



Education International



Reducing Barriers for Community School Teachers to Become Qualified Teachers



Adama Moussa, Consultant
Final Report

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1. BACKGROUND

In Mali, the right to education is enshrined in Articles 17 and 18 of the Constitution of the Republic and Article 11 of the Framework Educational Law (Article No. 99-046), as well as other policy and planning documents such as the Strategic Framework for Growth and Poverty Reduction and the Ten-Year Educational Development Program, an educational program launched in 1998 and implemented as part of three consecutive programs called "PISE". Government has set the goal of training 2,500 new primary teachers every year. This is insufficient to reduce or fill the teacher gap. Mali needs 27,247 teachers, a 77% increase over the current number. Such number does not consider the majority of teachers in Mali being unqualified. The qualified teacher gap is 43,350, twice the number of serving qualified teachers. Women account for a paltry quarter of currently serving teachers, though government data point that more children, especially girls, remain in school when the teacher is a woman.

1.1 Methodology



Session presenting the contents of the “Quality Educators” Brochure

As part of implementing this study, data were collected from the literature review and field stakeholders. The literature review helped understand the major gaps and data collected were used to develop data collection materials with field stakeholders. Field data collection was conducted by a team of two people per region, comprising a national



Meeting with the Regional Commission to Monitor "Quality Educator Profile" Profile

consultant and the focal point of the Regional Commission to Monitor the Dissemination of the "Teacher Quality" Brochure during the June 13-20, 2011 period in the regions of Kayes, Koulikoro, Sikasso and Ségou. The vast majority of community schools teachers are in these four regions. The main stakeholders interviewed per region are as follows:

A. COMMUNITY SCHOOL TEACHERS

A one-day workshop grouping some fifty (50) community schools teachers was held in each regional capital. These teachers were selected in consultation with the leaders of the community schools teacher unions. The teachers came from all the major teaching institutions in the region. Transport and food costs were covered with the data collection budget for the study.

During the workshop, the teaching quality profile was presented as a basis for discussing the main challenges facing community school teachers and strategies to address these challenges. The questionnaires used to collect data from teachers, unions and local officials raised the key challenges for community school teachers to become quality teachers. Such challenges are related to the status and competence areas of a quality teacher as defined in the "Quality Teacher" Profile.

A total of 200 teachers were contacted in the four regions. The workshops were co-facilitated by a consultant and the focal point of the Regional Commission. The major data collection material are provided in Appendix 1.

B. TEACHER UNIONS

In each region, the consultant arranged a meeting in the form of a focus group (Appendix 2) with leaders of community school teachers to collect the unions' position on (i) the provision of teacher continuing education in the regions, (ii) the position of the unions status standardization process, (iii) the major shortcomings among community teachers to meet the criteria for quality teachers, (iv) the main strategies to address these shortcomings, and (v) the key stakeholders investing in community schools teacher continuing education.

Union focus group



Teacher focus group

C. EDUCATION MINISTRY OFFICIALS IN THE REGION

In each region, the consultant met with the Education Ministry official at the Regional Education Inspectorate in charge of continuing education. Note that there is a teacher training database in each region as part of teacher continuing education. Thanks to the meeting, accurate data were collected from the information manager on (i) the current number of community schools teachers, (ii) the major trainings received by community schools teachers in connection with the proposed teacher profile; (iii) barriers limiting community school teachers' access to the planned standardization as well as strategic thrusts and possible actions to remove those barriers, but also to examine training certification possibilities (iv), the performance of community school teachers.



"Focus" on a community school teacher focus group

In addition, the consultant arranged a sharing meeting with the Director of the Teacher Training Institute (IFM) to understand the relationship between the teacher profile as defined and the content of the mainstream teacher training curriculum.

D. LOCAL GOVERNMENT OFFICIALS

The meeting with local government officials including mayors of the municipalities centered on (i) the main criteria for recruiting community school teachers, (ii) working

conditions (pay scale) and promotion (career path) (iii), the performance of community school teachers.



Community school teacher focus group

E. TECHNICAL AND FINANCIAL PARTNERS

The consultant met with key partners involved in teacher training that were identified during the awareness workshop. The meeting provided an opportunity to understand the current programs and strategies used, including the process of selecting teachers and defining the content of the training curriculum.



Interview with the Sikasso-based regional radio

1.2. Difficulties

The main difficulty collecting data was in the availability of stakeholders, including the Ministry of Education (MoE) officials. The study took place on the sidelines of end-of-school-year examinations, with most MoE officials being in examination centers. The consultants had to move to examination grading centers to meet and interact with the officials. However such difficulty was still used as an opportunity because – in addition to the Regional Education Inspectorate (IE) representative - the consultants met with the directors of Teaching Facilitation Centers (CAP), who had much deeper knowledge of the situation of community school teachers as they are closer to the field than the Education Inspectorate.

2. FINDINGS OF THE STUDY

The findings of the study are presented as per the main research questions, and comprise both the literature review data and data collected from the major stakeholders.

2.1 Quality Teacher Training Provision

According to the UNESCO 2006 Statistical Report, Mali needs to raise its teaching staff to 82,200 or a 10.7% annual increase rate if the country is to realize Education for All (EFA) by 2015. The total number of teachers to achieve the Education for All goal by 2015 is 89,000 teachers. There is a significant shortage of teachers due to several combined factors (mass early retirement, closure of most primary teacher training schools in 1985, low wages, etc.).

Other categories of teachers with limited training were created to fill the gap in adequately trained teachers:

Table 1. Teacher Training Institutions

Category	Targets	Length of training	Major Train. Modules
Primary Teacher Training Schools (IFM)	Regular Profile (After 9 th D.E.F. – Diploma of Core stud. – Junior Sec. Level)	4 years	School subjects, core knowledge, subject teaching and internships
	Baccalauréat profile (senior Sec. diploma)	2 years	Idem
Alternative Teaching Staff Recruitment Strategy (SARPE)	Teacher Profile	45 days	Other categories of teachers with limited training were created
	Non-teacher profile (Mainstr. teachers...)	90 days	Psycho-educ. training and subject teaching
Community School teachers	Unqualified teachers	60 days	School subjects, core knowledge, subject teach. and test lessons
Learning communities	Staff of a school or group of schools	Meetings –workshops as needed	Workshops are scheduled as per the needs expressed by the staff. Training is conducted by the principal

Currently, the proportion of teachers without a fully-fledged training is more than half of primary (core) education teachers; these are “*unprofessional*” contract teachers. The shortage of teachers was mainly reflected in the understaffing of different regions, resulting in a low schooling rates for girls and boys and increased unqualified teachers with the creation of community schools.

One of the eleven priority areas under the Malian Ten-Year Educational Development Program (PRODEC) points to a sustained policy of teacher education with a quantitative target of recruiting an annual 2,450 teachers in the core curriculum, recycle all serving teachers (11,000 in the core curriculum, 2,304 in secondary education and 64 in teacher education), and a qualitative goal of improving initial and continuing education for teachers.

As part implementing a mechanism for upgrading teachers (all categories), the National Directorate of Basic Education (DNEB) has developed a strategic plan for the 2007-2010 period to train primary schools teachers. The plan, which was approved in December 2006, identifies the length of training, training modules and training costs for the different categories of teachers (MFI graduates, SARPE contract teachers, and community school teachers).

The primary teacher training goals of the Government of Mali were defined in 2003 as follows¹:

- To reduce school failure by improving student performance;
- To complete initial training and meet new needs;
- To create learning communities for teachers to work together and upgrade themselves;
- To improve the status and professional qualification of teachers.

The PISE II plans the following actions²:

- To train about 16,000 teachers as per 20 % of teachers each year, with an average 20 days per teacher. Such recycling program will include all teachers, regardless of their status (teachers, teacher training coaches) and school type (public, private, secular, community, madrasahs);
- To define and implement a mechanism for upgrading community school teachers and teachers from the SARPE method by introducing certification;
- To ensure that training venues are close to trainees, whenever possible;

¹ Republic of Mali, Ministry of Education : “*Formation Continue des Maîtres. Programme de Formation*”, Bamako, August 2006, p.2

² Mid-term evaluation report of the second phase of the Educational Sector Investment Program (PISE II) and the Fast Track Initiative, Bamako, March 2009. p.21

- To establish training certification mechanisms (certificate courses) and ensure they are embedded in teachers career paths;
- To enhance the capacities the National Basic Education Directorate (DNEB) in coordinating and monitoring the implementation of continuing primary teacher training, decentralized services and primary teacher training schools (IFMs) for the planning and implementation of training activities at regional and local levels;
- To monitor and evaluate of the in-classroom application of training received by teachers.

The new continuing education policy launched in August 2003, which was defined based on a situational assessment by PRODEC, aims initially at completing initial training and meeting new training needs to ensure that a number of teachers gain teaching skills to improve their classroom practice and hence student achievement.

Thus the continuing education program targets three categories (groups) of teachers: (1) graduates from primary teacher training institutes (IFM), (2) SARPE non-contract teachers or professionals called "*Sarpiens*" and (3) community school teachers. The first category groups those with "*teacher profile*", i.e. graduates from a teacher education institution. These graduates have already received their initial training courses in pedagogy and child psychology. They are therefore subject to a 45-day internship mainly devoted to the teaching of subjects in core primary education. The second, composed of "*non-teacher profiles*", includes: unsuccessful tertiary education students, graduates from technical and vocational schools, holders of a Certificate of Professional Competence (CAP) and holders of a Technician's Licence (BT). Because they lack educational psychology training, graduates from those schools attend a 90-days internship centered on psycho-education and didactics of the subjects taught in basic education. They constitute the majority of trainees. The third category consists of teachers without a diploma. The vast majority has only a level between the sixth and ninth year of primary school. Some are former literacy centers auditors or monitors. Members of the third category attend a 110-day internship on general knowledge, psychology and the teaching of basic education subjects.

In the regions (Kayes, Koulikoro, Segou, Sikasso), all stakeholders said the various training sessions organized as part of teacher training involve only a "*small part*" of community school teachers. Indeed, as part of the educational system overhaul, a series of actions have been initiated in all regions to improve the quality of teaching and learning. Only 100 community schools teachers in the School Inspection jurisdiction of Sikasso were trained in 21 modules from 2007 to 2011, less than 10 % of entire community school staff. The same number of teachers, about 111, was trained in the regions of Kayes, Segou and Koulikoro.

According to the community school teachers encountered on the field, the main challenges facing the provision of training include low coverage, lack of post-training monitoring and poor application of prior training to classroom practices.

In terms of coverage, the vast majority of continuing education activities are carried out by the Ministry of Education, and training has mainly targeted teachers in the formal system so far. Community school teachers interviewed during data collection mostly lamented that State has relinquished its responsibility to local governments, which are little sensitive to the teacher education issue.

Regarding post-training monitoring, the March 2011 monitoring report titled "*Supporting Community School Teachers*" by the Sikasso Regional Education Directorate observed that the main difficulties facing community school teachers are poor command over the transcription of local languages, and insufficient handbooks in line with the curriculum. About applying learning outcomes to classroom practice, it appears that most community school teachers "*have strived to use active teaching techniques, with brainstorming and group work as the commonest. Other methods were also observed, such as role playing, dialogue, Lamartine process (progressive mental retention), among others. However, these methods are not always well understood by teachers in their implementation and/or are not always relevant.*"³

The memoirs of the class are underutilized and often poorly operated, student notebooks (exercise, test and writing books) are scarcely well maintained and used; there is no regular assessment (monthly examinations) of student performance, and achievement are not recorded or communicated to students and parents.

2.2 Process of Defining the Content and Trajectories of Continuing Education

Defining the content of continuing education is primarily incumbent upon the Government of Mali through the Ministry of Education and Literacy. The curriculum content is defined based on a bottom-up trajectory. The school is normally the first level in defining teacher education needs.

■ *At the school level*

The school is the first level in identifying and planning training needs. The principal is therefore primarily responsible for identifying the training needs of his/her primary school teachers. To this end, the principal has a variety of instruments including: the Teacher Training Needs Identification Tool and the Competence Framework to identify their own training needs. Analysis of Teacher Continuing Training (FCM) is normally conducted at the beginning of the school year, within two weeks following opening of the school year. After analyzing the training needs of all the teachers of the school (using the right tools), the Principal, in conjunction with the teachers of the school, determines the priority needs for continuing education for the school year. Once training needs are identified and prioritized, each school (principal and teachers) conducts an annual planning of training activities that will result in the school's annual continuing education plan: the principal coordinates the development of the annual teacher continuing education plan in cooperation with all the teachers of the institution. The principal and teachers set ten (10) training actions for the school year based on the priority training needs identified. Added to these actions could be: (1) primary teacher education (FCM) activities planned by the school partners such as local NGOs, municipalities, associations, (2) national priorities possibly instructed to the principal by the Learning Facilitation Center (CAP). The principal subsequently submits the annual continuing education plan thus developed to the CAP for approval. In addition to activities related to the needs prioritized in conjunction with teachers and training activities planned by partners, NGOs or the central level, (i) the plan includes the identity of training targets, (ii) a draft timeline to implement the activities, (iii) the identity of facilitators (trainers). The annual primary teacher continuing education plans should reach the CAP no later than one month after the beginning of the school year, and the CAP has two weeks to approve and return the plan to schools for implementation.

■ *At the Learning Facilitation Center (CAP) level*

At the CAP level, the Director of the Teaching Facilitation Center (DCAP) is primarily responsible for continuing education. As such, the Director contributes in identifying the training needs of his/her advisers (CP). The Director of the CAP (i) lists his/her officers' training needs and (ii) identifies his own competence areas he/she considers need

enhancement, either administrative, teaching or other skills. Among the training needs identified, the DCAP and officers prioritize the needs to be included in the CAP training plan. It is noteworthy that the CAP officers' training needs must be identified and prioritized no later than four weeks after the beginning of the school year. Once training needs are identified and prioritized, the CAP directorate conducts the annual planning of training activities. Thus each CAP must have developed their Continuing Education Plan within one month following the beginning of the school year.

The CAP training plan considers the following:

- The CAP officers' training needs;
- A compilation of the training needs from different schools;
- National priorities;
- Planned interventions in terms of Primary Teacher Education by local partners (Municipalities, NGOs ...). In its training plan the CAP states Primary Teacher Continuing Education interventions planned by technical, financial or social partners acting within the CAP jurisdiction. To this end the CAP Director requests – before the beginning of every school year - each local partner involved in Primary Teacher Continuing Education (associations, NGOs ...) to fill out a form identifying their planned actions in this area.

The DCAP, in conjunction with staff, finalize and forwards the CAP training plan to the Education Inspectorate for approval within two months following the start of the school year. The training plan approved by the Educational Inspectorate is then incorporated into the CAP Annual Action Plan (PACAP).

■ *At the Education Inspectorate Level*

The Director of the Education Inspectorate (DAE) has primary responsibility for continuing education in his/her jurisdiction; as such, the DAE contributes in identifying the training needs his/her officers : the DAE lists the officers' training needs. These needs are identified based on the specific mandates of the Education Inspectorate staff.

⁴ The CAP compiles the different Annual Primary Teacher Continuing Education Plans submitted by schools. The CAP identifies **schools with the same training need that can receive a CAP intervention** (for example, 10 schools seeking to enhance their mathematics teaching). The CAP then plans a training action involving the schools and a preliminary schedule, and records the action in its training plan. Each Primary Teacher Continuing Education action grouping over a third of the CAP schools is inscribed in the training plan, while other actions are included in teaching facilitation activities (this activity, which has been captured in the CAP, has now been withdrawn from the school training plan).

⁵ Training activities related to national priorities of which the DCAP has been informed by the Education Inspectorate (IE) are also included in the CAP training plan. National priorities include activities from the Strategic Plan for Primary Teaching Continuing Education (FCM). **Based on the annual objectives** of the Strategic Plan, these activities are included in the CAP training plan.

To this end, the DAE builds on his/her personal observation and the needs already expressed agents and on the national priorities identified. The DAE also identifies his own competence areas he considers should be enhanced. These elements are then prioritized to determine the priority training needs of EI for a given year. The training is targeted from priorities. Training needs are identified and prioritized, each AE conducts the annual planning of training activities for teachers. Once training needs are identified and prioritized, each Education Inspectorate conducts the annual planning of primary teaching continuing education activities. To this end, each Education Inspectorate must have developed their Continuing Education Plan within two months following the beginning of the school year.

The continuing education plan of the Education Inspectorate considers the following:

- The training needs of the Education Inspectorate officers;
- The training needs of decentralized facility officers;
- A compilation of the same training needs from the training plans of the various CAPs;
- National priorities;
- The primary teacher education interventions planned by regional partners (associations, NGOs, etc.).

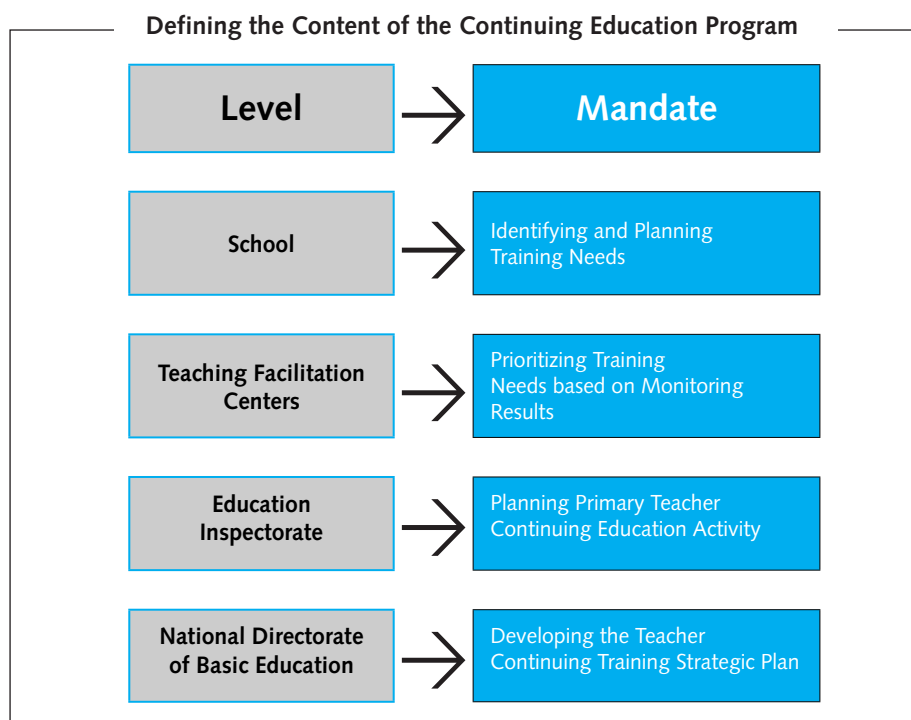
The DAE, in conjunction with her/officers, analyses and compiles information from different CAP and Teacher Training Institutes' training plans into the Education Inspectorate annual training plan. The training plan thus finalized is then forwarded to the National Directorate of Basic Education (DNEB) for approval.

■ *At the National Level*

The National Basic Education Directorate (DNEB) is primarily responsible for teacher education at national level. Some continuing education needs are determined based on how important they are within the educational system: these are national priorities. These priorities are articulated into continuing education actions. To this end, the DNEB has developed a "*Strategic Plan to Implement the Teacher Training Policy*." The Plan is articulated into an "*Operational Plan*" and presented in every year of the Strategic Plan implementation. The actions in the Operational Plan are the national priorities for a given year.

The National Training Plan, which is developed by the DNEB, compiles Education Inspectorate training plans. As such, it includes:

- A compilation of the needs of school, CAPs, Education Inspectorates and Teacher Training Institutes;
- The Primary Teacher Continuing Education interventions planned by national, regional and local technical and financial partners;
- National priorities.



Although the scheme thus presented clearly and accurately describes the process defining the content of the continuing training curriculum, it is rather theoretical and is effectively applied. Community schools are little consulted in the process defining the content of continuing education and are often informed only shortly before the training session to send a fairly small number of teachers. Teachers interviewed during data collection observed they have no knowledge of the process defining the content of continuing education, let alone the criteria for selecting participants to such training. According to the majority of teachers interviewed, the criteria for selecting teachers to participate in training workshops are not transparent and it happens that the same teachers receive almost all trainings. These teachers are usually those of public schools that are the closest to big cities. Principals in charge of conducting outreach monitoring are not always involved in designating participants. Trade union leaders noted that principals often complain that teachers are called to trainings without being asked their opinion. In Ségou, for example, advisers said they are monitoring training but are not involved in listing participants to training. As trainers, they noted they often meet the same participants in the same workshops. There is a priori no system to verify training participant rosters. By analyzing the training database at the Sikasso Regional Education Inspectorate, the consultant identified a number of names that took part in a workshop in 2007 and 2008 on the same theme.

2.3 Role of IFMs in Training Quality Teachers

Under Decree 529/P-RM dated October 26, 2000, IPEGs and teacher training colleges were replaced with Primary Teacher Training Institutes (IFMs) since the implementation of the PRODEC. Such institutions are special in that they train both mainstream teachers for primary education and specialists for secondary as part of core education. Thus a single training institution trains both groups of teachers belonging to the same educational order.

There are a total of 13 primary teacher training institutes divided among regions and circles of Mali: Kayes, Kangaba, Niono, Bougouni, Sévaré, Tombouctou, Gao, Diré, Koro, Nara, Sikasso and Tominian. These institutions were created to bridge the gap following the closure of former primary teacher training schools and the voluntary redundancy of teachers as recommended by structural adjustment measures. Yet these (new) primary teacher training institutions are still falling short of covering the needs of the Malian schools, especially in such densely populated regions as Sikasso. There are two teacher profiles trained in these institutes. On one hand, there is a regular profile spanning four years, destined for teachers enrolled in the IFM with a Certificate of Core Studies (DEF, earned after the 9th year); this curriculum is crowned by the IFM Diploma. On the other hand, a Baccalaureat (Senior Secondary School Diploma) profile for teachers enrolled in the IFM after 12th grade with the Baccalauréat (BAC); their program spans two years and crowned by the IFM Diploma. The major difference between the two profiles lies in the length of training. The four years of training for the holders of a Certificate of Core Studies (DEF) seem deficient for them to acquire all required competences, and their level is rather low. It would be desirable to gradually move towards the recruitment BAC holders, who have solid basic level to acquire the necessary basic knowledge to be operational. This would help IFMs produce enough quality teachers to cover needs.

Training curricula are a legacy of former training institution. As such, Primary Teacher Training Institutes (IFMs) have stayed aloof of all teaching innovations. The conclusions of the June 2008 feasibility study based on exchanges with IFM-graduate teachers, teacher-trainees and students leaders had clearly pointed out the highly theoretical nature of initial training. Many teachers interviewed during the study believe that compared to Converging Pedagogy (CP), the true challenge consists in transferring national language knowledge to French due to the inappropriateness of the curriculum, insufficient equipment, teacher turnover and disparate levels. Concerning the curriculum the great majority of IFM-graduate teachers purely ignored the curriculum for failing to receive any training as part of implementing the curriculum. The Competence Benchmark constitutes the main guidance for the IFM training curricula. It is about a training that gives a solid subject and teaching skills foundation, while devoting greater importance to the basic and cross-cutting skills of the teacher; those that will

allow the teacher to support and shape children to become independent in their living environments, a primary teacher training which develops the teacher's required attitudes to play an active role in their educational community.

This vision was used in defining the National Competence Benchmark for the Malian Teacher, which is the foundation of teacher initial training. The Benchmark was also used to define the contents of the National Curriculum of the Primary Teacher Continuing Education (FCM).

Table 2: The Malian Teacher Competence Benchmark

Fields	Competences
Skills linked to the ownership of the curriculum	Take ownership of the curriculum Understand the training curriculum Implement a learning unit Assess student learning
Subject skills	Show a good knowledge of subjects to be taught (contents and capacities developed by each subject) Link the various subjects and show capacity to combine several subjects to reach a target
Teaching skills	Apply teaching steps and methods promoting student participation in their own training Apply the didactics of national languages Apply the didactics of other subjects Design, prepare, plan and implement a learning activity Awaken student interest and curiosity Promote student experiences Focus learning and assessment on how well skills are mastered Motivate students
Psycho-educational skills	Support every student as they move forward, help improve their self knowledge, help pursue their training despite difficulties and get integrated in their environment (differentiated teaching)
Socio-cultural skills	Develop attitudes of openness, respect and promotion, as well as behaviors devoid of gender bias, discrimination and violence
Professional development skills	Perform teamwork Inform and involve parents Confront duties and ethical dilemma in the occupation Manage one's own training Get involved in the training of other teachers
Administrative skill linked to the office	Write administrative correspondence, minutes, reports, etc.

2.4 Link between the Competence Benchmark and the Teaching Quality Profile

The seven areas of competence⁶ required from the Malian teacher contribute in trying to reflect teaching innovations and the disparate levels of the different categories of teachers. These areas of competence are rather ambitious and generic to cover the different categories of teachers. Life skills, gender and national languages are not included in teachers' areas of competences, despite their being essential in the curriculum area of competence. The Converging Pedagogy (CP), which requires proficiency in national language transcription and underlies the curriculum, was not raised to an area of competence. A clear distinction should be made between the application of national language teaching as stated in the Benchmark, and Converging Pedagogy (CP), as the former is a means to achieve the latter. Subject skills are predominantly about teachers who were hired in the system without having a basic certificate. Didactic and psycho-educational skills are crucial for all teachers. Administrative skills are rather specific to the office of principal or other positions of responsibility in managing the school. Socio-cultural skills and professional development skills are relating skills. While Mali has different cultural areas, reflecting this diversity does not require Malian teachers to develop any specific skill.

Skills are ranked based on policy orientations rather than the needs of the teacher in the classroom. A special emphasis is laid on the curriculum, while it is only an innovation yet to be widely disseminated. Subject skills are appropriate for teachers without diplomas but those skills rather have to be a precondition for qualification for the office. The emphasis on the first two areas of competences augments the needs for training in these areas at the expense of teaching skills, which require continued upgrading.

The "Quality Teacher" Profile was defined through an inclusive participatory approach collecting the views of all educational stakeholders, including students. This is not a definition by education experts but a definition by users of teacher competences. According to an EFA Regional Commission representative, *"while the Benchmark defines teacher competences, the teacher profile defines what it takes to be a quality teacher"*⁷. A "composite picture" is also offered to make these areas of competences as clear as possible.

⁶ These are: 1) curriculum ownership skills 2) subject skills, 3) teaching skills, 4) psycho-educational skills, 5) socio-cultural skills; 6) professional development skills; and 7) administrative skills related to the office.

⁷ Mr. Leopold Diarra, retired teacher, head, EFA Ségou

Table 3. Skills expected from Malian teachers ⁸

Areas of competence	Description of competences	Composite Picture of Competences
Subject and Inter-subject skills	Allow the teacher to understand academic contents, methods specific to various subjects and the potential links between subjects	The head: Proficiency in subject content
Teaching skills proper	Allow the teacher to effectively facilitate learning with students and promote learning. These teaching skills are the skills in learning psychology, teaching and educational technology, communication, assessment and classroom management skills	The heart: The emotional commitment of the teacher vis-à-vis the child, knowledge of the different phases of child development
Professional skills	Allow the teacher to settle effectively into the teaching profession and to act upon the ethics of the profession.	The hands: teaching practice as a whole, course, classroom and school management
Socio-cultural or socio-relational skills	Allow the teacher to convey and promote the social values of respect and dignity, and play the role expected of him/her in the environment	The feet: Connection with the external environment of the classroom, contact with the student's family, involvement in extracurricular activities

The Quality Teacher Profile provides a simple and operational definition of the Competence Benchmark putting the teacher at the heart of the community. According to community schools teachers, the Quality Teacher Profile provides the best description of the community school teacher: The teacher who is with the community in the classroom, the fields and social ceremonies. The Quality Teacher Profile values that part of the teacher who is involved in academic and diploma considerations. The vast majority of teachers interviewed called for a balancing between the different areas of competence and all the skills to become "*Karamogo*", as they noted that not all teachers are "*Karamogo*".⁹

⁸ Adapted by Consultant Adama Moussa from a combination of the competence profiles in Mali and Uganda

⁹ In the Bamanankan local language, *Karamogo* means a quality teacher. This is the popular name of the village teacher. Everyone uses this name to designate the teacher. He/she is the teacher, the educator of student, the student's parents and the community at large.

2.5 Position of trade unions on the status standardization process: "All teachers must have the same status, regardless of the profile"

The status of community schools teachers is governed at the community level including municipalities and communities.

At the municipality level, teachers are governed by Decree No. 00-306/P-RM of July 4, 2000 specifying the salary calculation method and standard contract. The decree was reinforced by Circular No. 0002/MEF-MEN-MATCL of April 28, 2006 and Circular No. 1096/MEN-MEF-MATCL of September 27, 2006. The former circular indicates the payroll processing date to avoid delays, while the latter describes the teacher recruitment process including:

- Implementing and dissemination of the recruitment process by the relevant authorities;
- Reception of recruitment application forms by the relevant authorities;
- Processing of recruitment application forms by Education Inspectorates or Teaching Facilitation Centers, at the request of communities;
- Organization of the recruitment competition by Education Inspectorates or Teaching Facilitation Centers (CAP);
- Chairmanship of the jury and competition results announcement by local authorities.

These provisions have it made possible to achieve a standardized management of local government contract teachers in spite of the tensions generated by the implementation of such management among the stakeholders involved. A major challenge lies developing and managing the teacher career's path. The career path as indicated by the SNEC-commissioned study *"must fall to education professionals given that while local authorities should have more responsibility for the well-being of citizens, for the most part, they lack the necessary expertise and experience to handle this issue."*

The situation of community teachers is especially worrying because the choice of the type of teacher is left to the Management Committee. The Committee also includes *"parent-teachers"* who agree to serve the community and often make do with remuneration below a normal salary. The remuneration is set based on community means, and may be in kind or in cash.

In some situations, the Committee recruits from training school graduates, but this category of teachers is not willing to serve in rural areas under the working conditions offered by Management Committees. The support of NGOs has been instrumental in improving the quality of education in community schools. This support is multipurpose (wage payment, initial and continuing training, provision of teaching materials). The gradual transformation of community schools into municipal schools augurs well for the sustainability of achievements. This transformation will only be effective when the transfer of skills to communities goes alongside the transfer of financial resources especially in the education sector. Worse, in the opinion of parents interviewed during this study *"decentralization has widened the divide between richer urban communities and poorer rural ones"*.

For the union leaders interviewed, it is time to stop a double standard system. They call for integration of community school teachers across the board, through a legislative and regulatory framework in which ranking (academic and/or experience) is validated by a level test. Some argue that they should be straightforwardly integrated into the civil service for *"services rendered"*. They base their judgment on the principle that community school teachers in Mali have saved the Malian school and promoted access to education for thousands of children. The system cannot get rid of them today, they argue. Defenders of the *"services rendered"* theory draw on the experience of *"six aoûtards"*, a group of officials who entered the teaching profession following the 6 August 1960 call to address the teacher shortage. Many of these officials were outstanding teachers at the local, national and even international levels.

2.6 Teachers' level of knowledge, standardization criteria

Data analysis indicates that the vast majority (95 %) of community schools teachers who participated in the workshop has no idea about the process of and criteria governing status standardization but almost all (99 %) have an ardent desire to belong to the civil service except those who are quite old and close to retirement.

The main reasons are the material conditions and career path as summarized in the table below :

Table 4. Choice of statuses

Do you wish to join the local government civil service ? If not, why?	Do you wish to join the state civil service, If so, why?
<ul style="list-style-type: none">- Pay is meager¹⁰ and does not cover family expenses- Pay is irregular and insufficient- The local government civil service offers no guarantee- Community leaders do not have a good knowledge of the profession- There is no future regarding salary enhancement and retirement plan- A local government civil servant works only in one place and will not know the rest of the country- The teacher has no training opportunities- The local government is unable to improve my salary or retirement- We can sometimes stay 10 months without pay- The transfer of skills is not effective without the transfer of resources	<ul style="list-style-type: none">- Not being left stranded and enjoying retirement- Being on the same footing as other teachers and also be regarded as a quality teacher- Enjoying a career plan (further education, training)- Having a bright future in this noble profession which I have always loved; Being able to support my family and paying back the State- Being at the same level as other state workers- Having a stable salary on time- Enjoying the benefits of the profession- May benefit from changes and serve in other localities

2.7 Community teachers’ main shortcomings to meet the quality teacher criteria

The analysis of achievements in connection with the teacher profile during the data collection workshop with a sample of 200 teachers clearly indicates that the vast majority of teachers do not meet all the quality teacher criteria (Table 5).

Table 5. Status of Community School Teachers Regarding the Quality Teacher Profile

Operational skills	Achievements		% Satisfied
	Satisfied	Unsatisfied	
Proficiency in national language transcription	14	186	7%
Proficiency in subjects and their teaching	44	156	22%
Proficiency in teaching techniques and methods	12	188	6%
Knowledge of HIV/AIDS concepts	08	192	4%
Knowledge of gender ethics	00	200	0%
Proficiency in classroom organization	76	124	38%
Proficiency in active methods	12	188	6%

¹⁰ Most community school teachers receive a monthly salary of FCFA25,000 (40 €).

It emerges from this table that none of the areas of competence is satisfactory at 40%. The skills of classroom organization and proficiency in subjects and their teachings are more satisfactory. Proficiency in HIV/AIDS concepts and gender equity is the lowest. All the teachers interviewed are yet to attend an information and training session on gender issues.

The main challenges include (i) proficiency in the teaching innovations taking place in the system, (ii) inadequate teacher training, (iii) poor understanding of themes such as gender equity, (iv) low proficiency in active methods. Teachers suggested subjects to be introduced in the continuing training program and made proposals to address the challenges to becoming a "quality teacher" as defined in the Quality Teacher Profile. (Table 6)

Table 6. Key Challenges and Proposals from Teachers

Operational skills	Achievements	Challenges	Subjects to be introduced	Strategy to meet challenges
Understanding of national language transcription	National language transcription skills	Capacity building in national language transcription	Road traffic	Strengthen academic and continuous training
Understanding of subjects and their teachings	Skills in subjects and their teachings	Strengthen these skills and understand teaching innovations	Primary teacher continuing education, moral and professional legislation	Arouse love of the profession and of children
Understanding of teaching techniques and methods	A certain mastery of techniques and methods	Strengthen this mastery	Sanitation, fight against erosion	Strengthen monitoring/evaluation
Understanding of HIV/AIDS concepts	Transmission routes/means of prevention	Cultivate prevention	HIV/AIDS Hygiene	Beef up communication, education and awareness-building
Understanding of ethics/gender	Gender ethics teaching skills	Establish gender parity	Human rights and citizenship Girls' rights	Strengthen girls' schooling
Understanding of classroom organization	Classroom organization skills	Reduce or eliminate double-shift Encourage group work		Increase host facilities Increase teacher recruitment
Understanding of active methods	Skills to implement active methods	Improve teaching supervision		

2.8 Main Stakeholders Working in Community School Teachers' Continuing Education

The Government through the Ministry of Basic Education and National Languages remains the main continuing education actor in all regions. The opinion of all the stakeholders encountered is that interventions of other partners such as NGOs are temporary, partial and limited to specific areas of intervention. Compared to other regions, the regions of Koulikoro and Kayes are the least provided in terms of partners working in the field of continuous training. The main continuing training partners are presented below.

A. THE MINISTRY OF EDUCATION AGENCIES

As part of teacher training, local governments have a key role in implementing continuing training. Locally, the village and the municipality to which the student belongs are in charge of providing technical and financial support to school projects, in compliance with powers transferred by the State to municipalities. Teaching Facilitation Centers (CAPs) provide support and advice to schools and learning communities. These agencies, however, do not have the necessary financial resources to provide substantial support for teacher continuing education.

At regional and national levels, key initial and continuing training stakeholders are Education Inspectorates (AE) and the National Directorate of Basic Education (DNEB). The Normal Education Division which stems from the training division has three sections dealing with initial training, continuous training and monitoring and evaluation operations, respectively. This division is the architect of the teacher training system across the country.

B. TRADE UNIONS

The National Union of Education and Culture (SNEC) is outstanding in the field of continuous primary teacher training since it has developed an experience of over thirty years in this area with the support of partners such as Education International and the Swiss Cooperation. The SNEC has modules and a pool of trainers. It brings together all different categories of teachers (civil servants, contract teachers, community school teachers) and is extending its experience to other countries in the sub-region. Trade unions including the SNEC have developed partnerships with foreign counterparts, which may allow them to initiate actions towards primary teacher training institutes (IFMs). Trade unions have contributed to teachers' further training. They have developed skills in primary teacher continuing education that can be availed to MFIs. The role of unions is also important in connection with teacher awareness of the importance of teacher

professional development. Le rôle des syndicats est aussi important dans le cadre de la sensibilisation des enseignants sur l'importance du perfectionnement professionnel.

C. PARTNER INTERNATIONAL AND NATIONAL NGOS

There are several international organizations partnering with national organizations specialized in education and particularly in continuous primary teacher training, as well as some experience in collaborating with the Ministry of Education.

The experience of World Education, GTZ and Plan Mali is particularly rewarding. These organizations have developed continuous primary teacher training programs with funding from technical and financial partners through learning communities. They have established good cooperation relations with the Ministry of Education and its decentralized agencies (AE, CAP). They have initiated effective community participation around the school through the establishment of management committees and parent-teacher associations. They have further strengthened the intervention capacities of several local partner NGOs that can now support the implementation of training programs in the field of education.

By way of illustration, with a USAID funding for a technical assistance program at the Ministry of Education, World Education has supported 332 Learning Communities (CA) in single model (per school CA) and grouped model (CA for several schools) covering 800 schools in 21 Teaching Facilitation Centers (CAP) and 9 Education Inspectorates (AE). The interesting innovation with CAs has been its expansion to community schools and Madrasahs, thus creating a real synergy between the different forms of education.

Concerning national partner NGOs, some member organizations of the Coalition of Civil Society Organizations for Education For All have been supporting community schools for many years, being mainly involved in implementing international organizations' programs. Illustrative of this is the GADS-Mali NGO, which supervises about 51 community schools in the circles of Kati, Bougouni, Kolondiéba, Bandiagara with financial support from Oxfam Novib and SKN. It has developed a teaching innovation, "the printed words", and is working with school authorities to have it incorporated into the curriculum. These NGOs have developed a good experience working with technical departments of the Ministry of Education and they believe that building a cooperative bridge between the Ministry and other stakeholders is the only path toward the success of any educational program.

as FAWE, AJDS, AADec, and CMASCOFI mainly work in the field of education. They have acquired experience in community involvement in the educational program, which can serve the pilot program. FAWE's experience is particularly interesting in mainstreaming gender into the education system.

FAWE has developed training modules with the Ministry of Education as part of harmonizing the teacher gender training contents. These initiatives are poorly coordinated and are not sufficiently capitalized in the national continuous primary teacher education program. Yet they constitute a potential which the *"Quality Teacher"* Program needs to incorporate in the content of the continuous training program and use as a contribution to improving the quality of the Malian Continuing Education Strategic Plan. Specific objective 5 of the Quality Teacher program clearly states this: *"Participating in 'bridging' non-formal and formal educations by promoting and integrating successful non formal education programs into the formal national education system"*.

2.9 Community School Teachers' Proposals to Fill the Identified Gaps

Following various meetings, **stakeholders have indicated the following strategies to meet the challenges to achieving quality community teachers**

- **Integrating innovations in the continuous training of community school teachers**
The best way to ensure that community schools teachers meet the Quality Teacher Profile criteria is to mainstream all areas of expertise in the continuing education program and develop a specific program to support community school teachers. The continuing education program of the Ministry of Education lays great emphasis on subject proficiency and teaching at the expense of other areas of expertise. Qualification requirements are enormous among community school teachers, and therefore must be specifically targeted.
- **Applying Convergent Pedagogy and Providing Schools with "Reading Corners"**
Convergent Pedagogy (PC) manuals have reached some schools. However, they are often underused: teachers still do not know how to use them as part of the curriculum; they are sometimes placed in cupboards and are left unused by students. Therefore, community schools teachers should be trained in convergent pedagogy because most of them have better command on the local language than French. Their difficulties are mainly at the level of transcription.
- **Supplying Schools with Small Equipment to Implement 'Active Teaching'**
It is important to establish learning communities (CA) in community schools, which

will help them apply active teaching techniques. Kraft papers and markers should also be supplied in order to display reading materials on walls.

- **Strengthening Teachers' Teaching Skills and Subject Didactics**

School principals have been trained in the use of active teaching methods. However, there is need to enhance the teaching skills of teachers to take ownership of methods and techniques (through training/professional development, of regular monitoring of teaching) :

- Creating conditions conducive to the harmonious development of community school teachers likely to promote the development their career plan in order to use their full potential and abilities. This requires improving wage conditions and access to training opportunities, including certification of such training.
- The content of continuous training programs for community school teachers should have a more natural and logical organization that combines core content for all and in-depth content for those with abilities and interests beyond basic data. They must participate in developing their career plans.

3. THE MAIN BARRIERS TO COMMUNITY SCHOOL TEACHERS BECOMING QUALITY TEACHERS

The analysis of the findings helped identify the main barriers to community school teachers overcoming quality teachers at two levels :

3.1 Improving the Educational Level

In 2003, 5,822 contract community school teachers were reported on a total of 12, 835 teachers in the core curriculum, or 43.36% of teachers in all categories. The number of schools and teachers has increased at the national level with the existence of some densely-populated regions such as Sikasso and Ségou. The largest number of community school teachers is reported in Sikasso (961), Segou (711), Koulikoro (694) and Kayes (401), respectively. Regions with low population density such as Timbuktu, Gao and Kidal have very few community schools.

Table 7. Status of Community School Teachers in Mali

Regions of Mali	Number of community schools	Number of students	Number of teachers
Bamako	63	20 161	342
Kayes	401	37 167	1 025
Koulikoro	694	80 170	2 049
Sikasso	961	81 355	2 616
Ségou	711	86 650	2 555
Mopti	229	20 982	545
General Population and Housing Census (RGPH Timbuktu)	57	5 415	141
Gao	05	522	13
Kidal	00	00	00
Total	3121	332 422	9 286

source : MoE - *Annuaire National des Statistiques Scolaires de l'Enseignement Fondamental 2009-2010*

Many educational problems are facing these schools, which are usually located in disadvantaged and densely populated areas and often operate in precarious conditions. Indeed, the latest population census (RGPH 2009) reveals a population growth rate of 3.6% against 3.03% in 1998.

With respect to the teacher profile, a shortage of qualified teachers (with a teacher training diploma) was noted mostly in community schools (over 80% of unqualified teachers) according to the 2006-2007 Statistical Yearbook of the Ministry of Education. For the core primary education, 51% of teachers did not graduate from any teacher training institution.

Table 8. Comparative Analysis of Different Categories of Teachers by School Type (Primary Core Education)

Types/categories	Total	Teachers trained in IFM/IPEG/CPR	SARPE (less than 6 months)	SARPE (6 months)	No diploma
Secular public school	17 190	7 029	5 952	484	3 557
Secular private school	4 312	759	568	261	2 519
Community school	8 819	220	1 299	112	7 161
Madrasahs	5 121	58	142	22	4 873
Total	35 442	8 066	7 961	879	18 110

Source: *Annuaire Statistique 2007-2008, CPS, MoE*

Some teachers are former literacy center auditors or instructors. Community school teachers are responsible for teaching all subjects from Grade 1 to Grade 6. These drop-outs have been put through a 60-day internship which focuses on general knowledge, training in psychology and the teaching of the core education subjects. The program has four training areas: academic subjects, basic knowledge, teaching of subjects and practice lessons. It consists of a theoretical phase combined with a practical phase through practice lessons. The theoretical phase includes teaching various modules on academic subjects, basic knowledge and subject teaching methods. It covers 60 days and usually begins in August each year. The practical phase consists of practice lessons during the last 15 days of the training.

A recent analysis carried out as part of the development PRODEC revealed the magnitude of community schools teachers' needs due to their low level of training, lack of educational support and early teaching experience.

Table 9 summarizes the achievements and challenges related to initial training of community schools.

Table 9. Achievements and Challenges in the Initial Training of Community Schools from Stakeholders' Perspective

Areas	Content	Achievements (positive)	Challenges / limitations	Proposals for improvement
Implementation strategy	- Training need - Partner support (Ministry, AE, CAP, NGO)	Several teachers have attended the training	Lack of trained teachers in community schools especially in rural areas	
Objectives	Give teachers basic training	Same	Same	
Program content	- Psychology - Pedagogy - Convergence Pedagogy - Teaching of subjects	Cover basic skills	- Level of teachers does not allow for rapid acquisition - Training is often very theoretical	- French and Maths up-grading courses - Focus on subject training
Length of training	45 days		Insufficient duration to cover the content	Extend the length by putting an emphasis on basic initial training, as well as training in subject and didactics
Trainer Profile	- School principals - Educational advisers	Good level	Training is often quite theoretical	Focus on trainers' training
Quality of those trained	Recruited from disparate levels (Fifth, ninth levels, Baccalauréat, etc.)	Middle	Acute shortage in number and quality in rural areas	Intensified training sessions targeting rural areas, have at least 2 teachers trained per school and per year
Links with other stakeholders (schools, CAP, AE)	Collaboration with AE, CAP), monitoring and evaluation	Are often the trainers	Insufficient monitoring	Focus on educational monitoring to verify the application of acquired skills

The initial training of community schools has particularly helped a limited number of teachers (urban centers). Training needs are enormous given the staffing of community schools. In addition, the base level of these teachers is very low to allow for rapid acquisition of the content of training modules. Stakeholders recommended a sequential training over two years to ensure real ownership of all the initial training modules of community schools teachers. This period will help focus both on subject and teaching skills.

3.2 Develop the Career Plan

The interviews at the Staff Division of the Ministry of Education brought together the current teaching staff for three major clients, namely the State through the Ministry of Education, local governments and communities. Each of these clients has differentiated recruitment strategies and management methods. According to a study commissioned by the National Union of Education and Culture (SNEC) on the management of contract teachers in the context of decentralization, this situation reveals *"a double standard education system where civil service teachers recruited by the State have a career plan while other teachers have a precarious status."*

4. MAIN LEVERS TO BECOME QUALIFIED TEACHERS

The analysis of teacher strategies to recruit/integrate teachers in the local government civil service and the profile of a quality teacher helped identify the levers to become qualified teachers at two complementary levels, i.e. policy dialogue for status standardization and career plans and the establishment of a program to support professionalization.

4.1 Le dialogue politique pour l'uniformisation des statuts

It is important to note that the participation of teachers in continuing education does not affect their career plan. In terms of career advancement, only civil service teachers currently benefit from career advancement opportunities. These teachers are subject to the same promotion scheme as other officials (on a two-year basis). Unlike other officials, the rating authority is the Director who uses a grid called "*E model*" to rate teachers. The major drawback of this rating system is its subjective nature. As for the "*sarpiens*", local government contract workers and community school teachers, the situation is much more complicated because there is so far no strictly defined career path for these two categories of teachers.

The standardization of the status of different categories of teachers is a major concern for the National Union of Education and Culture (SNEC), a member of the EFA Coalition which has already conducted a study on the management of contract teachers in decentralization, concluded that in Mali there is "*a double standard educational system where civil service teachers recruited by the State have access to a career plan while other teachers have a precarious status*".

Advocacy conducted so with the authorities has led to opening of negotiations on the progressive government management of contract teachers through the transformation of community schools into municipal schools. This process began in 2009 with the transformation of 514 community schools into municipal schools out of 2,977 community schools.

In a bid to facilitate support for this process, it is important to establish a reliable database on the exact number of teachers involved and their level of qualification. This database:

- Will be centralized at the union and other CSO stakeholders and will serve as an element for conducting advocacy on and monitoring of the effective implementation of the gradual transformation;

- Will be implemented through collection sheets for community schools and teachers per municipality;
- Will be gender-disaggregated. The status standardization targets are community schools teachers as per Table 6.

Table 10. Transforming Community Schools into Municipal Schools (2008-2009)

Regions	Number of community schools	Transferred number for the 2008-2009 school year	Outstanding to be transferred
Kayes	398	54	344
Koulikoro	695	70	625
Ségou	631	89	542
Sikasso	953	222	731
Mopti	173	21	152
Tombouctou	56	56	0
Gao	3	2	1
Kidal	12	0	12
Bamako	56	0	56
Total	2 977	514	2 463

N.B. This list will be updated with the database on the actual number of community schools and the number of community school teachers.

The results of the database will be validated at a workshop bringing together trade unions, teachers, communities and school authorities. The purpose of the workshop is to ensure reliability of data on the numbers involved, working and processing conditions and practical arrangements. The workshop will help define a mobilization, communication and negotiation strategy with the various authorities. Participants will be selected primarily based on the strategic role they will have to play in the advocacy strategy.

The media campaign on the status and conditions of contract community schools teachers will be carried out mainly through a program to raise key education stakeholders' awareness of community school teachers' status.

These communication activities will help show the importance and impact of community schools in achieving the Education for All (EFA) goals and highlight the precarious situation of teachers in these schools. These activities will mainly focus on community schools in hard-to-reach areas and will be carried out in different national languages, and broadcast on national television.

Advocacy meetings will also be needed in the form of dialogue with the institutions of the Republic such as the National Assembly, the High Council of the Local Government and Ministries (Education, Finance, Civil Service, Local Governments). At each level, it will be about presenting the situation and actual conditions of contract community school teachers and pleading for their straightforward integration into the civil service so they

can benefit from a specific career plan. These meetings will be supported by concrete proposals and commitments, which will be monitored by teacher unions and other organizations of the EFA Coalition.

4.2 Establishing a Program to Support Professionalization

The envisaged program to support the professionalization of community school teachers focuses on the various fields of the teacher profile. It is a clear cut with the continuing education program of the Ministry of Education, which focuses more on the acquiring subject-based knowledge for this category of teachers. This is primarily a program that aims to prepare contract teachers - who have the required training and fill a position corresponding to such training - for the control test on the one hand, and to prepare contract teachers without the required training for the ability test on the other hand.

The proposed program focuses on improving educational supervision and proficiency in teaching innovations (head) through proficiency in national language transcription, proficiency in subjects and their teaching and the mastery of teaching techniques and methods. The program will also help these teachers develop a passion for the profession and for learners (heart) through theoretical and practical courses in child psychology, and enable community school teachers to acquire the necessary skills to promote practical learning, classroom management, and proficiency in active methods (hands).

They must be able to monitor learning through integration in the environment, development of social values, and development of the sense of discovery (the feet). For the community schools teachers interviewed, priority should be given to four training modules totaling 74 hours of training corresponding to the most pressing needs in teaching and didactics, in line with the areas of competence defined in the Quality Teacher Profile. This program comes from the national continuous teacher training program and primarily targets teachers trained in Primary Teacher Training Institutes (IFMs). Community school teachers find this more relevant than the one targeting them.

Table 11. Proposed Training Program to Become a Qualified teacher

Number of Modules		Modules	Number of hours
1.		Level 1 Curriculum (C-APC 02 2G2)	15 hours
2.		Classes with multiple divisions (C-CMD 01-1G2)	16 hours
3.		Learning Evaluation (C-EVA 01-1G2)	7 hours
4.		Teaching of national languages (D-LNA 01-1G2)	36 hours
Total		4 modules	74 hours

4.3 Articulation with the “Quality Educators for All” Project

As part of the Government of Mali’s support for the achievement of Education for All (EFA) through the provision of quality teachers, the EFA Coalition, SNEC and the Ministry of Education have set up a “*Quality Education for All*” project with technical support from Oxfam Novib and Education International. Several activities have been conducted and status standardization initiatives are in progress.

For its specific objectives regarding Mali, Quality Education for All is ambitious to help address these challenges, building on legislation, official documents and examples of good practice:

- i) To develop a competence profile (CP) that combines the teaching of basic skills and life skills as well information technology, gender equality, active citizenship, prevention of AIDS and violence, among others;
- ii) To support the integration of teaching innovations (CP, curriculum, promising non-formal education innovations) in initial training;
- iii) To provide continuing training for qualified teachers graduating from primary teacher training institutes (IFM), and unqualified teachers recruited through the SARPE and from community schools, toward improving and professionalizing their knowledge and competence;
- iv) To standardize the statuses of the different categories of teachers;
- v) To participate in "bridging" non-formal and formal educations by promoting and mainstreaming successful non-formal education programs into the national education system;
- vi) To mainstream successful non-public primary teacher education experiences, as well as standardize teacher statuses and qualifications.

This study is therefore a key contribution to Quality Education for All and for Government to gradually formalize community schools, thereby strengthening the decentralization process, in that this will empower regions to reduce existing barriers.

The major findings of the study should mainly contribute to the operational implementation of the program goal in relation to standardizing the status of different categories of teachers. It involves using the key challenges and gaps facing community school teachers in meeting the teacher profile to improve the content of the “*Quality-ED*” training program. Challenges and gaps thus identified should result in the establishment of a program to support community school teachers toward standardizing their status.

As a reminder, the process of mainstreaming community school teachers is already underway through the establishment of a National Commission and the definition of several criteria and proposals for standardization. The supporting program that will result from this study will help better prepare community school teachers for the fulfillment of the various criteria. This is a complementary strategic approach advocated by the various teacher unions, which are balancing negotiations for the easing of conditions with the preparation of community school teachers.

ANNEX I

A 1 - DATA COLLECTION MATERIALS

A : Teacher Identification Form

This form should be completed by each teacher at the profile awareness workshop. It is best to fill it after the presentation of the profile.

- 1. Name :
- 2. Age :
- 3. Basic training :
- 4. Years in education :
- 5. Training received as part of teaching :
- 6. Major challenges to becoming a quality teacher as defined in the profile
 - ☐ Selection procedure
 - ☐ Logistics
 - ☐ Practical organization
 - ☐ Matching of needs
 - ☐ Post-training monitoring
- 7. Subjects to include in the training to meet challenges :
- 8. Employer :
- 9. How do you rate your working conditions (salary, promotion) :
- 10. Would you like to become a local government civil servant ?
If not, why ?
- 11. Would like become a national civil servant ?
If so, why?

B : Table summarizing achievements in and challenges to becoming a quality teacher according to the profile

The table below should be completed at the end of discussion and sharing sessions following the presentation of the Quality Teacher Profile.

Operational skills	Achievements	Challenges	Subjects to introduce	Strategies to meet challenges
Proficiency in national language transcription				
Proficiency in subjects and their teaching				
Proficiency in teaching techniques and methods				
Knowledge of HIV/AIDS concepts				
Knowledge of gender ethics				
Proficiency in classroom organization				
Proficiency in active methods				

A2 - MEETING WITH TEACHER UNIONS

These questions are guidelines for sharing during the focus group session

What is the situation of the provision of community teacher continuing education in the region?

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What are the main challenges facing community teachers in meeting the criteria for a quality teacher?

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What are the main strategies to address these challenges ?

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Who are the main stakeholders investing in the continuing education of community school teachers in the region ?

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What is the position of trade unions on the status standardization process ?

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What are the solutions proposed as part of the status standardization process ?

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What are the main criteria to be considered as part of the status standardization process ?

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A3 - MEETING WITH THE EDUCATION INSPECTORATE (AE)

Accurate data on the current number of community school teachers

CAP	Number of community schools	Number of students	Number of community school teachers		
			Teacher profile	SARPE	Without a teacher profile

Main trainings received by community schools teachers in connection with the proposed teacher profile

Main training modules	Length of training	Number of teachers trained

What are the main barriers limiting community schools teachers' access to the standardization proposals ?

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What are the main strategies and possible actions to remove these barriers ?

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What are the opportunities for continuing education certification ?

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How do you rate the performance of community school teachers ?

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A 4 : MEETING WITH THE LOCAL GOVERNMENT AUTHORITY

How many community school teachers are recruited by the Circle Council ?

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What are the main criteria for the recruitment of community schools teachers ?

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What are the conditions of work (pay scale) and promotion (career path) ?

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How do you rate the performance of community school teachers ?

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What can be done to improve this performance ?

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A5 : MEETING WITH TECHNICAL AND FINANCIAL PARTNERS

What is the size of staff trained and to be training (programming) ?

What are the training curricula and modules ?

What are the strategies for identifying teachers ?

What are the post-training monitoring strategies ?

What are the main challenges to be addressed among community school teachers ?

ANNEX II: LIST OF PEOPLE INTERVIEWED

1. Region of Koulikoro

N°	NAME	SCHOOL / INSTITUTION
1	Fayidou Maiga	DCAP Doila
2	Aissata Bocoum	DCAP Kati
3	Souleymane Aya	AE/Kati
4	Magassouba	DCAP Fana
5	Balla Keita	Cr-ept
6	Aminata Konaté	Cr-ept
7	Lassiné Mariko	Cr-ept
8	Niama Ballo	Cr-ept
9	Aboubacar Kané	Cr-ept
10	Amadou Traoré	community schools Koulikoro
11	Bourama Diarra	community schools Koulikoro
12	Mamoutou Kounandji	community schools Koulikoro
13	Sidiki Traoré	SBT
14	Oumar Kané	community schools Koulikoro
15	Lassana Kané	Korakobougou
16	Fodé Sidibé	Donko
17	Alou Diarra	Donko
18	Hawoye Maiga	community schools Koulikoro
19	Broulaye Traoré	Fougadougou
20	Aldjouma Togo	community schools Koulikoro

N°	NAME	SCHOOL / INSTITUTION
21	Aminata Diallo	Djauldjasso
22	Fanta Sidibé	Mofa
23	Faty Barry	Quénékelé
24	Bamou Diarra	Kossaba
25	Yagaré Diakité	Kondo
26	Bintou Sangaré	Zonbougou
27	Ousmane Bagayogo	EDF École Dembélé Fondamentale
28	Mariam Guindo	EDF École Dembélé Fondamentale
29	Bintou Kané	Babougou
30	Yousseuf Sylla	EDF École Dembélé Fondamentale
31	Mamadou Diallo	Dourakoro
32	Cheik Tidiane Kane	Figna
33	Kadidia Singaré	EDF École Dembélé Fondamentale
34	Salimata Konaté	Saubou
35	Assétou Diarra	C A de commandon nako
36	Habi Thiéro	Koulikoro Gare
37	Fatoumata Konté	Djimébougou
38	Kadidia Sow	Sorentibougou
39	Bassiaka Minta	Kakoun
40	Lassina Fomba	N'gounando
41	Aly D Diallo	Keniba Koura
42	Tiémoko Konaté	Tambalé
43	Moriba Samaké	Sallébougoula
44	Issiaka Togola	Maourou
45	Maimouna Diakité	Dougourakoro
46	Mah Traoré	Séribougou
47	Elizabeth Coulibali	Falan
48	Daouda Sidibé	Fougalembougou
49	Dalla Cissoko	Kati
50	Nana Ballo	Ecole Djigui
51	Drissa Koné	Kati
52	Tiémoko Keita	Espoir Koulikoro
53	Christophe Sissoko	Bakaribougou
54	Seydou Diarra	Baninko

2. Region of Sikasso

• TEACHERS

N°	NAME	TITLE/LOCALITY	CONTACT
1	Karaba Diarra	Coordinator, Regional coordination of Sikasso community school teachers and Principals Principals of the Bémadougou EF	66 24 15 18 73 26 75 79
2	Abdoulaye Berthé	Principal, konzona Dioula	74 40 58 30
3	Adama Diakité	Teacher, Zandiougoula	63 60 58 82
4	Mamadou Doumbia	Principal, Zangorola	64 73 57 57

N°	PRENOM ET NOM	FONCTION/LOCALITÉ	CONTACT
5	Yacouba Keita	Principal, Zandiougoula	65 20 95 42
6	Awa Bouaré	Teacher, Zangorola	78 60 42 44
7	Aissata Koné	Zandiougoula (Sikasso)	65 81 59 20
8	Mariétou Bagayogo	Teachere Mandougoula	65 46 20 85
9	Maman Diarra	Principal, Nimprodioula	65 86 61 99
10	Brehima Dembélé	Principal, Kouloussondougou	66 04 27 89
11	Aboudou Diakité	Principal, Sanasso	69 27 85 37
12	Bintou Ouattara	Teacher, Kouloussondougou	64 81 60 78
13	Lasina Togola	Deputy Principal, Doniéna	66 58 99 56
14	Rahamatou Diallo	Deputy Principal, Fabolasso	65 70 69 20
15	Alou Berthé	Deputy Principal, Nimprodioula	65 98 41 73
16	Rahamatou Traoré	Deputy Principal, Ziemdougou	66 19 25 54
17	Kadiatou Traoré	Teacher, Ziemdougou	65 89 90 77
18	Minata Ballo	Principal, Zamblara	65 24 32 38
19	Moussa D Coulibaly	Deputy Principal, Zamblara	65 60 58 60
20	Yacouba Togola	NGO/GRAT/Sikasso	79 34 09 80
21	Kalifa Samaké	NGO/GRAT/Sikasso	66 02 59 40
22	Lassina Traorée	GRAT	
23	Dramane Djiguiba	IREC-Mali	
24	Mamadou Ouattara		66 71 68 36
25	Oriata Koné	Badabala/Sikasso	
26	Barakissa Diamouténé	Badabala/Sikasso	
27	Assitan Diamouténé	Karamogobougou/Sikasso	
28	Diala Koné	Karamogobougou/Sikasso	
29	Bintou Ouattara	Kouloussondougou /Sikasso	
30	Amara Ouattara	Kouloussondougou/Sikasso	
31	Karamoko Ouattr	Nankoun/Sikasso	
32	Hawa Kanouté	Nankoun/Sikasso	
33	Siritio Sanogo	Nankoun/Sikasso	
34	Brehima Traoré	Nimprodioula/Sikasso	
35	Bachery Ballo	Sokourani/Sikasso	
36	Mamadou Traoré	Sokourani/Sikasso	
37	Minata Ballo	Zambarala	
38	Ayoub Sogodogo	Zanadioula/Sikasso	
39	Aissa Dicko	Zanadioula/Sikasso	
40	Yacouba Keita	Zanadioula/Sikasso	
41	Adama Diabaté	Zanadioula/Sikasso	
42	Yaya Traoré	Zanadioula/Sikasso	
43	Awa Diakité	Zanadioula/Sikasso	
44	Kadiatou Koné	Ziemdougou/Sikasso	
45	Kadiatou Traoré	Ziemdougou/Sikasso	
46	Madou Tangara	Ziemdougou/Sikasso	
47	Salifou Bayoko	Ziemdougou/Sikasso	
48	Awa Bouaré	Longorola/Sikasso	
49	Mamadou Doumbia	Longorola/Sikasso	
50	Ketio Coulibaly	Longorola/Sikasso	
51	Abdoul Berthé	Longorola/Sikasso	
52	Youssef Traoré	Medersa/C.U. Sikasso	
53	Afoussiata Dagnoko	Medersa/C.U. Sikasso	
54	Baky Sanogo	Medersa/C.U. Sikasso	

PARTNERS

N°	FACILITY	HEAD	CONTACT
1	GRAT : Groupe de Recherche d'Application Technique	Dramane Djiguiba	79 09 49 41
2	IREDE-Mali : Innovations et Réseaux pour le Développement	Lassine Traoré	66 78 90 61
3	PADE : Programme d'Appui à la Décentralisation de l'Éducation	Ladji Traoré	
4	C.I.E.F : Centre International d'Expertise et de Formation	M'père Dembélé Brehima Togola	
5	C.R-ONG	Souleymane Ouattara	

Sikasso Regional Education Inspectorate: Deputy-Director: Moussa Sanogo

3. Region of Kayes

N°	NAME	COMMUNITY SCHOOL
1	Sékou Traoré	Kobokoro
2	Mody Bambi Diarra	Sambaga
3	Moussa D. Camara	Somantindi
4	Mohamed Traoré	Dag-Dag
5	Adémou Sakiliba	Fanguiné Khoto
6	Sambou Sissoko	Ségalaba
7	Fousseny Dabo	Sougoutaling
8	Moctar Sylla	Aourou
9	Aliou Diallo	Doussoukané
10	Lassana Kanté	Djimekon
11	Fily Diakité	Marintouro
12	Kadiatou Diallo	Kakoulou
13	Malick Sylla	Seroumé
14	Boubacar Konaté	Bougarila
15	Lassana Kanouté	Sabouciré N'Di
16	Makan Danfaga	Banankabougou
17	Lassana Kouma	Bankamé
18	Fousseyni Sidibé	Danfagabougou
19	Lakamy Sangaré	Marena Djonbogou
20	Dialla Coulibaly	Sambaga
21	Moussa Diarra	Sambaga
22	Sadio Mady Diallo	Sambaga
23	Ousmane Diaby	Djuingoulou
24	Assetou Diallo	Bada
25	Mamadou Coulibaly	Bada
26	Bousseye Diallo	Diawaracounda
27	Amadou Sissoko	Dinguira Logo
28	Lassana Sissoko	Moussakonéla
29	Modibo Coulibaly	Moussakonéla
30	Fatoumata Diarra	Djuingoulou
31	Moussa Koité	Bada
32	Yaya Dabo	Sambaga

33	Mamadou Diakitè	Dogofily
34	Moussa Soumbounou	Dogofily
35	Oumar Sangaré	Dogofily
36.	Makan Coulibaly	Sambaga
37	Assa Diané	Sébétou
38	Sambala Diakitè	Diawoyila
39	Oumar Dansoko	Diawoyila
40	Fassara Diallo	Diawoyila
41	Mamadou Diallo	Dankourou
42	Ami Diarra	Dankourou
43	Siriman Kanouté	Dankourou
44	Sory Sacko	Djindjé
45	Boubou Kanouté	Djindjé
46	Daouda Dembélé	Djindjé
47	Kalilou Kanouté	Sinsincoura
48	Sdiki Sissoko	Sinsincoura
49	Ibrahima Camara	Sinsincoura
50	Sory Sacko	Ségué

4. Region of Ségou

• Ségou Circle Council

N°	NAME	TITLE
1	Jean Marie Kéita	Chairperson

• Ségou Regional Education Inspectorate

N°	NAME	TITLE
1	Sokona	Directeur

• Municipality of Pelengana

N°	NAME	TITLE
1	Youssouf Diarra	S-Général
2	Mamadou Sériba Tangara	Chairperson Literacy Commission
3.	Gaoussou Coulibaly	Member, Literacy Commission

• Regional EFA

N°	NAME	TITLE
1	Léopold Alexandre Diarra	Chairperson
2	Fatoumata Founè Sogoba	Member
3	Kadiatou Coulibaly	Member
4	Alou Dembélé	Member
5	Alou Traoré	Member
6	Malick Sékou Bah	Member
7	David Dembélé	Member
8	Bakary Coulibaly	Member
9	Mariam M. Traoré	Member
10	Yacouba B. Coulibaly	Member

• Community School teachers/CAP of Ségou

N°	Name	nstitution
1	Diakalia Diabaté	COM. SCHOOL/Morokorobougou
2	Karamoko Coulibaly	COM. SCHOOL/Bachiamougou
3	Moussa Sogoba	COM. SCHOOL/Moussokorobougou
4	Seydou M. Coulibaly	COM. SCHOOL/ Sogobia
5	Aminata Diallo	COM. SCHOOL/ Mimana
6	Youssef Diarra	COM. SCHOOL/ Kala
7	.Abdoulaye Kéita	COM. SCHOOL/Moussokorobougou
8	Assana Diarra	COM. SCHOOL/Kalabougou
9	Abdoulaye Diarra	COM. SCHOOL/Kamalé
10	Yakaryaou Traoré	COM. SCHOOL/Soroba
11	Mamadou Bagayoko	COM. SCHOOL/N'Tomono
12	Fatoumata Diakité	COM. SCHOOL/Welengana
13	Victor Togo	COM. SCHOOL/Welengana
14	Sékou Tidiani Diarra	COM. SCHOOL/Dembajigi
15	Cheickna H. Sissoko	COM. SCHOOL/Hinfala
16	Nouhoum Dembélé	COM. SCHOOL/Sama Markala
17	Aïcha Touré	COM. SCHOOL/Moussokorobougou
18	Mahamadou Coulibaly	COM. SCHOOL/Moussokorobougou
19	Aminata Diarra	COM. SCHOOL/Moussokorobougou
20	Samba Diallo	COM. SCHOOL/Minfala
21	Zéinabou Coulibaly	COM. SCHOOL/Chola
22	Lassana Kéita	COM. SCHOOL/Douga
23	Haouwa Maïga	COM. SCHOOL/Douga
24	Louis Youssef Coulibaly	COM. SCHOOL/Douga
25	Safoura Dagnon	COM. SCHOOL/Douga
26	Mariam Goita	COM. SCHOOL/Douga
27	Baba Traoré	COM. SCHOOL/Zoumaira
28	Souleymane Koné	COM. SCHOOL/Dioni
29	Bogoba Diarra	COM. SCHOOL/Dioni
30	Baba Doucouré	COM. SCHOOL/Moussokorobougou
31	Seydou Diarra	COM. SCHOOL/Soala
32	Rokiatou Bagayoko	COM. SCHOOL/Soala
33	Saarah Traoré	COM. SCHOOL/N'Goye
34	Kadiatou Oullalé	COM. SCHOOL/Wuladja
35	Mariam Guindo	COM. SCHOOL/Kamalé
36	Fanta Diakité	COM. SCHOOL/Sogobia
37	Djénébou Touléma	COM. SCHOOL/Welengana
38	Assanatou Thiéro	Volunteer, AFEM
39	Kadiatou Coulibaly	Volunteer, AFEM
40	Mama Coulibaly	COM. SCHOOL/ Sogobia



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