

PROJECT DATA SHEET

1. TRANSACTION CODE

A = Add  
 C = Change  
 D = Delete

Amendment Number

DOCUMENT CODE

3

2. COUNTRY/ENTITY

Worldwide

3. PROJECT NUMBER

936-3039

4. BUREAU/OFFICE

S&T/POP

36

5. PROJECT TITLE (maximum 40 characters)

Family Planning Management Training

6. PROJECT ASSISTANCE COMPLETION DATE (PACD)

MM DD YY  
 1 2 3 1 9 1

7. ESTIMATED DATE OF OBLIGATION

(Under 'B.' below, enter 1, 2, 3, or 4)

A. Initial FY 8 5 B. Quarter 4 C. Final FY 8 9

8. COSTS (\$000 OR EQUIVALENT \$1 = )

A. FUNDING SOURCE	FIRST FY 85			LIFE OF PROJECT		
	B. FX	C. L/C	D. Total	E. FX	F. L/C	G. Total
AID Appropriated Total	1,000			18,679		18,679
(Grant)	( 1,000 )	( )	( )	( 18,679 )	( )	( 18,679 )
(Loan)	( )	( )	( )	( )	( )	( )
Other U.S.						
1.						
2.						
Host Country						
Other Donor(s)						
<b>TOTALS</b>	<b>1,000</b>			<b>18,679</b>		

9. SCHEDULE OF AID FUNDING (\$000)

A. APPROPRIATION	B. PRIMARY PURPOSE CODE	C. PRIMARY TECH. CODE		D. OBLIGATIONS TO DATE		E. AMOUNT APPROVED THIS ACTION		F. LIFE OF PROJECT	
		1. Grant	2. Loan	1. Grant	2. Loan	1. Grant	2. Loan	1. Grant	2. Loan
(1) PN	460	460				17,679		17,679	
(2) HF	530	580				1,000		1,000	
(3)									
(4)									
<b>TOTALS</b>						<b>18,679</b>		<b>18,679</b>	

10. SECONDARY TECHNICAL CODES (maximum 6 codes of 3 positions each)

11. SECONDARY PURPOSE CODE

12. SPECIAL CONCERNS CODES (maximum 7 codes of 4 positions each)

A. Code

B. Amount

13. PROJECT PURPOSE (maximum 480 characters)

To strengthen the leadership and management of public and private LDC family planning programs by training senior and middle-level personnel.

14. SCHEDULED EVALUATIONS

Interim MM YY MM YY Final MM YY  
 0 9 8 7 0 1 9 0

15. SOURCE/ORIGIN OF GOODS AND SERVICES

000  941  Local  Other (Specify) 935

16. AMENDMENTS/NATURE OF CHANGE PROPOSED (This is page 1 of a \_\_\_\_\_ page PP Amendment.)

BEST AVAILABLE COPY

17. APPROVED BY

Signature: *[Handwritten Signature]*  
 Title: Director, Office of Population

Date Signed MM DD YY  
 1 5 1 6 8 5

18. DATE DOCUMENT RECEIVED IN AID/W, OR FOR AID/W DOCUMENTS, DATE OF DISTRIBUTION

MM DD YY



b. The aggregate cost of all goods and services procured under each subcontract or subagreement in a cooperating country may not exceed \$750,000.

c. Ocean shipping financed by A.I.D. under the project shall, except as A.I.D. may otherwise agree in writing, be financed only on flag vessels of the United States.

Clearances:

40 S&T/POP:SWSinding	<u>1984 SWS</u>	Date	<u>7/17/85</u>
S&T/PO:GEaton	<u>KRM for</u>	Date	<u>5/15/85</u>
S&T/HP:JESarn	<u>JS</u>	Date	<u>5-17-85</u>
S&T:DBrennan	<u>JS</u>	Date	<u>5/29/85</u>
GC/CP:STisa	<u>JS</u>	Date	<u>5/28/85</u>
S&T/IT:DWolf	(Draft)	Date	<u>5/21/85</u>

N. C. Brady  
Senior Assistant Administrator  
Date 5/29/85

S&T/POP/IT:AAarnes:5/03/85:235-9867:2714V

ACTION MEMORANDUM FOR THE SENIOR ASSISTANT ADMINISTRATOR

FROM: S&T/HP, James E. Sarn 

SUBJECT: Family Planning Management Training Project, 936-3039

Action: Your approval is requested to authorize S&T Bureau funding in the amount of \$18,679,000 for a new five-year project, Family Planning Management Training, 936-3039.

Discussion: In the past fifteen years, population and family planning programs have undergone changes that present difficult management challenges. Many programs have become larger and more complex, involving large outreach programs and integration with other development sectors. Political and cultural sensitivities to family planning also exist in some countries. Program leaders must work with political, religious and other local groups to ensure that the family planning programs are appropriate and acceptable to the populations they serve. They must also ensure that the programs are fully voluntary and that they provide safe, high quality services and accurate information. Finally, the growing shortage of resources for family planning, in relation to demand, requires increasingly efficient program management.

The Family Planning Management Training project responds to these needs for strengthening family planning program management by providing training for family planning program leaders and for upper- and middle-level managers. It complements the activities of other projects which help to improve the management skills of service delivery-level workers, and to improve program management through research, technical assistance and other means.

Over the next five years, this project will address the management training needs of senior personnel in both public and private family planning programs worldwide. It will provide comprehensive, sustained assistance to some 25-30 countries. In the course of the project, approximately 1,800 program leaders and managers will receive training.

The project focuses on three types of personnel--current program leaders, potential future leaders, and upper- and middle-level managers. It is designed to provide training and assistance that are practical, carefully focussed, and relevant to specific problems that the leaders and managers face.

There are four components in the project:

(1) Planning/assessment to identify the specific management training needs of a country and plan activities to meet them.

(2) Training, which is the central feature of the project. The objective of training for current and future program leaders is to provide a broad perspective on population problems and their impact on development; an understanding of management issues in public and private sector programs; and the ability to recognize and take action on management problems in the program. The objective of training for operational and technical managers at the upper and middle levels is to provide basic management skills (planning, budgeting, directing, etc.), and the knowledge and skills to resolve specific management issues in their programs. Training will be provided through short-term regional and in-country programs, study/observation tours, internships, and a limited amount of long-term training.

(3) Follow-up/technical assistance to help trainees put newly learned skills to use, carry out planned management improvements, and overcome obstacles in the system. Short-term technical assistance will also be available to carry out management improvement projects that have grown out of project-supported training.

(4) Materials and course development. Packages of training materials including curricula, trainer's guides, and participants' materials will be developed on specific management issues.

The total estimated cost of the Family Planning Management Training project, \$18,679,000, includes \$17,679,000 in population planning funds and \$1,000,000 in health funds. The health funds have been included since it is likely that many of the trainees will work in integrated health/family planning programs, and will therefore have some health program responsibilities. Ministries of health and other organizations may also wish to use project resources to organize training for senior health personnel.

Missions and regional bureaus will be encouraged to provide supplemental funds to support country activities through bilateral and regional projects. It is planned that about 25 percent of funds for the project will be contributed from these sources. The project will be carried out in coordination with A.I.D. bilateral and other donor projects. The World Bank and UNFPA have expressed interest in contributing resources to the project.

The Project Paper was prepared in consultation with regional bureau staff and in response to field needs. A cable describing the project in detail has been sent to USAID missions. The Population Sector Council reviewed the project on April 11, 1985 and recommended it for approval. Minutes of that meeting are attached. Comments from the regional bureaus, S&T, and PPC have been solicited and incorporated in the project paper.

Justification to Congress: An Advice of Program Change is in process.

Recommendation: That you sign the attached Project Authorization.

Attachments:

- A. Project Authorization
- B. Project Paper, 936-3039
- C. Minutes of the Sector Council meeting

Clearances: S&T/POP:SWSinding	<i>SP/SWS</i>	Date	<i>5/16/85</i>
<i>2/2</i> S&T/POP:DGGillespie	<i>DM</i>	Date	<i>5/3/85</i>
S&T/PO:GTEaton	<i>KGm</i>	Date	<i>5/15/85</i>
GC/CP:STisa	<i>SPS</i>	Date	<i>5/28/85</i>
S&T:DBrennan	<i>DS</i>	Date	<i>5/29/85</i>
S&T/IT:DWolf	(Draft)	Date	<i>5/21/85</i>

S&T/POP/IT:AAarnes:5/03/85:ime:W2682V

## TABLE OF CONTENTS

	<u>PAGE</u>
I. Executive Summary	1
II. Background	3
A. Introduction	3
B. Management Weaknesses and Training Needs	4
C. Experience in Management Training	5
D. Focus of This Project	7
E. Relation to A.I.D.'s Policy and Strategy	7
III. Project Description	8
A. Goal	8
B. Purpose	8
C. Activities	10
IV. Cost Estimate and Financial Plan	23
V. Implementation	27
A. A.I.D. Management	27
B. Contractor	27
C. Coordination with Other Population Projects	29
D. Implementation Schedule	29
E. Reports	31
F. Conditions and Covenants	31
VI. Evaluation	32
Footnotes	
Appendices	
Logical Framework	

# MANAGEMENT TRAINING FOR POPULATION AND FAMILY PLANNING PERSONNEL

## I. EXECUTIVE SUMMARY

This project paper describes a new five-year worldwide project to strengthen the leadership and management of public and private LDC family planning programs by training current program leaders, potential future leaders, and upper- and mid-level managers. The budget for the five-year project totals \$18.7 million, including \$14.3 million in population and health funds to be provided by S&T/POP and \$4.4 million expected to be provided by regional bureaus and missions.

The project responds to the need in nearly all developing countries to improve the management of family planning programs. Observations of LDC family planning programs point to the need for program leaders, both now and in the future, who have broad knowledge and experience; and for program managers with the skills to provide efficient, results-oriented direction to each component of the program. Effective managers are badly needed in order to make the best use of increasingly scarce resources, to cope with the growing size and complexity of the programs, and to ensure that high quality, voluntary services are made available to the population in a culturally sensitive and appropriate manner. While other projects provide management training to lower-level paramedical and auxiliary personnel, in the context of their service delivery responsibilities, no resource currently exists to provide the needed training for leaders and upper- and mid-level managers.

Some 25-30 countries will receive assistance under this project to strengthen the leadership and management of their programs. A total of approximately 1800 leaders and managers worldwide will receive project-supported training. These include current and future program leaders, for whom the training is intended to provide a broad perspective on population problems and their impact on development; an understanding of management issues in public and private-sector programs; and the ability to recognize and take action on management problems in the program. Operational and technical managers at the upper and middle levels of the program will receive training in basic management skills (including management uses of new technology), and in how to resolve specific management issues in their programs.

Three major types of assistance will be provided through this project: assessment of management training needs and planning of training programs; training for leaders and managers; and follow up and technical assistance to reinforce the training and to assist in carrying out follow-on improvement activities. Training materials developed for use in this project will also be available for other management training activities supported by missions, host governments or other donors. Training will be conducted primarily at the country and regional level. Selected program leaders and future leaders will receive training in the United States.

Continuing assessment of project-supported training activities will provide information on their usefulness and impact on the trainee's subsequent job

performance. This information will be used to revise and guide future project activities. The activities of this project will also be closely coordinated with other management-strengthening activities supported by the Office of Population, including operations research studies in the field of management and other technical assistance efforts.

Types and levels of assistance will vary to meet the needs of each country. However, we anticipate that 40% of project resources will be targeted for the Africa region; 25% for Asia; 15% for the Near East; and 20% for Latin America.

This project will be carried out by a contractor selected through the competitive procurement process. The contractor will negotiate subcontracts with LDC institutions to conduct in-country and regional training courses, and will work with U.S. educational and private institutions to design special programs of study for family planning program leaders and future leaders.

The contractor will be a firm with broad expertise and experience in the management of complex multisectoral service delivery programs in developing countries; in training senior managers in public and private sector LDC programs; and in international population/family planning programs and issues. Preference among private firms equally qualified to carry out subcontracts will be given to small business concerns and minority-owned small businesses. Demonstrated expertise and documented ability to perform the task at a competitive cost will be heavily weighed in making the contract decisions.

## II. BACKGROUND

### A. INTRODUCTION

Good management is essential to the success of population and family planning programs in developing countries. Program leaders and managers face challenges of growing program size and complexity, cultural and political sensitivities in some countries, and the increasing shortage of financial and human resources in relation to the demand for services.\*

As population/family planning programs have developed in the past fifteen years, they have undergone changes that require skillful management and coordination. What began as typically small-scale urban- and clinic-based programs are becoming large-scale national programs with the goal of providing high quality, voluntary services to dispersed rural as well as urban populations. Outreach programs usually employ large numbers of fieldworkers and may attempt to integrate the efforts of a variety of related development programs. While the contraceptive technology involved in family planning programs has been improved, the management techniques required for the smooth functioning of these complex systems have become more sophisticated.

Further, family planning in some countries is still politically and culturally sensitive. Program leaders must work with political, business, religious and other local groups to ensure that the family planning programs are appropriate and acceptable to the populations they serve. They must also ensure that the programs are fully voluntary and that they make safe, high quality services and accurate information available to the population.

Finally, resource constraints on family planning programs demand increasingly efficient program management, as well as the ability to present program needs effectively to national government leaders and international donors. The resources currently available to family planning programs are not sufficient to meet existing program needs. Donor and host government resources were adequate to support the relatively small-scale programs when they began in the late 1960's and early 1970's. Since then, however, a number of factors -- for example, the growth of existing programs, the beginning of programs in many other countries (especially in Africa), and widespread economic difficulties among third-world countries -- have led to a decline in the availability of funds in relation to demand. Program managers must reduce costs through a variety of means, including the introduction of new technology where appropriate.

\*"Management" is a term that has been defined in many different ways. For the purposes of this project, a broad and operational frame of reference will be used. Among the responsibilities of the manager, as defined in this project, are: to set realistic goals; to generate support for those goals and to communicate them effectively to program staff; to design activities that contribute to the achievement of program objectives; to marshal resources for the performance of the planned activities; to allocate the resources of the program to the maximum benefit of the client population served; to monitor resource utilization and make adjustments as necessary; to monitor client needs and revise program objectives as appropriate; and finally, to design and implement the management systems and structures that facilitate all of the above.

## B. MANAGEMENT WEAKNESSES AND TRAINING NEEDS

The need for strengthening family planning program management has been recognized for a long time. As early as 1967, Bernard Berelson wrote:

If there is one deficiency in this field that is more serious than any other, I think it's neither lack of an ideal method nor inadequacy of our persuasion techniques. It is general lack of adequate implemental machinery. We don't have family planning administrators who know how to furnish services efficiently to great masses of population."<sup>1</sup>

Despite advances in other aspects of family planning programs over the intervening eighteen years, Berelson's comment still finds broad support today. Donor organizations -- for example, the World Bank and UNFPA as well as A.I.D. -- cite management weaknesses as among the most important constraints to program success. The problems mentioned range across leadership skills and basic administrative and functional management skills, such as planning, budgeting, accounting, logistics management, and the ability to use new information and technology for program management.

The shortage of family planning leaders and managers with the training and experience to meet the current challenges reflects the general shortage of well-trained administrators in most sectors in developing countries.<sup>2</sup> In the family planning field, that problem may be heightened by the relative newness of the programs, and the fact that family planning programs are often staffed mainly by physicians, nurses and paramedical workers,<sup>3</sup> who have had little preparation for administering and directing programs.

Many of the management weaknesses in population/family planning programs can be significantly improved by training. Training can provide program leaders and managers with a firm understanding of the range of problems they face in directing and administering the family planning programs in their countries. This includes both basic management skills (planning, organizing, staffing, directing, etc.); and knowledge of and skills in dealing with groups and issues external to the program.

It is of course true that some management weaknesses stem from basic organizational or structural problems that are extremely difficult to change. For example, in public programs especially, staff at all levels may be poorly qualified and experience low morale and high attrition rates because of the low pay scales for government workers. Other system-wide problems -- such as cumbersome procurement procedures throughout the government, or national shortages of basic materials and equipment -- may also present serious difficulties. Solving them may require fundamental systemic and structural changes. While this project will not attempt to deal with basic structural problems such as these, it is possible that improving managers' knowledge and skills may enable them to find better ways of coping with the problems.

### C. EXPERIENCE IN MANAGEMENT TRAINING

A variety of training responses to family planning management needs have been tried that include in-country seminars, regional workshops and conferences, global conferences, specialized university short courses, and university degree programs.

Several less developed country (LDC) and U.S. institutions have undertaken management development and training programs that provide lessons for this project. In Latin America, for example, the Instituto de Estudios Superiores de Administracion (IESA) in Caracas conducted training activities that were often directed at single programs, and that frequently concentrated on management topics such as supply management and demand forecasting. The Instituto Centro Americano de Administracion de Empresas (INCAE), in Managua/San Jose, followed an approach that used methods and analysis similar to those in the business policy field and associated with the Harvard Business School. Family planning programs were studied in detail and evaluated for the coherence of the objectives, the contribution of activities to attaining program objectives, and the utilization of resources. Training was conducted at the regional level on common management problems (such as absence of proactive management and understanding of the manager's role, weak management control systems) and followed up with country-level seminars and technical assistance. In the Asia region the Asian Institute of Management (AIM) in Manila used an approach that was similar in many regards to the INCAE approach, although it was less intensive, continued for a longer period and covered a broader range of issues.

Other institutions in developing countries are beginning to conduct some training for population/family planning program management. Among these are the Eastern and Southern Africa Management Institute (ESAMI) in Arusha, Tanzania, which has begun regional family planning logistics training; and the International Committee on Management of Family Planning Programmes (ICOMP) in Kuala Lumpur, which has organized or co-sponsored international meetings and travel to study population management issues. The Indian Institute of Management (IIM) in Ahmedabad has conducted research and training in a variety of areas, including population. The Centre for African Family Studies (CAFS) in Nairobi has provided a range of training courses in family planning and could serve as a resource for management training in the future.

The Center for Family Planning Activities (CEFPA- now called CEDPA) in Washington, D.C. carried out a worldwide A.I.D.-funded management training project in the late 1970s. There were two main thrusts: training was provided in "basic management" areas for managers and supervisors in short workshops; trainers were also schooled in the use of management-related materials in an effort to institutionalize the program in national training centers.

From the relative successes and shortcomings of these projects the following lessons have been, tentatively, drawn:

- An assessment of management issues and training needs must be conducted on-site in order to develop a responsive program.
- Regional training is practical as the programs within a region and among regions often share common management problems.

- Training materials should generally be drawn from local situations; trainees perceive "Western" materials, especially case studies, as irrelevant.
- The organizers of the training should play the leading role in selecting participants.
- Training should proceed from the top down within an organization so that the training-inspired initiatives taken by subordinates will be understood and supported by their superiors.
- Senior officials are more likely to attend courses of short duration.
- Training one or two individuals within an organization is likely to have little impact; this is especially true if they are not in senior positions.
- Training should first address general management issues; work done on specific administrative systems will have little impact if overall program management remains weak.
- Course content should be carefully focussed; in-depth examination of one problem is superior to shallow coverage of several management areas.
- Utilization of learning is enhanced by focussing on management problems and desired outcomes; thus a course on raising fieldworker productivity would be superior to one on supervisory style; similarly a workshop on improving client access to contraceptives should have more impact than one on supply management.
- Some programs require follow-up if the training is to be effective. This has usually meant in-country training and technical assistance.
- Training of trainers may lead to an indigenous extension of the program if the trainers are located in institutions with a commitment to, and an infrastructure that can support, training courses.

A recent comprehensive review of the published literature on family planning management<sup>4</sup> suggests four additional guidelines for management training:

- The training should be sensitive to the resource arena in which programs operate.
- It should be practical, with limited emphasis on management theory.
- It should proceed from study of the existing problems and contexts of family planning programs.
- It should be directed at managers drawn from different management levels.

At the present time, several programs provide management training of various types. For example, under the interregional S&T/POP project to train family planning paramedical, auxiliary and community personnel (PAC II), management training is one of four areas receiving priority emphasis. Most personnel receiving training under this project are trainers and staff at the service-delivery level. The training focuses on specific topics -- e.g. supervision, financial management, logistics -- as they are relevant to these PAC workers. Other existing short-term training courses (offered by JHPIEGO, Columbia University, the University of Connecticut, Management Sciences for Health, Tulane University/Social Development Center and others) also provide some training in selected aspects of management.

Existing training programs do not address the needs of program leaders, nor provide the comprehensive management skills needed by mid- and upper-level managers. Much of the current training is directed toward service providers and is presented piece-meal depending on the specific needs of these lower-level personnel.

#### D. FOCUS OF THIS PROJECT

This project will specifically address the needs of program leaders and mid- and upper-level managers, in both public and private programs, for training to provide the skills to cope with the range of problems they face in directing and administering the population/family planning programs in their countries. It will emphasize comprehensive training in the knowledge and skills necessary to lead and direct the system, as well as in specific functional areas (e.g. planning or logistics) that are of particular concern in the country. Introduction and access to technology that has been successfully applied in the management of U.S. firms will be included where it is relevant and appropriate for specific country program needs. All training provided will build on the lessons learned from past experience.

Following on the management training experience cited in Section C above, this project is based on the assumption that training can be effective in improving the management of family planning programs. Specific management knowledge and skills relevant to LDC family planning programs can be learned. Further, if a group of managers in a program shares a common understanding of a problem and a joint commitment to a course of action, they can positively affect the course of the program.

#### E. RELATION TO A.I.D.'s POLICY AND STRATEGY

This project will help to alleviate some of the major constraints identified in A.I.D.'s population assistance policy and the population sector strategy. Strengthening program management is essential to strengthening the inadequate infrastructure which inhibits the ability of local organizations to provide high quality, voluntary family planning services and thus to ensure that those programs will enhance the freedom of people in LDC's to choose voluntarily the number and spacing of their children.<sup>5</sup> Training for family planning managers is a key element of A.I.D.'s strategy to remove the institutional barriers to the provision of family planning services, and thus to strengthen voluntary family planning programs at each stage.<sup>6</sup> Further, the training provided through this project will assist in another element of the strategy -- the transfer of new technologies and methodologies for program management.<sup>7</sup>

### III. PROJECT DESCRIPTION

#### A. GOAL

The twofold goal of this project is to enhance the freedom of individuals in LDCs to choose voluntarily the number and spacing of their children; and to encourage population growth consistent with a country's goals for economic and social development.

#### B. PURPOSE

This project will strengthen the leadership and management of government and private population and family planning organizations in developing countries by training program leaders and senior and mid-level managers. To achieve this purpose, the project will provide training which is designed to improve those elements of program management that are most critical to program success and that are amenable to improvement through training. These include understanding of organizational processes and the external policy and resource arena, basic management skills (planning, budgeting, directing, etc.), problem-solving skills, techniques for reducing costs and increasing efficiency of the overall program, and others.

The project will focus on three types of family planning program personnel:

1. Program leaders, who are in charge of the overall direction of family planning programs at the national or (in large countries) provincial or regional level.
2. Future program leaders, who currently hold upper- or mid-level management positions within the programs, and who are likely to be considered to lead the programs in the future.
3. Upper- and mid-level managers with responsibility for various operational or technical areas (for example, planning, commodities, training, communications, etc).

It will include:

-- Support for short-term regional and interregional training for program leaders and future leaders on broad leadership and management issues.

-- Support for short-term regional and country-level training for mid-level and upper-level managers on specific management problems.

-- Long-term training for a few persons identified as probable future leaders, or, in very exceptional cases, for upper-level managers where their lack of specific technical skills is found to be a significant management problem.

-- Study-observation trips for program leaders and managers to introduce them to new or especially effective ideas and methods that are applicable to their country situations.

-- Flexible, short-term technical assistance to follow up the training provided under the project; and to respond to Mission and host-country requests for assistance in assessing the need for management or leadership training, or carrying out management/leadership training under another project.

-- Development of management training materials applicable to the needs of each region, for use by A.I.D. Missions, PVOs and other organizations assisting public and private family planning programs.

The end results of the project will be:

1. family planning programs with a greater ability to meet targets on schedule, more efficiently, while maintaining or improving the quality of the program;
2. planning and implementation of activities to improve family planning program performance;
3. resolution of selected, evident management issues and problems by trainees and their work units;
4. improved access to family planning services in the areas for which the trainees are responsible;
5. increased satisfaction of users with family planning services offered through the program;

An important element in training for program leaders and managers in some countries (especially in Latin America) is the introduction of new techniques and new technology that can improve program management. Program leaders and managers need to be aware, for example, of how to use mass media to increase the program's visibility and credibility with important audiences, including government, business and religious leaders as well as potential clients. They should also be aware of other new technology--for example, microcomputers and the software developed for them--that can help to strengthen aspects of program management such as planning, logistics, financial management, evaluation, and others.

This project will involve and draw on the resources of existing LDC institutions (e.g. ESAMI, IIM, AIM, PROFAMILIA in Colombia and others), training institutions, and public health or public administration programs. A specific emphasis on improving the capability of LDC country and regional institutions to provide leadership and management training is beyond the scope of this project. It is expected, however, that LDC centers will be strengthened by participating in the project, through the knowledge they gain of new management training techniques and methods, and the experience of conducting new training courses in this area. Further, the participation of these institutions in project training, technical assistance and materials development will help to strengthen the network of family planning managers and management training experts in the developing countries.

Project activities will also be closely coordinated with and draw on the resources of other related projects. For example, programs developed through the RAPID project, contraceptive prevalence survey data, and the financial management system developed by IPPF/WHR are relevant to the leadership and management training supported by this project.

It is likely that the need to improve the management of population and family planning programs will continue beyond the five-year span of this project. Further support for management training may be warranted for some time after that. Mid-term and final project evaluation teams will give special consideration to whether training support is still needed and, if so, what types and sources would be most useful.

### C. ACTIVITIES

This project includes four components: planning/assessment, training, follow up/technical assistance, and materials development. Project activities are intended to produce a cadre of family planning program leaders and managers who possess the following:

- o The ability to define and communicate program objectives;
- o The ability to assess the contribution each program activity makes to the achievement of those objectives;
- o The ability to identify poor utilization of resources;
- o The behavioral skills to implement needed management changes;
- o Technical competence in their respective management areas.

A special effort will be made in this project to ensure that women are included where appropriate among the potential future leaders and mid- to senior-level managers who receive training. Participation in upper-level training opportunities such as these can help women to gain greater access to and control over development resources. It can help them to become contributors to and agents of economic development as well as its beneficiaries.<sup>1</sup>

Because the need to strengthen family planning program management exists worldwide, assistance from this project will be available to countries in each region. The percentage of project resources to be devoted to each region varies, however, according to the number of countries in the region, the extent of management training needs and the availability of support for management training through bilateral or regional projects. It is estimated that project resources will be allocated approximately as follows:

Africa	40%
Asia	25%
Near East	15%
Latin America	20%

However, these percentages are only estimates, and may change as program needs change. It may be, for example, that priority training needs in Asia and Latin America would absorb up to 35 percent and 30 percent, respectively, of project resources; alternatively, the needs for training leaders and managers of the relatively new programs in Africa may require more than 40 percent of project funds. A list of countries in which project assistance may be provided is included in Appendix 1.

This project has been designed to address IDC management training needs systematically, in order both to meet the most pressing needs for assistance and to avoid spreading project resources too thin. Program managers from 50 or more countries may receive some type of assistance through the project--such as participating in a regional or interregional training activity, or receiving project support to attend an existing training course. For the most part, however, project resources will be concentrated on programs in approximately 25-30 countries. The project will focus on training enough individuals within each organization to have a real impact on program management.

The activities of this project focus on training family planning leaders and managers to function effectively in the specific positions to which they are assigned in their organization, and to cope with the special challenges that the organization confronts. The training will ordinarily be preceded by planning/assessment to identify the specific management training needs of the program and plan how to meet them through this or other projects. In order to maximize the effects of the training, it will be followed by technical assistance at selected intervals to assist former trainees in utilizing their newly acquired knowledge and skills. Teaching materials developed in the project will also be produced in a form that enables them to be broadly useful to other governmental and nongovernmental organizations in training family planning program leaders and managers.

A detailed description of each component of the project follows.

#### 1. Planning and Assessment

Planning and assessment activities in this project will receive approximately 7.2 percent of total project funds. It is important to stress that planning and assessment are intended as tools to further the development of other project components as quickly as possible. They are not ends in themselves, and they will not absorb a large amount of project staff or consultant effort.

Two types of activities will be carried out under this component of the project.

a. Assessment of institutions. Training institutions in the U.S. and host countries will be identified, assessed, and ultimately selected for their ability to contribute to the project. It is projected that the contractor may visit 35-40 host country centers, over the life of the project. However, activities in the first year or two of the project will concentrate on 10-12 major regional training institutions. Regardless of the level of the institution, U.S., regional, or host country, a three-step process is envisioned:

- 1.) Cataloging of existing institutions and their current programs.
- 2.) Review of reports and evaluations that address the nature and quality of programs offered.
- 3.) Selection of potential collaborating institutions and on-site evaluation of the commitment and capacity of each to contribute to the project.

It is expected that at least one well qualified institution can be found in each AID region to collaborate in the regional seminars. Among the possibilities are, for example, IESA and PROFAMILIA in Latin America, CAFS and ESAMI in Africa, and AIM and ICOMP in Asia. In many countries, national institutions also exist which can participate in country-level activities. (A recent World Bank report, for instance, comments that "Virtually all African countries now have their own facilities for training in public management and administration," although many of these schools are in the process of assessing the appropriateness of their methods and curricula.<sup>2</sup>) Since many participating countries may not have educational centers that can fully collaborate in the project, the primary contractor and/or the regional institution may provide substantial assistance in organizing and conducting the training.

b. Identification of training needs of program leaders and managers. The first step in putting the training programs together is to ascertain the most acute and prevalent management problems that are amenable to solution through training. At the request of the host country or the AID Mission, the contractor will carry out planning and assessment visits to the countries in which the project works for the purposes of identifying management training needs, developing a training plan, and orienting the training content. The focus of these visits will be on gathering the information needed to plan project activities that are firmly grounded in reality, rather than on conducting lengthy and in-depth analysis. However, in-depth studies may be undertaken in countries where one or more of the following conditions exist:

- There is little information on the program and its management.
- The program provides especially rich opportunities for development of training materials.
- A Mission has requested a management training assessment of the national program.

These on-site assessments will be supplemented, where feasible, through review of existing management assessment reports and interviews with the authors of those reports. (The interviews are needed as few of the reports were prepared with training in mind.) Information may also be provided by Mission personnel, other contractors and other sources. In cases where the A.I.D. regional bureau and the Mission feel that assessments are not necessary, the Mission may be willing to survey local organizations quickly to ascertain their interest and needs.

Planning/assessment visits will normally be conducted by two-or-three person teams, representing the contractor and, wherever possible, a regional or host country training center. These will not be exhaustive studies, but rather, will be conducted within two to four person-weeks or less.

In some cases, management training needs may be clear enough to enable the contractor and host country personnel to plan initial training activities, especially at the regional or interregional level, without assessing training needs in every participating country. When a program of training and follow-up activities within a country is anticipated, however, it will usually be advisable for the contractor to carry out planning and assessment visits.

An important function of planning/assessment visits may be to create an awareness among program leaders and managers of the management problems that exist in their programs, and the role that this project can play in helping to address them. While managers in some countries (particularly in Latin America) may already understand their management problems and training needs clearly, in other countries (e.g. in Asia or the Near East), the project may need to stimulate interest in addressing management problems as well as assist in defining how training can help to resolve them.

Planning/assessment visits will be carried out during the first three to four years of the project, at an average of eight to ten visits per year. They will ordinarily be undertaken when a country begins to participate in project activities, although not every participating country will receive an assessment visit. They may also be undertaken at the request of the AID Mission or host country program where the actual training of program leaders and managers is expected to be supported by another source (e.g. the host government, the AID Mission or another donor.)

The choice of countries to receive planning and assessment visits each year will be based on requests from host countries, AID Missions, AID regional bureaus and S&T/POP/IT.

## 2. Training

Training is the central feature of this project. It will be provided through the project for current program leaders, future program leaders and mid-level to upper-level managers. Project activities related to each are described below.

a. Program leaders. It is critically important to have good leadership and management ability at senior levels of family planning programs. Program directors need a firm knowledge of both the program itself, and the environment in which it operates; and they need the knowledge and skills to work effectively in both settings. Specific training interventions can facilitate the development of effective leadership skills and abilities by addressing problems common to this level of leadership and alternative interventions and solutions.

Persons eligible for this training will include principally the directors of public or private population/family planning programs. In other cases, the prospective trainee, while not a program director, may occupy a position that could make him or her an important spokesperson on population issues (e.g. national planning or budgeting office, independent and prestigious study group.) The project will offer them two types of training.

1.) Short-term seminars/workshops (leadership forums), generally one to three weeks in length, which will focus on the following:

a) The policy and resource arena in which the programs operate. This will include alternative approaches to mobilizing resources, and methods for generating support for policies appropriate to the demographic problems and development aspirations of the country in which the program operates.

b) A broadened perspective on the role of family planning in national development. This will include the contribution that family planning can make to national development and the contribution other sectors can make in the pursuit of population goals.

c) Strategic management. The senior managers design or endorse the strategies and operating policies of an organization. This normally involves determining recipient groups, broad areas of activity, and performance guides. The training will emphasize the need to continually re-evaluate immediate goals against the broad purposes of the family planning/population effort, and, similarly, to assess the contribution each activity makes to attaining the program's goals. The following themes may be included: environmental assessment, alternative service delivery strategies, utilizing supervision systems, evaluating resource utilization, goal setting, implementing changes, and using new technology to improve overall management.

d) Coordination of multi-donor resources. As the growth of national population programs outstrips external assistance, directors must adopt different approaches to project design and support. Training

offered under this project will address questions such as: the need to insulate important on-going activities from sudden changes in donor priorities; building in safeguards (flexibility to re-allocate some donor resources, long term contractual arrangements, contingency reserves, etc.), when complementing activities are supported by different donors, to ensure the survival of the project; working with donors in the development of commonly accepted reporting requirements, output measures, and financial control systems to reduce the administrative burden borne by the program; and developing coordinated long term plans with donors, taking into account the priorities and support availabilities of each.

These training courses for program leaders will most often be held regionally. However, there may be occasions on which it is more useful to include participants from more than one region, or to hold courses in the U.S. Where possible, the contractor for this project will involve and assist LDC management training institutions to conduct these training activities for program leaders.

2) Study/Observation Trips, generally up to two months in length, to acquaint program leaders with innovative and particularly effective ways of dealing with program leadership and management issues. These trips may be taken to countries both within and outside the region.

b. Future program leaders. There is an element of risk in identifying tomorrow's leaders but experience suggests that AID has done well in selecting candidates for training who subsequently move into positions of increased responsibility. (AID-sponsored trainees in the Indonesian family planning program appear to be a case in point.) The training that will be provided to the future leaders contains all of the elements provided the current leaders, as described above, but given the greater amount of time they can be absent from their programs, it can cover both more areas and each area in greater depth. In general terms the training should provide:

- A broadened perspective on population problems and their impact on national development.
- An in-depth understanding of the issues in public sector or non-profit management, and an understanding of the role of the private sector.
- The ability to recognize management problems and design and implement corrective actions.

The contractor for this project will organize four types of training for future program leaders:

1) Long-term U.S.-based training, generally six months to one year in length, at U.S. universities and other organizations. A few carefully selected individuals may receive this training in order to obtain broad perspective on population problems, and understanding of family planning program management and direction. Some of this training may be in degree or certificate programs; an individual's chances of promotion to and success in a leadership position are often better if he or she has a degree or certificate that is a recognized credential of academic accomplishment. Further, the importance of training in the U.S. has recently been stressed by the Kissinger Commission (for Latin America) and others.

Among the formal training programs that will be considered are graduate degree programs in public policy, public administration or management, and public health. In cases where existing academic programs fail to meet the job requirements of the candidate(s), educational institutions will be asked to develop special programs of management study. The contractor for the project will work with universities and public and private organizations to design a program of studies that is tailor-made to meet the needs of each trainee in his or her current and projected position, and to supplement existing knowledge and skills.

It is planned that approximately 30 individuals will participate in training for a full academic year (nine months) or longer; and that approximately 40 will participate in short courses (three or four months). (If funds permit, more than 30 long-term and 40 short-term trainees may be supported under this project.) Those who are considered for graduate programs in the U.S. must be academically qualified and meet the standard English competence requirements. (The project budget includes funds for English language training for selected trainees.)

2) Internships or fellowships at U.S. or LDC family planning organizations or projects. Individuals in LDC's who have prior work experience in foreign research centers are likely to bring a continuing flow of new ideas into their organizations, and to develop a useful international network of professional contacts. There is also a widespread belief, especially in Africa, that on-the-job training may be an effective approach for training managers.<sup>3</sup>

The project will attempt to place family planning program officials in jobs in ongoing programs, research centers and innovative projects for periods of approximately six months. The institutions accepting these interns may be in other LDCs as well as in the U.S. It is recognized that this placement is a difficult process: receiving institutions will need competent individuals; the job shift will entail temporary disruption for the family planning manager; work permits, visas, and the like may have to be handled; and so on. The project will undertake these placements on an experimental basis; while the principle behind them is widely accepted, conducting them on an institutionalized basis may be considerably more difficult. For planning purposes, a total of eight internships is projected. Additional internships may be arranged if sites are available.

3) Short-term regional seminars which address issues similar to those identified for current program leaders. These may be held together with seminars for current program leaders. In addition, these seminars can address problems related to and methods for implementing organizational change. Such problem-oriented seminars may be particularly beneficial to individuals who have recently returned from longer-term academic training.

4) Study/observation trips, within or outside the region, similar to those to be arranged for program leaders.

c. Mid-level and Upper-level (Operational/Technical) Managers. Operational managers, whether mid-level or upper-level, require certain knowledge and skills in order to discharge their responsibilities. Specific types of training are included in this project to address these needs and to facilitate implementation of newly acquired management concepts by the current program leaders. The training for operational managers covered by this project includes the following:

1.) Short-term workshops on regional or country-specific management problems. These workshops might address topics such as plateauing contraceptive prevalence rates, community outreach programs, etc. Workshops on a national level would be designed to impart information on what the problems are as well as to impart knowledge and skills needed to deal with them. Workshops on a regional level would address broader problems. Existing software (for example, the TARGETS model developed through the RAPID project) may be particularly useful in both regional and country-level workshops.

An important topic for such workshops, for both senior and mid-level managers, is likely to be the role of management. This is such a pervasive issue that it may deserve separate attention. The need for such training stems from the common complaint among observers of population programs that few officials understand the role of management; there is often a tendency to equate it with clerical routines. Consequently, the elements of leadership, entrepreneurship, goal setting, risk taking, evaluation, and problem solving are often absent in positions and in programs where they are most needed.

To help program managers redefine their role and responsibilities, training will be given on the functions and responsibilities of the proactive manager. This training will include elements on the sources of influence the manager has, the incentives at his or her disposal, effective communication of program priorities, identification of poor utilization of resources, the relation between activities and objectives, and implementation of changes. If this problem is as widespread as expected, the training will be conducted at both the regional and country level and, because of the centrality of the issue, may precede other types of training for operational and technical managers.

For managers of highly routinized management functions (i.e., accounting, supply), short courses in the operation of existing or modified systems may be conducted on the country or regional level. Courses may also be conducted on single management areas, such as supervision, budgeting, evaluation, etc. Training for mid- and upper-level managers on the use of relevant new technology (e.g. microcomputers) in program management is also likely to be important.

2.) Long-term training in specific technical areas. Such training is included to remedy the lack of specific technical expertise (e.g. in planning, communications, research skills) in a program when that lack is judged to adversely affect the management of the program. This training is reserved for exceptional situations. It would most commonly be conducted at U.S. universities or other equivalent institutions.

3.) Study/observation trips similar to those arranged for program leaders and future leaders.

d. Management Team. The foregoing sections address the training needs of the individual leaders or managers. There are additional training needs which are a function of the complex management situation of an organization. Many, if not most, management problems cut across several organizational units and resolution of those problems requires a coordinated effort by all of the relevant units. For example, dealing with plateauing contraceptive prevalence rates may require a redirection of the activities of IEC, field supervision, supply, and the creation of a new delivery mechanism.

Training, to be effective, must impart a shared perception of the problem to the managers involved and foster a commitment to a course of action; this is often referred to as training the "management team." The project will provide such training on the country and regional levels for management teams to address management problems identified by the project staff and host country organizations. Attendees at problem-centered workshops will be those managers who control enough of the elements of a situation that, through concerted action, they can affect it. As an illustration, if the problem under study is deficient management information, the relevant management team might be comprised of the user of the data (the director of operations), the official who manipulates the data (the chief of the statistical department), and a representative of the suppliers of raw data (perhaps the clinics' supervisor). The project activities geared to the management team include the following:

1.) Problem-oriented workshops on the country or regional level. At the country level, workshops will be conducted on specific problems which must be addressed in a unique context. It is envisioned that the participants will be senior managers (i.e., division chiefs) in order that the workshops can lead to commitments to specific courses of action as a result of exploring the problems. Where common and acute problems are found across programs, the management teams (those individuals from each program who control elements relevant to the solution of the problem) will be brought together in regional workshops.

2.) Implementation workshops to assist senior managers in training their subordinates in the skills needed by these less senior managers to implement actions that grow out of the problem-oriented training. An example would be to train accounting personnel in the use of an improved budget control system. Another example could be drawn for a decentralization project: the training would prepare province level officials to absorb new responsibilities; additionally, central office staff might benefit from a workshop on the nature of the new relationships. These workshops will ordinarily be conducted at the country and organization level.

3) Training in problem diagnosis and prescription at the country level. In a few countries, contractor staff and consultants will work with team or group of managers over a period of time in a training experience which incorporates hands-on, in-the-field diagnosis of management problems, development of proposed solutions (some, but not all of which might require training in management), and actual implementation of management changes. These training activities would address the critical need for managers to learn how to identify management constraints systematically, and deal with the real world realities of implementing changes. Because such training is labor-intensive and lengthy, however, and not needed in every region, it will be tried out in only about five countries. In these cases, particular efforts will be made to draw in resources from other projects (for example operations research and management technical assistance) to carry out the training activities.

### 3. Follow up/Technical Assistance

The effectiveness of training is improved when it is reinforced with follow-up, including technical assistance. The trainee needs to receive support and assistance in his or own work situation to put newly learned skills to use, to carry out planned management improvements, and to overcome seemingly intractable obstacles in the system.

Contractor staff or consultants, or both, will make follow up visits to most trainees who are program leaders or future leaders, as well as to selected operational/technical managers. The purpose of the visits will be to advise and assist the trainees, as needed, in applying their new management skills to the specific problems they face. These visits will most likely be brief (one to three days), and will be made within three months of the time the training ends.

Short-term technical assistance (generally up to two months) will also be available where that assistance is needed to carry out projects that have grown out of project-supported training, and where project staff or consultants are the most appropriate or acceptable sources of such assistance. In addition, technical assistance may be made available under this project to Missions, host governments and private host country organizations to design, carry out or follow up family planning management training that is funded under bilateral or other sources.

Training is only one of several possible approaches to management development. Other approaches may be more appropriate in particular situations, such as when systems design or one-on-one consulting is needed. In situations like these, the project will attempt to direct program officials to other sources of support such as technical assistance and operations research projects. In any case, in the course of the training provided through this project, trainees and host-country institutions involved will be made aware of other available resources and will be assisted in contacting them as needed.

### 4. Materials and Course Development

Materials and course development over the life of the project are the fourth component of the project. Although materials and course development are inherent parts of any training project, they are specifically identified as a component of this project as they have broad potential applicability beyond the activities of this particular project.

So that the benefits of the management training might be multiplied beyond the scope and duration of this project, the contractor will develop a minimum of four training packages on specific management issues. Each package will contain a management training curriculum, a trainer's guide and participants' materials developed specifically for this project. Among the participants' materials, there will be approximately 20 teaching cases, illustrating a range of family planning programs in various geographic, cultural and urban/rural settings, and of various sizes and complexities. Participants' materials will also include situational or behavioral exercises (e.g., interpersonal skills needed in staff management) as well as quantitative exercises (e.g., computing prevalence rates or setting targets for numbers of acceptors). A minimum of ten exercises will be produced over the life of the project.

Course development includes organization of individual programs of studies, curriculum design, development of training materials and preparation of instructors. The requirements will vary depending on the training activity being conducted. Training for leaders and future leaders, especially long-term training and study/observation tours, will require the contractor to design a program of studies (or set of executive development experiences) that are specifically tailored to the needs of the individual trainee. In regional and country training activities for managers, materials and training approaches will require the active involvement of the trainees in the learning process. Examples of such materials are teaching cases (as distinct from case studies which contain the analysis and recommendations), in-basket exercises, role plays, simulations, and laboratory exercises to develop basic understanding of the quantitative calculations involved in programs (e.g. calculations of couple years of protection, demand forecasting, etc.) Teaching cases and exercises produced within this project will be utilized to the maximum extent possible in training courses funded within this project. Relevant software packages that have already been developed through other projects will also be important teaching materials. State-of-the-art management training methods will be emphasized to the maximum extent possible in developing teaching cases and exercises. All training materials used in regional and country-level training activities conducted under this project will be appropriate and relevant to the particular problems the trainees encounter. To maximize their usefulness, approximately one-third of the teaching cases used in a training course will be drawn from the particular region where the training is presented. Course design will be sensitive to the stage of development of the participating programs, their resource base, and the presence of other management development inputs.

In addition to the materials developed specifically for the project, funds are available for the contractor to identify, assemble and distribute to training participants a collection of relevant, existing management resources.

This collection will be modest in size but carefully selected for relevance and practicality. Resources may include case studies, handbooks and checklists for managers, at least two reference works on family planning management and one on management in general, planning tools and an up-to-date annotated list of relevant management and family planning management materials, organizations, journals and newsletters. (This may have to be created for the project or at least updated).

## 5. Evaluation

Evaluations of project activities will be carried out throughout the project. They will be designed to provide information that will both help to improve the process by which activities are conducted, and enable an assessment of their effectiveness in achieving project objectives.

Evaluations may be carried out by the contractor, specific subcontractors host government and private LDC organizations involved in the project/activities, and other A.I.D.-funded contractors involved in relevant research or evaluation. (Project evaluations by AID/W staff and external evaluation teams are discussed separately in Section VI of this paper.) The evaluations will focus on training, which is the major component of the project.

Because evaluating training programs is both difficult and important, the contractor will work with A.I.D. technical staff, from the beginning of the project, to develop evaluation and follow-up systems. These will gather information about the process of organizing and conducting project activities (e.g. selection of trainees, content and presentation of courses, venue, timing of follow-up assistance, etc.); as well as the impact of those activities on program management and program success.

Within the first six months of the project, the contractor will develop the specific evaluation plans, including the type of data needed and the procedures to be followed, in conjunction with AID. In general, however, it is expected that the contractor will collect and analyze cost data and administrative data, including data on characteristics of participants. This will enable the contractor to monitor the training process and the follow up/technical assistance activities. Assistance from other sources, such as the S&T/POP-funded operations research project, may be sought in evaluating the impact of the project on measures of improved service delivery and program success, such as client satisfaction, acceptor rates and prevalence rates.

6. Numbers of Activities

The table below presents the number of project activities of each type that are planned over the life of the project, and the estimated numbers of trainees that are expected to participate in each.

<u>Type of Activity</u>	<u>Estimated Number of Trainees</u>	<u>Other</u>
a. <u>Planning &amp; Assessments</u>		36 visits-internat'l 3 visits-domestic
b. <u>Training</u>		
1.) U.S.: Long-term	40 (30: future leaders 10: technical)	total of 65 <u>years</u> of long-term training (some training will be for more than one year)
Short-term Internships	48 8	
2.) Regional workshops/ seminars		
Leaders	116	6 seminars
Future Leaders	120	6 seminars
Managers	170	6 seminars
Existing Courses (for managers)	100	-
3.) In-country workshops/ seminars	1,125	50 workshops
4.) Study/observation trips	120	40 trips
c. <u>Follow up/Technical Assistance</u>		25 visits (2-3 countries per visit)
d. <u>Materials Development</u>		24 teaching cases 10 teaching exercises
Total	1,847	

#### IV. COST ESTIMATE AND FINANCIAL PLAN

It is estimated that over the next five years a total of \$18,679,000 including \$14,249,250 in A.I.D. central population and health funds, and \$4,419,750 in other buy-ins (e.g., regional bureau and bilateral additions) will be required to fund this project.

In order to provide coordination, effective management, and maximum flexibility, the principal source of funding for this program will be A.I.D. central S&T/POP funding (an average of 75% of the projected budget). The financial plan is flexible enough to allow for inputs from other sectoral, regional or country accounts. This maximizes the project's capacity to meet management training requirements when S&T/POP funds are limited. Experience with other central training projects has demonstrated that such flexibility was critical when central funds decreased in availability, contractor funds had been programmed and obligated to specific projects, and additional important training needs and opportunities emerged.

The estimated geographic distribution of project funds is:

Africa	40%
Asia	25%
Near East	15%
Latin America	20%
Total	100%

This distribution reflects the greater need for centrally funded project support in the Africa region based on the limited number of bilateral projects, Agency emphasis on the region and the increasing interest of African countries in population and family planning programs. The smaller number of countries as well as a high proportion of bilateral projects in the Near East and Asia regions indicate a lesser percentage of total project funds to be allocated to each region. Twenty percent of total project funds will be allocated to the Latin America region, where LAC Missions may buy-in. There are also opportunities for training in LAC institutions such as Profamilia Colombia and INCAE. While mission add-ons and other monies are anticipated, these would not be equally distributed among the regions. Therefore, only central S&T/POP monies -- \$14,259,250 -- are reflected in the above distribution.

The following tables show the distribution of these monies as follows:

Table 1: Projections of Obligations by Project Year

Table 2: Costing of Project Outputs/Inputs

TABLE 1  
PROJECTIONS OF OBLIGATIONS BY PROJECT YEAR  
 (U.S. \$000)

Project Element	Project Years					Total
	Year 1	Year 2	Year 3	Year 4	Year 5	
<u>A. Contractor Costs</u>						
Salaries	392	392	392	392	392	1960
Overhead	392	392	392	392	392	1960
Consultants	69	151	170	154	116	660
Fringe Benefits	98	98	98	98	98	490
Travel, Per Diem	101.5	217	264.5	271	240	1094
Other Direct Costs	12	12	12	12	12	60
Subtotal	1064.5	1262	1328.5	1319	1250	6224
<u>B. Technical Assistance</u>	92	141	159	153	88	633
<u>C. Training Costs</u>						
Participants						
U.S.	250	865	965	670	350	3100
Regional	310	675	845	915	745	3490
Country Workshops	---	300	550	700	700	2250
<u>D. Materials Development</u> (includes production, testing, distribution)	67	100	89	63	50	369
<u>E. Coordination</u> <u>Meetings</u>	10	20	20	10	10	70
Subtotal	729	2101	2628	2511	1943	9912
TOTAL	1793.5	3363	3956.5	3830	3193	16136
Inflation (50%)	----	90	173	216	212	691
Fee 100%	179	345	416	408	344	1692
<u>External</u> <u>Evaluations*</u>	--	--	80	--	80	160
GRAND TOTAL	1972.5	3798	4625.5	4454	3829	18679

\* Funds in this line item will be reserved for external evaluations.

3/12/85; revised 3/25/85

TABLE 2  
COSTING OF PROJECT OUTPUTS/INPUTS  
(In U.S. \$000s)

<u>Project</u> <u>Inputs</u>	<u>Project Outputs</u>				TOTAL
	Planning/Assessment	Training	Follow-up/TA	Materials Development	
Salaries	280	1192	325	163	1960
Overhead	280	1192	325	163	1960
Consultants		522.5		137.5	660
Fringe Benefit	70	298	81	41	490
Travel, Per Diem	19	967	7	101	1094
Other Direct Costs	9	36	12	3	60
SUBTOTAL	658	4207.5	750	608.5	6224
Technical Assistance	414		219		633
Participant Costs					
U.S.		3100			3100
Regional		3490			3490
Country Workshops		2250			2250
Materials		95		274	369
Coordination Meetings	17.5	17.5	17.5	17.5	70
SUBTOTAL	431.5	8952.5	236.5	291.5	9912
TOTAL	1089.5	13160	986.5	900	16136
Inflation Factor	96	433	128	34	691
Fixed Fee (10%)	119	1368	111	94	1692
External Evaluations	40	40	40	40	160
GRAND TOTAL	1344.5	15001	1265.5	1068	18679

251

## Budget Notes

1. Travel was calculated at an estimated \$3,000 per international trip.
2. Per Diem was calculated at an estimated \$100 per day.
3. Consultant costs were calculated at an estimated \$250 per day.
4. Staff salaries were calculated at the grade and number described in the project paper.
5. Overhead was based on 100% of salaries.
6. Fee was calculated on 25% of salaries.
7. Training costs were estimated as follows:
  - U.S. long term: \$35,000 per year of schooling
  - U.S. short term including internships: \$15,000 per participant
  
  - Regional: \$5,000 per participant
  - Study/Observation Trip: \$8,000 per participant
  
  - Country Workshops: \$50,000 per workshop
9. Materials Development:
  - Teaching cases: \$10,000 per case (exclusive of technical assistance)
  - Teaching exercises: \$4,000 per exercise (exclusive of technical assistance)

3/12/85; revised 3/25/85

## V. IMPLEMENTATION

This project will be carried out through contractual agreement with a U.S. organization which will be responsible for carrying out project activities worldwide. The implementation responsibilities of the contractor and A.I.D. are described in this section.

### A. A.I.D. MANAGEMENT

Primary technical and administrative responsibility will rest with the Information and Training Division, Office of Population (ST/POP/IT). The A.I.D. cognizant technical officer (CTO) will provide the Contractor with overall technical guidance and ensure that project implementation is consistent with the design set forth in this Project Paper. The CTO will undertake appropriate coordination with other offices in the Agency such as ST/POP/FPSD, ST/POP/CPSD, ST/POP/R, ST/POP/PPD, SER/CM/COD, the Regional Bureaus and A.I.D. Missions. The CTO will arrange for appropriate mission clearances for proposed activities.

The CTO will exercise a variety of functions in the implementation of the project including:

1. Participation along with the contractor, A.I.D. Regional Bureau staff, and A.I.D. missions in the selection of countries and training participants for services described in this project paper.
2. Collaborative involvement in the development of an annual workplan which describes the specific activities to be carried out under the contract.
3. Approval of all activities carried out under this agreement including strategies, protocols, reporting formats, subcontracts, consultancies and international travel.
4. Participation in site visits and evaluations to review program progress and future strategy.

### B. CONTRACTOR

The technical and managerial resources of a contractor will be obtained competitively in accordance with A.I.D. regulations to carry out project activities. The contractor will carry out planning and needs assessments specific to the project workscope; implement or arrange for training activities; conduct follow up and technical assistance visits; and develop management and leadership training materials. It is anticipated that the contractor will carry out directly about 60 percent of the technical activities and subcontract for the remainder.

Because this project deals with highly complex problems in the direction and management of LDC population/family planning programs, the prime contractor for the project will possess in-house expertise and demonstrated competence in a range of areas. Among these are, for example, current knowledge in the management field and its application to public and private sector development programs; executive and management training and organizational development; family planning program design and management; and preparation, implementation

and evaluation of international training activities. In order to meet the needs of senior LDC personnel involved in this project, contractor staff will also have expertise in dealing with broad program strategy and resource allocation questions related to LDC programs. Further, the contractor will have expertise in carrying out analyses and providing technical assistance to a range of public and private organizations in the developing countries; will be able to respond quickly to requests for assistance; and will have access on a quick-response basis to expertise in specialized sub-fields of management.

### 1. Contractor Staff

Estimated staff requirements by staff grade and time on project follow.

<u>Professional</u>	<u>Approximate GS Level</u>	<u>Full-Time Equivalents</u>
Project Director	15	100%, 60 pm
Deputy Director	14-15	100%, 60 pm
Regional and Technical Officers	12-14	400%, 240 pm
Administrative Assistant	9-14	100%, 60 pm
Research Associate	11	100%, 60 pm
Non-Professional		
Secretaries (2)	7	200%, 120 pm
Clerk-Typist (3)	6	300%, 180 pm

The contractor must have the facilities necessary to carry out the program described, e.g. access to computer facilities, communications and mailing systems, printing facilities, etc. Project funds will not be available for capital purchases, renovation of facilities, construction, etc.

### 2. Contractor Services

The contractor will have overall responsibility for the planning, implementation, evaluation and coordination of project activities throughout the world. Under the guidance of S&T/POP, and in close collaboration with bureau representatives and A.I.D. missions (where they exist), the contractor will:

- a. assess country-specific and regional family planning management and leadership needs with particular attention to those amenable to improvement through training intervention;
- b. identify host country, regional and U.S. training institutions and agencies which are capable of addressing the identified needs;
- c. provide technical materials and technical and financial assistance for implementing management and leadership training activities;
- d. provide follow up and technical assistance to trainees;
- e. collect relevant data for evaluating the results of project efforts in accordance with criteria established in collaboration with host countries and A.I.D.;

- f. procure, as necessary, and monitor the assistance provided by subcontractors;
- g. coordinate assistance with other A.I.D. contractors and assistance being provided by other donor agencies;
- h. process U.S.-based and regional participant trainees according to regulations in A.I.D. Handbook 10 including the coordination of reporting procedures with the S&T/Office of International Training.

A list of contractor capabilities is included in Appendix 2.

It is expected that contractor staff and consultants will assume principal direct responsibility for the planning and assessment component of the project. They will also be directly involved in organizing and conducting regional and host-country training activities and much of the follow up/technical assistance work. Among the project activities that might be suitable for subcontracting are materials development; some regional and country training (when existing LDC institutions are interested in and prepared to conduct it); management training in specific areas (for example, accounting or supply); and some follow up/technical assistance.

#### C. COORDINATION WITH OTHER POPULATION PROJECTS

The contractor will coordinate with other S&T/POP-funded projects, especially those concerned with various aspects of family planning program management. Such coordination and collaboration should help to ensure that their respective activities complement each other. To further coordination and collaboration, the contractor will organize and conduct meetings at least annually of the various cooperating agencies and A.I.D. staff involved with family planning program management. Funds have been allocated in the project budget for these meetings. The contractor will maintain close and regular coordination with other international donors and cooperating agencies including World Bank, UNFPA, Family Planning International Assistance (FPIA); the Pathfinder Fund, then new Family Planning Enterprise project, etc. to elicit nominees for training activities as well as to obtain information for needs assessments. The contractor will also coordinate project activities with relevant activities of policy development projects such as RAPID II, Development Law and Policy, and Private Sector Policy Initiatives.

#### D. IMPLEMENTATION SCHEDULE (FIVE YEARS)

- |  |                |
|--|----------------|
| 1. Authorization                                   | May 1985       |
| 2. PIO/T to SER/CM                                 | May 1985       |
| 3. RFP announced in CDB                            | June 1985      |
| 4. Award of contract                               | September 1985 |
| 5. ST/POP advises missions of project approval and |                |

- disseminates information regarding contractor and types of assistance available September-December 1985
6. Operations begin, start-up activities September-December 1985
  7. Development of Annual Workplan February 1986
  8. Needs assessments/baseline data collected and submitted.  
Includes:
    - a. collection and analysis of data on LDC training institutions, management studies, information on university training programs October 1985 - February 1986
    - b. assessments of host country management training needs, training institution capability October 1985-
  9. Nomination and Programming of trainees for U.S. training January 1986-
  10. Materials Development April 1986-
  11. Technical Assistance May 1986-
  12. Preparation for and conduct of regional seminars September 1986-
  13. Study/Observation Tours March 1987-
  14. Preparation for and conduct of country seminars March 1987-
  15. Update of annual workplan November 1986, 1987, 1988, 1989
  16. Semi-Annual Reports months thereafter April 1986 and every six months thereafter
  17. Management review by S&T/POP yearly
  18. External evaluations September - December 1987; January - March 1990

## E. REPORTS

The contractor shall submit reports as follows:

1. Semi-annual progress reports: These reports shall recapitulate major activities undertaken during the reporting period, a prospective on upcoming activities and any other matter to be determined in collaboration with A.I.D.
2. Trip Reports: A report for each A.I.D.-sponsored international travel shall be prepared after completion of the travel.
3. Report on Existing Programs: This report will summarize the contractor's assessment of the relevance to LDC family planning managers of existing programs offered by US universities, US-based training institutions, and LDC management training institutions. It will be prepared at the end of the first year of project activities.
4. Training Reports: A report will be completed on each major regional training activity sponsored by the contractor.
5. Evaluation Reports: Reports will be prepared on each project activity evaluation, including follow up or trainees.
6. Financial reports and vouchers: All financial reports and vouchers for payment and reporting of expenditures will conform to standard A.I.D. regulations and procedures.

## F. CONDITIONS AND COVENANTS

Agreements which may be negotiated under the project and executed by the Officer(s) to whom such authority is delegated, in accordance with A.I.D. regulations and Delegations of Authority, shall be subject to the following terms and conditions together with such other terms and conditions as A.I.D. may deem appropriate:

Source and Origin of Goods and Services

Each country where research, training, technical or other assistance takes place under this project shall be deemed to be a cooperating country of the purpose of permitting local cost financing. The sum of all purchase orders, contracts and subagreements for goods and services under each contract or subagreement in a cooperating country may be procured in the special free world category (Code 935) up to \$750,000 for the purpose of permitting local cost financing.

## VI. EVALUATION

Overall project evaluations will be conducted by AID/W (S&T/POP/IT) and external evaluation teams. There are three types of overall evaluations in this project.

1. Continuous monitoring and assessment by S&T/POP/IT. The cognizant technical officer (CTO) will closely monitor and evaluate the project on a continuing basis. Annual internal management reviews will also be held to consider project progress, issues and needed corrective actions.

2. Mid-term project evaluation. This evaluation, scheduled to take place in late 1987, will be conducted by an external evaluation team. Funds to finance this evaluation have been included in the project budget. (A.I.D. staff may or may not participate on the team.) The purpose of this evaluation is to examine project effectiveness and continuing needs for project assistance. The evaluation will provide guidance for mid-term correction and give an early indication of need for follow-on activities.

The mid-term evaluation will focus both on the process of project operations, and on the project's success in producing the planned outputs and achieving its purpose. For example, the evaluation team will consider the efficiency with which project actions occur--whether project staff is in place and well qualified; whether the project headquarters operates smoothly; whether planning and implementation of training programs take place on schedule, and whether they are responsive to Mission and host country needs and requests; whether consultants and sub-contractors are well-qualified for their tasks, and supplied in a timely manner; and whether the overall project implementation plan is realistic. The evaluation team will also examine progress toward achieving project outputs--developing and distributing a roster/assessment of existing management training programs; organizing and conducting appropriate long and short-term training that addresses management and leadership problems; providing follow-up and technical assistance as needed; and developing case studies and other training materials. Finally, the evaluation team will examine evidence which indicates whether the project has begun to achieve its purpose.

3. Final project evaluation. This evaluation, scheduled for early 1990, will also be conducted by an external evaluation team, with possible participation by A.I.D. staff. Funds for this evaluation are also included in the project budget.

The final evaluation team will examine the same questions as the mid-term evaluation team, but will concentrate on examining indicators that the project has achieved its purpose, and, to a lesser extent, quality, quantity and timeliness of planned project outputs. The final evaluation will make recommendations on changes in content, scope or focus for follow-on projects.

## Section II

### FOOTNOTES

<sup>1</sup>Bernard Berelson, "On Family Planning Communication," in Mass Communication and Motivation for Birth Control, ed. Donald Bogue (Chicago: University of Chicago Press, 1967).

<sup>2</sup>The World Bank, World Development Report 1983 (New York: Oxford University Press, 1983), p.41.

<sup>3</sup>James E. Austin, "The Management Bottleneck in Family Planning Programs," Studies in Family Planning 4 (December 1973):343.

<sup>4</sup>Jason L. Finkle, Gayl D. Ness and Ruth Simmons, "Management in Family Planning Programs: Literature, Concepts and Research Agenda," (Center for Population Planning, University of Michigan, June 8, 1984).

<sup>5</sup>Population Assistance: A.I.D. Policy Paper (AID/PPC, September 1982), p.10.

<sup>6</sup>A.I.D. Population Sector Strategy (March 1983), pp.3-6.

<sup>7</sup>Ibid., p.8

### Section III

#### FOOTNOTES

<sup>1</sup>A framework for considering the effect of women on the success of development projects, as well as the benefits women derive from those projects, is presented in "Women in Development: A Framework for Project Analysis," prepared by Catherine Overholt, Kathleen Cloud, Mary Baughman Anderson and James Austin (Harvard Institute for International Development, 1984).

<sup>2</sup>The World Bank, Accelerated Development in Sub-Saharan Africa: An Agenda for Action (Washington, DC: The World Bank, 1981), p.86.

<sup>3</sup>Ibid, pp.86-87

APPENDIX 1

ILLUSTRATIVE LIST OF COUNTRIES TO RECEIVE PROJECT ASSISTANCE

This listing (not in order of priority) suggests countries which may receive project assistance. The listing is illustrative only and may change over the life of the project.

Africa

Nigeria  
Kenya  
Zimbabwe  
Ghana  
Somalia  
Sudan  
Uganda  
Liberia  
Zaire  
Senegal  
Mali  
Cameroon  
Rwanda

Asia

Bangladesh  
Nepal  
Pakistan  
India  
Sri Lanka  
Philippines  
Thailand  
Indonesia

Latin America

Mexico  
Colombia  
Guatemala  
El Salvador  
Honduras  
Panama  
Dominican Republic  
Ecuador  
Peru  
Caribbean

Near East

Egypt  
Yemen  
Jordan  
Morocco  
Tunisia  
Turkey

## APPENDIX 2

### CONTRACTOR CAPABILITIES

This project will provide assistance to high-level officials and large-scale, multisectoral programs. The complexity of the project is suggested by, for example;

- o the involvement of both the public sector and the private sector in carrying out family planning programs;
- o the necessity of working with many different types and levels of personnel, both medical and non-medical, in implementing programs;
- o the difficult management issues involved in delivering services to dispersed, often isolated populations--issues which require improvement and coordination of efforts in logistics, communication, training and other areas;
- o the fact that decisions and actions on population/family planning programs are often taken at the national level, by the highest government leaders, and involve several ministries;
- o the need for program leadership and management that can deal competently both with broad strategic questions, and with specific, highly specialized areas of management.

The contractor for this project, therefore, must be competent in a wide range of development assistance areas. The contractor's expertise and capabilities must include, but not be limited to, the following:

1. A demonstrated ability to manage complex international projects, including management of sub-projects. The number of simultaneous activities taking place throughout this project will place heavy demands on the central administration of the project.
2. Designing, conducting and evaluating training activities in developing countries.
3. Technical expertise in providing a range of high-level management assistance to LDC programs, including organizational assessments, technical assistance and training for program executives and senior managers in both public and private sector organizations.
4. Development of management training materials for senior managers or executives of large developing country programs, and knowledge of existing executive/management training materials appropriate for family planning program officials.

## A2.2

5. Project staff with necessary technical qualifications and availability. This includes senior project staff with technical expertise and experience in management and training for population/family planning programs in developing countries and available to travel frequently and on short notice; and staff and consultants available and capable of conducting assessment, training and technical assistance activities in English, French and Spanish.
6. Demonstrated knowledge of state-of-the-art management and executive training techniques.
7. Expertise in evaluating large, complex, multisectoral management activities.
8. Thorough understanding of LDC family planning programs and management issues, in both the public sector and the private sector.
9. Ability to respond quickly to requests from A.I.D. and host countries for assistance in conducting assessments, designing and conducting training, and providing follow-up and technical assistance.
10. An international network of contacts with public and private sector management and population/family planning organizations in developing countries.
11. Broad general knowledge of academic and non-academic education and training programs suitable for LDC family planning program leaders and managers.
12. A history of cost-effective performance in development assistance projects.
13. An understanding of A.I.D. procedures and policies.
14. Experience in carrying out management assistance and training in at least two A.I.D. regions (Asia, Africa, Near East and Latin America/Caribbean).

**PROJECT DESIGN SUMMARY  
LOGICAL FRAMEWORK**

Life of Project:  
From FY 85 to FY 90  
Total U.S. Funding \$ 18,679  
Date Prepared: November 1984  
Revised: March 1985

Project Title & Number: Family Planning Management Training

Page 1

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS																
<p><b>Program or Sector Goal:</b> The broader objective to which this project contributes:</p> <ul style="list-style-type: none"> <li>--To enhance the freedom of individuals in LDCs to choose voluntarily the number and spacing of their children;</li> <li>--To encourage a population growth rate consistent with a country's goals for economic and social development.</li> </ul>	<p><b>Measures of Goal Achievement:</b></p> <ul style="list-style-type: none"> <li>--Increases in active family planning users over time;</li> <li>--Increases in time intervals between pregnancies;</li> <li>--Decline in fertility;</li> <li>--Decreases in population growth rate.</li> </ul>	<ul style="list-style-type: none"> <li>--WFS Data;</li> <li>--National census data;</li> <li>--Ministry of Planning, MOH data;</li> <li>--UN, IBRD, U.S. Census Bureau or other expert organization's analysis of indicators.</li> </ul>	<p><b>Assumptions for achieving goal targets:</b></p> <p>Governments and A.I.D. Missions continue to request assistance to strengthen public and private population and family planning program management;</p> <p>Improvement in management attitudes and skills of key personnel in public and private programs will result in more effective population and family planning activities which will, in turn, contribute to the economic and social development of these LDCs.</p>																
<p><b>Project Purpose:</b></p> <ul style="list-style-type: none"> <li>--To strengthen leadership and management of Government and private population/FP programs in LDCs by training senior and middle-level personnel;</li> </ul>	<p><b>Conditions that will indicate purpose has been achieved: End of project status.</b></p> <ul style="list-style-type: none"> <li>--FP Program targets met on schedule at or below cost, while maintaining or improving program quality;</li> <li>--Effective FP activities planned and implemented;</li> <li>--Improved access to FP services attributable to learned management practices of trainees;</li> <li>--Selected management problems resolved by trainees &amp; work units</li> </ul>	<ul style="list-style-type: none"> <li>--Baseline and follow-up surveys of knowledge, attitudes and practices of trainees;</li> <li>--Program evaluations;</li> <li>--Requests to donors for funding new FP initiatives and/or commitments of national funds;</li> <li>--Host country service statistics;</li> <li>--Contraceptive prevalence surveys;</li> <li>--A.I.D. mid-term and final project evaluations.</li> </ul>	<p><b>Assumptions for achieving purpose:</b></p> <ul style="list-style-type: none"> <li>--Notwithstanding cultural differences, education and training for senior and middle-level personnel can affect leadership potential and management performance;</li> <li>--Other operations research and technical assistance in management problems will be carried out to attempt to affect the environment in which personnel work.</li> </ul>																
<p><b>Outputs:</b></p> <ul style="list-style-type: none"> <li>--Comprehensive roster and assessment of U.S.-based and regional education/training - degree and short-term - in management;</li> <li>--Trained or retrained LDC personnel with greater individual capacity to lead a program and to address management issues and problems;</li> <li>--Follow-up to selected trainees and their work units to resolve practical management problems;</li> <li>--Program case studies and other materials developed or compiled for use</li> </ul>	<p><b>Magnitude of Outputs:</b></p> <ul style="list-style-type: none"> <li>--Management training roster/assessment sent to all USAIDs, PVOs and other organizations assisting population/FP programs;</li> <li>--Long-term training for an estimated 40 senior leaders/managers;</li> <li>--Short-term training (U.S., regional or host country) for an estimated 1,500 leaders and managers;</li> <li>--On-site follow-up and technical assistance to an estimated 30 LDC programs;</li> </ul>	<ul style="list-style-type: none"> <li>--Project Progress Reports to A.I.D.;</li> <li>--Acknowledgements of receipt and comments on roster/assessment;</li> <li>--Training assessments and follow-up by contractor or training institution;</li> <li>--Mailing list of current addresses, updated;</li> <li>--On-site trip reports;</li> <li>--Training materials received, approved, and distributed.</li> </ul>	<p><b>Assumptions for achieving outputs:</b></p> <ul style="list-style-type: none"> <li>--Governments and PVOs will nominate appropriate personnel with key leadership and management roles in population and family planning programs for training under this project; and will be supportive, subsequently, of follow-up technical assistance to graduates and will encourage graduates to employ the skills they have learned;</li> <li>--Cases, situational/behavioral</li> </ul>																
<p><b>Inputs:</b></p> <ul style="list-style-type: none"> <li>--S&amp;T/POP funds, plus regional bureau and Mission buy-ins;</li> <li>--Contractor, consultant, and sub-contractor technical expertise and administrative capability;</li> <li>--A.I.D./W technical monitoring and evaluation;</li> <li>--Existing management courses and materials.</li> </ul>	<p><b>Implementation Target (Type and Quantity)</b></p> <p>\$18.7 million of A.I.D. funding over five years along with ongoing project management and evaluation.</p> <p align="center">(\$ millions)</p> <table border="0"> <tr><td>Core Costs</td><td align="right">6.3</td></tr> <tr><td>Tech. Assistance</td><td align="right">.6</td></tr> <tr><td>Training</td><td align="right">8.8</td></tr> <tr><td>Materials Devl.</td><td align="right">.4</td></tr> <tr><td>Evaluation</td><td align="right">.2</td></tr> <tr><td>Fee</td><td align="right">1.7</td></tr> <tr><td>Inflation Factor</td><td align="right">-.7</td></tr> <tr><td><b>Total</b></td><td align="right"><b>18.7</b></td></tr> </table>	Core Costs	6.3	Tech. Assistance	.6	Training	8.8	Materials Devl.	.4	Evaluation	.2	Fee	1.7	Inflation Factor	-.7	<b>Total</b>	<b>18.7</b>	<p>Financial records and reports; Administrative files and reports; Vouchers; A.I.D. and contractor audits.</p>	<p><b>Assumptions for providing inputs:</b></p> <ul style="list-style-type: none"> <li>--A.I.D. will make available necessary funds for project implementation;</li> <li>--A contractor can be found with experience in management of training as well as substantive staff expertise in training design and methodology.</li> </ul>
Core Costs	6.3																		
Tech. Assistance	.6																		
Training	8.8																		
Materials Devl.	.4																		
Evaluation	.2																		
Fee	1.7																		
Inflation Factor	-.7																		
<b>Total</b>	<b>18.7</b>																		

**PROJECT DESIGN SUMMARY  
LOGICAL FRAMEWORK**

Life of Project:  
From FY 85 to FY 90  
Total U.S. Funding \$18,679  
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Page 2

Project Title & Number: Family Planning Management Training

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
Program or Sector Goal: The broader objective to which this project contributes:	A-1 Measures of Goal Achievement: B-1	C-1	D-1 Assumptions for achieving goal targets:
Project Purpose:	A-2 Conditions that will indicate purpose has been achieved: End of project status. B-2	C-2	D-2 Assumptions for achieving purpose:
Outputs: - continued from pg. 1.. in leadership and management training.	A-3 Magnitude of Outputs: B-3 --Region-specific training packages (four) including an estimated 20 teaching cases, 10 teaching exercises, and other relevant materials.	C-3	D-3 Assumptions for achieving outputs: exercises and quantitative exercises can be developed to illustrate realistic management improvements.
Inputs:	A-4 Implementation Target (Type and Quantity) B-4	C-4	D-4 Assumptions for providing inputs:

POPULATION SECTOR COUNCIL  
Minutes

Date and Place: April 11, 1985, 10:00 a.m.  
Room 809 SA-18

Participants: S&T/POP, S. Sinding, Act. Chm.  
LAC/DR, M. Brackett  
ASIA/TR, E. Muniak  
AFR/TR, L. Eicher  
NE/TECH, C. Johnson  
PPC/PDPR, K. Piepmeier (absent)

Observers: S&T/POP, A. Aarnes  
M. Schmidt

Exec. Secretary: S&T/HP, J. Shallcross *J*

Topic: Project 936-3039, Family Planning Management Training  
5 year Authorization, LOP funding \$18,679,000

Discussion: This project is designed to strengthen the direction and management of public and private LDC family planning programs by training senior and middle-level personnel. The focus is on upper and middle levels of program managers -- leaders, future leaders and current upper-middle level managers.

It encompasses short-term regional and interregional workshops, observations and study tours, internships and U.S. training. The project is closely coordinated with other S&T/POP projects, especially the family planning service delivery projects and other efforts to improve program management.

Project resources will be apportioned through four components: planning and assessment - 7.6%; training - 79.4%; technical assistance - 7.2%; materials - 5.8%.

S&T/POP would like to have a meeting with UNFPA and possibly the World Bank after the contractor is selected to talk about the structure of the project and maximum responsiveness. UNFPA may sponsor the meeting. S&T/POP will want Sector Council input for the agenda. Because the project is such an attractive vehicle for donor coordination, we would expect the IBRD and other donors to participate in needs assessments and identification of trainees. We also anticipate considerable Mission buy-in activity.

Concerns and suggestions of the Council included:

- Guidance to contractors should include the need to work with existing groups in-country.

- The issue of the S&T/POP mortgage. Sinding pointed out that with no new starts in FY 87, the significant increase this year and anticipated added FY 86 funds, no funding problems are expected.

- The importance of keeping some flexibility in estimated project resource allocations to each region. For example, project assistance to the Asia region may need to be increased above the 25% estimated because the demand for management training in Asian countries is expected to be very great.

- The level of sophistication in the various regions and the fact that hi-tech approaches which are appropriate for LAC and Asia are not useful in the African setting.

- The effectiveness of the study-tour concept.

- How to address the problem of the revolving trainee who moves from course to course without practicing his newly acquired skills in the LDC.

- The need to look for ways to reduce long-term training costs.

Action: Council strongly endorsed the project. M. Brackett and C. Johnson agreed to serve on the Technical Review Committee.

Topic: Inclusion of marketing questions on the Family Health/Demographic Surveys Project.

Discussion: LAC is interested in having four social marketing questions added to the core questionnaire of the Demographic Surveys project: brand, source, price, media.

Action: Sinding, Brackett and the project manager will meet to resolve this issue.

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A