

**Proposed Plan for Monitoring and Evaluation of the Project
"Every Child Needs a Good Teacher"**

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I. Conceptual framework of the model proposed for Monitoring and Evaluation

The study of factors and measures of effectiveness of schools and teachers, and those of students' learning, has been a major concern among educational researchers over the years. However, it should be noted that educational researchers who have attempted to measure the concept of school and teacher training effectiveness could not agree on a single model or paradigm to explain this concept. Among the diversity of models, some which deserve attention are:

- the evaluation of students' achievements in standardized statistical tests of knowledge as a measure of schools' and teachers' effectiveness;
- the analysis of organizational, educational and motivational processes as a measure of schools' and teachers' effectiveness; and
- the evaluation of teaching and learning according to a competences-based approach.

However, the use of students' achievements in statistical tests of knowledge as the main criterion for measuring the effectiveness of a school and a teacher has often been criticized for not shedding any light on indicators of teaching and learning processes and on organizational and motivational processes, and sacrificing teacher motivation. Job security, through certification and permanent employment, and income stability, are important factors that may also play a role in the effectiveness of schools and teachers.

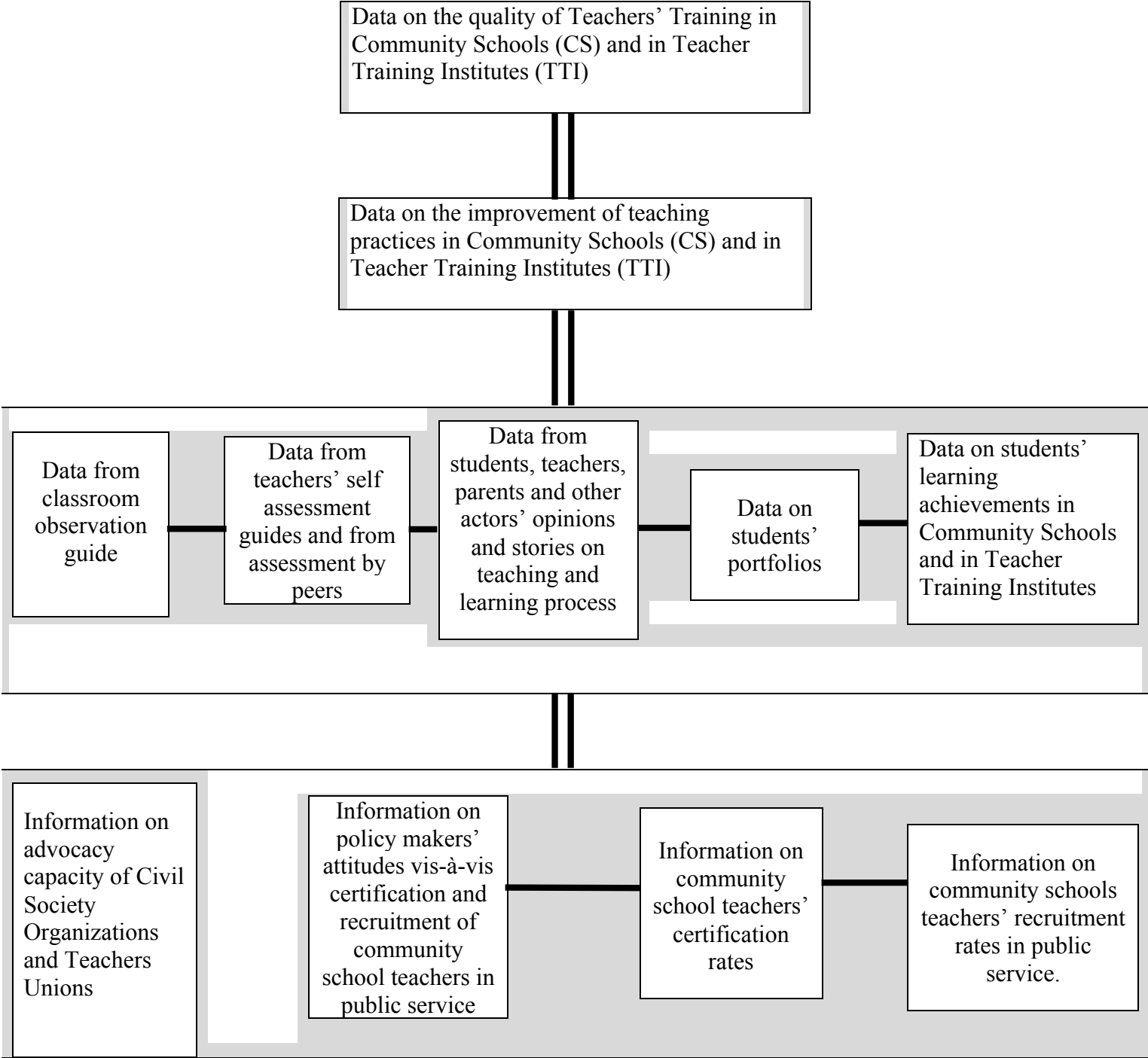
For these reasons, the following model of monitoring and evaluating the effectiveness of teachers and students learning will focus not only on the results but also the process that led to these results. This includes the path used by students to build their own knowledge, the quality of teacher training and teacher motivation (certification and recruitment rates of community school teachers in public service), and the advocacy capacity of civil society organizations and teachers' unions on behalf of the recruitment of community school teachers in the public sector.

The monitoring and assessment plan will also focus on the quality of training received by teachers in community schools and in Teacher Training Institutes, on the pedagogical processes used by the teachers, and on the methods and strategies used by students to build their own knowledge – “savoir-faire et savoir être”.

This way of monitoring and evaluating schools, teaching and learning effectiveness is more in tune with the competences-based approach used in Mali, in schools in general and in community schools in particular. It allows the teacher to obtain relatively instantaneous information on student learning by observing him or her doing activities individually or in a team (group) during the execution of a simple or complex task, by questioning him or her orally after an explanation, by guiding his or her thinking during a task, or by bringing him or her to question himself or herself about the strategies he or she uses to solve a problem.

The proposed model will also focus on changes introduced by community school teachers and students for the development of the community as a whole, on teaching and learning processes, and on the promotion and completion rates of students in community schools by gender (male and female) and by geographical area (rural and urban).

Figure 1: The conceptual model for monitoring and evaluating the project



II. Monitoring and Evaluation Objectives

The aim is to:

- ensure the success of the process of implementing the "every child needs a good teacher" project by putting in place an effective system of monitoring and evaluation of actions and results, including the certification of training received by teachers in community schools in the region of Ségou and their recruitment into public service;
- produce scientific analyses and provide on a regular basis reliable information on the changes in rates of certification and recruitment of community school teachers into the public sector, and on the development of competences learning in community schools and in Teacher Training Institutes to all the actors involved in the implementation of the project, including policy makers;
- strengthen the advocacy capacity of civil society organizations and trade unions operating in the education sector to influence government decisions about the certification and the recruitment of community school teachers into public service; this will ensure equity and fairness among all teachers and students in basic education, including attention to factors that limit women in the teaching profession and, in turn, affect gender parity in student enrolment, performance and completion;
- monitor and evaluate the effects of training received by teachers in community schools (pedagogical factors) and their rate of certification and recruitment into public service (motivational factors) on student learning, and contribution to improving the quality of teaching and learning in community schools in the region of Ségou;
- contribute to the improvement of the internal rate of return of community schools in the region of Ségou (promotion rates and completion rates at the first cycle of basic education);

- contribute to the reduction of inequalities and disparities related to gender (girls / boys) and geographic environment (rural / urban) for enrolment, promotion and completion of the first cycle of basic education in the region of Ségou;
- monitor and evaluate the changes introduced by community school teachers and students' for the development of the community as a whole; and
- make suggestions and recommendations for replicating the project's experience across the whole of Mali.

III. Issues and Research Hypotheses

3.1. Research Questions: Specifically, the plan for monitoring and evaluation seeks to provide answers to the following questions:

- Does the quality of training received by teachers in community schools help to increase, in long term, the level of certification and recruitment of these teachers into public service? Does it open, the in long term, the road to developing a career plan and aligning salaries with those in the public sector?
- Does the advocacy capacity of civil society organizations and teachers' trade unions at national, regional and local levels contribute to government developing favourable attitudes to the improvement of the certification and the recruitment rates of community school teachers in the public sector? Do these capacities of advocacy ensure equity among all teachers in basic education, including consideration for factors that limit women in the teaching profession?
- Does the training received by teachers in community schools in the region of Ségou (pedagogical factors) and the rate of certification and recruitment into public service (motivational factors) have any effects on the pedagogical practices of the teachers in the classroom or progress observed in students' individualized portfolios and teachers' observation guides? How about on changes in the rates of promotion and completion of students (disaggregated to look at boys and girls, rural and urban)?

- Does the training received by teachers and students in community schools have any effect on community development?
- Does the training received by teachers in Teacher Training Institutes have any effect on practices in the classroom?

3.2. Research Assumptions:

There are four assumptions underlying the project -

Hypothesis 1: The quality of training received has effects on the certification of teachers in community schools;

Hypothesis 2: The quality of training received has effects on the recruitment of community school teachers into the public sector.

Note: These effects are measured in long term. The quality of training, as the independent variable, will be measured through comparing the number of teachers who received training with classroom teaching practices used by teachers in community schools.

These instructional practices include:

- Compliance with prescribed teaching methods in the new training modules for teachers of community schools, including convergent pedagogy (mother tongue-based multilingual education) and curricular approach by competencies;
- Development of teaching aids;
- Organization of the classroom;
- Execution of teaching sequences;
- Tracking systemic errors committed by students as they construct knowledge, and strategies to remedy these errors and consolidate learning;
- Progress noticed in students' learning in their individualized portfolios; in classroom observation guides; teachers' self-assessment and assessments by peers guides;
- Exploitation of the data contained in teachers' daily reports and anecdotal reports over a period of a month;
- Implementation and evaluation of integrative tasks;
- Taking into account of methods used by students to achieve results;
- Using stories and opinions of students and parents;

- Evaluation of the learning process and communication of assessment procedures to students;
- Use of instructional materials; and
- Students' achievements.

Certification, as a dependent variable, will be measured through changes in the rate of community school teachers' certification.

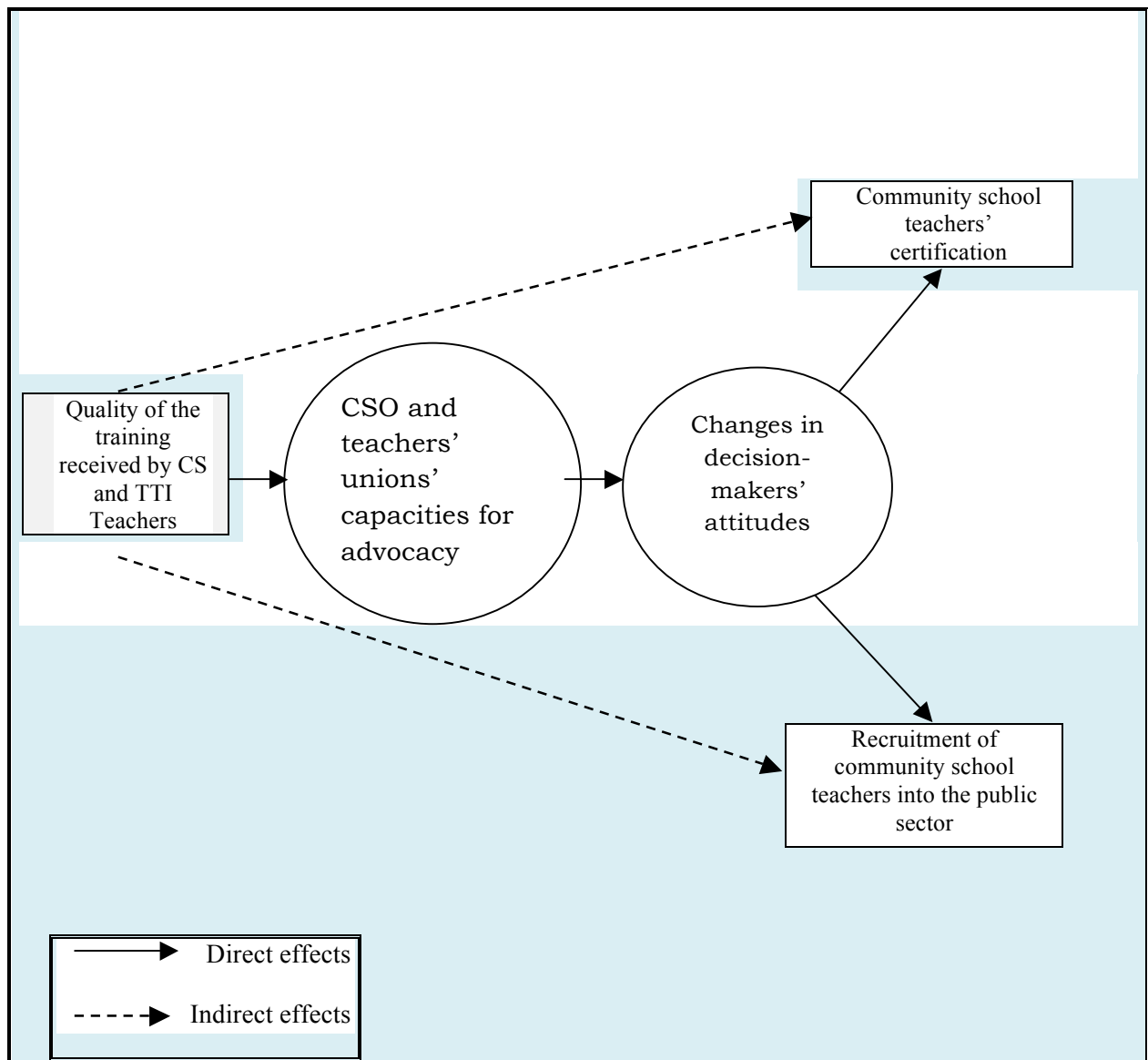
Recruitment, as a dependent variable, will be measured through changes in the rate of recruitment of community schools teachers into the public sector.

However, due to the nature of both the qualitative and quantitative approach, variables related to certification and recruitment are also analyzed qualitatively through analysis of the efforts of civil society organizations and teachers' unions in advocacy, and of the changing attitudes of government, school administrators, parents and school management committees to certification and recruitment of community schools teachers into public service. Particular emphasis will be placed on qualitative data analysis because it will help to better understand the issues related to these two questions of equity.

Advocacy capacity of civil society organizations and teachers trade unions, as intermediate variables, will be measured through responses to interview guides addressed to their representatives. The questions will include the following aspects:

- the number and nature of organized advocacy and lobbying;
- the number and nature of alliances formed around advocacy;
- the channels and networks of communication used;
- the ability to mobilize members of grassroots organizations, etc.

Figure 2 : Hypothesis 1 and 2



Hypothesis 3: The quality of the process of teaching and learning in community schools depends on the quality of training received by teachers.

Note: The quality of the teaching and learning process in community schools, as a dependent variable, will be measured from:

- Analysis of data from classroom observation guides;
- Analysis of data contained in students' individualized portfolios, classroom observation guides, and teachers' self-assessment and assessment by peers guides;

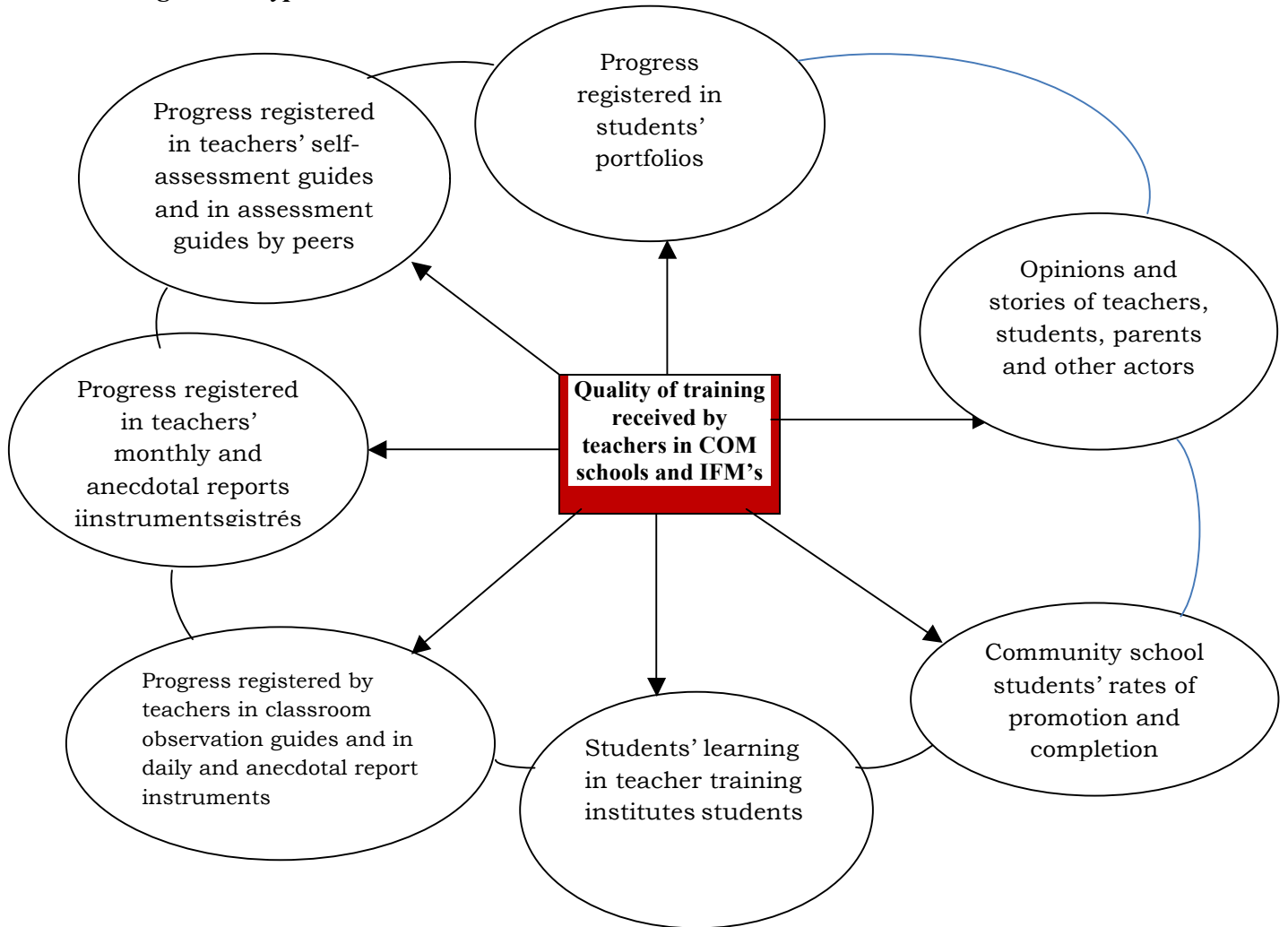
- The exploitation of teacher monthly report and anecdotal report;
- Progress registered by students in their portfolio;
- Students' opinions, stories, photos and those of their teachers, parents and other stakeholders;
- Promotion and achievement rates of students;
- Changes brought by community schools' teachers and students to community development.

Note: The quality of students' learning in community schools, as a dependent variable, will be measured from their portfolios and rates of promotion and completion. The different rates are broken down by sex (girls / boys) and by geographic context (urban/rural)

Hypothesis 4: The quality of students' learning in Teacher Training Institutes depends on the quality of training received by the teachers.

NB: Here, the quality of the teaching and learning process in Teacher Training Institutes will not be measured from the portfolios of students. A simple chapter focusing on the teaching process and on students learning in the classroom observation guide will be sufficient to assess the quality of the teaching and learning process.

Figure 3: Hypothesis 3 and 4



IV. Indicators of Expected Results of Monitoring and Evaluation

The results expected from the monitoring and evaluation process will be measured in terms of changes obtained by the project. The monitoring and evaluation process will focus on the following quantitative and qualitative changes:

- Changes observed in terms of numbers of trainings organized, the number of teachers trained, the quality of training, the quality of monitoring and evaluation devices, and innovations introduced in training sessions (number and quality of instructional materials, quality of the trainers, training places, and instruments of monitoring and evaluation of training sessions);
- Changes observed in the teaching process, especially in community schools and teacher training institutes, in teachers' educational practices (number of teachers who

have mastered the basic skills defined by the project, as well as pedagogical and didactical methods prescribed by the project);

- Changes observed in the learning process of students in community schools and students of teacher training institutes (number of students who have mastered the core competencies defined by the curriculum, by sex and geographic area);
- Observed changes in enrolment, promotion and completion rates of students by sex and geographic area;
- Observed changes in advocacy and lobbying practices of civil society organizations and teachers' unions (number of people trained in advocacy, number of alliances formed, number of organized activities, number of people mobilized, and nature of strategies used);
- Observed changes in the attitudes of central and decentralized government authorities and policy-makers with respect to the certification and recruitment of teachers in community schools in the public sector (number and status of government officials who have changed attitudes and opinions);
- Observed changes in the fluctuation of certification and recruitment rates of community school teachers in the civil service (number and percentage of teachers certified and recruited into the civil service), with particular attention to gender-related factors; and
- Observed changes in the quality of life of communities in terms of literacy, health, hygiene, sanitation, gender equity, environmental protection, prevention and management of conflicts , etc.)

Note: Due to the fact that the data will be collected at the beginning and at the end of the school year throughout the duration of the project (3 years), it is possible to identify the quantitative and qualitative changes induced by the project and indicated above.

Table 1: The Indicators of Results

The outputs (short term results)	The effects (mid-term results)	The impact (long term results)
Number and quality of training modules developed;	Number and percentage of teachers mastering basic skills and the teaching and learning methods prescribed by the project in community schools and teacher training institutes, by sex and geographic area;	Number and percentage of teachers certified, by sex and geographic area
Quality of organizational training devices;	Number and percentage of students mastering the basic skills of the curriculum in community schools and teacher training institutes, by sex and geographic area;	Number and percentage of teachers recruited into the public sector, by sex and geographic area
Number and percentage of teachers in community schools and training institutes for teachers trained;	Number and percentage of repeaters and excluded, among children, by sex and geographic area;	
Number of trainings received by teachers in community schools and in teacher training institutes ;	Number and percentage of students completing the first cycle of basic education, by sex and geographic area	
	Enrolment rates by sex and geographic area	
	Number and percentage of students, teachers, school administrators, parents, and other community members who have favourable opinions about teaching practices and about the teaching-learning process;	

	Number and percentage of civil society organizations and trade unions trained in advocacy and lobbying;	
	Number of alliances formed around advocacy and lobbying;	
	Number of advocacy activities organized, such as communications strategies;	
	Number and percentage of students, teachers, school administrators, parents and other community members who have favourable opinions about the effects of the project on community development;	
	Number and percentage of students, teachers, school administrators, parents and other community members who have favourable opinions about the certification and recruitment of teachers into community schools in the public sector.	

V. The Research Methodology

5.1. Choice and target of public schools: The target audience is mainly teachers and students in community schools and teachers and students in teacher training institutes of the region of Ségou. Representatives of both state and local governments, the school

administrators, teachers' trainers, students' parents, school management committees, civil society organizations and trade unions operating in the education sector in the region will also be involved in the study. The choice of actors will be based on the principle of stratified empirical sampling. In total, the study will cover:

Table 2 : Distribution of the community schools

Region	Academy	Pedagogical Animation Centers CAP	Number of schools	Number of classes	Number of teachers	Number of students
Ségou	Ségou	Ségou	3	9	18	180
		Niono	3	9	18	180
	San	San	3	9	18	180
		Tominian	3	9	18	180
Total	2	4	12	36	72	720

Table 3: Distribution of the Teachers Training Institutes

Region	Academy	Teachers Training Institutes	Number of classes	Number of teachers
Ségou	Ségou	Ségou	3	9
		Niono	3	9
	San	Tominian	3	9
Total	2	3	12	27

5.2. The Research Instruments: To answer the questions and test the hypotheses of this research, both quantitative and qualitative data will be collected annually at the beginning and end of the school year, using a number of instruments. To be able to measure progress over time, it is necessary to use the same data collection instruments as were initially used in the baseline study. These instruments of monitoring and evaluation are:

5.2.1. Instruments related to advocacy skills, certification and recruitment of teachers in the public service: These instruments will test the first two hypotheses of the research. These are:

- an interview guide with civil society organizations and teachers' unions to evaluate their advocacy and lobbying capacities for the certification of the training received by teachers in community schools and their recruitment into the public service. Advocacy activities (meetings, rallies, negotiations, etc.) will be photographed and filmed. A communication strategy needs to be worked out to influence decision-makers towards certification and recruitment of community teachers, especially the use of media which might be the most important channel.
- an interview guide with government representatives (Ministry of Education, Ministry of Territorial Administration, Ministry of Public Service, Ministry of Finance) and regional and local authorities to collect information on their attitudes to the certification of training received by teachers in community schools and their recruitment into the public service, as well as blocking factors and reasons for reluctance;

5.2.2. Instruments related to the process of teaching and learning. These instruments will check the third and fourth research hypotheses. These are:

- a guide of classroom observation on the teaching practices of community school teachers in the classroom and on the reactions and understanding of students. In this guide, information will be collected on the nature of organized educational activities in the classroom, on what the teachers and students actually do in teaching and learning activities in the classroom, on the duration of activities and on the comments and views of the observers;

From the perspective of action research, it is important to involve the maximum number of actors (multi-actor approach). Pedagogical animation sessions will be organized immediately after the classroom observation. The school principal, a pedagogical counselor, a representative of the Teacher Training Institute and all teachers in the school will attend this session of pedagogical animation. Observations of class and educational animation sessions will be photographed and filmed.

The observation guide of the classroom can be used as teacher's self-assessment guide as well as a guide for evaluation by peers in the context of learning communities – that is, a place of giving and receiving among teachers in the same school (a single learning community) or in

different schools (a grouped learning community). A learning community is an effective tool for close supervision and promotes educational exchanges between teachers.

With learning communities, teachers can observe each other in a classroom or during trial lessons and make criticisms and suggestions for improvement. To enrich the data from the classroom observation guide, the evaluator will collect field data from several assessment guides already used by peers in learning communities.

- a monthly portfolio of the teacher, including some logging tools such as the monthly data report and the teacher's anecdotal data report. In his or her monthly portfolio, the teacher should point out difficulties encountered and success achieved during the month, as well as significant pedagogical facts that he or she has observed in his or her classroom;
- a monthly portfolio of the student, a collection of the student's works in and outside the classroom setting during the month. This monthly portfolio will include comments from both the teacher and the student himself or herself on his or her own works. This portfolio will be evaluated to assess the difficulties encountered and the progress made by the student during the month;

NB: These last two instruments (students' portfolios and teachers' portfolios) are filled in monthly by teachers and given to evaluators as they pass through the schools. They may be supplemented by students' bulletins related to their level of achievement of targeted skills during the month.

These instruments should be prepared in advance by the teacher before the arrival of evaluators, to allow evaluators time to devote to the administration of other instruments.

- a school director questionnaire on general characteristics of the school, the number of teachers and students, rates of promotion, completion, repetition and dropout by grade and by gender in community schools;
- a questionnaire addressed to teachers in community schools to collect their views on the quality of training received, the training facilities, difficulties encountered and the process of teaching and learning in community schools;

- an interview guide addressed to community schools' students in the form of focus group to gather their views on the quality and performance of their teachers;
- a questionnaire addressed to directors of teacher training institutes to collect information on the general characteristics of the teacher training institutes;
- a questionnaire addressed to teachers in teacher training institutes to collect data on the quality of training received, the successes and challenges they face, and the successes and difficulties faced by students especially during their practical training in basic schools; and
- a teacher training institute classroom observation guide to collect information on teachers' pedagogical practices and on students' learning.

5.2.3. Cross-sectional Instruments: These instruments will be used to verify the four research hypotheses. These are:

- a questionnaire addressed to the Directors of the Academies to collect information on changes in rates of recruitment and certification of teachers of community schools in the public sector, and changes in students' enrolment, promotion and completion by sex and geographic area. This questionnaire will be complemented by a literature survey to the Planning and Statistics Unit of the Ministry of National Education, to collect additional information on the main indicators of the development of education in the region of Ségou; and
- an interview guide addressed, also as focus group, to parents' associations, the members of school management committees and other members of the community on the quality of teachers' pedagogical practices and students learning, the services rendered by teachers and students to community development (health, hygiene, sanitation, literacy, environmental protection, prevention and conflict management, drinking water, etc.) and their opinions on certification and recruitment of community school teachers into public service.

5.3. Plan of Analysis and Data Processing

Given the complexity of action research and educational phenomena, the principles laid down by some theories of change, and the fact that the effects of any changes are never direct or attributable to any single factor, the analysis plan will be both qualitative and quantitative.

The data collected from classroom observation guides, portfolios of students and teachers, self-assessment and peer review guides, and from the stories and opinions of students, teachers, parents and other community members will be analysed qualitatively to identify the challenges and progress made by teachers and students in the teaching and learning process.

Rates of certification and recruitment of teachers in community schools will be analysed in the light of information gathered from classroom observation guides, interview guides on advocacy and lobbying and interview guides with government and local authorities.

The data collected using interview guides with government officials, representatives of the school administration, teachers, students, members of school management committees, parents and other members of the community will be analysed thematically. Factors influencing the government attitudes towards the certification of training received by teachers and their recruitment into public service will be identified and analysed.

The data collected from the classroom observation guide, portfolios of teachers and questionnaires addressed to school principals and to academy directors will be correlated with data from student portfolios, with promotion and completion rates of students by sex and geographic area, and with the rates of certification and recruitment of community schools teachers into the public sector.

In summary, the results of quantitative and qualitative analysis will be triangulated with each other to answer research questions and test the research hypotheses.

Moreover, it should be noted that the fact that the data will be collected at the beginning and at the end of the school year over three years will allow the progress of the project to be compared on an annual basis and longitudinally.

5.4. The Monitoring and Evaluation system

Monitoring and evaluation is critical for assessing whether changes need to be made mid-course in the project. A process is envisioned to feed back results to stakeholders and to accommodate corrections that may be needed.

The monitoring and evaluation will include teams at central, regional and local levels. The core team will consist of a national expert, an international expert, members of the managing committee of the project. Measures should be taken to ensure the stability and sustainability of the teams in place so that there is continuity in measurement over time.

Regional teams of Ségou and San will be formed by members of the focal points of the Academies of Education and local teams by agents of Pedagogical Animation Centres.

The core team will collect and process data at the beginning and at the end of the school year, twice a year, in order to measure on an annual basis the progress made by the project. It will also organize follow-up activities once a year to advise and support all those involved in the implementation of the project.

Monitoring activities will be carried out on a quarterly basis by members of the focal points of the Academies of Teaching of Ségou and San, and on an ongoing basis by local teams of the Pedagogical Animation Centres.

The international week of action on behalf of Education for All will be a good opportunity for disseminating the results of monitoring and evaluation and organizing advocacy activities on behalf of Education for All. Progress reports will be developed and disseminated throughout the project's life. These reports will be incorporated into the final report of monitoring and evaluation.

5.5. Plan of communication and dissemination of results

To maximize the project's chances of sustainability and success and permit ownership by all actors, the members of the central committee as well as the focal points of teaching academies and pedagogical animation centres will be trained systematically in methods and techniques of communication. The recruitment of a communication advisor for the project is necessary.

A communication plan will be developed by the central committee of the project, approved and implemented by the teaching Academies of Ségou and San. This communication plan will clearly identify target groups, strategies, communication channels, and networks of communication and dissemination of results. The information will be regularly disseminated in a simple and understandable way for the government, local authorities, parents and the general public. To maximize the relevance and scope of the communication system, a variety of communication media will be regularly used including figures, diagrams, graphs, brochures, radio and television skits and traditional channels of communication.

Effective systems of communication with each target group (donors, government, communities, parents, and civil society, national and international partners) will be developed and implemented. Proposals for improving the skills of teachers and students learning will be developed and disseminated.

Computerized data banks on the project will be created not only at the steering committee level but also at the levels of the teaching academies and pedagogical animation centres of Ségou and San to document the project.

VI. External Evaluation of the Project

As it is difficult to evaluate one's own work, an external evaluator will be hired as a consultant by the project. The terms of reference and competency profile for the recruitment of this consultant will be developed collaboratively by Oxfam Novib, Education International, Comic Relief and the central committee of Mali.

The external evaluator must be a leader and an educator more than an inquisitor. He or she must provide guarantees of objectivity, work seamlessly, have the ability to listen, be open-minded and critical but constructive, and have a good knowledge of monitoring and evaluation of educational projects.

The sooner an external evaluator is recruited, the better. If that person comes only at the time of data analysis, there are two risks: first, he or she will not be sufficiently imbued with the project approach and secondly, he or she cannot use much data if the instruments used by the project are not suitable for analysis he or she wishes to do for the external evaluation.

VII. Supporting Documents (ANNEXES)

Annex 1: Planning of Activities of Monitoring and Evaluation

Year 1	Activities	Deadlines	Responsibles
	Development and validation of data collection instruments	December 2012	Consultant and Comité de pilotage
	Training of interviewers	January 2013	Consultant and Comité de pilotage
	Collection of data at the beginning of the school year (base line study)	February 2013	Consultant, Comité de pilotage and régional teams
	Capture, Processing and Data Analysis	March 2013	Consultant and Comité de pilotage
	Follow-up Activities	Annual follow up Quarterly follow up Permanent follow up	Consultant and C de pilotage Regional teams Local teams
	Production of reports	Annual Report Quarterly Report Permanent Reports	Consultant and C de pilotage Regional teams Local teams
	National Workshop	May 2013	Consultant, Comité de pilotage, Oxfam, Education International, Comic Relief
	Data collection at the end of the school year	June 2013	Consultant and Comité de pilotage
	Capture, Processing and Data Analysis	June 2013	Consultant and Comité de pilotage
	Production of an Annual Monitoring and Evaluation Report	July 2013	Comité de pilotage, regional and local teams
	National, Regional and local workshops	September 2013	Comité de pilotage
Year 2	Activities	Deadlines	Responsibles
	Data collection at the beginning of the school year	November 2013	Consultant, Comité de pilotage and regional teams

Capture, Processing and Data Analysis	December 2013	Consultant and C de pilotage, regional teams, local teams
Follow-up Activities	Annual follow up Quarterly follow up Permanent follow up	Consultant and C de pilotage, regional teams, local teams
Production of Progress Reports	Annual Report Quarterly Report Permanent Reports	Consultant and Comité de pilotage, regional teams, local teams
National Workshop	May 2014	C de pilotage, Oxfam, Comic Relief
Data collection at the end of the school year	June 2014	Consultant and Comité de pilotage
Capture, Processing and Data Analysis	June 2014	Consultant and C de pilotage, regional teams, local teams
Production of an Annual Monitoring and Evaluation Report	July 2014	Comité de pilotage, regional and local teams
National, regional and local workshops, dissemination of research results	September 2014	Comité de pilotage, regional and local teams

Year 3	Activities	Deadlines	Responsibles
	Data collection at the beginning of the school year	November 2014	Consultant, Comité de pilotage and regional teams
	Capture, Processing and Data Analysis	Décember 2014	Consultant and Comité de pilotage
	Follow-up Activities	Annual follow up Quarterly follow up Permanent follow up	Consultant, Comite de pilotage, regional teams, local teams
	Production of Progress Reports	Annual Report Quarterly Report Permanent Reports	Consultant and C de pilotage, regional teams, local teams
	National Workshop	May 2015	Consultant and Comité de pilotage, Oxfam, Comic Relief
	Data collection at the end of the school year	June 2015	Consultant and Comité de pilotage
	Capture, Processing and Data Analysis	June 2015	Consultant and Comité de pilotage
	Production of Final Report of Monitoring and Evaluation	July 2015	External Evaluator
	External Evaluation of the Project	August 2015	
	National, Regional and local Workshop, Restoration and dissemination of results	September 2015	Comité de pilotage, regional and local teams

Annex 2: List of basic skills of teachers and students: Basic skills of students in community schools are the same as those in public schools throughout the nation using the curriculum approach by competencies. These skills are also the same for all levels of study (level 1, 2 and 3) except that the goals become more complex from one level to another. Basic skills of teachers are defined in the project document “Profile of a good teacher”.

Annex 3: Instruments for Monitoring and Evaluation

- Instruments related to the evaluation of advocacy capacities; certification and recruitment;
- Instruments related to teaching and learning process;
- Cross sectional instruments.

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Annex 2

Students' skills to be assessed during the Project

SKILL LEVEL 1 (1st and 2nd Year)

LANGUAGE AND COMMUNICATION SKILLS (LC)
1 - Communicating verbally in diverse ways.
2 - Reading various written statements.
3 - Expressing thoughts in writing in a coherent and structured manner in situations of everyday life.
SKILLS IN SCIENCE, MATHEMATICS AND TECHNOLOGY (SMT)
1 - Reading, writing and communicating messages using the language and concepts of mathematics.
2 - Managing the environment.
3 - Protecting one's health.
4 - Using instruments, commonly used devices and simple machines.
5 - Making and repairing simple devices.
6 - Rational use of different sources and forms of energy to improve quality of life.
PERSONAL DEVELOPMENT SKILLS (PD)
1 - Adapting to the game
2 - Asserting one's personality.
3 - Skills to protect health.
4 - Behaving as a good citizen.

**SKILL LEVEL 2 (3rd and 4th years)
and 3 (5th and 6th years)**

LANGUAGE AND COMMUNICATION SKILLS (LC)
1 - Understanding various oral statements.
2 - Expressing thoughts verbally in a coherent and structured manner in situations of everyday life.
3 - Reading various types and styles of texts.
4 - Expressing thoughts in writing in a coherent and structured manner in situations of everyday life.
SKILLS IN SCIENCE, MATHEMATICS AND TECHNOLOGY (SMT)
1 - Reading, writing and communicating messages using the language and concepts of mathematics.
2 - Solving problem situations by using the knowledge, skills and abilities acquired in mathematics.
3 - Managing the environment.
4 - Skills to protect health.
5 - Using instruments, commonly used devices and simple machines.
6 - Rational use of different sources and forms of energy to improve quality of life.
7 - Making and repairing simple devices.
PERSONAL DEVELOPMENT SKILLS (PD)
1 - Asserting one's personality; assertiveness skills.
2 - Health protection skills.
3 - Managing the environment.
4 - Behaving as a good citizen; active citizenship skills.
5 - Adapting to the environment: playground (natural and purpose-built).
6 - Opposition / cooperation skills; critical thinking skills.

Annex 3

MONITORING AND EVALUATION TOOLS

I. TOOLS RELATED TO THE LOBBY CAPACITIES OF CIVIL SOCIETY ORGANIZATIONS, THE CERTIFICATION AND THE RECRUITMENT OF COMMUNITY (ECOM) EDUCATORS

INTERVIEW GUIDE COALITION EPT (EDUCATION POUR TOUS) AND SNEC

This guide is for the representatives of the Coalition of Civil Society Organizations for Education for All (Coalition EPT) and the National Education and Culture Union (SNEC), at the national, regional and local levels. At the start of the interviews, the interviewer should take care to mention on his notepad the name of the institution to which the interviewee(s) belongs.

The interviews should deal with the following aspects and themes.

1. Number of the people trained in advocacy and lobby methods, and number of training sessions each person has received.
2. Presence of alliances around advocacy and lobby activities for certifying the training received and recruiting community school teachers in public functions (number of alliances set up).
3. Characteristics of the alliances set up (conventions, coalitions, groups, federations, consortia, etc.).
4. Advocacy and lobby strategies organized (face-to-face meetings with public authorities, negotiations, meetings, marches, strikes, boycotts, etc.).
5. Number and status of people in the affected structures.
6. Arguments developed in favour of certifying received training, and of recruiting community school teaches in public functions.
7. Problems encountered in advocacy and lobby (human, material, financial, political, legal and other problems).
8. Registered success and results obtained in terms of certification and recruitment rates in public service, and future perspectives.

INTERVIEW GUIDE PUBLIC AUTHORITIES

This guide is for representatives of the Ministry of National Education, Literacy and National Languages, of the Ministry of Economic and Financial Affairs, of the Ministry of Labour and Public Work, of the Ministry of Home Affairs, and of the Decentralized Collectives, the National Assembly and the Upper Council of Territorial Collectives. At the start of the interviews, the interviewer should take care to mention on his notepad the name of the institution or structure to which the interviewee(s) belongs.

The interviews should deal with the opinions and attitudes towards the following aspects and themes:

1. The leadership of the Education Ministry in the country's general development.
2. The importance of Education for All in the country.
3. The importance of motivation and large scale recruitment of teachers in the pursuit of the objectives of Education for All.
4. The advantages of certification for receiving professional development and recruitment of community school teachers in public sector functions.
5. The rights and notion of equity among teachers in developing career plans and in the compensation of teachers' work.
6. Characteristics of the obstacles and constraints to overcome in certifying the training provided to community teachers and in recruiting community school teachers in public sector functions.
7. General opinions on the certification and recruitment of community school teachers in public sector functions.
8. Future prospects for community teachers and proposed solutions.

Use of differentiated pedagogy				
Use of mother tongue				
Use of French				
Spotting of errors; remedies and reinforcement				
Use of pedagogic tools, manuals and other didactic materials				
Use of integrative tasks				
Summary of lesson				
Brief evaluation				
Other activities observed				
<p>General comments and appraisal of observer: the observer mentions here the general level of understanding of the students, the degree of reaching the pursued objectives of each lesson, as well as the degree of command by the majority of pupils of basic skills aimed at as defined in the teaching program and the teacher's preparation sheet.</p>				

**MONTHLY WORKLOAD OF TEACHER
(BY FIELD AND UNIT OF LEARNING)**

- Education Inspectorate (AE)
- Teacher Facilitation Centre (CAP)
- Community school
- Region
- Last and first name of teacher
- Sex of teacher
- Age of teacher
- Number of years in teaching
- Highest diploma obtained
- Class
- Number of training sessions, and training areas
- State of certification
- State of recruitment in public function
- Fields of learning
- Teaching modules

Rural	Urban
Certified	Not certified
Recruited	Not recruited

Learning fields	Teaching modules	List of skills aimed at ²	Monthly work schedule on pedagogical activities in class	Monthly journal of anecdotes on unusual and significant pedagogic events/moments	Teacher's general comments and opinion on teaching activities as module is put in practice during the month
LC	UA 1				
	UA 2				
	UA 3				
	UA 4				
	UA 5				
	UA 6				
	UA 7				
SMT	UA 1				
	UA 2				
	UA 3				
	UA 4				
	UA 5				
	UA 6				
	UA 7				
DP	UA 1				
	UA 2				
	UA 3				
	UA 4				
	UA 5				
	UA 6				
	UA 7				

² The skills are displayed in a prominent place reserved for this purpose.

REPORT ON COMMAND OF SKILLS

Teacher Training College IFM
 Teaching Facilitation Centre CAP
 School
 Month/trimester
 First and last name of pupil

Class	Level

Training field	Skills	Monthly or trimestral notes	Appraisal level of skills				General appraisal
			Excellent	Good	Average	Weak	
Language and communication	C1						
	C2						
	C3						
	C4						
Average							
Science, maths and technology	C1						
	C2						
	C3						
	C4						
	C5						
	C6						
	C7						
Average							
Human sciences	C1						
	C2						
	C3						
	C4						
Average							
Arts	C1						
	C2						
	C3						
	C4						
Average							
Personal development	C1						
	C2						
	C3						
	C4						
	C5						
	C6						
	C7						
Average							

In appraising skills levels one could also refer to the following levels:

- Skills acquired
- Skills being acquired
- Skills not acquired

This is more concrete than using terms such as excellent/good/average/weak.

Appraisal by teacher

Signature teacher

Signature principal

Signature parent

QUESTIONNAIRE ECOM SCHOOL PRINCIPAL

1. Teaching Inspectorate (AE)
2. Teaching Facilitation Centre (CAP)
3. Community school
4. Environment
5. Last and first name
6. Sex
7. Your age

Urban	Rural
Female	Male

8. Give the highest diplomas you have obtained

CFEPCEF	
DEF	
DEF + 1	
DEF + 2	
DEF + 3	
DEF +4	
BAC	
BAC + 1	
BAC + 2	
BAC + 3	
BAC + 4	
Other (give details)	

9. Indicate the professional teaching diplomas you have obtained

Professional teaching diplomas	
No professional teaching diploma	
DIPEG or IFM (Teacher Training College)	
DENSEC	
DENSUP	
Other professional teaching diplomas (give details)	

10. Pupil numbers per class

	Boys		Girls		Total
	Passed	Repeat	Passed	Repeat	
Year 1					
Year 2					
Year 3					
Year 4					
Year 5					
Year 6					
Total					

11. Teacher numbers

Men	Women	Total

12. Give the number of teachers with the following diplomas

No diploma at all	
CFEPCEF	
DEF	
DEF + 1	
DEF + 2	
DEF + 3	
DEF +4	
BAC	
BAC + 1	
BAC + 2	
BAC + 3	
BAC + 4	
Other (give details)	

13. Give the number of teachers with the following teaching diplomas:

Professional teaching diplomas	
No professional teaching diploma at all	
DIPEG or IFM	
DENSEC	
DENSUP	
Other professional teaching diplomas (give details)	

14. Number of years in direct service

15. Do you have a certificate?

16. Give the number of certified teachers at your school

17. Your recruitment situation

18. Give the number of teachers in public function at your school

Certificate		
No certificate		
Men	Women	Total
In public function		
Not in public function		
Men	Women	Total

19. What is your marital status?

Single	
Married	
Divorced	
Widowed	
No monthly salary	
< 25,000 CFA Franc	
25,000 to 50,000 CFA Fr	
50,000 to 75,000 CFA Fr	
> 75,000 CFA Fr	
Other payments (give details)	

20. Number of people in charge

21. Level of monthly salaries

III General information

22. Have you been trained in the context of the project
"Every Child Needs a Good Teacher"?

Yes	NO
-----	----

23. If yes, how many training sessions have you followed?

--	--

24. What was the duration of the training?

1 to 5 days	
1 to 10 days	
1 to 15 days	

25. Give the modules in which you were trained

26. Did you encounter problems in applying certain modules at your school

Yes	No
-----	----

27. If yes, which ones and give reasons

28. Generally, did you encounter pedagogical problems at your school?

Yes	No
-----	----

29. If yes, what kind of problems?

30. Did you encounter any other problems that affect the quality of teaching
and pupils' learning at your school?

Yes	No
-----	----

31. If yes, which ones?

32. Do you have suggestions for the training sessions organized in the context
of the project "Every Child Needs a Good Teacher"?

Yes	No
-----	----

33. If yes, which ones?

34. If no, explain your response

35. Is your school fenced off?

Yes	No
-----	----

36. Does your school have a water point for everyone?

Yes	No
-----	----

37. Does your school have a green space?

Yes	No
-----	----

38. Does your school have a space for playing?

Yes	No
-----	----

39. Does your school have bins or trash cans for keeping garbage?

Yes	No
-----	----

40. Does your school have separate latrines with a distance for girls and boys?

Yes	No
-----	----

41. In recruiting first year pupils, do you consider gender parity?

Yes	No
-----	----

42. Why?

43. Does your school have teaching manuals in sufficient number for all teachers?

Yes	No
-----	----

44. Does your school have didactic materials in sufficient number for all pupils?

Yes	No
-----	----

45. What is the ratio manuals/pupils in your school?

46. Do your assistants benefit from your pedagogical support?

Yes	No
-----	----

47. If yes, how?

48. Do you receive pedagogical support from Pedagogical Consultants?

Yes	No
-----	----

49. If yes, how?

50. What is your appraisal of the project "Every Child Needs a good Teacher" at your school?

Thank you for your co-operation.

Questionnaire ECOM teacher

(Different from the guide to observations that only concern teachers of the 2nd, 4th and 6th forms, this questionnaire is for all teachers at the school)

I. Identification questions

1. Education Inspectorate (AE)			
2. Teaching Facilitation Centre (CAP)			
3. Community school			
4. Environment	Urban	Rural	
5. Class of			
6. Number in the class	Boys	Girls	Total
7. Number of pupils by level	Passed	Repeat	Total
	Girls		
	Boys		
	Total		

8. Last and first name of teacher

9. Teacher's sex	Male	Female
10. Teacher's age		
11. The teacher's highest level of diploma	None	
• Primary school certificate		
• Secondary school certificate		
• Bachelor		
• Professional aptitude certificate		
• Technician's diploma		
• IPEG/IFM diploma		
• Other diploma (give details)		
12. Number of years in teaching		
13. Do you have a certificate?	Certificate	
	No certificate	
14. Your recruitment situation	In public function	
	Not in public function	

15. What is your marital status?

Single
Married
Divorced
Widowed

16. Number of people in charge

17. Level of monthly salaries

No monthly salary	
< 25,000 CFA	
25,000 to 50,000 CFA	
50,000 to 75,000 CFA	
> 75,000 CFA	
Other payments (give details)	

II. General information

18. Have you been trained in the context of the project "Every Child Needs a Good Teacher"?

Yes	NO
-----	----

19. If yes, how many training sessions have you followed?

--

20. What was the duration of the training?

1 to 5 days	
1 to 10 days	
1 to 15 days	

21. Give the modules in which you were trained

22. Did you encounter problems in applying certain modules in your class?

Yes	No
-----	----

23. If yes, which ones and give reasons

24. Generally, did you encounter pedagogical problems in your teaching?

Yes	No
-----	----

25. If yes, what kind of problems?

26. Did you encounter any other problems that affect the quality of your teaching and pupils' learning at your school?

Yes	No
-----	----

27. If yes, which ones?

28. Do you have suggestions for the training sessions organized in the context of the project "Every Child ..."?

Yes	No
-----	----

29. If yes, which ones?

30. If no, explain your response

Thank you for your cooperation

GUIDE FOR INTERVIEWING FOCUS GROUPS, COMMUNITY SCHOOL (ECOM) PUPILS

The current interview guide is aimed at pupils participating in the project “Every Child Needs a Good Teacher”. It is aimed at collecting information on the quality of their teachers (profile of a good teacher), because as the teacher are the best evaluators of their pupils, the pupils are the best evaluators of their teachers. The interviewer takes care to take note of the name of the school, Académie d’Enseignement (AE) or Teaching Facilitation Centre (CAP) where the school is based.

The interview takes place in focus groups and addresses the following aspects:

1. Respect of child rights at school.
2. Respect of gender equity at school (positive attitudes of teachers towards girls, presence of separate and distant toilets for girls and boys, absence of violence towards girls)
3. Absence of bad treatment: injuries, unjust punishment, corporal chastisement, chores, sexual harassment.
4. System for managing and preventing conflicts at school.
5. Respect of teaching hours by teachers.
6. Availability of didactic materials to all pupils.
7. Impartiality of teachers in tests.
8. Pedagogical support teachers give in and outside class, especially to pupils with learning problems.
9. Parents’ opinions on the teachers.
10. Teachers are integrated and support the community.
11. Teachers pay attention to issues of health, HIV/AIDS and the environment (protection of the environment and children from dangers linked to the environment).
12. Presence of a point for potable water at the school.
13. Organization of medical visits.
14. Cleaning services and presence of a waste removal system.
15. Recognition of the project pedagogy, level of teachers’ command of pedagogy.
16. Presence of space for play and organizing sports, cultural and artistic activities.

QUESTIONNAIRE IFM DIRECTOR

I. Identification questions

1.	Teaching Inspectorate (AE)		
2.	Teacher Training Institute (IFM)		
3.	Sex	Female	Male

4.	Age		
5.	Give the highest diploma you have obtained		
	<ul style="list-style-type: none"> • BAC + 2 • Licentiate • Master • DEA • Doctorate • Other (give details) 		

6.	Give the professional teaching diploma you have obtained		
	<ul style="list-style-type: none"> • DENSUP • Other professional teaching diploma (give details) 		

7.	Pupil numbers				
		Boys		Girls	
		Passed	Repeat	Passed	Repeat
	Generalists				
	Specialists				

8.	Teacher numbers			
		Men	Women	Total

9.	Give the number of teachers with the following diplomas		
	<ul style="list-style-type: none"> • Licentiate • Master • DEA • Doctorate • Other (give details) 		

10.	Give the number of teachers with the following teaching diplomas		
	<ul style="list-style-type: none"> • DENSUP • Other professional teaching diploma (give details) 		

II. General information

11.	Have you been trained in the context of the project "Every Child Needs a Good Teacher"?	Yes	NO
-----	---	-----	----

12. If yes, how many training sessions have you followed?

13.	What was the duration of the training?	1 to 5 days	
-----	--	-------------	--

1 to 10 days	
1 to 15 days	

14. Give the modules in which you were trained

15. Did you encounter problems in applying certain modules at your institute?

Yes	No
-----	----

16. If yes, which ones and give reasons

17. Generally, did you encounter pedagogical problems in your institute?

Yes	No
-----	----

18. If yes, what kind of problems?

19. Did you encounter any other problems that affect the quality of teaching and pupils' learning at your school?

Yes	No
-----	----

20. If yes, which ones?

21. Do you have suggestions for the training sessions organized in the context of the project "Every Child ..."?

Yes	No
-----	----

22. If yes, which ones?

Thank you for your co-operation.

Questionnaire IFM teacher

I. Identification questions

1. Teaching Inspectorate (AE)

2. Teacher Training Institute (IFM)

3. Teacher's sex

Male	Female
------	--------

4. Teacher's age

5. Give the highest diploma you have obtained

- BAC + 2
- Licentiate
- Master
- DEA
- Doctorate
- Other diploma (give details)

None

6. Give your highest professional teaching diploma you have obtained

- DENSUP
- Other diploma (give details)

None

II. General information

7. Have you been trained in the context of the project "Every Child Needs a Good Teacher"?

Yes	No
-----	----

8. If yes, how many training sessions have you followed?

9. What was the duration of the training?

1 to 5 days	
1 to 10 days	
1 to 15 days	

10. Give the modules in which you were trained

11. Did you encounter problems in applying certain modules in class?

Yes	No
-----	----

12. If yes, which ones and give reasons

13. Generally, did you encounter pedagogical problems in your teaching?

Yes	No
-----	----

14. If yes, what kind of problems?

15. Did you encounter any other problems that affect the quality of your teaching and pupils' learning at your school?

Yes	No
-----	----

16. If yes, which ones?

17. Do pupils encounter problems in their training internships at the schools?

Yes	No
-----	----

18. If yes, which ones?

19. If no, explain your response

20. Do you have suggestions regarding the training sessions organized in the context of the project "Every Child ... "?

Yes	No
-----	----

21. If yes, which ones?

22. If no, explain your response

23. Give the specialism (discipline) you teach

Thank you for your co-operation.

GUIDE FOR OBSERVING CLASSES (IFM)

1. Teaching Inspectorate (AE)
2. Teacher Training Institute (IFM)
3. Teacher's sex
4. Teacher's specialism
5. Class observed
6. Lesson observed

Male	Female
------	--------

Note: the observation could relate to the following aspects:

- I. The lesson plan
- II. The physical state of the classroom
- III. The disposition of pupils in the class
- IV. The interaction between teacher and pupils
- V. The interaction between pupils and pupils
- VI. The use of didactic material
- VII. Who gets to speak when
- VIII. The climate in the classroom
- IX. The system of testing the pupils
- X. The system for reinforcing and motivating students
- XI. The teacher's movements in the classroom and his/her tone of voice
- XII. The pupils' understanding through the responses the teacher supplies

III. Cross-Cutting tools

Questionnaire Academy Director

1. Teaching Inspectorate (AE)

2. Number of schools by type

AE	Public	Private	Community	Madrassa	Total
Ségou					
San					
Total					

3. First cycle teacher numbers by type of school

AE	School type	Men	Women	Total
Ségou	Public			
	Private			
	Community			
	Madrassa			
San	Public			
	Private			
	Community			
	Madrassa			
Total				

4. First cycle pupil numbers by type of school

AE	School type	Men	Women	Total
Ségou	Public			
	Private			
	Community			
	Madrassa			
San	Public			
	Private			
	Community			
	Madrassa			
Total				

5. First cycle teacher numbers by Teaching Facilitation Centre (CAP)

AE	CAP	Men	Women	Total
Ségou	Baraoueli			
	Macina			
	Markala			
	Niono			
	Segou			
San	Bla			
	San			
	Tominian			
Total				

6. Pupil numbers by CAP

AE	CAP	Men	Women	Total
Segou	Baraoueli			
	Macina			
	Markala			
	Niono			
	Segou			
San	Bla			
	San			
	Tominian			
Total				

7. Rate of school attendance by sex and by teacher training college

Colleges	Girls	Boys	Total
Ségou			
San			
Total			

8. Rate of completing school by sex and by teacher training college

Colleges	Girls	Boys	Total
Ségou			
San			
Total			

9. Rate of first cycle pupils doubling class by sex and by CAP

Training Colleges	CAP	Girls	Boys	Total
Ségou	Baraoueli			
	Macina			
	Markala			
	Niono			
	Ségou			
San	Bla			
	San			
	Tominian			
Total				

10. Rate of first cycle pupils doubling class by sex and by type of school

Training Colleges	School type	Girls	Boys	Total
Ségou	Public			
	Private			
	Community			
	Madrassa			
San	Public			
	Private			
	Community			
	Madrassa			
Total				

11. Number of teachers with diploma from teacher training college (IFM)

Training Colleges	School type	Girls	Boys	Total
Ségou	Public			
	Private			
	Community			
	Madrassa			
San	Public			
	Private			
	Community			
	Madrassa			
Total				

12. Number of teachers with at least a diploma in basic studies

Colleges	School type	Girls	Boys	Total
Ségou	Public			
	Private			
	Community			
	Madrasa			
San	Public			
	Private			
	Community			
	Madrasa			
Total				

13. Number of community school teachers with diploma

		With diploma from teacher training college or equivalent	Only the CEP and nothing else	Only the DEF and nothing else	No diploma at all
Ségou	Men				
	Women				
San	Men				
	Women				
Total					

14. Rate of certification of community school teachers

	Men	Women	Total
Ségou			
San			
Total			

15. Rate of community school teachers recruited in public sector function

	Men	Women	Total
Ségou			
San			
Total			

16. Number of teachers per IFM (Teacher Training College)

		Men	Women	Total
Ségou	IFM Niono			
	IFM Segou			
San	IFM Tominian			
Total				

17. Number of students per IFM

		Boys	Girls	Total
Ségou	IFM Niono			
	IFM Segou			
San	IFM Tominian			
Total				

18. Rate of doubling classes per IFM

		Boys	Girls	Total
Ségou	IFM Niono			
	IFM Ségou			
San	IFM Tominian			
Total				

Interview guide for focus groups/ Parent Teacher Associations (PTAs)/ School Management Committees (SMCs) and other community members

The current interview guide is aimed at pupils' parents, members of school management committees, and other community members in the context of implementing the project "Every Child Needs a Good Teacher". It is aimed at collecting information about the education provided by Community teachers and community school pupils regarding community development.

The interview should take care to write down the name of the school, Teaching Inspectorate (AE), Teaching Facilitation Centre (CAP) where the school is located. The interview is in the form of focus groups and deals with the following aspects:

1. Respect of child rights at school.
2. Absence of bad treatment: injuries, unjust punishment, corporal chastisement, chores, sexual harassment.
3. Participation of teachers in managing and preventing conflicts in the community.
4. Availability of didactic materials to all pupils.
5. Impartiality of teachers in tests.
6. Integration and support by teachers of the community.
7. Opinion on pedagogic practices of teachers and on the performance of pupils.
8. Opinions on the problems of the certification and recruitment of community school teachers in public functions.
9. Teachers pay attention to issues of health, HIV/AIDS and the environment (protection of the environment and children from dangers linked to the environment).
10. Presence of a point for potable water at the school made available to the community.
11. Organization of medical visits by pupils.
12. Organization of literacy classes for the community.
13. Organization of cleaning and waste disposal campaigns.
14. Support to children with learning problems.
15. Presence of space for play and organizing sports, cultural and artistic activities, for the pupils and the whole community.
16. General opinions about the teachers.

Training Plan (Year 1)

Activities	Expected results	Indicators	Period	Venue	Responsible	Partners involved ³	comments
RESULTS 1							
1: Review modules integrating pedagogic innovations	Modules have integrated innovations	Modules/reports of training	August 1-15	Bamako	CP	MEAPLN and partners with pedagogic innovations	Completed
2: Adoption of modules	The models are accepted	Modules/reports of training	August 1-15	Bamako	cp	MEAPLN and partners with pedagogic innovations, teachers' union	Completed
3: Training of national trainers	National trainers are trained	No. of national trainers	August 1-15	Bamako	CP	MEAPLN and its decentralized services; SNEC	Completed
RESULTS 2							
1: Training of regional trainers at level of AE, CAP and IFM Ségou	AE's trainers in Ségou are trained	No. of trained trainers	Aug 15 to Sep 15	Ségou	CP	MEAPLN and its decentralized services; trainers' trainer; SNEC, CR EPT	Ongoing (Tor worked out and agreed on 9/11/12). Training of regional trainers from Aug 29 to Dec 1, 2012
2: Training of regional trainers	AE's trainers in San are trained	No. of trained trainers	Aug 15 to Sep 15	San	CP	MEAPLN and its decentralized	Ongoing (Tor worked out and

³ AE = Académie d'Enseignement or Teaching Inspectorate

CAP = Centre d'Animation Pédagogique or Teaching Facilitation Centres

CR = Comic Relief

EPT = (Coalition) EPT or Coalition for Education for All

MEAPLN = Ministère de l'Éducation, de l'Alphabétisation, et de la Promotion des Langues Nationales

SNEC = le Syndicat National de l'Éducation et de la Culture (teacher trade union)

at level of AE, CAP and IFM San						services; trainers' trainer; SNEC, CR EPT	agreed on 9/11/12). Training of regional trainers from Nov 26 to 28, 2012
3: Working out monitoring tools	Monitoring tools ready	No. of tools worked out	November 2012	Bamako	CP	AE, CAP, CR, EPT, SNEC	Completed (3 tools ready)
4: Monitoring IFM teachers in class	IFM teachers were monitored	No. of teachers monitored	November to December	Ségou, Niono	CP	AE, CAP, CR, EPT, SNEC	Date still valid
5: Preparation of first practicum	First practical session is prepared	No. of tools prepared	November to December	Ségou	CP	AE, CAP, CR, EPT, SNEC	Date still valid
6: Training first cohort (ECOM teachers).	First group is trained	No. of teachers trained	December 2012	Ségou	CP	AE, CAP, CR, EPT, SNEC	Date still valid
7: Monitoring trained teachers	Trained teachers are monitored	No. of teachers monitored	Feb to May 2013	AE's schools in Ségou	CP	AE, CAP, CR, EPT, SNEC	Date still valid
8: Consolidation training at AE level	Solutions for improving training are clear	Rate of improvement	March 2013	AE Ségou	CP	AE, CAP, CR, EPT, SNEC	Date still valid
9: Preparation for second practicum	Second practical session is prepared	No. of tools prepared	March 2013	AE San	CP	AE, CAP, CR, EPT, SNEC	Date still valid
10: Monitoring second cohort (ECOM teachers)	Second group is trained	No. of teachers trained	March-April 2013	AE San	CP	AE, CAP, CR, EPT, SNEC	Date still valid
11: Reporting	Report production	No. of reports	May 2013	AE Ségou, San	CP	AE, CAP, CR, EPT, SNEC	Date still valid

Guidelines for quality teachers: contents of the thematic fact sheets

1. CONFLICT MANAGEMENT

Conflict is defined as a divergence between two entities over an object. The conflict occurs between two entities (individuals, groups, organizations, classes, nations ...) due to a specific object when the goals, actions or behaviours of the one are incompatible with those of the other at a given time and place.

1.1 Types of conflict

There are several types of conflicts, depending on the stakeholders involved:

Intrapersonal conflict: this is an interior conflict about choices or decisions regarding projects, objectives, moral issues, etc. This type of conflict has an influence on relations with other people and on life in society.

Interpersonal conflict: this type of conflict is between two people and is the most common. Each individual has their own standards, with their own values, needs, desires ... The presence of another person can trigger reactions due to the various contradictions.

The intra-group conflict: this type of conflict concerns individuals who belong to the same socio-professional or political group (same affiliation). This type of conflict is increasingly widespread, particularly in rural areas where communal management of natural resources is starting to show its limitations.

The inter-group conflict: this type of conflict opposes two sets of people. In this kind of conflict, individual personalities are subsumed by the group's common identity. This category of conflict is also extremely widespread throughout the country. One example of this is the conflict between farmers and herders for space management, or the type which confronts the public with the administration in the search for social and economic justice.

There is a link between these conflicts which can evolve from one type to another.

Example: intrapersonal conflict can easily develop into interpersonal conflict and even intergroup conflict if it is not managed properly.

1.2 Causes of conflict

Conflicts based on practical needs: they take place over a specific object. They are easier to manage because the object is quickly identified and if the need is met, the conflict is resolved. It is often said that "the baby cries because of the breast and is silent if he gains satisfaction".

Conflicts of interest: they are related to issues of power, a sense of belonging. Their management requires a more detailed analysis (search for a mayor, competition over a woman, a plot of land, etc.).

Conflicts of values: they are related to belief systems and identity. They are the deepest-rooted as they relate to the individual's sense of self. They can quickly turn bloody and thus must be studied by taking into account the complexity and specificity of each situation; they are more difficult to manage than the first two.

These categories of causes are interrelated and may evolve from the one to another if the conflict were to persist over time. Thus, a conflict of need can evolve into a conflict of interest or values. However, only conflicts based on practical needs and conflicts of interest reciprocally evolve from one to the other. Generally, when a conflict develops into a conflict of values, it does not regress to the first two types.

1.3 Stakeholders in a conflict

Direct stakeholders: those who are directly opposed or facing off face-to-face (two individuals, two communities, two socio-professionals strata, etc.).

Indirect stakeholders: those who provide material, financial or social support to these stakeholders (nationals abroad, relatives, friends, or social, professional or economic relations).

These stakeholders, whether direct or indirect, may be internal (in the same place as the protagonists) and / or external (outside the site of the conflict). This is very important, especially when it comes to managing a conflict whose strings are being pulled from the outside.

There exists the same link of interrelation between these stakeholders, which is to say that direct stakeholders can be indirect stakeholders or vice versa, depending on how the context and conflict evolve. External stakeholders can also become direct stakeholders if the conflict turns into a conflict of values and when the latter wish to take matters into their own hands.

1.4 Role of stakeholders in the conflict

In any conflict, stakeholders can play the role either of catalyst by accentuating the conflict including by providing material, human or financial support to the direct stakeholders or that of moderator by diminishing the conflict by exerting material, human or financial pressure on these same stakeholders.

This role can have a maximum or limited effect, depending on the point in time at which the stakeholders were involved in the conflict.

This leads us to ask ourselves on the perfect time at which to involve ourselves in conflict management. Teaching on the subject tells us that the earlier we are involved, the better.

1.5 Methods of conflict resolution

Arbitration: The use of a neutral person or institution to make a decision for the direct stakeholders in order to resolve a conflict. One example is the use of the judiciary to apply the law in the context of conflict resolution.

Conciliation: Conciliators have no enforcement power. Their role is to help individuals or groups of people in conflict to scale down the conflict and work towards a lasting solution. Conciliators often intervene when communication between the two parties has stalled. This is often the role of higher-caste people in the resolution of disputes between husband and wife.

Mediation: The facilitation through a third party of a negotiation process between various parties in conflict by proposing a solution. Mediators do not set themselves the obligation of attaining a result. They enable people or groups of people in conflict to initiate a dialogue conducive to conflict resolution. Mediators offer their knowledge, expertise and know-how to promote dialogue. Mediation can be used in several types of conflicts.

The last two methods we have just enumerated are achieved through negotiation, which is a process of structured dialogue between the conflicting parties on issues on which their views diverge. Most of the time, negotiation is established without the involvement of a third party. The aim is to clarify issues or problems and trying to reach an agreement on how to resolve disputes.

2. METHODOICAL WORK AND A JOB WELL DONE

Respect for methodical work and for a job well done requires attitudes and behaviours which must lead the individual to adhering to a number of principles. Below are some of the main ideas.

- **Reserving a space:** it is essential to create a personal space, reserved only for work and studying. Whenever possible, it is better that this place is personal, isolated, ventilated and well lit (natural light and / or a good lamp)
- **Making room:** a good workspace does not have to be very large. However, it should be as uncluttered as possible. The basics needed are a work surface, a comfortable chair, good lighting, a functional storage area, such as shelves on which to put reference books, and a wastebasket. Do not hesitate to remove anything that is not directly related to studying in order to be able to concentrate better.
- **Sorting:** it can be useful to keep everything pertaining to a single subject in the same place in order to not waste time, and not lose or forget anything,. There are many filing techniques available, all of which are effective, on the condition of choosing one and sticking to it rigorously!
- **Equipment:** some working tools are highly recommended: one or more dictionaries, teaching materials (technical and educational factsheets), books, supplies, etc..

Developing respect for methodical work and a job well done enables individuals:

- To work better and to increase efficiency;
- To start work in the best possible conditions

3. RELATIONSHIP WITH THE COMMUNITY

The results of the National Forum on the decentralization of school management of February 2003 have clarified the roles and responsibilities of partners in school-based management.

3.1 The Community

Contributes to:

- developing curricula and the school calendar;
- recruiting and managing teachers;
- constructing, provisioning / rehabilitating infrastructures;
- mobilizing resources;
- defining school mapping;
- choosing the sites on which schools will be created;
- defining the contents of programs;
- monitoring and evaluating school activities.

3.2 The School Management Committee (SMC)

The SMC is the school's institutional partner, its role is consists of:

- raising public awareness;
- formulating proposals for sites and facilities;
- maintenance of infrastructures;
- management of the school;
- student recruitment;
- participating in the recruitment of teachers.

3.3 The Association of Parents (APE)

Participates in:

- the mobilization of students' parents around the school's problems;
- the organisation of conferences in their area of competence in accordance with the relevant provisions regulating the school;
- mobilization to make the environment conducive to work;
- participation in any framework for consultation or consideration of the school;
- participation in monitoring and evaluation of school activities.

3.4 Decentralized communities.

Participate in:

- developing their programs of educational development;
- the definition of school mapping;
- participation in the development of curricula and the school calendar;
- management of education-related skills transferred by the state;
- participation in deciding the sites on which schools will be created;
- participation in monitoring and evaluation of the education system.

4. CONCEPT OF GENDER

4.1 Definition

The gender-based approach is a relational male/female approach to highlighting gender disparities in all areas (social, cultural, economic, political) and looking for a solution to restore equality between the two.

Therefore, adopting a gender-based approach means distinguishing between what is natural and innate and what is socially and culturally constructed, to renegotiate the boundaries between the natural, which is relatively inflexible, and the social, which is transformable.

4.2 Main characteristics of the gender-based approach

- It is a relational approach that focuses on gender relations in various fields (political, economic, and social) and that highlights the fact that these reports are guided by socially-constructed ideas and practices.
- It is a holistic approach that takes into account social organization as a whole (domestic, economic and political spheres) and all components of society.
- This approach makes a distinction between the three main roles of adults:
 - their role in the transmission of the species and of society (moral and social values);
 - their role of production of goods and services;
 - their role of community responsibility.
- It is an approach that examines the gender-based division of labour in the family and in the public sphere in order to determine its benefits, the enhanced value that follows for each of the genders and to identify factors for change.

It defines development as not being limited to the economic aspect but is rather conceived as a complex process involving other areas (social, cultural, political).

Practical needs, such as those aiming to increase revenue, streamline tasks, improve health, living conditions, increasing life experience.

Strategic needs or interests, such as those likely to enable women to gain political independence or other types of independence, the ability to negotiate equally with men, the opportunity to be involved in all decision-making within their community, in a word needs which may help them to gain independence.

The gender-based approach distinguishes between different types of policies on the involvement of women:

- the "better living conditions" approach;
- the "efficiency" approach;
- the "fairness" approach;
- the "anti-poverty" approach;
- the "full power" or acquisition of power approach.

4.3 Equitable teaching practices for boys and girls

Schools and teachers can provide an in-depth contribution to creating a positive learning environment, likely to arouse the desire to succeed in girls as well as boys.

4.4 Attitudes of teachers and other school authorities

In order to promote gender equality in schools, it is necessary to see change in the attitudes of teachers, school principals and other stakeholders in school management. In order to find solutions to the problem, teachers and school principals must first become aware of the unfavourable situation in which the girl has been placed; hence the importance of awareness training on gender equality.

4.5 Adoption of gender equality-based teaching methods

Teachers should use teaching methods which take into account the specificities of each gender. They should make it clear from the outset that each student in the class counts and has the opportunity to succeed, regardless of gender or social origin. Teachers should use language devoid of any discrimination against one of the two genders. They must also be equally attentive to boys and girls, for example, by using a friendly and flexible manner when encouraging students of both genders to ask questions, to answer the teacher's questions and generally to participate in discussions which take place in the classroom. Girls should be given the confidence they need to feel able to succeed in subjects hitherto deemed masculine.

The evaluation system (grades, comments, exam/test questions) must take into account the specific needs of girls and boys. Teachers' comments to the students should encourage girls to feel confident in their ability to do better.

Teachers must also use methods that promote sensitivity to gender equality not only in the classroom but in the entire institution. They can charge students with carrying out projects that will enable them to study gender issues in the classroom and in school; students could, for example, write reports on the following issues:

- distribution of power between genders in the school's hierarchy;
- to whom the teacher's attention goes in the classroom, girls or boys;
- which of the two groups, girls and boys, is the biggest contributor to classroom discussions;
- the language used in the classroom by the teacher;
- sexism in the teaching and illustration materials;
- aspects of sexism in the establishment on any topic at the discretion of the student;
- role-playing games on relevant topics;
- case studies on relevant topics;
- debates / discussions in class on issues related to gender;
- creating a non-sexist learning context.

Beyond the attention to gender equality that must characterize its teaching methods, the school should develop further strategies to create a non-sexist learning environment. The school should:

- ensure equality in registrations;
- take steps to eliminate other factors that undermine the progress of girls, for example, teachers could educate parents about problems such as inequitable division of labour between boys and girls in the family, which are the causes of poor results in the classroom;
- launch a debate on the issues of gender equality during staff meetings;
- develop gender-sensitive educational materials for use by teachers;

- brainstorm ideas for changing policy applied to specific aspects of gender equality in education, and work to make them be adopted by policy makers;
- identify other areas where change must take place;
- develop measures to promote fairness between genders in advisory guidance.

In conclusion, teachers should do the following things in their class:

- pay equal attention to girls and boys in and out of the classroom;
- encourage girls to participate in discussions and answer questions;
- assign girls roles of leaders and of head of class, for example, group leader for group work;

give girls duties and responsibilities other than those usually given to girls;

- entrust boys with tasks and responsibilities typically associated with girls, like sweeping the classroom floor;
- create and maintain links between teachers;
- design with the class and other teachers activities where gender stereotypes are broken, for example:

o role-playing games where girls take the role of the mechanic, pilot, engineer, etc..;

o stories in which the hero is an adventurous girl

- Initiate income-generating activities with communities to support girls' education (e.g. Associations of Teaching Mothers - AME - *Associations des mères éducatrices*)

To support the education of girls, AME undertakes income-generating activities according to the specificities of each region, such as: dyeing, mills, collective fields, making shea butter, *soumbala*, peanut butter, etc.. in order to participate in school life by:

- purchasing school supplies for students;
- solving social problems (needy students).

Avoid:

- letting the boys dominate, bully or ridicule the girls;
- letting the girls accept to be dominated, bullied or ridiculed by the boys;
- negatively labelling girls;
- dividing the class into groups of boys and groups of girls for any school activity.

5. ENVIRONMENT

5.1 Definitions

The whole environment is everything that surrounds us, the living or "biotic" factors, the non-living or "abiotic" factors and their interactions.

"The environment is the dynamic system defined by the interactions, biological and cultural, perceived or otherwise, between human beings and all living components of the environment, whether natural, processed or created by man" (Louis Goffin).

5.2 Components of the environment

The environment includes:

- all natural and biophysical systems (biological and physical);
- all systems created by man or socio-cultural systems

- the constant interaction between these systems (particularly humans and other living organisms).

5.2.1 The natural environment

The natural environment includes the physical and biological environments.

The physical environment consists of three (3) embedded systems:

- the atmosphere;
- the hydrosphere, which consists of oceans, lakes, rivers and other bodies of water on Earth.
- the lithosphere, which is the outer crust of the solid earth.

The biological environment is taken up with the biosphere, which is to say the region of the earth in which there is life. The biosphere's living organisms are divided into bacteria, plant species and animal species.

The biosphere is formed by the "Ecosystems".

An ecosystem is a defined area, comprised of "abiotic" (non-living) components such as soil, water and air, and "biotic" (or living) components such as plants, animals and micro-organisms of the relevant zone.

There are two main types of ecosystems:

- terrestrial ecosystems (vegetation, forests, grasslands, deserts, tundra ...)
- aquatic ecosystems (river, lake, sea ...)

However, within an ecosystem, there are dynamic interactions between living forms and their natural environment.

5.2.2 The environment created by man or socio-cultural environment

The socio-cultural environment is the result of interactions among men, as well as the interactions between man and his natural environment.

Degradation or alteration of the environment can be summarized in a few points:

- uncontrolled deforestation;
- overgrazing;
- the excessive use of fertilizers and pesticides;
- industrial activities (mining extractions, industrial waste);
- the growth of urban centres;
- means of transport (boats - vehicles, especially aircraft);
- weapons of mass destruction;
- medicine and chemicals;

Having measured the danger it poses to the natural balance, mankind strives to preserve the environment. The conservation of the environment happens through:

- protection of the natural environment (protected areas, prohibition of wildfires, protection of animal and plant species, use of alternative energy);
- restoration of the natural environment (reforestation, improved cultivation techniques and livestock care, the fight against soil erosion, restoration of wildlife);

- the fight against pollution (collection and treatment of solid waste, wastewater treatment, waste recycling, use of new renewable energies, use of organic manure ...).

Reference chart of skills required for Malian teachers

Areas	Skills
Skills related to appropriation of the curriculum	Appropriate curriculum Mastering the training program Implementing a learning unit Assessing students' learning
Disciplinary skills	Demonstrate an understanding of the subjects to be taught (content and skills developed by each subject) Make links between subjects and demonstrate the ability to use multiple subjects together to achieve an objective
Teaching skills	Apply approaches and teaching methods encouraging the participation of students in their own learning Apply the teaching of national languages Apply the teaching of other subjects Design, prepare, plan and implement a learning activity Stimulate interest and curiosity of students Enhance their experiences Develop learning and assessment of the degree of mastery of skills Motivate students
Psychoeducational skills	Support each student's progress, helping them to better know themselves, to continue training despite the difficulties, to integrate into their environment (differentiated instruction)
Sociocultural skills	Develop attitudes of openness to others, respect and appreciation, and behaviour without sexism, discrimination and violence
Professional development skills	Teamwork Inform and involve parents Facing the duties and ethical dilemmas of the profession Manage their own learning Be involved in the training of other teachers
Administrative skills related to the position	Write an administrative correspondence, a report, a memo, etc. ..

Skills expected of teachers in Mali

<i>Areas of Expertise</i>	<i>Description of qualifications</i>	<i>Outline of skills</i>
Disciplinary and interdisciplinary skills	Allow the teacher to master the academic content, the methods of the various subjects and the links that exist between subjects	Head mastering the content of the subjects
Actual teaching skills	Enable the teacher to provide effective assistance to students and promote learning. These teaching skills are skills relating to the psychology of learning, teaching and educational technology skills, communication, assessment and classroom management skills.	Heart: the teachers' emotional commitment to the child, knowledge of the various stages of child development
Professional skills	Enable the teacher to integrate the teaching profession and to act in accordance with the ethics of their profession.	Hands: teaching practice as a whole, course, classroom and school management
Socio-cultural and socio-relational skills	Enable the teacher to convey and promote social values of respect and dignity, and to play the role expected of them in the environment	The feet: connect with the external environment to the class, contact with the family of the student, involvement in extracurricular activities