knowledge of Dongo.

**Mr. Cheick Oumar Coulibaly will serve as the Logistic Coordinator** for this evaluation. Mr. Coulibaly is a Senior Management Specialist with a multidisciplinary education. Mr. Coulibaly worked for over 27 years with USADI/Mali in various capacities ranging from information systems management to working as the mission EXO. Mr. Coulibaly has a wealth of local contacts and expertise around project procurement, administration, logistics and reporting. He is fluent in written and oral English and French and Bamanankan. Mr. Coulibaly's skills in logistics and other gap-filling functions for the evaluation team will be critical. He will ensure that all logistics and administrative work for the evaluation team, along with coordination with the local firm working on the field site visits are effective. Mr. Coulibaly's relationship with and knowledge of the USAID/Mali mission's policies and procedures will enhance the quality of the work and communications between USAID and the evaluation team.

**CEPROCIDE served as the local data collection firm.** From its inception in 1999, CEPROCIDE has contributed to research and evaluation of learning in the regions of Kayes, Koulikoro, Sikasso, Segou, Mopti, Timbuktu, Gao, the eight regional capitals, the District of Bamako and all 49 circles of Mali. CEPROCIDE has a multidisciplinary team with extensive experience in project/program design, training, support in community infrastructure implementation, strategic management and project monitoring and evaluation, and has implemented many sub-contracts for US-based organizations in the evaluation of education (EGRA) including for RTI, conducting interviews with teachers and school principals, and classroom observations, administering reading tests for students and teachers' tests. From 2009 to 2013, CEPROCIDE implemented the evaluation of fundamental learning in Mali at the national level and conducted the Assessment of reading skills in national languages in four regions: Koulikoro, Ségou, Mopti, and Gao. For this study, they developed data collection tools in four (4) national languages; trained 40 data collectors in the administration of data collection instruments; and administrated questionnaires to 1,849 students out of a total of 2,000 students and visited 100 schools. CEPROCIDE also contributed to a study on the effects of the security crisis on the functioning of school management committees in the areas covered by the USAID-EESA project (Ségou, Mopti, Timbuktu, Gao and Kidal).



## Annex 22: EGRA Results

Figure A22 - 1 EGRA Sub-task results by year and region

EGRA Sub-tasks	Year	Regions			Total
		Koulikoro	Segou	Sikasso	
Number of graphemes per minute	2015	17.3	18.3	11.8	15.3
	2018	29.8	28.2	30.1	29.5
	2020	25.5	23.3	29.1	26.4
Number of familiar words per minute	2015	5.4	5.9	2.1	4.2
	2018	10.5	10.9	10.6	10.7
	2020	7.2	5.4	8.4	7.3
Number of invented words per minute	2015	3.2	3.6	1.3	2.5
	2018	7.7	8.0	7.5	7.7
	2020	5.0	4.2	6.5	5.4
Number of words per minute (ORF - short story)	2015	5.9	5.4	2.1	4.1
	2018	11.6	12.2	11.6	11.7
	2020	7.8	5.9	9.0	7.9
Number of correct answers (on the short story)	2015	0.3	0.2	0.1	0.2
	2018	0.9	1.0	0.8	0.9
	2020	0.5	0.3	0.6	0.5
% of students who can read at least 31 familiar words per minute	2015	5.2%	6.0%	0.2%	3.2%
	2018	13.0%	15.3%	13.1%	13.7%
	2020	6.1%	3.5%	8.7%	6.6%

Figure A22 - 2 EGRA Sub-task results by type of school

EGRA SUB-TASKS	School Status	
	Community	Public
Number of CGRM (correct graphemes read per minute)	28.3*	25.6
Number of WCPM (familiar words)	9.3*	6.3
Number of WCPM (invented words)	6.4*	4.9
Number of WCPM (short story)	10.2*	6.8
% of students that can read at least 31 familiar words per minute	10.2%*	4.8%

\*Average is statistically higher at  $p < 0.05$

Figure A22 - 3 EGRA Sub-task results by type of school, controlling for class size

EGRA SUB-TASKS	School Status		Raw Differences	Differences controlled for school size
	Community	Public		
Number of CGRM (correct graphemes read per minute)	28.3	25.6	2.67*	1.78
Number of WCPM (familiar words)	9.3	6.3	2.99*	2.83*
Number of WCPM (invented words)	6.4	4.9	1.45*	1.34*
Number of WCPM (short story)	10.2	6.8	3.39*	3.24*
% of students that can read at least 31 familiar words per minute	10.2%	4.9%	5.3%*	5.3%*

\*Difference is statistically higher at  $p < 0.05$

Figure A22 - 4 EGRA Sub-task results by gender

EGRA SUB-TASKS	School Status	
	Girls	Boys
Number of CGRM (correct graphemes read per minute)	27.9*	25.1
Number of WCPM (familiar words)	8.3*	6.4
Number of WCPM (invented words)	6.1*	4.8
Number of WCPM (short story)	8.9*	6.9
% of students that can read at least 31 familiar words per minute	8.2%*	5.2%

Figure A22 - 5 EGRA Reading comprehension scores

Reading comp score point	Frequency	Percent	Cumul
0	862	79.37	79.37
14.28571	94	8.66	88.03
28.57143	38	3.50	91.53
42.85714	32	2.95	94.48
57.14286	30	2.76	97.24
71.42857	12	1.10	98.34
85.71429	13	1.20	99.54
100	5	0.46	100.00
Total	1,086	100	

Figure A22 - 6 EGRA Reading comprehension scores for students meeting MEN ORF benchmark

Reading comp score point	Not meeting ORF Benchmark	Meeting ORF Benchmark	Total
0	856	6	862
14.28571	92	2	94
28.57143	34	4	38
42.85714	21	11	32
57.14286	11	19	30
71.42857	0	12	12
85.71429	0	13	13
100	0	5	5
Total	1,014	72	1,086

Figure A22 - 7 EGRA Sub-task results by cohort

EGRA SUB-TASKS	Cohort			
	Cohort 1 (n=114)	Cohort 2 (n=271)	Cohort 3 (n=365)	Cohort 4 (n=330)
Number of CGRM (correct graphemes read per minute)	25.4	26.0	29.1	24.2
Number of WCPM (familiar words)	8.3	6.6	8.6	6.1
Number of WCPM (invented words)	6.1	4.8	6.2	4.7
Number of WCPM (short story)	8.7	6.9	9.0	7.1
% of students that can read at least 31 familiar words per minute	4.4%	6.3%	7.4%	6.7%

## Annex 23: Additional Quantitative Tables or Charts

Figure A23 - 1 Challenges with teaching in Bamanankan

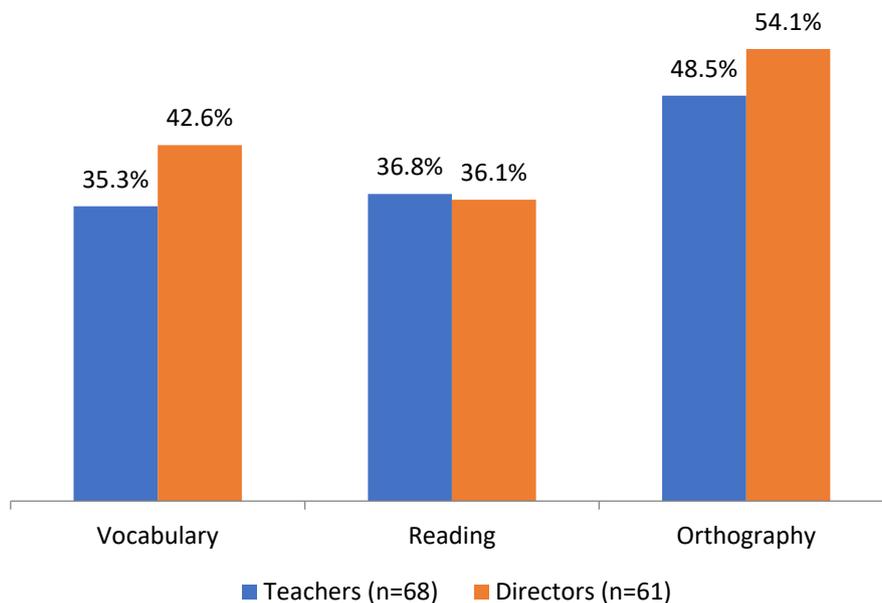


Figure A23 - 2 Positive changes in the parent-school relationship since the arrival of the Mali / SIRA project

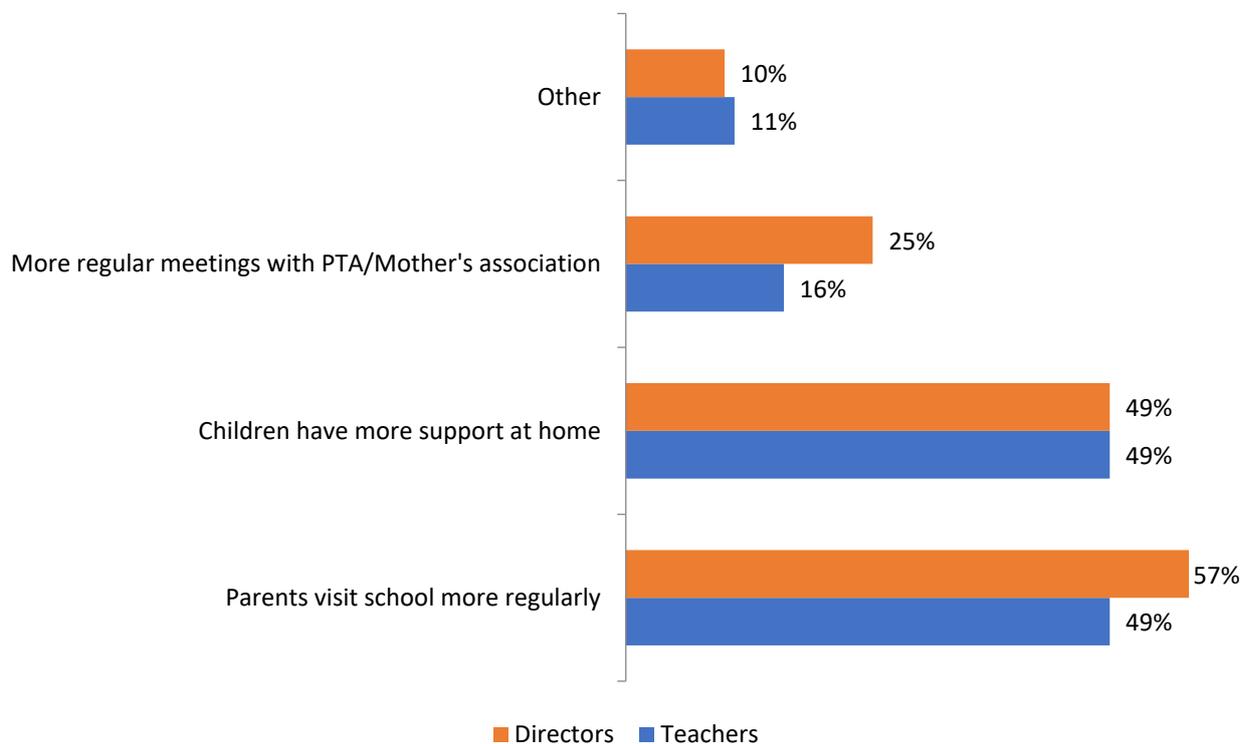




Figure A23 - 3 How to help parents be more active in their children's school life

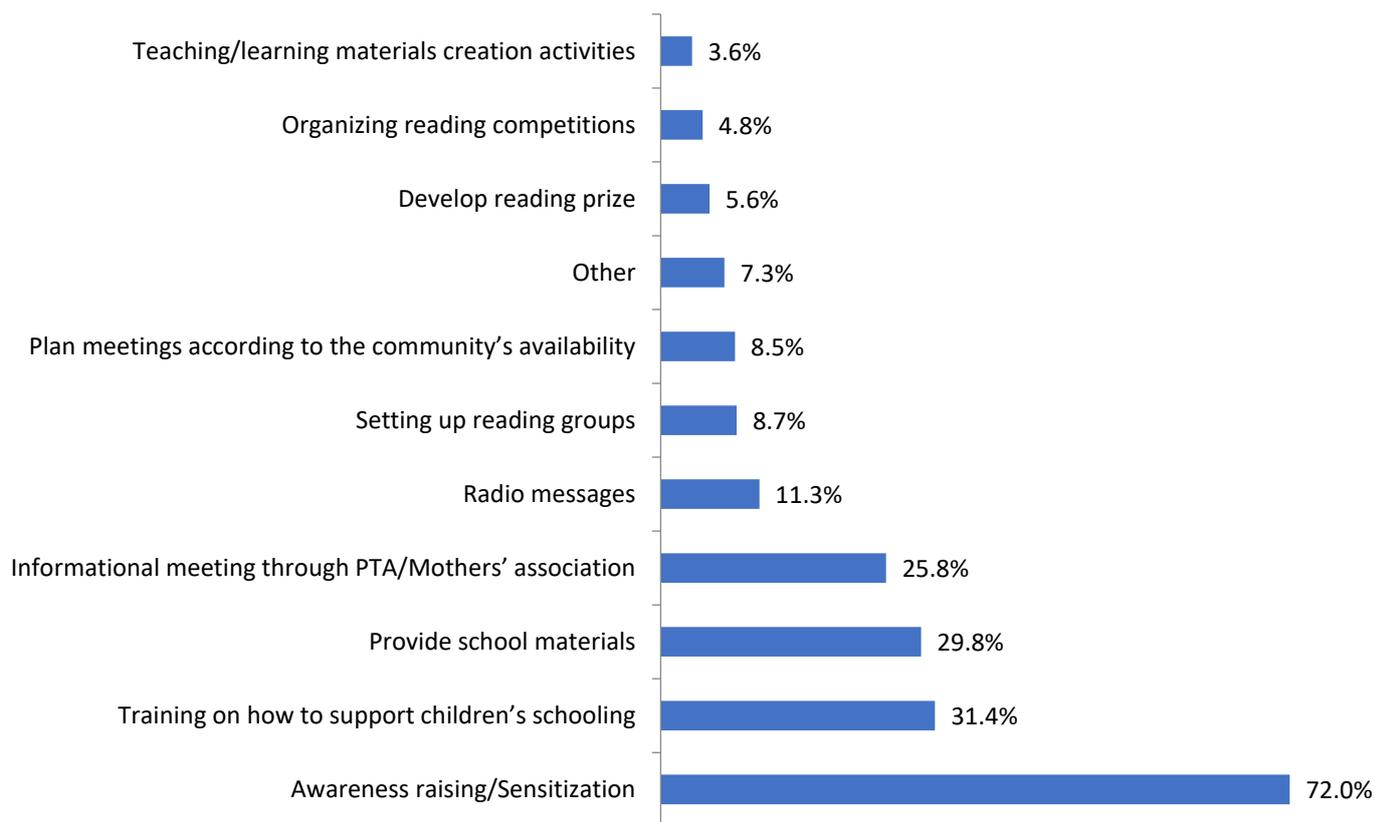
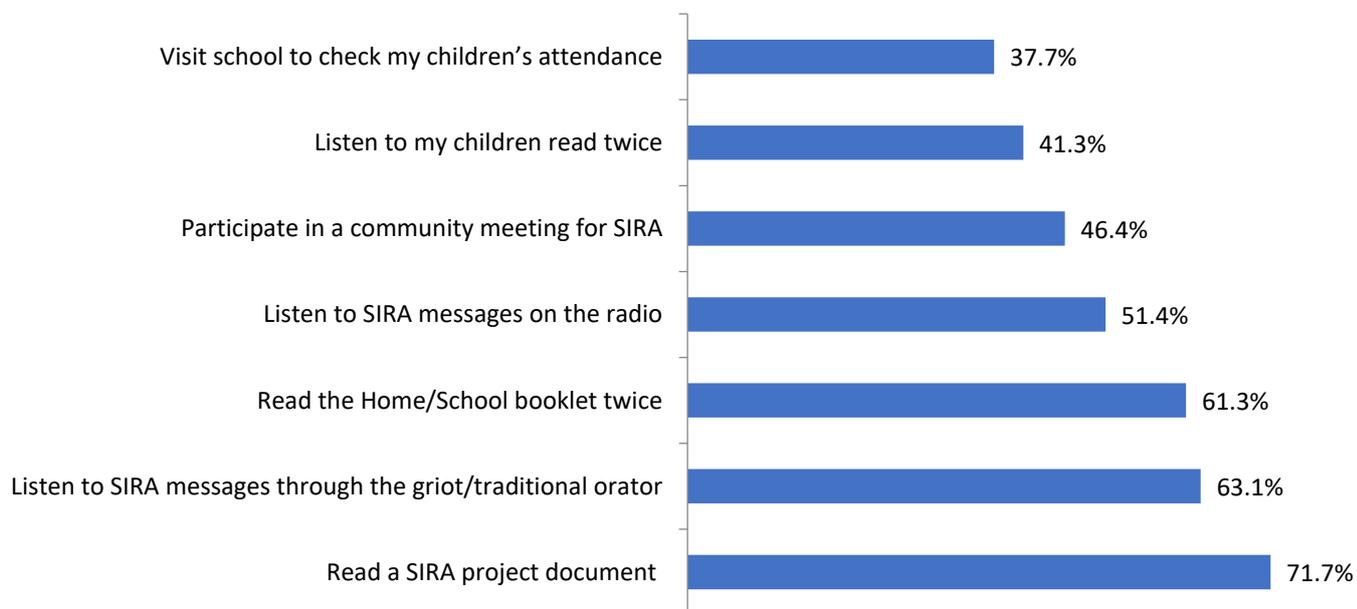


Figure A23 - 4 Actions taken by parents in the past week



**Annex 24: Select Photos from Fieldwork**

Image 1: Training pilot - HOGONA IER - 02.20.20



Image 2: Training pilot - HOGONA IER - 02.20.20



Image 3: EGRA Assessment - school - 02.24.20



Image 4: EGRA Assessment - 02.24.20



Image 5: EGRA Assessment - 02.24.20



Image 6: Parents Focus Group - 02.25.20



Image 7: Yeelenkene Group practice - 03.05.20



Image 8: Yeelenkene Individual practice - 03.05.20



Image 9: Yeelenkene Individual practice- - 03.05.20



Image 10: Yeelenkene book storage - 03.05.20





Image 12: Classroom - Alphabet



Image 13: Classroom - Blackboard

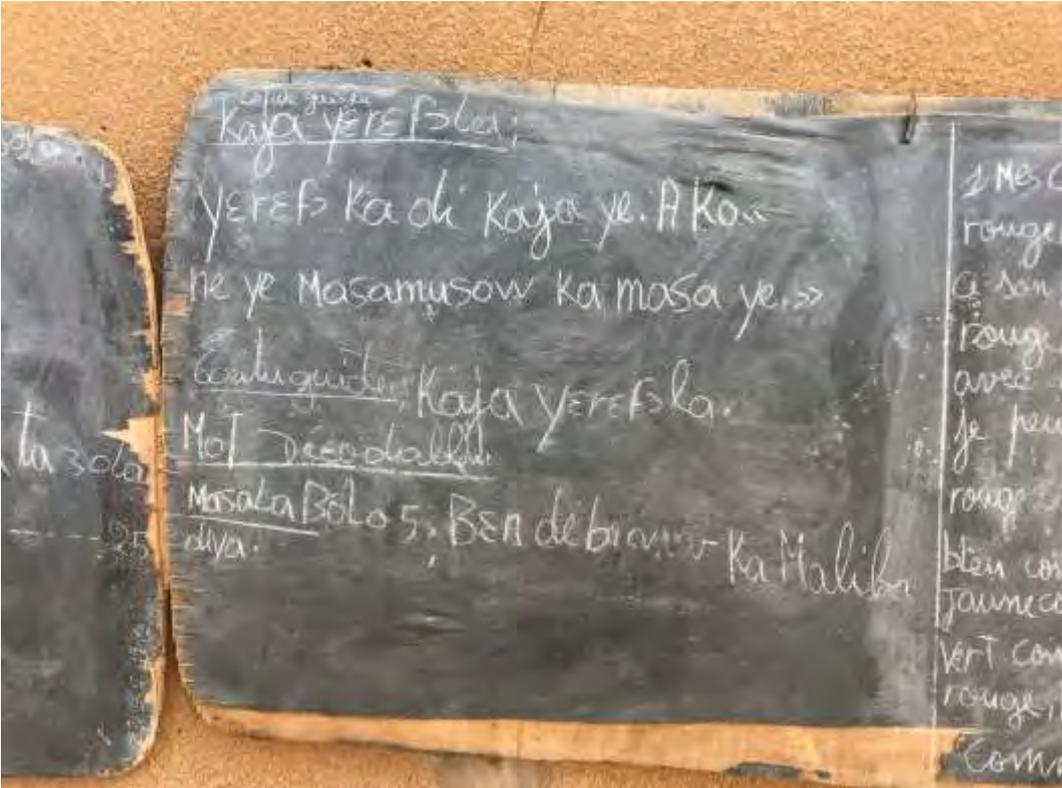




Image 14: Empty classroom



Image 15: Dusty desks after 3 months without students

