

Environment: Mali ranks high amongst countries with the poorest access to primary and secondary education. According to UNESCO and World Education data, the education landscape presents many challenges.

- 3rd lowest adult illiteracy rate: 72% (82% amongst women)
- 2nd lowest youth literacy rate at just below 25%
- Low female school participation rates
- Shortage of trained teachers

Experience: The World Education Mali staff are seasoned education and development professionals who collectively bring to the organization over 100 years of experience in child-centered pedagogy, teacher training, curriculum development, school administration, finance and accounting, research and statistics, classroom experience, and education policy evaluation.

USAID/Mali: The USAID/Mali Mission plays an integral role in the Malian Ministry of Education's (MEN) ten-year development plan (PRODEC), consequently, they requested an organization to assist in improving school-based teacher training and increasing community and parent participation within schools.

Our Involvement: World Education Mali provides capacity-building and advisory services at the national, regional and local levels. The team engages the MEN to support development and implementation of revised curriculum and teacher training modules, support operational growth of regional non-governmental organizations and education academies, and garner support in collaborative participation at the community level. World Education Mali supports local NGOs in the strategic implementation of development goals. By transferring knowledge to a Malian network of organizations and increasing its capacity, World Education promotes sustainable, community-driven development.

Current Program: World Education Mali currently manages USAID's largest education portfolio, supporting Strategic Objective 7 through "Improving the Quality of Education Activity" (IQEA), and focuses on 3 components:

- Curriculum development (completed in 2006)
- In-service and pre-service teacher training
- Expanding community participation

Results:

Improved Curriculum: World Education Mali curriculum specialists collaborated with MEN staff on all curriculum development units.

YEAR I

- Advised CNE in drafting Level 1 curriculum and teachers' guide
- Assisted Evaluation and Pedagogical Research Division in designing student cumulative achievement test
- Trained regional MEN Directors on curriculum application

YEAR II

- Developed teacher training materials for curriculum application
- Revised Science, Math and Technology components and trained CNE curriculum writers on didactics
- Trained pedagogy advisors on curriculum implementation, monitoring, qualitative research, and evaluation
- Successfully advocated for curriculum generalization and extension to all program schools
- Advised on selection of HIV/AIDS awareness curriculum content and its integration into the larger curriculum

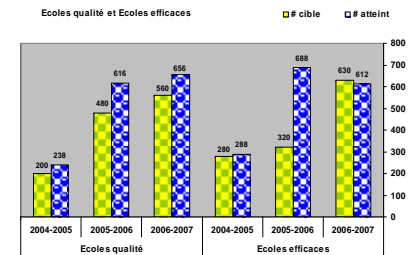
Quality basic education in target schools:

World Education currently works with 700 target schools, which are defined as "quality schools" when they meet at least four of the following six performance criterion:

- School directors receive training in planning, management, and monitoring/evaluation.
- 80% of teachers attend 80% of the training sessions.
- 60% of the teachers implement lessons practicing gender sensitivity.
- Repeat rate less than 10%.
- Average daily attendance at least 90%.

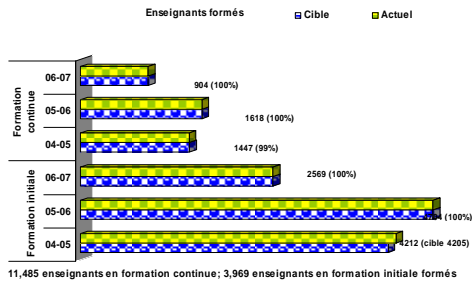
% of target schools which are considered "effective schools" when they meet five of the seven following essential criterion:

- The school created an action plan and executed 70% by end year.
- 90% teachers are present daily.
- 90% students are present daily.
- School directors monitors teacher performance at least bi-weekly.
- 60% of teachers regularly follow and evaluate their students' progress
- 60% of teachers plan regular evaluations.
- 80% of teachers apply lessons learned.



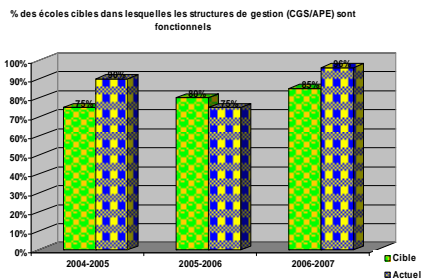
Better teacher performance: World Education partners with local government to incorporate child-centered pedagogical training in *Communities of Learning* where teachers also address prevailing issues within the classroom, share best practices, and expand their understanding of the national curriculum. Results to date are positive:

- 80% of teachers at target schools use child-centered pedagogical methods v. 29% before the program started in 2003.
- 273 supervisors trained and over 15,000 teachers trained.



Better school support and management: World Education engages School Management Committees and Parent Associations of the target schools to build local capacity and monitor strategic performance.

- Over 90% of school projects plans executed- 19,350 projects through March 2007
- 150 functional literacy centers were created



Other Programs

Ambassador's Girls Scholarships Programs: A USAID program (2004-2008), AGSP is being implemented throughout Sub-Saharan Africa reaching 80,000 girls across the continent. World Education, in collaboration with local NGOs, manages AGSP in 12 countries in West Africa, reaching 30,000 girls (more than 7,500 in Mali) per year. The program supports girls who are economically disadvantaged, handicapped, orphaned and/or affected by HIV/AIDS. Sponsorship covers primary and some junior secondary schooling (4-5 years of education). The impact to date in Mali is decreased drop-outs and improved pass rates in 117 schools.

Northern Mali Secondary Scholarship Program:

This program supports AGSP girls who have successfully completed primary school to continue their education. The Mali team builds local support and ownership through strong parents' networks, local NGOs, and local businesses. World Education currently supports 620 girls and hopes to expand the program in the future.

Mali Women and Girls Literacy Pilot (Project Ellis):

World Education developed women-taught mother/daughter classes with the hope of enhancing recruitment and retention of women teachers. Linking girls and their mothers encourage older women to transfer local knowledge within their communities. An income generation component in each center promotes women's self-reliance.

Global Alliance for Illumination in Education in Mali: Project Kinkajou:

In this exciting new initiative, Global Alliance for Illumination for Education, World Education partners with Design that Matters (DtM) to develop a program focusing on a low-cost, batter-powered projector, for use in dark classrooms. Literacy material provided by World Education is converted to microfilm reels which are inserted into the projector. Its marked success has led World Education to pursue market feasibility studies into broader use of this technology.

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IMPROVING THE QUALITY AND EQUITY OF EDUCATION IN MALI



Education is too important to be left solely to teachers. -Francis Keppel



Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of the world- Paulo Freire

