



PRESENTATION FROM MALI

DAKAR 6 – 8 December 2017



Educational Course Choice Law

- **ORDERS AND TYPES OF EDUCATION**

Law N°99-046 from 28 December 1999, on Educational Course Choice,
Teaching Orders :


*preschool education ; foundation education ; secondary education
; further education (Art. 29).*

Types of education :

*informal education ; special education ; normal education ; technical
and professional training (Art. 30).*




Objectives :

- teach the learner skills needed to incorporate into the world of work or further study ;
 - provide the learner with expression and communication skills in speaking, writing, graphic and symbolic, develop their comprehension, analysis, formal reasoning and problem solving competencies;
 - lead the learner to analyse, appreciate, and exploit the history and culture of their country, the principle characteristics of its political, social and economic setup, and inform them of possibilities and perspectives of development in the context of globalisation;
 - develop the learner's skills to plan and organise their learning and to guide them towards possible openings in the world of work, therefore facilitating conscious and responsible choices regarding future work;
 - respond to the needs of countries in the framework having a high level of *savoir-faire*, expertise and scientific and technological research.
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ASSESSMENT OF LEARNING

- A reference framework of learning assessments in basic education was adopted in 2016, thanks to cooperation with Canada.
 - OBJECTIVES :
 - improve the quality of learning assessments;
 - clarify principles and values leading to practicing quality assessments;
 - confirm the necessity of coherence between learning and school programme assessments;
 - reaffirm the place and role of assessment in the teaching-learning process;
 - recognise the importance of professional teacher judgment during assessments;
 - clarify the requirements needed during students' schooling;
 - clarify the regulation framework of the Diplôme d'Études Fondamentales (DEF);
 - indicate responsibilities of those who intervene in the assessment process.
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Values and Principles

- **Fundamental values:** fairness, equality et equity;
 - **Instrumental values :** coherence, transparency and precision;
 - **Guiding principles :** conformity in knowledge, being a part of teaching-learning processes, professional teacher judgement, student participation in evaluative activities, respect of diversity and differences, acting ethically and summative assessment to guarantee the social value of official certification,
 - **The framework also refers to the number of essays set through schooling.** Four essays in the first three years in order to dedicate more time to learning, and three in year IV of foundation education.
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DIFFERENT ASSESSMENTS

- **EGRA 2015**
 - **PASSEC 2012**
 - **BEEKUNKO 2015**
 - **DEF 2015 to 2016**
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EGRA 2015

More than two thirds of Malinese students completed the second foundation year without basic reading competencies.

- 60% of students in schools with the curriculum and 73% in classic schools incapable of reading a familiar word

- 72% of students in schools with the curriculum and 85% in classic schools incapable of deciphering an invented word

66% of students in schools with the curriculum and 70% in classic schools incapable of reading one word of a short story

Moreover, according to the same EGRA assessment completed in 2009, the situation did not significantly improve

PASEC 2012

	2ème année		5ème année	
	Français	Maths	Français	Maths
% d'élèves:				
en dessous du seuil de compétences souhaitées	66,8%	55,9%	86,6%	90,2%
au dessus du seuil de compétences souhaitées	33,2%	44,1%	13,4%	9,8%

- ➡ More than half of Malinese children at the end of the 2nd foundation year did not acquire competencies expected at this level (66% in French and 56% in maths)
- ➡ Almost 90% of students reach almost the end of the 1^{er} cycle of foundation years without the required skills (86,6% in French and 90,2% in maths).

BEEKUNKO 2015

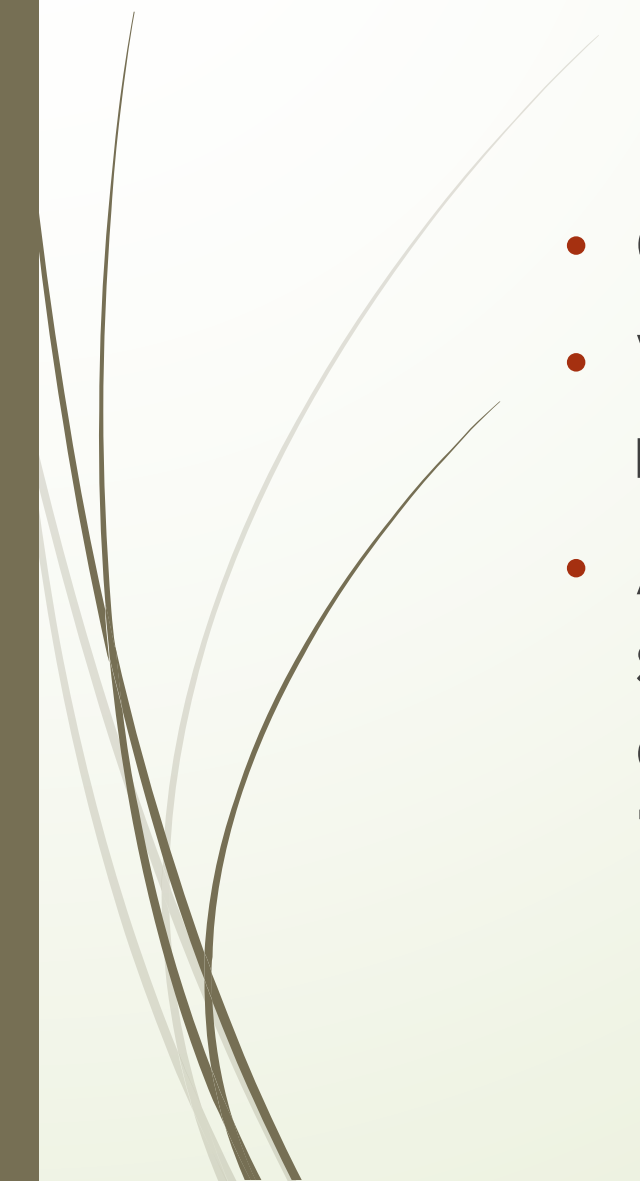
More than two thirds of school children between 6-14 years old recorded a level of insufficient success in the BEEKUNKO 2015 assessment

- ☞ In reading, 23,1% of children did not succeed in any test question and 55,4% did not achieve the average of 10 out of 20 or 50 out of 100.**
- ☞ In maths, 10% of children did not succeed in any test question and 56,5% did not achieve the average of 10 out of 20 or 50 out of 100.**

Combining these two situations demonstrates that more than 66,7% recorded a level of insufficient success in the BEEKUNKO assessment.



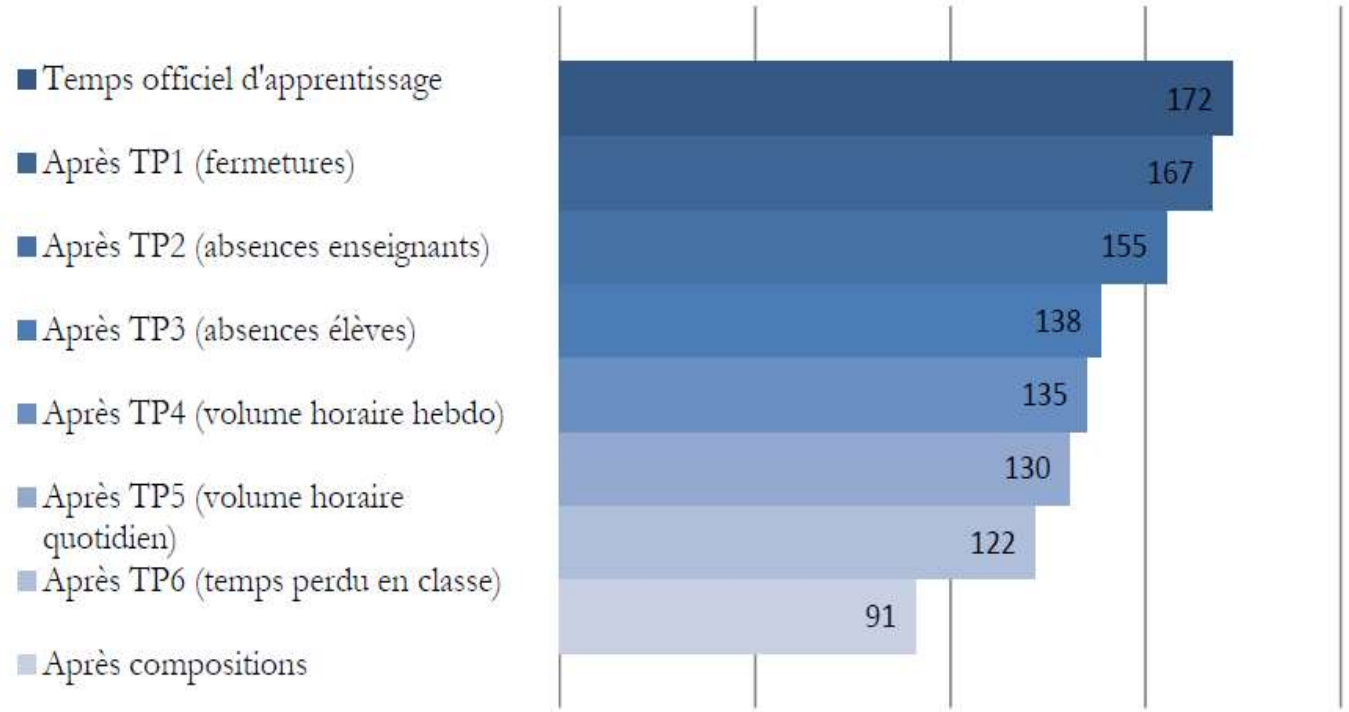
DEF EXAM

- Countrywide national exam,
 - Variable success rate 33,01%, 30,02 and 47,95 respectively in 2015, 2016 and 2017.
 - Analysis of results in 2016 and 2017 shows students have great difficulties with dictation-questions (3 and 6/20) and mathematics (1 and 7/20) .
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CHALLENGES

- Respect learning time

Graphique 1 : Temps réel d'apprentissage, en jours, au Mali





CHALLENGES (continued)


ENSURE AVAILABILITY OF INPUT IN ALL AREAS OF EDUCATION:

- ☞ Are all schools or educational establishments provided with the minimum methods and learning facilities (classrooms, table-benches, didactic and pedagogical materials, student textbooks, teachers, etc.)?
- ☞ Do these minimum requirements (or minimum package) correspond to the needs of each school or educational establishment?



CHALLENGES (continued)

TEACHERS:

- ☞ Are they qualified in the field (academic training, initial pedagogical training, continuous training)?
 - ☞ If necessary, is the content of initial training received consistent with the programmes, and practices in class, which teachers have to deliver in schools?
 - ☞ Are they distributed or allocated according to the needs of each school or educational establishment?
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Challenges (continued)

4. MANAGEMENT, ACCOUNTABILITY AND GOVERNANCE

- ☞ Are the roles and responsibilities of the different institutional establishments, at a centralised and decentralised level, in the management of schools well defined? Are they known by the participants?
- ☞ Do the participants carry out their role effectively? What happens when:
 - the allocated means are not ultimately received in schools or do not suffice?
 - results are not obtained, or more generally, when objectives are not reached?
- ☞ How is the governance assured in the sector? Is there an established and implemented culture of accountability, incentives?



PERSPECTIVES



- **CURRENT LEARNING ASSESSMENT IN CLASS**

- GUIDE DE BONNES PRATIQUES*

- This document has just been adopted to help teachers in foundation level 1
- New programme of study adopted from the IFM, another advantage for improving the quality of learning at foundation level,
- Generalisation of the CA des Maîtres,
- Reduction in the number of essays,
- PRODEC 2 under construction



Thank you

(This presentation was translated by Suzanne Atherton, United Nations volunteer translator)