



Ushirika wa Maendeleo ya Elimu Barani Afrika  
الرابطة لأجل تطوير التربية في إفريقيا  
Association for the Development of Education in Africa  
Association pour le développement de l'éducation en Afrique  
Associação para o Desenvolvimento da Educação em África

**Triennale on Education and Training in Africa  
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**Promoting critical knowledge, skills and  
qualifications for sustainable development in  
Africa: How to design and implement an effective  
response through education and training  
systems**

**Sub-theme 1**

**Common core skills for lifelong  
learning and sustainable  
development in Africa**

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**Study on the current reforms of the national education  
and/or training systems: *curricular reforms in education:  
the experience of Mali***

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**ABSTRACT**

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## 1. ABSTRACT

1. The overall theme of the **2012 ADEA Triennale** is: *Promoting critical knowledge, skills and qualifications for sustainable development in Africa: How to design and implement an effective response through education and training systems*. In this context and under the sub-theme, *Common core skills for lifelong learning and sustainable development in Africa*, the contribution from Mali concerns the study on the current reforms of the national education and/or training systems. It is entitled ***Curricular reforms in Education: the experience of Mali***.

2. Mali launched a major new reform of its education system with the Ten-Year Education Development Programme (PRODEC), opting for a skills-based approach to the curriculum. This appears as one of the most important resources for guidance which the Malian Ministry for National Education has selected in order to improve the quality of its education system. Since then, this political will has been reflected in the continuous growth of both recurrent expenditure and investment in the education sector.

3. In Mali, the curriculum is defined in law as "all the provisions (aims, programmes, timetables, teaching materials, teaching methods, methods of assessment) which, in the school and university system, enable learners to learn". (Article 3 of the General law on education n°99-046 of 28/12/1999). The expected exit profile is a patriotic citizen who can contribute to the building of a democratic society, an agent for development deeply rooted in their culture but also open to universal civilization, mastering popular know-how and able to assimilate the knowledge and skills related to scientific and technical progress and modern technology.

4. Starting in 2002, the curriculum was tested in 2550 schools. Several assessments were carried out and submitted to the national forum on the curriculum for basic education, organized in March 2008. The forum's conclusions, which underlined the difficulties faced and the experience gained, and proposed new guidelines, were examined by the National Forum on Education, held between October 30 and November 2, 2008.

5. The white paper on educational policy in Mali 2010-2012 reasserted that the quest for educational quality was the top priority and that one of the measures would be the widespread introduction of the curriculum.

6. This study summarizes the development and implementation of the curriculum and its more widespread introduction; it highlights the key points, the organizational, material and teaching-related difficulties encountered; the lessons learned and the solutions envisaged.