

Annex E. Summary of the Early Grade Reading Materials Survey in Mali



Geography and Demographics

Size:	1,240,192 square kilometers (km ²)
Population:	17 million (2015)
Capital:	Bamako
Urban:	40% (2015)
Administrative Divisions:	8 regions and 1 district
Religion:	95% Muslim 2% Christian 2% Animist 1% None or unspecified

Source: Central Intelligence Agency (2015).
Note: Population and percentages are rounded.

Literacy

Projected 2015 Literacy Rates: ^a	Overall	Male	Female	2013 Primary School Age Population (aged 7–12 years): ^a	2.5 million
Adult (aged >15 years)	39%	48%	29%	2013 Primary School GER:	84%, up from 60% in 1999
Youth (aged 15–24 years)	54%	61%	46%	2013 Pre-primary School GER:	4%, up from 2% in 1999
Sample EGRA Results ^b	Languages:	Bambara and French ^c		Oral Reading Fluency:	Mean: 4.1 cwpm (Bambara)/3.2 cwpm (French)
	When:	2015			66% zero scores (Bambara)/70% zero scores (French)
	Where:	Sikasso, Ségou, Koulikoro		Reading Comprehension:	93% zero scores (Bambara)/95% zero scores (French)
	Who:	1,220 P2 students (Bambara); 1,209 P2 students (French);			

Note: cwpm = correct words per minute; EGRA = Early Grade Reading Assessment; GER = Gross Enrollment Rate; P2 = Primary Grade 2. Percentages are rounded.

^a Source: UNESCO (2015).

^b Source: RTI International (2015).

^c Bambara scores are recorded from curriculum schools; French scores are from classical schools.

Language

Number of Living Languages: ^a 66		
Major Languages ^b	Estimated Population ^c	Government Recognized Status ^d
French	9,000 (L1) (1993) 2,580,000 (L2) (2013)	“Official language”
Bambara (Bamanankan)	4,000,000 (L1) (2012) 10,000,000 (L2) (2012)	“National language”
Bomu	102,000 (L1) (1976)	“National language”
Bozo (Tieyaxo)	118,000 (L1) (1987)	“National language”
Dogon (Toro So)	50,000 (L1) (1998)	“National language”
Fulfulde (Maasina)	1,040,000 (L1) (2014)	“National language”
Hasanya (Maure)	123,000 (L1) (2014)	“National language”
Sénoufo (Mamara)	738,000 (L1) (2000)	“National language”
Maninkankan (Kita)	434,000 (L1) (2014)	“National language”
Soninke (Sarakolé)	1,280,000 million (L1) (2009)	“National language”
Songhay (Koyraboro Senni)	430,000 (L1) (2007)	“National language”
Sénoufo (Syenara)	155,000 (L1) (2010)	“National language”
Tamasheq	378,000 (L1) (2014)	“National language”
Xaasongaxango (Khassonké)	700,000 (L1) (2012)	“National language”

Note: L1 = first language; L2 = second language; LWC = language of wider communication.

^a Source: Lewis et al. (2015).

^b Most languages go by several different names; several languages have the same name. In case of confusion, refer to the *Ethnologue* at www.ethnologue.com (Lewis et al., 2015). Language/dialect distinctions that have been assigned separate International Organization for Standardization (ISO) 639-3 codes are provided in parentheses.

^c Source: Lewis et al. (2015). The date of the speaker population estimate is given in parenthesis when available.

^d Law No. 96–049 of August 23, 1996 accords the status of national languages to these languages.

Mali Findings in Brief:

The education system in Mali supports a bilingual model in which students begin primary school in one of 13 national languages, and then transition to bilingual instruction in both the national language and French in mid-primary grades. In spite of this policy, French remains the language of instruction in many primary schools. The study surveyed 298 titles in Mali. Approximately half the materials surveyed were in Bambara, the most commonly spoken language, but to the neglect of the other national languages also authorized for bilingual education. Slightly more than half of the titles (158 [53 percent]) were copyrighted, and only three materials (one percent) explicitly granted any permissions for reuse under specific conditions. Supplementary materials were more numerous than textbook-related materials by almost a 2:1 ratio. Narrative texts and student textbooks were by far the most common subtypes for each category, and student workbooks and teacher’s guides were very rare. The supplementary reading materials available appear to be written at a relatively high reading level. Although the materials were judged to be culturally familiar and free of sensitive content on the whole, male characters were often featured disproportionately in the illustrations. No one publisher type dominated the production of materials, but the largest number came from commercial publishers.

1. Language in Education Policy in Mali

To break from the former colonial education system, the Republic of Mali implemented its first education reform in 1962. The main objectives of the reform were to decolonize the mentalities of people and to train the needed human resources for national development. These objectives implied a return to the local sociocultural realities, including the use of the Malian languages in the education system, both formal and informal, giving Mali a long history in the use of African languages in education.

The history of the role of Malian national languages in education can be divided into three phases: (1) 1979–1987, which was characterized by a limited use of four national languages as languages of instruction (LOIs) alongside French in Primary Grades 1–4 in 108 schools; (2) 1987–2002, which was characterized by the use of 11 national languages as LOI in Primary Grades 1–6 under the “convergent pedagogy” in 2,050 schools; and (3) 2002 to date, which is characterized by the use of bilingual instruction in a competency-based curriculum in 2,550 schools as of 2006 (Traore, 2009). Under the current approach, students begin their education with one of 11¹ national languages as the medium of instruction; then, starting at Primary Grade 2 or 3, the students transition to using both French and the national language as LOI through Primary Grade 6 (AFD and MEALN, 2010; UNESCO, 2010).²

In practice, schools fall into two groups: those following the competency-based curriculum taught in one of the national languages, and those following a “classic” curriculum taught in French. The classic curriculum is favored by private schools in the larger towns. In government schools, it is unclear what percentage uses French as the language of instruction (LOI) versus the national languages. For example, in a 2010 study undertaken by the Agence Française de Développement (AFD, the French Development Agency) and the Ministère de l’Éducation, de l’Alphabétisation et des Langues Nationales (MEALN, Ministry of Education, Literacy, and National Languages), 2,466 schools reported giving instruction in one of 10 national languages. The same year, another study based on observations of 77 Primary Grade 2 classrooms across 16 districts found that 84 percent of the teachers used the national language designated as the LOI for that region as the only LOI in class, and 13 percent used both the national language and French (Varly, 2010). However, a 2012 study of 949 schools in the Mopti region found that only 24 percent were using a national language as the LOI (Rhodes, 2012).

¹ Although Mali has 13 national languages, most documents refer to implementation of bilingual instruction in only 11 of them. According to Bocoum (2011), “The absence of Hassaniya and Malinke is justified through the shortage for specialists in these languages” (p. 4).

² The UNESCO (2010) report states that a national language is to be the LOI in Primary Grades 1 and 2 with French taught as a second language, then French and the national language each serve as the LOI approximately 50% of the time in Primary Grades 3–6. The AFD and MEALN (2010) study reported “confusion” on the ground regarding the precise timing and allocation of time between the national language and French as LOI. The report recommended clarifying this and suggested the following: in Primary Grade 1: a national language as the LOI, and oral French as a subject; in Primary Grade 2: the introduction of written French in addition to oral, and French can begin to serve part-time as the LOI in some subjects, alternating with the national language; in Primary Grades 3–4: French favored for mathematics and science (French first, supported by national language), otherwise, approximately 50/50%; in Primary Grades 5–6: French favored as the LOI for language arts (75%) and mathematics and science (100%), both languages 50/50% for other subjects.

The implementation of bilingual instruction remains a challenge for the Ministry of Basic Education for several reasons: stakeholders have strong opinions both for and against it, many parents regard schooling in national languages as a social demotion for their children, the LOI may differ from the language spoken at home by students, teachers may not speak or read and write the LOI fluently, and some of the national languages lack adequate materials (AFD and MEALN, 2010; Maïga et al., 2012).

2. Data Collection

The data collectors surveyed 298 titles inside and outside of Bamako through their contacts with linguists, the Ministry of Basic Education, the Organization Maliene des Editeurs (OMEL, Malian Association of Book Publishers), nonprofit organizations, and some schools, libraries, and reading centers. The data collectors accessed slightly more than half of the titles (152 [51 percent]) directly from publishers and 59 (20 percent) from government officials.

3. Findings

A. Availability of Materials for Early Grade Reading in Malian Languages

Materials by Language

The data collectors surveyed a total of 298 titles in 19 languages: 17 African languages, and two languages of European origin (French and English), as shown in **Table E-1**. The data collectors found 155 titles (52 percent) in Bambara,³ followed by Fulfulde, French, and Sénoufo (Mamara dialect). These languages all have official “national language” status and are among the most commonly spoken in Mali. As for the other national languages, the data collectors found between 11 and 15 titles each for Songhay (Koyraboro Senni dialect), Soninke, and Sénoufo (Syenara dialect), but encountered fewer than 10 each for Bomu, Bozo (Tieyaxo), Dogon (Toro So dialect), Tamasheq, and Xaasongaxango (also called Khassonké), and none for Maninkankan (Kita dialect) or Hasanya (also called Maure).

Although French is the official language in Mali, the focus of the study was on African language materials. Of the 32 French titles surveyed, 31 (97 percent) were bilingual with an African language. The remaining title was a French/English shell book (i.e., a book intended and authorized for adaptation and/or translation into other languages).

Out of the 298 titles surveyed, 264 (89 percent) of titles were monolingual, 33 (11 percent) were bilingual, and one (less than one percent) was multilingual. All of titles surveyed were written in Latin-based scripts.

Table E-1. Languages in Which Materials Were Found in Mali

	Language ^a	Language ISO 639-3 Code ^b	Estimated Speaker Population in Mali ^c	Titles per Language	Percentage of Titles Surveyed ^d
1	Bambara	bam	4,000,000	155	52%

³ Listed as Bamanankan in Lewis et al. (2015).

	Language ^a	Language ISO 639-3 Code ^b	Estimated Speaker Population in Mali ^c	Titles per Language	Percentage of Titles Surveyed ^d
2	Fulfulde (Maasina)	ffm	1,040,000	46	15%
3	French	fra	9,000 (L1) 2,580,000 (L2)	32	11%
4	Sénoufo (Mamara)	myk	738,000	27	9%
5	Songhay (Koyraboro Senni)	ses	430,000	14	5%
6	Soninke	snk	1,280,000	14	5%
7	Sénoufo (Syenara)	shz	155,000	11	4%
8	Sénoufo (Supyire)	spp	350,000	7	2%
9	Tamasheq	taq	378,000	5	2%
10	Dogon (Tene Kan)	dtk	127,000	4	1%
11	Dogon (Toro So)	dts	50,000	4	1%
12	Songhay (Koyra Chiini)	khq	200,000	3	1%
13	Bomu	bmq	102,000	3	1%
14	Dogon (Tomo Kan)	dtm	133,000	3	1%
15	Bozo (Tieyaxo)	boz	118,000	1	0.3%
16	Maninkakan (Eastern)	emk	390,000	1	0.3%
17	Pulaar	fuc	175,000	1	0.3%
18	Xaasongaxango	kao	700,000	1	0.3%
19	English	eng	Not applicable	1	0.3%

Note: ISO = International Organization for Standardization; L1 = first language; L2= second language.

^a Most languages go by several different names; several languages have the same name. In case of confusion, refer to the *Ethnologue* at www.ethnologue.com (Lewis et al., 2015). Language/dialect distinctions that have been assigned separate ISO codes are provided in parentheses.

^b ISO 639-3 is a code that aims to define three-letter identifiers for all known human languages (SIL International, 2015).

^c Source: Lewis et al. (2015). Dates for the speaker population estimates vary by language.

^d Due to bilingual titles, the total will surpass 100%.

Types of Materials

Table E-2 details the types of materials found by language. Key observations include the following:

- Of the 298 titles surveyed, 92 (31 percent) were textbooks or related materials, and 206 (69 percent) were supplementary, non-textbook titles.
- The majority of textbook-related titles (86 [93 percent]) were student textbooks or primers. Most supplementary titles (154 [75 percent]) were narrative.
- Only four teacher’s guides and two student workbooks were found.

Table E-2. Number of Different Types of Materials Identified, by Language

Language(s) ^a	Textbook-Related					Non-textbook Supplementary						Total	Percentage of Total Titles
	Student Literacy Textbook	Student Literacy Workbook	Reading Teacher's Guide	Subtotal	Percentage of Total Titles	Narrative	Informational	Reference	Poetry, etc.	Subtotal	Percentage of Total Titles		
Bambara	39	1	3	43	14.4%	86	8	4	5	103	34.6%	146	49.0%
Bambara/French	1	—	—	1	0.3%	3	—	2	1	6	2.0%	7	2.3%
Bomu	2	—	—	2	0.7%	—	—	—	—	0	0.0%	2	0.7%
Bomu/French	—	—	—	0	0.0%	—	—	1	—	1	0.3%	1	0.3%
Bozo (Tieyaxo)	—	—	—	0	0.0%	—	—	—	—	0	0.0%	0	0.0%
Bozo/French	—	—	—	0	0.0%	—	—	1	—	1	0.3%	1	0.3%
Dogon (Tene Kan)	1	—	—	1	0.3%	3	—	—	—	3	1.0%	4	1.3%
Dogon (Tomo Kan)	3	—	—	3	1.0%	—	—	—	—	0	0.0%	3	1.0%
Dogon (Toro So)	2	—	—	2	0.7%	—	—	—	—	0	0.0%	2	0.7%
Dogon/French	—	—	—	0	0.0%	—	—	2	—	2	0.7%	2	0.7%
Fulfulde (Maasina)	11	—	—	11	3.7%	26	—	1	5	33 ^b	10.7%	44	14.4%
Fulfulde/French	—	—	—	0	0.0%	1	—	1	—	2	0.7%	2	0.7%
Pulaar	—	—	—	0	0.0%	—	1	—	—	1	0.3%	1	0.3%
Sénoufo (Mamara)	7	—	—	7	2.3%	12	2	—	—	16 ^c	4.7%	23	7.0%
Sénoufo (Mamara)/ French	2	—	—	2	0.7%	—	—	1	—	1	0.3%	3	1.0%
Sénoufo (Mamara)/ French/Bambara/ English	—	—	—	0	0.0%	—	—	1	—	1	0.3%	1	0.3%
Sénoufo (Supyire)	—	1	—	1	0.3%	5	—	—	—	5	1.7%	6	2.0%
Sénoufo (Supyire)/ French	—	—	—	0	0.0%	1	—	—	—	1	0.3%	1	0.3%
Sénoufo (Syenara)	4	—	—	4	1.3%	3	2	—	—	5	1.7%	9	3.0%
Sénoufo (Syenara)/ French	1	—	—	1	0.3%	—	—	1	—	1	0.3%	2	0.7%
Songhay (Koyra Chiini)	—	—	—	0	0.0%	1	—	—	—	1	0.3%	1	0.3%
Songhay (Koyra Chiini)/ French	—	—	—	0	0.0%	—	—	2	—	2	0.7%	2	0.7%
Songhay (Koyraboro Senni)	4	—	—	4	1.3%	7	—	—	—	7	2.3%	11	3.6%
Songhay (Koyraboro Senni)/ French	1	—	—	1	0.3%	—	—	2	—	2	0.7%	3	1.0%
Soninke	6	—	1	7	2.3%	3	—	—	1	4	1.3%	11	3.6%
Soninke/French	—	—	—	0	0.0%	—	—	2	1	3	1.0%	3	1.0%

Tamasheq	2	—	—	2	0.7%	1	—	—	—	1	0.3%	3	1.0%
Tamasheq/French	—	—	—	0	0.0%	1	—	1	—	2	0.7%	2	0.7%
Xaasongaxango	—	—	—	0	0.0%	—	—	—	—	0	0.0%	0	0.0%
Xaasongaxango/ French	—	—	—	0	0.0%	—	—	1	—	1	0.3%	1	0.3%
French/English	—	—	—	—	0.0%	1	—	—	—	1	0.3%	1	0.3%
Total	86	2	4	92	30.9%	154	13	23	13	206	69.1%	298	100.0%

Note: Percentages may not sum exactly to 100% because of rounding.

^a Languages are presented in alphabetical order. Most languages go by several different names; several languages have the same name. In case of confusion, refer to the language ISO code and the *Ethnologue* at www.ethnologue.com. Language/dialect distinctions that have been assigned separate International Organization for Standardization (ISO) codes are provided in parentheses.

^b One supplementary title in Fulfulde (Maasina) was marked as an unknown type.

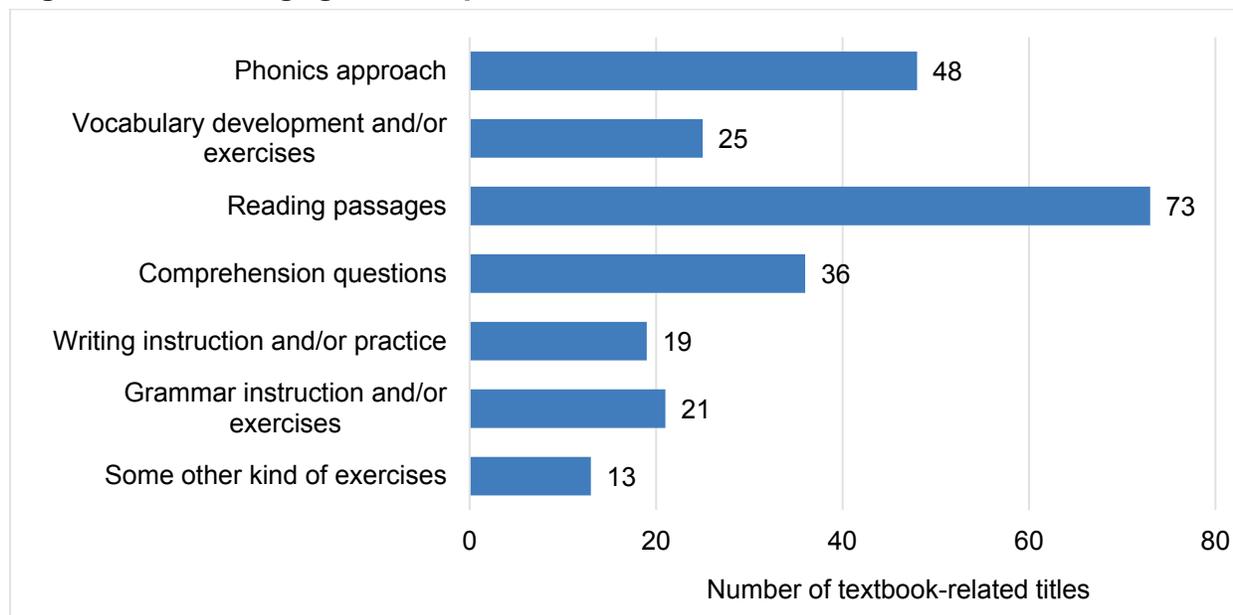
^c Two supplementary titles in Sénoufo (Mamara) were marked as an unknown type.

B. Usefulness of Available Materials for Early Grade Children

Pedagogical Components of Textbooks

The data collectors analyzed 92 textbook-related materials regarding their pedagogical components (**Figure E-1**). The most common components in textbook-related titles were reading passages (73 [79 percent]) and phonics instruction⁴ (48 [52 percent]). Fewer than half as many titles (36 [39 percent]) contained comprehension questions to accompany the reading passages.

Figure E-1. Pedagogical components in textbook-related materials



Note: Multiple responses were possible per title.

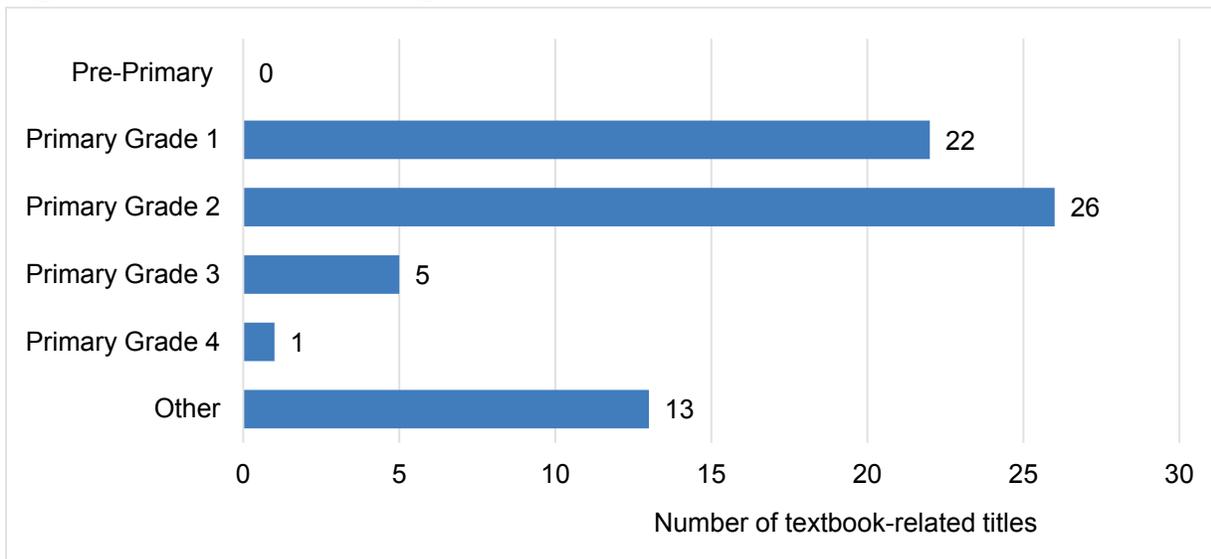
Level

Designated Textbook Levels

Out of the 92 textbooks and related materials surveyed, 67 (73 percent) were explicitly labeled for a specific level, with the highest concentrations in Primary Grades 1 and 2 (**Figure E-2**). The “other” category included labels indicating informal education levels, or “beginner” versus “intermediate,” or similar description, which may not necessarily align with a primary grade level. The data collectors did not find any materials for the pre-primary level.

⁴ A “phonics approach” focuses on the connection between the written letters and the sounds they represent in speech. Phonics approaches may include exercises on sound recognition and manipulation, blending sounds into syllables or words, and segmenting syllables and words into individual sounds.

Figure E-2. Publisher-designated levels for textbook-related materials



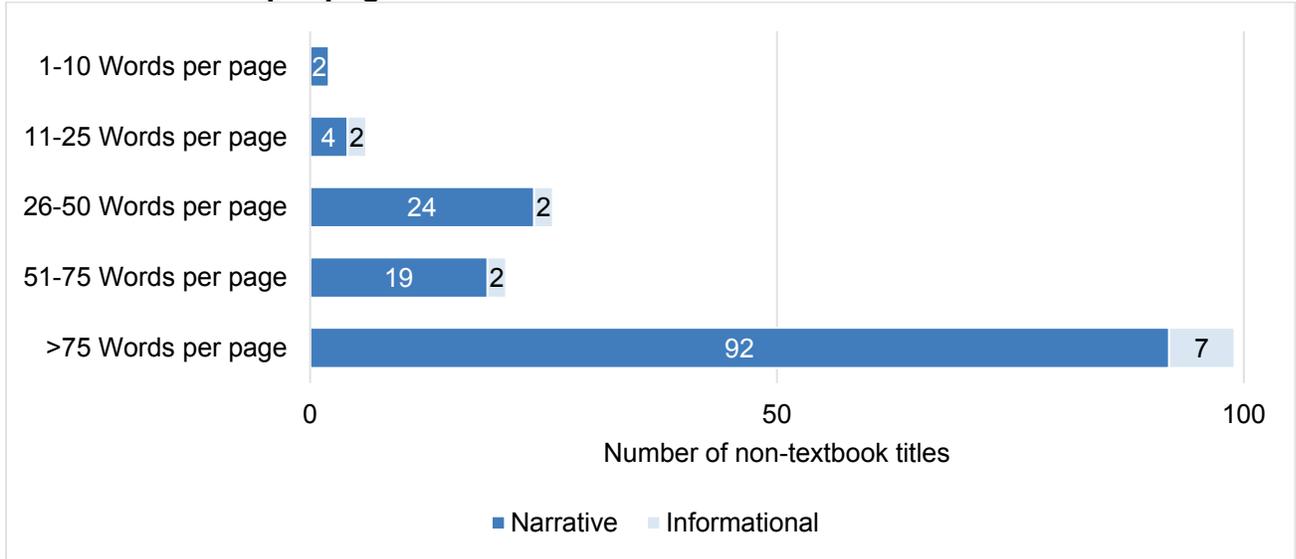
Note: Multiple responses per title were possible.

Non-textbook Levels

Because supplementary materials were not expected to be labeled for a particular grade level in most cases, the data collectors used a count of the maximum words per page (wpp) to serve as an approximate proxy for relative reading difficulty levels. The data collectors performed this calculation for narrative and informational texts.

As shown in **Figure E-3**, although there were few supplementary titles overall, there were even fewer available for earliest stages of literacy development. Of the 167 narrative and informational titles examined, only eight (5 percent) had maximum counts 25 wpp, and 102 (61 percent) had counts of more than 75 wpp. These proportions amount to a significant imbalance in the difficulty levels of the available supplementary materials.

Figure E-3. Number of narrative and informational non-textbook titles by maximum words per page

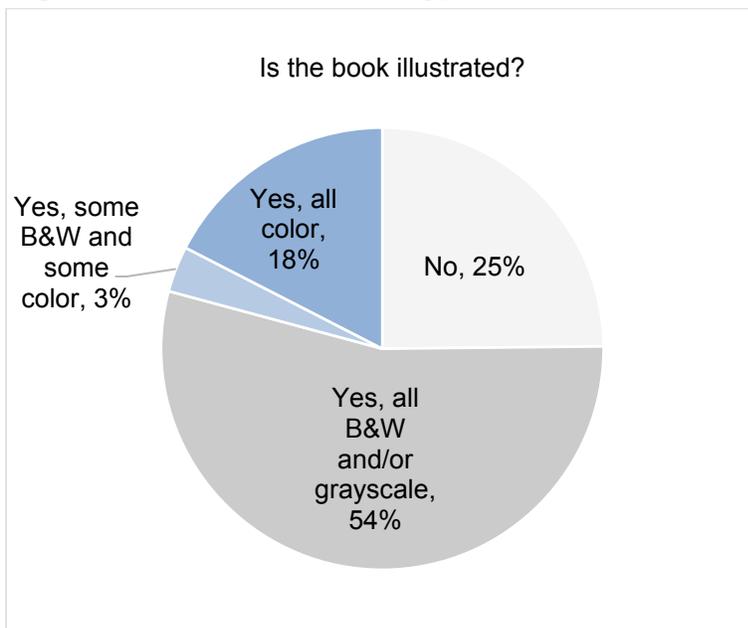


Note: This calculation was not performed for poetry or reference titles (36 titles). Thirteen narrative titles are missing data.

Illustrations

Of the 298 titles surveyed, 224 (75 percent) were illustrated; specifically, 162 (54 percent) were illustrated in black and white and/or grayscale, and 62 (21 percent) were illustrated in either all color or a mix of color and black and white (**Figure E-4**). After the Democratic Republic of the Congo (DRC), Mali had the highest percentage of texts without illustrations.

Figure E-4. Presence and type of illustrations



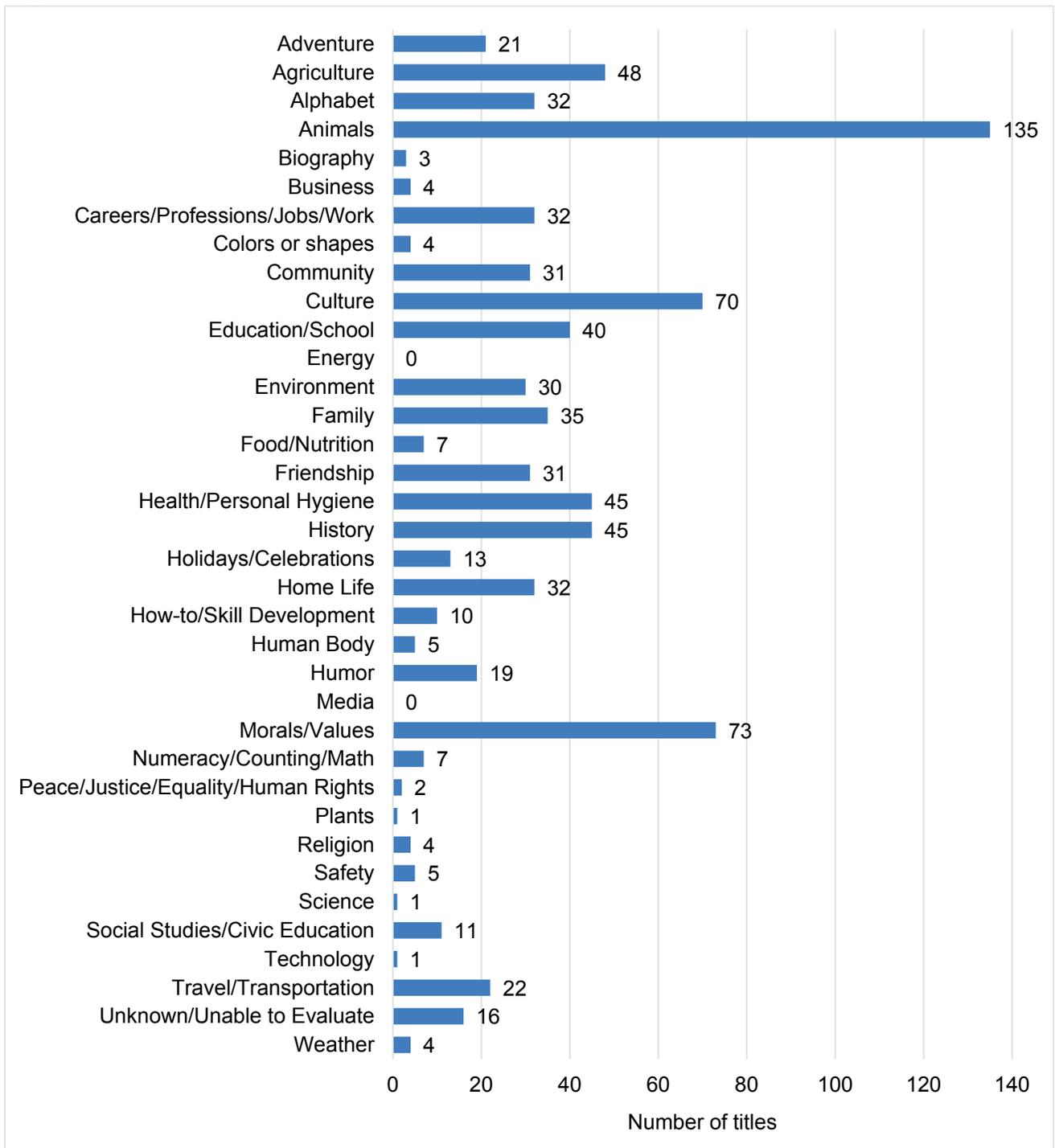
Content Themes

The data collectors examined 271 of the titles for content themes, excluding teacher’s guides and reference materials. The data collectors skimmed the texts and illustrations and checked off the most prominent themes featured from a set list. The data collectors could select any number of themes because no limits were set for the minimum and maximum numbers. The number of titles tagged for each theme is presented in **Figure E-5**.

The most common theme was animals, appearing in 135 (50 percent), followed by morals/values (73 [27 percent]), and culture (70 [26 percent]). The least common themes found in the surveyed titles were media and energy (both with zero mentions [zero percent]), and science, technology, and plants, each with one title (less than one percent). This finding may correspond to the low number (13 [five percent]) of informational titles encountered.

Only four titles (one percent) were recorded as containing religious content: two (one percent) featured Christianity, one (less than one percent) included Islam, and one (less than one percent) featured a traditional religion. The data collectors contacted many faith-based organizations that produce materials but found that most of the organizations’ efforts focus on developing materials for adult literacy.

Figure E-5. Content themes



Note: Multiple responses were possible per title.

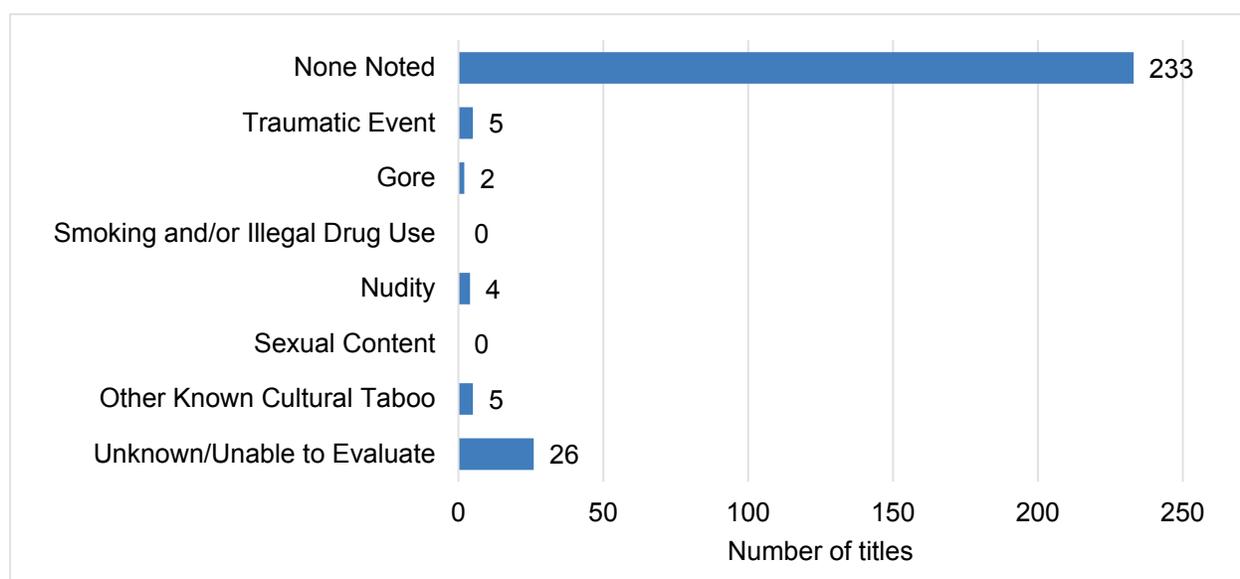
Content Familiarity and Appropriateness

The data collectors analyzed 271 titles for the familiarity of the content for the target audience (i.e., a typical child who is a native speaker of the language of publication). Teacher’s guides and

reference materials were excluded from this item. The data collectors judged 245 titles (90 percent) as containing “very familiar” content, 14 (five percent) as containing “semi-familiar” content, and two titles (less than one percent) as containing “mostly unfamiliar” content for the target audience.

The data collectors also examined the illustrations of these 271 titles for the presence of any potentially sensitive content, including traumatic events, gore, smoking and/or illegal drug use, nudity, sexual content, or other known cultural taboos (**Figure E-6**). The data collectors did not find any potentially sensitive content in 233 (86 percent) of the titles evaluated for this item. Each of the categories of potentially sensitive content were rare, occurring in five or fewer titles.

Figure E-6. Potentially sensitive content in the illustrations



Note: Multiple responses were possible per title.

Frequency and Equality of Representation

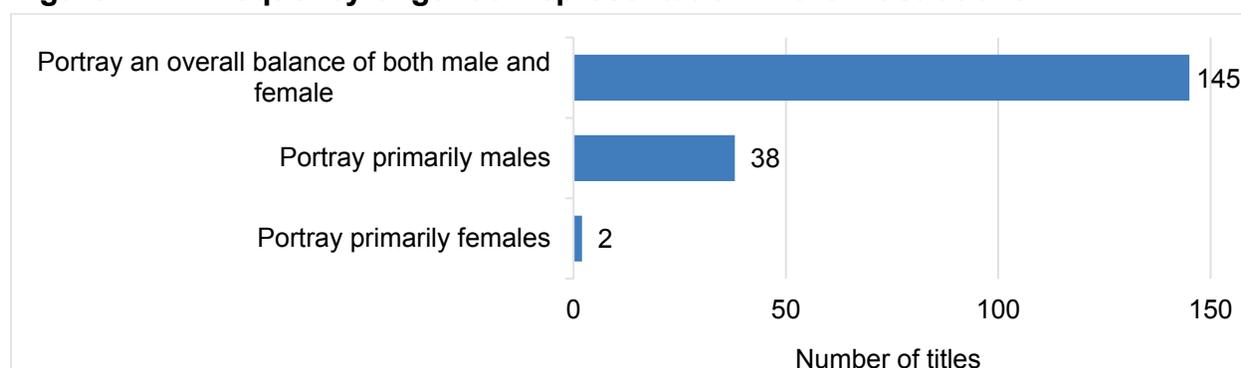
The data collectors examined a subset of the materials (i.e., 209 titles) for the frequency and equality of representation of people in the illustrations according to gender, ethnic or religious group identity, and disability. The data collectors did not evaluate all titles for these questions; exclusions were teacher’s guides, reference materials, and titles that were not illustrated with humans or anthropomorphic animals.

Gender

Of the 209 titles analyzed for gender balance, the data collectors deemed that gender was not apparent in 24 (12 percent) of the books, as when the characters were animals without obvious gender markers. Of the remaining 185 titles, the data collectors perceived a majority of them to portray an overall balance of both genders (145 [78 percent]). However, 38 titles (21 percent) featured primarily male characters and two (one percent) featured primarily female characters (**Figure E-7**). Of the countries surveyed, this was the second highest percentage of titles featuring primarily male characters.

For 180 of the titles where gender was apparent, the data collectors judged whether the male and female characters were portrayed “with equal skills, knowledge, accomplishments, or roles.” Overall, the data collectors judged that 151 titles (84 percent) portrayed male and female characters comparably, and seven titles (four percent) portrayed them with unequal status. For 22 titles (12 percent), the data collectors considered that there was an insufficient basis for comparison.

Figure E-7. Frequency of gender representation in the illustrations

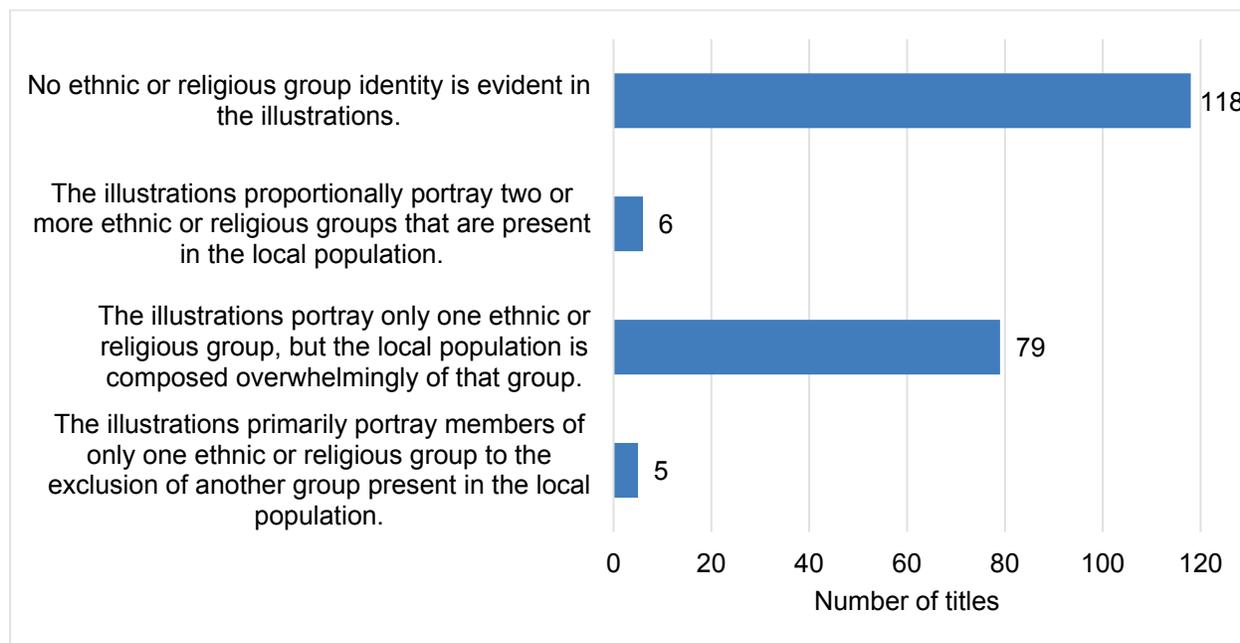


Ethnic and Religious Group Identity

Similarly to gender, the data collectors examined the illustrations of 209 titles for the frequency of representation of different ethnic and/or religious groups, when apparent. Out of those titles, the data collectors deemed 118 (56 percent) as not portraying characters with obvious ethnic or religious group identity markers (**Figure E-8**). In 79 titles (38 percent), members of only one ethnic or religious group were portrayed, but the data collectors found this to be representative of the local population, where 95 percent of Malians are Muslim. The data collectors judged five titles (two percent) as portraying primarily members of one ethnic or religious group to the exclusion of another group, and six (three percent) as portraying different groups proportional to their presence in the local population.

For the overwhelming majority of titles, the data collectors judged that there was an insufficient basis for comparing the nature of the portrayal, if any, of different ethnic or religious groups in the illustrations. For only one title (less than one percent) did any researcher indicate that different groups were portrayed unequally versus 15 titles (seven percent) in which they were judged to be portrayed as having equal roles, skills, knowledge, and accomplishments.

Figure E-8. Frequency of ethnic/religious group representation in the illustrations

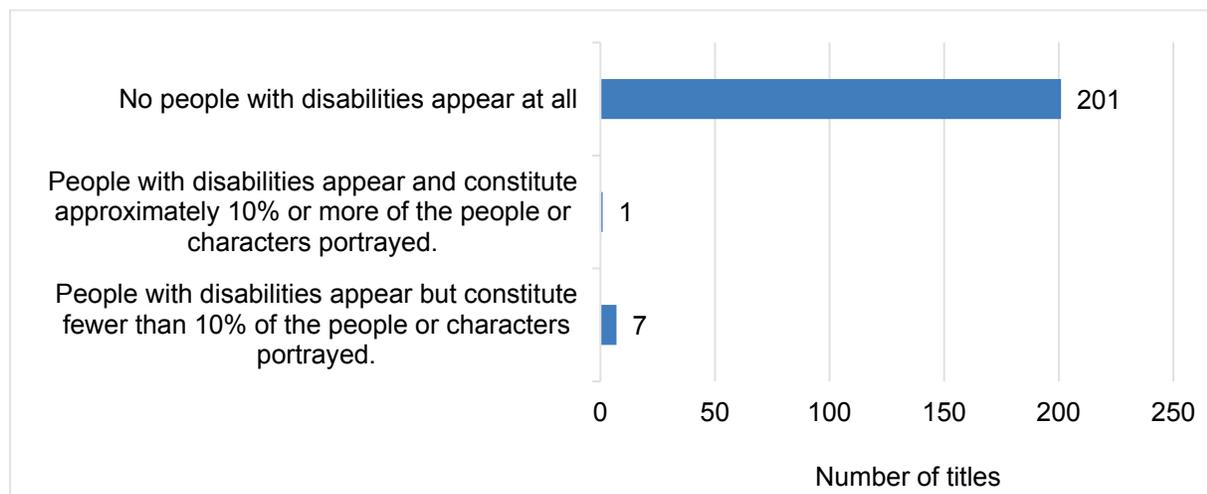


Disability

The data collectors also examined the 209 titles surveyed for the frequency of representation of people with disabilities (**Figure E-9**). Overwhelmingly, the materials lacked illustrations of people with any type of disability (201 [96 percent]); characters with disabilities were portrayed in just eight titles (four percent).

In the eight titles containing illustrations of people with disabilities, these characters were not shown as participating fully in Malian society. Only two titles (one percent) portrayed the characters with disabilities as having the same “skills, knowledge, accomplishments, and roles that are typically attributed to those without disabilities.”

Figure E-9. Frequency of the representation of people with disabilities in the illustrations



C. Feasibility of Reusing, Adapting, and Reproducing Available Titles

Copyright, Restrictions, and Permissions

Of the 298 titles analyzed, a slight majority of the titles (159 titles [53 percent]) contained a copyright symbol.

Regarding explicit statements about restrictions or permissions for reuse, the data collectors identified 113 titles (38 percent) that contained an explicit statement along the lines of “All Rights Reserved,” versus only two titles (less than one percent) that granted some permissions for reuse. In 179 titles (60 percent), there was no explicit statement either way, and the restrictions for the remaining four titles (one percent) were unknown.

Creative Commons licensing is not widespread in Mali. Only one title (less than one percent), a shell book in soft copy published by the American University of Nigeria, was identified as having a Creative Commons license.

Medium

Out of the 298 titles, the data collectors found 281 (94 percent) in hard copy, 18 (six percent) in soft copy, of which one was available in both media. Fifteen (83 percent) of the 18 titles found in soft copy were materials from the U.S. Agency for International Development (USAID)/Programme Harmonisé d’Appui au Renforcement de l’Education (PHARE, Mali Road to Reading Program).

D. Landscape of the Production of Children’s Reading Materials in African Languages in Mali

Publisher Types

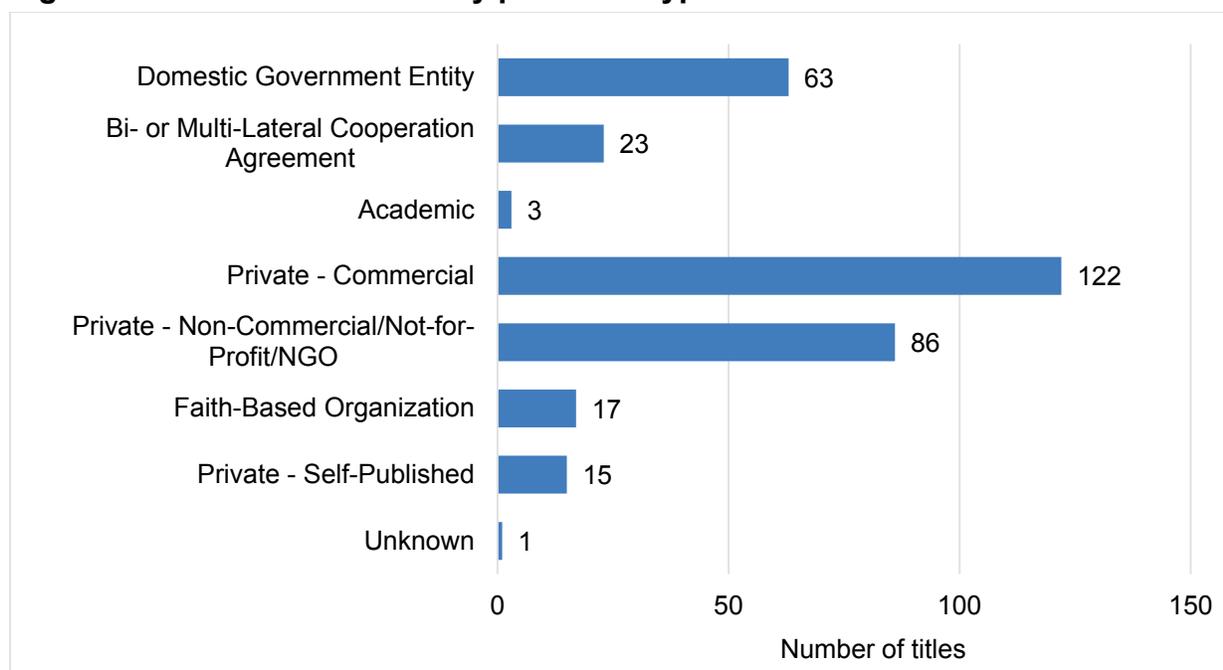
Figure E-10 shows the number of titles published by each type of organization. For the purposes of this study, “publisher” referred broadly to any organization responsible for developing or

funding the materials. Some titles were produced jointly by two or more organizations, at times belonging to different categories, and one publisher could fit into more than one category (e.g., nonprofit/nongovernmental organization [NGO], faith-based organizations).

Of the 298 titles surveyed, the data collectors recorded the highest number of titles (122 [41 percent]) from commercial publishers. However, the data collectors also received significant numbers of materials from nonprofit organizations (86 [29 percent]) and government entities (63 [21 percent]), so there was no extreme dominance by one type of publisher.

Regarding the 23 titles published under bilateral or multilateral cooperation agreements, four were published with the help of the United Nations Children’s Fund (UNICEF), 18 were funded by USAID, and two with the World Bank/Global Partnership for Education. In addition, four titles were produced with support from the Netherlands Cooperation and from the African Union.

Figure E-10. Number of titles by publisher type

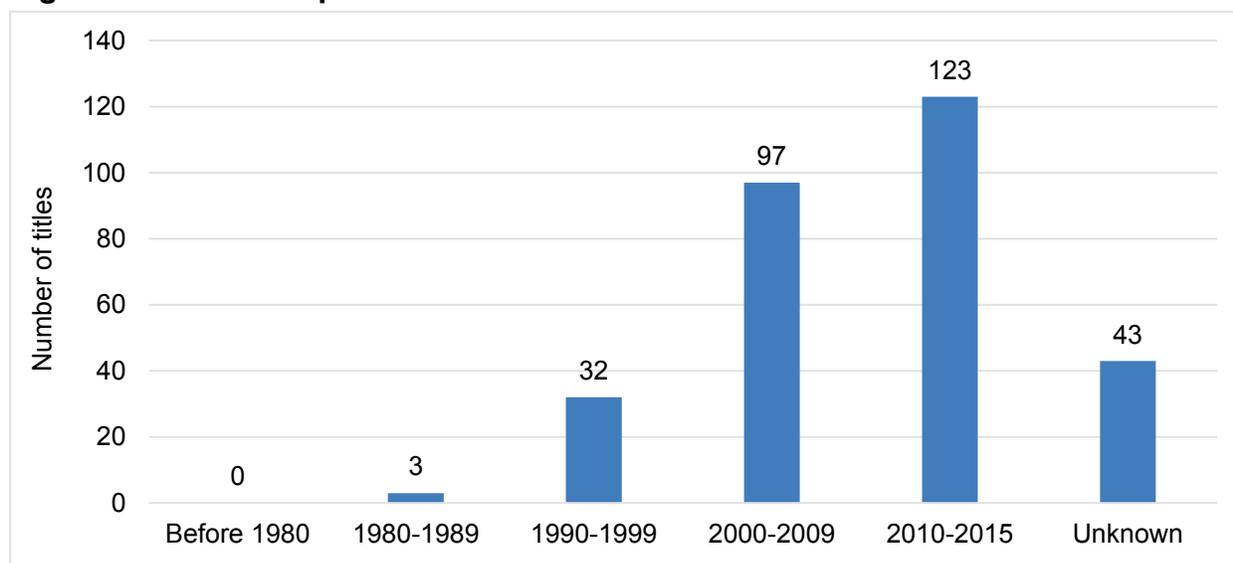


Note: Many titles were produced jointly by two or more organizations; therefore, the number of organizations represented here exceeds the number of titles surveyed. Publishers can also be included under multiple categories.

Year of Publication

The year of publication for the titles surveyed ranged from 1989 to 2015 (**Figure E-11**). The mean year of publication was 2007. The highest number of titles (123 [41 percent]) were published within the past five years.

Figure E-11. Year of publication



International Standard Book Number

Of the 298 titles surveyed, 129 titles (43 percent) contained an International Standard Book Number (ISBN).

Price

The data collectors were able to identify and record the price for only 24 titles (eight percent), thereby limiting the ability to draw any generalizations from such a small subset. The prices of the books were unknown, mainly because the providers often had received free sample books or received them as donations and therefore did not know the cost. Out of the 24 titles with a recorded cost, 16 (66 percent) were marked as free, and the remaining eight titles (33 percent) ranged from \$0.80 to \$12.08 (U.S. dollars [USD]).⁵

4. Remarks

Mali has had a long history of encouraging African languages in education. However, based on the results of the inventory, there is a lack of reading materials appropriate for the early grades in Malian languages. In most languages besides Bambara, the number of student textbooks was low or nonexistent. Most of the supplemental materials encountered contained too much text density per page to be useful for the earliest stages of reading development. Further research must be conducted to investigate this deficiency in both the availability and appropriateness of reading materials.

⁵ Exchange rates used were 1 Central African Franc (CFA) = 0.0016 USD and 1 Euro = 1.0988 USD.

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