

**1992-1993  
ADVANCING BASIC EDUCATION  
AND LITERACY  
(ABEL)  
ANNUAL IMPLEMENTATION PLAN**

By

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**1992-1993**  
**ADVANCING BASIC EDUCATION AND LITERACY (ABEL)**  
**ANNUAL IMPLEMENTATION PLAN**

This document fulfills the conditions for Year 4 of the ABEL project, for the period October 1, 1992 through September 31, 1993. It includes a statement of objectives for the Core funding to ABEL, the implementation plans for each major cooperating country, and established targets for the 4th project year in terms of deliverables.

The initial set of deliverables is categorized according to the three main divisions of ABEL:

1. Dissemination and School Management Component
2. Pilot Projects and Research Component
3. Training Component

Following that, the plans for each major cooperating country are outlined. In several instances, where the assistance to a cooperating country is very short-term, the expected outcomes are detailed.

### **CORE ISSUES**

The most important "Core Issue" for project ABEL, is the rapid use of the Buy-In authority under the contract. As of October 31, 1992, all but \$700,000 of funds had been targeted to each of 11 countries. Excluding dual funding via Buy-In monies of the Women in Development (WID) office, the flexibility to accommodate education "starts" is rapidly reducing. As noted in the later section on South Africa, this country alone has a substantial demand for additional monies.

Secondly, several countries, as noted later, but especially Mali, are making extensive use of ABEL to support on-going operations. Given the conditions in that country now on its second democratic government following a recent coup d'etat, ABEL provided an efficient and timely vehicle for assistance. However, the on-going nature of this operation suggests that country needs will far outstrip the capacity of ABEL to provide a financial ceiling in support of that effort.

### **PLAN OBJECTIVES AND TARGETS**

#### **1. Dissemination and School Management Component**

The objective of this sub-component is to..."proactively disseminate and adapt extant tools, prototypes and research findings to country-specific needs; and...provide

appropriate forms of technical assistance targeted on ['nuts and bolts']...in which U.S. educators and technical specialists have much to offer."

Under the provision of the basic dissemination plan, completed in March, 1991, the ABEL project will provide for its 4th project year the following:

1. Four issues of the FORUM, a quarterly news magazine of educational innovation, readable research findings, and information on sources for additional educational implementation knowledge. The FORUM, now being published in 4500 copies per issue, is targeted at USAID Missions, Ministries of Education, developing country educators and interested government officials, as well as other donors such as UNICEF, UNESCO, the World Bank, Inter-American Development Bank, other bi-lateral donors, and American researchers.
2. Four issues at least of the ABEL Bulletin, highlighting key new "lessons learned" in core areas of Basic Education. Four issues will include: a) a description of successful NGO work in basic education, b) research findings from Swaziland relating student achievement and educational inputs, c) recent findings on WID indicators--including trends and key items, and d) an as yet undetermined issue, likely on EMIS trends.
3. Two regional workshops in the 4th year. The major regional workshop will be held in Jamaica for the Anglophone Caribbean. It will include training products in the form of modules from the BRIDGES work, special sessions on EMIS, and a demonstration of "storyboard" based educational policy materials used in Central America and South Africa. It is expected that a minimum of 25 persons will attend.  
  
A second regional workshop will be held in South Africa. The workshop will highlight the results of both Financial modeling conducted in South Africa, but as well intermediate findings of the Governance Modeling activity now begun in this 4th year.
4. The roster of ABEL consultants, has been fully computerized and is linked to end products, countries, functional codes, and dates of service. To date there are 141 active persons and another 670 potential--not yet used in an ABEL activity.
5. Two Case Studies of effective implementation of basic education programs. One case study will be completed in April, 1993 on the Bangladesh Rural Advancement Committee (BRAC) efforts in over 8,000 primary schools in Bangladesh. A second case study will focus on either Escuela Nueva reforms or another Latin America based educational innovation.
6. Educational Management concerns are being addressed in each major intervention. In South Africa, ABEL approaches are being used for training of NGOs in educational delivery. In Malawi, management is a key issue in the

ABEL designed interventions for Ministry budget control, for repetition studies, and for the overall activity involving WID efforts. In Mali, there is a full-time Regional Management Training Advisor (RMTA) who is assisting several Malian Regional offices with management reform.

## **2. Pilot Projects and Research Component**

The objective of this subcomponent is to: further develop a useable knowledge base related to school effectiveness in order to target limited resources on cost-effective interventions and the fund analytic work on country-specific policy issues or related school-level factors that impede pupil achievement, particularly among females.

To accomplish these objectives, this subcomponent for the 4th year will include:

1. Research/empirical studies in Mali (under a separate effort by a University of Illinois graduate student); an investigation of persistence factors for basic education students in South Africa; research on educational inputs related to student achievement by gender in Botswana; an investigation of the use of women's groups to increase female literacy in Yemen; and at least one research effort on girls' participation in schooling in Africa by the African Academy of Sciences.

ABEL will also fund, with WID monies, an investigation by Dr. R. LeVine of Harvard University on girls education and child survival. In addition, ABEL is funding for the second year an investigation in Chile led by Case Western University on infant nutrition and ability to learn among pre-school children.

2. Pilot projects will be conducted during this fourth year, related to increasing female participation in Malawi (in preparation for GABLE), Ghana under the leadership of the Ministry of Education, and in Mali as the WID component under ABEL. One pilot project component will be the use of the EPICS policy simulation exercise to improve understanding and sensitivity to WID issues by Malian Ministry of Education officials.

3. The addressing of gender issues in each of the ABEL projects has been done in close coordination with the WID office. The WID office participates in most of the bi-weekly ABEL management meetings.

## **3. Training Component**

The objective of the training component is to: improve a countries management capacity at all three levels--school, regional and central addressed by ABEL. Training will boost participants analytic and hands-on skills, as well as familiarize participants with relevant strategies, tools, and research findings.

This will be accomplished, in the 4th year through the following:

1. Two country specific seminars for senior policy makers. One set of seminars will be held in Mali using EPICS and other policy dialogue tools to discuss basic education issues--with a bias towards gender related issues. A second country specific seminar will be held in South Africa, as noted in subcomponent 1.
2. Two regional seminars will be held. The first will be in the Caribbean for Anglophone country educators--an estimated 13 countries, a second will be held in Bolivia for the Spanish speaking Latin America. The later will feature BRIDGES, ABEL, and some IEES training products.
3. Summer sessions in the U.S. for oversees students have been and will be conducted by the HIID training group. Involving up to 30 persons, the summer training program provides 8 weeks of intensive educational planning experiences.

### **COUNTRY PLANS**

See the attachments noting plans for South Africa, the work plan for Malawi as indicated in the requisite Delivery Order, and the Work plans for Mali.

During the 4th year, we expect requests for assistance from Nicaragua, Bolivia, Ethiopia, and a renewed request from Ghana.

# ***ATTACHMENTS***

**IMPLEMENTATION PLAN FOR 1993 - MALAWI            TAB A**

**IMPLEMENTATION PLAN FOR 1993 - SOUTH AFRICA    TAB B**

**IMPLEMENTATION PLAN FOR 1993 - MALI            TAB C**

**IMPLEMENTATION PLAN**  
**FOR 1993**  
**MALAWI**

**ABEL IMPLEMENTATION PLAN FOR 1993**

April 1993

ARTICLE I - TITLE

Girls' Attainment in Basic Literacy and Education Program (GABLE):  
GABLE Planner.

**A. OBJECTIVES**

The overall objective of the GABLE program is to increase girls' attainment in basic education. To accomplish this, it has the following supporting objectives:

1. Increase long-term financial resource base and internal efficiency of the Education sector.
2. Improve the quality of primary education.
3. Improve girls' access to and quality of education.

These objectives will be achieved through activities carried out by the Government of Malawi with budget and project support funded by USAID.

**B. INSTITUTIONAL AFFILIATIONS AND COLLABORATION WITH OTHER DONORS**

The GABLE Planner will work with the Malawi Ministry of Education and Culture (MOEC), other GOM ministries and agencies, and the University of Malawi. The GABLE Planner will report to the USAID HRDO.

The GABLE Planner will be expected to work collaboratively with consultants and technical assistance (TA) from other donors including the World Bank and UNESCO/UNDP. USAID will manage the current donor relationships.

Because various GABLE activities will be carried out by different units within the GOM, the Planner will be expected to travel within Malawi to ascertain the readiness, capacity, and requirements to implement various GABLE components including--curriculum reform through the Malawian Institute of Education (MIE), the Social Mobilization Campaign based at Chancellor College, the MOEC student registration unit, and construction by the Project Implementation Unit (PIU) of the MOEC in Blantyre.

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### C. STATEMENT OF TASKS

The GABLE Planner, under the auspices of the Advancing Basic Education and Literacy (ABEL) project of USAID, will have primary responsibility for the implementation planning, specification of external T.A., and monitoring of progress toward meeting GABLE conditionality for each of the three funding tranches. This will include specifically:

1. In a first set of visits, analyze the GABLE design document and reassess the readiness of each tasked Malawian unit to fulfill its commitments. Review and make recommendations on the project component's proposed T.A and studies. Develop for each Technical Advisor, a complete Scope of Work. Prepare a revised overall implementation plan. This should be completed no later than 60 days after the execution of the Delivery Order.
2. Prepare collaboratively with each action agency a detailed implementation plan including tasks, responsibilities, timing, and estimated costs. This should be completed no later than 80 days after the execution of the Delivery Order.
3. Draft a formative evaluation design for implementation at the end of the first Project Year. Special attention should be given to MOEC registration unit, MIE gender curriculum unit, MOEC distribution improvement units, social mobilization unit, construction unit at PIU, and the Teacher Training Colleges. Liaison will be necessary with MOEC departments including: Planning, Finance, Primary Section, Inspectorate Office, and District Education Officers.
4. Establish relationships with and maintain contact with the following other institutions within Malawi to assist in building their overall capacity to conduct evaluations, and to assist in GABLE implementation:
  - o Center for Social Research
  - o Center for Educational Research
  - o Departments of Education & Sociology, and the Demographic Unit, Chancellor College
5. During the second Project Year, return for further implementation plan refinement, review of progress, coordination of additional T.A. as needed.

6. During the third Project Year, return for implementation plan refinement, review of progress, and coordination of additional T.A. as needed.

#### D. SUPERVISION

The GABLE Planner will be under contract to the AED/ABEL. In the field, the Planner will report to the USAID HRDO.

#### E. REPORTS

The GABLE Planner will prepare the following:

1. A revised GABLE Implementation Plan--see Task 1 above.
2. A Monthly Report of progress during time in-country.
3. In collaboration with ABEL Washington, an Annual Report including, tasks accomplished, problems encountered, recommended changes, and updated budget estimates.
4. The GABLE Planner will also review all information copies of consultant reports as part of the on-going T.A.

#### F. TIME COMMITMENTS

The GABLE Planner will be expected to work with GABLE for three years. The Planner will be required on the following schedule:

1. Project Year One: 3 months initial visit, and an additional 3 months towards the end of the project year.
2. Project Year Two: 2 month initial visit, and a subsequent 2 month follow-up visit.
3. Project Year Three: 2 month initial visit, and a subsequent 2 month follow-up visit.

Upon mutual agreement, the exact scheduling may be altered, and in addition, additional time may be requested depending upon the T.A. tasks.

## G. QUALIFICATIONS AND CRITERIA

The GABLE Planner will be an experienced educational planner and administrator, capable of creating viable, collaborative plans of actions and then assisting others with their implementation. This requires:

1. Education: Graduate degree in education or administration.
2. Experience: 10 years or more of experience in developing education settings as a senior advisor, administrator, or consultant.
3. Knowledge: Knowledge of basic education planning issues, familiarity with gender or racial specific discrimination and its alleviation, understanding of implementation needs of autonomous national units when implementing a national educational reform program. Knowledge of USAID operations and activities a plus.
4. Skills: Strong planning, writing, and administrative skills. Good interpersonal ability with proven skills in developing a "team approach" to project implementation.
5. Special Conditions: Continuous involvement with the GABLE effort over a three year period.

## ARTICLE II - DELIVERABLES

The Contractor shall provide deliverables in accordance with the requirements of Article I of this order.

## ARTICLE III - REPORTS

The contractor shall submit reports in accordance with the requirements of Article I of this order.

In addition, the Contractor shall submit two (2) copies of the final report produced hereunder to the Agency for International Development, POL/CDIE/DI, ATTN: Ms. Maury Brown., RM 219, SA-18, Washington, D.C. 20523.

ARTICLE I - STATEMENT OF WORK

Girls' Attainment in Basic Literacy and Education Program (GABLE): Consultants for Registration of Primary School Pupils/Monitoring and Evaluation.

REGISTRATION CONSULTANT

A. Qualifications

Advanced degree in educational statistics, quantitative methods or computer programming. Experience in the following areas: data collection for statistical records and data-management systems; questionnaire design, and quantitative methods for the education sector. Demonstrated ability to conduct training courses in data-collection techniques. Familiarity with educational systems in developing countries preferable.

B. Background

The Government of Malawi (GOM) and USAID recently signed agreements for the Girls' Attainment in Basic Literacy and Education (GABLE) Program. One of the conditions precedent to disbursement of the program funds requires the GOM to register all primary school pupils for the purpose of implementing a reduction in the repetition rates throughout the primary school system over the life of the Program. The MOEC recently initiated the process of registering all primary school students in order to monitor the incidence of repetition. MOEC has in fact stated its intention to register all primary school pupils by December 1992. The Malawi National Examinations Board (MANEB) is also involved in this exercise.

C. Level of Effort

Assignment will be conducted in-country for a total period of five months. The consultant will spend two months in early 1992 assisting with the registration of pupils from Standards 4 - 6, and return for another two months in the latter half of 1992 to expedite the registration of Standards 1 - 4. After this, all pupils will have been registered. However, the system needs to be maintained through annual registration of Standard 1 and new pupils. The consultant will return for one month in 1993/94 to ensure that the system is operating on a sustainable basis.

**D. Responsibilities**

1. Assist and work with MOEC and MANEB in designing a data collection and computer management system. The system will include the following subject areas:
  - enrolment of pupils in all primary schools in Malawi
  - repetition rates in all primary schools
  - drop - out rates in all primary schools
  - number of pupils graduating each year
2. Prepare guidelines for heads of schools and District Education Officers (DEOs) on methods to fulfill the requirements of the data - management system.
3. Review the existing systems in MOEC and MANEB with a view to assessing their adequacy and proposing appropriate changes.
4. Assist MOEC / MANEB in analyzing and processing the data collected.
5. Conduct training courses for Heads, DEOs, and the staff at MANEB and MOEC in data - collection techniques and on management of the information systems.

**E. Supervision**

The Registration Consultant will be under contract to the AED/ABEL. In the field, the contractor will report to the USAID HRDO.

**F. Deliverables**

1. Establishment of a sound and sustainable statistical and data - management system at MOEC and/or MANEB for processing data on registration of pupils in primary schools.
2. Guidelines for Heads and DEOs on proper record - keeping methods on enrollment, repetition, drop-out and transfer rates of pupils in primary schools in Malawi.
3. Guidelines for staff at MANEB and MOEC on the handling and management of the data collected from schools.
4. Trained staff at MANEB and MOEC on managing the information systems.

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MONITORING AND EVALUATION CONSULTANT

A. Qualifications

Advanced degree in education or social science. Experience in the monitoring and evaluation of educational projects in developing countries is a necessity. Familiarity with the design and implementation of monitoring and evaluation systems would be an advantage.

B. Background

The Government of Malawi (GOM) and USAID recently signed agreements for the Girls' Attainment in Basic Literacy and Education (GABLE) Program. The agreements require the GOM to meet a number of conditions precedent prior to disbursement of funds. This would therefore necessarily require the establishment of a system to monitor and assess GABLE's impact on efforts made towards achieving the objectives of the program. The Ministry of Education and Culture (MOEC) has its own system for monitoring a range of features within Malawi's education system in the form of the yearly Education Statistics report. However, this annual report, which is prepared by the Statistics section in the Planning Department of MOEC, takes almost two years to prepare. One of the reasons for this tardy publication is that the data collected from schools is at present processed manually by the Statistics section.

C. Level of Effort

The consultant will spend an initial 6 weeks in early/mid 1992, to monitor and evaluate the progress of the GABLE program and assess the impact of GABLE on increasing girls' attainment in basic education. The Consultant will return for four weeks each year of the program thereafter. Six-day work week is authorized.

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**D. Duties and Responsibilities**

The consultant will perform the following tasks:

1. Determine reliable baseline data by which the indicators of achieving the program purpose, namely increasing girls' attainment in basic education, will be monitored and evaluated;
2. Design a practical and operational system and guidelines for monitoring and evaluating key activities planned under GABLE;
3. Devise a regular reporting system for monitoring and evaluation of progress toward program targets;
4. Train personnel involved in GABLE implementation, both at USAID and in the Government of Malawi, in techniques required for the monitoring and evaluation of GABLE implementation;
5. Review and periodically assess progress of program activities and, when necessary, recommend appropriate correct measures to improve implementation.

The consultant will actively monitor the program activities in order to evaluate the achievement of program level outputs and inputs.

**E. Supervision**

The Monitoring and Evaluation Consultant will be under contract to the AED/ABEL. In the field, the Consultant will report to the USAID HRDO.

**F. Deliverables**

1. System and guidelines for monitoring and evaluating key activities planned under GABLE.
2. Trained personnel at USAID and the Government of Malawi to monitor and evaluate GABLE implementation.
3. After each consulting period, a report submitted to the MOEC and USAID, on progress of program activities with recommendations for appropriate corrective and follow-up measures to improve implementation.

ATTACHMENT . B5

STATEMENT OF WORK

BUDGETING AND PLANNING STUDY

**BACKGROUND:**

Malawi's current ten-year development plan, DEVPOL, (Statement of Development Policies 1987 -1996) states major goals for the primary education subsector. They include: increasing net enrollment, phasing out primary school fees for standards 1 - 4, strengthening infrastructure through increased provision of classrooms, teachers' houses, textbooks, teachers' guides, and other instructional materials, and improving the quality of teaching through curriculum reform and better teacher training. USAID, through the Girls' Attainment in Basic Literacy and Education (GABLE), plans to assist the Government of Malawi (GOM) by providing technical assistance to help it plan for the achievement of these goals.

**OBJECTIVES:**

The objective of this contract is the completion of a study of the planning and budgeting system at the Ministry of Education and Culture (MOEC) to determine how the Ministry could best match its future budgetary requirements against plans and targets for primary education as outlined in the GABLE agreements.

**SCOPE OF WORK**

**LEVEL OF EFFORT:**

Assignment will be conducted in-country for a period of three 6-day weeks in mid - 1993. Contractor is responsible for submission of final report to USAID.

**STATEMENT OF TASKS:**

The contractor will make recommendations for the strengthening of the forward planning and budgeting system at the Ministry of Education and Culture. The contractor will also recommend ways the Ministry can formulate its future budgetary requirements so that they are consistent with GABLE plans and targets for primary education over the next 5 - 10 years. Specifically the contractor will:

Attachment B5

1. Assist the MOEC to develop a plan showing annual percentage increases of not less than four (4) percentage points per year in the total share of the education sector budget devoted to primary education during each year of the GABLE program.
2. Recommend ways in which the MOEC can strengthen its forward planning and budgeting procedures so that it can best formulate its future budgetary requirements so that they are consistent with GABLE plans and targets for primary education over the next 5 - 10 years.
3. Prepare a report on the findings, conclusions and recommendations for specific requirements described in items 1 and 2 above. The report will include a statement on the present adequacy of the MOEC's planning, and budgeting system, and recommend remedial actions to be taken.

**DELIVERABLES:**

A report, including:

- a. A plan showing annual percentage increases of not less than four (4) percentage points per year in the total share of the education sector budget devoted to primary education during each year of the GABLE program.
- b. A framework integrating GABLE objectives, expenditures and performance criteria with MOEC's long-term budget which will yield budget estimates for use by MOEC, and enable MOEC to prioritise its activities based on existing and future commitments.
- c. An analysis of the implications for the GOM budget resulting from long-term commitments made under GABLE funding.
- d. A framework for matching MOEC future budgetary requirements against GABLE's plans and targets over the next 5- 10 years.

**REPORTING REQUIREMENTS:**

The contractor's final report will contain an executive summary evaluating the present adequacy of MOEC's planning and budgeting procedures and controls. The summary should also contain the major recommendations which the contractor believes should be complied with by MOEC, PIU, and other institutions concerned with planning and implementing the actions planned under GABLE. The text of the report will provide the details requested in the Statement of Tasks.

The contractor will be responsible for providing USAID/Malawi with two copies of a draft report for discussion and review five days prior to departure from Malawi. The contractor will incorporate Mission comments into a final report, which will be presented prior to departure from Malawi. The contractor will also be responsible for debriefing Mission or MOEC staff prior to departure.

**LOGISTICAL SUPPORT:**

The contractor will be responsible for supplying all necessary office equipment and supplies, arranging for all required transportation, and providing all of the necessary secretarial services.

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**IMPLEMENTATION PLAN**  
**FOR 1993**  
**SOUTH AFRICA**

**ABEL IMPLEMENTATION PLAN**

**1993**

**15 March 1993** \*

## ABEL IMPLEMENTATION PLAN FOR 1993

The ABEL Implementation Plan provides an overview of core organisational programs planned for 1993. The Plan commits ABEL to provide management training, technical expertise and policy support to 400 (95% black) South Africans located in non-governmental organisations in the education sector during 1993.

The Implementation Plan is organised around the three principal objectives upon which ABEL/South Africa was founded: a) to strengthen the management capacity of USAID grantees; b) to increase the technical competence of grantees; and c) to promote education policy dialogue between South Africa and education systems elsewhere, including the rest of Africa and the United States.

A logic running throughout the program is to shift the focus of training towards "training-of-trainers" type activities in line with a key recommendation of the 1993 Review Conference that ABEL, as a short-term project, consider emphasising the transfer of training skills to future trainers.

The Plan does not include the host of technical assistance activities conducted with individual grantees utilising ABEL staff. In line with the ABEL policy of responsiveness, the 1993 Implementation Plan also leaves space for emergency requests for assistance from either the USAID Mission or one of the grantees which could involve program planning time and resources.

### ABEL CORE PROGRAM

#### 1.1 RESEARCH SKILLS TRAINING for NGOs

This three-day workshop is designed to provide grantees with research skills required in any non-government organisation. This includes skills in needs analysis, program evaluation, community surveys and impact analysis. Emphasis will be on the immediate usability and practical nature of the skills training. The workshop will be offered by ABEL staff in conjunction with two external consultants. The training will be based in Johannesburg and will serve twenty-five individuals drawn mainly from among the grantees and who are the researcher/ evaluation specialists in their organisations.

1.2 TRAINING MANAGEMENT CONSULTANTS

The purpose of this five day workshop is to broaden the pool of black management consultants who are likely to serve NGOs in South Africa. Twenty-four persons will be invited from among NGO staff and independent (or prospective) consultants. Training will be provided in concepts of consulting, methodological training such as analytical and problem-solving skills, as well as practical training in areas such as management, marketing and political skills. The training will be provided by senior staff of ABEL in conjunction with four external management specialists.

1.3 ORGANISATIONAL DEVELOPMENT AND MANAGEMENT WORKSHOP

This five-day workshop is modelled on the Organisational Development and Management workshop offered in June 1992. The 1993 workshop will focus on key concepts in organizational development and management such as Strategic Planning, Human Resources Management, Financial Management and Proposal Writing. Unlike the previous 1992 workshop, in which ABEL provided the leadership in the design of the program, the 1993 workshop will be designed, implemented and assessed by Human Awareness Programme (HAP). ABEL staff will play a consultative role. ABEL proposes that USAID funds at least 25 individuals from the grantee organisations to attend the HAP workshop.

1.4 TRAINING OF TRAINERS: LITERACY FOCUS WORKSHOP

This five-day workshop will provide trainers from literacy organisations with basic skills for training/facilitating adult learning. The workshop will be conducted by a team of local consultants, in conjunction with the ABEL Organisational Development Specialist (ODS), who have expertise in the literacy field. The workshop will cover the following areas: overview of adult literacy in the South African context, comparative review of approaches to adult literacy, planning and running of training workshops for adult learners, basic management skills, adults as learners, design, methods and techniques for effective training, effective presentation /facilitation and communication skills, group processes, evaluation and monitoring of training and proposal and report writing.

1.5 EVALUATION TRAINING WORKSHOPS-PHASE 1

The ABEL/ODS will co-facilitate two regional five-day workshop (PHASE 1) on Evaluation Design and Practice with Dr. Richard Fehnel, Management Development Specialist of TEPS, and the new ABEL Organisational Development and Training Specialist

(ODTS). The workshop will be designed to introduce participants to evaluation design issues with an emphasis on Fourth Generation Techniques. The workshop will introduce participants to design issues in evaluation, assist them to fine-tune the evaluation design within their own organisational contexts, and provide an opportunity for participants to present an evaluation design for review and assessment by other workshop participants. The workshops will be offered involve practical activity exercises on topics such as focusing the evaluation, selecting the methodology, data collection procedures and concerns, and management. After the workshop participants will be asked to implement the evaluation plan they have designed. A follow-up two-day workshop (Phase 2) will be convened in the second half of 1993 to deal with analysis and report writing skills.

#### 1.6 EVALUATION TRAINING WORKSHOPS-PHASE 2

This two-day follow up workshop will be offered in three regions to participants of Evaluation Workshop, Phase 1. This workshop will again be facilitated by the ABEL/ODS and the new ABEL ODS. This workshop will focus on analysing and reporting the evaluation data collected during the evaluation period.

#### 1.7 EDUCATIONAL STUDY TOUR: ADULT BASIC EDUCATION POLICY AND PRACTICE IN SOUTHERN AFRICA

Twenty adult basic education (ABE) practitioners from around the country will examine educare policy and practices in five Southern African countries. The group of twenty will divide into teams of four each with each team visiting one of five countries (Namibia, Lesotho, Swaziland, Botswana, and Zimbabwe). The tour will provide educare practitioners with an opportunity to observe, assess, compare and derive lessons from educare programs and practice in the selected countries in order to inform educare policy and practice in South Africa. Each team will spend a week in one of the selected countries and will produce a report of their findings at a regional conference for a larger ABE constituency. ABEL will request the TEPS project to fund this activity along the same lines as the INSET Study Tour of 1992.

#### 1.8 ADULT BASIC EDUCATION (ABE) CONFERENCE

This two-day conference will provide an opportunity for ABE regional study tour participants to share their experiences and findings with the larger ABE community. In addition, the conference will provide a forum for examining the NEPI ABE study on policy options against the study tour findings. The conference

by the ABEL/ODS in consultation with selected study tour participants.

**1.9 SOUTH AFRICA-NAMIBIA POLICY DIALOGUE CONFERENCE**

This five-day conference in Windhoek will bring together 25 South African and 25 Namibian education specialists to examine comparative lessons and experiences in education policy in the process of social transition. Language policy, curriculum policy, rural education policy, examination policy, and reform of the education bureaucracy will be focal points for the education dialogue in the two countries.

**ADDITIONAL ABEL ACTIVITIES**

2.1 Karoo Literacy Conference to finalise development of a regional strategic plan for literacy.

2.2 National Evaluation for SAAECE (six weeks) which will provide a basis for assessing the new ODS candidate.

**ONGOING ABEL ACTIVITIES;  
1992 PURCHASE ORDER AGREEMENTS**

- 3.1 management information systems
- 3.2 curriculum development support (Retsweletse)
- 3.3 language conference (see core program)
- 3.4 effective schools research report

**MISSION-SUPPORT ACTIVITIES**

ABEL will continue to provide the USAID/Pretoria Mission with technical support including the review of funding proposals and support to visiting consulting teams from the United States. A key area of support is to work with the Mission to support small, black-led NGOs to develop capacity which will enable them to develop successful funding proposals and to manage external funding effectively. This initiative forms part of the Mission strategy to accelerate and increase funding and technical support to black-led organisations and to black leadership in South Africa.

**ABEL 1993 IMPLEMENTATION PLAN**

NAME OF INTERVENTION	DATE (Jan - Dec 1993)	NO. OF PARTICIPANTS	LOCATION (WHERE TO BE HELD)	COST (R RANDS)
Literacy Training Facilitators Workshop	22 March - 26 March	30 (PWV only)	Johannesburg	14,475.50
Training Management Consultants	24 May - 28 May	24 (all regions)	Johannesburg	20,150.00
Evaluation Training (Phase I)	28 June - 02 July 28 July - 30 July	20 (coastal regions)	Durban (incl. E. London) Cape Town (incl. George)	16,000.00
Organisational Development Workshops (Conducted by HAP)	7 June - 11 June	25 (all regions)	Johannesburg	70,590.25
Educational Study Tour: ABE (Funded by TEP8)	1 June - 12 June	20 (all regions)	Southern Africa	funded by TEP8
Language Conference (Purchase Order funded)	4 June - 8 June	48 (all regions)	Johannesburg	Purchase Order funded
Basic Research Training Workshop	21 June - 23 June	30 (all regions)	Johannesburg	47,031.47
Performance Appraisal Workshops	5 July - 9 July	54 (all regions)	Johannesburg	30,000.00
South African - Namibia Education Policy Conference (Funded by TEP8)	19 July - 24 July	30 (all regions)	Namibia	funded by TEP8
Evaluation Training (Phase II)	13 Sept - 18 Sept 11 Oct - 14 Oct 1, 2, 8, and 9 June	44 (all regions)	Durban Cape Town Johannesburg	20,000.00
Adult Basic Education Conference	30 Aug - 31 Aug	60 (all regions)	Johannesburg	20,000.00
<b>GRANTEE TECHNICAL ASSISTANCE</b>				
Karoo Literacy Conference	June 1993	15	Karoo	19,796.00
National Evaluation for SAAECE	15 April - 30 May	N/A	10 SAAECE Regional Branches	23,448.07
<b>TOTALS</b>		400		280,481.29

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ABEL MIDSCOM SA LED WASH

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## FUNDING OPTIONS FOR PROJECT ABEL

The understanding of ABEL staff (Johannesburg) is that there is a total amount of US \$300,000 available for interventions in the period January 1993 through September 1994.

There are three possible scenarios for distributing these limited funds:

### Scenario A:

The funds are distributed in three parts:

- \$100,000 for funding interventions during 1993
- \$100,000 for funding interventions during 1994
- \$100,000 for funding an additional staff person (technical expert) for 1993-94

### Scenario B:

The funds are distributed in two parts:

- \$200,000 for funding interventions during 1993
- \$100,000 for funding interventions during 1994

### Scenario C:

The funds are distributed in three parts:

- \$150,000 for funding interventions during 1993
- \$100,000 for funding interventions during 1994
- \$50,000 for funding an additional but 50% staff person (technical expert) for 1993-94.

ABEL recommends scenario C since it provides for an additional technical person while releasing maximum resources for interventions. The additional person (a South African) will not receive any benefits as s/he will be employed on a half-time basis and work only in the field (that is, no office management responsibilities) as a training officer and technical expert serving USAID grantees. The person appointed will have considerable training experience working the nongovernmental organisations and bring to the ABEL Project complementary skills in organisational development. It is estimated that the appointee will credit ABEL with at least \$50,000 in intervention funds, improve the quality and sustainability of ABEL delivery services, and be the mechanism for circumventing the time-consuming contracting process which has been the single most important factor limiting the effectiveness of the project in South Africa.

**IMPLEMENTATION PLAN**

**FOR 1993**

**MALI**

# ABEL/BEEP MALI

## LEGEND

<b>VOLET</b>	
<b>ISTA-</b>	FORMATION CONTINUE
<b>WID-</b>	SCOLARISATION DES FILLES
<b>RSA-</b>	L'ADMINISTRATION DES ECOLES REGIONALES
<b>FAEF-</b>	FONDS D'APPUI A L'ENSEIGNEMENT FONDAMENTAL
<b>SE-</b>	SUIVI ET EVALUATION
<b>MIS-</b>	SYSTEME DE GESTION INFORMATISEE

### REGIONS

- 2 KOULIKORO
- 3 SIKASSO
- 4 SEGOU
- 8 BAMAKO
- 9 TOUTES LES REGIONS DU PROJET
- 0 NIVEAU NATIONAL

### INSPECTIONS (IEF) DANS LES REGIONS:

#### REGION 2

- 1 KOULIKORO
- 2 BAGUINEDA
- 3 DIOILA
- 4 KATI

#### REGION 3

- 1 KOLOKANI
- 2 SIKASSO 1
- 3 SIKASSO 2
- 4 BOUGOUNI 1
- 5 BOUGOUNI 2

#### REGION 4

- 1 KOUTIALA
- 2 SEGOU 1
- 3 SEGOU 2
- 4 NIONO

#### REGION 8

- 1 BAMAKO 1
- 2 BAMAKO 2
- 3 BAMAKO 3
- 4 BAMAKO 4
- 5 BAMAKO 5
- 6 BAMAKO 6
- 7 BAMAKO 7

**DOCUMENT: BASIC EDUCATION EXPANSION PROJECT  
ANNUAL WORK PLAN  
PERIOD: JAN 1993 - DEC 1993**

PROJET DE DEVELOPPEMENT DE L'EDUCATION DE BASE

EXCEL ID	VOLET	MATRIK	MATRIK#	ACTIVITE	REGION	EF	TACHE	DEBUT PLAN	DEBUT REELE	FIN DU PLAN	FIN REELE
1	IBYA	B 5	1	1	4	0	SURVEILLATION INEPT	18 Jan '93	18 Jan '93	18 Feb '93	NA
2	ISTA	B 5	1	4	4	0	ASSISTER A LA LECON DONNE PAR LE MAITRE	18 Jan '93	18 Jan '93	18 Feb '93	NA
3	ISTA	B 5	2	4	4	0	REMPUR LA GRID D'OBSERVATION	18 Jan '93	22 Jan '93	30 Jan '93	5 Feb '93
4	ISTA	B 5	3	4	4	0	DISCUTER AVEC LE MAITRE	18 Jan '93	NA	30 Jan '93	NA
5	ISTA	B 5	4	4	4	0	CONSEILLER LE MAITRE	18 Jan '93	NA	30 Jan '93	NA
6	IBYA	B 5	5	4	4	0	RAPPORT DE VISITE	18 Jan '93	NA	30 Jan '93	NA
7	ISTA	B 5	1	1	1	0	SURVEILLATION KAYAGLOKAM	18 Jan '93	NA	12 Feb '93	NA
8	ISTA	B 5	2	2	2	0	ASSISTER A LA LECON DONNE PAR LE MAITRE	18 Jan '93	18 Jan '93	18 Feb '93	NA
9	ISTA	B 5	3	2	2	0	REMPUR LA GRID D'OBSERVATION	18 Jan '93	21 Jan '93	30 Jan '93	4 Feb '93
10	ISTA	B 5	4	2	2	0	DISCUTER AVEC LE MAITRE	18 Jan '93	NA	30 Jan '93	NA
11	ISTA	B 5	5	2	2	0	CONSEILLER LE MAITRE	18 Jan '93	NA	30 Jan '93	NA
12	ISTA	B 5	1	3	3	0	RAPPORT DE VISITE	18 Jan '93	NA	30 Jan '93	NA
13	ISTA	B 5	2	3	3	0	SURVEILLATION ANAGAS	18 Jan '93	NA	12 Feb '93	NA
14	ISTA	B 5	3	3	3	0	ASSISTER A LA LECON DONNE PAR LE MAITRE	1 Feb '93	18 Feb '93	18 Feb '93	NA
15	ISTA	B 5	4	3	3	0	REMPUR LA GRID D'OBSERVATION	1 Feb '93	18 Feb '93	13 Feb '93	2 Mar '93
16	ISTA	B 5	5	3	3	0	DISCUTER AVEC LE MAITRE	1 Feb '93	NA	13 Feb '93	NA
17	ISTA	B 5	1	3	3	0	CONSEILLER LE MAITRE	1 Feb '93	NA	13 Feb '93	NA
18	IBYA	B 5	2	3	3	0	RAPPORT DE VISITE	1 Feb '93	NA	13 Feb '93	NA
19	ISTA	B 5	3	2	2	0	SURVEILLATION BARUMESA/BELLA	1 Feb '93	NA	15 Feb '93	NA
20	ISTA	B 5	4	2	2	0	ASSISTER A LA LECON DONNE PAR LE MAITRE	1 Feb '93	18 Feb '93	18 Feb '93	NA
21	ISTA	B 5	5	2	2	0	REMPUR LA GRID D'OBSERVATION	1 Feb '93	18 Feb '93	13 Feb '93	2 Mar '93
22	ISTA	B 5	1	2	2	0	DISCUTER AVEC LE MAITRE	1 Feb '93	NA	13 Feb '93	NA
23	ISTA	B 5	2	2	2	0	CONSEILLER LE MAITRE	1 Feb '93	NA	13 Feb '93	NA
24	ISTA	B 5	3	2	2	0	RAPPORT DE VISITE	1 Feb '93	NA	13 Feb '93	NA
25	IBYA	B 5	4	2	2	0	SURVEILLATION KOU'KORO	1 Feb '93	NA	13 Feb '93	NA
26	ISTA	B 5	5	2	2	0	RAPPORT DE VISITE	1 Feb '93	NA	13 Feb '93	NA
27	ISTA	B 5	1	2	2	0	ASSISTER A LA LECON DONNE PAR LE MAITRE	15 Feb '93	NA	15 Feb '93	NA
28	ISTA	B 5	2	2	2	0	REMPUR LA GRID D'OBSERVATION	15 Feb '93	NA	20 Feb '93	NA
29	ISTA	B 5	3	2	2	0	DISCUTER AVEC LE MAITRE	15 Feb '93	NA	20 Feb '93	NA
30	ISTA	B 5	4	2	2	0	CONSEILLER LE MAITRE	15 Feb '93	NA	20 Feb '93	NA
31	IBYA	B 5	5	2	2	0	RAPPORT DE VISITE	15 Feb '93	NA	20 Feb '93	NA
32	ISTA	G 5	1	0	0	0	SEMINAIRE A L'INTERIEUR DU GROUPE DU CPC	15 Feb '93	NA	20 Feb '93	NA
33	ISTA	G 5	2	0	0	0	IDENTIFIER LES MODULES DE FORMATION	1 Mar '93	NA	22 Feb '93	NA
34	ISTA	G 5	3	0	0	0	ELABORER LES DOCUMENTS RELATIF A CHAQUE THEME	8 Mar '93	NA	5 Mar '93	NA
35	ISTA	G 5	4	0	0	0	EXECUTION DU SEMINAIRE	8 Mar '93	NA	12 Mar '93	NA
36	ISTA	G 5	5	0	0	0	DISCUTER CONTINUE DE DOCUMENT POUR L'AMELIORER	15 Mar '93	NA	20 Mar '93	NA
37	ISTA	G 5	6	0	0	0	ADOPTION DES DOCUMENTS AMELIORER	15 Mar '93	NA	19 Mar '93	NA
38	IBYA	C 5	1	0	0	0	RAPPORT FINALE SUR LE SEMINAIRE	1 Mar '93	NA	28 Mar '93	NA
39	ISTA	C 5	2	0	0	0	SEMINAIRE DES C.P. ET DES CHAP. DIVISION GRC	28 Mar '93	NA	28 Mar '93	NA
40	ISTA	C 5	3	0	0	0	EXECUTION DU SEMINAIRE	22 Mar '93	NA	28 Mar '93	NA
41	ISTA	C 5	4	0	0	0	DISCUTER CONTINUE DE DOCUMENT POUR L'AMELIORER	12 Apr '93	NA	3 Apr '93	NA
42	ISTA	C 5	5	0	0	0	ELABORER DES FICHES PEDAGOGIQUES/DISCIPLINE	18 Apr '93	NA	17 Apr '93	NA
43	IBYA	D 5	1	0	0	0	SIMULATION DU CONTINUE DES FICHES	26 Apr '93	NA	24 Apr '93	NA
44	ISTA	D 5	2	0	0	0	RAPPORT FINALE DU SEMINAIRE	13 Apr '93	NA	26 Apr '93	NA
45	ISTA	D 5	3	0	0	0	SEMINAIRE DES BP ET GRC	18 May '93	NA	30 Apr '93	NA
46	ISTA	D 5	4	0	0	0	EXECUTION DU SEMINAIRE	10 May '93	NA	21 May '93	NA
47	ISTA	D 5	5	0	0	0	DISCUSSION ET FINALISATION DES DOCUMENTS	17 May '93	NA	21 May '93	NA
48	IBYA	C 5	1	0	0	0	RAPPORT FINALE DU SEMINAIRE	10 May '93	NA	21 May '93	NA
49	ISTA	C 5	2	0	0	0	EXECUTION BYAMES DE BURETAMAKO GROUPE I	28 Jun '93	NA	28 May '93	NA
50	ISTA	C 5	3	0	0	0	ELABORATION DE MATERIELS DIDACTIQUES	28 Jun '93	NA	9 Jul '93	NA
51	ISTA	C 5	4	0	0	0	DISCUSSION ET APPLICATION DES DOCUMENTS	28 Jun '93	NA	9 Jul '93	NA



PROJET DE DEVELOPPEMENT DE L'EDUCATION DE BASE

EXCEL ID	VOLET	MATRIX	MATRIX#	ACTIVITE	REGION	EF	TACHE	DEBUT PLAN	DEBUT REELE	FIN DU PLAN	FIN REELE
107	ISTA	C 5	1	0	0	0	SURVEILLATION BAMAKO DISTRICT	11 Oct '93	NA	6 Dec '93	NA
108	ISTA	C 5	2	4	0	0	SURVEILLATION REGION DE SEGOU	11 Oct '93	NA	6 Dec '93	NA
109	ISTA	C 5	3	2	0	0	SURVEILLATION REGION DE KOULIKORO	11 Oct '93	NA	6 Dec '93	NA
110	ISTA	C 5	4	3	0	0	SURVEILLATION REGION DE SIKASSO	11 Oct '93	NA	6 Dec '93	NA
111	ISTA	B 8	0	0	0	0	MANUEL DES LAINES	1 Jan '93	NA	31 Dec '93	NA
112	ISTA	B 8	1	0	0	0	ACQUISITION DES MANUELS SCOLAIRES	1 Jan '93	NA	31 Dec '93	NA
113	ISTA	B 8	2	0	0	0	DISTRIBUTION DES MANUELS SCOLAIRES	1 Jan '93	NA	31 Dec '93	NA
114	ISTA	D 1	0	0	0	0	ETABLIR CPR FORMATION	16 Feb '93	NA	28 Feb '93	NA
115	ISTA	D 1	1	0	0	0	CONCEPTION IMPLANTATION CPR	16 Feb '93	NA	28 Feb '93	NA
116	ISTA	D 1	2	0	0	0	PROPOSITION RESPONSABLES MEN	1 Mar '93	NA	12 Mar '93	NA
117	ISTA	D 1	3	0	0	0	APPLICATION RESOLUTIONS	29 Mar '93	NA	1 Jun '93	NA
118	ISTA	D 5	0	0	0	0	STAGES MAT OBLIGATOIRES PCV	15 Mar '93	NA	1 Jun '93	NA
119	ISTA	D 5	1	0	0	0	2 BAMAKO	15 Mar '93	NA	1 Jun '93	NA
120	ISTA	D 5	2	0	0	0	2 KOULIKORO	15 Mar '93	NA	1 Jun '93	NA
121	ISTA	D 5	3	0	0	0	2 SEGOU	15 Mar '93	NA	1 Jun '93	NA
122	ISTA	D 5	4	0	0	0	2 SIKASSO	15 Mar '93	NA	1 Jun '93	NA
123	ISTA	C 5	1	0	0	0	ETABLIR LES ECOLES NORMALES	17 Feb '93	NA	19 Feb '93	NA
124	ISTA	C 5	2	0	0	0	NIONO	24 Feb '93	NA	26 Feb '93	NA
125	ISTA	C 5	3	0	0	0	KANGABA	22 Feb '93	NA	26 Feb '93	NA
126	ISTA	C 5	4	0	0	0	SEGOU	22 Feb '93	NA	26 Feb '93	NA
127	ISTA	C 5	5	0	0	0	BAMAKO	22 Feb '93	NA	26 Feb '93	NA
128	ISTA	C 5	6	0	0	0	NICHL	3 Mar '93	NA	5 Mar '93	NA
129	ISTA	C 5	7	0	0	0	KANGABA	10 Mar '93	NA	12 Mar '93	NA

PROJET DE DEVELOPPEMENT DE L'EDUCATION DE BASE

EXCEL ID	VOLET	MATRX	MATRX#	ACTIVITE	REGION	EF	TACHE	DEBUT PLAN	DEBUT REELE	FIN DU PLAN	FIN REELE
130	FAEF	B 2	2	1	2	0	REHABILITATION DES BÂTIMENTS DE CLASSES K10	1 Jan '93	19 Jan '93	31 Apr '93	NA
131	FAEF	B 2	2	1	2	0	FINALISER LES PROJETS COMMENCES EN 1992	1 Jan '93	12 Jan '93	31 Jan '93	NA
132	FAEF	B 2	2	2	2	0	DEGAGER PRIORITES D'EXECUTION PROJET 1993	12 Jan '93	12 Jan '93	22 Jan '93	25 Jan '93
133	FAEF	B 2	2	3	2	0	ANALYSER/APPROUVER REQUETES PAR LE COMITE DIR	19 Jan '93	19 Jan '93	22 Feb '93	NA
134	FAEF	B 2	2	4	2	0	EXECUTER PROJETS RETENUS	23 Feb '93	NA	23 Apr '93	NA
135	FAEF	B 2	2	5	2	0	SUIVRE L'EXECUTION DES PROJETS	23 Feb '93	NA	23 Apr '93	NA
136	FAEF	B 2	2	1	4	0	REHABILITATION DES BÂTIMENTS DE CLASSES B10	1 Jan '93	NA	31 Jan '93	NA
137	FAEF	B 2	2	2	4	0	FINALISER LES PROJETS COMMENCES EN 1992	1 Jan '93	NA	31 Jan '93	NA
138	FAEF	B 2	2	3	4	0	DEGAGER PRIORITES D'EXECUTION PROJET 1993	12 Jan '93	NA	22 Jan '93	NA
139	FAEF	B 2	2	4	4	0	ANALYSER/APPROUVER REQUETES PAR LE COMITE DIR	1 May '93	NA	31 May '93	NA
140	FAEF	B 2	2	5	4	0	EXECUTER PROJETS RETENUS	1 Jun '93	NA	31 Jul '93	NA
141	FAEF	B 2	2	1	3	0	SUIVRE L'EXECUTION DES PROJETS	1 Jun '93	NA	31 Jul '93	NA
142	FAEF	B 2	2	2	3	0	REHABILITATION DES BÂTIMENTS DE CLASSES B10	1 Jan '93	NA	31 Jan '93	NA
143	FAEF	B 2	2	3	3	0	FINALISER LES PROJETS COMMENCES EN 1992	1 Jan '93	NA	31 Jan '93	NA
144	FAEF	B 2	2	4	3	0	DEGAGER PRIORITES D'EXECUTION PROJET 1993	12 Jan '93	NA	22 Jan '93	NA
145	FAEF	B 2	2	5	3	0	ANALYSER/APPROUVER REQUETES PAR LE COMITE DIR	1 Aug '93	NA	31 Aug '93	NA
146	FAEF	B 2	2	1	3	0	EXECUTER PROJETS RETENUS	1 Sep '93	NA	31 Oct '93	NA
147	FAEF	B 2	2	2	3	0	SUIVRE L'EXECUTION DES PROJETS	1 Sep '93	NA	31 Oct '93	NA
148	FAEF	B 2	2	3	3	0	REHABILITATION DES BÂTIMENTS DE CLASSES B10	1 Feb '93	18 Feb '93	18 Apr '93	NA
149	FAEF	B 2	2	4	3	0	EXECUTER PROJETS REHABILITATION D'URGENCE	1 Feb '93	15 Feb '93	15 Feb '93	NA
150	FAEF	B 2	2	5	3	0	SUIVRE D'EXECUTION DES PROJETS	15 Feb '93	15 Feb '93	25 Mar '93	NA
151	FAEF	A 2	2	1	8	0	EVALUER PLAN D'URGENCE	25 Mar '93	15 Feb '93	10 Apr '93	NA
152	FAEF	A 2	2	2	8	0	APPUI PHASE PILOTE DEVELOPPEMENT DES APE	1 Feb '93	NA	18 Sep '93	NA
153	FAEF	A 2	2	3	8	0	REVISER PLAN D'ACTION WORLD EDUCATION	1 Feb '93	NA	5 Feb '93	NA
154	FAEF	A 2	2	4	8	0	CONTACTER RESPONSABLES COMMUNES	8 Feb '93	NA	10 Feb '93	NA
155	FAEF	A 2	2	5	8	0	DISCUTER/ADOPTER PLAN DEFINITIF	11 Feb '93	NA	17 Feb '93	NA
156	FAEF	A 2	2	6	8	0	SEMINAIRE FORMATION APE EN ORGANISATION	18 Feb '93	NA	12 Mar '93	NA
157	FAEF	A 2	2	7	8	0	ANIMER/SENSEBILISER/ENCADRER APE	15 Mar '93	NA	31 Aug '93	NA
158	FAEF	A 2	2	8	8	0	IDENTIFIER/PRESENTER PROJETS SCOLAIRES	15 Mar '93	NA	15 Apr '93	NA
159	FAEF	A 2	2	1	8	0	EXECUTER PROJETS RETENUS	16 Apr '93	NA	31 Aug '93	NA
160	FAEF	B 2	2	1	8	0	EVALUER ACTIONS MENEES	1 Sep '93	NA	10 Sep '93	NA
161	FAEF	B 2	2	2	8	0	DIRECTEUR AU DEVELOPPEMENT D'UN SECTEUR PRIVE COMMUNES	1 Jan '93	1 Jan '93	30 Jun '93	NA
162	FAEF	B 2	2	3	8	0	FINALISER L'ETUDE SUR LE SECTEUR PRIVE	1 Jan '93	1 Jan '93	31 Jan '93	NA
163	FAEF	B 2	2	4	8	0	TABLE RONDE SUR LES RESULTATS DE L'ETUDE	1 Mar '93	NA	17 Mar '93	NA
164	FAEF	B 2	2	5	8	0	DEFINIR CRITERES ET MODALITE DE FINANCEMENT	18 Mar '93	NA	31 Mar '93	NA
165	FAEF	B 2	2	6	8	0	OCTROYER AIDE FINANCIERE ECOLES DE BASE	1 Apr '93	NA	31 May '93	NA
166	FAEF	B 2	2	7	8	0	SUIVRE ET EVALUER LES ACTIONS ENTREPRISES	1 Jun '93	NA	30 Jun '93	NA
167	FAEF	B 2	2	1	4	0	DIRECTEUR AU DEVELOPPEMENT D'UN SECTEUR PRIVE COMMUNES	1 Jan '93	1 Jan '93	30 Jun '93	NA
168	FAEF	B 2	2	2	4	0	FINALISER L'ETUDE SUR LE SECTEUR PRIVE	1 Jan '93	1 Jan '93	31 Jan '93	NA
169	FAEF	B 2	2	3	4	0	TABLE RONDE SUR LES RESULTATS DE L'ETUDE	1 Mar '93	NA	17 Mar '93	NA
170	FAEF	B 2	2	4	4	0	DEFINIR CRITERES ET MODALITE DE FINANCEMENT	18 Mar '93	NA	31 Mar '93	NA
171	FAEF	B 2	2	5	4	0	OCTROYER AIDE FINANCIERE ECOLES DE BASE	1 Apr '93	NA	31 May '93	NA
172	FAEF	B 2	2	6	4	0	SUIVRE ET EVALUER LES ACTIONS ENTREPRISES	1 Jun '93	NA	30 Jun '93	NA
173	FAEF	B 2	2	1	2	0	DIRECTEUR AU DEVELOPPEMENT D'UN SECTEUR PRIVE COMMUNES	1 Jan '93	1 Jan '93	30 Jun '93	NA
174	FAEF	B 2	2	2	2	0	FINALISER L'ETUDE SUR LE SECTEUR PRIVE	1 Jan '93	1 Jan '93	31 Jan '93	NA
175	FAEF	B 2	2	3	2	0	TABLE RONDE SUR LES RESULTATS DE L'ETUDE	1 Mar '93	NA	17 Mar '93	NA
176	FAEF	B 2	2	4	2	0	DEFINIR CRITERES ET MODALITE DE FINANCEMENT	18 Mar '93	NA	31 Mar '93	NA
177	FAEF	B 2	2	5	2	0	OCTROYER AIDE FINANCIERE ECOLES DE BASE	1 Apr '93	NA	31 May '93	NA
178	FAEF	B 2	2	6	2	0	SUIVRE ET EVALUER LES ACTIONS ENTREPRISES	1 Jun '93	NA	30 Jun '93	NA
179	FAEF	B 2	2	1	1	0	DIRECTEUR AU DEVELOPPEMENT D'UN SECTEUR PRIVE COMMUNES	1 Jan '93	1 Jan '93	30 Jun '93	NA

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PROJET DE DEVELOPPEMENT DE L'EDUCATION DE BASE

EXCEL ID	VOLET	MATRIX	MATRIX#	ACTIVITE	REGION	EF	TACHE	DEBUT PLAN	DEBUT REELE	FIN DU PLAN	FIN REELE
100	FAEF	B	2	1	3	0	FINALISER L'ETUDE SUR LE SECTEUR PRIVE	1 Jan '93	1 Jan '93	31 Jan '93	NA
101	FAEF	B	2	2	3	0	TABLE RONDE SUR LES RESULTATS DE L'ETUDE	1 Mar '93	NA	17 Mar '93	NA
102	FAEF	B	2	3	3	0	DEFINIR CRITERES ET MODALITE DE FINANCEMENT	16 Mar '93	NA	31 Mar '93	NA
103	FAEF	B	2	4	3	0	OCTROYER AIDE FINANCIERE ECOLES DE BASE	1 Apr '93	NA	31 May '93	NA
104	FAEF	B	2	5	3	0	SUIVRE ET EVALUER LES ACTIONS ENTREPRISES	1 Jun '93	NA	30 Jun '93	NA

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PROJET DE DEVELOPPEMENT DE L'EDUCATION DE BASE

EXCEL ID	VOLET	MATRIX	MATRIX#	ACTIVITE	REGION	EF	TACHE	DEBUT PLAN	DEBUT REELE	FIN DU PLAN	FIN REELE
265	RSA	B 9	1	1	2	0	LIVRAISON DES MEUBLES DES ECOLES (1)	4 Jan '93	4 Jan '93	26 Feb '93	NA
266	RSA	B 9	2	2	2	0	SUIVI PRODUCTION DES MEUBLES	4 Jan '93	4 Jan '93	22 Jan '93	31 Jan '93
267	RSA	B 9	3	3	2	0	LIVRAISON ACTUEL A L'INSPECTION	22 Jan '93	22 Jan '93	28 Jan '93	31 Jan '93
268	RSA	B 9	4	4	2	0	SUIVI LIVRAISON A L'INSPECTION	28 Jan '93	28 Jan '93	28 Jan '93	8 Feb '93
269	RSA	B 9	5	5	2	0	FAIRE L'INVENTAIRE A L'INSPECTION	28 Jan '93	28 Jan '93	28 Jan '93	5 Feb '93
270	RSA	B 9	6	6	2	0	SUIVI LIVRAISON AUX ECOLES	1 Feb '93	31 Jan '93	15 Feb '93	NA
271	RSA	B 9	7	7	2	0	FAIRE L'INVENTAIRE AUX ECOLES	15 Feb '93	NA	28 Feb '93	NA
272	RSA	B 9	8	8	2	0	RAPPORT DE FIN DE LIVRAISON	18 Feb '93	NA	28 Feb '93	NA
273	RSA	D 3	1	1	2	0	PLAN D'ACTION DE DRE KOUAIGRO	7 Jan '93	21 Jan '93	21 Jan '93	NA
274	RSA	D 3	2	2	2	0	CLARIFICATION DE RESPONSABILITES/PERSONNEL	7 Jan '93	25 Jan '93	22 Jan '93	NA
275	RSA	D 3	3	3	2	0	FIXER RESPONSABILITES DE PERSONNEL	25 Jan '93	31 Jan '93	29 Jan '93	NA
276	RSA	B 8	1	1	2	0	SUIVI EVALUATION D'INFRASTRUCTURE KNO	1 Apr '93	NA	1 May '93	NA
277	RSA	B 8	2	2	2	0	VISITER LES ECOLES	1 Apr '93	NA	15 Apr '93	NA
278	RSA	B 8	3	3	2	0	DETERMINER CONDITION INFRASTRUCTURE	1 Apr '93	NA	15 Apr '93	NA
279	RSA	B 8	4	4	2	0	COMPLETEZ RAPPORT DEVALUATION	30 Apr '93	NA	2 May '93	NA
280	RSA	B 9	1	1	2	0	PRODUCTION DES MEUBLES ECOLE	1 Mar '93	NA	21 Jul '93	NA
281	RSA	B 9	2	2	2	0	APPEL D'OFFRE	30 Mar '93	NA	30 Apr '93	NA
282	RSA	B 9	3	3	2	0	CHOISIR LE MENUISIER	15 Apr '93	NA	27 Apr '93	NA
283	RSA	B 9	4	4	2	0	PRODUCTION ACTUEL DES MEUBLES	1 Mar '93	NA	31 Jul '93	NA
284	RSA	B 9	5	5	2	0	LIVRAISON DES MEUBLES (2)	18 Feb '93	NA	21 Jul '93	NA
285	RSA	B 9	6	6	2	0	CHOISIR DES ECOLES	15 Feb '93	NA	28 Feb '93	NA
286	RSA	B 9	7	7	2	0	ORGANISER LOGISTIQUES	10 Mar '93	NA	20 Mar '93	NA
287	RSA	B 9	8	8	2	0	LIVRAISON AUX INSPECTIONS	25 Mar '93	NA	31 Jul '93	NA
288	RSA	B 9	9	9	2	0	LIVRAISON AUX ECOLES	15 Apr '93	NA	31 Jul '93	NA
289	RSA	B 9	10	10	2	0	RAPPORT FINAL DE LIVRAISON	15 Jul '93	NA	31 Jul '93	NA
290	RSA	B 9	11	11	2	0	INSTALLATION DE CLIMATISER	1 Jan '93	1 Jan '93	21 Jan '93	21 Jan '93
291	RSA	B 9	12	12	2	0	ACHAT DE CLIMATISER	1 Jan '93	1 Jan '93	1 Jan '93	1 Jan '93
292	RSA	B 9	13	13	2	0	FAIRE L'INSTALLATION AU DRE	25 Jan '93	25 Jan '93	25 Jan '93	25 Jan '93
293	RSA	D 3	1	1	2	0	FORMATION EN TRAITEMENT DE TEXTE	18 Jan '93	18 Jan '93	21 Feb '93	NA
294	RSA	D 3	2	2	2	0	CHOISIR CENTRE DE FORMATION	15 Jan '93	15 Jan '93	20 Jan '93	20 Jan '93
295	RSA	D 3	3	3	2	0	COMMENCER LE FORMATION	1 Feb '93	NA	28 Feb '93	NA
296	RSA	C 1	1	1	2	0	ETABLIR SYS D'INVENTAIRE L'ENTRETIEN DES ECOLES	1 Feb '93	NA	2 Feb '93	NA
297	RSA	C 1	2	2	2	0	CONSULTER LE DRE ET EAMS	1 Feb '93	NA	2 Feb '93	NA
298	RSA	B 9	1	1	2	0	FAIRE LE SYSTEME ACTUEL	2 Feb '93	NA	5 Feb '93	NA
299	RSA	D 3	1	1	2	0	ETABLIR LA SYSTEME POUR REPORTAGE DES DONNES	2 Feb '93	NA	28 Feb '93	NA
300	RSA	D 3	2	2	2	0	INTEGRATION SYSTEME DE DISTRIBUTION	2 Feb '93	NA	18 Feb '93	NA
301	RSA	D 3	3	3	2	0	INTEGRATION SYSTEME DE RECUEILLER	2 Feb '93	NA	2 Feb '93	NA
302	RSA	B 9	1	1	2	0	EXECUTER SYSTEME POUR METTRE DES DONNES	2 Feb '93	NA	28 Feb '93	NA
303	RSA	D 2	1	1	2	0	DETACHEMENT DE L'ENTRETIEN	18 Jan '93	21 Jan '93	1 Feb '93	NA
304	RSA	D 2	2	2	2	0	IDENTIFIER PARTICIPANTS (DETACHEMENT)	15 Jan '93	31 Jan '93	1 Feb '93	NA
305	RSA	D 2	3	3	2	0	IDENTIFIER TACHES DE PARTICIPANTS (DETACHEMENT)	15 Jan '93	1 Feb '93	1 Feb '93	NA
306	RSA	D 2	4	4	2	0	PREPARATION PROGRAMME DE FORMATION	15 Jan '93	8 Feb '93	1 Feb '93	NA
307	RSA	D 2	5	5	2	0	ETABLIR L'ENDROIT DE FORMATION (DETACHEMENT)	15 Jan '93	NA	1 Feb '93	NA
308	RSA	D 2	6	6	2	0	EXECUTER FORMATION (DETACHEMENT)	2 Feb '93	NA	4 Feb '93	NA
309	RSA	D 1	1	1	2	0	FORMATION DE L'ENTRETIEN	3 Feb '93	NA	21 Mar '93	NA
310	RSA	D 1	2	2	2	0	IDENTIFIER PARTICIPANTS	2 Feb '93	NA	2 Feb '93	NA
311	RSA	D 1	3	3	2	0	IDENTIFIER FORMATEURS	2 Feb '93	NA	2 Feb '93	NA
312	RSA	D 1	4	4	2	0	PREPARATION AVEC LES FORMATEURS	2 Feb '93	NA	18 Feb '93	NA
313	RSA	D 1	5	5	2	0	NOTIFIER PARTICIPANTS	15 Feb '93	NA	18 Feb '93	NA
314	RSA	D 1	6	6	2	0	PLANIFIER LOGISTIQUES	15 Feb '93	NA	18 Feb '93	NA

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EXCEL ID	VOLET	MATRIX	MATRIX#	ACTMTE	REGION	EF	TACHE	DEBUT PLAN	DEBUT REELE	FIN DU PLAN	FIN REELE
328	FSA	D	1	6	2	0	PREPARATION DES MATERIELS	10 Feb '93	NA	15 Feb '93	NA
329	FSA	D	1	7	2	0	PLANIFIER TRANSPORTATION DES PARTICIPANTS	15 Feb '93	NA	20 Feb '93	NA
330	FSA	D	1	8	2	0	EXECUTER FORMATION	2 Mar '93	NA	31 Mar '93	NA
331	NSA	B	1	1	1	1	FAIRE DE PLAN DES ECOLES DE KOULEKAS	16 Feb '93	NA	30 Feb '93	NA
332	FSA	D	3	1	2	0	CALCULER DISTANCES DES ECOLES	16 Feb '93	NA	17 Feb '93	NA
333	FSA	D	3	2	2	0	ENTREER LES DONNES	16 Feb '93	NA	17 Feb '93	NA
334	FSA	D	3	3	2	0	TRANSFERER LES DONNES A L'ORDINATEUR	17 Feb '93	NA	26 Feb '93	NA
335	NSA	B	1	1	1	1	UNE BUREAU/SYSTEME DE PORTE TELEPHONE/S	8 Feb '93	NA	30 Feb '93	NA
339	FSA	D	3	1	2	0	ACHATER LE SYSTEME	8 Feb '93	NA	15 Feb '93	NA
340	FSA	D	3	2	2	0	INSTALLER LE SYSTEME	22 Feb '93	NA	28 Feb '93	NA
341	NSA	B	1	1	1	1	ETABLIR SYSTEME DE CLASSIFICATION	20 Jan '93	NA	25 Jan '93	NA
342	FSA	D	3	1	2	0	PREPARER TERMES DE REFERENCES (CONSULTANT)	20 Jan '93	NA	25 Jan '93	NA
343	FSA	D	3	2	2	0	APPROBATION TERMES DE REFERENCES	25 Jan '93	NA	28 Jan '93	NA
344	FSA	D	3	3	2	0	ENGAGER CONSULTANT	1 Mar '93	NA	31 Mar '93	NA
345	FSA	D	3	4	2	0	ORGANISER SYSTEME DE CLASSIFICATION	1 Mar '93	NA	31 Mar '93	NA
346	FSA	D	3	5	2	0	RAPPORT DE CONSULTATION	31 Mar '93	NA	31 Mar '93	NA
348	NSA	B	1	1	1	1	UNE VOYAGE ADMINISTRATIF (1)	1 Apr '93	NA	1 Apr '93	NA
350	FSA	B	9	1	2	0	SUIVRE LIVRAISON DES MEUBLES	5 Apr '93	NA	6 Apr '93	NA
351	FSA	B	9	2	2	0	SUIVRE PLAN D'ACTION DE L'ENTRETIEN	5 Apr '93	NA	8 Apr '93	NA
352	NSA	B	1	1	1	1	UNE VOYAGE ADMINISTRATIF (1)	18 Apr '93	NA	21 Apr '93	NA
353	FSA	B	9	1	2	0	SUIVRE LIVRAISON DES MEUBLES	19 Apr '93	NA	22 Apr '93	NA
354	FSA	B	9	2	2	0	SUIVRE PLAN D'ACTION DE L'ENTRETIEN	19 Apr '93	NA	22 Apr '93	NA
355	NSA	B	1	1	1	1	UNE VOYAGE ADMINISTRATIF (1)	4 May '93	NA	1 May '93	NA
356	FSA	D	3	1	2	0	SUIVRE LIVRAISON DES MEUBLES	4 May '93	NA	5 May '93	NA
357	FSA	D	3	2	2	0	SUIVRE PLAN D'ACTION DE L'ENTRETIEN	4 May '93	NA	5 May '93	NA
358	NSA	B	1	1	1	1	UNE VOYAGE ADMINISTRATIF (1)	18 May '93	NA	18 May '93	NA
359	FSA	D	3	1	2	0	SUIVRE LIVRAISON DES MEUBLES	18 May '93	NA	19 May '93	NA
360	FSA	D	3	2	2	0	SUIVRE PLAN D'ACTION DE L'ENTRETIEN	18 May '93	NA	19 May '93	NA
361	NSA	B	1	1	1	1	UNE VOYAGE ADMINISTRATIF (1)	8 Jun '93	NA	9 Jun '93	NA
362	FSA	D	3	1	2	0	SUIVRE LIVRAISON DES MEUBLES	8 Jun '93	NA	9 Jun '93	NA
363	FSA	D	3	2	2	0	SUIVRE PLAN D'ACTION DE L'ENTRETIEN	8 Jun '93	NA	9 Jun '93	NA
364	NSA	B	1	1	1	1	UNE VOYAGE ADMINISTRATIF (1)	23 Jun '93	NA	23 Jun '93	NA
365	FSA	D	3	1	2	0	SUIVRE LIVRAISON DES MEUBLES	22 Jun '93	NA	23 Jun '93	NA
366	FSA	D	3	2	2	0	SUIVRE PLAN D'ACTION DE L'ENTRETIEN	22 Jun '93	NA	23 Jun '93	NA
367	NSA	B	1	1	1	1	RECLAMER LES CONCLUSIONS	15 Jun '93	NA	30 Jun '93	NA
368	FSA	D	3	1	2	0	PLAN D'ACTION L'ENTRETIEN/RAPPORT	15 Jun '93	NA	30 Jun '93	NA
369	FSA	D	3	2	2	0	PLAN D'ACTION DE LIVRAISON/RAPPORT	15 Jun '93	NA	30 Jun '93	NA
370	NSA	B	1	1	1	1	LIVRAISON DES MEUBLES	1 Jul '93	NA	26 Jul '93	NA
371	FSA	B	9	1	2	0	LIVRAISON ACTUEL	6 Jul '93	NA	7 Jul '93	NA
372	NSA	B	1	1	1	1	UNE VOYAGE ADMINISTRATIF (1)	6 Jul '93	NA	7 Jul '93	NA
373	FSA	B	9	1	2	0	SUIVRE LIVRAISON DES MEUBLES	20 Jul '93	NA	21 Jul '93	NA
374	FSA	B	9	2	2	0	SUIVRE PLAN D'ACTION DE L'ENTRETIEN	20 Jul '93	NA	21 Jul '93	NA
375	NSA	B	1	1	1	1	UNE VOYAGE ADMINISTRATIF (1)	20 Jul '93	NA	21 Jul '93	NA
376	FSA	B	9	1	2	0	SUIVRE LIVRAISON DES MEUBLES	20 Jul '93	NA	21 Jul '93	NA
377	FSA	B	9	2	2	0	SUIVRE PLAN D'ACTION DE L'ENTRETIEN	20 Jul '93	NA	21 Jul '93	NA
378	FSA	B	9	3	2	0	FINALISER RAPPORT DE L'ENTRETIEN ET LIVRAISON	20 Jul '93	NA	21 Jul '93	NA

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EXCEL ID	VOLET	MATRX	MATRX#	ACTMTE	REGION	EF	TACHE	DEBUT PLAN	DEBUT REELE	FIN DU PLAN	FIN REELE
376	SE	G:7	1	0	0	0	FORMER LE PERSONNEL DE CELLULES D'ENTRAIDEMENT RUS	1 Jan '93	1 Jan '93	11 Feb '93	NA
380	SE	G:7	1	0	0	IDENTIFIER FORMATEUR	1 Jan '93	1 Jan '93	15 Jan '93	15 Jan '93	NA
381	SE	G:7	2	0	0	ELABORER PROGRAMME	20 Jan '93	20 Jan '93	27 Jan '93	27 Jan '93	NA
382	SE	G:7	3	0	0	EXECUTER FORMATION	8 Feb '93	NA	12 Feb '93	NA	NA
383	SE	G:7	4	0	0	RAPPORT DE FORMATION	15 Feb '93	NA	15 Feb '93	NA	NA
384	SE	D:8	1	4	0	IDENTIFIER BESOINS POUR REP DRE/IEF	1 Feb '93	NA	11 Feb '93	NA	NA
385	SE	D:8	1	4	0	ELABORER STRATEGIES IDENTIFICATION	8 Feb '93	NA	12 Feb '93	NA	NA
386	SE	D:8	2	4	0	DEVELOPER INSTRUMENT	8 Feb '93	NA	12 Feb '93	NA	NA
387	SE	D:8	3	4	0	INTERVIEW DRE POUR BESOINS	15 Feb '93	NA	17 Feb '93	NA	NA
388	SE	D:8	4	4	0	INTERVIEW IEF POUR BESOINS	18 Feb '93	NA	20 Feb '93	NA	NA
389	SE	D:8	5	4	0	VISITES ECOLES AVEC REP DRE/IEF	20 Feb '93	NA	26 Feb '93	NA	NA
390	SE	D:8	1	4	0	ELABORER PLAN ACTION DRE/IEF	24 Feb '93	NA	27 Feb '93	NA	NA
391	SE	D:8	2	4	0	PRESENTER RESULTATS BESOINS	26 Feb '93	NA	26 Feb '93	NA	NA
392	SE	D:8	2	4	0	ELABORER PLAN ACTION	26 Feb '93	NA	27 Feb '93	NA	NA
393	SE	D:8	1	4	0	ATTEINDRE DE SYNTHESE DRE/IEF	27 Feb '93	NA	27 Feb '93	NA	NA
394	SE	D:8	1	4	0	SYNTHETISER BESOINS CAPACITES DRE	27 Feb '93	NA	27 Feb '93	NA	NA
395	SE	D:8	1	2	0	IDENTIFIER BESOINS POUR REP DRE/IEF	1 Feb '93	NA	11 Mar '93	NA	NA
396	SE	D:8	1	2	0	ELABORER STRATEGIES IDENTIFICATION	8 Feb '93	NA	12 Feb '93	NA	NA
397	SE	D:8	2	2	0	DEVELOPER INSTRUMENT	8 Feb '93	NA	12 Feb '93	NA	NA
398	SE	D:8	3	2	0	INTERVIEW DRE POUR BESOINS	1 Mar '93	NA	3 Mar '93	NA	NA
399	SE	D:8	4	2	0	INTERVIEW IEF POUR BESOINS	3 Mar '93	NA	5 Mar '93	NA	NA
400	SE	D:8	5	2	0	VISITES ECOLES AVEC REP DRE/IEF	8 Mar '93	NA	12 Mar '93	NA	NA
401	SE	D:8	1	2	0	ELABORER PLAN ACTION DRE/IEF	11 Mar '93	NA	13 Mar '93	NA	NA
402	SE	D:8	1	2	0	PRESENTER RESULTATS BESOINS	12 Mar '93	NA	13 Mar '93	NA	NA
403	SE	D:8	2	2	0	ELABORER PLAN ACTION	13 Mar '93	NA	13 Mar '93	NA	NA
404	SE	D:8	1	2	0	ATTEINDRE DE SYNTHESE DRE	13 Mar '93	NA	13 Mar '93	NA	NA
405	SE	D:8	1	2	0	SYNTHETISER BESOINS CAPACITES DRE A IFN	15 Mar '93	NA	18 Mar '93	NA	NA
406	SE	D:7	1	2	0	FORMER LE PERSONNEL DE CELLULES D'ENTRAIDEMENT RUS	21 Mar '93	NA	7 May '93	NA	NA
407	SE	D:7	1	2	0	ELABORER LE PROGRAMME DE FORMATION	22 Mar '93	NA	31 Mar '93	NA	NA
408	SE	D:7	2	2	0	FORMER LES DRE AUX TECHNIQUES D'EVALUATION	26 Apr '93	NA	28 Apr '93	NA	NA
409	SE	D:7	3	2	0	FORMER LES IEF AUX TECHNIQUES D'EVALUATION	29 Apr '93	NA	30 Apr '93	NA	NA
410	SE	D:7	4	2	0	CONSTITUER UN ENCHANTILLON D'ECOLES	30 Apr '93	NA	30 Apr '93	NA	NA
411	SE	D:7	5	2	0	FORMER DRE, IEF, DIRECTEURS, MAITRES DANS L'ECOLE	3 May '93	NA	7 May '93	NA	NA
412	SE	D:7	6	2	0	METTRE EN PLACE UNE CELLULE S&E LOCALE A L'ECOLE	3 May '93	NA	7 May '93	NA	NA
413	SE	D:7	7	2	0	COLLECTER DONNEES QUANTITATIVES/VERIFIER FIABILITE	3 May '93	NA	7 May '93	NA	NA
414	SE	D:7	8	2	0	EVALUER LES TECHNIQUES D'APPRENTISSAGE DE LANGUE	3 May '93	NA	7 May '93	NA	NA
415	SE	D:7	1	4	0	FORMER LE PERSONNEL DE CELLULES D'ENTRAIDEMENT RUS	21 Mar '93	NA	7 May '93	NA	NA
416	SE	D:7	1	4	0	ELABORER LE PROGRAMME DE FORMATION	22 Mar '93	NA	31 Mar '93	NA	NA
417	SE	D:7	2	4	0	FORMER LES DRE AUX TECHNIQUES D'EVALUATION	5 Apr '93	NA	7 Apr '93	NA	NA
418	SE	D:7	3	4	0	FORMER LES IEF AUX TECHNIQUES D'EVALUATION	8 Apr '93	NA	13 Apr '93	NA	NA
419	SE	D:7	4	4	0	CONSTITUER UN ENCHANTILLON D'ECOLES	13 Apr '93	NA	13 Apr '93	NA	NA
420	SE	D:7	5	4	0	FORMER DRE, IEF, DIRECTEURS, MAITRES DANS L'ECOLE	14 Apr '93	NA	19 Apr '93	NA	NA
421	SE	D:7	6	4	0	METTRE EN PLACE UNE CELLULE S&E LOCALE A L'ECOLE	14 Apr '93	NA	19 Apr '93	NA	NA
422	SE	D:7	7	4	0	COLLECTER DONNEES QUANTITATIVES/VERIFIER FIABILITE	14 Apr '93	NA	19 Apr '93	NA	NA
423	SE	D:7	8	4	0	EVALUER LES TECHNIQUES D'APPRENTISSAGE DE LANGUE	14 Apr '93	NA	19 Apr '93	NA	NA
424	SE	D:8	1	2	0	ATTEINDRE DE SYNTHESE DE PLAN D'ACTION REGIONAL	18 May '93	NA	19 Apr '93	NA	NA
425	SE	D:8	1	2	0	EXPLOITATION DES DONNEES AVEC LES DRE	10 May '93	NA	12 May '93	NA	NA
426	SE	D:8	2	2	0	ELABORATION DU PLAN D'ACTION AVEC LES DRE	10 May '93	NA	12 May '93	NA	NA
427	SE	D:8	1	4	0	ATTEINDRE DE SYNTHESE DE PLAN D'ACTION REGIONAL	18 Apr '93	NA	22 Apr '93	NA	NA
428	SE	D:8	1	4	0	EXPLOITATION DES DONNEES AVEC LES DRE	20 Apr '93	NA	22 Apr '93	NA	NA

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EXCEL ID	VOLET	MATRIX	MATRIX#	ACTIVITE	REGION	EF	TACHE	DEBUT PLAN	DEBUT REELE	FIN DU PLAN	FIN REELE
429	SE	D	8	2	4	0	ELABORATION DU PLAN D'ACTION AVEC LES DRE	20 Apr '93	NA	22 Apr '93	NA
430	SE	D	3	3	9	0	ELABORATION D'UN GUIDE DE AGE	8 Mar '93	NA	30 Jul '93	NA
431	SE	D	3	1	9	0	PREMIERE EBAUCHE	8 Mar '93	NA	15 Mar '93	NA
432	SE	D	3	2	9	0	TEST SUR LE TERRAIN	22 Mar '93	NA	29 Apr '93	NA
433	SE	D	3	3	9	0	REVISION DU GUIDE	3 May '93	NA	30 Jun '93	NA
434	SE	D	3	4	9	0	OFFICALISATION DU GUIDE PAR L'IPN	20 Jul '93	NA	20 Jul '93	NA
435	SE	D	3	5	9	0	IMPRESSION DU GUIDE (1000 GUIDES)	30 Jul '93	NA	30 Jul '93	NA
436	SE	B	7	6	9	0	DETERMINER LES ASSURANCE CONTRAINTES DU PROJET	18 Jan '93	NA	1 Oct '93	NA
437	SE	B	7	1	9	0	INVENTAIRE DES OBJECTIVES ET ACTIONS INITIALEMENT	15 Jan '93	NA	12 Feb '93	NA
438	SE	B	7	2	9	0	EVALUATION DES ECOLES COMPLETES A KOULIKORO	20 Feb '93	NA	20 Mar '93	NA
439	SE	B	7	3	9	0	EVALUATION DE LA COMPOSANTE SCOLARISATION FILLES	1 Apr '93	NA	30 Apr '93	NA
440	SE	B	7	4	9	0	EVALUATION DES MANUELS SCOLAIRES	3 May '93	NA	29 May '93	NA
441	SE	B	7	5	9	0	EVALUATION DE LA PERFORMANCE PEDAGOGIQUE	20 Feb '93	NA	29 Mar '93	NA
442	SE	B	7	6	9	0	SUMI DE LA FORMATION CONTINUE	15 Jan '93	NA	1 Oct '93	NA
443	SE	B	7	7	9	0	SUMI DE L'IMPACT DE "GESTION INFORMATISEE"	20 May '93	NA	5 Jun '93	NA
444	SE	B	7	8	9	0	SYNTHESE DE L'EVALUATION ET SUMI L'IMPACT DU PROJET	7 Jun '93	NA	30 Jul '93	NA
445	SE	B	7	9	9	0	RECOMMANDATIONS AUX DIFFERENTS PARTENAIRES	30 Jul '93	NA	30 Jul '93	NA
446	SE	B	4	8	9	0	DETERMINER L'IMPACT DU PROJET SUR LES RESULTATS	18 Jan '93	NA	30 Jul '93	NA
447	SE	B	4	1	9	0	ELABORATION DES ITEMS	18 Jan '93	NA	1 Mar '93	NA
448	SE	B	4	2	9	0	PRETESTS	1 Mar '93	NA	10 Mar '93	NA
449	SE	B	4	3	9	0	REVISION DES ITEMS ET FINALISATION	15 Mar '93	NA	31 Mar '93	NA
450	SE	B	4	4	9	0	PASSATION DES TESTS	15 Apr '93	NA	15 Jun '93	NA
451	SE	B	4	5	9	0	ENCODAGE DES TESTS	15 Apr '93	NA	15 Jun '93	NA
452	SE	B	4	6	9	0	SAISE	15 Jun '93	NA	30 Jun '93	NA
453	SE	B	4	7	9	0	ANALYSE DES RESULTATS	3 Jul '93	NA	15 Jul '93	NA
454	SE	B	4	8	9	0	ELABORATION DU RAPPORT	15 Jul '93	NA	30 Jul '93	NA
455	SE	G	4	9	9	0	CREER UNE CAPACITE DE TRAITEMENT DES DONNEES	1 Feb '93	NA	30 Dec '93	NA
456	SE	G	4	1	0	0	TROUVER L'INSTITUT DE FORMATION	1 Feb '93	NA	30 Mar '93	NA
457	SE	G	4	2	0	0	EXECUTER LES PROCEDURES ADMINISTRATIVES	1 Oct '93	NA	10 Oct '93	NA
458	SE	G	4	3	0	0	FORMER LES AGENTS SUR LA PLACE ET A L'ETRANGER	10 Oct '93	NA	30 Dec '93	NA

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