

Data Sheet

USAID Mission:	Mali
Program Title:	Improving Quality of Basic Education
Pillar:	Economic Growth, Agriculture and Trade
Strategic Objective:	688-007
Proposed FY 2004 Obligation:	\$4,980,000 DA
Prior Year Unobligated:	\$0
Proposed FY 2005 Obligation:	\$4,301,000 DA
Year of Initial Obligation:	FY 2002
Year of Final Obligation:	FY 2012

Summary: USAID's program to improve the quality of basic education includes technical assistance and training to: provide teacher training and learning opportunities; develop an improved national curriculum for grades three through six; mobilize communities to manage and advocate more effectively for public schools, community schools and Islamic schools; and train decision makers at the decentralized levels of the Ministry of Education in data analysis to link resource and budgetary allocations to desired results.

Inputs, Outputs, Activities:

FY 2004 Program:

Improve school-based teacher education (\$2,550,000 DA). USAID will expand its school-based teacher training program from 400 to 800 schools. The training assists teachers in creating "communities of learning" that decrease teacher isolation. They allow approximately 3,200 teachers to learn from each other, solve pedagogical problems particular to their own context and bring experts to the school on an as needed basis. A special effort to reach out to medrasas (Islamic religious primary schools) will be made to incorporate them in teacher training activities. School supervisors will also be trained to foster learning communities among teachers and create supportive learning environments. Funds from the African Education Initiative (AEI) will be used to provide teacher training via radio that will give practical activities and solutions to challenges in teaching the new curriculum. This training may be expanded beyond the target group of 800 schools to a nation wide program. In response to Mali's current teacher shortage, AEI funds will also be used to train 6,000 new teachers through an accelerated summer program. Principal contractors: World Education (prime); World Learning, Stewart International and DevTech Systems (subs), and others to be determined.

Assist establishment and implementation of new curriculum for grades three and four (\$650,000 DA). USAID will continue to provide expertise to the Ministry of Education in mathematics, science and life skills, with attention to the special learning needs of girls, for development of a more relevant curriculum for grades three and four. The curriculum encourages more active, student-centered teaching and draws on the Malian context for material whereas the old, out-dated curriculum relied on rote memorization and was unrelated to everyday Malian life. Use of the new curriculum will give students a better chance to succeed in learning how to read and use mathematics. In addition, learning materials will be developed in line with the new curricular approaches and an achievement test will be set up allowing the government to track system-wide progress in reading and mathematics. The curriculum will be tested through this fiscal year with plans to implement it nationally in FY 2005. Principal contractors: World Education (prime); World Learning, Stewart International and DevTech Systems (subs).

Increase community and parent participation in schools (\$1,100,000 DA). USAID will focus on teaching parents and communities to advocate to local education officials and elected government officials for services and increased resources for their public, community and medrasa schools. Communities will also be taught how to raise and manage funds for school improvement programs, as well as how to monitor teacher performance in classrooms. In addition, USAID will expand its adult literacy program to include 200 adult literacy centers offering courses that address gender, health and environment (both urban and

rural) issues, and HIV/AIDS. These programs will not only create a base of literate adults in villages, but will also pass on practical information that can lead to behavior change; for example, health problems associated with waste and waste management in the urban environment or reducing the risk of infant mortality through vitamin A supplements. Principal contractors: World Education (prime); Stewart International and DevTech Systems (subs).

Improve ministry decision-making at the decentralized level (\$680,000 DA). USAID will continue to improve education planning at the regional level. Training will be given to set priorities in terms of textbook and materials purchase, hiring new teachers or constructing new schools given the realities of a resource poor environment. Training and follow-up will focus on using regional statistical analysis as a basis of decision-making and how to monitor educational progress and the impact of investments. Education officials will come together to compare results and share best practices for solving education problems such as the low enrollment rate of girls or the lack of available teachers in a given region. Implementer to be determined.

FY 2005 Program:

Improve school-based teacher education (\$2,395,000 DA). USAID plans to intensify its teacher training assistance, assuring that teachers meet established criteria for quality performance and school directors play a leadership role in improving teacher performance. The use of radio education for teachers may be implemented. Same implementers as FY 2004.

Improve ministry decision-making at the decentralized level (\$1,906,000 DA). USAID may expand its training beyond regional education offices to local teacher training centers for improved planning and monitoring/evaluation of results based on data analysis. Same implementers as FY 2004.

Performance and Results: Three major results were achieved in 2003 that will assist the education ministry attain its ten-year education reform goal: 1) 4,600 teachers were trained in bilingual education (important in a country where French, the official language, is not the language most students use at home), active, child-centered teaching methods, and making the classroom more conducive to girls' learning; 2) a curriculum more relevant to Malian children and based on key learning outcomes for grades one and two was piloted; and 3) over 130,000 textbooks were given to students.

By mid-strategy, 2007, USAID anticipates over 2,400 teachers will have received on-going, systematic teacher training and support, and a radio teacher education program will reach 85% of Malian teachers. As a result, USAID expects over 70% of sixth grade children going to USAID-supported schools to pass their seventh grade entrance exam. In addition, all 15 of the Ministry of Education's regional offices will be using education data to set goals and targets and will make financial decisions accordingly.

US Financing in Thousands of Dollars

Mali

	DA	ESF
688-007 Improving Quality of Basic Education		
Through September 30, 2002		
Obligations	3,540	0
Expenditures	0	0
Unliquidated	3,540	0
Fiscal Year 2003		
Obligations	7,150	50
Expenditures	604	0
Through September 30, 2003		
Obligations	10,690	50
Expenditures	604	0
Unliquidated	10,086	50
Prior Year Unobligated Funds		
Obligations	0	0
Planned Fiscal Year 2004 NOA		
Obligations	4,980	0
Total Planned Fiscal Year 2004		
Obligations	4,980	0
Proposed Fiscal Year 2005 NOA		
Obligations	4,301	0
Future Obligations	43,029	0
Est. Total Cost	63,000	50