

World Education, an international NGO which has been working in Mali since 1991, began developing pilot literacy programs in the late 90s to support activities in strengthening community participation. In April 2002, it brought together a corps teachers, community members, and NGO staff to write literacy materials. World Education Mali implements a literacy approach called *Sanmogoya* an action-focused methodology using content that is relevant to the community's needs and priorities. Trainers use active teaching techniques that enable participants to learn how to read, write and calculate through a problem-solving process aimed at helping them solve concrete issues. Teachers engage learners in dialogue based on visual aids, leading them through a series of questions such as: What problem are these people facing? What are the causes of these problems? Is your community involved in this same issue? What can we do to avoid or solve the problem? Through the *Sanmogoya* methodology, critically-reasoning learners develop a broader understanding of education-related issues in their community and identify relevant solutions to address them. The *Sanmogoya* literacy program contributes directly to the activities of targeted school structures such as School Management Committees (CGS), Parent Associations (APE), and Mothers' Associations (AME).

1: 'SANMOGOYA' OBJECTIVES

This integrated literacy program aims to:

- ensure improved functioning of the school management structures;
- ensure increased transparency in school management;
- create leadership roles for women in school management structures;
- assemble a reserve of interested women to work in the school management offices;

- support girls' enrollment and retention at school; and
- ensure better monitoring of children's academic work.

2 : WHERE WE WORK

Sanmogoya approach is implemented in six of the eight regions in Mali (Koulikoro, Sikasso, Ségou, Gao, Timbuktu and Kidal). The courses are run in 150 literacy centers, in the languages of Bamanan, Tamasheq, or Sonrai, according to each locale.



3 : IMPLEMENTING PARTNERS

Our NGO partners responsible for implementing the program are: Sahel Etudes Action pour le Développement (SEAD) in Gao; Aide à l'Enfance du Désert et du Sahel (AEDS) in Kidal ; Association Malienne pour la Survie au Sahel (AMSS) in Timbuktu; Œuvre Malienne d'Aide à l'Enfance du Sahel (OMAES) in Ségou ; Groupe de Recherche et d'Applications Techniques (GRAT) in Sikasso ; Groupe de Recherche Action pour le Développement (GRAD) and Association "Subahi Goumo" (ASG) in Koulikoro.

4 : SANMOGOYA TARGETS

Literacy being an integrated component in the education sector, Sanmogoya targets members of the CGS, APE and the AME. Other general assembly member leaders in these school structures are also concerned in order to prepare reserve of replacements when needed.



This methodology requires participants to work in groups.

5 : METHODOLOGY

The Sanmogoya approach requires:

- ✓ the use of active learning methods to stimulate interaction between learners and Karamogos (teachers).
- ✓ that all lessons by presenting an illustration of a relevant problem to stimulate discussion between learners and the teacher.
- ✓ that the learners' skills acquisition goes beyond traditional literacy learning of letters, words and numbers.
- ✓ Presentation of a community activity la which resolves a problem presented by the end of the lesson.

6 : ACCOMPLISHMENTS

6.1 : Acquiring knowledge

| Year | Learners trained from 2003 to 2006 | | | | | |
|--------------|------------------------------------|-------------|--------------|---------------|-------------|-------------|
| | Basic Literacy | | | Post Literacy | | |
| | M | W | Total | M | W | Total |
| 03-04 | 5239 | 2249 | 7488 | 2282 | 1136 | 3418 |
| 04-05 | 2676 | 1891 | 4567 | 922 | 367 | 1289 |
| 05-06 | 3198 | 2384 | 5582 | 1367 | 757 | 2124 |
| Total | 11113 | 6524 | 17637 | 4571 | 2260 | 6831 |

Source: World Education Quarterly/ Annual Reports 2003-2006

6.2 : Life Skills

- Improvement in the quality of support to school management structures (57% in 05-06 v. 60% in 06-07);
- Improvement in community support towards education (49% of communities mobilized resources for their school in 05-06 v. 53% in 06-07);
- Improved hygiene as a result of village level interventions.



Women working as a group on writing exercise

7 : KINKAJOU AS A TOOL USED IN THE “SANMOGOYA” APPROACH

The Kinkajou is a technology which facilitates training and learning in night-time literacy centers. It projects text, writing exercises, white spaces, etc. onto the blackboard.



The Kinkajou Kit: solar panel, battery, and LCD projector

Microfilm containing the literacy curriculum (reading, writing and math) is inserted into the projector. This pedagogic tool, enhancing any night-time learning environment, by projecting the text onto the blackboard, allows the teacher and learner to go through the material together and alleviates the problem presented when there are no books, notebooks or pens.

8 : KINKAJOU RESULTS

Results measured in the first three pilot years clearly demonstrated that using this technology in the literacy centers improved the learners' performance. Acquiring knowledge in the Kinkajou and control centers from 2005 to 2007 is presented as follows:

| | 2005 | 2006 | 2007 |
|----------|-------|-------|-------|
| Control | 38,3% | 65,8% | 54,8% |
| Kinkajou | 52,1% | 71,3% | 64,9% |

Growth rate of newly literate in Kinkajou and Control centers from 2005 to 2007

| | 2005 | 2006 | 2007 |
|----------|-------|-------|-------|
| Control | 38,3% | 58,2% | 45,2% |
| Kinkajou | 38,8% | 68,2% | 79,3% |

Growth rates for newly literate women in Kinkajou and Control centers from 2005 to 2007



WORLD EDUCATION

BP 2137, Rue 756, Porte 143
Banankabougou, Bamako Mali
Téléphone (223) 220 15 51
Fax (223) 220 20 90
E-mail : wemali@worlded.org.ml

World Education

“Sanmogoya” Literacy Approach



Sanmogoya a word taken from the Bamanan language refers to “Man who has a bountiful harvest year and provides for his community’.”