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END OF PROJECT REPORT:  
SOCIAL SECTOR  
POLICY ANALYSIS

Volume One

Report and Appendices

Sponsored by the  
*Social Sector Policy Analysis Project*  
operated by the  
*Academy for Educational Development*  
for the  
*Agency for International Development*  
(G/R&D/ED)

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**Volume One**

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**December 31, 1993**

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## **I. PROJECT DESCRIPTION**

### **A. General Overview**

The Sector Policy Analysis project, with the Academy for Educational Development as its contractor and the Harvard Institute of International Development as its subcontractor, started in August, 1989. Its purpose was to support and inform the development of A.I.D.'s social sector policies of the then Program and Policy Coordination Bureau (PPC) and specifically the Office of Policy Development and Program Review, Sector Policy Division (PPC/PDPR/SP).

The project was to focus on the health, nutrition, population, and education sectors. It was intended to assist PDPR in keeping abreast of fast breaking issues by providing expert consultant services, preparing studies and reports, distributing their findings, and convening special issue meetings. The project specifically was to assist the Sector Policy Division in its analysis of the way in which cross-cutting policies of the Agency interact with sector policies and programs.

The Academy's project staff worked with the PDPR/SP staff to select areas of policy concern; to arrange opportunities for A.I.D. staff to meet with experts in these areas; to provide expert consultants to synthesize current research, experience, and data; and to produce appropriate print or graphic materials to make the findings available to others.

In 1991, two years after the project started, the Agency was restructured and the PPC Bureau became the Directorate for Policy. The SSPA project was moved to the Office of Education, Bureau for Research and Development. It then focussed more closely on education issues, although it maintained a strong cross-sectoral orientation. Conceived as a three-year project, it was extended for a year and then for an additional four months, ending finally on December 31, 1993.

## **B. Project Design**

As a project mechanism, SSPA is sufficiently unusual to warrant comment. The PDPR Office historically had been heavily dependent on external contractors and grantees to complete small tasks. PDPR, prior to the SSPA project, was required to execute a contract or grant for each task, an extremely time-consuming process. Because many policy issues were multi-sectoral, procurement often required a combination of funds from sectoral accounts with protracted negotiation among PPC offices and divisions. Seeking a more efficient mechanism, PDPR explored a number of different options, including an Indefinite Quantity Contract (IQC). The mechanism chosen was a Cost Contract. As described by the Federal Acquisition Regulation (FAR), a Cost Contract is a cost-reimbursement contract in which the contractor receives no fee. It is considered appropriate for research and development work, particularly with nonprofit educational institutions or other nonprofit organizations.

This type of contract was preferred over an IQC for many reasons. With an IQC, the task must be completed within 120 days, must get budget and consultant approval from the contracts office, cannot be developed as a sequence of activities, and A.I.D. may not request specific consultants. Further, an IQC procurement requires a formal amendment for any subsequent changes. The SSPA cost contract proved to be considerably more flexible in all these respects.

## **II. AN ASSESSMENT OF A MECHANISM**

In May, 1993 Consultant Mary Rauner assessed SSPA as a mechanism. The report is available as an SSPA document. It is titled *The Social Sector Policy Analysis Project: An Assessment of a Mechanism.*<sup>1</sup> She interviewed all A.I.D. staff who were involved with the

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<sup>1</sup> The appendices to this report are from the Assessment document and the Overview, Project Design, and Cross Sectoral Capacity sections draw heavily from the Rauner Assessment.

project and other selected social sector staff in the central and regional bureaus. She also interviewed selected consultants who worked with the project.

Results of the study show that the benefits of the SSPA Project mechanism include its flexibility, responsiveness, cost effectiveness, quick start-up time, and contractual simplicity. It also offers: input from all players (A.I.D. staff, Contractor staff, and consultants; minimal fiscal risk; external input which places A.I.D. in a proactive rather than a reactive position; and cross-sectoral discussion.

Some shortcomings of the project mechanism include: no device for formal project manager accountability, which may open the project to both internal and external criticism; a lack of flexibility in the contracts office regarding daily-rate approvals for consultants; potential high costs (in people hours and actual costs) of collaboration among offices; a lack of experience of Agency staff at working with a project of this nature; and a potential that task topic selection could be politically driven.

### **III. PROJECT GOALS AND THEIR ACHIEVEMENT**

#### **A. General**

The chief goal of the SSPA project was to support the policy formulation and implementation activities of A.I.D. This was to be accomplished by (1) identifying and providing expert consultant service to compile and analyze extant data research and experience in specific topics relating to international health, nutrition, population, and education; (2) reporting, i.e., producing assignment results; (3) convening meetings in conjunction with other institutions; and (4) providing A.I.D. with a monthly report.

The quickest way to determine how the project did in fact meet its goals is to turn to Appendix A SSPA Project Task Overview. It shows that of 42 tasks started, 38 were carried out and four were terminated before any expenditure of funds. (See Appendix B.) The 38

completed tasks, as outlined in Appendix A indicate the Task title; which sector it served (education, health/nutrition, population or "other"; the task components; and which A.I.D. officer initiated it. Appendix C is the SSPA Project Document List. It charts the document title, the type of documents produced, and the groups targeted for the document's distribution. The project produced 29 documents.

Annual work plans and monthly reports are included in Annexes I and II.

### **B. Cross-Sectoral Capacity**

Of the 38 tasks completed for the project, 26 dealt with education itself or its linkage to child development, nutrition, or democracy. Eight tasks focussed on population, 11 on nutrition, and 13 on other sectors, such as poverty, Women in Development, and community participation. Fifteen tasks were cross-sectoral in nature.

Another indicator of cross-sectoral activity is the extent to which collaboration occurred with offices in A.I.D. outside the one in which the project was housed. In the period when SSPA was housed in PPC, more than half the projects were developed in coordination with other PDPR staff or other A.I.D. offices. Three tasks were actually requested by someone from outside PDPR. Staff from other A.I.D. offices were involved by giving input to the project monitor, or attending workshops and seminars sponsored by the project.

Yet another indicator of the cross-sectoral utility of the SSPA project is the fact that 13 tasks had additional uses beyond those intended. For example, a paper on Determinants of School Performance and Educability became the basis for program planning for the A.I.D. nutrition program. Findings on Poverty Indicators were included in an A.I.D. report to Congress. Papers on community participation have found interested audiences among private voluntary organizations and within A.I.D. by newly appointed policy staff charged with reviving participatory development.

#### **IV. SSPA AS CATALYST AND ENABLER**

In the section to follow tasks are described that result in substantive work in one or another of the sectors that comprise the focus of the project. But throughout its four-year life, SSPA also served as a catalyst and enabler with other parts of A.I.D., with other donor agencies, and with organizations and coalitions whose aims coincide with A.I.D. policy goals.

##### **A. Education for All**

With A.I.D. strongly supporting the international Education for All Conference in Thailand in March, 1990, SSPA contributed to a regional U.S. preparatory meeting in Boston by providing editorial work on the synopses and handouts to be used in nine round-tables and distributed them to the participants. SSPA later prepared a White House briefing on Education for All. This included packages of relevant materials, and the preparation of slides and overheads for a presentation. A short video was also prepared at this time. In the year after the meeting in Thailand, SSPA paid for an assessment and evaluation of the First Annual Conference of the U.S. Coalition for Education for All (USCEFA). In July, 1993, SSPA, by a contribution for air fare and per diem, enabled two Americans to participate in an Education for All Consultative Forum in New Delhi and to make a presentation to A.I.D. officials and other interested parties on the Forum.

##### **B. Nutrition, Health and Learning**

SSPA played a catalytic role in arranging for an "expert" meeting with representatives of A.I.D. R&D offices of Education, Nutrition and Health to explore the issue of the need to integrate social services to assure child readiness for learning. SSPA responded to a recommendation in the meeting to have the expert consultant, Beryl Levinger, undertake a review of issues around the *educability of the child*, that is, the relationship among nutrition status, health status, and the child's ability to benefit from classroom instruction. The resulting publication, titled *Active Learning Capacity*, was distributed by SSPA. The following year,

SSPA supported the participation of Levinger at the Abidjan Education Workshop, sponsored by REDSO/W and the African Development Bank. Levinger's earlier report for SSPA was distributed at the Workshop. Finally, in the closing days of the SSPA project, it collaborated with the United Nations Development Programme in translating the report *Nutrition, Health and Learning* into Spanish and in distributing both the English and Spanish versions.

### **C. Child Development**

SSPA arranged for A.I.D. to join with the Consultative Group on Early Childhood Care and Development to bring child development and education experts from more than 10 nations for a meeting in October, 1991. They discussed school readiness and the chances of generating "readiness profiles" in several developing countries. Most of the participants at the meeting endorsed the notion of having a group of indicators of the developmental status of young children. In July, 1992, SSPA assisted the Consultative Group on Early Childhood Care and Development in the logistics for a meeting at the Academy for Educational Development. A year later, as follow-up to both the October, 1991 and the July, 1992 meetings, SSPA acquired for broad distribution within A.I.D., the state-of-the-art publication, *The Twelve Who Survive: Strengthening Programs of Early Childhood Development in the Third World*.

## **V. SECTORAL INITIATIVES**

### **A. Nutrition and Breast Feeding**

SSPA supported a literature review of the economic value of breastfeeding in developing countries. It was done in collaboration with the Center to Prevent Childhood Malnutrition. The Center's work for SSPA resulted in a package of materials that was widely circulated within A.I.D. and beyond. It included a report on the review of literature, a briefing book for policymakers that was distributed at the World Summit on Children, and a workbook for policymakers that provide a guide for roughly assessing the economic value of breastfeeding.

Building on an earlier study funded by ANE/TR/HPN that set out to develop affordable home-based weaning foods in a low-income area of rural Bangladesh, an SSPA study analyzed and evaluated the impact of this educational campaign on (1) changes in dietary intakes of mothers and infants and (2) growth of breast-fed infants. It resulted in the SSPA publication, *Nutrition Education to Improve the Diets of Lactating Mothers and Weaning-age Children: Evaluation of Effectiveness and Feed Costs*. A synthesis prepared by Mildred A. Konan for SSPA drew out the policy implications of that evaluation.

#### **B. Poverty**

Congress mandated A.I.D. to identify appropriate indicators to measure A.I.D.'s contribution to the reduction of poverty in each country that received A.I.D. assistance. An SSPA commissioned paper became part of a process of reviewing recent literature and selecting indicators for A.I.D.'s use. The paper summarizes current thinking on how poverty is defined and measured and reviews various perspectives on poverty alleviation. The data base and classification system developed by SSPA was used for a Congressional presentation on A.I.D.'s approach as to defining and measuring poverty.

#### **C. Child Development**

Under SSPA two consultants examined the role of U.S.-based non-governmental organizations (NGOs) in early childhood programs in developing countries. Their study found that although a few NGOs have an integrated approach to early childhood development, the majority see child development in the context of family and community development. These NGOs say that their experience has shown that a community development approach is the best approach to child development. (See also the discussion of child development under IV, C above.)

#### **D. Education: Higher, Basic, and Technical**

1. *Higher Education:* SSPA supported a Higher Education Planning Meeting to identify higher education topics for further investigation. SSPA, with assistance from its subcontractor, the Harvard Institute for International Development, provided support for three sessions of the IIE Conference on Overseas Education for Development which was held at Princeton University, May 27—29, 1991.

2. *Basic Education:* SSPA printed and disseminated a paper prepared for A.I.D.'s Office of Education and titled *A.I.D.'s Investment in Basic Education*.

3. *Vocational Technical Education:* SSPA supported PDPR/SP policy work on vocational education and training by reviewing past experiences and synthesizing the lessons learned.

#### **E. Population**

SSPA planned a four-hour conference for A.I.D. officials on Demographic Change and Economic Growth. A two-person team (Professor T. Paul Schultz of Yale University's Department of Economics and Professor Allen Kelley of Duke University's Department of Economics) made presentations and led the discussions. A transcript of the meeting was published by SSPA.

SSPA asked the Population Reference Bureau, a collaborating organization on the SSPA project contract, to undertake a study on the validity of current population projections. The paper focussed on school age groups (5-9, 10-14) in key countries to determine the potential impact of changes in projection trends on educational policy and planning.

SSPA assisted PDPR in supporting the development of a presentation for the April, 1990 meeting on population called by the OECD Development Assistance Committee.

## **F. Food**

A consultant for SSPA went to Tunisia to work with Government of Tunisia specialists to analyze data and to make recommendations to improve the cost effectiveness of food subsidy systems. Out of it came the SSPA publication, *Food Subsidies: A Study of Targeting Alternatives for Tunisia*. The consultant, Carol S. Kramer, also wrote a more general paper, *Targeting Food Subsidies*.

SSPA sponsored two seminars with outside speakers for A.I.D. officials on food policy.

## **G. Family Health**

SSPA sponsored a research study that explored the nature and characteristics of families that sustain and strengthen the family unit and promote the development of its individual members. The 237-page report is titled *Strengthening the Family to Participate in Development*. SSPA also published a 16-page summary version of the study.

## **H. Rethinking the Learning Community**

This workshop assessed the changing nature of the learning community, the changing roles of school-based educators in serving that community, and the changing roles of agencies such as A.I.D. in supporting education reform initiatives. Particular attention was given to issues of how school-based education can best prepare learners (a) for changes in the workplace resulting from new information technologies, economic restructuring and the globalization of industries; and (b) for effective participation as citizens within democratic societies. Of 32 participants, half came from A.I.D. and half from organizations outside. These included the Academy for Educational Development, the Education Development Center, Creative Associates, the Harvard Institute for International Development, the North Central Regional Education Laboratory, Turner Educational Services, Education 2000 (in the UK), and the Russian Ministry of Education.

## **I. Community Participation**

Participatory Development (giving the recipients of foreign aid — especially the poor — the opportunity to participate in the design, planning, implementation, and the monitoring of projects) cuts across not just the social programs but all sectoral programs in A.I.D. The first of four papers written on the topic for SSPA is titled *The Policy and Practice of Community Participation in A.I.D.* It traces the theory, policy, and practice of community participation in A.I.D. over a 25-year history. SSPA sponsored a seminar on the paper when a draft was completed in October, 1991. A transcript from that seminar was published and circulated. Another paper focussed on community participation in selected Private Voluntary Organizations, and a final paper was a compilation of what other donor agencies were doing on community participation.

All four papers became topical and immediately useful when new leadership in A.I.D. professed a strong commitment to participatory development. SSPA worked closely with the new team charged with promoting participation and assisted in the planning and staging of an official A.I.D. Forum on Participatory Development on November 16, 1993. The Forum, held at the Academy for Educational Development, opened with an address by the A.I.D. Administrator, outlining the "*principles of participation.*" It attracted 75 of the top staff of the agency, and included a 30-minute summary of the SSPA *Policy and Practice...paper.*

## **VI. COLLOQUIUM ON EDUCATION AND DEMOCRACY: A CASE STUDY**

The final workshop of the SSPA project, **A.I.D. Colloquium on Education and Democracy**, represents SSPA at its best. It serves as a useful case study on how SSPA can address a policy issue in a thoughtful, serious manner and how it can disseminate the results throughout the agency. The colloquium was designed to fill a current policy gap at A.I.D. A recent Strategy Paper on Democracy from the Policy Bureau had left out the linkage between democracy and education. The workshop was therefore both topical and highly relevant. In the

planning for the workshop, an outside consultant was teamed up with the SSPA project monitor. The same consultant wrote a review of the literature on the topic which was distributed to all the participants in advance of the workshop. In the day-long meeting, six speakers were from outside A.I.D. and six from within A.I.D. As much time was devoted to general discussion as to speeches. The speeches had been carefully prepared and the discussions by participants were of uniformly high quality.

Neither the speakers nor the discussants were reluctant to address the policy issues head on. The flat statement by a speaker from the World Bank that *"you will have no democracy without attention to a democratic education system"* was echoed by most of the subsequent speakers and discussants. It was, in fact, the main point of the workshop: present policy statements on democracy had ignored the role of education; to be successful the democracy initiative has to be linked to education. Finally, from a well edited transcript the proceedings of the colloquium were distributed to all Washington and field staff who have responsibility for education or for democracy/governance programs and to numerous others with policy responsibilities.

## VII. OPPORTUNITY FOR FUTURE PROGRAM

Both A.I.D. and AED, as contractor had hoped that under SSPA formal advisory mechanisms would be established that would enable A.I.D. and SSPA to draw on the advice of leading outside thinkers in the social program sectors. It was intended that those experts would join with SSPA staff and A.I.D. officials in suggesting topics for SSPA exploration. It was thought the experts in each social program area could be brought in on very short notice to brainstorm with A.I.D. policy staff in half-day or day-long meetings. There proved no easy way to accomplish the use of such experts in a way A.I.D. officials would find most useful. Nor were efforts successful in attempts to switch from paying a consultant rate to that of an honorarium. This aspect of the program never developed, but such advisory committees could perform a very useful function under future programs devised on the SSPA model.

One obstacle that mitigated against such a use was what the consultant who assessed SSPA as a mechanism termed *"a lack of flexibility in the A.I.D. contracts office regarding daily-rate approvals for consultants."* The consultant process placed an undue burden on both A.I.D.'s contract office and the contractor's office. The consultancy process was obviously designed to deal with people who would be working a few days, weeks, or months but not for single days or even a part of a single day. The standard procedure had the effect of discouraging spontaneous short-term use of the chiefly academic consultants. Because it is unlikely a project officer or division chief would be successful in having the procedure changed, it is recommended that before a similar project is launched, a bureau head negotiate with his/her counterpart who is over contracts for a procedure that would make it easier for A.I.D. officials to get the advice they need in a timely efficient fashion.

#### **VIII. REFLECTIONS BY CONTRACTOR**

The SSPA project afforded us the opportunity to work with consultants — academics and others — who, because of some of the non-traditional issues being dealt with, were out of a mold different from the usual international development consultant. The open and forward-looking A.I.D. people with whom we worked made interactions intellectually stimulating.

Finally, we are especially grateful to our project monitor, Frank Method, for establishing a collegial atmosphere. His enthusiasm for matters intellectual was, happily, contagious.

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**APPENDIX A**  
**SSPA Project Task Overviews**

Task Number	Technical Officer	TITLE	Sector				Main Task Activities	Task Components (Research / Analysis, Policy, Decision-making, and Dissemination)	Task Initiation 1 = Technical Officer 2 = Other AID Staff 3 = External consultant/organization 4 = Contractor
			Education	Population	Nutrition	Other			
2	FM	Education for all Products	•				<ul style="list-style-type: none"> <li>• Prepare &amp; Disseminate handouts to Boston EFA Conference</li> <li>• Prep roundtables</li> <li>• Write summative report</li> </ul>	<ul style="list-style-type: none"> <li>• Policy Support</li> <li>• Dissemination</li> </ul>	1,3
3	MM	Food Subsidy Targetting Assistance and Analysis (Tunisia)		•			<ul style="list-style-type: none"> <li>• Analyze available data</li> <li>• Make recommendations</li> <li>• Report on alternative food subsidies</li> <li>• Write a report on food subsidy issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Research / Analysis</li> <li>• Dissemination</li> </ul>	1,2
4	MM	Nutrition Seminar			•		<ul style="list-style-type: none"> <li>• Support travel/per diem for 1 day presentation at AID</li> </ul>	<ul style="list-style-type: none"> <li>• Dissemination</li> </ul>	1,2
5	MM	Food Policy Seminars		•			<ul style="list-style-type: none"> <li>• 2 seminars: "Protecting Food Security"</li> </ul>	<ul style="list-style-type: none"> <li>• Policy Support</li> </ul>	1,2
6	FM	Higher Education Planning Meeting	•				<ul style="list-style-type: none"> <li>• Support 1 day meeting to identify higher education topics for further investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Policy Support</li> </ul>	1,2
7	CC	DAC Presentation Paper: Research & Production		•			<ul style="list-style-type: none"> <li>• Background research on population for the 1990 DAC meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Policy Support</li> </ul>	1,2

Task Number	Technical Officer	TITLE	Sector				Main Task Activities	Task Components (Research / Analysis, Policy Decision-making, and Dissemination)	Task Initiation 1 = Technical Officer 2 = Other AID Staff 3 = External consultant/organization 4 = Contractor
			Educator	Population	Nutrition	Other			
8	MM	Economic Value of Breastfeeding			•		<ul style="list-style-type: none"> <li>Literature review</li> <li>Workbook on how to calculate costs/benefits</li> <li>Briefing book for policy makers</li> <li>Briefing book for conference</li> </ul>	<ul style="list-style-type: none"> <li>Research / Analysis</li> <li>Policy Support</li> <li>Dissemination</li> </ul>	1,2,3
9	MM	Financial Constraints of Nutrition Education Messages for Mothers			•		<ul style="list-style-type: none"> <li>Synthesize findings / recommendations for policy-makers.</li> </ul>	<ul style="list-style-type: none"> <li>Research / Analysis</li> <li>Dissemination</li> </ul>	1,2,3
10	VB	Review and Synthesis of Vocational Technical Education	•			• (Private sector)	<ul style="list-style-type: none"> <li>Identify lessons learned in vocational / technical education</li> <li>Synthesize AID and other agency materials</li> <li>Present findings</li> </ul>	<ul style="list-style-type: none"> <li>Research / Analysis</li> <li>Policy Support</li> </ul>	1,3
12	FM	White House Briefing on WCEFA	•				<ul style="list-style-type: none"> <li>Provide 4-5 minute video</li> <li>Produce buttons/materials packet</li> <li>Produce slides / overheads</li> </ul>	<ul style="list-style-type: none"> <li>Dissemination</li> </ul>	1,2,3
13	FM	Poverty Indicators	•	•	•	• (Poverty)	<ul style="list-style-type: none"> <li>Synthesis of current thinking on poverty measurements</li> <li>Develop data base on policy indicators</li> <li>Final report for dissemination</li> </ul>	<ul style="list-style-type: none"> <li>Research / Analysis</li> <li>Policy Support</li> <li>Dissemination</li> </ul>	1,2

Task Number	Technical Officer	TITLE	Sector				Main Task Activities	Task Components (Research / Analysis, Policy Decision-making, and Dissemination)	Task Initiation 1 = Technical Officer 2 = Other AID Staff 3 = External consultant/organization 4 = Contractor
			Education	Population	Nutrition	Other			
14	TM	Demographic Change and Economic Growth		•			<ul style="list-style-type: none"> <li>• One day meeting to assist AID in articulating demographic change and economic growth</li> <li>• Meetings taped/transcribed</li> </ul>	<ul style="list-style-type: none"> <li>• Research / Analysis</li> <li>• Policy Support</li> <li>• Dissemination</li> </ul>	1,2
15	FM	NGO's and Early Childhood Development	•			• (Child Development)	<ul style="list-style-type: none"> <li>• Examine roles of NGO's in early childhood programs</li> </ul>	<ul style="list-style-type: none"> <li>• Research / Analysis</li> <li>• Policy Support</li> </ul>	3
16	FM	Overseas Higher Education for Development Conference	•				<ul style="list-style-type: none"> <li>• Support 3 sessions for OED conference</li> <li>• Complete 2 papers for conference</li> </ul>	<ul style="list-style-type: none"> <li>• Research / Analysis</li> <li>• Dissemination</li> </ul>	1,3
17	FM	Community Participation in AID-Supported Projects				• (Participation)	<ul style="list-style-type: none"> <li>• Produce three papers on participation</li> <li>• Report on survey</li> </ul>	<ul style="list-style-type: none"> <li>• Research / Analysis</li> <li>• Policy Support</li> </ul>	4
18	MM	Street Children				• (Street Children)	<ul style="list-style-type: none"> <li>• Roundtable</li> <li>• Options paper</li> <li>• Seminar</li> <li>• Final paper</li> </ul>		3,4

Task Number	Technical Officer	TITLE	Sector				Main Task Activities	Task Components (Research / Analysis, Policy Decision-making, and Dissemination)	Task Initiation 1 = Technical Officer 2 = Other AID Staff 3 = External consultant/ organization 4 = Contractor
			Education	Population	Nutrition	Other			
19	FM	Data Analysis to Define Family Health (Indonesia / Nigeria)			•		<ul style="list-style-type: none"> <li>• Literature review</li> <li>• Analyze (Indonesian / Nigerian) data sets on Family health</li> <li>• Executive summary and final paper</li> </ul>	<ul style="list-style-type: none"> <li>• Research / Analysis</li> <li>• Policy Support</li> <li>• Dissemination</li> </ul>	1,3
20	FM	Consultations on Early Childhood Development	•	•	•		<ul style="list-style-type: none"> <li>• Consultation - bring experts together</li> <li>• Propose program of research</li> <li>• Summary of consultation</li> <li>• Synthesis of conclusion/ points of consensus</li> </ul>	<ul style="list-style-type: none"> <li>• Research / Analysis</li> <li>• Policy Support</li> <li>• Dissemination</li> </ul>	1,3
21	FM	Assessment and Evaluation of USCEFA Conference	•				<ul style="list-style-type: none"> <li>• Assessment / evaluation of USCEFA conference</li> <li>• Participant questionnaire, interviews</li> <li>• Final report</li> </ul>	<ul style="list-style-type: none"> <li>• Research / Analysis</li> <li>• Dissemination</li> </ul>	2,3
24	FM	Demographic Projections of School-age Populations	•	•			<ul style="list-style-type: none"> <li>• Study of validity of current population projections</li> <li>• Establish margin of error of population projections</li> </ul>	<ul style="list-style-type: none"> <li>• Research / Analysis</li> <li>• Policy Support</li> <li>• Dissemination</li> </ul>	1
25	FM	Presentation Paper on OECD-DAC	•				<ul style="list-style-type: none"> <li>• Edit and print paper for delivery at OECD meeting</li> <li>• Translate into French</li> </ul>	<ul style="list-style-type: none"> <li>• Dissemination</li> </ul>	1,3

Task Number	Technical Officer	TITLE	Sector				Main Task Activities	Task Components (Research / Analysis, Policy Decision-making, and Dissemination)	Task Initiation 1 = Technical Officer 2 = Other AID Staff 3 = External consultant/organization 4 = Contractor
			Education	Population	Nutrition	Other			
26	FM	Integration of Social Services	•		•	• (WID, Health)	<ul style="list-style-type: none"> <li>• Meeting to identify potential areas for exploration</li> </ul>	<ul style="list-style-type: none"> <li>• Research / Analysis</li> <li>• Policy Support</li> </ul>	1,2
27	FM	Review of Determinants of School Performance and Educability	•		•	• (Health)	<ul style="list-style-type: none"> <li>• Review of issues around topic of child educability</li> <li>• Brief paper - summarize issues</li> <li>• Final comprehensive paper and presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Research / Analysis</li> <li>• Policy Support</li> <li>• Dissemination</li> </ul>	1,2
28	FM	Basic Education Paper	•				<ul style="list-style-type: none"> <li>• Paper on AID's basic education initiative</li> <li>• Print and disseminate paper</li> </ul>	<ul style="list-style-type: none"> <li>• Research / Analysis</li> <li>• Policy Support</li> <li>• Dissemination</li> </ul>	1
29	FM	Assist Consultative Group Meeting	•		•	• (WID, Health)	<ul style="list-style-type: none"> <li>• Support conference of consultative group on Childhood care</li> </ul>	<ul style="list-style-type: none"> <li>• Policy Support</li> <li>• Dissemination</li> </ul>	1,3
30	FM	Dissemination of Key Early Childhood Document	•		•	• (WID, Health)	<ul style="list-style-type: none"> <li>• Distribution of <u>The Twelve who Survive</u></li> </ul>	<ul style="list-style-type: none"> <li>• Dissemination</li> </ul>	1,3

Task Number	Technical Officer	TITLE	Sector				Main Task Activities	Task Components (Research / Analysis, Policy Decision-making, and Dissemination)	Task Initiation 1 = Technical Officer 2 = Other AID Staff 3 = External consultant/organization 4 = Contractor
			Edu- cation	Popu- lation	Nutri- tion	Other			
32	FM	Rethinking the Learning Community	•				<ul style="list-style-type: none"> <li>• Planning &amp; implementing workshops/ seminars on Rethinking the Learning Community</li> <li>• Compile series of readings</li> <li>• Seminar report</li> </ul>	<ul style="list-style-type: none"> <li>• Research/ Analysis</li> <li>• Policy Support</li> <li>• Dissemination</li> </ul>	1
33	FM	Dissemination Activity	•	•	•	• (WID, Health)	<ul style="list-style-type: none"> <li>• Copy EFA videotape</li> <li>• Disseminate project-produced documents on child development</li> </ul>	<ul style="list-style-type: none"> <li>• Dissemination</li> </ul>	4
34	FM	Abidjan Workshop	•		•	• (WID, Health)	<ul style="list-style-type: none"> <li>• Support participant's presentation of paper and discussion (done under task 27)</li> <li>• Provide a trip report</li> </ul>	<ul style="list-style-type: none"> <li>• Dissemination (of task # 27)</li> </ul>	2
35	FM	Literature Review of Education and Democracy	•			Democ.	<ul style="list-style-type: none"> <li>• Do thorough literacy search and summarize results</li> </ul>	<ul style="list-style-type: none"> <li>• Research/ Analysis</li> <li>• Writing - Workshop Presentation</li> </ul>	1
36	FM	Assess SSPA as a Mechanism				Process	<ul style="list-style-type: none"> <li>• Interviews, questionnaires, and analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Research</li> <li>• Analysis</li> <li>• Report</li> </ul>	1

Task Number	Technical Officer	TITLE	Sector				Main Task Activities	Task Components (Research / Analysis, Policy Decision-making, and Dissemination)	Task Initiation 1 = Technical Officer 2 = Other AID Staff 3 = External consultant/organization 4 = Contractor
			Education	Population	Nutrition	Other			
37	FM	Participation in Education for all Workshop in New Delhi; Washington presentation	•				<ul style="list-style-type: none"> <li>• Participate in workshop</li> <li>• Summarize results in DC presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Analysis</li> <li>• Presentation</li> </ul>	1
38	FM	Forum on Participatory Development in USAID				Participat.	<ul style="list-style-type: none"> <li>• Join PPC Bureau in planning and designing and carrying out Forum for 76 top staff of AID</li> <li>• Make substantive presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Conference skills at designing workshop</li> <li>• Oral presentations</li> </ul>	1
39	FM	Colloquium on Education and Development	•			Democ.	<ul style="list-style-type: none"> <li>• Plan colloquium</li> <li>• Choose speakers and participants</li> <li>• Arrange for consultancies and travel</li> <li>• Hold workshop</li> <li>• Edit and summarize proceedings</li> <li>• Disseminate widely</li> </ul>	<ul style="list-style-type: none"> <li>• Planning</li> <li>• Designing</li> <li>• Selection</li> <li>• Implementation</li> <li>• Editing</li> <li>• Distribution</li> </ul>	1
40	FM	Wide interest in <u>Nutrition, Health and Learning</u> prompted plan for wider dissemination in English and Spanish	•		•		<ul style="list-style-type: none"> <li>• Arrange for translating and printing of document and with UNDP for marketing and distribution of it</li> </ul>	<ul style="list-style-type: none"> <li>• Negotiating</li> <li>• Contracting</li> <li>• Distribution</li> </ul>	1

Task Number	Technical Officer	TITLE	Sector				Main Task Activities	Task Components (Research / Analysis, Policy Decision-making, and Dissemination)	Task Initiation 1 = Technical Officer 2 = Other AID Staff 3 = External consultant/organization 4 = Contractor
			Edu-cation	Popu-lation	Nutri-tion	Other			
41	FM	Provide books that will increase knowledge and understanding among selected AID officials	•		•	•	<ul style="list-style-type: none"> <li>• Order books</li> <li>• Prepare distribution lists and prepare labels and envelopes for AID distribution</li> </ul>	<ul style="list-style-type: none"> <li>• Administration</li> </ul>	1
42	FM	Provide consultant to advise with AID officials and others on upcoming events addressing education reform and workforce productivity	•			Work-force	<ul style="list-style-type: none"> <li>• Arrange for travel, hotel, appointments</li> </ul>	<ul style="list-style-type: none"> <li>• Administration</li> </ul>	1

Note: Tasks #11, #22, #23, and #31 were suspended and are not included in this chart because funds were never allocated to them. Please see Appendix C for details.

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**Initials = Technical Officer Responsible (Total Number of Projects)**  
 FM = Frank Method (20)  
 MM = Melanie Marlett (6)– 2 projects suspended  
 CC = Connie Carino (1)  
 VB = Victor Barnes (1)  
 TM = Tom Morris (1)

APPENDIX B

SSPA Project Terminated Tasks

The following is a list of tasks which were terminated. No funds were allocated to these tasks

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Task Number	Technical Officer	TITLE	Sector				Main Task Activities	Task Components  (Research / Analysis, Policy Decision-making, and Dissemination)	Reason for Task Termination
			Education	Population	Nutrition	Other			
22	FM	Presentation Materials for AID Education Activities	•				<ul style="list-style-type: none"> <li>• Review major centrally funded education projects for key discussion / presentation points</li> <li>• Review education activities of Bureau and identify their key discussion / presentation points</li> <li>• Select appropriate case studies to reinforce the selected presentation points</li> <li>• Work with consultant(s) to transform the selected presentation points into presentation packets that can be used in a variety of settings (selected audiences) by Agency presenters</li> </ul>	<ul style="list-style-type: none"> <li>• Research / Analysis</li> <li>• Policy Support</li> <li>• Dissemination</li> </ul>	Presentation Cancelled
23	FM	Experts Meeting on Internationalizing Higher Education	•				<ul style="list-style-type: none"> <li>• Meeting to discuss the issues of higher education related to labor markets, regionalizing industries and job mobility</li> </ul>	<ul style="list-style-type: none"> <li>• Research / Analysis</li> <li>• Policy Support</li> <li>• Dissemination</li> </ul>	Internal policy issues

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Task Number	Technical Officer	TITLE	Sector				Main Task Activities	Task Components  (Research / Analysis, Policy Decision-making, and Dissemination)	Reason for Task Termination
			Education	Population	Nutrition	Other			
31	FM	Review of Incidence of School-Age Children with Remedial Special Needs	•				<ul style="list-style-type: none"> <li>• Explore definitional issues with respect to special needs that impede learning</li> <li>• Review existing information resources to try to estimate the incidence of developing country children with physical conditions that impede learning</li> </ul>	<ul style="list-style-type: none"> <li>• Research / Analysis</li> <li>• Policy Support</li> <li>• Dissemination</li> </ul>	Consultant no longer available

**Initials = Technical Officer Responsible**  
 FM = Frank Method  
 MM = Melanic Marlett  
 CC = Connie Carino  
 VB = Victor Barnes  
 TM = Tom Morris

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**APPENDIX C**  
**SSPA Project Document List**

<b>Task Number</b>	<b>TITLE</b>	<b>Type of Documents Produced</b>	<b>Document Title(s)</b>	<b>Target Group(s) for Dissemination</b>
3	Food Subsidy Targeting Assistance and Analysis (Tunisia)	Overview Report (English)  Report (French)	Targeting Food Subsidies Food Subsidies: A Study of Targeting Alternatives for Tunisia Subventions Alimentaires: Une étude sur les diverses possibilités de ciblage en Tunisie	AID/ Washington, USDA, Library of Congress, World Bank, Tufts, IFPRI
8	Economic Value of Breastfeeding	Overview  Workbook  Final Report	The Economic Value of Breastfeeding: The National, Public Sector, Hospital, and Household Levels  A Workbook for Policy Makers: Guide to Assessing the Economic Value of Breastfeeding  The Economic Value of Breastfeeding: Four Perspectives for Policymakers	AID / Washington and overseas, PVO's, Foundations, Universities, US Government offices, the World Bank
9	Financial Constraints of Nutrition Education Messages for Mothers	Policy Implications Paper  Final Report	Nutrition Education for Lactating Mothers and Weaning-Age Infants in Bangladesh: Policy Implications of an Evaluation  Nutrition Education to Improve the Diets of Lactating Mothers and Weaning Age Children: Evaluation of Effectiveness and Food Costs - An Experience in Bangladesh	AID / Washington and overseas, PVO's, Universities
10	Review and Synthesis of Vocational Technical Education	Document Summaries	Summary Overviews of selected vocational/technical education and training documents	Internal PDPR/SP review
12	White House Briefing on WCEFA	Brochure	What Does the World Initiatives for Education for All Have to Do with Us?	Distribution at briefing

Task Number	TITLE	Type of Documents Produced	Document Title(s)	Target Group(s) for Dissemination
13	Poverty Indicators	Final Report	Development Assistance to Reduce Poverty: Defining and Measuring Progress	Reviewed by those involved in WDR, HDR, and PVO's suggested by Congresspersons Levine and Miller
14	Change and Economic Growth	Seminar Transcript	A Seminar on: Demographic Change and Economic Growth	Distributed to all seminar participants and other AID staff
15	NGO's and Early Childhood Development	Final Report	Non-Governmental Organizations' Involvement in Child Development in Developing Countries	AID / Washington and overseas, NGO's
17	Community Participation in AID-Supported Projects	Final Papers	<p>Policy and Practice of Community Participation in the U.S. Agency for International Development</p> <p>Seminar on Community Participation: A Discussion of a Paper on "Policy and Practice of Community Participation in the U.S. Agency for International Development"</p> <p>Community Participation in Selective U.S. PVO's</p>	AID staff PVO and NGO community World Bank
19	Data Analysis to Define Family Health (Indonesia / Nigeria)	<p>Final Report</p> <p>Report summary</p>	<p>Strengthening the Family to Participate in Development</p> <p>Summary Version of a Research Study: Strengthening the Family to Participate in Development</p>	<p>Extensive AID (HPN and others) and donor agency distribution</p> <p>Book to be published commercially</p>
20	Consultations on Early Childhood Development	Final Report	Report on a Discussion Meeting on Child Readiness Profiles in Developing Nations	Meeting participants

Task Number	TITLE	Type of Documents Produced	Document Title(s)	Target Group(s) for Dissemination
21	Assessment and Evaluation of USCEFA Conference	Conference Summary	United States Coalition for Education for All - First Annual Conference: Assessment / Evaluation Report	USCEFA secretariat and interested AID offices
24	Demographic Projections of School-age Populations	Final Paper	Status of Demographic Data Relating to School Age Populations in Selected Developing Countries	AID population and education offices UNICEF, UNESCO, IBRD, UNDP
27	Review of Determinants of School Performance and Educability	Final Paper	Promoting Child Quality: Issues, Trends and Strategies	Wide AID and REDSO distribution
28	Basic Education Paper	Final Paper	A.I.D.'s Investment in Basic Education: A Description of Current Activities	Widespread AID distribution
32	Rethinking the Learning Community	Workshop Readings  Conference Summary	Readings on Curriculum, Assessment and Standards  Education and Emerging Democracies: Summary of Workshop	Workshop participants; AID staff
35	Literature Search	Final Report	"Education and Democracy: A Review of the Literature"	Participants in Colloquium on Education and Democracy
36	Assessment of a Process	Final	"The Social Sector Policy Analysis Project: An Assessment of a Mechanism"	Selective distribution within AID
39	Proceedings/Education and Democracy	Final	"Colloquium on Education and Democracy: Proceedings of a Workshop"	Distribution to participants, invitees and to all AID officials in Washington and in field missions involved in education and/or democracy