2009

Detailed Report of Multigrade Workshop & Evaluation Summary

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Detailed Report of the Workshop

From May 18 to 21st, the international workshop of the project "Learning Initiatives for Rural Education » (LIRE) took place at Lamentin Hotel in Saly/Somone, Mbour, Senegal. The workshop was organized by the Ministry of Pre-school, elementary, and Middle schools of Senegal in collaboration with The World bank, the University of Massachusetts, Amherst.

Context of the project
The LIRE project was financed through the World Bank-administered Bank-Netherlands Partnership Program (BNPP). Since August 2007, the project has been working with teachers, head teachers, inspectors and local education actors, education partners and administrative officials on trainings, materials development, monitoring tools and community advocacy around multi-grade pedagogy. The approach has been collaborative, working with all levels of education stakeholders in Senegal and the Gambia, in partnership with the in-country and US-based LIRE team.

Objectives of the workshop
The objectives of the workshop were to share the pedagogy tools, notably the teacher’s guide and the trainer manual, developed by the LIRE project for Senegal and the Gambia and to discuss the multigrade education policies and strategies in participating countries for the workshop.

Strategies
The conference was a venue to showcase and share the experiences, challenges and approaches to multi-grade education. It has been be participatory with opportunities to understand and enact all stakeholder roles. As such, the conference included two micro teaching sessions with teachers involved in the project, and a pilot classroom within the conference hotel with educational resources conceived locally; a visit to a LIRE demonstration school in Rufisque. In addition, groups work and plenary sessions provide time to discuss different policy and multigrade pedagogies in different countries. All those activities allowed participants to compare their current situation of multigrade education and identify future initiatives on multigrade education policies and collaborate on future directions for multi-grade initiatives in participant countries. Attendees at the conference included the World Bank, the University of Massachusetts, Amherst, USA, officials from the Ministries of education of Senegal, and the Gambia and Guinea, the LIRE team, inspectors, and teachers.

Resulting Policy Recommendations
The following recommendations for policy-makers were made by participants:

- Create a line on national budgets in Senegal and the Gambia to follow up the Multigrade education initiative of the LIRE project: All countries have recognized the positive impact of the project because of the availability of MGC documents and the training.

- Continue sensitization for community members to better support the multigrade schools. Training material could be developed for teachers to better sensitize communities.

- Sign official MOU with ministries of education of Senegal and The Gambia
- Design and adopt evaluation tools to monitor multigrade students learning outcomes

- Make the project an independent body not depending on NGO: Open a separate account for the project and conduct activities on the field with local consultants and the ministry of education.

- Create a framework to share the tools with other countries involved in multigrade education.

- Include the LIRE materials on future national curricula of Senegal and The Gambia.

- Continue sharing the experience of Senegal and the Gambia: recommend the two ministries to develop a framework for teachers exchange visit and policy makers meeting to discuss and exchange policy experiences.

**Resulting Pedagogy Recommendations**

The following pedagogical recommendations were made by participants:

1) **Continue to build upon the community of practice that was developed through LIRE**

   - The Gambia and Senegal want to continue teacher exchanges (TG P.S. welcomed it and told his officers to put in a request for it. He also granted open and direct lines of communication between Senegalese education officers and The Gambia).

   - The idea of creating an online site as a space to continue sharing resources was an idea from the Podor group of teachers and inspectors. Guinea has materials, such as self-instructional worksheets, that other countries would like to have and vice versa.

   - Podor has created a MG club to continue the collaborative efforts between teachers and as a means for M&E.

   - Guinea would like to have exchanges with Senegal and The Gambia to learn the MG programming

2) **Continuation and expansion of trainings**

   - The Gambia has continued to train cluster trainers who have been conducting step-down trainings for teachers. Senegal should do this as well.

   - Teachers in Senegal have been sharing resources with other teachers who were not part of the trainings. The trained teachers should assist in trainings. TGPS stated this would be a good idea as well.

3) **Locally-made resources**

   - Senegal wants an opportunity to learn more from The Gambia about the production and utilization of locally-made teaching resources.
Daily Activities

Monday, May 18, 2009

The workshop started by the two following activities

1. **Ice-breaker**: Something others may not know about you. [Went very well; great interaction]
2. **Norming**: How do we want to work together? [Good consensus]

The goal of the session was to define consensual norms among participants for the 3 day workshop.

3. **Opening ceremony**:
   Mr. Buoy, Permanent Secretary Ministry of Education, the Gambia;
   Mr. Ndiaye) Director Cabinet, Ministry of Education Senegal;
   Professor Gretchen B. Rossman; Director LIRE team
   Lily Mulatu, Senior specialist education, the World Bank
They all took turn to present their speeches

**Session 1: Activity: What makes a good multi-grade teacher? What makes a good mono-grade teacher?**

The goal of the session was to compare the characteristics of a good teacher in a monograde setting versus multigrade setting. The strategy was to organize participants into language groups (English and French) to brainstorm about the topic, to report findings during the plenary session.

**Outcome of group discussions**

**Organization**: 4 groups: two English, two French; two on mono-grade, two on multi-grade

**Question to answer: What makes a good mono-grade teacher?**

*(English)* Group 1:
- Knowledge of subject content of what he/she will teach
- Identify different group abilities of pupils in the class (individual differences)
- Teacher preparedness – plan effectively and efficiently
- Relevant teaching and learning materials suitable to grade level
- Good classroom control: firm discipline,
- Use of learner-centered approaches
- Use of appropriate assessment strategies to monitor pupils’ learning
- Collaborate and communicate effectively with other teachers and parents.

*(French)* Group 2:
- Training should be relevant (well-formed?)
- Professional, intellectual
- Training and motivation
• Good practice – mastery of his trade
• Integrate into the environment of the community; united with the pupils’ parents and resource persons in community
• Continued training and ability to adapt
• Aptitudes to identify levels of various pupils; adapt teaching
• Lesson plan; shouldn’t improvise
• Open-mindedness, tolerance within educational team

What makes a good multi-grade teacher?

(English) Group 1:
• Flexibility
• Integrate and match curricula topics for two or more grades
• Good knowledge of his/her students – i.e., know ability levels and address them, can use community as a resource
• Reflective his/her practices
• Patient
• Produces interactive classroom materials
• Classroom management: good monitoring, assessment, evaluation skills
• Ability to apply various teaching strategies
• One who collaborates with colleagues
• Willing to learn and share knowledge

(French) Group 2:
• Adherence to mg class
• Good willingness
• Commitments and engagement
• Flexibility
• Management techniques of a MG class; training to manage such a class
• Good knowledge of child psychology; know and understand our children; in MG context, is a requirement
• Efficient use of community resources; creative; imaginative about available resources
• Proven experience

Plenary session: What is similar across four groups?
• Relevant management skills, classroom organization skills
• Use of community resources
• Collaboration with colleagues – teachers and community at large
• Positive relationship with community
• Strategies – use of appropriate strategies in monitoring, assessment, and evaluation, and teaching
• Teachers have subject matter knowledge
• Teachers are well-prepared – lesson plans
• Teachers can produce interactive learning materials
• Engagement, willingness to teach
• Training in classroom practice
• Tolerance, open-mindedness  
• Use of learner-centered approaches  
• Knowledge of subject-matter content  
• Professional, moral, intellectual qualities  
• Ability to adapt  
• Ability to recognize different ability levels  
• Flexibility  
• Knowledge of children’s psychology  
• Willing to learn and share

As we can see, they over-lap quite a bit. The two approaches have the same characteristics/qualities for mono-grade as for multi-grade.

**What is unique to Multigrade G or mono-grade approach?**

- Experience is necessary.
  
- Older teachers in charge of beginning classes; someone just out of TTC could not handle a MG. Experienced teachers should be in MG classes. In Senegal, those with experience would rather be in urban areas. Newly-trained teachers are now handling MG; we need a solution in terms of teacher training.

- Training is very important. Some teachers not even trained; are recruited and just dumped in the classroom.

- What supports are necessary for teacher to be successful in MG classroom? We will examine this question.

**Anything else stand out?**

- All MG teachers should be able to stand and face challenges of MG.

- Teachers in MG not only cater to different learning abilities but also different learning achievement targets (standardized testing).

- Qualities or characteristics are basically the same. But for the MG teacher has needs for additional training on integration of topics in the curriculum. Needs to know how to adapt curriculum across levels.

One of difficulties is planning or preparation that goes into planning for two or more grade levels. MG teachers need to do this, as well as planning for different learning abilities. Training is important for Multigrade; it is important for training to address this.

- My view is that some of the challenges are translated into the mono-grade. In your teaching, to whom do you direct your teaching? Average and above is normally what’s focused on. Main challenges are planning because you have to integrate topics.

- No difference in the profile of two types of teachers: have had the same training; may have different experiences. Mono-grade is not by essence homogeneous! Both MG and mono are heterogeneous. Management or facilitation there is a difference in tools; those used in MG can be used in mono.

- In terms of group management, mono always talks about large groups. When talk about MG, talk about smaller groups. This was why we set ceilings about size of class for MG; for mono, there were no limits.
Overall during the plenary session, participants noted many common characteristics between monograde and multigrade approaches for an efficient teaching and said that a good teacher should have those characteristics. During the session participants not only discussed the characteristics of a good teacher, but also the difficulties and challenges multigrade teachers face in their classrooms and environment.

Session 2 Activity: Microteaching demonstration

**Objective of the session:** A multigrade demonstration to show the level of mastering of MGC pedagogy by Senegalese and Gambian teachers trained through the LIRE project

**Strategy:** Role play – Conference participants played the role of students and a teacher from Gambia and Senegalese alternatively conducted a 15mn minutes micro teaching. Before the session, participants received some question to help focus the classroom observation and facilitate the debriefing session. Teacher involved: Mr. Omar in English (Gambia); Mr. Mbacké Thioune in French (Senegal)

Venue: Microteaching/demonstration classroom; about 15 minutes each lesson

Preview/intro to microteaching activity:

**Reflection questions:**

1. Compare what you saw in the microteaching with the image of an effective MG teacher developed in the previous activity.
2. How does what you saw in the microteaching demonstration compare to your own primary school experience?
3. What can you do/have you done to promote a supportive MG environment?

Please note the arrangement of a MG classroom – stations, activity stations.

Mr. Omar – teaching multiplication using squares cut from cardboard.
Mr. Mbacké – teaching reading and writing lesson

**Debrief:** Go to our reflection questions; first one.

- What the two teachers showed us demonstrates that they were trained: initially a common activity then at the end the teacher continued with the lower level after signing off with the higher level.
- Making a comparison between what it was like when I went to school and what I saw, my teacher sometimes would take the whole class together then group activities. I saw the same things here.
- My teacher used to write multiplication charts on the chalkboard and then he would read and we would chant afterwards. This teacher produced teaching and learning materials in the form of counters and then could group them. Use of the multiplication wheel was also very good; examples were given, then students were asked to do the rest of the work. The work they did doing nine-times table was also very interesting.
• There were two presentations conducted in different manners. Multiplication: teacher was going back and forth between two levels and trying to manage both levels. At times we could see that, if he was with another group, there was some loss. But in the second case, there were two groups at the same level; teacher brought two groups together afterwards. Two types of management approaches.

• They started with integration of the two groups before they told them what they were about to do. Very important: to tell pupils what they will be doing before doing an activity. They started with integration, giving exercised to one group. Lesson to be learned: the experience of the teachers, yes; two teachers are very close to their pupils: can encourage them, give them positive reinforcement.

• The second performance – reading vocabulary lesson – took me back to my primary school days.

• Teacher was very close with his pupils so pupil would be proud when praised. Both teachers prepared very well. Very interactive class and both went very well.

• I can be more critical: what I noted in both cases, first, the talent that it takes to generate interest on the part of two different groups at the same time, so that the two groups feel that they are being catered to. The Gambian teacher: whenever with one group, kept an eye on the other group. Give impression of being ubiquitous, so to speak. Give the impression that you are in all places. This is not so simple. As a parent and a citizen, the way we talk about MG, actually it’s a sub-school in the mindset of us parents. To conduct such exercises in the presence of parents to show them that it is not a sub-standard teaching would be a good thing. Should not talk about it as only in rural areas, because then folks will think it won’t be for urban areas.

• (Mr. Samb) What I liked in both performances, the occupation of the pupils. I had the impression that throughout the period, both for the French and English class, all the kids were occupied for the 15 minutes of the performance. This is basic fundamental difference with mono-grade. Teacher generally has the perspective to be sure that each pupil has something to do throughout the performance – quite paramount for MG classes. In MG, children learn to learn by themselves, for themselves. This I observed in both performances.

• We in Guinea have MG. Omar, our colleague from the Gambia, switched over to the other level. This is exactly how it is done in Guinea; I identified the universal nature of this technique. Both teachers definitely gave a strong presence in both sections. Important to see the same technique in Senegal and The Gambia as in Guinea.

• (Lily) I want to challenge you a little beyond what you have just seen. MG schools in other countries sometimes have all grades in one classroom. It is not difficult to imagine having two pedagogic groups in one room. What do you do when you have three or four or five or six? Due to various challenges, this will be the case, especially in the most remote areas.

• The first thing that was really striking was the class environment. In the first class, real effort had gone into setting up separate corners. These corners would help the teachers in occupying the various levels. The other thing has to do with techniques: the switching over (from one group to another), at one point, you had to give instructions to one group, and then go to the other group. This group worked independently with corrections from other sheets. There was group work as well as individual work, then pooling of collective work.

• Differences in levels are nothing new. This solution of schools with single classes is essential for the country to reach the objective of UPE. Also to improve the quality of the training of teachers. Variety of techniques is impressive – the ease with which they conducted their classes. We should also spend some time thinking about how we increase the numbers of grades as well as actual levels.
• Parents have another approach of MG classes; education officials have another vision. In the reading lesson, I asked if these were two different lessons – why teacher was delivering the same lesson to two different levels.

Debrief: Using local resources.
Think about all the good things we’ve seen. We have lots of resources here. Think about what you have done or could do to help support our teachers. Let’s try to think about what we really need to be doing.
What could you do tomorrow?

• Well, I have some experiences. I try to transfer this experience to students at The Gambia College to pre-service teachers. I am introducing the idea very well. Initially, they think it’s not possible, but at the end of the term, they think they can try it. Resources that are needed, I have some experience in this too. Introduce them in how to make locally-available materials.
• As of last week, we have begun doing step-down training with cluster monitors (Gambia). Will be replicating this with all our MG teachers.
• (Inspector, Kaffrine) Some think that MG teaching is a down-grading teaching. All teachers who have MG classes: trained 42 teachers in Kaffrine. Going on to train even those who don’t have MG classes. Rather than talk about experience, let’s talk about professional skills.
• I want to talk about the Guinean experiences. We DO practice MG classes in our country, and do for a very long time. The very stages that I’ve seen here are ones I’ve experienced on a daily basis in Guinea. Even the education department officials don’t always have faith in MG teaching. We should do more awareness training. We tried to do sensitization in the various regions. The training of teachers to practice of MG teaching can be found in TTCs and for the continued training of teachers. We will continue our efforts to reinforce the practice of MG teaching. Fosters the achievement of universal learning.
• (Mbâcké) I want to say concerning MG, in Podor, I served as a spare hand of the Senegalese education system. Foster teachers sharing their experiences. At the beginning, teachers were afraid of such classes. But when they tried this peer teaching, in Podor, got excellent results in MG schools. When they saw this, teachers came in great numbers. On a daily basis, we have shared good practices. In Podor, we have our own initiatives, we have looked for partners to share with those not in the Gambia. We got that funding and we organized an educational day when we talked a great deal about these issues. I am addressing the WB, they should address these issues.
• (Mr. Buoy) I will make some remarks that can be sensitive when it comes to public officials. MG is necessary, so we have to engage with MG. Very often as policy makers we prescribe what we think is the right thing to do. But when it comes to allowing our children to be part of that which we prescribe, we would rather move our children outside. How many of us would like to have our children to be in MG classes? Officers in rural areas have moved their children to other schools that are not MG, but prescribe this for poor families. I know it makes a lot of difference: if you, at that level, your kids are found to be in MG classes, in the afternoon shift, it sends a powerful message. [Example of his twins coming to him and telling him that they were supposed to be in the afternoon shift: what should we do? His response: you will be in the afternoon shift! That’s where you belong!] This can make a lot of difference. If the poor farmer turns around and sees the director of the cabinet with a child in a MG class, it makes a lot of difference.
• An issue has been the accessibility of the documents about MG before the LIRE project. I was interested in MG in 1994. From then until LIRE, one couldn’t have documentation about MG as a teacher in Senegal. We have to solve this issue of the inaccessibility of the documents. The
second thing is the training. For instance, our countries going into this innovation is a structural one. Raises issues of training, but this is not enough. You cannot manage such an innovation as MG in thematic workshops. We should have skilled teachers in the training so that they can manage MG.

- In the TT schools, the teachers in the training have to be taught about MG. In Senegal, you can count the number of educational innovations. You have 30 of them. But eventually in practice, there are no results; there is no generalization. I think that if we have accepted this project today, there is a real need for it. We feel this. At the end of the assessment of this project, we should be able to say, here are the strategies, here are the resources. We have to be pragmatic.

*We have all heard from various actors. What are we doing – may be small but could have a big impact. It will take all of us to do this.*

**Reflection activity: Two things you learned; one question you still have.**

**What I learned:**

- I have learned more on grouping multigrade.
- How to identify resources from our own environment.
- The nine times table.
- The French word “inquiet.”
- Multigrade and monograde similarities. (3 people)
- Characteristics of a multigrade teacher. (2 people)
- Putting these characteristics into practice in the classroom.
- Support for multigrade at the level of policymakers.
- Use of unconventional teaching methods through fun to enhance the learning process.
- Classroom strategies for effective multi-grade teaching.
- Classroom organization.
- How to “break out.”
- Use of local materials to produce visual aids.
- Group strategies on action and research cycles.
- Strategies of multigrade.
- New French words and sharing mixed high ideas on multigrade plans.
- A multigrade teacher must be provided with the necessary support and resources to be more effective.
- We have the same needs in The Gambia, Guinea and Senegal.
- No matter the language of instruction, the pedagogical teaching techniques remain the same.
- New materials and teaching aids for the MGC environment.
- A new way of teaching math that is very motivating.
- How to make MGC teaching more effective.
- Multigrade classrooms require serious work and abundant materials.
- This expérience is rich in teaching and deserves to be widespread.
- Greater awareness of how much multigrade classroom management requires the whole educational community to mobilize.
- How to promote multigrade strategies: optimizing according to the management of cohorts and organization.
- Training is unavoidable for MGC management.

**Questions:**
- Will the LIRE Training continue for multigrade teachers?
- What can we do as policy makers to encourage multigrade teachers? (Incentives)
- Where are we going to get the requisite finances to go whole scale on multigrade teaching after LIRE?
- What is the situation of multigrade in the countries represented at the conference?
- What are the possible ramifications that will enhance multigrade practice in rural areas bearing in mind teacher qualifications, scarce teaching/learning materials and low advocacy sessions within the community?
- What have LIRE and authorities put into place for the multigrade teacher?
- How can the multigrade teaching strategies be brought down to the level of individual learners in the classroom and a multi-level situation?
- Can tomorrow’s presenters share with us other multigrade classroom management techniques?
- What is the follow-up to the multigrade partnership?
- (Are the financial and technical partners ready to accompany us for the next step?
- How to improve MGC management?

**Session 3: Evaluation – what has worked well/be constructive**

- Set up time for praying. We also went to actual classrooms for demonstration purposes.
- Not to repeat, we’ve had a fairly good load for a day. We did try to meet the day’s objectives, each and every one of us. Only problem had to do with time set, especially for lunch. Seems a bit short. Need to eat and pray and then come back.
- I will add. The atmosphere in which we participated was good. We have enriched ourselves in terms of group facilitation techniques. Some issues: flow time, and taking floor time. Some have taken more floor time than others because they asked for it.
- (Lily) Recap: time for lunch and prayer. And also we should broaden the floor time and have more balance for those who did not have time to speak.
- (Diatta) Just to say, we started a bit late. If tomorrow, if we manage to finish by 12:30, we will have ample time.
Session 1: Ice breaker

**Goal:** Summarize the Monday session and clarify some questions

**Strategy:** Use colored papers to organize groups; move participants to table with same color.

- **Green question:** What can policy makers do to encourage MG teachers?
- **Orange question:** How to improve MG class management?
- **Pink question:** What is the state of MG classes in the countries represented at this conference?
- **Yellow question:** How to continue training for MG teachers?

[Questions generated in activity yesterday – “what I’ve learned; what questions I still have” – color groups mix up language groups; translators and LIRE team translating at each table]

**Yellow question group: How to continue training for MG teachers?**

- Provide pre-service training.
- For in-service training, need to step up training of regional and cluster trainers and then provide step-down training.
- Encourage inter-teachers exchange.
- Provide user-friendly training guide to be used by regional and cluster trainers.
- Also provide user-friendly teachers guide.
- Monitor step-down training.
- Monitor use of training by teachers who have been trained.

**Green question group: What can policy makers do to encourage MG teachers?**

Three points:
- Consequential support in the teaching and financial resources, giving them an incentive as compensation.
- For officials’ children to come into those classes to convince
- Investing in vocational training of MG teachers, fostering research in financing of MG classes.

**Orange question group: How to improve MG class management?**

- They need sufficient and adequate learning materials.
- Also need local resources and training of teachers.
- Switching over and alternation and various techniques.
- Also think about sharing responsibilities with the learners and incentives for the teachers.

**Pink question: What is the state of MG classes in the countries represented at this conference?**

There was a policy statement on MG at national levels: Senegal, Gambia, and Guinea. At national level, there is something there. At the level of the classes, in most of our places, MG is being practiced in rural settings because this is where you find fewer children than in urban areas. We also agreed that MG has been given good focus. Teachers have been trained, trainers have been trained, and so they can go and train teachers in their own areas. Head teachers, cluster monitors, regional monitors, and classroom teachers have been trained. Training component has a lot of dimensions: classroom situation, strategies, methods, kind of materials. Microteaching example: teacher can prepare materials at very low cost.
Session 2: Panel presentation: Status of MG in various countries
(10-minute presentations)

Senegal presentation on Podor (Mr. Hann): Details on PowerPoint presentation

*Podor:* Description of the region: where it is, how large it is, geography, rivers; numbers of schools, community centers, personnel, gender percentages. 271 schools total. More girls than boys attend schools.

MG: started with action by retired French teachers who came to provide technical assistance. Mbâcké - produced document which is backbone of guide. Now have 330 MG classes; doubled since 2003. The number of classrooms is 9,874 now. Staffing is not up to par because don’t have much population.

LIRE in Podor: provided training, technical support, assisted local partners. Five rural schools using mix of new and experienced teachers. Trained teachers, develop teachers guide, training guide. Created tools, organization of space, strategies to mobilize community and utilize local resources.

M&E: fared fairly well because genuine interest in teaching teams. We had some constraints: especially in switching over in content; discipline problems; difficult conditions, precarious classrooms, lack of systematic follow-up in evaluation.

First day of exchanges: (see PP) Development of CLUB CMG

*Lessons learned:*
Management of MG classroom is not easy; training is fundamental. Having tools available improves management. Also with follow-up and coaching will stabilize. Exchanges between teachers: It provided opportunity to compare experiences across countries.

*Recommendations:*
Further develop capacity of actors. Self-corrective. Improve follow-up coaching mechanism with specifications well-described. Better specify the MG follow-up. Appropriate to have mechanism to manage period after the project. What will we do with the experience?

The Gambia presentation (Mr. Jammeh, presentation prepared by Emily Sarr):

LIRE Project in the Gambia (See PP)
Justification for MG in the Gambia;
Needs assessment survey (baseline study); methodology;

*Findings of baseline study (policy perspectives):*
MG is an ‘absolute necessity’.
- Not possible to provide one teacher per class.
- Main constraints: teachers’ lack of training and misconceptions.
- Negative community perceptions of MG are a major challenge.
- Teachers’ lack of training.

[Also discusses Gambia College perspectives, community perspectives, teacher perspectives, assessment of teacher skills.]

Multigrade Workshop Report – May 18-21, 2009
Challenges:
- Inadequate training of all actors in MG: teachers, head teachers, and cluster monitors.
- Negative perception of MG by teachers and community
- Absence of sensitization campaign
- Low teacher morale ETC.

Guinea presentation (Mr. Cisse): See French below

Teachers used to work in MG settings and the situation is the same all over Francophone West Africa.

History of MG in Guinea:
After death of our first president, we assessed almost everything, especially in education. In rural areas, it was disastrous. Not enough teachers, no motivation, no materials. This has contributed to the image of schools.

A WB report advised us to promote a new type of school, adapted to rural areas, called MG classes. We experimented and saw that this was something that could work. An approach to management of small numbers of pupils in rural areas started in 1989-90 and was implemented in 1990-91. The standard is the ratio of 40 pupils/class. Teachers had to be trained because our teachers were not trained in MG. Launching in 1991 coincided with Phase 1 of Educational Sector Reform. MG was main component with this. The program combined classroom construction, teacher training, classroom equipment, and materials development. The main objective was to have 650 MG Schools in the next ten years. The goal was to offer children in rural areas a full educational program in a friendly classroom, well-equipped, the closest possible to their home, with a qualified and motivated teacher.

Phase 1 – 1990-93: The World Bank assistance: Worked with communities to sensitize them. UNICEF, ActionAid, French assistance also helped.
Training: integrated workshops were provided: Teachers, monitors were provided with the same information at the same time. Six years later as number of MG classrooms was increasing, number of teachers increasing, we saw replication at local level of topics addressed:
- Space and time in MG class
- Resources also needed – workshops on lesson plans, self-correcting files developed pursuant to syllabus adopted in Guinea

Phase 2 – WB withdrew. Phase 2 didn’t do anything for MG although it was continued by inspectors. Funders (see above) worked in their areas of intervention.
1999 – Unicef funded an assessment study. Found 825 schools with MG classes. Best children from primary school going to secondary schools, most were coming from MG classes. MG classes compelled teachers to change their methods. Teacher has to use interactive pedagogical techniques.

Currently there is a national coverage with 914 schools with MG classes, 43,000 pupils, 19,000 girls. Challenges: 1) lack of resources for stakeholders to ensure proper implementation of MG. 2) regular monitoring and evaluation for follow up is lacking. 3) Teachers identify own needs when we do monitoring; express their own needs.

Lily’s comments: LIRE meant to provide demonstration to Governments to provide opportunities and materials. The biggest donor in the three countries is the Government. We are here to support. Don’t put
too much emphasis on this small project. But let’s consider together how we can implement the lessons learned from these countries. Suspension of programs in Guinea because of events over our heads. Spend more time talking about MG program in the three countries rather than LIRE specifically. Designed as a demonstration to Governments.

Présentation de la Guinée: La classe multigrade, expérience guinéenne

Brève historique
Au lendemain de l’avènement de la deuxième république en Guinée, le gouvernement Guinéen et la Banque Mondiale ont fait le diagnostic du système éducatif. Dans la rubrique enseignement élémentaire et plus précisément l’enseignement élémentaire en zone rurale, souffrait de beaucoup de maux, dont entre autres : des capacités d’accueil insuffisantes et sous-équipées, des enseignants sous qualifiés et peu motivés, une image sociale déconsidérée, un manque de manuels etc. Cette situation avait contribué à baisser l’image de l’école. Pour remédier à cet état de fait, un rapport de la Banque Mondiale a recommandé de promouvoir un nouveau modèle d’école adapté à la zone rurale : la classe multigrade.


Le programme combinait à la fois construction et équipement de salles de classes, formation des enseignants et de leurs encadreurs ainsi que leur équipement en matériels de travail. Le programme était la composante essentielle du Programme d’Ajustement Sectoriel de l’Education, le PAS I qui était accompagné par la BM (1990-1993)

La Banque Mondiale a été rejointe plus tard par d’autres partenaires au développement : L’UNICEF, Aide action et la Coopération Française, mais chacun dans ses zones d’intervention.
Il faut noter cependant que certaines communautés rurales étaient réticentes au début. Mais l’utilisation du modèle de réussite des écoles coraniques, comme outil de sensibilisation, les a amenées à adhérer au programme.

Formation des acteurs
Au départ, les sessions de formation regroupaient à la fois les enseignants et leurs encadreurs, sous forme d’ateliers intégrés. L’objectif de cette stratégie était de donner les mêmes informations aux encadreurs et encadrés. Au fur et à mesure que le programme évoluait, le nombre de classes multigrades et d’enseignants augmentait. Le programme a changé de stratégie de formation en formant dans un premier temps les encadreurs régionaux et préfectoraux, qui à leur tour, dans un deuxième temps, assuraient la démultiplication dans leurs zones respectives.
Chaque session de formation donnée est suivie et évaluée sur le terrain, à l’aide d’outils élaborés au cours des ateliers. Les imperfections constatées font l’objet d’activités de remédiation dans l’immédiat ou plus tard. L’évaluation concerne les maîtres et les élèves.
Thèmes abordés durant les formations
1. La gestion le l’espace et du temps dans une CMG,
2. La fiche de lecture silencieuse,
3. La fiche de géométrie en classe multigrade
4. La fiche autocorrective : actuellement 20 fichiers autocorrectives sont disponibles en version électronique et attendent d’être imprimés : 2 pour le CP en calcul et jeu de lecture, 8 pour le CE en grammaire, conjugaison, orthographe, numération, mesures, géométrie, éducation civique & morale, et sciences d’observation. Dix (10) sont disponibles pour le CM grammaire, conjugaison, orthographe, numération, mesures, géométrie, éducation civique & morale, sciences d’observation, histoire et géographie.

300 écoles, soit le 1/3 seulement en disposent actuellement. Du fait du manque de moyens financiers du gouvernement pour les imprimer. Les productions sont toujours sous la forme électronique.

L’après PAS I
Les résultats de l’évaluation indépendante financée par l’UNICEF en 1999 ont montré que les meilleurs élèves au cours de l’examen d’entrée, étaient ceux issus des CMG. En outre, 864 écoles primaires étaient déjà multigradées avant les 10ans, soit 134% de l’objectif fixé par le programme. L’évaluation externe a conseillé de poursuivre le programme malgré les difficultés que rencontrait le ministère dans la mise en œuvre. A ce jour, 924 écoles primaires du pays abritent 1.030 CMG que fréquentent 43,863 élèves, dont 19.030 filles.

Les difficultés :
• Le manque de moyens aux acteurs pour assurer une bonne gestion des CMG, dont entre autre : la non disponibilité des moyens pour l’impression des fichiers autocorrectifs. Sur les 924 écoles existantes, seuls 324 en sont dotés,
• Manque de suivi régulier sur le terrain.
• L’insuffisance de moyens pour poursuivre la formation des enseignants.

Conclusion
Pour clore, la délégation Guinéenne à cette conférence, remercie les organisateurs pour sa participation aux présents travaux et souhaiterait avoir davantage d’informations sur le projet LIRe et manifeste son vif intérêt de le voir évoluer en République de Guinée.

Senegal presentation on "Ecole a Classe Unique" (Mr. Samb): (See French below)

In Senegal, we have benefited from experiences on MG schools and classes. We have seen several villages and in each one have 30-40 pupils and all are gathered in one class. We call them one-classroom schools. We have first seen this in 1999 in Guatemala, Salvador, Colombia – Escuela Nueva initiative. In that area, they were just coming from protracted civil war. Lots of challenges, mass education issues. In those countries, there were very similar experiences. Gathered children all together in one class but also with participation of the community. Parents cherished those schools.
In each class, there are several groups of pupils of different ages and different levels. We saw, in a single class, all the levels of primary schools within a single classroom. Generally, the number was never over 40. We also observed self-directed teaching in those classes. Pupils in those classes, learned more on their own than a teacher providing an up-front pedagogy. In those classes, feel like it’s an anthill: pupils talk with one another, move around. One grown-up might be there working with whole class or working with one group within the classroom. Class not organized in ways we’re used to in rows. Several blackboards; each group had its own blackboard.

What materials? Manuals allowed pupils to work with teacher or on their own. Pupils can take manuals and work on their own. Teacher can then work at once with each of the groups. Classes are organized like pre-school classes. Have corners: in each corner, have various tools. For example, science area, have bones or measuring instruments. Another corner, library corner.

And we wondered why these MG schools worked so well. Noticed the presence of parents in these classes. Children were learning by themselves more so than they were being directly taught by the teachers. Also used what would be called a tutor – older child tutoring younger ones, or could be from same age group but had mastered the material.

Coaching: Children sometimes better understood than when taught by teachers; learn better from peers than teachers (at times). It’s a win-win for the one teaching (tutor) as well as the pupil. Self-discipline is a distinct advantage to the teacher. No cheating in these classes. Assessments and evaluation of learning are conducted very frequently; sometimes assessed by peers as well as teachers.

Cooperative learning, democratic management: Moving from one level to another was very flexible; no problem. Drop-out rate low. Successful because of participation of community; parents were active as resource persons. Successful because of cooperation between teachers: just as with kids learning from peers; likewise, with collaboration between teachers. Things tend to click faster than with an inspector. High levels of community involvement: sometimes community could decide that a teacher should be dismissed. Teachers knew were being watched by community. Parents association even decided teachers’ salaries.

INEAD – attendance rate of 80-82%. If each village had a school, we could ensure universal primary education.

**Présentation : Mr SAMB, expériences des CMG et écoles à classes multiples dans les pays Latino Américains, basée sur une visite de travail dans ces différents pays**

Ecoles à classes uniques : 1999 au Guatemala, Salvador et Colombie. Dans cette zone, ce type d’écoles a été créé après une longue période de guerre civile, et les problèmes d’éducation de masse se posaient. L’effort était de regrouper tous les enfants d’un village dans une salle de classe avec un maître. Les jeunes qui étaient scolarisés étaient impliqués.

Dans chaque classe, il y avait plusieurs groupes d’élèves d’âges avec différents niveaux. Ainsi, tous les niveaux d’enseignement étaient réunis dans une seule classe et le nombre ne dépassait pas 40. L’enseignement était auto dirigé et les enfants apprenaient plus par eux que par un maître dont le rôle était plutôt de faciliter les apprentissages. Les élèves se déplaçaient comme ils voulaient et se parlaient. On avait l’impression, qu’il avait un adulte qui travaillait avec l’ensemble de la classe ou avec un groupe.
Aménagement de la classe : Plusieurs tableaux étaient disponibles dans la salle, et les élèves étaient divisés en plusieurs groupes. La salle comportait aussi plusieurs coins d’activités : coin Sciences d’observation, coin bibliothèque, coin maths, coin histoire, géographie, etc. Le mobilier composé de des tables légères et de plusieurs tableaux mobiles, était approprié aux activités pédagogiques.

Relations entre l’école et la communauté : Les membres sont utilisés comme ressources. En outre, le soir les parents utilisaient l’école pour leurs cours d’alphabétisation. Dans chaque zone, il y avait une radio communautaire qui diffusait des leçons pour les élèves.

Manuels : Ils étaient conçus de telle sorte que l’élève pouvait travailler en autonomie ou avec le maître. Le maître disposait d’un guide qui lui permettait de travailler avec chacun des groupes.

Relations entre élèves : Auto discipline et collaboration. Certains élèves étaient des tuteurs : Les plus grands ou ceux qui comprenaient plus vite encadrent les autres.

Relations entre enseignants : Coopération et collaboration

Conseils d’élèves : Était un regroupement des élèves qui participent à la gestion de l’école

Évaluations : Elles étaient fréquentes et se faisaient soit par les élèves ou par le maître

Leçons apprises et recommandations : Convaincre les parents et la communauté de la pertinence de l’enseignement CMG, sensibilisation sur la culture locale,

Questions for presenters:

Question to Mr. Hann (Senegal, Podor): How ensure continuation of Podor initiative?
Have to ensure that all teachers who have participated in LIRE. CLUB MG is calling on IDEN to support training of teachers. Extending to other areas that have not benefited from LIRE project could serve as a link to these regions. The regional network is very important – how can we together improve classroom practices in MG classes? Request that the WB would continue their support to Podor and extend it to other countries.

Question to Mr. Cisse (Guinea): 1) how can the self-instructional materials designed?
By teams and national department, supervisors, teachers, school directors are represented. These are local resources to workshops with funding.

2) Do teachers have monetary incentive in Guinea?
Teachers are given a subvention which was considered adequate for all materials, petrol, etc. Costs have increased for example, printing machine and 50,000 Guinean francs above salary.

Questions to the Gambia (Mr. Jammeh): 1) What the national advisory and technical working group have done?
[Corrected question indicating that national committee was for advocacy. Explained that that’s not the case; national committee is advisory.]
These are two committees – one at the policy level for decision making, for advice. All the members are members of senior management team of the Ministry who advise the PS and the Minister. Top decision making body. TWG is group that was responsible for drafting technical materials: monitoring instruments, teacher guide, and training manual. Also facilitate teacher training.

2) What are teacher incentives?
We provide a hardship allowance for teachers in remote areas. In those areas not defined as ‘hardship’, teachers don’t get an allowance. This creates problems. Don’t want to allocate one teacher to teach ten pupils; this is not efficient. Work of an MG teacher is not different from a mono-grade teacher; may need extra training. Before spend money on incentives, why not provide money on training and resources to support the teacher? Idea is to invest on enhancing the schemes, professional qualifications, environment for people to learn.

3) Advocacy?
Finally, there have been many questions on advocacy. We have a report. We have done lots of things on advocacy. Project worked very closely with the media.

Questions to Senegal – Nueva Escuela (Mr. Samb):
1) What is the perspective of authorities on MG in Latin America?
Take on a case-by-case basis. In Guatemala, there is teacher training and training schools and idea that this is the solution. Trained before they take up their posts. Teaching authorities use radio to talk to teachers; teachers will talk directly to the pupils in the territory. Mostly train them on sensitization on micro-issues, to live in harmony in the communities.

In Colombia, officials who train teachers during certain periods attend national-level professional development workshops. Then have regional workshops with supervision of teaching authorities.

2) School management?
Each school is managed locally, but scrutinized by the authorities. Not a strong, directive intervention. Urge you to continue these conversations during lunch time. Now we’ll move to micro-teaching.

Sessions 2: Activity – Micro-teaching

Mr. Samb in French (Senegal);
Mrs. Camara in English (Gambia) – English class on simple and complex sentences

Mr. Samb brings in ‘community member’ as resource for lesson. He takes one group while teacher takes the other. One group ends up going over to a ‘station’ that has been set up.

Debrief on micro-teaching

What was different today that we didn’t have yesterday?
- We had a person from outside who came in as a resource person.
- Compared to yesterday, the same teaching to needs. Focus on the children. Today, both teachers had the teachers working in groups. Mrs. Camara also used local resources. Sticks, practical materials. When teaching materials are lacking coming from the Ministry, you can use local resources.
• This time Mrs. Camara used monitoring with the first group; with the second group, it was peer work – pupils working among themselves. Mr. XX alternated from one group to another. Mrs. Camara used self-correcting cards, independently used. At some points, pupils moved around the classroom and went to a corner to use the materials.
• She used an external intervention. This can be linked to what Mr. Samb was saying earlier about the intervention of the community in the MG classroom. Good atmosphere, collaborating, and working together – this is good. Introduces children to future collaboration in adult life.
• Gambian teachers are very creative in using local resources. They don’t expect much from the state; they rely on their own local resources. Quite remarkable that they used a local Scrabble game.
• (One of ‘students’) We were doing our work but we couldn’t finish, then we were helped by others in an instructional corner.
• What I’ve seen so far, the way that the Gambian teachers use local resources for teaching purposes says that a workshop should be organized to share these ideas. Gambian teachers should come to Podor to share.
• Teacher built two classes there – simple sentences and complex sentences. She did not stop there when she was concentrating on one thing; others were concentrating on something else.
• A book from UNESCO on building teaching materials from local resources. Suggests that colleagues get a hold of it.
• They are also taking another step where another point of emphasis that we make in The Gambia is to use the actual materials. If we’re teaching about a house, take the pupils to an actual house. This is another step that we are taking.

Message from Emily Sarr

Session 3: Activity follow-up: Debrief on micro-teaching activity

**Goal of the session:** Learn how to create teaching materials from teachers’ perspectives

**Strategy:** Teacher from Gambia and Senegal panel presentation

Specific focus on resources which is the question for today: Two minutes on resources that you use in your classroom.

Omar, the Gambia- In our region, teachers are used to organize workshops using experience guides. Teachers bring problems of preparing new materials. Those experience guides will help us as resource persons. This equips us with lots of ideas, especially Mr. Nakulang, especially on using local environment for using teaching aids. In peer teaching or cooperative groups, we need different materials. Sometimes we invite the community to help making the materials. We also use the children to recycle the materials that available around.

Mrs. Camara – We get our materials in our local communities. We as teachers we research and we go out and find materials that we can use.

Mr. Samb, Senegal – We just listened to our Gambian friends and the types of materials they use. I must say, generally, the materials boil down to two things: human materials and physical materials. We
organized last year a seminar on how to fabricate teaching aids. The problem were confronting is such seminars is that participants would drop this afterwards which results in a lack of materials in our schools. With the LIRE project, we have learned how to sue materials, for instance, cardboard that we can cut up to have some materials. We also have these cards that we utilize to draw some figures. We also use empty bottles to make weighing scales. Now, talking about the human materials on a daily basis, if we want to, we can ask from management for mentoring to call on a resource person. Of course we do resort to such.

Mr. Mbacké– The inspector said that we had a lot to do in terms of making materials. At the beginning, we started a project which was the retired teachers’ program who came with ready-made materials. We tried to stabilize teaching strategies to win the support of the union. In the process, we have come to meet with the LIRE project with a very strong will to consolidate what we have acquired Mathematics, world maps. In the environment in a MG classroom, the walls are pretty much utilized, not like in a mono-grade classroom. With sharing and reflecting among teachers and facilitators, sharing experiences. We would leave with recommendations and then we were able to change some teachers. We do have local resources participate to the great joy of the children.

Any questions for the teachers?

• Mine is not really a question but rather a contribution. Our teachers were humble enough not to talk about it. You used very active teaching methods. You used teaching aids. A lot to be said about your techniques. I know you did not mention all that you have utilized by the way of techniques; however, we are aware of this.

• Since they are on the front-line, we will provide them with more weapons. We have on two occasions visited your classes and have noticed your efforts to utilize local materials. This is not enough. We have noticed that these materials are not long-lasting. To what extent did you utilize local arts and craftsmen in making these materials? If you showed a local craftsman how to make a map of the Gambia, then they would be able to make them. Have you thought about this?

• Response: sometimes we use these. Schools close to river, we do use that clear soil. But normally we use the bark of the trees, cut this, and try to pinch off the points like one-to-six for playing certain games.

• Response: Podor systematically utilized these. We have policies to sensitize the communities. But we went to the Gambia and saw what they were doing. We did learn real lessons in the Gambia. We would like further exchange with our Gambian teacher-friends; we would welcome them to Podor where we are in a river setting, too. It is important to know how to use teaching aids, in addition to how to utilize them. Let’s continue this exchange; we need the Gambian experiences.

• I would like to talk about the fabrication and utilization of teaching aids. If we want to produce active teaching, participatory teaching, we need varied and adaptive teaching aids in our classrooms. At one point, we noted that there was a lack of these aids to make our lessons more attractive. So we took the official curriculum to one of the schools, asked the director to meet with the parents’ association, in order to see what the association could contribute, what the pupils could contribute, and what the state could contribute. At the level of each school, this was done. And the shop keepers gave cardboards and the cloth weavers gave cloth and the smith gave whatever they could by way of tools. The list was made and given to the prefect’s office and we had a coordination meeting at the prefect’s office. We utilized the contributions of the pupils; they are ingenious – you just need to trust them! By the end of the year, we had almost all the needed tools to make our lessons livelier. Some schools still now have some teaching aids fabricated and collected by the
pupils and parents’ association. And therefore we must have more of such meetings between Senegal, Guinea and the Gambia because we have the same problems.

- **Response**: I want to give an example of what we do to utilize local materials. Take 3 numbers, any 3 in sequence, starting from 0 to 9. Then reverse them. Then subtract smaller one from larger one. You will notice a pattern. All of you will have the answer 198, no matter what sequence you have chosen.

**Session 4 Activity: The Treasure Hunt**

**Objective of the session**: Familiarize participants with project LIRE documents, notably the teacher’s guide and the trainer’s manual.

**Strategy**: group discussion on some elements of the guide and the manual to tester the participants’ knowledge and offer a price to the best team.

Session 5: Local teaching and learning resources and Exhibit Walk:

Nakulang Cisse, Gambia College

**Objectives**: Share knowledge and discuss strategies to create and use the local resources as pedagogy tools

**Strategies**: Walking through presentation of pedagogy resources created in the Gambia by Nakulang, senior lecturer at the Gambia teacher college and other teachers, followed by a discussion session.

**Debriefing**

Presentation Nakulang: During our training (at the Gambia College or professional development for teachers), we discuss the importance of teaching and learning resources. But normally they are not available in classrooms, so we ask what the challenges are.

- Lack of raw materials
- Lack of artistic skills
- Lack of time
- Lack of storage resources

My aim is to introduce you to teaching and learning materials that are very low-cost. I made them and use them in my training. I consider curriculum relevance, durability. There are different materials in demonstration classroom in various subject areas. Count off by four. We will rotate from one table to another until all groups experience all tables.

*Count off by four; move to model classroom for Exhibit Walk.*

*Share one new idea from the Exhibit Walk.*
In social and environmental studies, I learned about those cards on ethics. You don't have to preach; you can get the children to even write out the cards.

- Importance of teaching resources in teaching. In all the fields and learning processes, we can use teaching materials.
- I am reinforced in my conviction that there should be some sharing in the production of teaching materials between Gambia and Podor, for example.
- What struck me was that bucket of water with the magnet fishes. I was struck by this magnetism. I think this is an extension that can be done. Here is a tool that we can use to revise - it's a game and at the same time, the child is learning. Possible to extend this to enrich our teaching.
- This experience is so fruitful that I can see even beyond Gambia and Podor. Perhaps there is an opportunity to extend this to other stakeholders beyond Podor. So many Senegalese teachers who could benefit from this.
- We've talked about this. The Kaffrine district which shares a border with Gambia. The Podor inspection office could be the pilot but then we can do our utmost with the 5th region to extend this to Podor, Kaffrine.
- Even beyond the usefulness of the teaching materials, things that we've seen in the Gambia - the most important thing is to use fun as a teaching medium. Children playing and learning at the same time.
- In the same line, I want to commend our Gambian colleagues. They have confirmed how creative and innovative they are. Not just about making material, but also using it in a creative way. Gambian colleagues have shown us how to use the materials. So we have decided to create corners in our teaching, after our visit to Gambia. The fishing pool could be something else. The intellectual movement has started.

Session 6: Preparation for Rufisque classroom visit

*The goal of the session:* to prepare the classroom observation sheet for the site visit

*Strategy: use the following question to brainstorm*

What is our objective or goal for tomorrow’s school visit? Think about one or two objectives for tomorrow.

- Identify teaching and learning objectives; identify teaching materials; talk with community about their perceptions.
- Tomorrow will be a case study. We will see real-time how the teacher moves in the class with his tools. We’ll see the teacher faced with the making of teaching materials. The addition of the community to these objectives.
- What we’ve seen today and yesterday, we’re going to see exactly the same techniques that we have already seen. Stress what the pupils are doing.
- We should try to focus on the specificity of MG classes. What is different? Environment of the classroom.
Break into groups: classroom; community members; teacher/s. What do you want to get out of your visit to classroom, discussion with community members, and teachers?

[Three small groups work.]

Debrief: We'd like to give everyone an opportunity to contribute to these three areas. Add to what original group did, if you have additional comments. Rotate by group through the three flipcharts.

**Flipchart 1 – The Classroom**
- Teaching strategies
- Organization – sitting arrangement
- Utilization of teaching/learning materials
- Learning process – interactive/participatory; transitions; monitoring, following up
- Assessment techniques
- Integration of topics for the grades
- Children/Pupils’ level of motivation
- Use of praises
- Composition of the class (pupils/age/grade)

**Flipchart 2 – The Teachers**
- What do you think about multi-grade instruction?
- What are the advantages/disadvantages?
- How can we improve this sort of instruction?
- What help/support do you give to your teachers/school?
- How do your children’s work at school compare to those from mono-grade classes?
- How do they know that? (What is the basis of comparison?)

**Flipchart 3 – The Community**
- How and when do they get the time to plan for lessons?
- Acquisition of MG resources?
- Teachers’ opinion on MG – new skills learned?
- Daily challenges the teacher faces
- His/her suggestions or opinions on improving the MG classes.
- Something good they have seen or experienced as a MG teacher.
- What kind of support do you get from policy makers (other than money)?
- Most challenging/difficult in classroom management?
- Explain how the children have changed or reacted to changes in regards to MG from your MG training.
Wednesday May 20, 2009

Session 1: School visit: Ndiakhirate Peulh et Niaga Peulh à Rufisque - See photos

Objective: Observe teachers trained through the LIRE project in a real teaching situation, discuss with community members, and discuss pedagogic approaches and advocacy strategies to better improve communities

Strategies: Visit two schools, observe one session and discuss with communities

Session 2: Debriefing school visit

Teachers
- Work more hours for lesson plans: over work
- Good will
- Difficulties to manage 3 groups
- Creation MGC management tools
- Teachers’ commitment
- Teacher well prepared
- Good practice of MGC animation techniques
- Good space management
- Teacher tries to use corners
- Initiation on group work
- Pedagogy more advantageous for higher grade pupils
- Need of in-service training
- Time constrain
- Need support from policy makers

What are the implications for teachers?
- Use the grade differences as an advantage for all pupils
- Prepare self instruction materials et make them available for all teachers
- Teachers exchange programme for MGC teachers
- The ministry should answer to the needs of teachers notably the difficulties for lessons plans, the over work load of teachers
- Convert teachers into facilitator rather into teachers.

Community
- Pupils from lower grades learn from those higher grade
- Community members prefer monogrades classes: lack of support, insufficient community implication
- Financial contribution of parents: 1.000FCFA
- Contribution in cleaning and the school garden
- Community member are not well informed about the school: No idea about students performance
Acknowledgment of the importance of MGC at the end of the discussion: Parallel between Koranic school and MGC

What are the implications for the community?
- Importance of advocacy: parents should be sensitized and better involved to perceive the advantage of MGC
- Use of the community as resource
- Since the Rufisque schools are located in a tourist zone: Community members presentation was biased because, they wanted to have more support from the visitors
- A partnership exist already between the school and the community, this should be reinforced through more advocacy and sensitizations

Discussion on Classrooms Observation
- Good classroom organization
- Existence of many corners in the classroom
- Implementation of teaching/learning strategies
- Good use of self instruction materials
- Encouraging pupils
- Mastering of techniques
- Use of local resources
- No common activity
- Classroom well equipped with pedagogic tool, toolkits, globes, books, table and chairs etc.

What are the implications for teachers?
- Advocacy for teachers to increase self confidence to teach a MGC
- Students’ success is an indicator of the success of the model.
Overview: Monitoring and evaluation materials and strategies

**Objective:** Discuss the system of monitoring and evaluation prepared by the project LIRE and share the experience of inspectors from the field.

**Strategies:** Presentation of the experience of Kaffrine and group and plenary discussions on the observation tools, inspections bulletins for Senegal and the Gambia, conceived and improved through the LIRE project.

**Session 1: Presentation of monitoring and evaluation from the department of Kaffrine (Mr. Gning, Inspector Kaffrine)**

- Impact of the training on teachers’ performance
- Impact of the teachers’ to teachers exchange program on teachers
- Implication of other funding agencies: World Vision supported the training of 102 teachers, using the guide and the manual

**Session 2: Examination of Monitoring & evaluation tool in Senegal and the Gambia**

**Francophone Group 1**

*Inspection Bulletin: Ministère de l’enseignement pré- scolaire, élémentaire et moyen secondaire*

- Include the name of the city/village
- Put « tableau » and precise as observation the missing tables
- Include a space of 2 to 3 rows to summarize the process of the lesson
- Include weak points, strengths and recommendations
- Le bulletin should not be more than 3 pages

*Inspection Bulletin Gambia*

- Include the name of the city/village
- Add an item that help verify the diversity of the teaching materiel
- There is no items for general observations
- Include the name and function of the observer/inspector
Francophone Group 2

The Gambia bulletin is more useful for head teachers and pedagogic advisers.

Anglophone Group 1

Observation of the Gambia tools:

- Include elements of the lesson plan
- How does the teacher introduce the lessons? Is it integration? Group level teaching? This should be included on the observation tool
- How can the observer make sure that children are effectively learning? This item should be included on the tool
- The observer and teacher should both sign on the evaluation sheet
- Include the date of the last inspection items for which both parties agreed to improve, check on achievement, what was done and what was not done ?.

Inspection Bulletin Senegal

- The observation tool includes some elements of the school environment
- Explain the letter used on the evaluation scale: S = satisfaisant, AS = assez satisfaisant, etc.
- Include the information from the last inspection.

Anglophone Group

- Include elements regarding students work
- Include scales: good, satisfactory etc.
- Check the resources materials: Does the teacher have a journal, a book etc.?
- Include under each section a space for comments
- Include an item to observe the time management
- Include items related to the affective and psycho motor development of the child

Session 3: The next steps on MGC and policies

Presentation Mr. Sow, for the Director of Elementary Education (DEE) Senegal

The World Bank agreed to support the Government of Senegal during the phase 2 of PDEF, to train 10% of MGC teachers: pre-service training for the 11 teachers training colleges (Ecole de Formation des Instituteurs (EFI)) and in service training for Academy Inspections) for a total budget of 50 million FCFA. The Ministry of Education has decided to use project LIRE tools to initiate the training in different regions.

Activities to be carried out

- 2 workshop for a better understanding of LIRE project tools et elaboration of a training plan
- Group academic inspection into 3 clusters : North, South and centre
- Reproduce the LIRE project tools
- Implement the training for the three clusters. The training will go down to department inspections (IDEN)
- Evaluate the training.

Condition of success: creation of multigrade schools of practice

_Presentation Mr. Buoy: Permanent Secretary of Education, Gambia_  
Moving Forward: Gambia: Baboucar Buoy (See French below)

Multigrade has been with us for a while. In looking forward, I want to start from premise that as far as we are concerned there is no debate about the efficiency and/or pedagogical soundness of multigrade. There is no debate about that. For us, multigrade is something that we have to do out of necessity. It’s like we talk about centralization and decentralization. It’s not about either/or. It’s about looking at things that can be better done. From that premise, when we talk about engaging ourselves and whether it should be monograde or multigrade, we know that it is necessary and we must gear our efforts to making it work and not be looking for alternatives. That is what we should focus on: how to make multigrade work. So, without presenting to you an exhaustive list of what we will be doing. In order to move the agenda forward, I just want to itemize a few things that I would like to share with you.

The first thing is the reinforcement of MG teaching in our school system through sensitization of communities and teachers and making MG an integral and central part of the teacher training program. I think some of you may have heard about the efforts we are making to create MG classrooms. We have already done work with the World Bank to design special classrooms called MG classrooms because we believe that they need not be the same sort of classroom structures because of the additional space needed. The intention is that once the design is completed, classrooms will be constructed and then within those communities that people will see that a MG provision is not seen as being the same, or an add-on or tagging it onto the monograde delivery. We will also ensure...like we have done with double-shift, introduced in The Gambia in the early 90s also in cooperation with the world Bank. They funded it for 2 or 3 years and since then the government has taken over to the point that it is within our national budget. About 32% of the teachers are engaged in double-shift.

I want to say this for us to learn a lesson from it with regards to the LIRE Project as far as the Bank is concerned. What the Bank has done is to create a possibility for us to see the usefulness of the MG strategy, what are the challenges that one would expect and how one can learn from them. Given what we have been able to do with the double-shift, we will ensure that multigrade materials are presented in all MG classrooms. I am talking about the materials created during the LIRE Project. Every teacher will have a copy of the document. We are calculating the numbers. We have also seen so many examples of our resourceful Gambian teachers, which I didn’t really know that I had such resourceful people. If you had asked me about it this on Monday morning if I had resourceful people like Nakulang, Touray, Alpha, Wassa, I would have said “no.” I don’t want to scare them. Perhaps Bourama can tell them what I do when I start pushing things. I don’t spare them for a minute, I have a way of making sure that no one relents and that’s what I intend to do with them.

We will work out the specificities of what we are doing but in general terms, we will set up a working group, like our Senegalese counterparts have said, on MG. For us, we have two structures in our system, called the Senior Management Team and Coordinator Committee Meetings. The first is basically myself, the Minister and the Directors and we look at policy issues and meet every two months, chaired by the
Minister or most often by myself. This is a body that is monitoring program implementation and they are held in the different regions in turn. We go to the schools and look at what is happening, again, including the Minister and myself. This Working Group that I am talking about, their task would be to report back to the Senior Managements Team and the Coordinator Committee Meetings on what is happening. We believe the trickle-down effect is important to sharing information with the stakeholders, down to the level of the community.

Finally, I want to be a little philosophical here, by saying that the destiny of our education system must be in our hands. The government’s annual input in our system is always more but we often make the mistake in believing that without the intervention of donors that the good interventions we have began will stop. This is counterproductive and must be guarded against. MG is not only a good initiative but is also necessary for the survival of our school systems as we move towards the EFA and MDG goals. It must be encouraged and all stakeholders must understand the role that it has to play in our school systems as developing countries.

Baboucar Buoy

Premises: Il n’a pas de débat quant à l’efficacité et les bénéfices pédagogiques des classes multigrades. MGC est absolument nécessaire. A partir de ces prémisses, nous croyons que c’est nécessaire et nous devons nous concentrer pour que cela marche et ne pas considérer le modèle comme une alternative. Je voudrais souligner quelques éléments quand à la politique du gouvernement

- Renforcement du modèle de CMG par l’intensification de la sensibilisation et la formation des enseignants en CGM comme éléments et essentiels de la formation des enseignants
- Conception/ construction de classes spéciales MGC : elles ne doivent pas être les mêmes que les classe habituelles. L’intention est de faire en sorte que les communautés perçoivent la pertinence et l’objectif du modèle des CMG
- Le système de double flux a été introduit dans les années 90, depuis lors le gouvernement a pris le relais et 32% des enseignants sont engagés dans ce model.

Je voudrais tirer les enseignements suivants : la Banque Mondiale a créé les opportunités d’expérimenter le modèle, les leçons tirées des classes à doubles flux montrent que les manuels peuvent être démultipliés.

Maintenant nous travaillons sur les chiffres relatifs au nombre d’enseignants qui auront besoin de ce matériel. Je ne savais pas que j’avais autant de ressources. Je ne voudrais pas les effrayer, mais je voudrais m’assurer que personne ne se repose. Dans l’immédiat, nous allons mettre en place un groupe de travail. Le senior management team, composé par le Ministre de l’Education le Permanent Secretary (PS) et les directeurs nationaux se réunissent tous les deux mois pour voir comment les politiques sont traduites sur le terrain. La réunion du comité de coordination a lieu chaque mois et le ministre et toute l’équipe se déplacent pour voir les réalisations dans les écoles et font des recommandations qui seront vérifiées lors de la prochaine visite. Ce nouveau comité sera impliqué dans les réunions pour permettre de partager les informations sur les CMG.

La destinée de notre système éducatif doit être entre nos mains. On commet l’erreur de penser que sans les donateurs ont ne peut pas réussir, mais les CMG sont utiles pour atteindre les EPT. Expérience de la Gambie dans l’impression des documents : Ils sont basés sur le nombre d’élèves dans les écoles publiques et privées. Et un timbre indique ce livre « n’est pas destiné a la vente » (pour les écoles publiques). Il n’y aucune tolérance pour le vente illégale des manuels scolaires. Nous faisons beaucoup de sensibilisation à ce niveau.

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**Question:** Desire for more information on the committees he mentioned.

**Buoy:** As far as teaching materials are concerned, every child must have one set of textbooks. We can sit in our office and send information to Mr. Suware and then ask him if the policy objective is being achieved and he can respond, “As far as my schools are concerned, every child has a textbook.” Should we be satisfied with that? What we do is when go to do school visits – there is a special day devoted to school visits. We have developed our monitoring tools and we go into the classrooms and we look at those things. We look at how many textbooks the kids have in the classroom. People are responsible. If there is a shortage, someone must explain to us why there is a shortage. I can tell you that we have suspended teacher’s salaries, suspended this double-shift for not doing what they were supposed to be doing. I can tell you that people have told me I am conducting a Code Marshall. When we do the visits, everyone is there and they all sit down. The results of the visit are presented and ....

We have to implement a monitoring system where for each director, I have signed a service level agreement showing ... need documents showing adherence. A copy of that document will be left in that room for anyone who wants to come to see that documentation.

**Comment:** Bouba Diop: Applauds rigor of Gambian counterparts. Says it is in the field that things must be done. Has a question concerning teaching materials used in the schools. We realize that in the Senegalese case that the majority of our books are those that belong officially to the government and they are sold by “ground level libraries.” They are exposed and sold in front of everyone and this cannot be controlled. Even inspectors and others within the government have to buy books fro their children at their “ground libraries.” I wonder what you think about this phenomenon and if you have any suggestions about what we might to do concerning this issue that is rather painful.

**Buoy:** I can understand your frustration and we too have had the experience and have been able to deal with it. In the first place, when we print books for the education system, we make sure arriving at the numbers to be printed, we include numbers for both private and public schools. The printer will hear that they need to print a certain number of textbooks and some are for the private schools. But, in terms of market the ones that go to the public school, they are indicated “not for sale” with a stamp. The ones that go to the private schools do not have that stamp. Private schools can then buy those textbooks at a subsidized rate because what the government would have paid for would subsidize the real costs of the textbooks. Let’s say if it costs cinq milles, the government would have paid deux milles and the private schools would only pay trois milles. For the public schools, they do not pay. They are given them free of charge. Now, in terms of selling these books that are meant for sale, what do we do? We are all policemen. It was a case where I myself had to go down to the place where those books were being sold. I bought one. I was given a receipt and I went to the interagency department of the country and told them if you don’t help us, we will lose this opportunity. That particular man was arrested and brought to court. They go around and check on these things and they all know there is zero tolerance on that. It is a responsibility that we have decided to share. No matter what you do, you may have people succeeding in doing those things. For us, to be honest, even if it is happening, it is very very minimal. Even if we compare what we have given to the schools and what we find there when we visit, we find nearly 95% of the books there being used by the students. Every one knows that if they are caught selling those books that are marked “not for sale” the penalty will be too heavy. In fact, if the books are stolen to be sold to these vendors, they will not buy them because they know they will be caught. We’ve done advertisements and other sensitizations. I believe it’s very helpful.
Presentation next steps for Guinea - Mr Makan, Cisse

I will start with a word of thank for the organizers of the conference. After four day of discussion, we are convinced that we need to reinforce multigrade policies and management.

We will reinforce the training of trainers for teachers and support personnel (pedagogic advisers). We will reproduce the e documents for future training.

At the policy level, we will a support body for MGC policy and we are committed to launch a national decentralized program on MGC. All this will be discussed during the next workshop on analysis and the evaluation of the school year 2008-09 in June 2009. We will continue advocating for the support of MGC. When we will be back home, we will do our best for a better support to MGC

Session 4: Final evaluation (See attachment)

Closing Ceremony

- Ceremony of certificates of participation giving
- Thank you notes from francophone group by Mr. Makan Cisse from Guinea
- Thank you notes from Anglophone group by Mr. Baboucar Sowareh from the Gambia
- Mme Mbarou Gassama Mbaye Speech on behalf of Professor Rossman, Director of LIRE programme, Umass
- Mme Lily Mulatu ‘s speech, the World Bank
- Mr. Babucar Buoy Permanent secretary Education of the Gambia
- Closing speech of the general Secretary of Ministry de l’enseignement préscolaire, l’élémentaire et du moyen secondaire.
Summary of Workshop Evaluations

Summary of the evaluation

1. Pre-workshop preparation
   - Most of the participants felt they were not well informed about the workshop, what was expected of them and hence felt a bit ill prepared for some of the tasks.
   - Transport and logistics especially of the Gambia participants were not well communicated and participants were unhappy of their lack of information.
   - Any changes in the logistics, such as transport and accommodations should be discussed with the participants.

2. Workshop itself
   - Most of the participants appreciated the diversity of the workshop facilitation, engagement with all participants and the variety.
   - The involvement of counterparts from different countries was also highlighted as a positive way of learning.
   - The school visits were mentioned by most of the participants as valuable as it was a great way of seeing a real multigrade class and appreciate the workshop lesson.
   - The micro-teaching were also very appreciated. However, there were comments that these should have been arranged well before hand to allow proper preparations by the teachers.
   - The workshop organizers and facilitators were appreciated for their interactions and disposition that made them easy to work with.

3. Logistics
   - There were a lot of comments on the transport logistics especially from the Gambian counterparts who felt that the decisions of their travel was imposed on there and they were not consulted in the process.
   - Some of the participants would have preferred to get a per diem and get their own accommodation.
   - The issue of per diem was raised by most of the participants.

4. Overall rating
   - Overall, the workshop was rated highly with most people commending the workshop in the use of a participatory facilitation method, the use of micro-teaching among others.
   - Only one participant rated the workshop poor due to the lack of a per diem.
   - Most of the participants listed training as one way they plan to use the skills they have learnt in the workshop in their different regions.
<table>
<thead>
<tr>
<th>Evaluation Questions</th>
<th>Number of people who responded</th>
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<tbody>
<tr>
<td></td>
<td>Disagree</td>
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<tr>
<td>1. The pre-workshop communications gave me the information I needed to prepare for</td>
<td>7</td>
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<td>the workshop</td>
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<td>2. The workshop program engaged me in active learning related to its goals</td>
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<td>3. The workshop sessions were well facilitated</td>
<td>1</td>
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<td>4. The logistics for the workshop were well executed</td>
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<td>5. I believe the goals of the workshop as stated met:</td>
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<tr>
<td>a. To Learn about classroom strategies of effective multi-grade teachers</td>
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<td>b. To learn what resources need to be available to support multi-grade classroom and</td>
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<tr>
<td>teachers</td>
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<td>c. To learn how communities of practice support multi-grade teachers</td>
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</tr>
<tr>
<td>d. To learn what monitoring and evaluation strategies support multi-grade teachers</td>
<td>4</td>
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**Please use this space to comment on any of your ratings, particularly if you rated any below ‘3’**

- Transport logistics for the return should have been consultative as not all participants are going to Banjul. Some would have preferred to go to Farafenn and travel to CRR & URR which is shorter and less stressful.
- More emphasis was on the external monitor/evaluator of a multigrade teacher. What I would also have liked to see is how a system for teachers self assessment and pupils assessment.
- The monitoring and evaluation strategies was not so well developed. We would have liked to see more
- The participants were not informed in time of the workshop and their engagement in the workshop
- I did not know exactly what awaited me. You could present materials before to contribute more to the interventions and with the questions

2. **Aspects of the conference that were most valuable and why**

- Demonstration of multi-grade teaching/learning materials (7)
- School visits (8)
- The manner in which it was facilitated and the consensus building in all aspects (1)
- The change of ideas from different countries (3)
- The preparation of lesson plans and classroom management
- Time management at will
- The involvement of other countries such as the counterparts from Guinea, Gambia and from different regions in Senegal
- The involvement of the PS of Gambia was very encouraging and inspiring
- The organisation of working groups and discussions
- Rich Exchanges between the different groups in discussion

3. **Least valuable and why**

*Multigrade Workshop Report – May 18-21, 2009*
• No per diem for participants even though the conference in International in scope
• No per diem,
• The changing of the hotel was not very pleasing. The Senegal participants could have found a cheaper hotel and they be given per-diem

4. **How has this workshop changed your thinking about multi-grade teaching?**
   • Improve my knowledge on how to support multigrade teachers and communities to collaborate efficiently and support each other
   • Reaffirmed my conviction on the importance of multigrade
   • I have noted that the multigrade teacher only need additional training in curriculum integration but the strategies are the same with monograde teachers
   • The workshop has changed my thinking because I have learnt a lot about multigrade and if I go back I will make good use of it in my school and even in my region
   • The need to involve community

5. **Reflecting on your interactions at this workshop, are there people with whom you plan to be in contact? If so list up to five. Please indicate any new contact with an asterisk (*) following their name**

   The following people were listed
   Mr Diatta, Madame Mbarou, UMass Lire team, Mr koumba Diop,

6. **How will you use or apply what you learned when you return home?**
   • Organize a cluster base training and share skills learnt with teachers of MG and cluster monitors
   • I will engage myself in training pre-service students at Gambia college
   • AM prepared to share experiences with Gambian teachers and trainers
   • Support cluster monitors and cluster training teams and head teachers in conducting cluster based training sessions for teachers on MG training
   • When doing plans and budgets with schools in our developing areas, supporting the production of local teaching aids
   • Continue to develop programs for teacher training and material development to enhance teaching and learning in MG classes
   • By conducting school basic workshops with the school authorities, meeting the community members PTA, SMC and mothers club
   • I will always use any opportunity to become an effective trainer whenever am called to train teachers
   • To sensitive my cluster monitor, teachers of multigrade
   • To plan more addition to the little I know before
   • Organize groups to train
   • Sensitize the actors and organize a working group

7. **If we were to follow up with you as to how you used or applied what you learned, what time frame would make the most sense for your plans? This information will be shared by name with workshop leaders.**
• Ask me in 3 months, I plan to use or apply any aspects immediate
(9 participants)

8. **Indicate your general satisfaction with this workshop by circling the appropriate number**

   5. very satisfied, (7 participants)
   4, (7 participants)
   3, (5 Participants)
   2 (1 participant)

**Comments to explain your rating**

- I rated the workshop very satisfactory simply because I know that a lot have been done and the participation of everybody was great
- Everything went well according to plans. Time was adequate for sessions and the facilitation strategies were excellent
- Pre communication strategy was rather not clear hence did not allow time for preparation for the sessions
- The workshop was very participatory and educative
- The workshop was very satisfying because I learnt many new things that I did not know before like multi-grading three different levels
- One percent of the workshop aspect was wrong. Participants were not consulted with regards to spending on them. We would have preferred to be given per diem and stay on our own than to be lodged
- This workshop would have been better for all of us to be provided with laptops for information getting
- Pay us night allowance
- I understand the MG class is not an extra work but is favors access quality and excellence
- Good organizers of the seminar
- The conditions and accommodation was good but try to discuss with the participants of changes
- It would have been good to have per diems
- Provide per diem and we get our own cheap hotel

9. **Additional comments about the workshop**

- The organizers, facilitators and coordinators of the workshop did their best by making everyone enjoy the training and interactions with each other
- Pre-workshop information should be made at least two weeks in advance so that one has time to plan for assigned work at home and also plans for the workshop. Time was too short for me to work out monitoring issues with the college
- Countries participating in subsequent seminars be adequately informed and allowed to share briefings prior to commencing of the seminar
- A per diem provided for participation
- Arrangement for the Gambian participants transportation was directly impose don us without consultation especially of the return journey
- To improve in collaboration and communication for effective involvement

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• Next time give adequate information as to what each participant is supposed to do before hand in terms of presentations, terms of boarding and lodging. We did not know our final destination until we reached Dakar

• Finally another blow was that we were informed at the last minute that we would be going by land back to Gambia. The manner and trend to go to the Gambia was also imposed, we were never asked. It will cause serious implication for some people who are going to up countries. It would have been better to go through the back route than to go to Banjul. Such planning should have involved the participants

• The tutorial aspect is excellent

• Food and accommodation is excellent

• The transport arrangement back for the Gambia team was really bad. Participants should have been asked for suggestions

• I wish that all the other regions are introduced with MG training like this

• I will concentrate on bringing some changes in my school

• We are happy with the organisation, their engagement but also their disposition of the conference (how they carried out the whole conference)

• Thank you for facilitation, Thank you Madame Mulatu, Congratulations, Dr, Mbarou, Diatta and Lire project for the engagement without fail and their simplicity, easy to engage with, came down to their level