

Title: Teachers from curriculum schools take advantage from literacy classes to enhance their performance.

Date: April 2006.

Department: Education

Description: The Director of the school in Solosso learns how to transcribe from the Bamankan in a literacy center in order to be able to give his courses more effectively in a Grade 1 class using the curriculum

Content: The village of Solosso is located in the rural district of Niasso, two kilometers away from the Segou-San highway. It has a literacy center which was opened by World Education in February 2005. The community school in Solosso is one of the many schools operating under the first phase of the Program of "Support for Quality and Equity in Education". Like the other schools of the first phase of the program, it received curriculum training during the 2004-2005 Christmas vacation. Quite unfortunately, this training did not allow an actual implementation of the curriculum. Teachers from the school in Solosso and other areas who were trained to implement the curriculum had received no training, neither in Convergent Pedagogy nor in literacy. They could therefore neither read nor write in Bambara.

During the 2004-2005 academic year, David Sanou, the then assistant school director, and his wife, also a teacher in the same school, became aware of the difficulties which lay ahead of them for the implementation of the curriculum. Moreover, as a way of anticipating on the upcoming academic year (2005-2006) during which the curriculum will be introduced again, they decided to enroll in the basic literacy center in February 2005. The 2004-2005 final test conferred them the status of "neo-literate". In October 2005, the school of Solosso, like the other schools of the first phase of the countrywide generalization of the curriculum, started implementing the first step of curriculum in Grade 1 classes. David Sanou was promoted as director of the school at the age of 24 and is in charge of the Grade 1 class. This further motivated him to continue to take his literacy classes. In June 2006, he completed the level 2 of the literacy program (post literacy) in the same center. Now, David has no problem with the transcription of the Bamankan. He feels comfortable in his Grade 1 Curriculum Class of 14 students including 6 girls.

"The literacy methodology known as "Sanmogoya" is very well adapted to adult training. I have been able to read, write and speak Bambara within a short period of time. These literacy courses enabled me to be comfortable teaching my lessons and my students understand easily. I also learned a lot about the topics addressed in the literacy booklets which helped me to improve my lessons", commented Mr. Sanou.

Geographical area: Ségou.

Key words: World Education - Curriculum literacy/national language.

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Caption: The Director of the community school of Solosso (purple T-shirt) taking a reading lesson in the literacy center in Solosso.



Title: Once a drop out student, Sitan is now in Grade 5 in primary school

Date: May 2006

Department: Education

Description: Sitan Coulibaly, a 12-year old and Grade 4 student in Solosso School, who was top in her class, dropped out of school during the 2004-2005 academic year under pressure from an older friend who had not been to school. She joined school again after missing two months. Being in Grade 5 during the 2005-2006 academic, she became top of her class.

Contents: Miss Sitan Coulibaly was in Grade 4 in Solosso community school during the 2004-2005 academic year. She was top of her class. The same year, with the complicity of an older friend who was not attending school and of her own mother, she fled to Bamako to work as a ‘house maid’ to be able to assemble her wedding outfits. A few months after Sitan’s migration, the education community in Solosso, with the support of World Education and the partner NGO in the area, organized a forum to analyze students’ performances and to define concrete strategies for addressing constraints. During this process, the school director raised the case of young Sitan who had dropped out from Grade 4. The school director’s testimony before the entire community of Solosso raised awareness in Sitan’s father. Right after the School Performance Analysis (ARS) meeting, he approached the facilitation team and the school director, requesting for their support in bringing his daughter back to school. In particular, he stressed his financial difficulties which prevented him from playing his role to address Sitan’s mother’s desire for sending her to Bamako to get her wedding outfits. Thereafter, he provided his interlocutors with her daughter’s particulars in Bamako. A few days later, a message was sent to the girl’s landlady in Bamako informing her that a team will soon be arriving to take Sitan back to Solosso to resume her studies. As soon as the landlady received the message, she quickly sent the young girl back home. Thus, Sitan was able to resume her studies in Grade 4, though with some difficulties due to the two-month break. She overcame her difficulties and was admitted in Grade 5 in 2005-2006 and has taken back her usual rank as the top student of the class.

Geographical area: Ségou

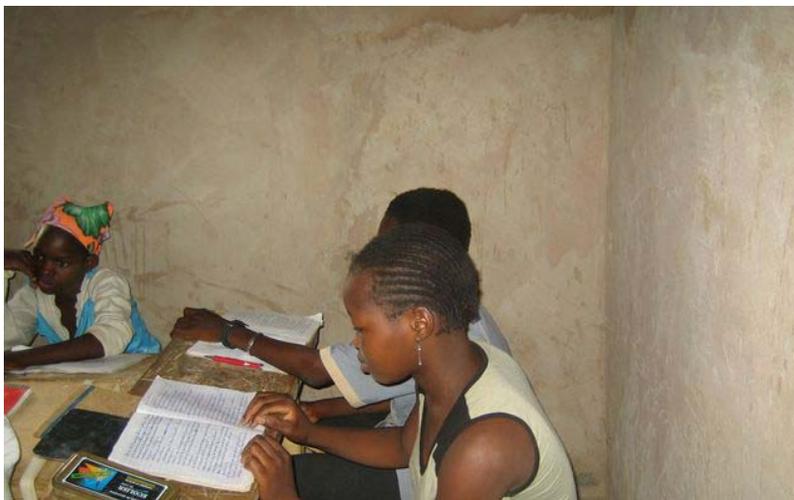
Key words: World Education – girls education -community participation.

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CAPTION: Miss Sitan Coulibaly in her class, reading her note book.



Title: Commune-level authorities support education.

Date: June 2006

Department: Education

Description: A successful example of synergy between the Shared Governance Program (PGP) and AQEE in six communes in Ségou region for planning the construction of classrooms, office/store, latrines, teaching materials and the purchase of handbooks by commune-level authorities.

Contents: The Program of “Support for the Quality and Equity of Education” implemented by World Education and the Shared Governance Program (PGP) covers six (6) communes in Ségou region. Both programs are funded by USAID and share the same concern for creating strong synergy in their actions on common targets. In May, June and July 2005, representatives of both programs on the field met to try and integrate school improvement plans developed with the support of World Education and the Economic and Social Development (PDESC) Plans of the communes developed under the auspices of the PGP. To achieve this goal, a three-component strategy was developed and implemented: Firstly, priority targets (commune-level authorities, CGS/APE ----- School Management Committees/Students Parents Associations) were sensitized and mobilized by the staff of World Education’s partner NGO in the region. Secondly, the CGSs/APEs of the various schools were prepared to effectively defend actions in their plans during a workshop and thirdly the two (2) programs agreed to co-organize the planning workshop. Thus, at the end the of communal planning process, communal authorities planned actions like the construction of classrooms, offices/stores, and latrines and the purchase of materials and textbooks for target schools of the Program of “Support for the Quality and Equity of Education” such Niasso, Baboudioni, Samakéle Sobala, Sibougou etc. The implementation of these activities is completed most schools or still underway in some.

Geographical area: Ségou

Key words: World Education, CGS/APE, communal development plan, Education.

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Caption: Niasso Second Cycle School

First row, Right: A view of the three classrooms and the director’s office and store built with the support of World Vision, far right, two classrooms built by the office of the Mayor.



“During the Communal Participative Diagnosis (DPC) held on November 25 through 26, 2004 in the presence of nearly 595 participants, issues regarding the building of latrines, office, store, fence wall and many others including the building of classrooms to open second cycle, were raised by the educational community of the school of Niasso and approved under the five-year plan. Thanks to the planning of the PDESC, the Mayor’s Office built an office and a store for me, a set of three latrines instead of two as initially planned. When the Mayor’s Office decided to erect a fence wall for the First cycle, we held a meeting and decided to change it for a three-classroom second cycle in order to address lodging problems faced by children from our commune in San when proceeding with their studies in the second cycle. These lodging problems account for the high drop out rate among the students. The case of the first assistant to the mayor is a striking example illustrating this situation. Thus, the communal office accepted the principle and built and equipped two concrete classrooms. In order to have a complete second cycle (3 classrooms at least), the CGS solicited the support of World vision, which has generously agreed to build a complete second cycle consisting of three classrooms with full equipment, two blocks of three latrines and an office and store for the director”, commented by the director (Niasso School), a beneficiary of the synergy between World Education and PGP programs.