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Africa Education Initiative - Mali Country Study



AEI in Mali is contributing to the Government of Mali's objective of making 10,000 more Malian children literate by 2007.

Implementing AEI in Mali

Mali is participating in the Teacher Training and Ambassadors' Girls' Scholarship Program (AGSP) components of AEI, with planned programming under the Innovative Activities component regional project – the West Africa Mobile Task Team (WAMTT). Mali is also implementing the Marginalized Communities Program.

The second phase of the Textbooks and Other Learning Materials component (TOLM) is currently in development. Mali is one of 13 countries eligible to receive the anticipated six country program awards.

AEI's cross-cutting themes, HIV/AIDS mitigation through education, and community and parental involvement in school governance, are well-integrated into AEI activities in Mali.

Funding for AEI in Mali currently stands at \$3,700,000, with teacher training accounting for approximately three fourths of this total, and the mission-managed AGSP program receiving the rest. The AGSP activity to be managed through World Education's regional AGSP contract, has not yet determined the Mali funding level. Mali's participation in phase two of TOLM – which would have a country-attributable budget, is not yet confirmed. The WAMTT is a centrally funded regional program, although as relationships develop between the WAMTT and Ministries of Education, it is anticipated that country-specific funding would become available – and Mali is one of the first country programs in development for the activity. The Marginalized Communities Program has been allocated \$1 million of the USAID/Mali budget.

Teacher Training. AEI teacher training funds have been allocated to three distinct teacher training activities. The first was a transfer of funds directly to the Mali Ministry of Education (MOE). A second teacher training activity was funded through USAID/Mali's Community Learning and Information Centers (CLIC) activity, through which two CLICs would be established at teacher training institutions. The largest teacher training activity under AEI in Mali

is the Programme de Formation Interactive des Enseignants par la Radio (FIER), an interactive radio training activity.

Funding for Teacher Training in Mali. To date, partners have received a total of \$2,950,000 in AEI funds for FY02-04. In-service training has received about two-thirds of these funds.

<i>Current Funding Levels for AEI Teacher Training in Mali</i>							
	FY2002		FY2003		FY2004		TOTAL OBLIGATED
	Allocated	Obligated	Allocated	Obligated	Allocated	Obligated	
In-Service	\$500,000	\$500,000	\$600,000	\$600,000	\$700,000	\$700,000	\$1,800,000
Pre-Service			\$500,000	\$500,000	\$650,000	\$650,000	\$1,150,000
		\$500,000		\$1,100,000		\$1,350,000	\$2,950,000

<i>Anticipated Funding Levels for AEI Teacher Training in Mali</i>	
In-service, FIER	\$2,100,000
In-service, MOE	\$600,000
Pre-service, FIER	\$1,550,000
Pre-service, CLIC	\$200,000
Total	\$4,450,000

FIER. In March 2004, USAID/Mali entered into a three-year Cooperative Agreement worth \$3.65 million led by the Educational Development Center (EDC), with subcontractor the Academy for Education Development (AED), wholly funded by AEI. The objective of the program is to assist the MOE's in the establishment of a radio and technology-based program for teacher training.

FIER will build the capacity of the MOE by transitioning its teacher training approaches to the use of radio and digital technologies. The previous teacher training system forced teachers to go to the trainings, often very far away from their communities, or employed multi-layered training-of-trainer approaches with a high probability for dilution of skills transfer. FIER will help the MOE to take the training directly to the trainee's community, which will presumably increase participation in training and improve retention of new skills.

In-service training. In-service teacher training will be provided through the writing, production, and broadcasting of radio programs for supervisors and teachers that will help them assimilate student-centered pedagogical techniques crucial to the success of the MOE's current education reform. FIER, in close cooperation with the MOE, will develop "model lesson" broadcasts that will guide teachers in using student-centered methodologies, as well as broadcasts for teacher listening groups to support "communities of inquiry." Programs for principals and district supervisors are also planned. While the radio broadcasts will be accessible nation-wide, and in some cases across national borders, FIER's facilitation of the listening groups and region-specific material will target Gao, Kidal, Segou, Koulikoro, Sikasso and the district of Bamako.

Broadcasts for the listening groups for teachers serve primarily to transfer the MOE's national curriculum and vision for reform directly to every teacher. The programs will introduce new skills and methodologies, tools for measuring student performance, and subject-matter themes including gender equity and HIV/AIDS. The broadcasts aimed specifically at principals will communicate the MOE's performance standards for teachers, and subject-matter themes such as strategies for recruiting and retaining female teachers.

The establishment of lesson broadcasts will function as real-time interactive sessions within the classroom that encourage more active learning methods. These programs serve not only as a tool for training, but also assist unqualified teachers and para-professionals to supervise a classroom or gathering of out-of-school students by providing a strong lesson framework and structure, that is virtually self-functioning. The key to this approach is that it effects immediate behavior change on the part of teachers, whereas traditional training programs are more dependent on individual teacher initiative and commitment.

The first broadcast programs developed will be targeted at grade 3 teachers, with expansion to grade 4 teachers in FY06. Regionally-appropriate broadcasts will also be developed.

The sustainability of the radio program was incorporated by design. FIER is essentially piloting a limited number of broadcasts for grades 3-4. The MOE is intimately involved in the piloting phase, thus capacity to develop comprehensive programs for all primary grades would have been built within the MOE. The studio for the broadcasts is housed in the MOE itself, to allow for the training of staff on the technical aspects of broadcasting, as well as to provide a smooth transition of the program to the MOE at the end of the FIER project.

Pre-service: Training will be provided through the creation of "virtual training centers" (including computers, printers, scanners, photocopiers, video cameras, and, where possible, the Internet) in Mali's teacher training colleges. The virtual training centers will be installed on the six campuses, to train education professors to carry out up-to-date research on subject content, develop appropriate teaching methodologies and produce standard pedagogic materials for elementary school teacher trainees. The MOE have made regular use of the centers a requirement for professors in these institutions.



CLICs provide instructors at teacher training institutions, like Mr. Touré, Professor of Grammar, to access information on teaching methodologies and curriculum subject matter.

CLICs. Not to be confused with the FIER virtual training centers, USAID/Mali is currently funding 13 fee-for-service Community Learning and Information Centers (CLICs) throughout the country. The project is led by AED and local partner Institut Africain de Gestion et de Formation (INAGEF). Microsoft supports the CLICs through provision of discounted software applications, as well as providing the monitoring and evaluation of the program, and a U.S. Peace Corps volunteer is providing technical assistance in small and medium enterprise development. Two CLICs, in Gao and Kangaba, are supported with AEI pre-service teacher training funds. The two

centers have been established in teacher training institutions, in order to support student teachers and education professors by offering a range of services, including Internet access, e-mail

accounts, development-oriented information databases, training in information and communication technologies (ICT) applications for teachers and learners, and desktop publishing. Services are also open to the surrounding community.

MOE training. Pre- and in-service training was provided in local language teaching pedagogy, active teaching methods, and the improved curriculum during an accelerated summer program at the beginning of AEI funding to respond to a critical teacher shortage at the time.

Textbooks and Other Learning Materials. Mali was chosen to participate in the first phase of the AEI TOLM. Prior to the invitation to participate, the MOE received substantial funding from the World Bank and the Canadian government to fund its textbook procurement process, as well as funding from USAID/Mali. The MOE expressed a need for funds to publish textbooks, rather than assistance in developing them.

While the TOLM subcontractor for Mali, Albany State University, visited Mali and presented prototypes, the Mali MOE decided to decline the invitation to participate in the program after several months. Mali is one of the 13 eligible countries for the second phase of the TOLM program, starting in FY2006.

Ambassadors' Girls' Scholarship Program. The first AGSP activity, managed directly by USAID/Mali, was folded into the mission's existing education project implemented by World Education. World Education then formed partnerships with the MOE, U.S. Peace Corps, and three Malian NGOs - Association Malienne pour la Survie au Sahel (AMSS) in Tombouctou, Aide à l'Enfant du Désert et du Sahel (AEDS) in Kidal, and Sahel Etude Action pour le Développement (SEAD) in Gao. Informal partnerships have also been established with the United Nations Children's Fund (UNICEF) and the World Health Organisation (WHO), to improve schools' infrastructure needs related to promoting health and hygiene for girls at school (construction of latrines and safe water points). The World Food Program will link up with the initiative in certain program schools that receive food rations to supply school canteens. The



The AGSP will enable more girls to progress from one class to the next (grades 4-6), encourage higher school attendance and contribute to an improved environment for

United Nations Educational, Scientific and Cultural Organization (UNESCO) will partner with the program by establishing and animating school health clubs in a number of program schools. Each organization's intervention will depend upon its present and potential target areas, programs currently being administered in the targeted regions and available funding.

The scholarships have been distributed to all girls in 100 target schools in grades 4-6 for Gao and Tombouctou, and grades 1-6 for Kidal. Scholarships will come in the form of funding for school fees, uniforms, books and stationery, lamps and paraffin to enable home study in the evenings. Scholars will also be given the opportunity to attend remedial classes and home study groups.

Peer and family support and monitoring of their school attendance will enable any problems to be

noticed and quickly addressed. Teachers are encouraged to give more classroom attention to girls and divide classroom duties fairly, and parents are made aware of the importance of supporting their daughters in school.

Mentoring activities include the opportunity to talk to local women with notable achievements, to visit secondary schools and to prepare for continued education. Regional girls' days raise the profile of girls' education and give encouragement to girls in school. The AGSP will enable more girls to progress from one class to the next (grades 4-6), encourage higher school attendance and contribute to an improved environment for girls' education in the North of Mali.

For FY06, the AGSP management will be turned over to the regional contracting mechanism managed out of Washington. World Education happens to be that contractor, as well, thus it is anticipated that there will be a smooth transition and the characteristics of the program will remain largely the same.

Funding for AGSP in Mali. The one-year mission-managed program received \$750,000 for the AGSP. Information was not yet available on the funding level for the regionally contracted program.

Cross-Cutting Themes on *Community and Parental Involvement in School Governance* and *Mitigating the Effects of HIV/AIDS on the Education Sector.* The FIER Teacher Training component benefits from the strong community-participation component of USAID/Mali's main education program with World Education. Each school targeted for teacher training broadcasts and listening groups is already receiving assistance in community and parental involvement from the mission's education program.

Radio broadcasts will include information for teachers on age-appropriate HIV/AIDS curricula, and digital materials on HIV/AIDS will be developed for the Virtual Training Centers.

For the mission-managed AGSP, Mothers' Associations play a strong role in the management of scholarship funds and work with school authorities and communities to encourage effective education for girls. In those areas where Mothers' Associations do not exist, AGSP plans to establish them. AGSP also developed a guide for parents, Mothers' Associations, Parent Associations and School Management Committees to encourage these groups to take on oversight responsibilities for the scholarship program in their community. Local communities were asked to identify the needs of scholarship girls in their communities, develop a budget, buy and distribute the materials and organize the agreed services. The guide offered a basic list of materials (including school books, stationery, uniforms, school fees, lamps and paraffin) that could be bought with AGSP funds and outlined the types of services (home study groups and remedial classes for girls) that communities might consider organizing. NGO partners were asked to play a facilitating and supporting role to enable communities to develop their organizational, management and decision making skills.

The HIV/AIDS theme was not designed into the one-year mission-managed AGSP. It is anticipated that this cross-cutting theme will be addressed in next year's program under the regional contractors' management.

Innovative Activities. Mali has been identified as a target country this year for the WAMTT, a regional program which works with Ministries of Education to mitigate the impact of HIV/AIDS

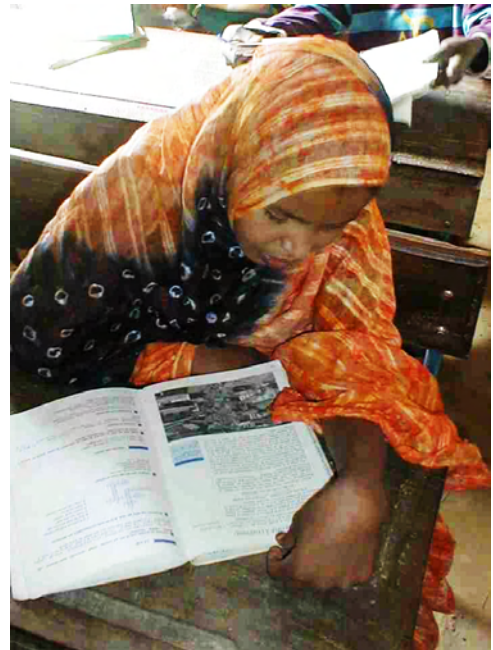
on the education sector. Modeled on the success of the Southern Africa Mobile Task Team, the WAMTT works with Ministries to develop more and improved sector-specific data on HIV/AIDS, improved policy dialogue and advocacy, strengthened management strategies, strengthened networks, and specific strategies and tools for responding to the epidemic.

Funding for the WAMTT. WAMTT is implemented by the Senegal-based Africa Consultants International (ACI), through a \$3 million EQUIP task order administered by the American Institutes for Research (AIR).

Funding for the country-specific program for the Mali WAMTT program is currently being sought.

Marginalized Communities. USAID/Mali allocated \$1 million of its education budget for targeting marginalized communities under the World Education project. Given that Mali is 90% Muslim and the mission's education program was already reaching Muslims, it was decided that the \$1 million would be used to expand the schools targeted to include medersas.

AGSP has strong Marginalized Communities themes. Scholarships were given in the North of Mali, in particularly traditional religious communities. The program worked to engage local Imams in the discussions on how the program would be structured. Imams were invited to become members of the local management committee, to ensure their concerns would be addressed.



In northern Mali, where religious and cultural traditions are particularly strong, the concept of educating girls remains a novel idea.

AEI Activities' Progress and Results in Mali

Teacher Training. The MOE activity, FIER, and the two AEI-supported CLICs have collectively delivered **in-service training to a total of 6,257 teachers, and pre-service training to another 1,689 teachers.**

The FIER activity beneficiaries to date have been trainers – the project will begin to reach the targeted audience of teachers to be trained with the radio broadcasts starting in FY06.

In addition to the formal trainings, **2,820 users accessed the Gao and Kangagba CLICs for a variety of services.**

AEI Success Story – Teacher Training in Mali

(Edited from original submitted by Institut Africain de Gestion et de Formation (INAGEF))

Teachers of the Gao Teacher Training College build their capacity at CLIC

The Community Learning and Information Center (CLIC) in Gao was inaugurated in July 2004. CLIC Gao is located on the premises of the local Teacher Training College (TTC). CLIC Gao is becoming a precious instrument for capacity building for teachers and students of this institution that trains future primary school teachers. Among the difficulties faced by the teachers were the preparation and upgrading of lesson plans, given that in most cases, the new national curriculum for Mali has not yet been distributed to Gao.

Hence, some teachers had quickly realized that CLIC provides an alternative solution to the problem of documentation and is a reliable source of information for them to perfect their knowledge in their respective disciplines. Thanks to the Encarta Collection which was installed in all the CLIC computers, these teachers have been able to prepare their entire lessons which were taught to more than 1,000 students of the TTC.

According to Mr. Courmaré Lassana, a teacher of psycho-pedagogy, philosophy and didactics “This CLIC has been a sigh of relief to teachers especially in the domain of psycho-pedagogy where there wasn’t much documentation in Gao.” Mr. Coumaré who is a full-time teacher of three classes at the TTC with a total enrollment of 194 students teaches philosophy, didactics and moral legislation. With the help of the Encarta Collection, he has prepared and taught lessons on Ibn Roch, a medieval philosopher and Saint Augustine. Mr. Coumaré further noted, “I know many authors whose books I cannot have access to, but thanks to CLIC, I can directly read the works of these authors through Encarta or on the Web; the CLIC is invaluable to us teachers.” It is in this light that he has always encouraged students to use the services at CLIC.

According to him, the main handicap which dissuades teachers from coming to CLIC is that they have not been introduced to computer science. He therefore advocates that introductory sessions be organized for all the teachers. He noted that he was introduced to computer science since 1997 but that he is beginning to lose his skills because of lack of practice.

Mr. Koné, a Biology teacher at the TTC of Gao also uses the services of CLIC especially the Encarta Collection which he uses to prepare his lessons. Being the only Biology teacher at the TTC, he has taught more than 250 students lessons that were entirely prepared at CLIC. For him, “CLIC is of a great importance because it places an invaluable source of information - the Encarta Collection and the Internet at the disposal of teachers.

Mr. Touré, a grammar teacher at TTC, also benefited from training at the CLIC. The training has given him the confidence to visit CLIC regularly to do research and lesson planning on the computer. He has used the Encarta Collection to prepare his lessons on the various types of sentences and language registers. These two lessons have been taught in seven classes of seventy-five students each for 35 hours. According to him, CLIC has made research and preparation of lessons much more efficient and effective.

CLIC is an excellent instrument for capacity building for teachers at the Gao TTC. However, this situation is plagued by difficulties among which are: the low income of teachers and students and the lack of introduction of teachers to computer sciences.

The Gao CLIC is one of 13 CLICS throughout Mali. CLICs are supported through the Africa Education Initiative (2 CLICS) and USAID/Mali (11 CLICS). The Academy for Educational Development (AED) and Institut Africain de Gestion et de Formation (INAGEF) are implementing the program.

Projected Impact. FIER radio broadcasts will provide **in-service training to an estimated 15,200 teachers and 300 supervisors/principals in Mali.** Additional face-to-face support, through the listening groups, will reach 3,200 of these teachers. The data collection plan for the project includes estimating the minimum number of children who will have improved learning environments because their teacher is better trained.

The Virtual Training Centers are expected to build capacity at **six teacher training institutions for their 180 institute staff (as master trainers), as well as all the pre-service student teachers** in those institutions. The estimated number of student teachers in these institutions is not yet available.



Strong community participation made the first Girls' Education Day in Tombouctou a success.

AGSP. Partners distributed 5,088 scholarships in 100 schools through March 31, 2005. These scholarships have had a substantial impact on girls' enrollment, particularly in Kidal, where the number of girls enrolled in grades 1-6 rose 30% from FY03/04 to FY04/05.

Scholar performance has started to improve as well. In Albakaye Ould Mohamed Ali school (Térherdjé, Tombouctou region) 20 of the 29 scholars achieved 50% or more during exams in February 2005. In grade 4, three scholars scored at or above average, where not a single girl had in previous testing. These performance achievements can be attributed to the four hours of remedial classes each week and regular home study groups for the scholars.

AEI Success Story – Ambassadors' Girls' Scholarship Program in Mali
(Edited from original by Sue Upton, World Education)

In Mali, particularly in the North, many girls do not yet get the opportunity to go to school or once there, find it difficult to continue their schooling to the secondary level. This is largely due to their family's economic situation, nomadic life style, the practice of early marriage and the traditional role of women and girls in society.

The Ambassadors' Girls' Scholarship Program, part of the Africa Education Initiative (AEI), is implemented in Mali by World Education and three Malian NGOs – the Association Malienne pour la Survie au Sahel (AMSS) in Tombouctou, Aide à l'Enfant du Désert et du Sahel (AEDS) in Kidal, and Sahel Etude Action pour le Développement (SEAD) in Gao. The effort also involves close coordination and collaboration with the Ministry of Education, USAID/Mali, and the U.S. Peace Corps. In order to improve the educational situation for girls in these regions, AGSP employs a compliment of strategies, including:

- Providing 5,000 scholarships for girls attending 100 isolated and marginalized primary schools in the regions of Gao, Kidal and Tombouctou. Scholarships come in the form of school fees, uniforms, books and stationery, lamps and paraffin (for evening home study), and in some cases, to obtain birth certificates for scholars, so that they will be eligible to participate in national exams.

- Scholars are also given access to remedial classes and home study groups. Peer and family support and monitoring of their school attendance enable any problems to be noticed and quickly addressed.
- Partners work with schools and teachers to give more classroom attention to girls and divide classroom duties fairly, and with parents to raise awareness of the importance of supporting their daughters in school.
- Mothers' Associations are engaged in a management role for scholarship funds and work with school authorities and communities to encourage effective education for girls.
- Mentoring activities include the opportunity to meet local women with notable achievements and to visit secondary schools and prepare for continued education.
- Regional girls' days are organized to profile scholars and provide community-based encouragement for scholars and parents on the importance of staying in school.

A program launching and scholarship award ceremony took place on February 19, 2005 in the presence of community leaders, education officials, traditional and religious dignitaries, and USAID officials. The ceremony was a watershed event in the advancement of girls' education in northern Mali, where educating girls remains a novel concept.

Indicators for success are already evident: scholarships have had a substantial impact on girls' enrollment, particularly in Kidal, where the number of girls enrolled in grades 1-6 rose 30% after the AGSP launch. Scholar performance has started to improve as well. In Albakaye Ould Mohamed Ali school (Térherdjé, Tombouctou region) 20 of the 29 scholars achieved 50% or more during exams in February 2005. In grade 4, three scholars scored at or above average, where not a single girl had in previous testing. These performance achievements can be attributed to the four hours of remedial classes each week and regular home study groups arranged for the scholars.

AGSP is also fostering transformation of social and cultural values regarding girls and women. In Kidal, school management committees and Mothers' Associations engaged local religious leaders to participate in AGSP oversight. In Tombouctou, two grade 6 scholars have remained in school even after they married.

The AGSP program in Mali is scheduled to distribute 5,000 scholarships a year for four years. Many of the future scholarships will be used to continue support of this year's scholars, to see them all the way through primary school.

History of the Africa Education Initiative in Mali

The former Presidential Initiative, the Education for Development and Democracy Initiative (EDDI), funded seven national and seven regional projects in Mali between 1998 and 2003 in excess of \$2.8 million. These projects were principally centered around improving the quality of basic education and teacher training, increasing access to education for girls and women, increasing access to information communication technology (ICT), expanding the learning systems at the University of Bamako, and strengthening the capacity of government and democratic institutions.

The AEI builds on the investments made under EDDI, particularly in girls' education, teacher training, and technology access for education institutions.

Mali was one of the first countries to receive AEI support – beginning implementation of its teacher training activity with FY02 funds.

Mali is among 16 countries around the world, which have been selected to benefit from the \$41 billion Millennium Challenge Account (MCA), after it qualified under the criteria set for developing countries. The criteria include a country's ability to rule justly, investing in people and promoting economic growth. The MCA initiative is the first program of its kind in the world and would give the government the free hand to select its priority projects for funding without any conditions.

Education Context for AEI

Education in Mali has experienced crisis since independence was attained in 1960. Enrollment is estimated at less than 60% of all children and the situation is worse at the secondary and university levels. Of the 1.2 million children who are estimated to complete grades 1-6, less than 3,000 finish grades 7-9.

Mali lags behind other neighboring countries such as Senegal, Côte d'Ivoire and Guinea as far as the quality of basic education is concerned. However, efforts are being made to train teachers more efficiently, improve teaching materials and teach more relevant subject matter.

Historically, educational opportunities have been limited for girls and women. According to a 1995-1996 national demographic and health survey, 81% of women (compared to 69.3% of men) between the ages of 15 and 49 received no education. It is estimated in 2003 that 3 out of 100 girls will complete the 6th grade. The main reason cited for this high drop-out rate is that parents have lost confidence in the effectiveness of education and thus do not educate their daughters.

However, much progress has been made towards increasing access to primary education through the creation of community schools (with limited government support) as well as a number of private educational institutions that have been established to fill the vacuum created by the disintegration of government schools. Additionally, the country is implementing a holistic education reform and decentralization process with a goal of providing universal primary education for all.

In addition to increasing the current level of investment in primary education as part of an overall program of poverty alleviation, the Government of Mali (GOM) is also decentralizing the decision-making process, localizing and modernizing both pre-service and in-service teacher training, promoting professional development and increasing community and parental participation in education.

USAID/Mali and AEI Program Theory

Through partnerships with USAID/Mali, AED, EDC, World Education and other local non-governmental organizations (NGOs), the GOM is implementing the following educational reforms:

- Adopting and implementing the Ten-Year Guideline Policy for Educational Reform (PRODEC) since 1998. This reform has led to substantial progress in the development of the education system.
- Adopting a school-based teacher training system

- Establishing and implementing a new curriculum which is relevant to the lives of students and their families
- Promoting greater parental and community involvement in the day-to-day running of schools and integrating HIV/AIDS and ICT in the education system.

The U. S. provides approximately 10% of Mali's bilateral donor assistance and the U.S. ranks third among Mali's bilateral partners. Other bilateral donors include France, the Netherlands, Canada, Germany, Japan, Switzerland and Belgium. Mali also receives assistance from the United Nations development agencies that are focused on health, education and governance as well as financial support from multilateral donors including the World Bank, the African Development Bank, and the European Union.

World Education is implementing a decentralization of the education system as part of the Ten-Year Education Program. Since August 2003, the partnership has operated an in-service training program for teachers and the community known as "Appui à la Qualité de l'Éducation et à l'Équité" (AQEE) or "Support to the Quality and Equity of Education" in the regions of Gao, Kidal, Koulikoro, Ségou, Sikasso, Tombouctou and in the district of Bamako. The activity's main objectives include:

- Improving teachers' performance
- Developing and testing the new national curriculum
- Improving school management through increased community participation.

In order to fully implement the GOM's reform plan and achieve its fundamental objective of making 10,000 more Malian children literate by 2007, USAID/Mali targets AEI interventions to the benefiting communities and schools under the AQEE for maximum effect.

Given the history of established USAID/Mali programs similarly-themed to AEI's objectives, the program theory for AEI in Mali might be described as simply supplementing the funding resources for the bilateral educational assistance provided by USAID/Mali, in order to expanding the number of beneficiaries reached.