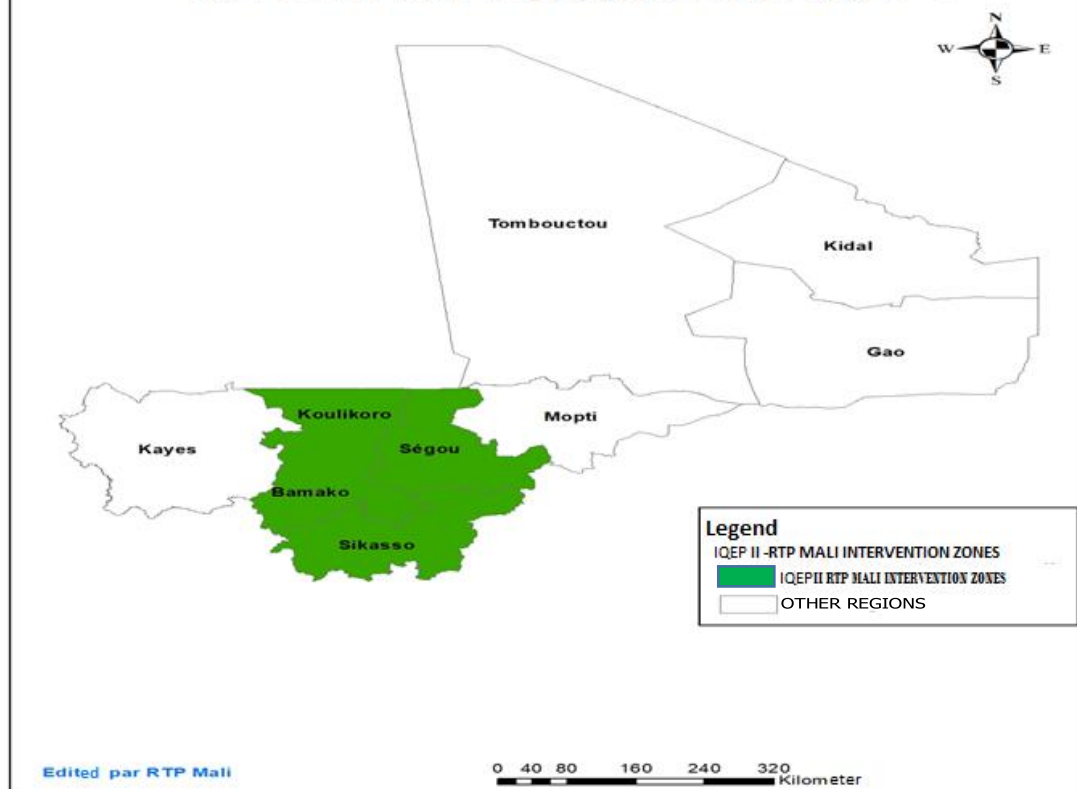


IQEP II-RTP MALI INTERVENTION ZONES**PARTNERSHIP FOR IMPROVING THE QUALITY OF EDUCATION**
Final report of the basic study**November 2018****Realized by the Laboratory of Social Dynamics (LADYSS)***Dr. Ousmane MACINA, Mrs. Kourakoro BAGAYOKO, Mr. Diakaridia DAO, Mr. Ibrahim Aboubacrine*

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THANKS

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The basic study mission would like to make a special mention to the National Directorates of the Ministry of Education, to the targeted Teaching Academies and CAPs, to the school principals, to the teachers of the sampled schools and to the communities (town halls), who have spared no effort to facilitate the completion of this study, which is important enough for the implementation of the PAQE II.

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ACRONYMS, ABBREVIATIONS

AGR: Income Generating Activities
AME: Association of Mothers of Pupils 'Mothers
AE: Teaching Academy
ALED: Association for Reading and Development
APE: Pupils'Parents' Association
CAP: Pedagogical Animation Center
CCC: Communication for a Change in Behavior
CDPE: Center for Early Childhood Development
CGS: School Management Committees
CSCR: Strategic Framework for Growth and Poverty Reduction
DCAP: Director of the Center for Pedagogical Animation
DNP: National Direction of Pedagogy
DNEN: National Direction of Normal Education
DNEF: National Direction of Fundamental Education
DNEPS: National Direction of Preschool and Special Education
EFA: Education For All
EGRA: Early Grade Reading Assessment
EDG: Children's Government
IFM: Institute of Teacher Training
MEALN: Ministry of Education, Literacy and National Languages
MEN / SG: Ministry of National Education / General Secretariat
OCB: Basic Community Organization
SDG: Sustainable Development Goal
NGO: Non Governmental Organization
CSO: Organization of Civil Society
OMAES: Malian Children's Aid Project Sahel
EQAP: Improvement of the Quality of Education Project
PDSEC: Economic and Cultural Social Development Plan
PRODEC: Ten-year Education Development Program
PTF: Technical and Financial Partners
RARE: Network of Actors for the Renewal of Education
RED: Network of Experts for Development
RTP: Right to Play
SIDA: Swedish International Development Cooperation Agency
TOR: Terms of Reference
UNICEF: United Nations Children's Fund

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RESUME EXECUTIF

The Partnership for Improving the Quality of Education Project (PAQE II), implemented by Right To Play Mali, is funded by the Norwegian Agency for Development Cooperation (NORAD). Using the Game as a child-centered learning approach, this Five (05) project will involve 476 (238f) pre-service teachers, 1200 (600f) in-service teachers, and 2000 (1200f) parents to offer a quality education for about 69 101 children (34.665f) aged 6-12 years from levels 1 to 6. To ensure its implementation in the regions of Koulikoro, Segou, the Bougouni circle and the district of Bamako, four Implementing partners have been selected namely: OMAES, RARE, ALED and RED.

The project aims to enable more children (girls, boys, grades 1 to 6) targeted schools to acquire basic skills and be equipped to face the challenges of life as adults.

The objective of this basic study is to collect qualitative and quantitative baseline data for a set of indicators described in the Project's Performance Measurement Framework (PMF). This baseline data will be used to set targets and monitor and evaluate project progress towards achieving the expected results during implementation.

1. Methodology data collection and analysis

The quantitative data collected were analyzed using SPSS. As for the qualitative ones, they were analyzed from an established input mask.

The quantitative approach coupled with a qualitative component based on a socio-anthropological approach made it possible to assess the perceptions of students, teachers, partners, parents, and communities; and explain the levels of the indicators. A quantitative sample of 420 students and 120 teachers; and qualitative consisting of actors including DNP, DNEN, DNEF, DNEPS, IFM, principals, teachers, students, CGS, Right To Play, OMAES, RARE, ALED, RED, Decentralized communities (town halls) were considered in the process

The cluster sampling methodology has been applied at the school level. The 420 children were divided into 20 clusters of 21 students per cluster. The core study team conducted 2-stage cluster sampling with gender stratification for students. For this, she selected at random (by Excel) 9 out of 90 schools in the district of Bamako; 4 out of 40 in Bougouni and Ségou and 3 out of 30 in Koulikoro. In each school, she selected at random in each grade 4 class from these selected schools 21 students. This gives a total of 420 students due to 21 students per school including 11 girls and 10 boys. The criteria for inclusion of target children were: children from targeted schools in Koulikoro, Segou, Bougouni and Bamako districts. All the teachers, from the 1st to the 6th year, of the 20 selected schools were investigated. This gives a total of 120 teachers

2. The basic study limits

The sample size of the students is lower than the forecast. In Bougouni, at the Koudougou school 11 EGRA questionnaires out of 21, and in Bougoulafara 17 out of 21 questionnaires were administered. In both cases, the size of the class was smaller than the sample sought. In total, out of 420 student questionnaires planned, 406 were completed. The difference is explained by the fact that the EGRA tool was addressed exclusively to students in the 4th year when there was only one grade 4 class in these schools.

Also, the sample size of the teachers was lower than the forecast. Out of 120 teachers, 113 were surveyed. This gap is justified by the absence of some teachers at the time of data

collection. It should be noted that these different limits did not have an impact on the results.

The values of p items: hearing comprehension, writing a complete sentence, to compare the performance between girls and boys was not possible because were not taken into account or in the EGRA tool or in programming. Similarly, the reading of the small text / understanding of the text read was not taken into account in the program.

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3. Main results of the basic study

RESULT 1: Children from targeted schools in Koulikoro, Segou, Sikasso and Bamako districts improved their reading performance at the end of primary school

3.1. Percentage and number of children in target schools who have reached the minimum reading proficiency level in grade 4: 00. Students considered to have reached the minimum reading proficiency level of familiar words are those who have met the Ministry of Education standard. National Education (61 familiar words read in one minute). As part of this evaluation, no child has reached this level of minimum reading proficiency in the 4th year. The results show 48 familiar words read in a minute in the best case. This poor performance of students is justified by the weight of traditional family education: child labor, absence of a literate person at home, absence of a Center for Early Childhood Development (CDPE). To these is added the low level of teacher training and household economic poverty.

The factors that positively influence children's reading skills are: (i) building functional reading centers (ii) availability of reading books (iii) high performance teacher recruitment (IFM) (iv) capacity building teachers (v) teacher follow-up and periodic evaluation of student performance; (vi) reading promotion by organizing reading facilitation sessions; (vii) promotion of reading skills by students; As for the negative factors, the basic study mission retained (i) absence of reading centers (ii) lack of reading books (iii) lack of early learning games (iv) fear of the teacher by the student.

If the factors mentioned above have a positive / negative impact on children's reading skills, it must be recognized that traditional family education should be able to encourage children to read through play. In addition to this, teacher training in animation and reading techniques, librarians in the management and animation of a library.

3.2. Percentage and number of teachers in targeted schools who use textbooks and reading materials in their classroom practice one or more times per school day: 65% of which 66.7 are men and 64.3 are women

Despite this use of textbooks and reading materials, children's results are not satisfactory. This deficiency can be explained by the fact that different environmental factors affect students' reading performance: speaking French at home, owning a reading book, having an adult literate at home, homework to do at home. home, attending a kindergarten, the level of teacher training (quality) ... It is also notable that the higher the socio-economic index, the better the student's score for all tasks considered and for the most basic in children (reading graphemes).

3.3. Number of students in targeted educational institutions with textbooks and reading materials (first year 2017, second year 2018, third year 2019): 39.6

including 40% males; 39.2% of females and 25% with handicap situations.

This gap between females and males is small in this baseline study. However, females have been shown to perform better than males in reading. This would result from the fact that PRODEC in Mali has focused on girls' schooling which is to "ensure that all children, especially girls, have the opportunity to access compulsory and free primary education". quality and followed up to the end. "

RESULT 2: The children from targeted schools in Koulikoro, Segou, Sikasso regions and Bamako district have improved their life skills

3.4. Percentage and number of students in targeted educational institutions that demonstrate better life skills in grade 4 (disaggregated by sex, male and female):

3.4.1 Teamwork: 21.7% which was rounded up to 22% of which 20% males; 23% of females and 0% with handicap situations;

3.4.2 Communication: 15.7% which was rounded to 16% of which 16.5% of males; 15% of females and 0% handicap situations;

3.4.3 Problems solving: 41.7% which was rounded to 42% of which 40.7% of males; 42.5% of females and 0% with handicap situations

These poor results could be explained by the spoken language (mainly Bambara), the illiteracy of the parents, the level of the teacher, the non-attendance of Center of Development of Early Childhood (CDPE), the plethora etc.

No student with a disability develops an aptitude for life skills resulting from their physical disability that may be an obstacle to their integration and participation in class activities. "I always fight with some of my classmates because they make fun of me by telling me that I only have one foot," she said a disabled student motor school Kalaban ACI A, testifying his frustration.

The study team found that students demonstrated more problem-solving skills than teamwork 21% of which 20.10% were males and 23% females; and, in communication, 15.70% of which 16.50% males and 15% females; what seems abnormal in the chain of transmission of skills: (i) reading (ii) communication (iii) teamwork (iv) problem solving.

This anomaly would be justified by the fact that traditional family education tends to develop in the child skills to solve problems (child labor) that to read or practice the game, hence this inadequacy in chain.

3.5. Number of pre-service teachers trained in a child-centered, inclusive and sensitive gender-based learning method to obtain the teacher qualification according to the standard established by the government: 00

3.6. Percentage and number of teachers applying a play, inclusive and sensitive gender-sensitive learning methodology in their practices: 15% of which 9% are males and 20% are females. The application of the child-centered, inclusive and sensitive gender-based learning methodology was observed at the three (3) moments of the learning session: before the session, during the session and the evaluation, in Ismaila Diawara B schools, Torakabougou C, Magnambougou Projet A etc.

Most teachers do not apply the child-centered, play-based, inclusive and sensitive gender-based learning technique in their teaching practices due to the lack of knowledge and the lack of trained teaching staff on the methodology. Similarly, they do not integrate the child-centered, game-based, inclusive and sensitive gender-based learning methodology into their lesson plans / lessons. This is due to the lack of teacher training.

For the factors predisposing teachers in targeted schools to the application of the child-centered, inclusive and sensitive gender-based learning technique, the mission collected: (i) teacher training and follow-up on techniques child-centered learning, based on inclusive play and sensitive gender; (ii) integration of energizing games into lesson plans / lessons; (iii) staffing of teachers with teaching materials. Regarding factors that are not predisposing, the mission generally holds that there is no teacher training in child-centered learning techniques, based on inclusive play and sensitive gender.

If the training equips teachers with child-centered learning techniques, based on inclusive play and sensitive gender, they must be regularly monitored.

In general, gender is taken into account in classroom teaching practices through the participation of students, including the disabled, in the course of, the sharing of responsibility between females and males, the mixed nature of the working groups, etc. Similarly, the core study mission observed the inclusion of inclusion in pedagogical practices at the level of targeted schools.

3.7. Number of teachers in target educational institutions that incorporate the child-centered, inclusive and sensitive gender-sensitive learning methodology into their lesson plans, per week: 34 including 21 females and 13 males.

3.8. Number of teachers in target educational institutions trained in child-centered, inclusive and sensitive gender-based learning methodology: 5 females and 0 male.

This low number could be explained by the fact that teachers who had been trained in child-centered, inclusive and sensitive gender-based learning methodology would have responded to their colleagues.

3.9. No pre-service teachers have been trained in the child-centered, game-based, inclusive and sensitive gender-based learning methodology. More than half of the teachers surveyed do not have a degree from a teacher training school. The qualitative analysis shows that no pre-service teacher has been trained in a child-centered, inclusive and sensitive gender-based learning methodology.

Although the data suggest that some teachers indicated that they received, at the time of their training, a child-centered, playful, inclusive and sensitive gender-based learning technique for obtaining a teaching diploma, however, the core study mission found that they are unaware of the elements of this technique, as evidenced by the responses (alphabet play and awakening, in psych pedagogy, balloon throwing, word games, attentions and energizers) that they have issued.

This sufficiently demonstrates the lack of awareness of the child-centered, inclusive and sensitive gender-based learning methodology by teachers. This would make it difficult to apply and integrate this technique.

RESULT 3: The learning environment is improved so that children grow up and develop to their full potential

3.10. Percentage and number of teachers who respect the principles of Right To Play for a positive learning environment: 22.12% of whom 22% are females and 22.20 are males.

88.5% of teachers continue to practice corporal punishment and cries in their daily interaction with students.

3.11. Percentage and number of students making positive associations with school: 24.50% of which 30% males; 35% of females and 13% with disabilities.

In all the schools visited especially in Gaoussou B Fofana and Bougoulafara, it appears from the focus group males that the students have decried the unsanitary state of toilets. In N'gomi, the dangerous state of the school yard and its playgrounds has emerged from the focus group girls.

The positive perception of students about school is similar for both sexes. These include: (i) place of learning (ii) skills development. On the negative perception, if opinions are the same regarding (i) lack of school fence (ii) lack of hygiene and toilet access ramp (iii) fear of punishment (iv) lack of school provision (v) movement of machinery in the schoolyard (vi) lack of school signage (vii) presence of pebbles in the yard (viii) the proximity of the school to busy roads; (ix) robbery at school; however, peculiarities relating to cases of rape, harassment and other types of violence (serious insults, threats, assault and battery) have been observed in girls.

If school is a place of learning and development of life skills, it can also endanger the health of children (lack of cleaning, lack of water, risk of urinary tract infections, lack of equipment for washing hands).

The factors that make the school environment conducive to children's regular school attendance and participation in school / classroom activities are: (i) games (ii) adequacy of infrastructure (iii) involvement of CGS (iv)) skills development (v) access to drinking water. Factors that make the school environment unsuitable include: (i) fear of teachers (ii) distance from school (iii) erosion of parental authority (iv) corporal punishment and Cree (v) threats , violence, aggression, harassment (vi) lack of recreation space (vii) erosion of professional ethics.

If the school environment is to provide children with a suitable setting for attendance, some of the above practices have been observed to be unfavorable.

3.12. Women are represented in the CGS at a lower level of participation. In general, they occupy the following positions: secretary for mobilization and communication, treasurer, in charge of the school project, in charge of the schooling of females. If APE and CGS exist, it is clear that their operation poses many problems to allow children to access a healthy, clean and secure learning environment.

3.13. 90% of classrooms and outdoor playgrounds; 100% of the indoor play areas and latrines represent dangers for children. Existing infrastructure is a danger to students. This is reflected in: (i) cracks in classrooms (ii) wear of ceilings (iii) lack of hygiene in latrines (iv) lack of hygiene and sanitation facilities (v) defective state of table-benches (vi) lack of school fence and play areas (vii) presence of pebbles and tree trunks in the yard and play areas.

4. The core study mission did not encounter any major difficulties when collecting data. However, she has noticed a weak involvement of the School Management Committees (CGS) which must hold meetings, know their role and responsibility, monitor the students, management and maintenance of the school.

The School Management Committee is a body for the participation of teachers, parents of pupils, and other partners and actors in the life of the school (Created according to the decree N ° 92011-3370 / MEALN-SG of August 16, 2011 bearing creation and operating procedures to replace Order N ° 2004-0469 of 09 March 2004). CGS office members must be available and stable (regularity, attendance, punctuality, etc.) to perform activities. None of the ten CGSs of the schools visited have a school project. Likewise no CGS has an action plan. Our investigations reveal that the CGS are not only less known to parents of pupils but also non-functional.

5. Main conclusions

The analysis of the main points of the basic study mission of the PAQE II project led to the following main conclusion: the reading skills of pupils in a positive learning environment are at a low level. This is mainly due to parents' illiteracy, the lack of an early childhood development center, the level of teacher training, and so on. The mission deplored a case of harassment of a girl by a boy at the Nelson Mandela B school. Faced with this, frequent according to the principal of the school, the team of consultants exchanged with the pupil to bring him psychological support. She then proposed to the director to organize an awareness day on the harassment of girls at school. Added to these are the attendance by foreigners (delinquents), the circulation of machines as well as the straying of animals in the yard of some schools, the erosion of parental authority and professional ethics.

6. The lessons learned:

The baseline study highlighted the national challenges in learning to read and developing life skills of children namely:

- A complex institutional arrangement linked to the lack of synergy between the plurality of actors and civil society organizations involved in the field of child education. Good coordination between the different actors is essential through the establishment of a consortium for the development of life skills of children.
- A weakening of children's reading and living skills: inherent in the weight of traditional family education and the socio-cultural environment that is not conducive to the education of children. Activities to support IGAs, parent literacy, organization of reading sessions should be supported. Advocacy and Communication for Behavior Change (BCC) activities at the family level should be conducted taking into account the socio-

cultural context. Awareness-raising campaigns, supported by decentralized communities, should be conducted with the various groups for this purpose. The obstacles to the development of reading and life skills of children are challenging. They could be explained by the weak involvement of the state and grassroots community organizations, not to mention family practices harmful to children. Dialogue is needed as well as strengthening advocacy with policy makers at the national and community levels.

- A low involvement of communities in child education interventions manifested by their irregularity in supporting education in accordance with their prerogatives. The development of reading and life skills of children should be advocated and inserted into the PDSEC. Municipalities must organize inter-school reading competitions and exchange and sharing experiences.
- A lack of teacher training and follow-up leading to low competence. Teacher capacity building, regular monitoring and exchange of experiences etc. facilitate the implementation of project activities.

7.Recommendations:

Given the acute problems of learning to read and the development of life skills of children, it is recommended:

NORAD: (i) Increase advocacy with the authorities with other TFPs on aspects of children's education (ii) Build a thematic group to learn reading and develop life skills of children.

RIGHT TO PLAY: (i) Periodically train teachers in child-centered, inclusive and sensitive gender-based learning techniques to improve the learning environment and provide pedagogical follow-up (ii) Render functional all CBOs including CGS, AME, APE, GDE by learning the development of school projects with annual plans of action and resource mobilization (contribution of parents of students, funds and equipment donated by the town hall and other partners, garden or school field, parents of students giving a chicken to be sold in the village, sale of water to the village, contribution of the sellers installed in front of the school) (iii) Strengthen the life skills of the children. Children at school level by organizing games, talk shows, skits and poems and hosting local radio programs to encourage children to read.

Some results of different tests on life skills; it appears that RTP's intervention at school does not significantly influence the life skills of students in teamwork; on the other hand, significantly influences students' life skills in communication and problem solving. For this reason, RTP must focus on the organization of school trips that allow children to meet again as a group of play activities.

Decentralized communities: (i) Integrate child-centered learning based on play, inclusive and sensitive gender in the Municipal Economic and Cultural Social Development Plan (PDSEC) by advocacy with communities and traditional authorities and religious

MEN: (i) Strengthen the institutional framework by fully implementing the coordination-consultation mission at the national, regional and local levels (ii) Mobilize human and financial resources for the education of children using advocacy with the State and TFPs (iii) Develop income-generating activities (IGAs) for women.

NGO PARTNERS: (i) ensure the implementation of QIP II activities through monitoring-support-advice and development of IGAs.

I. INTRODUCTION

Right To Play (RTP) is an international humanitarian organization committed to improving the lives of children and strengthening their communities by transforming best practices of sport and play into opportunities to promote development, education, protection of children and children, health and peace. Right To Play programs promote healthy physical, social and emotional development of children and create safer and stronger communities.

The PEQE II Project is a 4-year socio-educational project funded by the Norwegian Agency for Development Cooperation (NORAD) to be implemented by Right To Play in four intervention zones in Mali (Bamako, Koulikoro, Bougouni and Segou) in partnership with four civil society organizations (OMAES, ALED, RARE and RED) and the Ministry of National Education (DNP, DNEN, DNEF, DNEPS) This project is called Partnership for the Improvement of Quality of Education (PAQE II).

The Project PAQE II targets 476 (238 women) teachers in continuing education, 1200 (600 women) teachers in initial training, and 2000 (1200 women) parents in order to provide quality education for about 69101 children (including 34.665 girls) aged from 6-12 years old from levels 1 to 3 (courses 1 to 6). It has four (04) central axes: (i) Development of reading skills of children, (ii) Development of children's life skills, (iii) Game-based teaching method and sensitive gender and (iv) Improvement a positive learning environment.

The general objective of this project is to enable more children (girls, boys, from the first to the sixth year) of the targeted schools of the regions of Koulikoro, Segou, the Bougouni circle and the district of Bamako to acquire basic reading and writing skills and being equipped to cope with the challenges of life as adults.

Specifically, it will be:

- ♣ Improve reading skills of children in targeted schools in Koulikoro, Segou, Bougouni and Bamako districts;
- ♣ Improve the life skills of children in targeted schools in Koulikoro, Segou, Bougouni and Bamako districts;
- ♣ Improve the learning environment so that children grow up and develop their potential to the fullest.

In this context, Right to Play asked the LADYSS to carry out a basic study that should provide answers to the themes and questions below

Table I: Indicators of results

Results	Indicators
OUTCOME 1: Children from targeted schools in Koulikoro, Segou and Sikasso regions and Bamako district improved their reading performance at the end of primary school	1.1. % and number of children in target schools who have reached the minimum reading proficiency level in the 4th year (according to the standards set by the MEN according to the language of departure)
	1.2. % and number of teachers in target educational institutions who use guides and reading materials in their classroom practice one or more times / week
OUTCOME 2: Children from targeted schools in Koulikoro, Segou, Sikasso	2.1. % and number of Grade 4 children in target schools who demonstrate specific life skills

and Bamako districts improved their life skills	(disaggregated by sex and life skills)
EXTRACT 2.1 The teachers on initial training in Sikasso , Segou regions and Bamako district training schools are trained on inclusive and gender-sensitive child-centered learning technique genre	2.1.1. Number of pre-service teachers trained in gaming-based, inclusive and gender-sensitive child-centered learning technique for the government standard
EXTRACT 2.2: Teachers from targeted schools in the Koulikoro, Segou and Sikasso regions and the Bamako district are regularly monitored and supervised by educational advisers with the support of civil society organizations and / or Right To Play staff	2.2.1. % and number of teachers who implement a child-centered, playful, inclusive and sensitive gender-based learning technique in their teaching practice 2.2.2. Number of teachers in targeted schools who integrate child-centered, inclusive, sensitive gender-based learning into their lesson plans / lessons one or more times a week
OUTCOME3: The learning environment is improved so that children grow up and develop to their full potential.	3.1. % and number of teachers who respect the principles of the positive learning environment 3.2. % and number of females with special needs (motor disability) making positive associations with school

Results from the basic study will be used primarily by NORAD, DNP, DNEN, DNEF, DNEPS, Right To Play, OMAES, RARE, ALED, RED, and other partners to improve the quality of Education in ways that General. These results will serve as a support for accountability to beneficiary populations, but also to the financial partner. They will serve as a starting point for the project for comparison with the results of subsequent evaluations. The technical partners will use it to improve the quality of their intervention in projects by fully playing the role assigned to them. Community partners will use the results of the baseline study to improve the quality of their contribution to project implementation.

II. THE IMPLEMENTATION METHODOLOGY

II.1 Conceptualization of the basic study

Project implementing partners and communities were involved in the baseline study of the Partnership for Improving the Quality of Education (PAQE II) project. The main actors in the study were: Right To Play Mali, Norwegian Agency for Development Cooperation (financial partner); OMAES, RARE, ALED, RED (implementing partners); DNP, DNEN, DNEF, DNEPS, AE, CAP, IFM, targeted schools for basic study in intervention areas, communities, and other partners.

The methodology was conducted using a participatory approach and using a mixed methodology (qualitative and quantitative). Four (4) levels of data collection were favored: (i) children's reading skills, (ii) children's life skills, (iii) child-centered, inclusive, and play-based learning technique. sensitive gender implemented in schools and (iv) positive learning environment.

Throughout the mission, qualitative research techniques (focus group of children, interviews teachers, parents, audit of playgrounds, semi-structured interview of key informants, gender analysis) and quantitative (EGRA test, observation of activities in class) were combined. Finally, triangulation has been ensured through the diversity of data collection techniques and tools, the diversity of information sources. The following data sources were confronted: the

documentary research, the information collected from the beneficiaries and those collected from the different actors and partners.

The basic study of the QWL II project was conducted in three (3) main stages, namely:

STEP 1: a preparatory step (production of a mission book, meeting between the LADYSS experts and the steering committee of Right To Play's basic study on the methodology, including the implementation plan as well as collection tools and project documentation)

This phase rested on:

- ♣ The meeting of harmonization of points of view between LADYSS, Right To Play and its partners;
- ♣ consultation of documents;
- ♣ The design of the data collection tools: the existing tools developed by Right To Play and its partners were used, refined by the consultant as needed and approved by the evaluation steering committee before the deployment in the field;
- ♣ The design of the survey plan (research indicators, sampling, collection methodology, targets and passage period);
- ♣ Validation of the survey plan;
- ♣ Development and validation of a list of contacts;
- ♣ The organization practices the activities.

The proposed approach was amended and approved by the management team of the baseline study.

STEP 2: A stage of data collection in the field

This phase was split into two phases:

Phase 1: Information and sensitization of the targeted actors of Koulikoro, Ségou, Bougouni and the district of Bamako and the validation of the investigation plan by the target actors;

Phase 2: Collection of information on the ground and the preliminary restitution of the field observations to the target actors.

STEP 3: The presentation of the report

This stage was devoted to the restitution of the work (provisional report) to the project actors and partners for the validation, then the final repository at RTP.

II.2. Information collection and analysis techniques: to collect the data related to the objectives and the results indicated above, the following techniques were used:

II.2.1. Documentary analysis

These were documents provided by Right To Play (project logical framework, existing reports related to the assessment of reading and living skills of children, RTP gender analysis guide and other useful documents) as well as documents obtained from other partners of the technical services of education; decentralized communities (town halls); NGOs involved in the field of child education such as SIRA (Selected Integrated Reading Activity), WORLD VISION etc

II.2.2 Tools for collecting and analyzing information

The tools have been validated by the steering committee of Right To Play. They were developed specifically around the concerns of this basic study. It was about:

A document analysis grid made it possible to collect the following information:

- ♣ Number of teachers in target schools who integrate child-centered, inclusive and sensitive gender-sensitive learning into their lesson plans / lessons per week.

An EGRA Tool was used to capture information on children's reading skills, including:

- ♣ Percentage and number of children in targeted schools that have reached the minimum reading proficiency level in the 4th year (the MEN standards set for the 4th year).

Focus groups with the children (pupils) helped to collect the information sures:

- ♣ Factors that influence (positively / negatively) children's reading skills in targeted schools;
- ♣ The feeling of children in the targeted schools? Their perceptions about the school?
- ♣ Factors that make the school environment conducive or not to regular school attendance by children and their participation in school / class activities;
- ♣ Infrastructure security (classrooms, playgrounds, latrines, reading centersre).

Focus groups with the parents made it possible to collect the following information:

- ♣ factors that positively influence children's reading skills in targeted schools;
- ♣ factors that negatively influence children's reading skills in targeted schools;
- ♣ The current level of participation and roles played by women in Parents' Associations (APE) and School Management Committees (CGS) to maintain a healthy and positive learning environment for children ;
- ♣ Factors that make the school environment conducive to regular school attendance by children;
- ♣ factors that make the school environment unfavorable to children's regular attendance at school;
- ♣ Factors that make the school environment conducive to student participation in school / classroom activities;
- ♣ Factors that make the school environment unfavorable for student participation in school / class activities.

An observation grid of the activities in class allowed to collect the sures informations:

- ♣ The application by targeted school teachers of child-centered, playful, inclusive and sensitive gender-based learning in their teaching practices;
- ♣ The demonstration by the teachers of the targeted schools of the principles of the positive learning environment in their daily interaction with the children;
- ♣ Use by teachers in targeted educational institutions of reading guides and materials in their classroom practices, one or more times per school week. This by observing the following elements:
 - o The organization of the class;
 - o Planning and preparation of the lesson / sequence;
 - o The execution of the lesson / sequence;
 - o Pedagogical practice
 - o Interpersonal relationships: teacher / student-pupils / students;
 - o Assessment of students' skills;
 - o The use of teaching materials;
 - o Support for students.

A semi-structured interview guide was sent to the partners. It allowed to collect the information sures:

- ♣ The child-centered, inclusive and sensitive gender-based learning technique in the teaching practice of teachers;

- ♣ The child-centered, inclusive and sensitive gender-based learning technique in teacher lesson plans / lessons and frequency of use;
- ♣ Consideration of inclusion in teaching practice;
- ♣ Consideration of the protection of children in teaching practice;
- ♣ Consideration of gender in teaching practice;
- ♣ The consideration of positive discipline in teaching practice;
- ♣ Factors that positively influence teachers in the application of the child-centered, inclusive and sensitive gender-based learning technique;
- ♣ Factors that negatively influence teachers in the application of the child-centered, inclusive and sensitive gender-based learning technique;
- ♣ Factors that make the school environment conducive to children's regular school attendance and participation in school / class activities;
- ♣ Factors that make the school environment unfavorable to children's regular attendance at school and their participation in school / class activities;
- ♣ Dissemination of the gaming learning approach in their administrative district;
- ♣ Concerns about the game-based learning approach.

An interview guide with the school management committees helped to capture the following information:

- ♣ Promotion of student reading;
- ♣ factors that positively influence children's communication in schools;
- ♣ Factors that negatively influence children's communication in schools;
- ♣ factors that positively influence children's teamwork in schools;
- ♣ factors that negatively influence children's teamwork in schools;
- ♣ factors that positively influence problem solving by children in schools;
- ♣ Factors that negatively influence problem solving by children in schools;
- ♣ Factors that make the school environment conducive to children's regular school attendance and participation in school / class activities;
- ♣ Factors that make the school environment difficult for children to attend school regularly and participate in school / class activities;
- ♣ Recommendations to improve the quality of learning at school

An interview guide with communities has collected the following information:

- ♣ Dissemination of the learning approach through play;
- ♣ Taking into account the gaming learning approach in PDSECs;
- ♣ Implementation of the gaming learning approach in schools.

A maintenance both quantitative and qualitative was administered to teachers in continuing education and initial training. It allowed to collect the sure information:

- ♣ Number of pre-service teachers trained in a child-centered, inclusive and sensitive gender-sensitive learning technique for obtaining a teaching diploma according to the standard established by the government;
- ♣ Percentage and number of teachers who implement a child-centered, playful, inclusive and sensitive gender-based learning technique in their teaching practice;
- ♣ Number of teachers in targeted schools who integrate the child-centered, inclusive, sensitive gender-based learning technique into their lesson plans / lessons one or more times a week;
- ♣ Percentage and number of teachers who respect the principles of the positive learning environment;

- ♣ To what extent do the teachers in the target schools integrate the child-centered, playful, inclusive and sensitive gender-sensitive learning technique into their lesson / lesson plans?
- ♣ To what extent do teachers in targeted schools apply a child-centered, playful, inclusive and sensitive gender-based learning technique in their teaching practices?
- ♣ Factors that predispose or not teachers in targeted schools apply child-centered, inclusive, sensitive gender-based learning techniques;
- ♣ Factors that make the school environment conducive or not to regular school attendance by children and their participation in school / class activities;
- ♣ To what extent do teachers in the target schools demonstrate the principles of the positive learning environment in their daily interaction with children?

The Life Skills Questionnaire collected information on the percentage and number of Grade 4 students demonstrating communication, teamwork and problem-solving skills.

The audit of the playgrounds allowed to collect the information sures:

- ♣ The global environment of the school;
- ♣ Classrooms;
- ♣ The indoor play area;
- ♣ The outdoor playground;
- ♣ Latrines.

The data collection tools were cross-checked with the gender-sensitive basic study checklist (from the RTP gender analysis guide) to see if gender equality issues are included

II.3. Sample distribution by location and target group

II.3.1. Quantitative sampling

Sample size depends on several factors including tolerable error, population size, importance of certain subgroups, expected non-response rate, and available budget. Quantitative sampling will be of simple random type. The target children (girls and boys) to be surveyed will be randomly sampled. The randomness of the draw gives each individual the same chance to be part of the sample and infers the results to the entire population concerned by the survey. The teachers from the selected schools were also surveyed.

II.3.1.1. Calculation of the sample

As it is a descriptive cross-sectional study, the following formula was used to calculate the required sample size:

$$n = \frac{t^2 p(1-p)}{e^2}$$

e = level of accuracy: 0.05;

p = unknown so we take the proportion of 50%;

t = standard value associated with the level of confidence required (95% > 1.96);

q = estimated proportion of the population not having acquired skills 50%;

P = (1-p) = (1-0.50) = 0, 50%. With a precision level of +/- 5%, a standard 95% confidence level, we obtain the following sample size:

$$n = \frac{(1,96 \times 1,96) \times (0,50 \times 0,50)}{0,05 \times 0,05} = 384 \text{ pupils}$$

With an accuracy of 0.05; the sample consisted of 384 students. By adding the 10% of the losses related to the field survey, we obtain a sample size of approximately 420. These 420 students were divided into 20 clusters of 21 students per cluster. Schools were considered clusters. The inclusion criteria of the target students were as follows: pupils from the targeted schools of Koulikoro, Segou, Bougouni and Bamako district (11 females, 10 males).

II.3.1.2. Surveyed schools

The target schools of the project were involved in the baseline study of the PAQE II project. The sample obtained was distributed according to the number of schools per zone (weight of zone x by the total number of schools to be surveyed).

Table 2 : Surveyed schools

District/Regions	number of schools	%	Number of surveyed schools	Number of pupils to be surveyed	Number of teachers to be surveyed
Bamako	90	45	9	189	54
Bougouni	40	20	4	84	24
Ségou	40	20	4	84	24
Koulikoro	30	15	3	63	18
Total	200	100	20	420	120

The mission conducted 2-stage cluster sampling with gender stratification for students. For this, she selected by simple random (by Excel) 9 out of 90 schools in the district of Bamako; 4 out of 40 in Bougouni and Segou and 3 out of 30 in Koulikoro. In each school, she randomly selected 21 students in each grade 4 class. This gives a total of 420 students due to 21 pupils per school (11 girls and 10 boys).

The teachers from the 1st to the 6th year of the 20 selected schools were investigated.

Table 3 : The sample of the visited schools

District/Regions	visited schools
Bamako	N Mandela B ; KalabanAci A ; Magnambougou Projet A; Yacoubasidibe A; EcomSokorodji; JigiyaKalanso 1er Cycle; EcomSibiribougou ; Ismailla Diawara B ; N'gomi
Bougouni	Koudougou ; Torakabougou "C" ; AlmamyTimbo "A"; Bougoulafara
Ségou	Bagadadji Sud 1er/C ; Sebougou 1er cycle B ;T H Kontao / A ; Darsalam/B
Koulikoro	EDC « C » ; Gaoussoufofana 1 ^{er} cycle « A » Centre 1 ^{er} cycle « A »

II.3.2. The qualitative sampling

The qualitative sample was the reasoned choice. The people to be interviewed are "chosen". They were composed of RTP managers; implementing NGOs: OMAES, RARE, ALED, RED; National Directions of the MEN (DNP, DNEN, DNEF, DNEPS); AEs, CAPs, MFIs; school directors, teachers; communities (town halls), and focus groups with parents, students.

II.3.2.1. Surveyed actors

Tableau 4: The interviewed actors

Acteurs	Nombre inclus/interviewés	Targets	Collection method
Right To Play	02	Project Manager in the intervention areas (Ségou, Koulikoro)	Interview
OMAES, RARE, ALED, RED	04	Coordinators	Interview
DNP, DNEN, DNEF, DNEPS	04	Directors Vice Director	Interview
AE	04	Directors Conseillers	Interview
CAP	04	Directors Conseillers	Interview
IFM	04	Vice Principals, Teachers	Interview
Teachers	120	Teachers H/F Trainee-teachers H/F	Interview
Schools Headmasters	20	Directors	Interview
Mayors	10	Mayors or Education conseillers, focused people	Interview
Parents	10x8=80	Parents	Focus groups
Pupils	20x8=160	Pupils	Focus groups
CGS	20	Presidents	Interview
TOTAL	431		

II.4. Collection and data entry

LADYSS uses a platform called Ladyss Project, based on the Survey CTO Collect language. Quantitative data was collected using smartphones / tablets and sent to the LADYSS account for storage. Then exported to Excel for processing and analysis purposes.

As for the qualitative data, they were collected and stored and then processed according to the input mask previously established and verified for this purpose. Two data entry agents were deployed to this exercise plus a supervisor experienced in managing the databases.

II.5. Data analysis

Data analysis began with the development of an analysis plan that focused on the set of objectively verifiable indicators requested in the terms of reference.

The tables were presented according to gender, age group, project area and school. Children were classified by sex, disability or level and quantitative and qualitative indicators presented in tabular and graphical form. The data collected allowed descriptive, univariate

and bivariate statistical analyzes.

Statistical comparison tests (Fisher or Student test) between qualitative variable (sex, school status) and quantitative variable (number of pupils and number of teachers) were applied.

The team then performed correlation tests between quantitative variables-number of children who reached the minimum reading proficiency level in grade 4 and number of grade 4 children in targeted schools who demonstrate specific life skills disaggregated by sex and life skills.

Also the dependence / CHI2 test between two qualitative variables was carried out. For example, the intersection of children's perception of sex with women's participation in CBOs in the status of school (rural / urban, former school / new school of Right To Play).

Since this was a non-experimental study, the sampling method and sample size defined for each respondent being randomly selected will help to conduct a formative and summative analysis of significant changes between groups by before / after comparisons to measure impact on beneficiaries. This will require follow-up through other child collections on the cohort of respondents targeted by the baseline survey (eg annual follow-up evaluation).

Regarding the transfer of skills / knowledge in data analysis, LADYSS will send the computer program of the electronic questionnaire to Right To Play. It will make available to Right To Play calculation files and compilation of results. Finally, working sessions can be organized within the firm to explain how these tools work if needed.

II.6. Risk and Ethics Issues

II.6.1. Risks and mitigation measures

The completion of this study was related to the following factors: (i) Safety issues: the core study team (LADYSS) held the interviews with the children in a safe and secure space (ii) Compared to the availability of respondents, Right To Play, NGOs and LADYSS informed school and administrative authorities of the relevant localities prior to the deployment of the collection team; (iii) finally, regarding the delays in the initial deadlines, Right To Play , partners, and LADYSS work in synergy and must continue communication.

II.6.2. Ethical issues:

Informed consent was sought and obtained prior to any interview, and investigators trained in ethical standards and supervisors strictly followed. All interviews were conducted in open places but far from eavesdropping. Finally, the office has signed and enforced by all its agents all Right To Play's ethics and good conduct policies.

III. PRESENTATION OF THE RESULTS OF THE BASIC STUDY

III.1.1. Percentage and number of children in targeted schools reaching the comp level étence minimum reading in 4th me year

Out of a forecast of 420 students in the quantitative sample, 406 were affected by EGRA, of which 207 females represented 51% and 199 males represented 49%. As for life skills, the expected number 420 has been reached.

The number of teachers surveyed was 113 of which 54 males or 48% and 59 females or 52%.

Table 5: I time reading assessment of students

Other reading assessment items					Disabled motor				Total	
	Males		Females		Males		Females			
	Eff.	%	Eff.	%	Eff.	%	Eff.	%	Eff.	%
Number of students reading familiar words	00	00	00	00	00	00	00	00	00	00
Number of students who identified the initial sounds	33	15.9	38	19.1	0	0.0	1	25	72	17.7
Number of students who know the grapheme sounds / names	58	28	46	23.1	0	0.0	0	0.0	104	25.6
Number of students with knowledge of letters	103	49.8	82	41.2	0	0.0	0	0.0	185	45.6
Number of students with listening comprehension	29	14	16	8	0	0.0	1	25	4	11.3
Number of students reading the text (short story)	119	57.5	102	51.3	0	0.0	0	0.0	221	54.4
Number of students with an understanding of the text read	3	1.4	0	0	0	0.0	0	0.0	3	0.7

The pupils considered to have reached the minimum level of reading skills of familiar words are those who have reached the standard of the Ministry of National Education (61 familiar words read in one minute). As part of this assessment no child has reached this minimum level of competence in reading in 4th grade. The results show 48 familiar words read in a minute in the best case.

In addition, it is clear from the results of the EGRA tool that 17.7% of the pupils questioned have the ability to identify the initial sound. The ability to identify initial sound is slightly higher for females (19.1%) than for males (15.9%). These results show that most students tested in French, face difficulties in segmenting words into phonemic units. As phonemic awareness is recognized as a predictor of later reading achievement, the lack of mastery of this skill may explain to a large extent the underperformance of reading students.

Table 6: crossing sex identification of initial sound

initial sound * sexe

initial sound	Effectif /sexe		Total
	Fille	Garçon	
incorrect	176	162	338
correct	31	37	68
Total	207	199	406

Table 7 : Chi-Square Tests

	Value	ddl	Asymptotic significance (bilateral)
Pearson chi-square	4.777 (a)	4	.311
Likelihood ratio	4.787	4	.310
Number of valid observations	406		

A significant at 5%,

Source : study data

The analysis of the data of our study (see table above) indicates that 68/406 students including 31 girls and 37 boys were able to identify the 4 initial sounds proposed. The chi2 test tells us ($\chi^2 = 4.777$; $ddl = 4$; $p = 0.311$) that the difference is not significant at the 5% level. Therefore, H_0 is accepted that the student's gender does not significantly influence the skills to identify his initial at the 5% threshold. In other words, there is no significant difference between males and females in identifying initial sounds.

Of all the students surveyed, 25.6% recognized grapheme sounds / names in the sub-test " Knowledge of graphemes ". This proportion is even higher for females (28%) than males (23.1%). Apparently they develop more difficulties than girls in the knowledge of letters and graphemes.

Table 8: crossing sex knowledge of sounds or names of graphemes

Cross-tab s2q3 * sex s2q3 names of graphemes read correctly	Sex		Total
	Females	Males	
Yes	206	196	402
No	1	3	4

Table 9 : Chi-Square Tests

	Value	ddl	Asymptotic significance (bilateral)
Pearson chi-square	46.536 (a)	48	.533
Likelihood ratio	51.592	48	.335
Number of valid observations	402		

A. significant at 5%,

Source : study data

Analysis of the data from our study (see table above) shows that among the 402 students who took the test on the art knowledge of sounds or names of graph, 206 are girls against 196 boys. The denominator changed because of the hitchhiking rule applied to four (4)

pupils, that is to say students who could not give a single correct answer among the first 10 graphemes. The chi2 test tells us ($\chi^2 = 4.6536$; $ddl = 4$; $p = 0.533$) that the difference is not significant at the 5% level. Therefore, we accept H_0 as what sex does not influence the knowledge of sounds or names of graphemes at the threshold of 5%. As for the knowledge of the letters, 45.6% of the pupils, that is to say 49.8% of females against 41.2% of males, demonstrate an knowledge of the letters. Females, demonstrate a good knowledge of letters as boys.

Table 10: crossing sex knowledge of letters

Number

Cross table s3q4 * sex s3q4 letters read correctly	sex		Total
	Females	Males	
Yes	205	195	400
No	2	4	6

Table 11 : Chi-Square Tests

	Value	ddl	Asymptotic significance (bilateral)
Pearson chi-square	62.096 (a)	50	.117
Likelihood ratio	72.569	50	.020
Number of valid observations	400		

A significant at 5%,

Source : study data

The analysis of the data from our study (see table above) indicates that of the 400 students who took the literacy test, 205 are girls compared to 195 boys. The denominator has changed because of the rule of hitchhiking applied to six (6) students is to say, students who do not give a single answer from the October 1 s letter s. The chi2 test tells us ($\chi^2 = 62.096$; $df = 50$; $p = 0.117$) that the difference is not significant at the 5% level. Consequently, H_0 is accepted as sex does not influence the knowledge of letters at the 5% threshold.

Despite these small percentages it can be said, perhaps, that prerequisites for learning to read-write are gradually being established among students.

For listening comprehension, only 11.3 % of students (14% girls and 8% boys) were able to give correct answers to the questions asked about the text read by the passer. Once again, females are 6% higher than males.

The reading of small text recorded the following results: 54.4 % of the pupils surveyed (of which 57.5% of females against 51.3% of males) could read the text correctly in one minute.

But as for the answers to comprehension questions on the text read, 4% (03 females) of the pupils surveyed were able to answer the questions asked thus demonstrating an understanding of the text read. No male has demonstrated this ability. Here too females outperform males even if the results they have achieved remain low.

This excellence of the females may be due to the fact that all the actions initiated under the Ten-Year Program for the Development of Education (PRODEC) in Mali have integrated the gender approach in order to ensure females a real fullness in school learning.

Only 6.7% of the students surveyed demonstrated an ability to write a complete sentence. This proportion is higher for females (8.7%) than males (4.6%).

Only 6.7% of the students surveyed demonstrated an ability to write a complete sentence. This proportion is higher for females (8.7%) than males (4.6%).

Only one (1) student with a disability develops an ability to identify initial sounds and an understanding of hearing.

The qualitative analysis shows that the factors that positively influence children's reading skills are summarized in (i) construction of functional reading centers (ii) availability of reading books (iii) recruitment of IFM teachers (iv) capacity building of teachers (v) promotion of reading (vi) promotion of teaching skills learning about reading through play. As for the negative factors, the basic study mission retained (i) absence of reading centers (ii) lack of reading books (iii) lack of play games (iv) fear of the teacher by the student. This result reflects the advice given by EDC fathers that " *to positively influence student reading, schools need to be provided with reading books, to give books to students, to train teachers more ...* " and with regard to the negative factors, that must be emphasized: " *The lack of monitoring of home students, the practice of curriculum in schools ...* ".

If the factors mentioned above have a positive / negative impact on children's reading skills, it must be recognized that family education should be able to encourage children to read through play. In addition to this, teacher training in animation and reading techniques, librarians in the management and animation of a library.

Table 12: Crossing number words read / mn and possession of reading book

Possession of a reading book by the student	Average words read / mn
No	4.48
Yes	9.65
Total	6.74

Source : survey data

Comment The average reading for reading books is 9.65 while the average reading for students without a reading book is 4.48.

Student test results:

Comparing the averages of the 'No' and 'Yes' modalities of book possession shows that the difference is very significant ($t = 4.36$, $1-p \Rightarrow 99.99\%$) at the 5% threshold. In other words, the possession of a reading book has a significant impact on students' ability to read.

In conclusion to this part, it is clear from this study that the difficulties related to the acquisition of reading skills among students are quite important. In general, the results of the subtests are generally unsatisfactory. At the level of each of the subtests of the EGRA tool, the desired skills are far from being acquired in all schools. These results indicate that children have not acquired basic reading skills and / or have difficulty understanding what they hear and / or read.

III. 1.2. Percentage and number of ' teachers of targeted schools using textbooks and reading materials in their classroom practice once or more per day of ' school

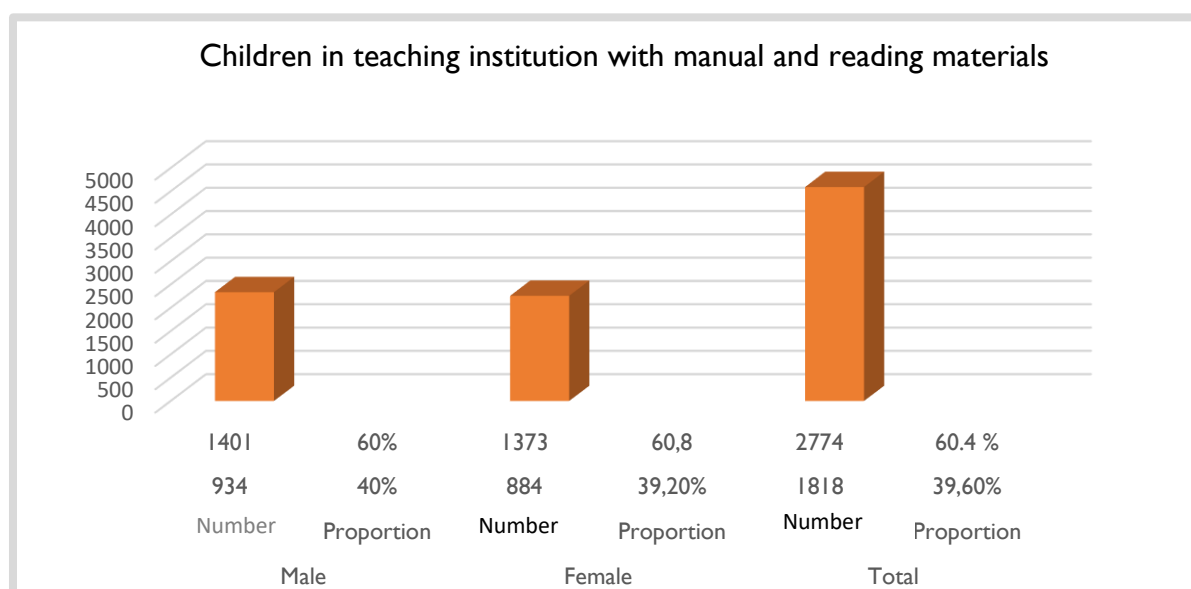
Table 13: Percentage and number of ' teachers of targeted schools using textbooks and reading materials in their classroom practice once or more per day of ' school

Kind	Males		Females		Total	
	Number	Proportion	Number	Proportion	Number	Proportion
Teachers from targeted schools using textbooks and reading materials	22	66.7	45	64.3	67	65

65% of teachers in targeted schools use reading materials and textbooks. This proportion is slightly higher for males (66.7%) compared with (64.3%) for females. Despite this use of textbooks and reading materials the results of the children are not satisfactory. This deficiency can be explained by the fact that different environmental factors affect students' reading performance. To speak French at home, to have a reading book, to have an adult literate at home, to do homework, to attend a kindergarten, the teacher's level of education (quality) ... It is also notable that the higher the socio-economic index, the better the student's score for all tasks considered and for the most basic in children (grapheme reading).

III.1.3. Number of ' children in institutions ' targeted education equipped with manual and reading material (first year 2017, the second year in 2018, third in 2019)

Graph 1: Number of ' children in institutions ' targeted instruction provided with manual and reading material first year 2017, for second year in 2018, third in 2019.



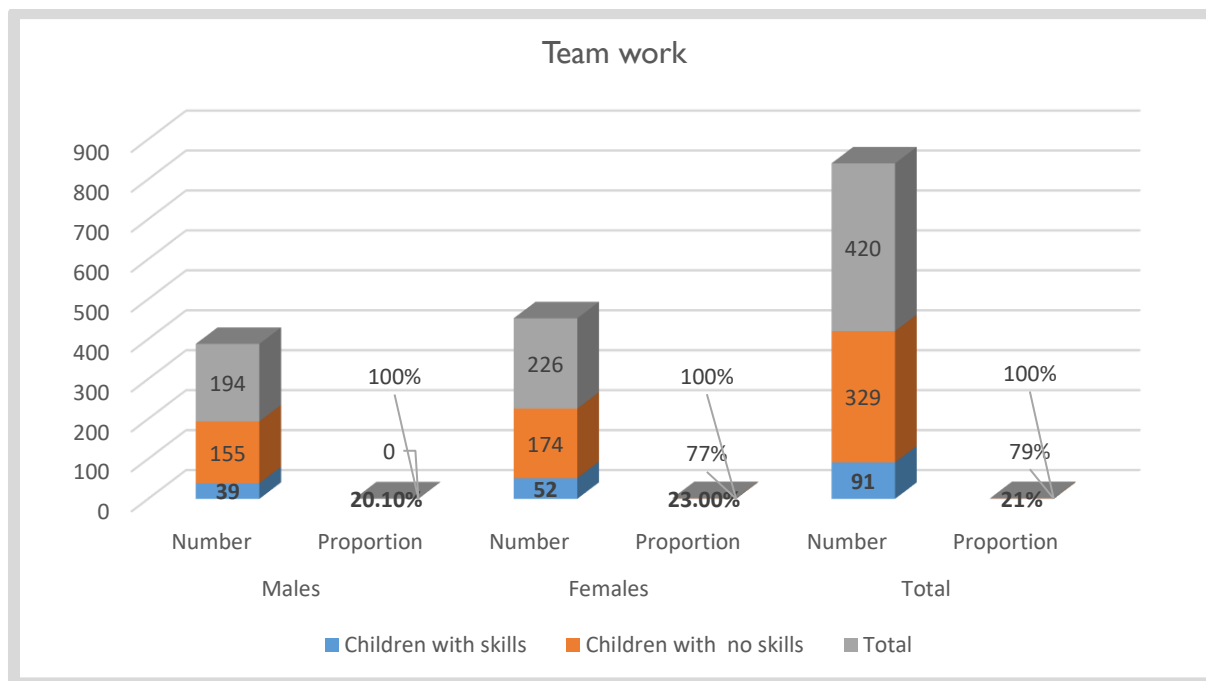
About 4 out of 10 children are shown to have reading materials. This proportion is slightly higher among males than females, respectively 40% against 39.2%. The proportion of students with disabilities is very low at 0.1%.

This ratio between females and males is small in this basic study. However, females have been shown to perform better than males in reading. It could result of the fact that

PRODEC in Mali has focused on girls' schooling, which is to "ensure that all children, especially females, have the opportunity to access compulsory, free, quality primary education and to follow until its end".

III.1.4. Percentage and number of ' students in institutions of ' targeted education that demonstrate better Aptitudes to everyday life in 4th year (disaggregated by sex, male and female)

Chart 2 : Teamwork

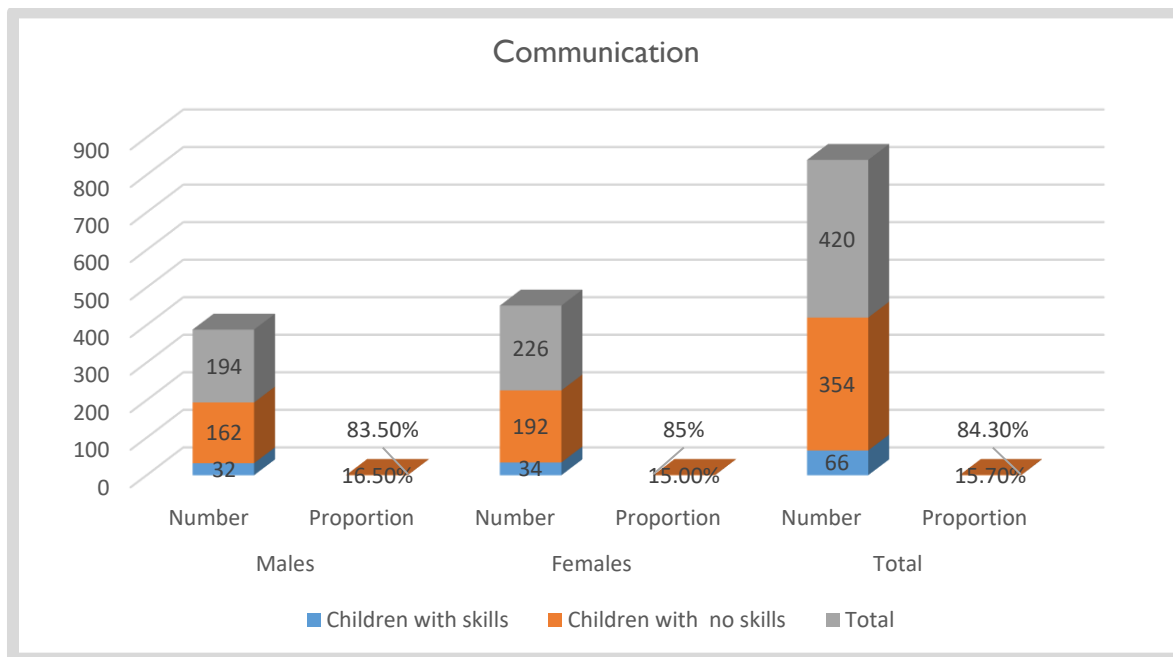


It is observed that 20.1% of males and 23% of females demonstrate teamwork skills. No student with a disability demonstrates this ability.

The factors that positively influence teamwork are: (i) table-bench availability (ii) building work groups (iii) sharing roles and tasks (v) organizing games / sports. Negative factors include: (i) lack of bench-tables (ii) poor distribution of work groups (iii) lack of equity and inclusion.

The factors listed above positively / negatively influence children's teamwork. The development of teamwork also depends on the organization of excursions and the empowerment of children in community-based organizations.

Graph 3: Communication



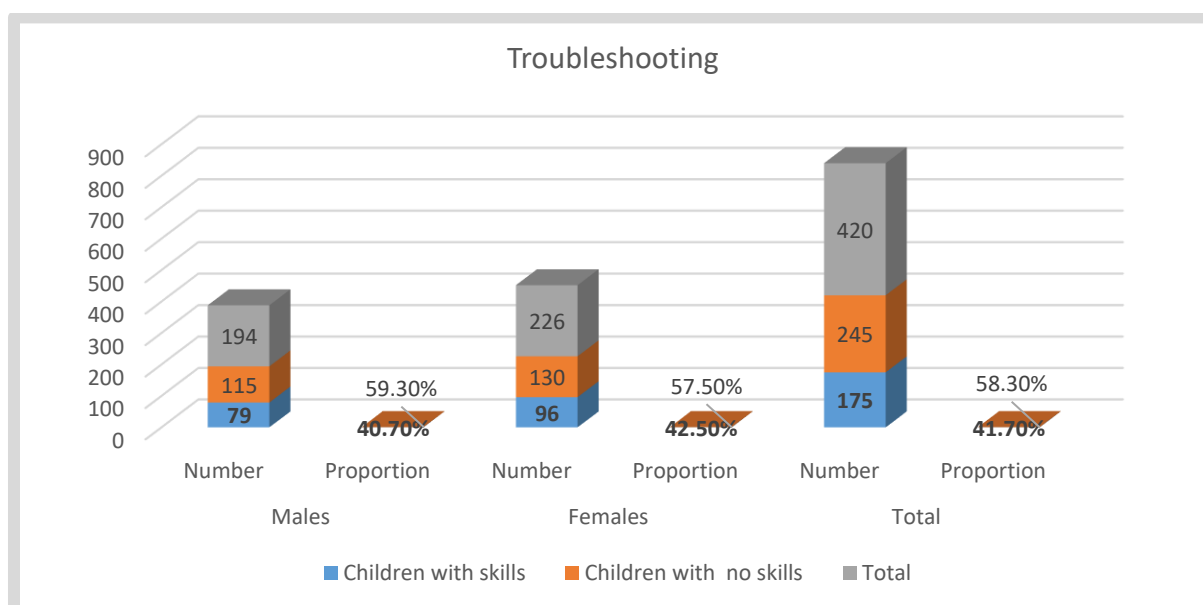
Children demonstrate less skills in communication than in teamwork. Only 21.7 % of them have communication skills, of which 15% are females and 16.5% are males. Similarly, no child with a disability develops communication skills.

Among the factors that positively influence the development of children's communication skills, the basic study retains (i) the construction of reading centers (ii) the availability of reading books (iii) the constitution of work groups (iv) the development of games (v) reinforcement of exchanges. Negative

Factors include: (i) absence of reading centers (ii) absence of group work (ii) absence of exchanges.

The factors listed above positively / negatively influence children's communication. In carrying out work of PAQE II, Right To Play can put also emphasis on the development of communication by the stories, plays, photographs, correspondence.

Chart 4 : Troubleshooting



Nearly 4 in 10 students, or 41.7%, have problem-solving skills. This proportion does not differ significantly by sex, 40.7% among males and 42.5% among females. No handicapped students are included.

Factors that positively influence problem solving include: (i) child empowerment (ii) child protection (iii) play and sport. In negative factors, the mission retains: (i) non-accountability of the student (ii) lack of protection (iii) absence of play.

The factors listed above positively / negatively influence children's problem solving. The development of leadership in the child allows him to solve his problems.

Table x 14: Crossover teamwork life skill and RTP status _school

Number

		Statut_Ecole_RTP		Total
		Old School	New school	
Teamwork skill	NO	287	42	329
	YES	69	22	91
Total		356	64	420

Table 15 : Chi-Square Tests

	Value	ddl	Asymptotic significance (bilateral)
Pearson chi-square	7.185 (b)	1	.007
Correction for continuity (a)	6.329	1	.012
Likelihood ratio	6.563	1	.010
Fisher's exact test			
Number of ' valid observations	420		

A. Significant at 5%,

Source : study data

Analysis of the data from our study (see table above) indicates that among the 91 students who demonstrate teamwork skills, 69 come from the former RTP intervention schools and 22 from new schools. The chi2 test tells us ($\chi^2 = 7.18$; $df = 1$; $p = 0.07$) that the difference is not significant at the 5% level. Therefore, H_0 is accepted that RTP intervention at school does not significantly influence the life skill of students in teamwork at the 5% threshold.

Table x 16: Communication Life Skills Crossover and School RTP Status

Number

		Statut_Ecole_RTP		Total
		Old School	New school	
Communication skills	NO	313	41	354
	YES	43	23	66
Total		356	64	420

Table 17 : Chi-Square Tests

	Value	ddl	Asymptotic significance (bilateral)	Exact meaning (bilateral)	Exact meaning (unilateral)
Pearson chi-square	23.315 (b)	1	, 000		
Correction for continuity (a)	21.548	1	, 000		
Likelihood ratio	19.362	1	, 000		
Fisher's exact test				, 000	, 000
Number of ' valid observations	420				

A. significant at 5%,

Source: study data

Analysis of the data from our study (see table above) indicates that among the 66 students who demonstrate communication skills, 43 come from the former RTP intervention schools and 23 from the new schools. The chi2 test tells us ($\chi^2 = 4.07$; $df = 1$; $p = 0.00$) that the difference is significant at the 5% level. H_0 is therefore rejected as the reason why RTP's intervention at school significantly influences the life skills of students in communication.

Table x 18: cross- curricular problem solving problem and RTP status of the school

Number

		Statut_Ecole_rtp		Total
		Old school	New school	
Competency in problem solving	NO	215	30	245
	YES	141	34	175
Total		356	64	420

Table 19 : Chi-Square Tests

	Value	ddl	Asymptotic significance (bilateral)	Exact meaning (bilateral)	Exact meaning (unilateral)
Pearson chi-square	4.079 (b)	1	, 043		
Correction for continuity (a)	3,541	1	, 060		
Likelihood ratio	4,024	1	.045		
Fisher's exact test				, 054	031
Number of ' valid observations	420				

A. significant at 5%, b

Source: study data

Analysis of the data from our study (see table above) indicates that among the 175 students who demonstrate problem-solving skills, 141 come from the former RTP intervention schools and 34 from the new schools. The chi2 test tells us ($\chi^2 = 4.07$; $df = 1$; $p = 0.04$) that the difference is significant at the 5% level. H_0 is therefore rejected as the reason why RTP intervention in school significantly influences students' life skills in problem solving.

In conclusion to this part, no student with a disability develops an aptitude for life skills. This is explained by physical disability Pouv ant constitute a barrier to their integration and participation in classroom activities. " I always fight with some of my classmates because they tell me that I only have one foot, "she said of a student with a motor disability at Kalaban School ACI A.

The study team found that students demonstrated more problem-solving skills than teamwork 21% of which 20.10% males and 23% female; and, in communication 15.70% of which 16.50% boys and 15% girls; what seems abnormal in the chain of transmission of skills: (i) reading (ii) communication (iii) teamwork (iv) problem solving.

This anomaly would be justified by the fact that the traditional family education develops in the child aptitudes allowing him to solve the problems that to read or practice the game. Hence this incongruence in the chain.

III.1.5 Number of ' student teachers trained in a method of ' learning child-centered play-based, inclusive and gender sensitive in order to ' get the qualification of ' teacher as the standard set by the government.

More than half of the teachers surveyed do not have a degree from a teacher training school.

According to the qualitative analysis no teacher in initial training has been formed in a learning methodology child-centered play-based, inclusive and gender sensitive.

Although the data suggest that some teachers indicated that they received, at the time of their training, a child-centered, playful, inclusive and sensitive gender-based learning technique for obtaining a teaching diploma, however, the core study mission found that they are unaware of the elements of this technique, as evidenced by the responses (alphabet play and awakening, in psychopedagogy, balloon throwing, word games, attentions and energizers) that they have issued. This sufficiently demonstrates the lack of knowledge of the child-centered learning methodology based on play, inclusive and sensitive gender by teachers. What makes would difficult the application and integration of this technique.

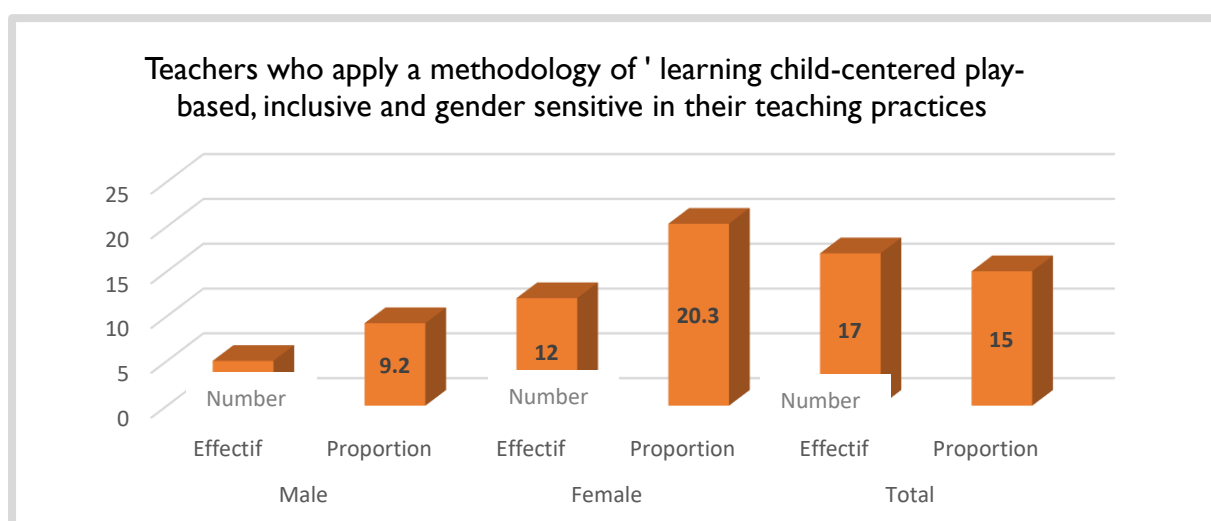
Table 2 0: Number of ' student teachers trained in a method of ' learning child-centered play-based, inclusive and gender sensitive in order to ' get the qualification of ' teacher as the standard set by the government

Kind	Men		Women		Total	
	Number	Proportion	Number	Proportion	Number	Proportion
trained	0	0	0	-	0	0
Not Trained	2	100	0	-	2	100
Total	2	-	0	-	2	-

The study mission identified 2 teachers (student-masters) in initial training. A N o of them have received training in teaching methodology child-centered play-based, inclusive and gender sensitive as the standard set by the government.

III.1.6. Percentage and number of ' teachers who apply a methodology of ' learning child-centered play-based, inclusive and gender sensitive practices in their teaching

Chart 5: Percentage and number of ' teachers who apply a methodology of ' learning child-centered play-based, inclusive and gender sensitive in their teaching practices



17 out of 113 teachers (15%) apply a game - based, inclusive and sensitive gender - based learning methodology in their teaching practices.

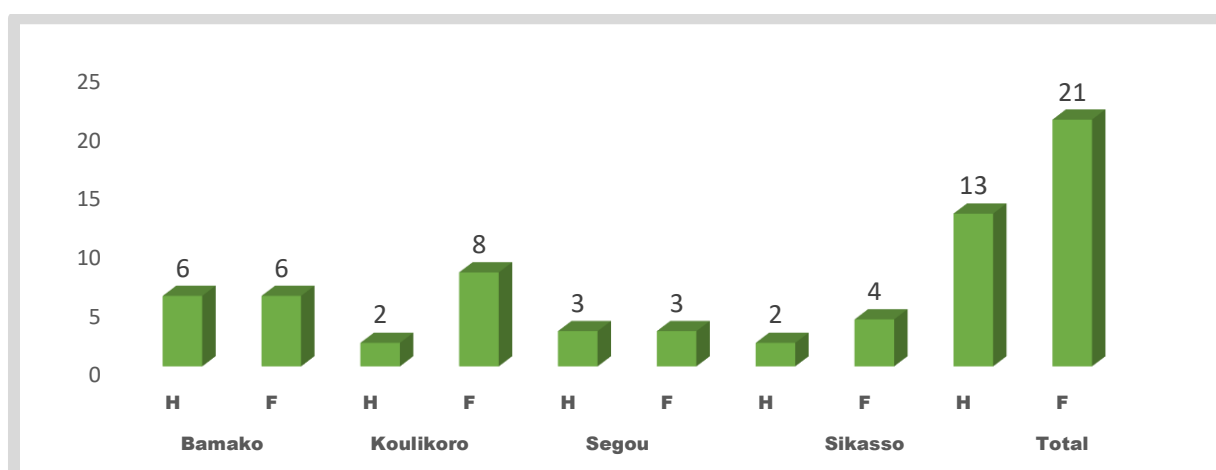
At school Bagadadji South Ist cycle, collecting team found that teachers help students develop attitudes and skills to read the game (Literacy). Similarly, Ecom Sokorodji, it was observed the participation of all students without discrimination in the activities of th class.

Qualitative analysis showed that most teachers do not practice learning technique child-centered, play-based, inclusive and gender sensitive in their teaching practices due to the ignorance and lack of trained teachers on staff methodology. The testimony of the Director of the Center for Pedagogical Animation (DCAP) Bougouni: " No, not all teachers apply the child-centered learning methodology, based on play, inclusive and sensitive genre because they are not qualified to dispense these techniques, in addition the majority is not leaving IFM 'is unequivocal.

For the factors predisposing teachers of targeted schools to the application of the child-centered, inclusive and sensitive gender-based learning technique, the mission collected: (i) teacher training and follow-up on techniques child-centered learning, based on inclusive play and sensitive gender; (ii) integration of energizing games into lesson plans / lessons; (iii) staffing of teachers with teaching materials. With regard to factors that do not predispose, the mission generally holds that there is no teacher training in child-centered learning techniques, based on inclusive and sensitive gender.

III.1.7. Number of ' teachers in the institutions ' target education that incorporate the methodology of ' learning child-centered play-based, inclusive and gender sensitive in their lesson plans, weekly

Chart 6: Number of ' teachers in the institutions ' target education that incorporate the methodology of ' learning child-centered play-based, inclusive and gender sensitive in their lesson plans, weekly



According to the analysis of this graph that 34 teachers including 21 women and 13 men incorporate the methodology of ' learning child-centered play-based, inclusive and gender sensitive in their lesson plans, once or more a week. By reporting this number of teachers to the number of schools per zone, Koulikoro has the highest proportion with 33% (10/30), followed by Ségou and Bougouni who each have 15% (6/40) then Bamako 13% (12/90). Most teachers do not integrate the child-centered, play-based, inclusive and sensitive gender-based learning methodology into their lesson / lesson plans. This is due to the lack of teacher training. The words " *They have not been trained in this direction ...* " the Director of the School Ist cycle TH Kontao A / Segou " *learning methodologies child-centered, play-based, inclusive and sensitive types are rarely included in the preparations ...* "and a representative from the NGO partner RARE testify to this state of affairs.

Tables 21: PBL use crossover by teachers as a function of RTP training

Number		RTP Training		Total
		No	Yes	
Use of PBL	No	34	23	57
	Yes	16	40	56
Total		50	63	113

Table 22 : Chi-Square Tests

	Value	ddl	Asymptotic significance (bilateral)
Pearson chi-square	11.059 (b)	1	.001
Correction for continuity (a)	9.835	1	.002
Likelihood ratio	11,264	1	.001
Fisher's exact test			
Number of valid observations	113		

A significant at 5%,

Source : study data

Analysis of the data from our study (see above) tells us that out of 63 teachers trained by RTP, 40 apply PBL; while among those untrained (50), 16 apply.

The chi2 test tells us ($\chi^2 = 11$; $df = 1$; $p = 0.01$) that the difference is significant at the 5% level. H_0 is therefore rejected as the reason why RTP training significantly influences the application of PBL by teachers in the classroom.

III.1.8. Number of ' teachers in the institutions ' targets education trained in the methodology of ' learning child-centered play-based, inclusive and gender sensitive

Table 23: Number of ' teachers in the institutions ' targets education trained in the methodology of ' learning child-centered play-based, inclusive and gender sensitive

Kind	Men		Women		Total	
	Number	Proportion	Number	Proportion	Number	Proportion
trained	0	0	5	8.5	5	4.4
Not Trained	0	100	54	91.5	128	95.6
Total	54	100	59	100	113	100

None of the 54 male teachers surveyed were trained in the child - centered, inclusive and sensitive gender - based learning methodology. In women, 5 out of 59 or 8.5% were trained.

This number, which is small in relation to the application and integration of the methodology in the lesson plans, is explained by the fact that teachers who have been trained in child-centered learning methodology based on the game, inclusive and gender sensitive the allegedly responded to their colleagues.

III.1.9. Percentage and number of ' teachers who meet the Right To Play principles for environment ' positive learning

Table 24: Percentage and number of ' teachers who meet the Right To Play principles for environment ' positive learning

Kind	Males		Females		Total	
	Number	Proportion	Number	Proportion	Number	Proportion
Protection	19	35.2	20	33.9	39	34.5
Gender equality	10	18.5	14	23.7	24	21.2
Inclusion	13	24.1	11	18.6	24	21.2
Positive discipline	6	11.1	7	11.9	13	11.5

The principles of Right To Play an environment of ' positive learning by teachers (taking account of gender, child protection, inclusion and positive discipline in teaching practice) is at a low level. The proportion of 34.5% represents the art teachers of both sexes that address protection. There are has no significant difference between males (35.2%) and females (33.9). The principles of gender equality and inclusion are at the same proportion of 21.2 %. The analysis shows that teachers who take gender into account are those who do not practice any form of discrimination (ethnicity, religion, sex, disability, etc.).

The basic study found that most teachers still practice corporal punishment and yelling in their daily interaction with students who, from the perspective of the study mission, leads nt the fear of the teacher student, injuries, student non-participation in classroom activities, frustration and even dropping out of school.

Interviews with children, teachers and partners revealed that, in general, gender is taken into account in classroom teaching practices. This is concretized by the joint participation of females and males in group work, the empowerment of females, the distribution of roles and responsibilities between females and males. Similarly, the mission observed that inclusion in pedagogical practices at the level of targeted schools was taken into account: no distinction of race, origin or religion. " *There is no question of skin coloring here, they are all the same children ...* "said a teacher from Ecom. Sokorodji. " *I do not make any distinction taking into account religion, ethnicity or race, I include all students in my teaching practice ...* "testified a teacher Nelson Mandela B.

Khi2 Test: Respect of the Principles of the Positive Learning Environment (Gender, Protection, Inclusion and Positive Discipline) by Teachers and Sex

Table x 25: cross gender respect by gender

Kind

Number

		Sex		Total
		Males	Females	
Respect for the principle Gender	No	2	0	2
	Yes	52	59	111
Total		54	59	113

Table 26: Tests of chi- two (test of dependency between respect for gender and sex)

	Value	ddl	Asymptotic significance (bilateral)
Pearson chi-square	2.225 (b)	1	,136
Correction for continuity (a)	604	1	437
Likelihood ratio	2,993	1	,084
Fisher's exact test			
Number of ' valid observations	113		

A significant at 5%,

Source : study data

Analysis of the data from our study (see above) indicates that 111/113 teachers including 59 women and 52 men respect the gender principle. The chi2 test tells us ($\chi^2 = 2.22$; $df = 1$; $p = 0.14$) that the difference is not significant at the 5% level. Therefore, H_0 is accepted as the gender of the teacher does not significantly influence respect for the gender principle. In other words, there is no significant difference between men and women in terms of the principle genre.

Table x 27: Crossing respect for child protection by gender

Number

		Sex		Total
		Males	Females	
Respect for Child Protection	No	0	1	1
	Yes	54	58	112
Total		54	59	113

Table 28 : Tests chi- two (test of dependency between respect for the protection of children and sex)

	Value	ddl	Asymptotic significance (bilateral)
Pearson chi-square	,923 (b)	1	,337
Correction for continuity (a)	,000	1	1,000
Likelihood ratio	1,308	1	,253
Fisher's exact test			
Number of ' valid observations	113		

A significant at 5%,

Source : study data

The analysis of the data of our study (see above) indicates that 112/113 teachers including 58 women and 54 men respect the protection principle. The chi2 test tells us ($\chi^2 = 0.92$; $df = 1$; $p = 0.33$) that the difference is not significant at the 5% level. Therefore, H_0 is accepted as the gender of the teacher does not significantly influence respect for the principle of protection. In other words, there is no significant difference between men and women in terms of the principle protection.

Table x 29: crossover respect for inclusion and gender

		Sex		Total
		Males	Females	
Respect for inclusion	No	3	3	6
	Yes	51	56	107
Total		54	59	113

Table 30: Khi-ti tests (test of dependence between respect for inclusion and sex)

	Value	ddl	Asymptotic significance (bilateral)
Pearson chi-square	,012 (b)	1	,911
Correction for continuity (a)	,000	1	1,000
Likelihood ratio	012	1	,911
Fisher's exact test			
Number of ' valid observations	113		

A significant at 5%,

Source : study data

The analysis of the data of our study (see above) indicates that 107/113 teachers including 56 women and 51 men respect the principle of inclusion. The chi2 test tells us ($\chi^2 = 0.12$; $df = 1$; $p = 0.91$) that the difference is not significant at the 5% level. Therefore, H_0 is accepted as the gender of the teacher does not significantly influence respect for the inclusion principle. In other words, there is no significant difference between males and females on the principle of inclusion.

Table x 31: Crossing respect for the discipline Positive and sex Number

		Sex		Total
		Males	Females	
Respect and Positive Discipline	No	10	13	23
	Yes	44	46	90
Total		54	59	113

Table 32: Tests chi- two (test of dependency between respect for saying it -discipline and positive sex)

	Value	ddl	Asymptotic significance (bilateral)
Pearson chi-square	, 215 (b)	1	643
Correction for continuity (a)	, 053	1	818
Likelihood ratio	216	1	642
Fisher's exact test			
Number of ' valid observations	113		

A significant at 5%,

Source : study data

Analysis of the data from our study (see above) indicates that 90/113 teachers including 46 women and 44 men respect the principle of positive discipline. The chi2 test tells us ($\chi^2 = 0.21$; $df = 1$; $p = 0.64$) that the difference is not significant at the 5% level. Therefore, H_0 is accepted as the gender of the teacher does not significantly influence respect for the inclusion principle. In other words, there is no significant difference between males and females in terms of the principle positive discipline.

By cons, it appears from the results of the teaching tool that 88.5% of teachers continue the practice of punishment s body s or es cries of children.

III.1. 10. Percentage and number of children making positive associations with school

Table 33: Percentage and number of children positive associations with school

Kind	Males		Females		Physical disability						Total	
					Males		Females		Numb. disability			
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Children making positive associations with the ' school	6	30	7	35	1	25	0	0	1	13	14	24.50

The results of this table show that 24.50 % of students of which 13% in situation of disabled among them 25% males are positively associated with the school.

Children's perception of school has been captured on two levels: positive and negative. The positive perception of students about school is similar for both sexes. These include: (i) place of learning (ii) skills development. On the negative perception, if opinions are the same regarding (i) lack of school fence (ii) lack of hygiene and toilet access ramp (iii) fear of punishment (iv) lack of school provision (v) movement of machinery in the schoolyard (vi) lack of school signage (vii) presence of pebbles in the yard (viii) the proximity of the school to busy roads (ix) robbery at school ; however, particularities of cases of rape, harassment and other types of violence (serious insults, threats, assault and battery) occur in females.

The factors that make the school environment conducive to children's regular school attendance and participation in school / classroom activities are: (i) games (ii) adequacy of infrastructure (iii) involvement of CGS (iv) skills development (v) access to drinking water. Factors that make the school environment unsuitable include: (i) fear of teachers (ii) distance from school (iii) loss of parental authority (iv) corporal punishment and cries (v) threats, violence, aggression, harassment (vi) lack of recreation space (vii) erosion of professional ethics.

In all the schools visited, and particularly at Gaoussou B Fofana School and Bougoulafara School, it appears from the focus group males that the pupils decried the sanitary condition of the toilets. In N'gomi, it is the dangerous state of the school yard and its playgrounds that emerged from the focus group girl.

II I .2.9. Current level of participation and the roles played é s women in associations of parents (EPA) and school management committees (SMC) for maintaining ' an environment of ' healthy and positive learning for children

From the interview with parents, it appears that women are represented in the CGS at a lower level of participation. In general, they hold the following positions: secretary for mobilization and communication, treasurer, responsible for the school project, responsible for the education of girls. If EPAs and CGS exist, it is clear that their operation poses many problems to allow children access to a healthy learning environment, clean and secure.

III.2.10. Potential dangers of existing infrastructure (classrooms, play areas, latrines, reading centers that do not meet the required safety criteria) for children

Based on our observations, the spaces were audited and classified according to their "dangerous" state. The definitions used for these extreme situations are shown in Table 31 audit areas p.127.

Table 34 : Audit of Secure Spaces

Dangerous classrooms	Dangerous indoor playgrounds	Dangerous Outdoor Playgrounds	Dangerous latrines
18 /20 90%	20 /20 100%	18 /20 90%	20 /20 100%

The table shows that 90% of classrooms and outdoor playgrounds; 100% of the indoor play areas and latrines represent dangers for children. This observation is materialized by: (i) cracks in classrooms (ii) wear of ceilings (iii) lack of hygiene in latrines (iv) lack of hygiene and sanitation facilities (v) and defective bench tables (vi) without closing the school and play areas (vii) the presence of stones and trunks of trees in the yard and play areas. The following words: « playgrounds are dangerous, the school is not fenced, and there is garbage, rocks, snakes and trunks of trees littering the yard, there is no hygiene, latrines are dirty, classes have holes and cracks, tables/benches are in poor condition, ... » recorded during focus groups students illustrate the dangers existing at Gaoussou Fofana school 1st cycle A and Magnambougou Projet A and others.



Picture 2: garbage in ' Gaoussou school Fofana 1st cycle A



Picture3: stones littering the Gaoussou Fofana's school yard



Picture 4: State of the Magnambougou projet A toilet

The basic study mission lamented the virtual absence of playgrounds in some schools including: Ecom Sokorodji, Ismaila Diawara B and others.

IV. LESSONS LEARNED

The baseline study highlighted the national stakes in terms of learning the reading and development of children's life skills namely:

- A complex institutional set-up linked to the lack of synergy between the plurality of actors and civil society organizations involved in the field of children's education. Good coordination between the various actors is essential through the establishment of a consortium for the development of life skills of children.
- A weakening of reading skills and lives of children: the inherent weight of education family traditional on and the socio-cultural environment not conducive to raising children. Activities of support for AGR, literacy of parents, readings organization should be supported. Advocacy and Communication for Behavior Change (BCC) activities at the family level should be conducted taking into account the socio-cultural context. Sensitization campaigns, supported by the decentralized communities, must be conducted with the different groups for this purpose. The obstacles to the development of reading and life skills of children are challenging. They could be explained by the weak involvement of the state and grassroots community organizations, not to mention family practices

harmful to children. Dialogue is needed as well as strengthening advocacy with policy makers at the national and community levels.

- A low involvement of community interventions in terms of children's education manifesting their irregularity in supporting education in accordance with their prerogatives. The development of children's reading and life skills must be pleaded and inserted in PDSEC. The towns must organize the interschool competitions day in reading exchange visits and sharing of experience.
- A lack of training and of monitoring of teachers leading to a low competence. The capacity building of teachers, their regular monitoring and exchange of experience etc... will facilitate the implementation of project activities.

V. RECOMMENDATIONS AND SUGGESTIONS FOR IMPROVED PROJECT IMPLEMENTATION

The basic study mission of the PAQE II project made the following recommendations:

Table 35 : Recommendations and Suggestions

findings	proposals	recommendations
NORAD		
TFP's low involvement in advocacy for education	Grow advocacy with the authorities with other PTFs on asp children education aspects	Set up a thematic group to learning group to read and develop life skills of children.
RTP		
Lack of periodic teacher training in child-centered, inclusive and sensitive gender-based learning techniques	Periodically train teachers in child-centered, playful, inclusive and sensitive gender-based learning techniques and follow-up	Organize periodic trainings in child-centered, inclusive and sensitive gender-based learning techniques and follow-up
Malfunction and low involvement of OCB	Make functional all OCB including CGS, AME, APE, GDE	To teach OCB the development of school projects with annual action plan and to mobilize resources (contribution of parents of pupils, funds and material donated by the town hall and other partners, garden or school field, parents of parents giving a chicken to be sold in the village, sale of water to the village, contribution of the vendors installed in front of the school)
Low life skills of children	Strengthen the life skills of children at school level	Organize games, educational talks, sketches and poems, excursions and local radio programs to encourage children to read, promote interscholastic reading competitions

No play in animation strategies	Instauration of games in animation strategies	Train teachers in learning techniques through play
Classroom holding by unqualified teachers	Held the class by qualified teachers	Recruit qualified and engaged qualified teachers by advocating with communities Emphasize teacher training and monitoring
Insecurity of pupils in the school grounds	Securing the school yard and play areas	Close schools
Dangers of existing infrastructure	Make infrastructure safer	Rehabilitate and build classrooms, play areas, recreation areas and clean latrines for easy use
Absence of hygiene and sanitation in schools	Make schools cleaner	Provide schools with hygiene and sanitation facilities
Lack of strategies to strengthen teachers' pedagogical skills in PDSEC	Involve decentralized communities	Make the case for city halls to integrate strategies for strengthening teachers' pedagogical skills (including play) in PDSECs
Problem of comprehension of texts read	Focus on teacher training in relation to the problem of comprehension	Organize teacher support-monitoring (monthly / quarterly)
LOCAL DECENTRALIZED COMINUTIES		
Absence of child-centered, inclusive and sensitive gender-based learning in the Economic and Cultural Social Development Plan (PDSEC) of the communes	Integrate child-centered, inclusive and sensitive gender-based learning into the Economic and Cultural Social Development Plan (PDSEC) of the communes	Advocate with communities, traditional and religious authorities
MEN		
Timidity of the institutional framework	Strengthen the institutional framework	Fully play the coordination-coordination mission at national, regional and local levels
Insufficient human and financial resources	M anilise human and financial resources for the education of children	Advocate with the State and PTF
Absence of grassroots development projects	D evelop d es productive projects directed at women	Finance AGR
NGO PARTNERS		
Low monitoring-support-advice	Ensure implementation of	Make the follow-advisory support and the creation of

	QIP II activities	AGR
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CONCLUSION

The overall analysis of key project indicators has revealed that children develop less reading ability; teamwork, communication, problem solving.

If one can afford a comparison in reading, the results of the basic study of the acquisitions displayed correspond, in general, to those of the 2009 national level (6.3%) or to the results of the study. Local EGRA _with USAID in 2015 where there are very low percentages of students meeting or exceeding thresholds determined by the MEN ministry (Koulikoro: 1% ; Sikasso 0% ; Ségou 5%) and World Vision 2016 where the score is 0.3%.

To this end, despite enormous efforts made by the State, its technical and financial partners and NGOs working in the education sector, the level of acquisition of pupils in the primary junior school of basic education did not improve much. This situation challenges all actors in education. It is urgent that appropriate solutions be found to this weakness of acquisitions so that Mali can easily reach the ODD and those of EPT by 2030 and become a sustainable part of the globalization of the economy.

In this perspective, the development of life skills must be part of a unifying federal dynamic in which the school community, the School Management Committees (CGS), the Parents' Associations (APE), the Associations of the Mothers of Students (AME), Children's Groups (GDE), the school administration, the State, TFPs, NGOs etc. collaborate and coordinate effectively. Child-centered, game-based, inclusive and sensitive teaching methods depend on qualified teachers who are well trained in gaming techniques. For example, the organization of reading sessions could be good examples for the consolidation of communication, teamwork and problem solving. Teachers will need to be more creative and innovative in child-centered, game-based, inclusive and sensitive teaching methods.

Projection on the impacts of the project in the future

If the reading is an art element for the development of students' skills, the availability reading centers and access to information are the belt transmis ssion transversal skills . Reading (i) stimulates the student's brain (ii) decreases stress (iii) improves knowledge (iv) increases vocabulary (v) improves memory (vi) develops analytical skills (vii) improves learning attention and concentration (viii) improves writing.

[1] Ministry of Education and UNICEF Mali, 2014

[2] Which is the set of activities programmed over three (3) years with concrete, achievable objectives and means for its implementation

[3] **That** is an annual operational planning of all realistic and achievable activities with concrete objectives for the educational development of the school in accordance with the school project objectives and through internal resources of the community. The Annual Action Plan is an instrument of communication, membership, cohesion, mobilization of all the resources of a given community in order to carry out activities to improve the school.

[4] Report " E initial assessment of basic skills in reading and writing based on the use of the tool" EGRA "adapted into French and Arabic in Mali " in November 2009 Page 21.

[5] Old or new RTP intervention school

[6]

It should be noted here that all EGRA assessments concerned students in the first and second years of fundamental