Success in Early Reading

Pilot project in Mali and Niger

Implementation report

GAD MLI0080 & NER064

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1. Background

Low levels of educational quality, particularly in reading, which is the most important skill in primary school, persist in many developing countries. This is attributable to several factors including poor quality of instruction and assessment, overloaded curricula and lack of access to instructional and supplemental reading materials. These literacy factors may be further confounded by contextual factors such as national language policies and poverty.

Reading is a foundational skill. Without learning to read a child cannot reach his/her full educational potential. Skilled reading is dependent on the development of fast and accurate reading of small units: letters, syllables and words; and the ability to read these small units automatically.

According to specialists in this field, to read an average sentence in an average language, roughly 7 items in 12 seconds, requires that the student read at least a word per 1-1.5 second with 98 % accuracy or 45-60 words correct per minute. 7 words in 12 seconds = 45-60 words correct per minute.

At the same time if a child does not read fast enough by the end of the sentence s/he has forgotten the beginning. Minimum reading speed is therefore necessary for comprehension. By grade 7 students should read about 120-150 words per minute – at 110 wpm it takes 5 minutes to read a page.

Hasbrouck and Tindal (1992), Howe and Shinn
(2001),

Hasbrouck, J. E., & Tindal, G. (1992). Curriculum-based oral reading fluency
forms for students in grades 2 through 5. *Teaching Exceptional Children*, *24*(3),
41–44.
Howe, K. B., & Shinn, M. M. (2001). *Standard reading assessment passages (RAPS) for
use in general outcome measurements: A manu*

and Rasinski and Padak (2004). Rasinski, T., & Padak N., (2004). *Effective reading strategies: Teaching
children who find reading difficult (3rd ed.)*. Upper Saddle River, NJ: Merrill Prentice Hall.
Students who become fluent late may always read slowly and have limited comprehension. Yet the pace of the curriculum accelerates quickly as you move into the middle and upper levels of primary, making catching up difficult. Unless the student is able to keep pace s/he begins to lag behind; s/he either drops out or graduates without being able to read or write fluently or do mathematical calculations.

A slow reader may not be able to read fast enough to consult sources should s/he be fortunate to move on to secondary and tertiary levels of the education system. Without reading mastery (45-60 cwpm) the child's entire scholastic future is jeopardized even before s/he has completed grade 1.

Early grade reading is also an important predictor of later learning acquisition and therefore can be used as a proxy indicator to demonstrate impact in a meaningful way.

Plan's Early Grade Reading Initiative

In mid 2007 Plan Niger and Mali with financial ($ 215,000) and technical support from the US national office began implementing a one year pilot project in support of improved reading instruction in the early grades. The Success in Early Reading project uses the **Systematic Method for Reading Success (SMRS)**, a three month reading instruction program was introduced in grade 1 classrooms in 25 primary schools in Mali and 16 second chance schools in Niger. 1295 grade 1 pupils in Mali and 390 out of school children aged 9-15 years of age in Niger received 30 minutes of reading instruction daily built around two booklets – the first emphasizing mono syllabic words and the second multi syllabic words and writing.

The program was developed as a response to the chronic education quality problems that beset many developing countries in which Plan operates. Tests conducted during field visits to Mali and Niger in February 2007 found that none of the children tested could read at a satisfactory level (defined as 45-60 words correct per minute at the end of the second grade) including sixth graders, in any language. Students in Niger scored very poorly (on the performance assessment tests administered by the MOE (DEEC/DESAS June 2007) later on that same year to mark the end of the first phase of the PDDE (Niger 10 years education sector development plan). 82 % of grade 5 students tested in French language skills failed to demonstrate the acquisition of basic proficiency levels. The low quality of primary instruction remains a challenge. Many teachers must cope with large and at times multi-grade classes. Classrooms are under resourced as teachers lack instructional materials and pupils the necessary readers. Teachers are ill equipped to teach foundational reading literacy and numeracy skills and teacher-centered pedagogy stresses lectures and memorization rather than active learning.

The SMRS is based on the findings from research on learning to read and is situated in students' native languages. It is designed for teachers with little preparation, for school environments with limited resources and for large class size situations. To read well, students need to know how to decode sounds into letters and words, how to read fluently with expression and how to comprehend what they read (National Reading Panel Report, 2000). The best way to learn phonics is to introduce it through a systematic program that begins with phonemic awareness, then the slow introduction of one or two-letter sound combinations and one or two sight words that students will be able to practice enough so that when they come to a sentence containing the sounds and words, they will know how to read them. The reading pilot utilized the *Systematic Method for Reading Success (SMRS)*, adapted from the Systematic Instruction on Phonemes, Phonics and Sight Word method, by John Shefelbine, published by the Development Studies Center, Oakland, CA. It is built around the teaching of two books totaling 50-70 lessons, taught over a 4-5 month period depending on the language. Each daily lesson lasted 30 minutes. The first book uses only single syllable words. The second book uses multi syllabic words and includes writing. The stories are about their own environments for motivation and pride.

The SMRS enables students to successfully read from the first day of school beginning with their names. It can demonstrate results to teachers and parents in a very short time thus re building their enthusiasm around schooling. Teachers and support staff are trained on how to use simple assessment tools to evaluate pupils reading and comprehension skills on an ongoing basis. This process enables teachers to devote remedial attention to pupils who lag behind. The SMRS is built around the following core steps:

- Phonemic awareness (recognition of sounds that make up words)
- Phonics: (the knowledge that letters represent speech sounds) Initial introduction of the name and sound of each letter in the alphabet, then blending letters into words.
- Sight words (high frequency words that students should recognize on sight)
- Use of pictures to illustrate words or phrases not yet taught
- Listening to the teacher read aloud followed by vocabulary and comprehension questions
- Re-reading successfully (i.e., at least 45 wcpm) at students' own paces

2. Inception activities

The Success in early reading project was informed by the following technical events:

- the holding in November 2006 by USAID and the World Bank of an experts' conference on reading which became the precursor for the launching of the Early Grade Reading Assessment Initiative or EGRA as it is commonly known;
- a planning workshop in Mali in May, 2007involving both countries to discuss implementation approaches to early reading, plan programming and evaluation and develop partnerships with the MOE and local implementing NGOs;
- a joint study visit to Pratham in India in June 2007 with Plan country staff from East and Southern Africa and West Africa to learn of their successful community mobilization, student assessment, instruction and advocacy practices

Based on expressions of interest, level of need and the likelihood of greater funding becoming available in subsequent years via USAID and World Bank sources Mali and Niger were selected for this pilot phase with funding levels of $ 80,000 earmarked for each country. It was also decided to plan for the participation of additional country participation from RESA. However due to funding restrictions the $ 15,000 remaining was awarded to Uganda for an early literacy survey at the lower primary (P1, P2, P3 and P4) level.

3. Implementation

Plan partnered with two NGOs to implement the pilot phase in Mali and Niger. In Mali Plan worked with IEP (Institut pour l'Education Populaire) to undertake a reading instruction program in Bamanankan in grade 1 classes of 25 primary schools located in the Baroueli area. It was 64 lessons in length. In Niger Plan worked with VIE to implement a reading program in Zarma in 10 second chance schools in the Tillabery area and 6 second chance schools in the Dosso area. These schools are attended by adolescent girls and boys aged 8-17 years who have never attended formal schooling and are therefore illiterate. There the program involved 55 lessons. US based consultant Sandra Hollingsworth (University of California at Berkeley) provided technical guidance and oversight during all phases of the program. The International Reading Association provided support during the initial training in September 2008 of directors, supervisors, and teachers.

In each country the pilot involved the following implementation arrangements:

- Initial training of teachers and supervisory staff on the SMRS method, Book 1: 25 school directors and teachers and 2 pedagogic advisers from Mali were trained September 19 to October 4, 2007 while 16 literacy facilitators and 7 supervisors in Niger were trained October 21 to November 2, 2007 with a refresher training January 3-8, 2008.

- Development and pre test of tools to assess reading competencies of pupils ; October 14-22, 2007 in Mali and :November 4-14, 2007 in Niger; Initial baseline assessment confirming very low proficiencies in reading October 16-29, 2007 in Mali and November 8 to 14, 2007 in Niger.
- Training of teachers and supervisory staff on Book 2: May 2-3, 2008 in Mali; March 3 to 6 08 in Niger
- Development of instructional materials (October 2007 to June 2008): teachers guide, pupil and teacher mastery observation tools, pupil readers to support the reading program which was organized around the teaching of 2 teachers' guides. The pupil readers were developed in installments of 10 lessons based on a scope and sequence developed in close consultation with the US based consultant. The consultant reviewed each lesson and provided feedback virtually via email to each NGO implementer.

- Instruction based on two books comprising 55-70 lessons depending on language of instruction: the instruction phase of the project ran from January 08-June 08 in Mali and from January to May 08 in Niger.
- A system of regular assessment of teacher and pupil mastery of the method was established. Supervisory visits were conducted by the staff of NGO partners at the end of every 10 lessons. During these visits an observation tool was used to determine how well the method was being used by teachers. Students were also administered a test to determine their reading and comprehension skills (**see Annex 1 for the results of pupil testing in Mali**) . Plan and MOE staff also conducted periodic school visits to monitor progress and identify problems

requiring corrective measures. Samples of the observation tool and test items are attached (**see Annex 2)**

- End of pilot evaluation: an end of pilot evaluation to test pupil reading and comprehension levels as well as teacher mastery of the method was organized in each country. It entailed the administration of a simple test to 193 pupils from 15 second chance schools in Niger (5-17 May 08) and to 240 students from 12 primary schools in Mali (23-25 June 08). Students were tested on letter, name and sound recognition, as well as reading and comprehension. In each case the evaluation was conducted under the supervision of the Evaluation Unit of the Ministry of Education and entailed the administration of a student test in pilot schools. In Mali, half of the schools tested were control schools demonstrating similar characteristics with pilot schools and located in the neighboring inspectorate of Baguineda. Consultant Hollingsworth trained the MOE team on the SMRS method and assisted with the design and pre test of the student instrument. In Niger the enumerators were provided by VIE while in Mali they were directly provided by the MOE. The results are discussed in more detail in section 4 of this report. A qualitative component was added to the teacher observation instrument in order to capture contextual data likely to have influenced both teacher and pupil mastery of the method.

4. Overall Results

Testing

Baseline testing conducted in both countries provided evidence to substantiate early assumptions regarding low levels of reading proficiency among the student population in the pilot schools in both countries. Results of reading comprehension were 2.2% in Niger, and 0.0% in Mali.

At the end of the instructional period (approximately 6 months in Mali and 4 months in Niger), final evaluations were administered to assess progress in the pilot schools in each country.

The reading proficiency test consisted of the administration of test items in letter recognition (27 letters in Mali; 30 letters in Niger), word recognition and reading comprehension (reading a text followed by the answering of simple comprehension questions); text of 67 words followed by 8 questions in Mali and text of 60 words followed by 5 questions in Niger).

The pre-post comprehension measure in Zarma involved reading a short passage and answering comprehension questions. The Ministry compared those results to another test in French with a full year of instruction in all government schools, where only 14% of all students in the first cycle could comprehend what they read.

In Mali, SMRS was taught in Bamanakan to 1295 students in 22 community schools (ages 6-8). To measure the pilot results, the Ministry randomly sampled six SMRS schools (104 students) and six national curriculum or bilingual schools (121 students).

Results showed that from a baseline of 0.0, after only 4 months of instruction, 49% of students could read 21 or more letters, versus 2% in national schools after a full year of instruction; 42% of SMRS students could read more than 50% of words compared to 2% of students in national schools; 89.7 (SD 11.22) students in the SMRS schools could read fluently with good comprehension, compared to 41.1% (SD 9.6) of the students in national curriculum (or bilingual) schools after a full year of instruction. The same reading passage and comprehension question measure was used in both the control and experimental schools.

The protocol for assessing teacher mastery differed in each country **(See Annex 3)**. In Niger, teacher observation was undertaken by Consultant Hollingsworth with Plan Staff during the evaluation while in Mali this task was assigned to the team of MOE evaluators.

In Mali, given many ongoing constraints faced when applying the method it was agreed that additional contextual data would be helpful in gaining a better understanding of factors which undermined the teacher's mastery of the SMRS. (See below for a complete description of these factors.) This decision stemmed from interview findings obtained during monitoring of Book 1 (April 08) which challenged certain design assumptions regarding the extent of use of Bamanankan and instruction of the new curriculum by teachers in the 25 pilot schools. Thus in addition to applying the standard teacher observation instrument utilized during the instruction phase, the evaluators administered a second qualitative instrument to address these difficulties (**see Annex 4**). The instrument was also intended to illicit teachers' own views of the efficacy of the method. The qualitative instrument was administered to teachers and their supervisors.

Presentation of findings

Findings will be presented by sub test in each country.

I.   Letter recognition
a. Letter recognition – Mali

Table 1: Results – letter recognition test/Mali

Type of School	Number of letters					N (# students)
	[0 – 5]	[6 – 10]	[11 – 15]	[16 – 20]	[21 et plus]	

Pilot school Percentage (out of 100)	0 0%	6 6%	15 14%	32 31%	51 49%	104 100%
Control School Percentage (out of 100)	82 68%	23 19%	11 9%	3 2%	2 2%	121 100%

The test consisted of having students name 27 letters. 80 % of students from pilot schools were able to name 16 or more letters compared to only 4 % of control school students. 49 % of students from pilot schools named 21 or more of the letters submitted compared to only 2 % in control schools.

        b. Letter recognition – Niger

Table 2: Results – Letter recognition test/Niger

N (# students)	Below minimal proficiency level < 50 % (less than 15 words)	Minimal proficiency level 50-79 % (15-23 words)	Optimum proficiency level 80 % and above (24 or more words)
193	27 %	27 %	46 %

In Niger students were asked to name 30 letters. The post test showed that 63.55 % of students were able to name the letters of the alphabet.

II.   Word recognition
        a. Word recognition – Mali

Table 3: Results – Word recognition test/Mali

Type of school	Number of words	
	< 5 words read	> 5 words read
Pilot school Percentage (out of 100)	60 students (58%)	44 students (42%)
Control School Percentage (out of 100)	118 students (98%)	3 students (2%)

Students in Mali were asked to read aloud 10 words. 42 % of students were able to read 5 or more words correctly compared to only 2 % of students in control schools.

b. Word recognition - Niger

Table 4: Results – Word recognition test/Niger

N (# students)	Below minimal proficiency level < 50 %	Minimal proficiency level 50-79 %	Optimum proficiency level 80 %
193	54 %	11 %	35 %

Students in Niger registered lower levels of word recognition compared to letter recognition. Polysyllabic words were more difficult for them to master than monosyllabic words as table 5 demonstrates. 46 % of students tested were able to identify 5 of 10 words in the test. This trend was observed to a lesser extent in the case of Mali.

Table 5: Results – Word recognition test/Mali

Test items	Test scores	
	Pilot schools	Control schools
An	26%	3%
Kan	51%	4%
N¡n¡	39%	4%
Bada	30%	3%
ale	26%	3%
K¡n¡	49%	6%
di	88%	22%
soso	85%	10%
daba	34%	0%
jaba	33%	3%

III.   Reading comprehension

In both countries the test for reading comprehension entailed giving the students an unfamiliar reading passage followed by comprehension questions (8 questions in Mali; 5 questions in Niger).

a. Reading comprehension – Mali

Students read a passage following which they were asked 8 questions. 96.2 % of respondents from pilot schools were able to answer correctly 4 or more questions compared to 45.5 % of respondents from control schools. When taken individually a more positive outcome is observed as illustrates table 6 below.

Table 6 : Results – reading comprehension test Mali

Comprehension items	Test scores	
	Pilot schools	Control schools
1. Don d¡ wula f¥, Musa taara yaala y¡r¡ jum¥n ?	94.2%	44.6%
2. A ye mun f¥n ye ?	99.0%	45.5%
3. Musa ye k¡n¡nin ye y¡r¡ jum¥n ?	88.5%	43.0%
4. Mun tun b¥ k¡n¡nin na ?	94.2%	41.3%
5. Musa taara ni k¡n¡nin ye y¡r¡ jum¥n ?	96.2%	48.8%
6. A ye mun k¥ k¡n¡nin na so ?	94.2%	45.5%
7. K¡n¡nin ye mun k¥ n¥n¥ b¡len a la ?	87.5%	42.1%
8. K¡n¡nin taalen jara Musa ye wa ?	63.5%	18.2%

Based on the answers to the above questions 89.7% of students from pilot schools could read fluently with good comprehension compared to 41.1% of students receiving instruction in the national curriculum in control schools.

b. Reading comprehension – Niger

Only 22 % of students tested in Niger scored at the optimal level on this test component, that is 128 of students tested could not read at the defined level of fluency while 42 students were deemed to have demonstrated minimal or optimum levels of proficiency. To reach a minimal level of proficiency students were required to read 40 or more words correctly and respond correctly to 3 or more questions.

IV. Global scores (the mean across the subtests)

When compiling the results across the 3 broad domains of reading proficiency there is evidence of clear gains in terms of reading proficiency in both countries even though Niger lags far behind in regards to reading comprehension, a key predictor of reading fluency. In Niger more than 2/3 of students tested were able to correctly identify the Zarma alphabet, 45 % recognized commonly utilized words and 22 % could read and accurately comprehend a text. In Mali the results are even more significant with over 89 % of students from pilot schools who were tested able to read fluently with good comprehension after only 4 months of instruction.

In conclusion the evaluation findings seem to indicate that the SMRS can effectively put into place the necessary building blocks for reading acquisition over a relative short period of time and more significantly over a time period that is far shorter than current trends observed in government managed primary schools.

The next section will discuss some operational factors encountered in the course of the pilot that may have undermined the efficiency of the SMRS and should be considered in any subsequent effort to implement it, particularly in the formal primary school setting.

5. Possible factors influencing results

Thanks to regular supervision undertaken by Plan staff as well as the continuous assessments conducted by supervisors committed by each implementing agency and by Consultant Hollingsworth a lot of contextual data was generated which allowed for greater insight into factors at the school level which may have impeded the application of the SMRS.

The main constraining factors observed were as follows:

MOE decision in Mali to suspend bilingual curriculum: On the eve of the launch of the pilot an administrative circular was issued by the National Director of Basic Education to suspend the use of non French modes of instruction. Although it was rescinded a short period afterwards the ensuing confusion caused at the school level resulted in a 2 month delay of the launch of the pilot.

Teacher qualifications: Mali is currently embarked on an ambitious program of reform involving the transition from French language instruction to instruction in the maternal languages. This transition is a complex and lengthy one and has given rise to situations where teachers are teaching the local language curriculum using French as the medium of instruction. It is important to note that halfway through the pilot in Mali it was discovered that teachers in several schools were using French as the medium of instruction contrary to the new curriculum adopted in 2003 which calls for mother tongue instruction in the early grades and progressive introduction of French in grade 3. There were at least nine cases where the teacher could not read or write in Bamanakan, the medium of instruction for the SMRS and/or had not received training in the new curriculum. During the end line evaluation six teachers indicated that they had not received any training on the new curriculum. One teacher refused to participate in the pilot because he had not received training on how to teach in Bamanankan. In Niger none of the teachers had received pre service training at one of the country's teacher training colleges or had been formally trained on how to teach in the local languages. All however were conversant in the Zarma language.

Teacher mastery of the SMRS: Early on in the experimentation routine data collection seemed to correlate high pupil mastery with high teacher mastery of the SMRS. This trend was observed throughout the pilot phase and further confirmed during the end line evaluation. In general most teachers found the SMRS to be a very useful method. Teachers in Mali complained that they lacked tools for reading instruction and felt that the SMRS filled a critical gap in their training. They marveled at how the SMRS enabled grade 1 pupils to learn early on how to read their name, a feat that was not possible in previous years. During teacher observations conducted as part of the

end line evaluation in Mali all of the teachers tested were able to demonstrate a satisfactory level (50 % score) of mastery or higher of each of the 6 steps the SMRS. However due to the limited sample size (6 teachers) it is not possible to draw any conclusions about the extent of teacher mastery across all 21 pilot schools. In Niger teacher observation also concerned 6 teachers. While the results were not quantified the evaluators found that certain steps such as the posing of comprehension questions following the reading of a text was not applied systematically.

Class size: routine data collected in Mali seemed to indicate that reading fluency decreases as class size increases. The lowest reading fluency scores were found to be in the six schools (Garna, Kamba, Tafalan, Konoubougou A1, A2 and B) with pupil per classroom ratios greater than 50 . The impact of class size was not examined during the end line evaluation. In Niger the average number of pupils per class was 30 .

Student and teacher absenteeism: Although attendance data was not regularly collected , student and teacher absenteeism was noted during periodic visits conducted by Plan and implementing agency staff . In Niger there were cases where students were only present in class 20 % of the time. In at least one instance in Mali, a teacher was on sick leave for a significant period of book 1 instruction, another on maternity leave. Irregular attendance of students and teachers may explain the wide range in reading fluency scores inside a given class.

Delays in the production of booklets: In both countries difficulties were encountered early on in the production of booklet 1 which delayed its distribution at the school level. This was largely due to lack of a shared understanding of the scope and sequencing of lessons between the lead consultant Sandra Hollingsworth and the lead writers in each of the implementing NGOs in both countries. The fact that the bulk of the work was coordinated via email and telephone rather than face to face made the drafting process more challenging. In the case of Mali the production of both booklets 1 and 2 were delayed. The teaching of book one ran from January to April, longer than expected. This considerably shortened the time available for the piloting of book 2. In fact only 4 schools reached the twelfth lesson in book 2 by the close of the school year in early June. The remaining 18 schools ended the year having only begun book 2 with some not having begun book 2 at all. In Niger despite difficulties experienced early on both booklets were completed on time.

6. Lessons learned

SMRS is a viable method: the pilot demonstrated that the SMRS responded well to the challenging learning environments that prevailed in both countries. The results achieved confirm that it SMRS is a viable method for the instruction of reading in both early grade and non formal settings. In both cases the use of the SMRS enabled children to acquire reading with comprehension to differing degrees over a 4-5 month period, an achievement rarely seen in more conventional teaching settings.

Innovations such as SMRS require time: The Mali experience in particular demonstrated that a full calendar year is required to put into place the type of instructional system necessary for the SMRS to be implemented in an optimal manner. The pilots in both Mali and Niger were implemented under the pressure of tight and at times unrealistic timelines.

Material development must be developed with the consultant present. (This lesson was later applied in Haiti, and the results were extremely satisfactory).

Teachers must be literate in the chosen local language: the experience in Mali and the superior results achieved in Niger demonstrate that the efficacy of the method is enhanced when teachers are literate in the language of instruction.

Ongoing teacher support including more frequent refresher training is needed: Ongoing teacher support and frequent refresher training especially early on are important in order to ensure that teachers correctly apply all 6 steps of the method and build a culture of continuous assessment enabling them to easily identify children who are unable to grasp the method in the early stages of book 1 and institute appropriate remedial measures. This is especially critical in large class situations. Where feasible/possible teachers should receive training on the principles of phonics.

Large class situations require the use of teaching assistants: data from Mali suggests that the effectiveness of the method is undermined in large class situations. For this reason the support of the school director or a second teacher should be enlisted in classes with large numbers of pupils

7. Recommendations

In light of the above results, early grade reading initiatives such as this one should be continued in Mali and Niger as well as extended to other Plan countries.

The following are recommendations regarding future such activities:

1. Develop materials through face to face interaction with the consultant
2. Provide literacy training to all teachers from the pilot phase
3. Incorporate literacy training into SMRS teacher preparation activities in future phases
4. Increase the frequency of teacher trainings, ie refresher training on 6 steps after each 20 lessons
5. Use more durable materials to produce the pupil readers and bind them under a single cover
6. Advocate for the inclusion of the SMRS in the curriculum of pre service teacher training colleges
7. Develop partnerships with civil society organizations and professional associations in order to advocate in support of reading in early grades initiatives

8. Disseminate the results of the pilot in Plan beginning with WARO countries
9. Assess whether the SMRS can be adapted to other local and foreign (French) language situations that are prevalent in countries where Plan is currently working.

For Mali:

1. Repeat the pilot phase in a smaller sample of schools in Mali which are able to demonstrate teaching capability in Bamanankan in order to complete one full cycle of instruction

For Niger:

1. Experiment the SMRS in early grades in primary schools in Niger as per the MOE request (50 primary schools offering both bilingual and French instruction; **see Annex 5**)
2. Extend the SMRS to other second chance schools in Niger
3. Conduct a feasibility study to recommend an appropriate course of action for the SMRS to be introduced into the primary school system

Appendices

Annex 1: **Results of ongoing pupil testing**

Annex 2: **Teacher observation tool**

Annex 3: **End line testing protocols**

Annex 4: **End line qualitative instrument for teachers**

Annex 5: **Summary of conclusions from the validation meeting with the MOE/Niger**

	lessons 1-10									lessons 11-20									lessons 21-30									lessons 31-40								
	5	10	20	30	40	50	60	70	80	5	10	20	30	40	50	60	70	80	5	10	20	30	40	50	60	70	80	5	10	20	30	40	50	60	70	80
Bananindo																			82	11	3	5	0	0	0			0	0							
Baroueli A1	11	11	23	1	28	16	9	0	0										86	5	2	0	7	0	0	0		0	0							
Baroueli A2	3	14	26	28	19	10	0	0	0																											
Dotembugu										13	12	24	12	12	0	12	0	0	5	10	41	5	10	4	14	5	10	41	5	27		14	5	0	0	0
Joforongo	0	0	0	2	6	20	16	6	51	19	0	23	19	23	10	0	0	0	0	0	3	24	30	33	11	9	0	0	0	17	21	13	13	38		
Garna	35	33	24	4	0	0	0	0	0										73	12	12	2	0					100	0	0	0	0	0	0		
Kamba	78	8	4	2															74	6	18	2	4				0	Refus de participation à l'évaluation								
Koduguni	12	5	33	30	15	0	3	0	0	66	19	9	3	3	0	0	0	0	49	0	32	0	9	0				43	9	29						
Koninbabugu	0	0	3	3	5	7	10	27	50	13	10	19	6	10	10	13	10	10	0	0	0	13	13	41	8	25		0	19	5	14	48	5	10		
Konobugu A1																			60	14	16	3	1	3		3	0	60	26	12	0	0	0	0	0	0
Konobugu A2	54	5	18	3	10	3	2		2	36	14	19	17	8	6	0	0	0	37	4	27	12	12	2	2	0	0	68	11	12	5	4	0	0	0	0
Konobugu B																			70	6	10	4	4	4	2	1	0	56	10	7	7	4	3	0	0	0
Nianzana	14	14	44	8	19	0	0	0	0										19	13	3	3	3	9		13	19	0								
Sanando	0	17	12	22	2	43	2			47	11	18	7	8	7	2	2	2	49	5	19	4	3	1	5			49	11							
Siemona	14	12	16	5	24	9	3	3	17	45	13	28	3	3	0	5	3	3	55	0	24	15	0	0	3			40	0	29	10	10	3	5		5
Sininbugu										0	6	12	12	24	6	18	6	18	0	0	6	0	19	13	19	19	25	26	0	22	0	4	0	0		0
Sioni-Sampel																			100	0	0	0						100								
Somo	0	10	2	4	18	6	31	29	0	45	16	23	4	9	2	0	2	0	43	8	10	14	18	2	2	4	0	74	0	10	0	0	0	0	0	0
Sugula	0	0	18	18	64	0	0	0	0										80	3	0	0	0	0	0	0	0	83	3	3	0	0	0	0		0
Tafalan																			99	0							0	100								
Tamani	0	0	3	9	19	9	25	35	0	75	16	23	4	9	2	2		0	34	8	20	14	16	7	0	0	1	37	0	13	13	8	6	4	4	3
Yerebugu																			13	8	0	4	0	0	0	0	0	88	8							
	225	123	217	131	233	102	101	146	122	359	117	198	87	109	43	55	27	33	1084	130	263	110	150	93	126	68	98	969	87	168	120	119	60	94	26	56

	lessons 1-10	lessons 11-20	lessons 21-30	lessons 31-40
Total # tested	1400	1028	2122	1699
Total # scoring greater than 40 cwpm	704	267	535	355
Percentage scoring greater than 40 cwpm	0.503	0.26	0.252	0.208946

Colors indicate performance among the highest numbers of learners: red for the lowest performance, yellow for intermediate and green for highest performance; espaces remplis de gris = non fait; espace blanc = evaluation faite mais information manquante au moment de rédaction/soumission du rapport)

Recordage : Grille d'Observation des Enseignants qui Utilisent la MSRL

Village de : …………………………….. Nom de l'observateur : ………….
Commune de : …………………………. Jour observé : ………………
Nom de l'enseignant : ………………….. Effectif de la classe : ……………..
Present: _____ Absent: _____

Avant le début du cours :
1. Quelle est la leçon du jour ? _____
2. Quelles étapes de la leçon sont observées pendant cette évaluation?_____
3. Avez-vus lu les consignes pour connaître le contenu de chaque étape ?_____

Codage	Toujours **T**	Souvent **S**	Occasionnellement **O**	Rarement **R**	Jamais **J**

Remarques générales:	T	S	O	R	J
1.La leçon est-elle au tableau avant le début des cours ?	2	1.75	1.50	1	0
2.Est-ce que l'enseignant s'assure que tous les élèves sont attentifs avant de commencer la classe ?	2	1.75	1.50	1	0
3.Est-ce que l'enseignant dit les consignes correctement ?	2	1.75	1.50	1	0
4.Est-ce que l'enseignant fait attention aux erreurs et les corrige en respectant les consignes ?	2	1.75	1.50	1	0
5.Est-ce que l'enseignant suit le rythme normal de la leçon ? (pas trop lent, ni trop rapide)	2	1.75	1.50	1	0

ÉTAPE 1	T	S	O	R	J
6. Est-ce que l'enseignant fait réviser l'étape 7 de la leçon de la veille ?	5	4	3	1	0
7. Est-ce que l'enseignant lit d'abord le texte avant de demander aux élèves de le lire ? (phrase après phrase)	2	3	2	1	0
8. Est-ce que l'enseignant s'assure que les élèves ont compris avant de passer à l'étape suivante ?	3	2.5	2	1	0
9. Temps étape 1	Début :		Fin :	Total :	

ÉTAPE 2	T	S	O	R	J
10. Est-ce que l'enseignant fait cet exercice à l'oral et non pas à l'écrit ?	5	4	3	1	0
11. Est-ce que les enfants peuvent manipuler les sons dans un mot ?	5	4	3	1	0
12. Est-ce que l'enseignant s'assure que les élèves ont compris avant de passer à l'étape suivante ?	5	4	3	1	0
13. Temps étape 2	Début :		Fin :	Total :	

ÉTAPE 3	T	S	O	R	J
14. Est-ce que l'enseignant demande le nom puis le son de la lettre ?	5	4	3	1	0
15. Est-ce que les enfants font la différence entre le nom et le son de la lettre ?	5	4	3	1	0
16. Est-ce que l'enseignant s'assure que les enfants regardent la lettre au tableau ?	3	2.5	2	1	0
17. Est-ce que l'enseignant s'assure que les élèves ont compris avant de passer à l'étape suivante ?	2	1.75	1.50	1	0
18. Temps étape 3	Début :		Fin :	Total :	

ÉTAPE 4	T	S	O	R	J

19. Est-ce que l'enseignant produit le son des lettres (pas le nom) et puis il glisse son doigt sous les lettres pour lire le mot d'abord lentement puis rapidement ?	3	2.5	2	1	0
20. Est-ce que les enfants ont compris que les sons des lettres peuvent être combinés pour faire un mot ?	3	2.5	2	1	0
21. Est-ce que les enfants comprennent le sens du mot ?	3	2.5	2	1	0
22. Est-ce que l'enseignant autorise plusieurs sens ?	3	2.5	2	1	0
23. Est-ce que l'enseignant s'assure que les élèves ont compris avant de passer à l'étape suivante ?	3	2.5	2		0
24. Temps étape 4	Début :	Fin :	Total :		

ÉTAPE 5	T	S	O	R	J
25. Est-ce que l'enseignant fait seulement répéter le mot en entier ? (pas les lettres, ni les sons)	2	1.75	1.50	1	0
26. Est-ce que les enfants reconnaissent (lisent) le mot ?	2	1.75	1.50	1	0
27. Est-ce que les enfants connaissent le sens du mot ?	2	1.75	1.50	1	0
28. Est-ce que l'enseignant autorise plusieurs sens ?	2	1.75	1.50	1	0
29. Est-ce que l'enseignant s'assure que les élèves ont compris avant de passer à l'étape suivante ?	2	1.75	1.50	1	0
30. Temps étape 5	Début :	Fin :	Total :		

ÉTAPE 6	T	S	O	R	J
31. Est-ce que l'enseignant lit d'abord le texte en entier de manière expressive ?	2	1.75	1.50	1	0
32. Est-ce que l'enseignant reprend la lecture en posant des questions de compréhension et de vocabulaire ?	2	1.75	1.50	1	0
33. Est-ce que l'enseignant pose des questions dont les réponses se trouvent dans le texte ?	2	1.75	1.50	1	0
34. Est-ce que l'enseignant pose des questions dont les réponses ne se trouvent pas dans le texte ? (pour l'enrichir)	2	1.75	1.50	1	0
35. Est-ce que l'enseignant s'assure que les élèves ont compris avant de passer à l'étape suivante ?	2	1.75	1.50	1	0
36. Temps étape 6	Début :	Fin :	Total :		

ÉTAPE 7	T	S	O	R	J
37. Si les phrases contiennent des images, est-ce que l'enseignant explique le sens des images ?	5	4	3	1	0
38. Est-ce que les enfants ont du temps pour lire et relire les textes déjà vus (petits livres) pendant qu'il écoute et aide d'autres enfants ?	5	4	3	1	0
39. Est-ce que les enfants relisent les petits livres des premières leçons ?	5	4	3	1	0
40. Temps étape 5	Début :	Fin :	Total :		

Aut res commentaires sur l'enseignant et la conduite de la leçon :

Feuille de passation	Nom de l'enfant :……………………..........

Sexe …F / G   Age………ans   Village…………………   Date……………………

Ecole classique   ☐ com   ☐   **Nom de l'enquêteur** ………………………..

1. **Hantumiize nda sanniize cawyaŋ** (Lecture de lettres et mots)

   a. **Hantumiize cawyaŋ** (lecture de lettres)

A	e	i	U	o
N	y	$	S	b
Z	t	m	K	g
W	c	d	J	ŋ
P	l	f	R	h
Õ	ẽ	ã	I	ũ

		Total /30	

b. **Sanniize cawyaŋ** (lecture de mots)

Ay	Kaŋ	curayze	bagu
Afo	Tira		
Gabu	Caŋ	Kwaayi	Moolo
		Total	…. /10

2. **Suura cawyaŋ** (Lecture du texte)

Ali biyo nda kimba go ga gurgay. Wayborayzey go ga Ali biyo zuga.

Alborayzey go ga kobi Cimba gaabikoono se. Amma Ali biyo no zaama, a dabari waaniyaŋo se. Alborayzey te siw ! Wayborayzey ma kaani gumo, i go ga kuwwa.

Suuraa	Nombre de mots lus	Durée		
		début	fin	Nombre de mn
Ali biyo nda Cimba go ga gurjay.	…../7			
Wayborayey go ga Ali biyo zuga.	…../6			
Alborayzey go ga kobi Cimba gaabikoono se.	…../7			

Amma Ali biyo no zaama, a dabari waaniyaŋo se.	…../9			
Alborayzey te siw	…../3			
Wayborayzey ma kaani gumo, i go ga kuwwa	…../8			
Total	…../40			

3. **Suuraa fahama nda a ce-dirawo boŋ hããyaŋey** (question de compréhension du texte)

Hããyaŋey (Questions)	Cawka tuuyaŋo (Réponse de l'enfant)	Tuuyaŋo kaŋ a hima nda (Réponse attendue)	Jeerey (Codage)
1. May yaŋ no go ga gurjay ?		Ali biyo nda cimba	…/1
2. May yaŋ no go ga Ali biyo zuga ?		wayborayzey	…. /1
3. May gati gaabikoono ?		Cimba.	…. /1
4. Ifo no kaŋ alborayzey te siw ?		Zama i na cimba zeeri…	…../1
5. Ifo no naŋ Ali biyo zaama?		A dabari waaniyaŋo.	…./1
Total			…../5

Hala cawka si hin suuraa ga caw nga boŋ se, cawandika ma suuraa caw a se nga ga a ma hããyaŋey te.

1. Siginidenw ni daxqw kalanni (lecture de lettres et des mots)
   a. Sigindenw kalanni + mankanw (lecture de letter et sons)

a	i	e	u	o
c	d	f	b	g
p	r	s	j	L
m	q	\	n	V
h	t	w	y	Z
x	k			

Lecture des noms des lettres: _____ correcte sur 27

Lecture des sons des lettres: _____ correcte sur 27

.b. Daxqw kalanni (lecture de mots)

an	kan	n\n\	bada
ale	k\n\	di	soso
daba	jaba		

Total :   _____/10

2a. Masalabolo kalanni (lecture de te**xte**)

	Daxq hakq kalannew (nombre de mots lus)
Don d\ wula fq, cqnin taara yaala la.	_____/8
A ye k\n\nin d\ ye jiribolo la, nqnq tun bq o la.	_____/12
A ye k\n\nin minq ka na ni o ye so.	_____/10
A ye x\ ni ji di a ma, ka tulon kq a fq	_____/13
S\\nin nqnq ye k\n\nin bila.	_____/5
A ye a kananw firifiri ka wuli.	_____/7
Cqnin ye a taat\ lajq.	_____/5
Total	_____/ 60

2b. Relire le te**xte** pour une minute: _____ mots par minute

3. Xininkaliw masalabolo kan (**q**uestion de comprehension du te**xte**)

Xininkaliw	Kalanden ka jaabi (reponse de l'enfant)	Jaabi xuman (response attendue)	Kuru (codage)
1. Masalabolo in bq mun kan?		Masalabolo bq cqnin ni k\n\nin kan.	_____/1
2. Cqnin ye k\n\nin ye min?		Cqnin ye k\n\nin ye jiribolo la.	_____/1
3. Mun tun bq k\n\nin na?		Nqnq tun bq k\n\nin na.	_____/1
4. Cqnin taalen ni k\n\nin ye so, a ye mun		Cqnin taalen ni k\n\nin ye so, a ye	_____/1

kq a ye?		x\ ni ji di a ma ka tulon kq a fq.	
5. Nqnq kqlen ka k\n\nin bila, a ye mun kq?		Nqnq kqlen ka k\n\nin bila, a ye a kamanw piripiri ka wuli.	_____/1
		TOTAL	_____/5

Contextual Questions for Teachers

1) What is your native language?
2) Can you read and write in Bambara?
3) Where did you receive your teaching certificate?
4) Have you been trained in Curriculum?
5) Do you use Curriculum? If not, what do you use?
6) Are you sick or absent often?
7) Have you taught a lesson in MSRL every day?'
8) How well do you think your students are reading?
9) Has anything interfered with your success in teaching MSRL? What?
10) What other kinds of support do you need to help your students learn to read better?

COMPTE RENDU DE REUNION DE TRAVAIL AVEC LES CADRES DU MINISTERE DE L'EDUCATION NATIONALE SUR LA METHODOLOGIE DE LECTURE RAPIDE INITIEE DANS 16 ECOLES DE LA SECONDE CHANCE DE TILLABERI ET DOSSO

Le jeudi 22 mai 2008, s'est tenue dans la salle de réunion de plan Niger, une rencontre regroupant les cadres du Ministère de l'Education Nationale et l'équipe de l'Education de Plan/ VIE autour du Secrétaire General- Adjoint du MEN.

1. **Liste de présence:**

   Etaient présents à cette réunion :
   - M. Hamidou Diallo (Secrétaire Général Adjoint /MEN)
   - M. Sanda Mounkaila   (DG/ INDRAP/MEN)
   - M. Marou (DGEB/MEN)
   - M. Kalilou Tahirou (DCIP/MEN)
   - Djibo Alfari (Plan)
   - Ali Abdoulaye (VIE)
   - Gérard Condat (DESAS/MEN)
   - Mme Rouah Boukar (MEN)
   - M. Tchambou Amadou (DSI)

2. **Objectif de la rencontre :**

   Il s'agissait d'exposer devant les principaux cadres et techniciens du Ministère de l'Education nationale et avant la tenue de l'atelier de validation des conclusions de l'évaluation, les principes de la méthodologie de lecture rapide menée dans 16 écoles de la seconde

chance de Tillaberi et de Dosso et recueillir leurs avis et suggestions sur cette expérimentation.

3. Déroulement de la rencontre

M. Djibo Alfari, Conseiller en Education de l'ONG Plan a d'abord présenté aux participants son organisation en diapositive, en retraçant l'origine et les réalisations de Plan International au Niger et en mettant l'accent sur le programme Educatif de l'ONG dans les deux régions de Dosso et de Tillaberi. Il a en outre insisté sur la dimension **Qualité de l'Education** dans le programme de Plan au Niger. C'est dans la recherche de cette qualité que Plan USA et Plan Niger viennent de mener une expérience de lecture rapide ayant ciblé 16 écoles de la seconde chance (Ecoles communautaires) dans les deux régions de Tillaberi et de Dosso.

Puis il a passé la parole au Coordonnateur national de VIE, M. Ali Abdoulaye, pour la présentation de la méthode Systématique de Lecture rapide (SMRS/ SMRL) aux participants de la réunion. Il s'agissait d'expliquer le cheminement des leçons contenues dans les deux livres (**Beginning et Challenge**) adaptés au contexte nigérien et de la méthodologie de formation et d'encadrement des enseignants choisis pour cette expérimentation.

Enfin, M. Gérard Condat, le responsable de la Cellule d'évaluation du Ministère de l'Education nationale et chargé de la conduite de cette évaluation, a présenté à l'assistance les résultats provisoires obtenus durant cette évaluation qui s'est déroulée du 6 au 15 mai 2008.

4. Conclusions majeures de la réunion

Après une séance extrêmement riche de discussions et de questions aussi bien sur la méthodologie que sur les résultats de l'évaluation, les conclusions suivantes furent dégagées par M. Hamidou Diallo, Secrétaire General Adjoint du Ministère de l'Education Nationale :

1. Il convient d'étendre cette méthode de lecture rapide dans un certain nombre d'écoles classiques formelles afin de voir la réaction d'enfants de 6-7 ans devant la méthodologie utilisée et la transition vers l'apprentissage du français.

2. D'ores et déjà, cette méthode pourrait être utilisée dans les écoles bilingues du pays (50 nouvelles écoles par région en 2008-2009) en lien avec la Direction générale de l'Education de Base (DGEB) et la Direction de la formation initiale et Continue (DFIC).

3. Au regard de certains résultats contrastés, l'expérience doit être poursuivie dans d'autres écoles (classiques et bilingues) afin de mieux apprécier véritablement les implications de la méthodologie sur l'apprentissage de la lecture rapide. Mais d'ores et déjà, ce que nous avons pu observé en moins de 3 mois d'apprentissage est extrêmement encourageant.

4. Pour ce qui est de l'adoption de la méthode dans les programmes d'enseignement de formation initiale des enseignants du primaire (ENI), la décision ne pourrait pas être prise tout de suite. Le Ministère y réfléchira. Pour le moment, l'extension de la méthode aux écoles bilingues et à un certain nombre d'écoles classiques est possible.

Par Djibo Alfari (Plan –Niger)