SMALL AND MICRO ENTERPRISE SUPPORT INSTITUTION DEVELOPMENT PROJECT:

WORK PLAN FOR YEAR 1

THE ARIES PROJECT:

ASSISTANCE TO RESOURCE INSTITUTIONS FOR ENTERPRISE SUPPORT

December 30, 1985

CONTENTS

ASSISTANCE TO RESOURCE INSTITUTIONS FOR ENTERPRISE SUPPORT (ARIES)

The ARIES Project (formally titled the Small- and Micro-Enterprise Support Institution Development Project) is intended to improve support services available to promote small and micro-enterprises (SSEs) in developing countries. The project will achieve this purpose through three closely related outputs:

- Provision of short-term assistance to AID missions, LDC governments, PVOs, and other institutions supporting SSE development in the design, implementation, and evaluation of assistance programs to small and micro- enterprises;
- Developing an improved understanding of SSE support by carrying out field-oriented research to document and analyze recent experience with support to SSE development; and
- Building the capacity of private voluntary organizations (PVOs) by developing and field testing training packages to develop their strategic, technical, administrative, and communication skills and to improve their ability to transmit these skills to their client enterprises.

The ARIES Project will build on the substantial experience of AID and others in developing programs to promote the

growth of small and micro-enterprises in developing countries. As symbolized by the working name that we have chosen for the project, it owes a particular debt to the experience of the PISCES Project, which produced a wealth of information on small-enterprise support and the challenge of SSE development.

This document presents the first year Workplan for the project. The implementing institutions for the project -- Robert R. Nathan Associates (RRNA), Appropriate Technology International (ATI), Control Data Corporation (CDC), and the Harvard Institute for International Development (HIID) -- view the project's first year as critical to its success in achieving the three outputs listed above.

During the first year the project must do more than establish internal management structures and systems; it must also make substantial progress toward producing the final products required from the research and curriculum development activities and demonstrate its ability to provide relevant support to AID mission activities in SSE development. Before turning to a discussion of the Year One program in each of the three activities, therefore, we will briefly examine the primary strategic considerations that lie behind this workplan and, indeed, our approach to project implementation.

Macro-Strategies for Project Implementation

The annual workplan for the first year of the Small and Micro Enterprise Support Institution Development Project (ARIES Project) has been developed on the basis of the following five principles or "macro-strategies":

- Project sequencing: Achievement of the project's objectives requires that the research program, and, to a lesser extent, the curriculum development component, should be "front-loaded," that is, activities should be heavily concentrated in the first two years so that results can be disseminated and incorporated into the technical assistance program in later years.

- Interaction among components: Close coordination among all three of the project's main programs will be critical to ensuring the quality of the products produced; in particular, development of training materials must be tightly linked to the research program and the technical assistance program, both of which will provide necessary inputs into curriculum development.

- Sustained involvement in field activities: Although the project should provide service to a wide range of missions and small-scale enterprise programs, the project will be strengthened by establishing longer-term close working relations with a limited number of programs, as the basis for refining and evaluating training materials, developing case materials, and improving project understanding of small enterprise development.

- Close working relationships with AID and SSE resource institutions: Throughout the project, personnel will work to establish and maintain collaborative relationships with other institutions involved in SSE development. These include not only AID, the other donors, and implementing agencies for other SSE projects, but also support institutions in the developing countries, particularly management training institutions serving the public and private sectors.

- Flexible planning: In order to take advantage of accumulating project experience and new opportunities for involvement in field work, project planning will be carried out on a rolling basis that balances the need for planned allocation of resources with the equally important need for flexibility and learning. The planning process will thus emphasize detailed specification of the steps to be taken in the near term, with a more strategic approach to planning for future periods,

rather than detailed "blue-printing" of actions through to project completion.

This plan reflects each of these macro-strategies. While the implications of the final two points above -- close coordination with others and flexible planning -- are self-evident, additional discussion of the first three points above may be useful as a context for the activity-specific discussions in the remainder of the plan.

Project Sequencing

The research program will be heavily concentrated in the first two years of the project, during which the majority of case study research will be done as well as the synthesis of findings in small- and micro-enterprise development. While these products will be revised during the remaining three years of the project, the emphasis on early outputs from the research program will permit the project to establish the technical assistance and curriculum development activities on a methodologically sound base.

The curriculum development activities in the training component will also be emphasized during the first two years. A concentrated effort will be made to produce draft training packages as early as possible, since all of the materials developed will require testing to verify their effectiveness in the field, and many will need revision to meet the needs of the support institutions and the beneficiaries.

The needs of the technical assistance component argue for a more deliberate approach in order to put in place

management and control systems that will ensure rapid response and smooth operation of the technical assistance function. Consequently, the emphasis in the first year will be on establishing communication with the field, identifying future needs for SSE Project assistance, and setting up the internal project systems for backstopping requests, fielding teams, and monitoring performance. At the same time, the vital importance of field work in maintaining project relevance to its clientele requires that the commencement of technical assistance activities should not be postponed. Efforts therefore have already begun to identify opportunities for project participation in design, implementation, and evaluation of SSE support projects, with a view to fielding several teams in the latter half of the year, and earlier if possible.

Creation of the management systems for the project as a whole will also be stressed during Year One, to lay the basis for efficient operation and coordination of project activities. These systems include the Technical Review and Project Boards, the central project office, and the internal communication systems linking the three main components.

Interactions Among Components

Close integration of technical assistance, research, and training must be built into the project from the first year, at the personal level, the organizational level, and the substantive level. Analysis of the needs in this area has led us to conclude that sustained involvement in field projects is the most effective mechanism to achieve this goal, given the project's structure and requirements.

The primary mechanism for project coordination will be the common focus of research, technical assistance, and training activities on four issue areas that are critical for improved support to SSE development. These issue areas, which reflect both the capacity of the support institutions and the needs of the SSE clientele, are strategy development, administrative and financial systems, information management and communication, and technology.

There are several specific points, however, where integration will be important in ensuring high-quality project outputs:

- Training and research will be linked by three activities in Year One: the screening of available training materials, which feeds into the identification of cases and other training materials; the assessment of training needs, which will rely on and support the initial synthesis of research findings; and the preparation of the cases themselves, which will require a collaborative approach led by the research team.

- Training and technical assistance will be linked through the use of technical assistance teams to provide input into the project's understanding of training needs and to identification of specific opportunities for developing and testing training materials.

- Technical assistance and research will be linked through the project tracking system, further described below, which will aid in identifying case study and technical assistance opportunities as well as in the analysis of support institutions, and through the preparation of the cases themselves, which will bring members of the research team into the technical assistance process.

Sustained Involvement in the Field

Support to the development of small-scale enterprises, particularly micro-enterprises, is a demanding task. The project's success in improving the performance of support institutions will be due in no small measure to our ability to establish close, collaborative working relationships based on mutual commitment. This type of relationship, and the in-depth understanding it makes possible, is not the product of a single TDY. On the contrary, it is best served by developing a sustained involvement with a particular project or program from initial design into implementation. Such a long-term relationship might begin with technical assistance for program design or early implementation, but over time it would typically involve use of the project's training materials and possibly preparation of a case study.

Sustained involvement is necessary to the project not only because it will improve project understanding of small-scale enterprise development: the nature of the research and curriculum development program virtually demands it. Development of case studies and testing of training programs will require the active cooperation of small-scale enterprise support institutions. This cooperation can only realistically be expected if the project is providing them with valuable assistance in the form of technical expertise on a sustained basis.

Moreover, sustained involvement in particular field projects will provide a much better basis than one-time interventions for validation of the project's training materials and verification of findings on SSE support

institutions. This field validation process is central to maintenance of quality control in the project's core activities.

Consequently, the SSE Project will give a high priority during the first year to the identification of opportunities for the project to become directly involved in small-scale enterprise programs being implemented by a variety of support institutions. This does not mean that the project will itself implement projects to provide assistance to small-scale enterprises, since this would not be consistent with its focus on support institutions. Nor does it mean that requests for technical assistance will be turned down unless there is a likelihood of sustained involvement, since this would be inconsistent with providing as much support to mission programming as possible with the resources available. Rather, it means that the project will actively seek opportunities to play a major supporting role in SSE institutional projects by providing a package of technical assistance and training services. We believe that the availability of project support services will encourage missions to place greater reliance on in-country institutions for project implementation, thus directly supporting the project's purpose of building up these organizations.

The remainder of this workplan is structured in accordance with the major project components: research, training and curriculum development, and technical assistance. Each section is organized into two subsections. The first discusses the major outputs to be produced during the year in that component, together with the intermediate outputs required, while the second discusses the organizational

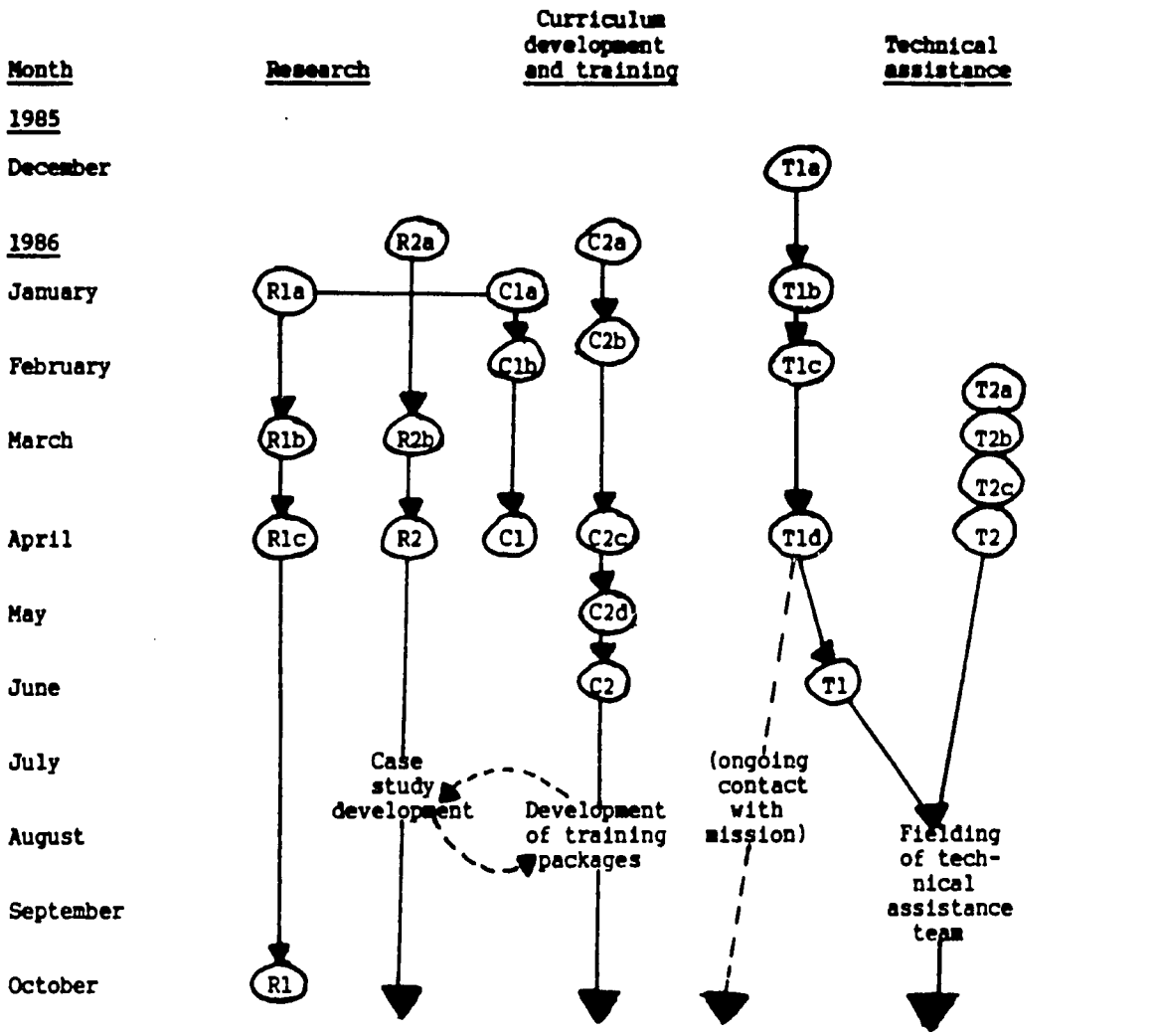
strategy for the component, including the issues specifically requested in the scope of work for the annual workplan. The schedule for production of the major outputs and an indicative schedule for the intermediate products is presented in Figure 1. A final section summarizes the major events in the Year One timetable, including written reports and meetings of the supervisory boards.

Research on Support Institutions

The research program will be implemented by the Harvard Institute for International Development under the overall supervision of Robert R. Nathan Associates and with the cooperation of Control Data Corporation and Appropriate Technology International. The research program will be directed by Charles Mann, the HIID Coordinator, who will assign the staff needed to produce the outputs defined below.

The total level of effort for this activity during Year One (including mission buy-ins) will be 34.5 work-months, including 6 work-months of the coordinator's time devoted to coordinating the research program with other project activities as well as to directing the research program as such, 23 months of research staff time (including graduate assistants and additional inputs by the research coordinator) and 5.5 months of short-term consultants. Although some of this level of effort will be used to directly support technical assistance assignments in the field, it is included here as part of the research effort because HIID participation in technical assistance assignments will be closely linked to the preparation of case studies and the identification of other research activities underway in small and micro-enterprise development.

Figure 1. Indicative Schedule for Major Products



Please see key on following page

Key: Major Products	Intermediate Products
Research	
R-1 Strategic Overview	R-1a Memoranda on research underway or completed R-1b Initial draft R-1c Second draft for TRB review
R-2 Case study development plan	R-2a Screening of existing cases R-2b Research agenda
Curricula Development Training	
C-1 Assessment of training needs	C-1a Preliminary identification of training needs C-1b Outline assessment methodology
C-2 Training material plan	C-2a Screening of existing cases C-2b Review of other training materials for SSEs C-2c Review of CDC materials C-2d Assessment of the match between needs and available material
Technical Assistance	
T-1 Project outreach systems	T-1a Catalogue of SSE projects T-1b Initiation of discussion T-1c Project brochure T-1d Personal contacts
T-2 Internal management system	T-2a Roster of personnel T-2b Tracking or control system T-2c Quality control follow-up system

Major Products During Year One

Two major products will be produced by the research component in Year One:

- A Strategic Overview of Research Findings on SSE Support Institutions, including a data base of support institutions and an initial bibliography listing research reports identified.
- A Case Study Development Plan, identifying currently available cases appropriate for SSE training programs, defining 6-8 cases to be developed by the project, and providing a plan for this development.

The Research Synthesis will be produced in draft no later than August, for review by project staff and incorporation in the first Annual Report in October 1986. The Case Study Plan will be produced in draft by April 30, 1986.

Intermediate Products: Strategic Overview

The intermediate products supporting development of the strategic overview, the project organizational unit responsible for each, and the approximate dates of completion may be summarized as follows:

- Memoranda describing research on SSEs under way or completed, based on information available to each cooperating institution, will be prepared by each institution (December 1985) and synthesized in an RRNA memorandum to HIID (January 1986).
- An interim report reviewing major research findings will be produced by HIID in February 1986, including a description of other research programs currently underway with which the project should coordinate, with particular emphasis on research

underway in developing country institutions, to the extent that information on the latter can be obtained from U.S. sources.

An initial draft of the strategic overview will be produced in April 1986 for review by the Technical Review Board.

To support this work, the research team is in the process of developing an annotated bibliography of SSE research. A preliminary version of this bibliography will be included in the initial draft of the overview and updated versions will be provided in each annual report. The bibliography will be maintained in data base form, using IBM-PC compatible software, enabling project staff, AID personnel, and others to search the bibliography rapidly and efficiently to meet particular needs.

Intermediate Products:
Case Study Methodology

Since the case study development program will form the heart of the project's research program, the departure point for the case study program will be the initial review of research findings, discussed above. Other intermediate products supporting development of the case study methodology and initial work on cases include the following:

- Initial screening of existing cases, to identify materials that can be used by the project as well as to provide input into the identification of major issues, as a guide to identifying issue priorities for case study development (January 1986).

- A research agenda setting out the substantive priorities for case study development, based on the initial findings of the strategic overview, and providing a discussion of the case study

methodology to be used by the project as well as guidance for the identification of specific cases as field work progresses (March 1986).

Following approval of the research agenda by the AID Project Manager and the Project Director (including selection of the first group of cases for development and the case study methodology), work will begin on developing the cases themselves. Assuming that appropriate collaborative relationships can be established with developing country management institutions, it is expected that work will have begun on at least three cases by the end of Year One.

Organizational Strategy for Research

The organizational strategy for the research component is based on the following elements:

- Use of four themes as an organizing principle, as discussed in the proposal for this project. The strategic overview and, as appropriate, the cases will be organized around four issue areas: strategies for SSE development, administrative and financial management of SSEs and SSE support institutions, information management and communication, and technologies for SSE development and support. The relevance of these themes will be reexamined during preparation of the strategic overview and, if needed, modifications will be proposed for incorporation into the remainder of the project's implementation cycle.

- Efficient handling of information by, for example, establishing a computerized data base to organize the SSE bibliography. Establishment of data bases for major support institutions targeted for project support and for specific AID-supported SSE activities is also planned.

- Application of the Harvard Case Study methodology, which has been proven to be an effective method

for conducting research on organizational and management issues and for presenting the research in a form that lends itself to training as well as academic use. Materials developed for the case studies will also be presented in the annual research synthesis paper.

- Cost-effective use of scarce expertise by forming research teams supervised by senior HIID personnel and staffed by less senior personnel from Harvard as well as both senior and junior personnel from developing country research and management institutions.

- Close coordination of research and technical assistance through participation of research staff in technical assistance activities where appropriate, to ensure that the research is well-grounded in field realities and to provide a mechanism for channeling research findings into the field with a minimum delay.

- Substantive collaboration with curriculum development, by utilizing the field testing of training materials as an opportunity to test the case studies and by supporting the curriculum development program through the strategic overview, particularly regarding previous experience with efforts to build up support institution capabilities through training and other assistance.

The strategy for developing a research methodology builds on these elements to form an iterative two-stage process. In the first stage, previous and ongoing research on SSE support is reviewed to identify major findings and to make a preliminary identification of issues that have emerged from past research as key to strengthening support institution capacity. In the second stage, the case study method is used to generate teaching cases related to these priority questions in collaboration with in-country institutions. The case research and ongoing review of other SSE research provides the basis for the annual updating of research findings, leading to the final report on SSE research and feeding into the ongoing case study program.

Training and Curriculum Development

In the first year, activities in the training and curriculum development component will focus on identification of training needs and a review of available materials. This review will lay the basis for preparing at least one of the eight planned training packages by revising existing material to meet SSE support institution needs, so that field testing can begin no later than the second year.

The level of effort devoted to the training component in Year One will total 18 months, consisting of 3 months for overall direction and coordination by Beth Holmgren, the CDC coordinator (including 2 months funded by mission buy-in) and 15 months of work by curriculum development specialists from RRNA, ATI, and CDC.

Major Products in Year One

Two major products will be produced by the training component during Year One:

- An Assessment of Training Needs, including a methodology for assessing training needs in the field and an approach to judging the effectiveness of project training materials in meeting these needs. This analysis will be completed in draft in March 1986 for review by the Technical Review Board in April.

- A Training Materials Plan that describes in detail how the project will proceed to modify existing materials or develop new materials to meet SSE support institution training needs, and provides the schedule for producing and field testing project training packages. This plan will be drafted by June 1986, so that work can begin on training packages by the end of Year One.

The Training Materials Plan will also finalize the list of training packages, modifying the initial listing presented in the proposal, if needed, to reflect the findings of the strategic overview. At this time, we continue to believe that the overall package proposed is sound. As discussed in the proposal, eight packages will be prepared for training PVOs and SEEs. We expect that four will be directed to PVOs and four for use by support institutions to train SSE personnel. In each set, our current plan is for one package to be developed to focus on each of the four topic areas around which the ARIES Project will be organized: strategy development, administrative and financial management, information management and communication, and technology. This set of packages may be revised based on field experience. For example, two topics may be treated in a single package.

The project's focus on these four technical areas is key to the coordination of its constituent activities. Consequently, the validity of these four areas will be reexamined carefully during initial work on both the strategic overview and the training plan, so that any modifications in this structure can be identified early in Year One and fed into the rest of the project.

Our preliminary review of CDC training materials indicates that at least one package can be prepared in preliminary form by modifying existing materials, in the area of financial and administrative control. If this conclusion is verified during preparation of the training materials plan, then the CDC staff will proceed to develop this package on a priority basis. Thus, one of the eight packages may also be a major output of Year One activities.

Intermediate Products: Training Needs Assessment

The training needs assessment will address two related questions:

- Identification of the support institution deficiencies that occur most frequently and are most damaging to program impact and the extent to which these deficiencies can be remedied in whole or in part through training; and
- Development of a means of diagnosing specific institutional deficiencies in the field, as the basis for developing an appropriate training response and measuring improvement.

While measurement of training results is always desirable, it is particularly important in this project, because a primary purpose of the project is to develop effective training packages. The ability to measure the impact of trial packages is clearly key to project success in developing useful and effective training materials.

The training needs assessment activities will rely heavily on the strategic overview prepared by the research component. To ensure that the overview meets the needs of the training component, the research team will be requested to provide an informal report to the training team outlining their findings to date in this area by no later than January 1986. Other intermediate products, to be produced primarily by the curriculum development team, include the following:

- A preliminary identification of training needs based on a review of the literature and discussions with AID and other sources (January 1986).
- An outline of a methodology to assess training needs in the field and measure training impact, based on CDC's curriculum development methodology (February 1986).

Intermediate Products: Training Plan

Since the project's curriculum development program will build on existing materials wherever possible, a thorough review of such material will play a key role in the development of the program. The primary intermediate products needed to produce the training plan are as follows:

- The screening of existing case materials, referred to above, which is to be completed by HIID by January 1986; .
- A screening of other training materials, including those under preparation by other SSE projects, to be completed by CDC in cooperation with RRNA and the project leadership by January 1986;
- A more detailed review of CDC training materials to be completed by CDC and presented to the April meeting of the Technical Review Board; and
- A preliminary assessment of the match between existing materials and training needs, and an outline of the proposed training development plan, to be completed by CDC by May 1986 for review by project participants.

Organizational Strategy for Training and Curriculum Development

The organizational strategy for training and curriculum development is based on the need to begin field testing of training packages as early as possible, both to complete the curriculum development program within the time available and to provide for maximum feedback from the field into the development of additional packages. To meet this need, the project will initially focus on packages that can be readied for the field based on minimal modification of existing

materials, progressing to the development of new materials only after the initial packages are verified in the field. This strategy will also help to reduce the need for costly modifications after field testing, because the major curriculum development effort will not begin until the relatively less costly packages (that is, those heavily based on existing material) have received some testing in the field.

The importance placed on field testing in this methodology underlines the need to move rapidly in organizing the technical assistance activities, described in the following section, since technical assistance to AID missions and ongoing projects will serve as the main avenue for identifying field trial opportunities. Overall coordination of field testing activities will be provided by RRNA, with CDC being responsible for the development of training packages, with additional technical input from . HIID's strategic overview of research findings will be incorporated into the selection process for identification of training needs, SSE support institutions and resources.

Although we believe that most of the project's training activities should be conducted in the field, we will also explore the possibility of conducting field tests in the Washington area by arranging training sessions attended by mission and SSE support institution personnel from several countries. This approach would enable the project to get reactions to the training materials from a wide audience for a relatively modest expenditure, supplementing the results of tests in particular countries or regions. The feasibility of this approach will depend on the missions' willingness to fund participant attendance at such courses.

Technical Assistance

The project's technical assistance component will require a concerted effort to establish efficient management systems during the first year, if it is to achieve its ambitious target of 361 months of short-term assistance by the end of Year Five. This goal is particularly challenging in view of the absence of S&T funding support for this activity, which places a premium on close cooperation with AID missions and ongoing projects. The workplan for this component has been developed to give equal stress to these two goals in Year One: (1) creation of management systems to support efficient fielding of short-term teams and (2) establishment of a close working relationship with missions planning or implementing small and micro-enterprise support programs.

It is anticipated that half of the time of the project director and the coordinators (particularly the RRNA Coordinators, Wes Weidemann and Russ Webster) will be devoted to these two tasks in Year One, giving a projected level of effort of 11 months, excluding the time of the administrative assistant. The short-term missions themselves are projected to require a total of approximately 44 person-months in the first year, but the precise total will depend heavily on mission programming considerations.

Major Products in Year One

Although the technical assistance effort does not, at this threshold stage, lend itself to precise definition of outputs, it is possible to identify three broad products that will result from project activities in Year One:

- Creation of a system of project outreach to identify mission and other needs for project technical assistance. The outreach system should be firmly established by June 1986.

- Establishment of project internal management systems to support technical assistance teams. These systems should be in place by April 1986.

- Fielding of approximately 10 teams providing an average of 4 months of technical assistance, by the end of Year One.

We view the technical assistance program as binding the project's components together and linking them to the project's target beneficiary group, the SSE support institutions. Consequently, it is critical that the technical assistance program be managed in a way that maximizes the opportunities for cooperation and interchange among the project components and between the project and SSE programs in developing countries. To achieve this aim, the technical assistance program will emphasize the establishment of long-term relationships with SSE programs where a package of project assistance can make a major contribution to the program concerned through sustained involvement in design and implementation. This model stands in sharp contrast to the "IQC" mode of assistance, which is not conducive to a project learning process. It is most similar to the collaborative assistance mode used in Title XII programming, which offers an opportunity to build on an initial collaboration during design to support implementation and continued cooperation over a several-year period.

Intermediate Products:
Project Outreach System

The project's outreach system will be based on the following products to be completed during Year One:

- A catalogue of SSE projects planned or in implementation, both in the field and in the form of support projects similar to the SSE project, with an emphasis on AID-funded activities.
- Initiation of discussions with all missions responding positively to the initial announcement of the project.
- Preparation and distribution of a project brochure and other material to familiarize the project's target group with the services available.
- Establishment of personal contact with as many missions as possible, by taking advantage of travel by project staff and others in the cooperating institutions.

Intermediate Products:
Internal Management Systems

Rapid fielding of technical assistance teams in response to mission requests and effective performance in the field will require the establishment of three internal management systems:

- A roster of technical personnel providing a pool of expertise in the areas most frequently required in SSE support programs. The roster will be built by screening the personnel of the cooperating institutions, evaluating this roster to identify major gaps in the mix of skills and experience, and then filling these gaps by actively contacting established professionals in the field. The aim is to establish a computerized listing of approximately 100-150 individuals upon whom the project

can call regularly to field technical assistance teams. The in-house roster should be established by January 1986 and a preliminary version of the full roster by March.

- A computerized tracking and control system will be established to coordinate follow-up on mission requests. The system should be in place by March 1986 (manual tracking systems will continue to be used until this system is in place).

- Quality control and follow-up procedures will be established by March 1986, including systems for initial briefing and final debriefing of teams, completion reports for AID and RRNA management, and review of team performance with the missions.

Organizational Strategy and Criteria for Selecting Activities

The organizational strategy for the technical assistance component is based on the need to establish the field activities on a sound basis without sacrificing project momentum or delaying response to mission requests. The strategy in the first year will therefore be somewhat different than that followed in subsequent years, to allow for the special needs associated with project start-up.

During the first year, the project will attempt to respond positively to all requests for assistance received, assuming the services requested fall within the project's scope of work. Priority will be given to assisting projects or programs in final design and early implementation, since these activities are believed to offer the best opportunity for sustained project involvement. Special attention will be devoted to countries where the mission is undertaking a specific thrust aimed at promoting small and micro-enterprises.

At the end of the first year, the project staff will conduct an assessment of the project's experience to date to determine whether the mix of project activities is balanced with respect to:

- Geographic region;
- Small-scale vs. micro-enterprises;
- Program design vs. implementation and evaluation; and
- Type of support institution (PVO vs. other).

If imbalances in the program are evident, then a special effort will be made in Year Two to identify assistance opportunities in these areas. This assessment will be repeated on an annual basis.

During the second year, the project will introduce a more selective set of criteria. Project participation will be limited to activities meeting the following three criteria:

- Mission or other funds have been firmly committed to support an SSE project or program and the program is of sufficient magnitude to warrant project priority;
- Commitment of local institutions is evident in the areas of SSE planning, beneficiary targeting, and institutional learning; and
- The proposed activity offers <u>at least one</u> of the following:
  - it focuses on micro-enterprises;
  - it is a likely candidate for a case study;

- it improves project balance (e.g., regional);
- it offers an opportunity for field testing of a training package; or
- it offers an opportunity for sustained involvement by the project.

Despite the need to adhere to operational criteria to the greatest extent possible, we recognize that it may be desirable for the project to respond to specific requests for assistance, based on broader (i.e., non-project) priorities for AID. Consequently, it may be necessary to field teams from time to time that do not meet the criteria outlined above. In addition, short exploratory visits will be necessary to determine mission interest and develop an appropriate workplan for project assistance. Wherever possible, these visits will be dovetailed with other travel to reduce the cost and time required.

Special attention will be directed to identifying programs where the project can offer a full package of assistance and can in turn benefit from a close working relationship with the in-country activity. Without such relationships, it will be difficult to get the cooperation needed for the field testing of training materials and the development of case studies, upon which the project's overall success rests.

To the extent possible, the project will also direct assistance to those activities that offer the greatest potential for multiplier effects because they:

- Address key issues that arise in a large number of SSE projects;

- Appear likely to generate findings that will be relevant to a large number of programs and circumstances; or

- Enable the project to assist a support institution that, in turn, is involved in a large number of SSE activities, such as one of the larger U.S.-based PVOs.

This latter set of criteria, while intellectually appealing, is difficult to apply in a rigorous manner. For example, it is not always possible to determine whether a given field activity will generate findings of greater relevance, nor would the project benefit if all activities directed at small local institutions were excluded. Nonetheless, project management will pay careful attention to potential multiplier and spin-off effects, in training and research as well as in technical assistance, so as to maximize the benefits gained from the project's limited resources.

SUMMARY OF MAJOR PROJECT EVENTS, YEAR ONE

Taking the project as a whole, the principal milestones during Year One are as follows:

Date	Event
1985	
Dec.	Project Board meets to review project workplan and start-up activities, as well as progress to date.
1986	
April	Technical Review Board meets to review: . initial draft of strategic overview . case study development plan . assessment of training needs . review of materials available . project outreach system . internal management system
June	Project Board meets to review project status, including findings on recommendations of TRB and: . training materials plan
Sept.	End-of-year products submitted to AID, including: . Annual report, with final draft of strategic overview . Workplan for Year Two

ROBERT R. NATHAN ASSOCIATES, INC.
CONTRACT NO. DAN-1090-C-00-5124-00
BUDGET YEAR 1
S&T FUNDED

SUMMARY

	CLASSIFICATION	MGMNT	TRAINING	RESEARCH	T/A	TOTAL
1.	SALARIES & WAGES					
	PROJECT MANAGEMENT					
	MONTHS	1.5				1.5
	AMOUNT	8,493				8,493
	PROJECT DIRECTOR					
	MONTHS	6.0			6.0	12.0
	AMOUNT	33,972			33,972	67,944
	PROJECT COORDINATORS					
	MONTHS	6.0	1.0	4.0	5.0	16.0
	AMOUNT	17,548	3,625	21,000	21,495	63,668
	CURRICULUM SPECIALISTS					
	MONTHS		15.0			15.0
	AMOUNT		43,830			43,830
	RESEARCH STAFF					
	MONTHS			23.0		23.0
	AMOUNT			68,030		68,030
	SUB TOTAL - PROFESSIONAL					
	MONTHS	13.5	16.0	27.0	11.0	67.5
	AMOUNT	60,013	47,455	89,030	55,467	251,965
	ADMINISTRATIVE					
	MONTHS	12.0	1.0	11.0		24.0
	AMOUNT	0	1,700	16,500		18,200
	TOTAL SALARIES & WAGES					
	MONTHS	25.5	17.0	38.0	11.0	91.5
	AMOUNT	60,013	49,155	105,530	55,467	270,165
2.	FRINGE BENEFITS	15,413	8,236	22,161	13,425	59,235
3.	OVERHEAD	34,408	55,518	47,168	32,931	170,025
4.	CONSULTANTS	0	0	0	0	0
5.	TRAVEL, TRANSPORT AND PER DIEM	7,069	18,850	31,810	12,959	70,688
6.	SUBCONTRACTS (SUBCONTRACTORS COSTS DISAGGREGATED AND INCLUDED IN APPLICABLE LINE ITEMS)	0	0	0	0	0
7.	OTHER DIRECT COSTS	12,510	8,045	33,844	5,411	59,810
	SUB TOTAL	129,413	139,804	240,513	120,193	629,923
8.	GEN'L & ADMINISTRATIVE	11,333	12,243	21,062	10,525	55,163
9.	TOTAL ESTIMATED COSTS	140,746	152,047	261,575	130,718	685,086

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ROBERT R. NATHAN ASSOCIATES, INC.
CONTRACT NO. DAN-1090-C-00-5124-00
BUDGET YEAR 1
S&T FUNDED

SUMMARY

CLASSIFICATION		MGMNT	TRAINING	RESEARCH	T/A	TOTAL
9.	TOTAL ESTIMATED COSTS (CONT'D FROM PAGE 1)	140,746	152,047	261,575	130,718	685,086
10.	FIXED FEE	6,948	14,536	12,913	6,454	40,851
11.	GRAND TOTAL S&T FUNDED	147,694	166,583	274,488	137,172	725,937
12.	AVAILABLE FUNDING					348,828
13.	S&T FUNDING REQMNTS YEAR 1					377,109

CUMULATIVE EXPENDITURE REPORT

1.	ALLOC OF AVAILABLE FUNDING	70,970	80,047	131,697	65,914	348,828
2.	CUM EXPENDITURES DEC 85	32,821	22,798	37,565	18,773	111,957
3.	UNEXPENDED FUNDING	38,149	57,249	94,132	47,141	236,871