
BENIN

IDENTIFICATION OF SHORT-TERM TECHNICAL ASSISTANCE NEEDS

for

CHILDREN'S LEARNING AND EQUITY FOUNDATIONS PROJECT (CLEF)

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**BENIN CLEF PROJECT 1994-95
(IQC 624-0208-1-00-4007-00)**

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of

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I. INTRODUCTION

The purpose of this consultancy is to assess the needs for short-term technical assistance over the next twelve months (through March 1995) within areas defined by the Benin CLEF Project Indefinite Quantity Contract (IQC), and to launch the IQC by becoming familiar with CLEF actors and the educational reform effort. The Creative Associates consultant team worked closely with both CLEF Project staff and Ministry of Education committees and individuals responsible for planning, implementing, or monitoring various aspects of the reform of the educational system in Benin.

Scope of Work

The Scope of Work required that the consultants assist the CLEF Project and the Ministry of Education in the assessment of program-related short-term technical assistance needs within the areas defined in the IQC. This assessment would:

- address action plan implementation and Ministry operations needs;
- prioritize needs;
- develop a realistic calendar for short-term technical assistance including scheduling and timing of specialist arrival and duration of consultancies.

In addition, the scope of work specified that the consultants would work with the CLEF Project USAID management team to develop an effective system for providing and managing the technical assistance.

Methodology

In Section II we present the major components of the structural and organizational approaches to CLEF implementation taken by the Ministry of Education and USAID, which represent the context in which short-term technical assistance will be provided. These approaches, and their fundamental cross-cutting themes, will guide the technical assistance.

The methodological approach taken by the consultants consisted of a) review of pertinent documents, b) working sessions with Ministry of Education teams in charge of action plans, c) interviews with key personnel, and d) presentation of a calendar of short-term technical assistance requests to a plenary session of Ministry of Education teams for discussion and revision. Working sessions with the pilots ("pilotes", or primary responsible parties) of action plans were characterized by a cooperative approach to addressing technical assistance needs during the implementation phase, to a prioritization of these needs, to the

scheduling of timing and duration of consultant visits, and to assuring that identified needs related to areas defined in the IQC. The results of this work are detailed in Section III of this report.

The team also worked with the mission to develop an effective system for managing the technical assistance provided through the CLEF IQC. The triangular nature of CLEF IQC implementation (USAID in Cotonou, REDSO in Abidjan, Creative Associates in Washington) means that effective management first requires precise clarification of the responsibilities and requirements of each party. To aid in this clarification, the consultants have detailed the steps necessary and time required for each step in order to field a short-term consultant. Discussion of these steps, or CLEF IQC mechanisms, is presented in Section IV.

II. STRUCTURAL AND ORGANIZATIONAL CONTEXT

A. The Ministry of Education

Reorganization of the Ministry of Education (MEN) for implementation of the reform is underway. The structure of the reorganization follows the findings of the functional audit conducted by the UNDP/UNESCO team. Some significant changes in the organizational structure that have been made or will be made in the near future include:

- decentralization of technical, budgetary and administrative authority to the six regional education directorates (Directions Départementales d'Education);
- establishment of a planning directorate (Direction de l'Analyse, de la Prévision et de la Synthèse) to monitor and coordinate the implementation of action plans;
- establishment of a human resources directorate to effect a more rational and effective use of personnel;
- establishment of a financial resources directorate to create a more transparent budgetary and allocation process;
- development of an Educational Management Information System to provide feedback, evaluation, and tracking.

A Directors Committee (Comité de Directeurs) has been established to determine budgeting priorities, clarify reform objectives, and monitor the reform.

The fifteen Primary Education Reform Action Plans have been finalized and are now in the implementation stage. The action plans, which provide the general framework for mobilization of the reform, have been grouped into three major categories: Institutional Reform, Pedagogy, and Planning. Each category has been assigned a DAPS technical director to provide policy leadership and each plan is headed by a pilot who is responsible for implementation. Pilots were named in June 1993. Technical directors and pilots attended a training workshop for the reform program monitoring system in Lokossa April 14-16, 1994.

The action plans and their pilots are as follows:

Institutional Reform Group

Organisation (M. GBAYE Yacinthe)
Ressources Humaines (Mme. ZINSOU Prudencia)
Processus Budgétaire (M. AHANHANZO-GLELE Joseph)
Formation Administrative (Mme. ZINSOU Prudentia)

Equipement (M. GANSARE Pierre)
Viabilité Financière et Participation du Public (M. BAÛSALE Okry)

Pedagogy Group

Programmes d'Enseignement (M. LABE François)
Formation et Réseau d'Animation Pédagogique (M. MIGNANWANDE Hubert)
Manuels Scolaires et Matériel Didactique (M. HOUANDOSSI Coffi)
Evaluation et Orientation des Elèves (M. TOUDONOU Michel)
Documentation Pédagogique: Réseau Documentaire (M. HOUANDOSSI Coffi)

Planning Group

Technical Director: M. FOUDOU Aboudou
Augmentation des Chances d'Accès (Mme. ALI Agnès)
Carte Scolaire (M. DEWANOU Honoré)
Système d'Information (M. GBENOUDON Léandre)
Ecole de Qualité Fondamentale (M. ZEVOUNOU Irénée)

B. USAID

The Creative Associates team held several meetings with USAID personnel and from these discussions came our understanding of the USAID approach and priorities in CLEF Project implementation.

USAID views the educational reform program as a governance program, one in which the consequences will reach far past the system of education. The kind of school leaver that will be produced by the system will be the result of the application of democratic approaches that reflect the uniqueness of the country and of its competency-based approach to education. USAID also believes that the Ministry of Education recognizes the need for improvement in financial management. As the MEN is the country's largest employer of civil servants and one of the best organized ministries, it is positioned for success in the role of pilot for the strengthening of national financial structures. As it is also a ministry with a large vehicle and equipment inventory, it is a good model for the strengthening of control and audit functions.

The USAID approach is based on five reform components that are considered sub-program areas:

- Enhance quality by strengthening pedagogical departments and the reform implementation groups, and by raising student achievement.
- Assure equity of access by making primary education more equitably available and by increasing demand, especially among rural students and girls.
- Ensure sustainable financing by raising and sustaining adequate financial resources for primary education.

- Improve sector planning and management through better use of human and financial resources.
- Establish wider participation of the public in the quality control of education. Parent and community involvement in schools has been considerable but has focused on provision of finances, construction, teacher recruitment, and teacher payment (system inputs). The role of the public in education is to expand to increase community authority over how resources are used and to encompass quality control of inputs and of student achievement (system output).

C. Common Themes

There are three fundamental themes shared by MEN and USAID in their reform approaches. First is the concept of the Fundamental Quality School (Ecole de Qualité Fondamentale, or EQF), which establishes a standard for the minimum learning environment necessary to a primary school. Second is the focus on a competency-based system. Rather than using inputs (teachers, materials) as the yardstick to determine school quality, it is the measure of outputs (capacities of students leaving the sixth year) that will define educational quality and progress. Third is the institution of an Educational Management Information System to provide data for planning, tracking, feedback, and evaluation of interventions.

III. ANALYSIS OF TECHNICAL ASSISTANCE NEEDS

A. Methodology

The Creative Associates team adopted a four-part approach to the analysis of CLEF short-term technical assistance needs:

- 1) Review of pertinent documents, including all action plans. These documents are listed in an annex to this report.
- 2) Working sessions with the three action plan groups: Institutional Reform, Pedagogy, and Planning. In these sessions, each action plan was represented by its pilot; in some cases, additional action plan team members were in attendance.
- 3) Interviews with key personnel. These included the MEN DAPS Director, the MEN Director of Financial Resources, the USAID Director, Controller, and personnel of the CLEF Project.
- 4) Discussion and revision of a draft calendar of short-term technical assistance activities with all action plan groups during a plenary session of the training workshop on the reform program monitoring system held in Lokossa April 14-16, 1994.

At the beginning of each working session with action plan groups, the Creative Associates team established a framework within which discussions would take place by putting forth a series of questions and statements for pilots to consider while discussing their technical assistance needs. The team had also prepared further, more specific questions pertaining to each action plan. The questions and statements that established the framework in an identical manner for all groups were as follows:

As of today, implementation has reached what point in the action plan itself? Describe the activities that have brought you to this point. At what point in the action plan do you expect to be one year from now? Please speak to any requirements for integrating your work with that of another action plan. Please note any conditionalities that have an impact on your ordering of priorities over the next year. Please describe not only your constraints, but those activities that have worked well. Describe in detail your short-term technical assistance needs for the coming twelve months, including terms of reference, proposed timing, proposed length of mission, and product expected as a result of the technical assistance.

In each of the three groups, all pilots presented clear and concise descriptions of their work to date and put forth requests, based on analyses that had been done by each action plan team, for specific technical assistance interventions. The clear presentations of activities, accomplishments, coming steps, and technical assistance needs facilitated a highly cooperative

exchange between the Creative Associates team and the pilots to further define and clarify the expressed needs in order to ensure an appropriate and timely response. In a number of cases, pilots were able to project technical assistance needs beyond the twelve month period being considered.

B. Progress to Date and Technical Assistance Needs: Institutional Reform Group

The pilots of the action plans for organization, human resources and administrative training worked together in formulating their short-term technical assistance needs, as the activities of the three action plans are closely connected. The three plans and the related technical assistance needs therefore will be considered together. The consultant team was unable to meet with the pilot of the equipment action plan.

1. Action Plans *Organisation, Ressources Humaines, Formation Administrative*

The objectives of the organization action plan are to 1) streamline MEN operational management; 2) decentralize the administration and management of personnel and logistics; 3) institute a system of accountability; and 4) reinforce systems for planning and coordination.

The by-laws that will govern MEN administration are completed and have been cleared by almost all necessary parties. The definition of numbers and types of MEN employees and their qualifications was begun a month ago and is expected to be completed by May 1994. This activity will help to define Ministry training needs. Over the next year, it is expected that methodologies for accomplishing decentralization activities will be defined and the new Ministry organizational structure put into place, with institution of tracking and evaluation systems to follow.

Organization action plan activities require no short-term technical assistance, but implementation of the action plan is dependent upon the technical assistance requested by the training and the human resources action plan groups.

The objectives of the human resources action plan are to 1) reorganize the MEN administration, with new definitions and divisions of tasks; and 2) improve the system of administrative management of MEN personnel through utilization of tools such as the management information system, individual personnel records, "tableaux de bord", and "fichiers manuels". The action plan for administrative training has as its objectives 1) the reinforcement of the capacities of MEN administrative personnel in strategic and operational management of financial, human, and material resources at the central, regional, and school levels; 2) the organization of management training for those in key posts within and under the direction of the MEN; and 3) the organization of training to reinforce the capacities of the cadres A and B and of the central and regional directors in educational disciplines such as statistics, planning, financial management, human resources management, and project management.

It is anticipated that management training will eventually reach all levels of Ministry personnel. The first task is a training needs assessment in the form of a study of key

positions and cadres A and B (approximately 500 people) to determine the minimum qualifications for those positions, coupled with a study of the qualifications of the personnel presently occupying those positions. The gaps represent the areas to be addressed by training. Organization of training will follow the needs assessment.

Requests for short-term technical assistance:

1. Training Needs Assessment and Development of Training Plan for Upper Level Employees of the Ministry of Education.
2. Preparation of Training Program for Upper Level Employees of the Ministry of Education.

2. Action Plan *Processus Budgétaire*

The objectives of the budgetary process action plan are to 1) modernize the process of budget preparation by developing a new internal budgetary nomenclature; 2) prepare the 1994 budget according to MEN strategic objectives and the financial needs of the reform; and 3) develop new budget execution procedures and financial controls.

The budgetary process action plan pilot described the five categories of activities for the coming year that are intended to contribute to the modernization of budgetary procedures: 1) creation of an administrative and financial procedures handbook to standardize administrative and financial management approaches at the primary school level (such a manual is in use at the secondary level, but has not yet existed for the primary level); 2) institute internal control processes; 3) standardize internal budgetary nomenclature (a part of the conditionalities); 4) develop consistency of procedures; and 5) elaborate a system of economic accounts that specifies the financial responsibilities in education of the Ministry, parents, and local communities.

The first draft of the financial and administrative procedures manual has been prepared, and work on finalizing budgetary nomenclature has begun. The budgetary process action plan team would like short-term technical assistance to guide their work in finalizing the procedures manual and including in it procedures for accounting.

Requests for short-term technical assistance:

3. Finalization of Procedures Handbook for MEN Budget Preparation.
4. Amelioration of Presentation of the National Educational Budget with Breakdown by Functions.
5. Design of an Administrative and Financial Procedures Handbook for Primary Schools.

3. Action Plan *Viabilité Financière et Participation du Public*

Objectives of the financial viability and public participation action plan are to 1) increase public understanding of the reform process; 2) clarify the role of parents' associations (APEs) in the reform and increase their participation in the areas of school quality and accountability (the Government of Benin has mandated that each school shall have an APE); 3) define the levels of participation of the state, communities, and parents in the financing of education; and 4) mobilize additional financial resources.

This is the newest of the action plans and thus implementation of activities is still in the beginning stages. Over the next year it is expected that communication to the public about the reform will get underway, work will begin to broaden APE and community participation, and mechanisms pertinent to supplemental resource mobilization at local levels will be identified. A workshop for defining strategies to increase public participation will be held soon.

In addition, the action plan team will investigate ways to remove the obstacles that presently limit the participation of private schools in reform implementation. A study of private schools can be conducted locally, but the action plan team requests technical assistance to assure solid design and launching of the study.

Because under the previous regime the government was not responsive or accountable to the public about education, an important task of this action plan is the renewal of public confidence, without which increased public participation will be difficult. This action plan is closely associated with issues of democratic systems and governance. Activities under this action plan will bring the public to an understanding of its stake in the success of the reform and will lead the MEN to practice greater accountability to the consumers of education.

Requests for short-term technical assistance:

6. Design of a Diagnostic Study of Private Primary Schools.
7. Strategies for Strengthening the Role of Parents' Associations (APEs)

C. Progress to Date and Technical Assistance Needs: Pedagogy Group

I. Action Plan *Programmes d'Enseignement*

The objective of the curriculum development action plan is to systematically develop and put into operation new curricula for the six primary grades in order to raise the internal efficiency of the system. The new curricula will have clear objectives and be harmonized with textbooks, teacher training, and student assessments. In the past, curriculum, texts and materials, teacher training, and student assessment have been disconnected, making the work of teachers extremely difficult. At present, the interim curricula for the primary grades, completed in 1991, are in use and have resulted in significant improvements in internal efficiency.

The first strategy for the coming twelve months within curriculum development is the establishment of specialized committees for each discipline (Commissions Techniques d'Intervention Spécialisées, or CTIS). CTIS exist at the secondary level but have been only convened at the primary level in an ad hoc, emergency manner. CTIS members will be recruited from among teachers and conseillers pédagogiques (CPs). Curriculum development training has already been provided to CPs, school directors, and primary school inspectors (IPs) who will be involved in the CTIS.

The second strategy is to define the competencies required of sixth year school leavers. This has been done in draft, and by the end of April 1994 it is expected that "le peuple Béninois" will have given its accord on the competencies that have been established. The third strategy is to design the curriculum for each grade, beginning with the first year, and the fourth strategy is to put the new curricula into operation in an experimental phase (of one year's duration) in five schools in each region (two urban, two rural, and one semi-urban). The experimental versions of the curricula for CI and CP are expected to be completed soon and the experimental phase for those two years to be in place for the 1994-95 school year, as conditionalities require. Following is a schematic of the planned phasing in of new curricula.

Year/Phases	Experimentation Phase	Institutionalization Phase
1994 - 1995	CI - CP	
1995 - 1996	CE1 - CE2	CI - CP
1996 - 1997	CM1 - CM2	CE1 - CE2
1997 - 1998		CM1 - CM2

Tools to be prepared for each experimentation phase include pre-tests and post-tests, questionnaires for teachers and teacher trainers, and instruments for tracking and evaluation. Modifications to the curricula and appropriate learning materials will be proposed as feedback is received. Teachers, CPs, and IPs associated with experimentation phase schools will be trained in the use of the new curricula; this training will take place soon for the CI and CP levels.

The curriculum development action plan has already benefitted from one Creative Associates short-term technical assistance for finalizing the design of the experimental CI and CP curricula. The action plan working group requests that the same consultant continue to work with the group during the experimentation phase to assist with an assessment of the functioning of the experimental curricula and with modifications and selection of appropriate materials, and to work with the group at the end of the experimentation phase to assist with synthesis and finalization of the CI and CP curricula. Beginning at the end of February 1995, short-term technical assistance is requested for design of the new CE1 and CE2 curricula.

Requests for short-term technical assistance:

8. Verification of the Coherence Between the New Curricula Developed for the First and Second Primary Grades (CI and CP) and the Design of the Corresponding Teacher Training Modules.
9. Finalization and Synthesis of the Curricula of CI and CP Based on the Results of the Experimentation Phase.
10. Verification of the Coherence Between the Alignment of the Curriculum Objectives and the Content of Training.
11. Curriculum Development for Grades Three and Four (CE1 and CE2).

2. **Action Plan *Evaluation et Orientation des Elèves***

The objectives of the action plan for the improvement of student assessment are to 1) assure coherence between acquired knowledge and the socio-economic context of Benin; 2) improve monitoring of student progress through the primary system; and 3) reform school leaving examinations. The assessment action plan has three major components: assessment, census, and orientation.

Aided by a Creative Associates technical assistant, the assessment working group finalized in February 1994 a sample-based methodology to assess the French and mathematics disciplines, as well as a strategy for assessment during the current school year, which is now in place and functioning. An assessment committee has been named and a training workshop on application of the methodology held for teachers, CPs, IPs, and regional and central Ministry representatives. Assessment instruments for use beginning in the 1994-95 school year have been prepared and pre-tested in selected rural and urban classes to determine their validity. The assessment instruments will be tested in May 1994 in twelve public and three private schools. Results will be analyzed and definitive assessment instruments prepared. It is anticipated that assessment instruments will be developed each May until all disciplines have been covered.

A study of the primary school leaving examination (Certificat d'Etudes Primaires, or CEP) has been completed and work will proceed to define and elaborate the new CEP examination. There is no anticipated short-term technical assistance need for this activity. In orientation, a "fiche scolaire" has been developed and is now being used in an experimental phase in the Ouémé. The fiche scolaire will be adapted and expanded to cover all regions.

The assessment action plan team would like the same consultant who worked with them in February to return twice during the coming twelve months, and requests technical assistance in orienting students for better linkages with the market.

Requests for short-term technical assistance:

12. Sample-based Assessment Methodology: Decoding and Analysis of Survey Conducted to Assess Students in Math and French.
13. Sample-based Assessment Methodology: Reviewing and Finalizing Procedures and Instruments Necessary for Sample Assessment.
14. Implementation of a Study of Linkages between Student Achievement and Economic Outlets.

3. Action Plan *Formation et Réseau d'Animation Pédagogique*

The objectives of the teacher training action plan are to 1) reorganize in-service teacher training structures; 2) assess teacher training needs; and 3) prepare training modules for the training of all teachers, CPs, and IPs to improve instructional skills and to prepare teachers to use the new curricula. The strategy calls for a "cascade" approach in which CPs and IPs are trained first, and they in turn provide training for school directors and experienced teachers.

The network of education (*réseau pédagogique*) is constructed in the following manner. Six classes = one school. Three schools of six classes (i.e., 18 teachers) = one pedagogical unit. Three units share a CP. There are between 96 and 100 IPs, one per district. There are 213 CPs and slightly over 13,000 teachers.

Pre-service teacher training is frozen. The three teacher training colleges that still function are attached to the university. Given the changes in the system due to the reform, and given the number of teachers who are poorly trained or untrained, it has been decided that a permanent structure of in-service training must be put into place. All teachers should be able to receive some form of modular training at least every two years.

Presently, Creative Associates is providing technical assistance to this working group. At the end of April 1994 a seminar is to be held to determine the elements necessary for a training needs identification. Some explicit training needs have been identified, such as training in the new curricula, but implicit needs remain to be identified. In June 1994 it is expected that training modules will have been prepared, and in July and August the training of trainers will take place.

The teacher training action plan group requests technical assistance for training module design.

Request for short-term technical assistance:

15. Development of the "Profile" and Description of the Competencies of Primary Teachers, and Strategies to Test Those Competencies.

16. Design of Training Modules for the Different Key Actors of the "Réseau Pédagogique".

4. Action Plan *Manuels Scolaires et Matériel Didactique*

The objective of the school textbooks action plan is to assure that all students have access to affordable textbooks that are adapted to Benin. The objective requires that 1) a publishing policy be defined for the conceptualization, production, publishing, distribution, and storage of textbooks that clearly specifies the roles of the state and other partners; and 2) teachers be adequately trained in the use of the new textbooks and materials. Implementation of the textbook action plan is interdependent with the implementation of activities in curriculum development and teacher training. Definition of a textbook policy forms part of the conditionalities and the textbook action plan working group requests short-term technical assistance to finalize the policy.

A textbook division, charged with overseeing texts from conception to distribution, will be put into place at INFRE (Institut National pour la Formation et la Recherche en Education) and eventually will assure national competence in textbook production. The textbook action plan group feels that the best training for the personnel of the service would be an internship of several months in a publishing house overseas.

There will be a necessary delay between the installation of the new curriculum at each grade level and the availability of textbooks for that level. The World Bank is expected to provide books and Canada to provide teacher manuals for this interim period. In the meantime, existing books are being evaluated to determine their relevance for continued use. Last year seven books at the CP level were evaluated and three of these were rejected. Before the 1994-95 school year begins, books presently in use at the CE level will be evaluated.

Request for short-term technical assistance:

17. Review and Completion of Textbook Policy: Renewal and Replacement, Management, Production, Distribution, Price, and Usage.

D. Progress to Date and Technical Assistance Needs: Planning Group

1. Action Plan *Augmentation des Chances d'Accès*

The objective of the access action plan is to increase the opportunity for every child to have access to schooling by 1) reducing gender and regional disparities in access; 2) stimulating demand among rural children and girls; 3) increasing quality to raise retention; and 4) establishing school fees according to socio-economic conditions.

The access action plan team has completed a draft of a study of existing literature to assess national and regional gaps in primary school participation. The final document should be ready in May 1994. Preparation is now underway to begin a social demand study in June

which is expected to propose actions for stimulating demand through a national sample survey of parents, teachers, CPs and IPs. When the survey study is completed, the team will turn its attention to an analysis of school fees.

The action plan team has requested assistance for the design of the research methodology and of the survey instruments, and to train the assistant researchers. Terms of reference and working documents pertaining to the national sample survey will be sent to Creative Associates well in advance so that the short-term technical assistant can study them before coming to Benin. A second request was made for technical assistance at the time of data analysis.

Requests for short-term technical assistance:

18. Design of a Study: Social Demand for Education

19. Results and Analysis of the Social Demand for Education Study.

2. Action Plan *Ecole de Qualité Fondamentale*

A preliminary definition of what constitutes a fundamental quality level school (EQF) has been completed. The process required study of national and international documents concerning what determines school quality; evaluation of 130 returned questionnaires (out of 200 distributed in all six regions) concerning the elements that determine school quality; discussion and revision of a draft definition during a workshop attended by regional directors, all action plan pilots, and some MEN directors (DAPS, DEP); discussion and revision during a larger workshop that included persons from the first workshop plus school directors, teachers, union representatives, and APE representatives. The process enabled most of the actors in education to participate in refining the definition, but the definition remains a fluid one and will be reviewed within two years.

The EQF action plan team has identified eight principal activities for the coming year.

- The EQF definition will be finalized. Norms for pedagogy, infrastructure, and costs will be finalized. Two national consultants will do this work beginning in May 1994.
- A program to satisfy urgent needs in equipment in the regions (part of the conditions) will be put into place by an EQF team.
- By-laws will be adopted. The work on by-laws is being done by an EQF pilot committee.
- Mechanisms for tracking and evaluation of the program to satisfy urgent needs will be put into place. Systems for tracking and tools for evaluation will be determined by the EQF pilot committee in July 1994.
- Dissemination of information to the public about EQF will begin. Publicity approaches include radio, songs, theater pieces, and articles.

- Long-term strategies for bringing schools to the EQF level will be adopted. This activity requires analysis of statistical data and use of the results obtained from the access action plan survey activity as well as cost analyses in order to develop several strategies to be viewed as options.
- Programs to bring schools to EQF levels (defined by region, with programs adapted to regional specifications) will be designed and will include systems for tracking and auto-evaluation.
- Programs to bring schools to EQF levels will be put into place nationally.

The EQF action plan team requested short-term technical assistance to design and evaluate their activities.

Requests for short-term technical assistance:

20. Development and Adoption of Strategies to Bring Schools to the Fundamental Quality Level (FQL).
21. Standardization and Finalization of Regional FQL Activities.
22. Design of a System to Monitor and Evaluate the Implementation of FQL Activities.

3. Action Plan *Carte Scolaire*

The objectives of the school mapping action plan are to 1) analyze and publish the educational statistics for 1990-91 and 1991-92; 2) produce the statistics for 1992-93; 3) organize the collection of statistics for 1993-94, including training for regional level personnel in data collection and analysis; and 4) conceptualize, develop, and put into place a computerized school mapping system.

The first objective has been accomplished and the statistics are in publication. Work is progressing on the second and third objectives. The purpose of the school mapping exercise is to put into operation a system which permits rational use of human and material resources, such as assuring correct deployment of teachers and equitable coverage of schools in terms of equipment and materials.

To finalize and computerize the school mapping plan, the action plan team requests short-term technical assistance in the form of an educational planner to aid in system design, and a computer programmer to assure computerization that is responsive to needs.

The school mapping action plan has been the subject of much discussion. Some actors involved in the reform of primary education view the "carte scolaire" as purely a statistical collection and analysis operation, while others see it as a planning tool that offers a way to track system development in a continuous and methodical manner. The second group believes that the carte scolaire should be a sub-section of the management information

system. Because of the urgent need to produce several years' worth of educational statistics, and because the management information system is not yet in place, the carte scolaire has been maintained as a separate action plan. It is possible, but by no means certain, that the carte scolaire will merge with the management information system once the system is operational.

Requests for short-term technical assistance:

23. School Mapping Design.
24. School Mapping Analysis and Results.
25. Development of the School Mapping Data Base.

4. Action Plan *Système d'Information*

The objective of the information system action plan is to design and put into place an information system that will serve the entire educational structure (central and regional) by allowing better circulation of information and by providing a means for the use of information in planning and analysis.

The first task of the action plan team was to identify informational needs at all levels of the system. A needs assessment was conducted during July and August of 1993, but processing of the data was delayed. A diagnostic study of the present state of information availability and flow is in the final stages of preparation. Work will begin soon on designing a conceptual framework for the system and for the equipping of a documentation center, or archives. This work will be coordinated by the information system action plan pilot.

According to conditionalities, the management information system was to have been functioning by 1993. The structural and logistical needs have been identified and acquisition of materials is in progress. Training for MEN personnel in software applications began in February 1994 with a first group of thirty in Cotonou. Training for a Porto Novo group will begin soon, and a multiplier effect from those trained is expected.

The management information system action plan team requests technical assistance to help them finalize two information programs, for personnel management and for financial management, in order to meet conditionalities. Finalization of programs implies that data have been collected and analyzed, tables prepared, preliminary studies completed, and frameworks designed.

Requests for Short-term Technical Assistance:

26. Design and Programming of the Data Base for Two Activities of the MEN Management Information System.
27. Evaluation and Revision of the Two Activities of the Management Information System.

E. Synthesis of Short-Term Technical Assistance Requests

The several working sessions with the different action plan working groups generated a list of short-term needs in technical assistance. Those needs were discussed, analyzed, and prioritized by the pilots and key actors of each group, along with the Creative Associates team. Subsequently, the Creative Associates team reviewed these requests with USAID CLEF Project staff. A few modifications were incorporated based on feedback received. The requests and their descriptions and timing were discussed and confirmed by the pilots during the reform program monitoring system training workshop that took place in Lokossa, April 14 to 16, 1994.

The following is a summary statement of each request. Each summary statement includes a task description, a listing of expected products, a proposed timing for the consultancy, duration of each consultancy, and implicated action plan(s). Proposed consultant(s) are listed to illustrate the types of qualifications necessary to implement each activity. Both the English and the French working titles used during the consultancy are presented; these are not intended as translations. For ease in reading, the order of summary statements follows the order in which consultancy requests were referred to in the text of section D; the number after "proposed timing" refers to the chronological order of requests. Section F presents tables listing requests chronologically and by the three major working groups.

1. TRAINING NEEDS ASSESSMENT AND DEVELOPMENT OF TRAINING PLAN FOR UPPER LEVEL EMPLOYEES OF THE MINISTRY OF EDUCATION

1. IDENTIFICATION DES BESOINS EN FORMATION POUR LES RESPONSABLES AUX POSTES CLES ET LES CADRES A ET B ET ELABORATION DU PLAN

The three action plan groups, Organization, Human Resources, and Administrative Training, defined this task as a joint need.

Task Description

The three action plan working groups recognize the value of human resource development and training. They believe that all civil servants would benefit from training and they recommend that the starting point be with the upper level echelons of the MEN, such as the directors of departments and all of the A and B cadres. Training designed and tailored specifically to respond to the needs of this group would benefit the entire Ministry.

Assistance is required to conduct a training needs assessment and to develop a training plan. The needs assessment would result from a careful examination of the requirements of key positions in the Ministry and a careful study of the qualifications of those who are presently filling these positions. The gaps in skills and/or experience identified as a result of this exercise would form the first basis for identifying the training needs. The rapidly changing environment regarding the expectations in terms of knowledge and skills of key personnel and A and B cadres forms the second basis for identifying training needs. Finally, the specific objectives and strategies of each action plan require certain skills from those implementing the plans.

Product: The training assessment and plan will result in a report and a matrix of needs for all upper echelons of MEN. The specificity of the training needs and plan form the key results of the assessment.

Proposed timing: Between July and August 1994 (9)

Duration: five weeks

Proposed consultant: Susan Votaw

Implicated action plans: Organization, Human Resources, Administrative Training

2. **PREPARATION OF TRAINING PROGRAM FOR UPPER LEVEL EMPLOYEES OF THE MINISTRY OF EDUCATION**
2. **PREPARATION DES CAHIERS DES CHARGES POUR LA FORMATION DES RESPONSABLES CLES ET DES CADRES A ET B, POUR RENFORCER LEURS COMPETENCES**

The three action plan groups, Organization, Human Resources, and Administrative Training, defined this task as a joint need.

Task description

It is requested that a consultant work closely with the pilots of the Human Resources and Administrative Training action plan groups to formulate a detailed training program based on the training needs assessment and plan. The consultant and pilots will determine:

- the number, types, and duration of training courses to be offered to MEN upper level employees for 1995 and 1996, with description of each type and specification of level of employee the course is designed to reach;
- topics to be covered in each training course;
- localities where training could be delivered and identification of local training institutions and their capacities to deliver the requisite courses;
- request for proposal(s) for the delivery of courses;
- selection criteria for awarding the training activities;
- review, analysis, and evaluation of proposals;
- participation in the award(s) decision(s) for training activities;
- recommendation for technical assistance in delivery of training (if needed).

Products: a training booklet listing and describing all training courses; a request for proposal for delivery of training; selection criteria for proposal evaluation; award results; recommendations for technical assistance for the delivery of training.

Proposed timing: January to February 1995 (20)

Duration: eight weeks

Proposed consultant: Susan Votaw

Implicated action plans: Organization, Human Resources, Administrative Training

3. **FINALIZATION OF PROCEDURES HANDBOOK FOR MEN BUDGET PREPARATION**
3. **FINALISATION DU MANUEL DE PROCEDURES DE PREPARATION DU BUDGET**

Task description:

The budgetary process working group highlighted the fact that existing budget procedures and mechanisms are not enabling the Ministry of Education to play a rigorous role in determining its required level of financial resources, or the breakdown of those resources. In addition, existing budgetary procedures do not provide the Ministry in a timely manner enough statistical information to defend its educational propositions.

The budgetary process working group requested a budget expert to assist them in the following:

- improving and finalizing a handbook of procedures and mechanisms to guide MEN budget preparation;
- determining the sequencing of activities necessary to budget formulation;
- establishing a calendar of preparation activities so that budgetary tasks can be integrated and aligned with activities of the scholastic year;
- improving procedures for financial tracking.

Product: a handbook for MEN budget preparation.

Proposed timing: June 1994 (1)

Duration: two weeks

Proposed consultant: Marcel Adam

Implicated action plan: Budgetary Process

4. **AMELIORATION OF THE PRESENTATION OF THE NATIONAL EDUCATIONAL BUDGET WITH BREAKDOWN BY FUNCTIONS**
4. **AMELIORATION DE PRESENTATION DU BUDGET DU MEN PAR FONCTIONS**

Task Description

The MEN through its budgetary process working group is attempting to render the MEN budgetary process more responsive to the priorities of the Ministry and more transparent by achieving the following:

- ensure coherence between MEN policies and the budget;
- detail the entry lines of the budget in ways that allow a full breakdown by function and that enable better tracking of expenditures by program areas;
- ensure that annual reviews present the spending statement for the previous year and the statement for the first three quarters of the current year.
- ensure that the resources programmed in the budget for a current year are made available in a timely manner (annual).

The budget working group expects to complete its preliminary activities in restructuring the budget by May or June 1994. This group requests the technical assistance of an educational financial management expert who can review with them their work to date and help them modify what still requires improvement. This consultant is expected to work with the MEN as well as with the Ministries of Finance and of Plan.

Product: an improved presentation of budget by functions.

Proposed timing: August - September 1994 (10)

Duration: three weeks

Proposed consultant: Marcel Adam

Implicated action plan: Budgetary Process

5. **DESIGN OF AN ADMINISTRATIVE AND FINANCIAL PROCEDURES HANDBOOK FOR PRIMARY SCHOOLS**

5. **ELABORATION DU GUIDE ADMINISTRATIF ET FINANCIER DE GESTION POUR LES ETABLISSEMENTS DU PRIMAIRE Y COMPRIS UN PLAN COMPTABLE**

Task Description

Presently there is no standardized method of collecting administrative and financial information from the primary schools in Benin. Each school director collects information based on a self-designed method. In many schools the information is incomplete; in others it is nonexistent.

A standardized method of data collection is necessary for information on students (enrollment, repetition, dropouts, completion of cycle), teachers (qualifications, attendance, deployment, salaries, promotion), directors and inspectors (deployment, number and frequency of inspection visits), and costs (electricity, furniture, general running costs of schools). Data such as prices of textbooks, numbers of textbooks, number of participants in the APEs and frequency of meetings, are also needed.

The request for assistance is for the design of a guide or handbook that will standardize the approach to the collection of information and will assist the primary school directors in collecting and tracking all of the financial and administrative data needed by the regional and central MEN offices. A handbook that standardizes and facilitates data collection at the school level should help assure that the MEN and the regional directorates receive the detailed data necessary for financial monitoring and tracking.

Product: administrative and financial handbook for primary schools.

Proposed timing: November - December 1994 (14)

Duration: six weeks

Proposed consultant: Sylvain Normandeau

Implicated action plan: Budgetary Process

6. DESIGN OF A DIAGNOSTIC STUDY OF PRIVATE PRIMARY SCHOOLS
6. PREPARATION D'UNE ETUDE DIAGNOSTIQUE SUR L'ENSEIGNEMENT PRIVE

Task description

The private sector plays an important role in education, particularly through the contributions to education made by private schools. The number of private schools has grown rapidly since 1989, and there are now over 200 private primary schools, mostly in the Atlantique. Demand for private schools is also rising.

Assistance is requested by the financial viability and public participation action plan working group in the form of the design of a study that assesses and analyzes the contributions of private schools, as a first step towards developing a government policy regarding private primary education. The study should at least cover the following:

- an inventory of private primary schools by region;
- characteristics of private primary schools;
- lessons learned from private primary schools that can be transferred to the public schools;
- recommendations to strengthen and encourage the replication of such schools;
- level of parent participation in the teaching/learning process in private primary schools;
- determination of areas where private and public schools can cooperate.

The consultant/researcher will work with a team of Beninese "enquêteurs" who will assist in carrying out the study.

Product: design of a study of private primary schools and their contribution to education in Benin.

Proposed timing: January - February 1995 (21)

Duration: four to six weeks

Proposed consultant: Jill Rizika or Myrna Norris or Andrea Rugh

Implicated action plan: Financial Viability and Public Participation

7. **STRATEGIES FOR STRENGTHENING THE ROLE OF PARENTS' ASSOCIATIONS (APEs)**

7. **STRATEGIES POUR AMELIORER LE NIVEAU DE PARTICIPATION DES APES DANS LA QUALITE ET LA GESTION DES ECOLES**

Task description:

In most areas of Benin, parents' associations (APEs) are quite active, with the lowest level of involvement being in the Zou region. APE activities are typically centered around financial support of schools. Parents often build the school, or build an additional classroom for an existing school, or provide furniture, or house teachers. Parents rarely become involved with questions having to do with the quality of the teaching/learning process occurring inside the school, with the accountability of teachers towards the community, with access issues, or with decisions on how resources will be used.

An analysis of how to strengthen and expand the role of the APEs is needed in order to increase their involvement in educational, as well as logistical, issues. This analysis will need to encompass the following:

- provide a detailed profile of roles and activities of APEs, their characteristics, their strengths and weaknesses;
- assess the impact of APEs on primary schools and study the correlation between "successful", or "strong" APEs and "successful" schools;
- suggest strategies to strengthen and wide the APE role and to involve the rest of the community in primary education;
- suggest strategies to link APEs, allowing information to be disseminated and shared, and to improve APE management.

Product: a study comprising an analysis of the APEs and strategies for enlarging their role.

Proposed timing: June - July 1994 (3)

Duration: four weeks

Proposed consultant: Jill Rizika or Myrna Norris or Andrea Rugh

Implicated action plan: Financial Viability and Public Participation

N.B. USAID/Benin is planning to extend a cooperative agreement to a U.S. NGO to work with Benin APEs. If the NGO begins work in Benin before June 1994, it might conduct this activity. If the arrival of the organization is delayed, the activity will probably be undertaken by short-term technical assistance and the study results subsequently used by the U.S. NGO.

8. VERIFICATION OF THE COHERENCE BETWEEN THE NEW CURRICULA DEVELOPED FOR THE FIRST AND SECOND PRIMARY GRADES (CI AND CP) AND THE DESIGN OF CORRESPONDING TEACHER TRAINING MODULES

8. VERIFICATION DE COHERENCE ENTRE PROGRAMMES CI ET CP ET MODULES DE FORMATION

Task Description

The working group in charge of curriculum development for all six primary grades has already created the institutional structure necessary for development of the curricula. The recruitment of teachers and/or educational advisors to become CTIS members is in progress. Actual curriculum development will be done by the CTIS task forces. Once developed, the curricula will be tested, modified based on test results, and finalized. The schedule for curriculum development, testing, and institutionalization appears in the section of this report that describes activities of the Programmes d'Enseignement action plan working group.

Presently the curriculum development working group is developing curricula for first and second grades (CI and CP), and the teacher training group is designing training modules to train teachers in the new curricula. Technical assistance is requested to verify the coherence between the new curricula and the teacher training module designs. The two groups would like to send the working documents, through Creative Associates, to the consultant presently working with them (Denis Chabot), for his review, in order to insure coherence between curricula and training design. The two groups will submit their working documents to the USAID CLEF Project, which will forward the documents to Creative Associates. Upon completion of the consultant's review and assessment, Creative Associates will return to the working groups, through USAID, the documents and the consultant's assessment.

Product: feedback on coherence between new curricula of CI and CP and design of corresponding teacher training modules.

Timing: July 1994 (U.S. based) (6)

Duration: two weeks

Proposed consultant: Denis Chabot

Implicated action plan: Curriculum Development

9. **FINALIZATION AND SYNTHESIS OF THE CURRICULA OF CI AND CP BASED ON THE RESULTS OF THE EXPERIMENTATION PHASE**
9. **FINALISATION ET SYNTHÈSE DES DONNÉES REÇUES AU COURS DE L'EXPERIMENTATION DES PROGRAMMES D'ÉTUDE CI ET CP**

Task Description

The curriculum development working group is presently finalizing with a Creative Associates consultant, Denis Chabot, the framework for the development of the curricula for all six primary grades. The group has also begun, with the consultant, the preparation of curricula for CI and CP. The completion of the CI and CP curricula is planned for June 1994. Testing and experimentation of the CI and CP curricula will take place during the 1994-95 scholastic year. The results of the testing and the experimentation will allow the working group to synthesize and finalize the curricula for these first two grades.

The group requested the input of the consultant who worked with them previously on the preparation and the development of this curricula.

Product: finalization and synthesis of the CI and CP curricula.

Proposed timing: June 1995 (26)

Duration: two weeks

Proposed consultant: Denis Chabot

Implicated action plan: Curriculum Development

10. VERIFICATION OF THE COHERENCE BETWEEN THE ALIGNMENT OF CURRICULUM OBJECTIVES AND THE CONTENT OF TRAINING
10. VERIFICATION DE COHERENCE ENTRE L'ORDONANCE DES OBJECTIFS DES PROGRAMMES D'ETUDE ET LE CONTENU DE LA FORMATION

Task description

By the end of June 1995, the curriculum development working group expects to have finalized the new programs for CI and CP, and the teacher training working group expects to have finalized the basic training modules that will train the teachers in how to utilize the new curricula. Short-term technical assistance is required to verify the coherence between the alignment of the curriculum objectives and the content of the designed training.

It is suggested that this consultancy take place by means of international mail. The new curricula of CI and CP, as well as the design of the new training modules, will be forwarded to the consultant through Creative Associates, and upon completion of the verification and modification of the documents (if necessary), Creative Associates will send back those documents to the working group through USAID.

Product: feedback in the form of a report about the coherence of the objectives of the new curricula and the content of teacher training in utilization of the curricula.

Timing: July 1995 (U.S. based) (27)

Duration: two weeks

Proposed consultant: Denis Chabot

Implicated action plans: Curriculum Development and Teacher Training

11. CURRICULUM DEVELOPMENT FOR GRADES THREE AND FOUR (CE1 AND CE2)

11. ELABORATION DES PROGRAMMES D'ETUDE CE1 ET CE2

Task Description

While the curriculum development working group is developing, testing, and finalizing the curricula for CI and CP during the 1994-95 and 1995-96 school years, they must also begin development of the CE1 and CE2 curricula. Technical assistance is needed for preparation and development of curricula for all basic disciplines in these two grades.

Product: draft of curricula for grades CE1 and CE2.

Proposed timing: end February 1995 (24)

Duration: two weeks

Proposed consultant: Denis Chabot

Implicated action plan: Curriculum Development

12. **SAMPLE-BASED ASSESSMENT METHODOLOGY: DECODING AND ANALYSIS OF SURVEY CONDUCTED TO ASSESS STUDENTS IN MATH AND FRENCH**
12. **EVALUATION SUR ECHANTILLON: ETAPE: DEPOUILLEMENT, ANALYSE: MATHS, FRANCAIS**

Task Description

The assessment action plan working group has been designing a sample-based assessment methodology. National and regional assessment units have been established, assessment instruments developed and tested, and IPs and CPs trained in the administration of these instruments. In May 1994, the working group and its trainees will administer the instruments/questionnaires that they have developed in 15 schools (12 public and three private), and collect data on the mathematics and French curricula.

Data collection should be completed by the end of May, with decoding and analysis scheduled for between June and July 1994. Technical assistance is needed to assure the quality, thoroughness, and consistency of the decoding and analysis.

Products: 1) a brief guide on how to decode data.
2) analysis of the data.

Proposed timing: July 1994 (4)

Duration: two weeks

Proposed consultant: Leo Laroche

Implicated action plan: Student Assessment

13. **SAMPLE-BASED ASSESSMENT METHODOLOGY: REVIEWING AND FINALIZING PROCEDURES AND INSTRUMENTS NECESSARY FOR SAMPLE ASSESSMENT**
13. **EVALUATION SUR ECHANTILLON: ETAPE: FINALISATION DES OUTILS ET DES PROCEDURES**

Task Description

The assessment working group expects to finalize the sample-based assessment methodology by the end of September 1994. The working group would like to receive the advice and assistance of the same consultant who worked with the group during the development of the assessment methodology and during the design of instruments for the sample-based assessment, in order to review, adjust, and finalize together the process: methodology, instruments, testing approach, decoding and analysis methods, monitoring of activities, and implementation plan.

It is this consultancy which will help the assessment working group complete the component of sample-based assessment, before starting the new phase of assessment through census. In September 1994, a workshop will be held for all those who worked on the sample-based assessment so that their work can be finalized. The consultant will also play the role of resource person and advisor to workshop participants.

Product: finalized methodology and instruments of sample-based assessments.

Proposed timing: September 1994 (11)

Duration: four weeks

Proposed consultant: Leo Laroche

Implicated action plan: Student Assessment

14. **IMPLEMENTATION OF A STUDY OF LINKAGES BETWEEN STUDENT ACHIEVEMENT AND ECONOMIC OUTLETS**

14. **REALISATION D'UNE ETUDE SUR LA COHERENCE ENTRE LES RESULTATS SCOLAIRES ET LE CONTEXTE ECONOMIQUE**

Task description

The assessment and student orientation working group emphasized the necessity of strengthening the linkages between the educational sector and economic productivity. For this reason they requested technical assistance in the analysis of the external efficiencies of the primary and secondary cycles of the educational system. The consultant will need to assess the following:

- labor force demand for different levels of skills;
- variations in the labor force demand between urban, semi-urban and rural contexts;
- how the present "products" of the primary and secondary cycles "match" or do not "match" the needs of the market;
- the types of "graduates" of the primary and secondary cycles that the labor force still needs and the types less needed;
- specific skills sought by different sectors (agriculture, commerce, industry, medium and small enterprises) when recruiting from the existing pool of human resources.

Product: a study of the external efficiencies and the linkages between the educational sector and the different sub-sectors of the economy.

Proposed timing: October - November 1994 (13)

Duration: three to four weeks

Proposed consultant: Simon Fass

Implicated action plan: Student Assessment

15. **DEVELOPMENT OF THE "PROFILE" AND DESCRIPTION OF THE COMPETENCIES OF PRIMARY TEACHERS, AND STRATEGIES TO TEST THOSE COMPETENCIES**
15. **ELABORATION DU PROFIL DE L'ENSEIGNANT DU PRIMAIRE ET LES MODALITES D'EVALUATION DES COMPETENCES DES ENSEIGNANTS**

Task description

The "educators" (teacher training) group needs assistance in better defining and analyzing the characteristics expected of primary teachers and the competencies required.

This group recognizes the importance of developing a "profile", or a detailed description, of the parameters of qualifications expected in primary teachers. They also recognize the importance of being able to test and evaluate the competencies and qualifications of primary teachers in order to identify areas of training needs. The consultant is expected to assist in developing the profile and strategies to test the qualifications of the existing teaching corps.

Product: a technical report including primary teacher qualifications and how to test them.

Proposed timing: July 1994 (7)

Duration: four weeks

Proposed consultant: Susan Schuman

Implicated action plan: Teacher Training

16. DESIGN OF TRAINING MODULES FOR THE DIFFERENT KEY ACTORS OF THE "RESEAU PEDAGOGIQUE"

16. ELABORATION DE MODULES DE THEMES DE BASE POUR LES DIFFERENTS MAILLONS DU RESEAU PEDAGOGIQUE

Task description

The working group concerned with training for the different actors of the "réseau pédagogique" has been analyzing and better defining the roles of teachers, school directors, IPs and CPs. As a result of this exercise, the working group has been able to identify the training needs of these actors. At the end of April 1994, a workshop will be held to review, confirm, and finalize all role definitions. In July of 1994, the working group will begin to design the necessary training.

An expert in in-service teacher training design is needed to assist the working group in 1) establishing an approach, a structure, and a framework for in-service training, and 2) designing the basic training modules for the in-service training approach that the group will have adopted. Modules should address basic issues, such as multi-grade teaching.

Products: 1) in-service training framework
2) design for basic in-service training modules

Proposed timing: December 1994 (16)

Duration: three weeks

Proposed consultant: Milton Adams, Richard Grieser or Susan Schuman

Implicated action plan: Teacher Training

17. **REVIEW AND COMPLETION OF TEXTBOOK POLICY: RENEWAL AND REPLACEMENT, MANAGEMENT, PRODUCTION, DISTRIBUTION, PRICE, AND USAGE**
17. **FINALISATION DE LA POLITIQUE DES MANUELS SCOLAIRES ET MATERIEL DIDACTIQUE CONCERNANT: LE RENOUVELLEMENT, LA GESTION, LA PRODUCTION, LA DISTRIBUTION, LE COUT, ET L'UTILISATION**

Task description

The textbooks and didactic materials working group requested the assistance of an advisor to work with the group on the review and finalization of textbook development, production, and distribution policy. The consultant will review and help to revise the following policies, presently being formulated by the working group:

- textbook ownership and use;
- textbook storage and distribution;
- textbook subsidization and cost recovery;
- provision of textbooks in disadvantaged regions;
- incentives for private distributors;
- management of textbook production and distribution;
- renewal and replacement of textbooks.

Product: a finalized textbook production and distribution policy.

Proposed timing: July 1994 (5)

Duration: two weeks

Proposed consultant: Philip Cohen

Implicated action plan: Textbooks and Didactic Materials

18. DESIGN OF A STUDY: SOCIAL DEMAND FOR EDUCATION
19. RESULTS AND ANALYSIS OF THE SOCIAL DEMAND FOR EDUCATION STUDY

18. ELABORATION DE LA METHODOLOGIE DE RECHERCHE POUR UNE ETUDE SUR LA DEMANDE SOCIALE;
19. ANALYSE DES RESULTATS DE L'ETUDE SUR LA DEMANDE SOCIALE

Task Description

The access working group has just completed a literature review draft, based on all Beninese educational documents that deal with access. The review examines national and regional trends and disparities in educational access as well as gender gaps. The next activity of this working group is to design and conduct a socio-economic study on factors affecting social demand in education. The group requests the assistance of a researcher who can help design the study by working with them on the following:

- design the approach and the methodology of the study;
- determine the nature of the sample or field work;
- develop data collection instruments;
- develop selection criteria for the sample or the areas of field research;
- train the data collectors (enquêteurs).

The consultant/researcher will need to return for a second consultancy to assist in the analysis of the data collected and to finalize the study.

Products: 1) design of and development of instruments for the educational demand study.
2) a report: Study of the Social Demand for Education

Proposed timing: first visit between July and August 1994 (8)
second visit December 1994 (17)

Duration: 1) four weeks
2) four weeks

Proposed consultant: John Schwille

Implicated action plan: Increasing Access

- 20. DEVELOPMENT AND ADOPTION OF STRATEGIES TO BRING SCHOOLS TO THE FUNDAMENTAL QUALITY LEVEL (FQL)
- 21. STANDARDIZATION AND FINALIZATION OF REGIONAL FQL ACTIVITIES
- 20. DEFINITION ET ADOPTION DE STRATEGIES POUR GARANTIR LE NIVEAU EQF
- 21. HARMONISATION ET VALIDATION DE PROGRAMMES DEPARTEMENTAUX EQF

Task description:

The FQL working group projects that its next phase of implementation will contain eight activities:

- finalization of the FQL definition;
- development of the program of urgent upgrading activities;
- implementation of the urgent upgrading program;
- monitoring and evaluation of the urgent upgrading program;
- dissemination of information;
- development and adoption of strategies;
- implementation of FQL program and design of evaluation systems;
- institutionalization of a monitoring and evaluation system.

The working group requests technical assistance for the development and adoption of strategies and for program implementation and design of evaluation systems. In assisting with the development and adoption of strategies, the consultant would 1) analyze recent statistics concerning FQL; 2) develop strategies to meet FQL standards; 3) analyze and evaluate projected costs of meeting annual FQL targets; and 4) assist in presenting to the MEN proposed strategy options for meeting FQL standards. The consultant is to return to work with the FQL team on standardizing and finalizing regional FQL activities.

Products: 1) analysis and strategies to meet FQL school standards
2) standardization of regional FQL activities

Proposed timing: 1) October-November 1994 (12)
2) February 1995 (22)

Duration: 1) two to three weeks
2) two weeks

Proposed consultant:

Implicated action plan: Fundamental Quality Level Schools

22. **DESIGN OF A SYSTEM TO MONITOR AND EVALUATE THE IMPLEMENTATION OF FQL ACTIVITIES**

22. **ELABORATION D'UN SYSTEME DE SUIVI ET D'AUTO-EVALUATION DES PROJETS EQF**

Task Description:

The FQL working group requested two consultants for two activities within their plan of action. The second consultant will assist the group during the phase of implementation of FQL programs by helping them design a system that allows them to closely monitor, receive feedback, and evaluate all the implementation activities. The consultant will have to take into consideration that during the implementation phase the working group will be:

- developing a variety of FQL projects;
- adjusting these projects to the different regional realities; and
- implementing these projects regionally.

The monitoring and evaluation system must enable the working group to measure progress nationally and regionally.

Product: a monitoring and evaluation design for FQL activities.

Proposed timing: February 1995 (23)

Duration: two to three weeks (the visit of this consultant needs to overlap with the second visit of the consultant assisting in standardizing regional FQL activities).

Proposed consultant: Jeannie Moulton

Implicated action plan: Fundamental Quality Level Schools

- 23. SCHOOL MAPPING DESIGN
- 24. SCHOOL MAPPING ANALYSIS AND RESULTS

- 23. CONCEPTION ET ELABORATION DU PROJET CARTE SCOLAIRE
- 24. ANALYSE ET PRODUCTION DU RAPPORT CARTE SCOLAIRE

Task description

The school mapping working group considers its objective to be the creation of a planning tool that will assist the decision makers in basing their decisions on recent, accurate, and specific data and analysis regarding the equitable distribution of schools and school resources. To achieve this objective, the group has already:

- produced the annual school statistics for 1990-91 and for 1991-92;
- produced the statistics for 1992-93 while training the appropriate staff in data collection, decoding, and analysis;
- organized the data collection for 1993-94;
- initiated the preliminary work regarding school mapping.

A consultant is needed to assist the working group in designing the school mapping activity. Once the activity is designed, the group will implement the activity over a period of two to three months. It is requested that the consultant return at the conclusion of the implementation phase to review with the working group the results of the school mapping activity and to assist in finalizing the report.

Products: 1) school mapping design
2) school mapping report

Proposed timing: 1) January 1995 (beginning January 10) (18)
2) April 1995 (beginning April 15) (25)

Duration: 1) three weeks
2) two weeks

Proposed consultant: Robert Morin or Dunham Rowley

Implicated action plan: School Mapping

25. DEVELOPMENT OF THE SCHOOL MAPPING DATA BASE
25. PROGRAMMATION ET PRODUCTION D'UN SYSTEME INFORMATIQUE POUR LE PROJET CARTE SCOLAIRE

Task description

The school mapping working group projects the need for an educational management information systems (EMIS) specialist to assist the group in the design of a school mapping data base. The EMIS specialist would work closely with a local consultant and train a certain number of cadres in the design and utilization of data bases.

Product: a school mapping data base and trained cadres

Proposed timing: January - February 1995 (starting on or about January 23 and overlapping for a week with the consultant who is assisting with school mapping design). (19)

Duration: five weeks

Proposed consultant: Robert Morin or Dunham Rowley

Implicated action plan: School Mapping

- 26. DESIGN AND PROGRAMMING OF THE DATA BASE FOR TWO ACTIVITIES OF THE MEN MANAGEMENT INFORMATION SYSTEM
- 27. EVALUATION AND REVISION OF THE TWO ACTIVITIES OF THE MANAGEMENT INFORMATION SYSTEM
- 26. CONCEPTUALISATION ET REALISATION DE DEUX PROJETS DU SYSTEME D'INFORMATION
- 27. EVALUATION ET REVISION DES DEUX PROJETS DU SYSTEME D'INFORMATION

Task description

The information systems working group conducted a survey in August 1993 to determine the needs of MEN in information systems. The analysis of survey results began in January 1994 and a report will be ready by the end of April 1994. The group proposes five areas that will require data bases: personnel management, financial management, examinations management, school mapping, and a documentation center. The information systems working group would like the assistance of an EMIS expert to work with the group and with two local consultants on:

- programming;
- setting up of systems;
- testing;
- correcting and modifying;
- system operation.

The two areas that the group recommends for start-up projects are personnel management and financial management. The working group requests that the EMIS expert return to evaluate the two data bases.

Product: two data bases for two major areas of activity.

Proposed timing: 1) first visit between June 15 and July 1 1994 (2)
2) second visit end November - beginning December 1994 (15)

Duration: 1) six to eight weeks
2) two weeks

Proposed consultant: Robert Morin or Dunham Rowley

Implicated action plan: Information System

F. Conclusion and Synthesis Tables

The work of the Creative Associates team with the pilots of the action plans, reviewing progress to date and projecting activities until July of 1995, resulted in 27 requests for short-term technical assistance. The 27 requests are divided as follows: seven from the institutional reform group, ten from the pedagogy group, and ten from the planning group. Implementation of the requested consultancies will use 23 to 25 person-months of the IQC contract, out of a total contract amount of 46 person-months.

The Ministry of Education, USAID, and Creative Associates recognize that other needs may be identified during the course of the implementation of activities projected for the coming year, particularly in the area of financial management. The 27 requests and any new needs that are identified can be responded to as soon as USAID sends PIO/Ts to REDSO and REDSO develops Delivery Orders for Creative Associates.

Following are two tables representing a calendar of technical assistance activities from June 1994 to July 1995 and three tables classifying the requests by the three working groups (Institutional Reform, Pedagogy, and Planning).

Table 1. SHORT-TERM TECHNICAL ASSISTANCE REQUESTS: CHRONOLOGY

Months	Consultancies	Proposed Consultant	Duration
1. June 94	Finalization of Procedures Handbook for MEN Budget Preparation	Marcel Adam	2 weeks
2. June/July 94 (Between June 15-July 1)	Design and Programming of the Data Base for Two Activities of the MEN Management Information System	Robert Morin or Dunham Rowley	6 to 8 weeks
3. June/July 94	Strategies for Strengthening the Role of Parents' Associations (APEs)	Jill Rizika or Myrna Norris or Andrea Rugh	4 weeks
4. July 94	Sample-Based Assessment Methodology: Decoding and Analysis of Survey Conducted to Assess Students in Math and French	Leo Laroche	2 weeks
5. July 94	Review and Completion of Textbook Policy: Renewal and Replacement, Management, Production, Distribution, Price, and Usage	Philip Cohen	2 weeks
6. July 94	Verification of the Coherence Between the New Curricula Developed for the First and Second Primary Grades (CI - CP) and the Design of Corresponding Teacher Training Modules	Denis Chabot	2 weeks (U.S. based)
7. July 94	Development of the "Profile" and Description of the Competencies of Primary Teachers, and Strategies to Test Those Competencies	Susan Schuman	4 weeks
8. July/August 94	Design of a Study: Social Demand for Education	John Schwillie	4 weeks
9. July/August 94	Training Needs Assessment and Development of Training Plan for Upper Level Employees of the MEN	Susan Votaw	5 weeks
10. August/September 94	Amelioration of the Presentation of the National Educational Budget with Breakdown by Functions	Marcel Adam	3 weeks
11. September 94	Sample-Based Assessment Methodology: Reviewing and Finalizing Procedures and Instruments Necessary for Sample Assessment	Leo Laroche	4 weeks
12. October/Nov. 94	Development and Adoption of Strategies to Bring Schools to the Fundamental Qualify Level (FQL)		2 to 3 weeks

Months	Consultancies	Proposed Consultant	Duration
13. October/Nov. 94	Implementation of a Study of Linkages Between Student Achievement and Economic Outlets	Simon Fass	3 to 4 weeks
14. November/Dec. 94	Design of an Administrative and Financial Procedures Handbook for Primary Schools	Sylvain Normandeau	6 weeks
15. November/Dec. 94	Evaluation and Revision of the Two Activities of the Management Information System	Robert Morin or Dunham Rowley	2 weeks
16. December 94	Design of Training Modules for the Different Key Actors of the "Réseau Pédagogique"	Milton Adams or Richard Grieser or Susan Schuman	3 weeks
17. December 94	Results and Analysis of the Social Demand for Education Study	John Schville	4 weeks
18. January 95 (Begin January 10)	School Mapping Design	Robert Morin or Dunham Rowley	3 weeks
19. January/Feb. 95 (Begin January 23)	Development of the School Mapping Data Base	Robert Morin or Dunham Rowley	5 weeks
20. January/Feb. 95	Preparation of Training Program for Upper Level Employees of the Ministry of Education	Susan Votaw	8 weeks
21. January/Feb. 95	Design of a Diagnostic Study of Private Primary Schools	Jill Rizika or Myrna Norris or Andrea Rugh	4 to 6 weeks
22. February 95	Standardization and Finalization of Regional FQL Activities		2 weeks
23. February 95	Design of a System to Monitor and Evaluate the Implementation of FQL Activities	Jeannie Moulton	2 to 3 weeks
24. End of February 95	Curriculum Development for Grades Three and Four (CE1 and CE2)	Denis Chabot	2 weeks
25. April 95 (Begin April 15)	School Mapping Analysis and Results	Robert Morin or Dunham Rowley	2 weeks
26. June 95	Finalization and Synthesis of the Curricula of CI and CP Based on the Results of the Experimentation Phase	Denis Chabot	2 weeks
27. July 95	Verification of the Coherence Between the Alignment of Curriculum Objectives and the Content of Training	Denis Chabot	2 weeks (U.S. based)

TABLE 2. SHORT-TERM TECHNICAL ASSISTANCE REQUESTS: CALENDAR

Consultancies	June 1994			July 1994			August 1994			September 1994			October 1994			November 1994			December 1994					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Finalization of Procedures Handbook for MEN Budget Preparation																								
Design and Programming of the Data Base for Two Activities of the MEN Management Information System																								
Strategies for Strengthening the Role of Parents' Associations (APEs)																								
Sample Based Assessment Methodology: Decoding and Analysis of Survey Conducted to Assess Students in Math and French																								
Review and Completion of Textbook Policy: Renewal and Replacement, Management, Production, Distribution, Price and Usage																								
Verification of the Coherence Between the New Curricula Developed for the First and Second Primary Grades (CI-CP) and the Design of Corresponding Teacher Training Modules																								
Development of the "Profile" and Description of the Competencies of Primary Teachers, and Strategies to Test Those Competencies																								
Design of a Study: Social Demand for Education																								
Training Needs Assessment and Development of Training Plan for Upper Level Employees of the MEN																								
Amelioration of the Presentation of the National Educational Budget with Breakdown by Functions																								
Sample-Based Assessment Methodology: Reviewing and Finalizing Procedures and Instruments Necessary for Sample Assessment																								
Development and Adoption of Strategies to Bring Schools to the Fundamental Quality Level (FOL)																								
Implementation of a Study of Linkages Between Student Achievement and Economic Outlets																								
Design of an Administrative and Financial Procedures Handbook for Primary Schools																								
Evaluation and Revision of the Two Activities of the Management Information System																								
Design of Training Modules for the Different Key Actors of the "Réseau Pédagogique"																								
Results and Analysis of the Social Demand for Education Study																								
	January 1995			February 1995			March 1995			April 1995			May 1995			June 1995			July 1995					
School Mapping Design																								
Development of the School Mapping Data Base																								
Preparation of Training Program for Upper Level Employees of the Ministry of Education																								
Design of a Diagnostic Study of Private Primary Schools																								
Standardization and Finalization of Regional FOL Activities																								
Design of a System to Monitor and Evaluate the Implementation of FOL Activities																								
Curriculum Development for Grades Three and Four (CE1 and CE2)																								
School Mapping Analysis and Results																								
Finalization and Synthesis of the Curricula of CI and CP Based on the Results of the Experimentation Phase																								
Verification of the Coherence Between the Alignment of Curriculum Objectives and the Content of Training																								

**Table 3. SHORT-TERM TECHNICAL ASSISTANCE REQUESTS:
INSTITUTIONAL REFORM GROUP**

CONSULTANCIES	TIMING	IMPLICATED ACTION PLAN(S)
1. Finalization of Procedures Handbook for MEN Budget Preparation	June 1994 two weeks	Budgetary Process
2. Strategies for Strengthening the Role of Parents Associations	June-July 1994 four weeks	Financial Viability and Public Participation
3. Training Needs Assessment and Development of Training Plan for Upper Level Employees of The MEN	July-August 1994 five weeks	Organization, Human Resources, and Administrative Training
4. Amelioration of the Presentation of the National Educational Budget with Breakdown by Functions	August-September 1994 three weeks	Budgetary Process
5. Design of an Administrative and Financial Procedures Handbook for Primary Schools	November-December 1994 six weeks	Budgetary Process
6. Preparation of Training Program for Upper Level Employees of the Ministry of Education	January-February 1995 eight weeks	Organization, Human Resources, and Administrative Training
7. Design of a Diagnostic Study of Primary Schools	January-February 1995 four to six weeks	Financial Viability and Public Participation

**Table 4. SHORT-TERM TECHNICAL ASSISTANCE REQUESTS:
PEDAGOGY GROUP**

CONSULTANCIES	TIMING	IMPLICATED ACTION PLAN(S)
1. Sample-Based Assessment Methodology: Decoding and Analysis of Survey Conducted to Assess Students in Math and French	July 1994 two weeks	Student Assessment
2. Review and Completion of Textbook Policy: Renewal and Replacement, Management, Production, Distribution, Price, and Usage	July 1994 two weeks	Textbooks and Didactic Materials
3. Verification of the Coherence Between the New Curricula Developed for the First and Second Primary Grades (CI-CP) and the Design of Corresponding Teacher Training Modules	July 1994 two weeks	Curriculum Development
4. Development of the "Profile" and Description of the Competencies of Primary Teachers, and Strategies to Test Those Competencies	July 1994 four weeks	Teacher Training
5. Sample-Based Assessment Methodology: Reviewing and Finalizing Procedures and Instruments Necessary for Sample Assessment	September 1994 four weeks	Student Assessment
6. Implementation of a Study of Linkages Between Student Achievement and Economic Outlets	October-November 1994 three to four weeks	Student Assessment
7. Design of Training Modules for the Different Key Actors of the "Réseau Pédagogique"	December 1994 three weeks	Teacher Training
8. Curriculum Development for Grades Three and Four (CE1 and CE2)	end February 1995 two weeks	Curriculum Development
9. Finalization and Synthesis of the Curricula of CI and CP Based on the Results of the Experimentation Phase	June 1995 two weeks	Curriculum Development
10. Verification of the Coherence Between the Alignment of Curriculum Objectives and the Content of Training	July 1995 two weeks	Curriculum Development and Teacher Training

Table 5. SHORT-TERM TECHNICAL ASSISTANCE REQUESTS: PLANNING GROUP

CONSULTANCIES	TIMING	IMPLICATED ACTION PLAN(S)
1. Design and Programming of the Data Base for Two Activities of the MEN Management Information System	June-July 1994 six to eight weeks	Information System
2. Design of a Study: Social Demand for Education	July-August 1994 four weeks	Increasing Access
3. Development and Adoption of Strategies to Bring Schools to the Fundamental Quality Level (FQL)	October-November 1994 two to three weeks	Fundamental Quality Level Schools
4. Evaluation and Revision of the Two Activities of the Management Information System	November-December 1994 two weeks	Information System
5. Results and Analysis of the Social Demand for Education Study	December 1994 four weeks	Increasing Access
6. School Mapping Design	January 1995 three weeks	School Mapping
7. Development of the School Mapping Data Base	January-February 1995 five weeks	School Mapping
8. Standardization and Finalization of Regional FQL Activities	February 1995 two weeks	Fundamental Quality Level Schools
9. Design of a System to Monitor and Evaluate the Implementation of FQL Activities	February 1995 two to three weeks	Fundamental Quality Level Schools
10. School Mapping Analysis and Results	April 1995 two weeks	School Mapping

IV. MECHANISMS AND PROCEDURES FOR IQC IMPLEMENTATION

This section has three objectives:

1. Define clearly the roles and responsibilities of the four actors in the management and implementation of the Benin CLEF IQC (MEN/Benin, USAID/Cotonou, REDSO/Abidjan, CAII/Washington);
2. Identify and clarify the steps necessary and the time required for each step in the implementation process; and
3. Facilitate the flow of actions necessary to implement IQC activities in an attempt to accelerate the process.

Following are the steps necessary to move from identification of a short-term technical assistance need to actual fielding of a consultant. The responsible party and the time required for each step are indicated.

1. A need is identified by the MEN, including terms of reference, and a request for consultant communicated to USAID. (MEN and USAID). (If informally informed by USAID at this stage, CAII begins a search for appropriate and available candidates).
2. If USAID agrees with the MEN request, terms of reference are finalized and a PIO/T is prepared which includes a scope of work, necessary qualifications of the consultant, duration of the consultancy, and proposed timing. If any of these are missing, delay will result. If requesting more than one consultant, the roles of each must be specifically defined. Requisite USAID signatures and the signature of the Minister of Education are obtained. (USAID, two weeks). (E-mail of the PIO/T to REDSO while awaiting signatures can speed the process).
3. PIO/T is sent to REDSO. (USAID, one day).
4. REDSO uses the PIO/T to formulate its request for proposal and sends the request to CAII. (REDSO, thirty days).
5. CAII prepares a proposal. Qualified consultants are identified, salary histories verified, and a budget prepared. The proposal is submitted to REDSO. (CAII, three to four working days if the consultant(s) have been identified as a result of the informal notification from USAID and are available; two weeks if the only information CAII received was the formal request for proposal).
6. CAII waits for a response from REDSO. (variable). Meanwhile, CAII works with travel agents on travel arrangements; works with the financial department to prepare advances for per diem and other direct costs (e.g., advance for hiring a driver); works with the personnel department on health and evacuation insurance; and works closely

with the identified consultant(s) on reviewing and defining the task, providing documentation, and giving an orientation when needed. (CAII)

7. At times clarification and negotiation are necessary with REDSO around budget line items that may lead to modification and resubmission of budget. (REDSO and CAII, variable).
8. Delivery Order is sent to CAII. (REDSO, one day). The Delivery order constitutes the first official permission for CAII to act on the MEN/USAID desire for technical assistance. CAII cannot bill for services, purchase airline tickets, or advance per diem funds to consultants until the starting date specified on the Delivery Order.
9. Send copy of Delivery Order to USAID. (CAII, same day as No. 8).
10. CAII sends consultant itinerary to USAID, which obtains country clearances and makes hotel reservations. (CAII and USAID, two days). USAID arranges consultant activities/meetings with MEN, prepares documentation for the consultant(s).
11. CAII contacts and confirms to consultant that the technical assistance activity is approved. Finalize all preparatory work that has been ongoing regarding travel, advance per diem, evacuation and health insurance, computer rental, visas and inoculations, provision of documentation. Often, especially if the technical assistance consists of more than one consultant, conduct an orientation. (CAII, four to five working days).
12. Technical assistance is implemented in country. (variable).
13. Consultancy report is submitted in country to USAID mission (last day of consultancy) and to CAII (upon consultant's return to U.S).
14. USAID gives CAII feedback on report and submits completed consultant evaluation form. (USAID, two weeks after end of consultancy).
15. CAII finalizes and produces report only after receiving feedback from USAID. Copies of the final report are distributed as follows: three copies to USAID/Cotonou (one to be passed to the Ministry of Education); one copy to REDSO/Abidjan; two copies to CDIE/Washington; one copy to the consultant; two copies retained by Creative Associates. (CAII, two to three weeks after end of consultancy).
16. CAII pays consultant after receipt of technical reports and expense claims. First payment is due one month after receipt of reports and claims. (CAII)

ANNEX 1

LIST OF CONTACTS

Ministry of Education

MARCOS, Bienvenu	Directeur, Direction de l'Analyse, de la Prévision et de la Synthèse (DAPS)
JACQUET, Mouhamed	Directeur, Direction de l'Enseignement Primaire (DEP)
OKE, Joseph	Directeur, Direction des Ressources Financières
GBADAMASSI, Moubachirou	Directeur, Institut National pour la Formation et la Recherche en Education
GBAYE, Yacinthe	Action Plan Pilot, <i>Organisation</i>
ZINSOU, Prudencia	Action Plan Pilot, <i>Ressources Humaines and Formation Administrative</i>
AHANHANZO-GLELE, Joseph	Action Plan Pilot, <i>Processus Budgétaire</i>
BASSALE, Okry	Action Plan Pilot, <i>Viabilité Financière et Participation du Public</i>
LABE, François	Action Plan Pilot, <i>Programmes d'Enseignement</i>
MIGNANWANDE, Hubert	Action Plan Pilot, <i>Formation et Réseau d'Animation Pédagogique</i>
HOUANDOSSI, Coffi	Action Plan Pilot, <i>Manuels Scolaires et Matériel Didactique and Documentation Pédagogique: Réseau Documentaire</i>
TOUDONOU, Michel	Action Plan Pilot, <i>Evaluation et Orientation des Elèves</i>
ZEVOUNOU, Irénée	Action Plan Pilot, <i>Ecole de Qualité Fondamentale</i>

ALI, Agnès	Action Plan Pilot, <i>Augmentation des Chances d'Accès</i>
DEWANOU, Honoré	Action Plan Pilot, <i>Carte Scolaire</i>
GBENOUDON, Léandre	Action Plan Pilot, <i>Système d'Information</i>
USAID	
CORNELL, Tom	Director, USAID
SUGGS, Sherry	Project Officer
BAKER, Dennis	General Development Officer
WELMOND, Michel	CLEF Program Coordinator
AHOUAMENOU-AGUEH, Francine	MIS Advisor
GUEDEGBE, Michel	Assistant CLEF Program Coordinator
OUENDO, Olivier	MIS Assistant
JOHNSON, Claire	Controller
HAZOUME, Marilyne	Secretary

ANNEX 2

LIST OF DOCUMENTS CONSULTED

OAR/Benin, Benin Children's Learning and Equity Foundations PAAD Amendment III and Project Paper Amendment I. September 1993.

PAAD Amendment No. 1 for the Benin Children's Learning and Equity Foundations. 1992.

Action Plans:

Organisation

Ressources Humaines

Processus Budgétaire

Formation Administrative

Equipement

Viabilité Financière et Participation du Public

Programmes d'Enseignement

Formation et Réseau d'Animation Pédagogique

Manuels Scolaires et Matériel Didactique

Evaluation et Orientation des Elèves

Documentation Pédagogique: Réseau Documentaire

Augmentation des Chances d'Accès

Ecole de Qualité Fondamentale

Carte Scolaire

Système d'Information

Ministère de l'Education Nationale. Ecole de Qualité Fondamentale: Première Définition de l'EQF. Cotonou, Benin: Mars 1994.

Price-Waterhouse. Assessment of the Financial Management Capacity of the Government of Benin.

USAID/Benin Country Training Strategy, Human Resources Development Assistance Project, FY 1993 - FY 1995. Amex International, Inc., March 1994.

Table Ronde du Secteur de l'Education: Document Préparatoire. (Enseignement Primaire). Avril 1994.

USAID, CLEF Program Monitoring and Impacts Assessment System Development. USAID/Benin, November 1993.

"Towards Greater Governance in the Educational Sector in Benin" (no date).

ANNEX 3

CREATIVE ASSOCIATES CONSULTANT EVALUATION FORM

Name of consultant: _____

Title of consultancy: _____

Dates of consultancy: _____

CRITERIA	RATING				
	Poor	Fair	Good	Very Gd	Excellent
Adherence to Scope of Work					
Adherence to Work Schedule					
Relations with Cooperating Country Nationals					
Effectiveness and Appropriateness of Services Provided					
Responsiveness of Report to Scope of Work					
Timely submission of Required Report					

A. Overall Evaluation of Consultant or Team

Unsatisfactory		Satisfactory			Outstanding	
1	2	3	4	5	6	7

B. If overall rating is "unsatisfactory" or "outstanding", CAII would appreciate, if time permits, elaboration of the rating on a separate sheet.

EVALUATING OFFICER:

Typed Name _____

Title _____

Signature _____

Date _____