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SELECTIVE INTEGRATED READING ACTIVITY (SIRA)

MOTHER TONGUE MAKES FOR MARKED IMPROVEMENT

Under the Malian Interim Education Plan prepared in 2014, the government of Mali addressed the low quality of the education system by focusing on improving reading skills for children. USAID supports the Malian government’s implementation of the new competency-based curriculum that begins instruction with the use of maternal languages in the early years of primary school, which then is progressively phased into instruction in French in Grades 3-6. In 2015, USAID assisted the Ministry of Education in conducting an Early Grade Reading Assessment (EGRA) baseline in Bamanankan (a major local language) and French. This baseline revealed that 66 percent of children in Grade 2 could not read a single word in Bamanankan and 70 percent could not read a single word in French. In 2018 SIRA conducted a midline EGRA, which gives a result of 13.70% of students reading 31 correct words per minutes compare to 3.20% from the baseline.

SIRA improves the reading skills of students in primary grades in the targeted areas of Segou, Koulikoro, Sikasso and the district of Bamako. The project works with the Ministry of Education to scale up reading as a subject area in the national education system by training teachers in reading and writing instructional practices and the use of classroom-based assessments; strengthening the Ministry of Education’s capacity to conduct both pre- and in-service training as well as design, print, and deliver instructional and reading materials; and increasing parent, community, and private sector support for early grade reading. The combined effect of these interventions catalyzes significant changes in the government of Mali’s ability to expand and sustain the education reform.

SELECTIVE INTEGRATED READING ACTIVITY GOALS

BUDGET: \$50 million

TARGET AREAS: Segou, Koulikoro, Sikasso Regions and Bamako

PROJECT CYCLE: 2016 –2022

KEY ACHIEVEMENTS:

- Provision of reading and teaching materials to 264,169 learners and 11,225 teachers and directors.
- Improved reading skills for 264,169 learners (119,834 females).
- Training of 7,239 teachers (3,876 females) and training and/or coaching of 3,986 school directors.

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