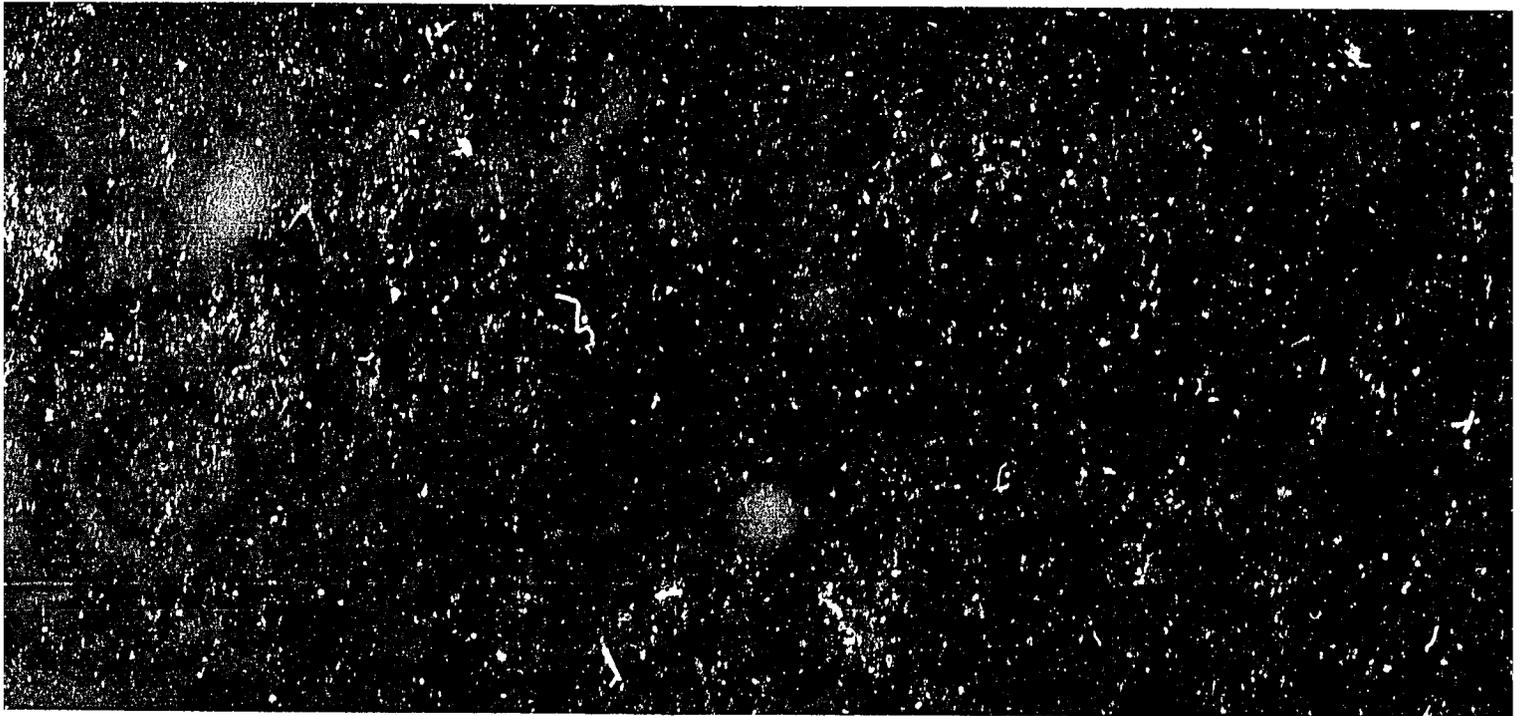


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THE SOCIAL SECTOR POLICY
ANALYSIS PROJECT:
An Assessment of a Mechanism



prepared for the
Social Sector Policy Analysis Project
operated by the
Academy for Educational Development
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THE SOCIAL SECTOR POLICY ANALYSIS PROJECT:

An Assessment of a Mechanism

Prepared for the Office of Education,
Bureau for Research and Development

by Mary Rauner

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TABLE OF CONTENTS

EXECUTIVE SUMMARY	i
ABBREVIATIONS	iii
I. INTRODUCTION	1
II. PROJECT OVERVIEW	1
A. General Overview	1
B. Project Design	1
C. Scope of Project	2
III. STATEMENT OF PURPOSE OF ASSESSMENT	2
A. Scope of Work	2
B. Assessment Methodology	3
C. Assessment Limitations	3
IV. FINDINGS	4
A. Project Level Analysis	4
1. Access to the SSPA Project Mechanism	4
2. Task Initiation	4
3. Access to SSPA Products	5
4. Non-task Specific Activities	5
B. Task Level Analysis	6
1. Why use SSPA?	6
2. Cross-Sectoral Capacity	6
3. Multiple Component Capability	6
4. Flexible and Responsive	7
5. Task Sequencing	7
6. Additional Uses	7
C. Component Level Analysis	8
1. Factors of Task Success	8
a. Project-specific Factors	10
b. Mechanism-specific Factors	10
D. Comparative Analysis	10

V.	LESSONS LEARNED	12
A.	Benefits and Shortcomings of the Project Mechanism	12
B.	Critical Factors in Project Design	13
	1. Project Contractual Procedure	13
	2. Rapidity of Response to Initial Request and Flexibility of Scope of Work	14
	3. Placement of Project within Agency	14
	4. Project Management	14
	5. Cross-sectoral Capability	14
	6. Project Organization	14
	7. Task Length	15
	8. Funding Levels	15
VI.	RECOMMENDATIONS FOR NEW PROJECT DESIGN	15
VII.	APPENDICES	17
	APPENDIX A SSPA Project Summary	
	APPENDIX B SSPA Project Task Overviews	
	APPENDIX C Terminated Tasks	
	APPENDIX D SSPA Project Document List	
	APPENDIX E List of SSPA Project Mechanism Assessment Interviewees	
	APPENDIX F SSPA Project Mechanism Assessment Questionnaires:	
	1. Former PPC/PDPR/SP and current R&D/ED staff	
	2. Former PPC/PDPR/SP and current R&D/ED management	
	3. AID staff outside of PPC/PDPR/SP and R&D/ED	
	4. Independent consultants	
	5. Contractor Staff	

EXECUTIVE SUMMARY

The overarching purpose of this assessment is to examine the lessons learned regarding the effectiveness of the Social Sector Policy Analysis (SSPA) project mechanism. In doing so, the SSPA project will be used as a case study through which the benefits and shortcomings of this mechanism are examined.

The Social Sector Policy Analysis (SSPA) project was a three-year project designed and activated in August 1989 by the then Program and Policy Coordination Bureau (PPC) of the Agency for International Development (AID). Its purpose was to support and inform the development of AID's social sector policies through PPC's Office of Policy Development and Program Review, Sector Policy Division (PPC/PDPR/SP). In 1991, the project was moved to the Bureau for Research and Development, Office of Education (R&D/ED).

This assessment is broken down into four types of analyses: project level analysis, task level analysis, component level analysis, and comparative analysis. The project level analysis indicates that all relevant AID staff had access to the SSPA project mechanism and its products, and that the tasks were initiated in a collaborative fashion. According to the task level analysis, some salient characteristics of the SSPA project are its capacity to have cross-sectoral, multiple component and sequenced tasks, and to be flexible and responsive.

The component level findings were overwhelmingly positive in the categories of project design, quality and success. The final analysis compared the SSPA project mechanism with the following mechanisms: In-house, IQC Mechanism, and Other Mechanism (as defined by AID). For most factors as well as for all factors combined, the SSPA mechanism was found to be the most effective mechanism¹.

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 (AID staff, Contractor staff and consultants) into scope of work; high quality consultants; choice of consultants; minimal fiscal risk; external input which places AID in a proactive rather than a reactive position; and cross-sectoral discussion.

Some shortcomings of the project mechanism include: no mechanism for formal project manager accountability, which may open the project to both internal and external criticism; a lack of flexibility in the contracts office in terms of daily-rate approval 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 potential that task topic selection could be politically driven.

¹ The seven factors compared were (cost, access to mechanism, response time, responsiveness to needs, external input to AID, flexibility and cross sectoral capability).

The following are recommendations for a future mechanism of this type:

- Additional projects utilizing this mechanism should be developed. It has proven to be a fast, flexible, and effective vehicle for serving the research, policy support, and dissemination needs of the Agency for International Development.
- Regardless of project scope, such a project would be well placed in most centralized offices, although it would also be successful in regional or sectoral offices where technical staff is present.
- A project of this nature should have few restrictions in terms of scope in order to maintain project flexibility and responsiveness. However, an advisory group should be established from the outset of the project.
- If the project is designed to be accessible to AID staff from all Agency offices, the project must be marketed.
- The project design should include a simple quality and utility measurement of each task that is completed under the project.
- Such a project must have a manager who is flexible, open-minded and collaborative in spirit, who maintains frequent and open communication with the contractor and the consultants.
- A project utilizing this mechanism would be most effective for numerous modestly funded tasks. No task budget limitations should be imposed, to allow the flexibility to expand substantially.

ABBREVIATIONS

AED	Academy for Educational Development
ANE	(Former) Bureau for Asia and the Near East
AID	Agency for International Development
HIID	Harvard Institute for International Development
IQC	Indefinite Quantities Contract
OECD	Organization for Economic Cooperation and Development
PPC/PDPR/SP	Bureau for Program and Policy Coordination, Office of Policy Development and Program Review, Sector Policy Division
R&D/ED	Bureau for Research and Development, Office of Education
R&D/EID/RAD	Bureau for Research and Development, Office of Economic and Institutional Development, Research Access and Development Division
SOW	Scope of Work
SSPA	Social Sector Policy Analysis Project
S&T	(Former) Bureau for Science and Technology
TOR	Technical Officer Responsible
WID	Office of Women in Development

I. INTRODUCTION

The overarching purpose of this assessment is to examine the lessons learned regarding the effectiveness of the Social Sector Policy Analysis (SSPA) project mechanism. In doing so, the SSPA project will be used as a case study through which the benefits and shortcomings of this mechanism are examined.

II. PROJECT DESCRIPTION / OVERVIEW

A. General Overview

The Social Sector Policy Analysis (SSPA) project was a three-year project designed and activated in August 1989 by the then Program and Policy Coordination Bureau (PPC) of the Agency for International Development (AID). Its purpose was to support and inform the development of AID's social sector policies through PPC's Office of Policy Development and Program Review, Sector Policy Division (PPC/PDPR/SP). Under this management, the project focused on the health, nutrition, population, and education sectors. In 1991, two years after the project's inception, the Agency was restructured and the PPC Bureau became the Directorate for Policy. At this time, the project was moved to the Bureau for Research and Development, Office of Education (R&D/ED). From this point on, the project focussed more closely on education issues, although it maintained a strong cross-sectoral orientation.

B. Project Design

The PDPR Office historically had been heavily dependant on external contractors and grantees to complete small tasks. Before the establishment of the SSPA project, PDPR staff was required to execute a contract or grant for each task, which was an extremely time-consuming process. Since many policy issues were multi-sectoral, procurement often required a combination of funds from several sectoral accounts with protracted bargaining among PPC offices and divisions. PDPR management, in seeking a more efficient mechanism, explored a number of different options including an Indefinite Quantities Contract (IQC). Additional impetus to develop a project was given by the considerable Agency-wide pressure to decrease procurement levels during this period. The mechanism chosen to accomplish these goals 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 may be appropriate for research and development work, particularly with nonprofit educational institutions or other nonprofit organizations (FAR, 16.302, p. 16-6).

This type of contract was preferred over an Indefinite Quantities Contract (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 AID may not request specific consultants. Further, an IQC procurement requires a formal

amendment for any subsequent changes. The SSPA cost contract is considerably more flexible in all of these respects.

C. Scope of Project

During the entire project cycle, including both the PPC and R&D phases, the SSPA project allowed for sector-specific as well as cross-cutting policy analysis and was designed to:

1. Provide expert consultant services for research and analysis,
2. Provide support for the development, production and dissemination of task results, and
3. Convene or support meetings or seminars. (Please see Appendix A for additional project detail.)

The contract provided an illustrative list of possible sector specific and cross-cutting policy analysis and invited the contractor to propose additional fields of study.

The Academy for Educational Development (AED) held the contract, and the Harvard Institute for International Development (HIID) was its subcontractor. Twenty-eight tasks were completed under the project. (Please see Appendix B for task details.) Four activities were started but terminated before any expenditure of funds. (Please see Appendix C for details.)

Seven amendments were made over the course of the project. Most amendments were to hire replacement staff or to obligate funds. The most recent amendment was a seven month no-cost extension.

III. STATEMENT OF PURPOSE OF ASSESSMENT

A. Scope of Work

This overview assessment of the SSPA project mechanism included the following tasks in the scope of work.

1. Review all project documents and review task order plans against their outcomes;
2. Prepare an interview outline and questionnaire;
3. Interview, in person, all AID staff who were involved with the project in the former PPC/PDPR/SP Office, current R&D/ED Office, and other selected social sector staff in the central and regional Bureaus;

4. Interview, by phone, selected consultants who worked with the project; and
5. Present findings at a workshop to be convened at R&D/ED.

B. Assessment Methodology

The analysis of the overall project and of individual tasks was carried out through three principal methods.

1. Gather, read and analyze basic documents relating to the project's design, as well as the documentation for the 28 tasks completed under the project thus far.
2. Develop five questionnaires for the following groups of interviewees (Please see questionnaires in Appendix F):
 - A. Former PPC/PDPR/SP and current R&D/ED staff
 - B. Former PPC/PDPR/SP and current R&D/ED management
 - C. AID staff outside of PPC/PDPR/SP and R&D/ED
 - D. Independent consultants
 - E. Contractor Staff
3. Interview AID staff members (former PPC/PDPR/SP, current R&D/ED, PPC/PDPR/SP and R&D/ED administrators, contracts office staff), external consultants, and contractor representatives. (Please see Appendix E for interviewee list.)

C. Assessment Limitations

This assessment was limited by the numerous changes in key project players and the movement of the project within AID. Many AID staff who had key roles in the development and implementation of the project when it was in the PPC Bureau were difficult to track down. Some moved to new positions in the Agency, while others were in USAID mission, tours of duty, or leaves of absence. In addition, most did not work extensively with the project, therefore their memory for details was limited.

Despite these shortcomings, the author considers this assessment to be sufficiently comprehensive to provide a useful analysis of the strengths and weaknesses of the SSPA project and its mechanism. This assessment is broken down into four types of analyses: project level analysis, task level analysis, component level analysis, and comparative analysis. The results will be presented in turn. Also included in the assessment are the lessons learned and recommendations for future projects using this mechanism.

IV. FINDINGS

A. Project Level Analysis

The SSPA project was developed to allow the persons representing various sectors within the Policy Bureau to request formal and non-task activities. It was also designed to encourage cross-sectoral and therefore collaborative research, both within PDPR as well as with other AID Bureaus. In addition, consultants and the contractor staff were expected to have an opportunity, under this unique mechanism, to be actively involved in task development and implementation.

1. Access to the SSPA Project Mechanism

Findings from this assessment show that nearly all PDPR/SP and R&D/ED management and staff felt that the SSPA project was accessible to them. In fact, almost all staff members actually completed tasks under the project¹. All consultants and contractor staff interviewed also found the SSPA project accessible. The contractor staff reported involvement in the development of all tasks and consultants reported varying levels of involvement. Some consultants were involved from the start (actually initiating the task in the form of a proposal) and others worked in conjunction with the contractor staff and AID to develop their scope of work from the outset and as the project progressed.

The number of tasks for which each AID staff member was the Technical Officer Responsible (TOR) varied considerably. Of 28 tasks, the project manager was responsible for 20. One staff member was responsible for four, while all others were responsible for one each. This variance can best be explained by the changes that took place within the Agency throughout the life of the project. Soon after the project's beginning, key project players left PDPR/SP and within the project's first two years, it formally moved to R&D/ED. It is important to note that the reasons for this variance are not inherent in the project's mechanism, but are a function of structural changes within AID.

2. Task Initiation

For each of the 28 tasks completed under the SSPA project, a technical officer was named responsible. (Please see Appendix B.) However, tasks were generally initiated by more than one person. The Technical Officer Responsible (TOR) for the task was involved in the initiation of almost all tasks. External consultants were involved in the initiation of 13 tasks, other AID staff members were involved in 12, and the contractor was involved in the initiation of two tasks. Three tasks were initiated solely by the technical officer, two were initiated only by the contractor and one was initiated exclusively by other AID staff and an external consultant.

¹ Only one staff member did not use the mechanism because other mechanisms were available.

3. Access to SSPA Products (Documents and Meetings / Seminars)

According to assessment findings, all PDPR and R&D/ED staff members were sent the majority of documents produced by the SSPA project. (Please see Appendix D for document list.) Half of the PDPR/SP staff found more than 10 documents relevant to their work. One staff member found between five and nine, and another found between one and four documents relevant to their work. Of the three AID managers who responded to the question, few found documents (two respondents found between none and one and one respondent found between one and four) relevant to their work. This small number of relevant documents was largely a function of the managers positions rather than the usefulness of the mechanism. The study also shows that all PDPR/SP and R&D/ED staff members attended at least one meeting or seminar held under the SSPA project.

4. Non-task Specific Activities

Non-task specific activities under the SSPA project are those small or limited in scope and requiring a particularly quick response. They are therefore not assigned a specific task number. The activities were mainly in the form of discussions surrounding the development of new tasks. Although the discussions were related to moving new ideas forward, many of the issues explored were not developed into SSPA tasks. Non-task specific discussions were continuous throughout the life of the project and were critical steps in continuing the process of task development. Small amounts of funds were allocated to some of these activities for procurement or support time, but the vast majority did not require budgets. Most of the PDPR and R&D/ED staff took advantage of the opportunity to use the non-task specific activities function of the project².

In addition to discussions, other non-specific activities included finding fugitive documents, estimating feasibility and costs of various activities, and developing graphics, overheads, mailing lists and support documents for meetings and seminars.

The main benefit to this capability is that without it, there was no alternative way to accomplish these tasks. In-house technology and personnel was limited and other mechanisms were too time intensive. Without this capacity, it is unlikely that the non-task specific activities would have been completed.

² Some staff members used this capacity more than others. Two PDPR staff members requested up to five activities and the project director requested between 15 and 20 activities.

B. Task Level Analysis

This section addresses project characteristics using a task-level analysis. The results illustrate the salient characteristics inherent in the mechanism under which the SSPA project functioned.

1. Why use SSPA?

Findings from this portion of the assessment indicate that although some PDPR and R&D/ED staff members thought about using other mechanisms, the SSPA mechanism was chosen because it was easy, flexible, and fast. Staff also knew that the work would be of high quality. Even consultants who worked on the tasks noticed that the SSPA project mechanism was less bureaucratically cumbersome than similar projects on which they have worked.

2. Cross-Sectoral Capacity

The SSPA project mechanism was designed such that tasks would have cross-sectoral capacity. Of the 28 tasks that were completed under the project, 19 focussed on education, eight on population, 11 on nutrition, and 11 on other sectors, such as Private Sector, Poverty, WID, Community Development and Health. (Please see Appendix B.) In total, 10 tasks were cross-sectoral in nature -- four when the project was still in PPC and six under R&D/ED.

Another indicator of cross-sectoral activity is the extent to which collaboration occurred with offices outside the one in which the project is housed. The SSPA project assessment indicates that more than half of the project tasks were developed in coordination with other PDPR staff or other AID offices. Three tasks were actually requested by someone from outside PDPR, although the same individual was involved in all three tasks. Representatives from other Bureaus were involved in discussions about possible collaboration, but due to different Bureau priorities, these projects never emerged as tasks. Other AID offices were involved on a much smaller scale (i.e. gave input to the task manager, attended seminars/meetings). These offices and the number of projects with which they were involved are as follows: the Women in Development Office (nine), the Health Office (eight), the Nutrition Office (four), the Population Office (two), the (former) Science and Technology Bureau (S&T) (two), the Africa Bureau (AFR) (one), the (former) Asia and Near East Bureau (ANE) (one), the Family Initiatives Office (one), R&D/EID/RAD (one) and all regional offices (one).

3. Multiple Component Capability

The SSPA project also accommodated tasks with multiple components. For the purposes of this assessment, the task components are: Research and Analysis, Policy Support, and Dissemination. Of the 28 projects completed under the SSPA Project, 17 included a Research and Analysis component (five of which entailed primary research and 12 of which involved secondary

research), 16 involved a policy decision-making support component, and 20 entailed a dissemination component. (Please see Appendix B.) Most tasks included more than one component, although three tasks included only Research and Analysis, and five were developed solely for the purpose of dissemination.

4. Flexible and Responsive

Interviews with AID staff regarding the process of task development illustrated the flexibility of the mechanism in responding to various types of requests. Tasks were developed in numerous ways. Some began as casual conversations with colleagues, others were formal requests from other government entities (Congress, the White House), external consultants, and other international agencies (such as the World Bank and the Organization for Economic Cooperation and Development (OECD)). Regardless of the nature of the task development process, the task approval process was a simple one. The AID, the contractor, and sometimes the consultants worked together to develop a scope of work (SOW) and the project manager's approval was all that was needed to begin the task. It was intended that the project explore issues that are currently salient or emerging as such. The ability to respond to diverse requests in a rapid manner allowed for this capacity.

5. Task Sequencing

The SSPA project also was developed in order to allow for sequential tasks. While only four of the 28 tasks completed under the project were part of a sequence, numerous others were developed with sequencing in mind. Some sequenced tasks were never implemented because the explored topics did not become salient as expected. In other cases, although the topic became a priority, there was not sufficient consensus about a future course of action. In one case, PPC senior management made a political judgement not to proceed. The movement of the project to R&D/ED limited task sequencing because the needed time to orchestrate longer term tasks was interrupted.

6. Additional Uses

Of the 28 tasks completed under the SSPA project, 11 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 AID nutrition program; other papers were presented to additional audiences; findings on Poverty Indicators were included in a Congressional Report; a paper on Community Participation in AID-supported projects has been used by a non-profit relief agency as a training manual; and documents have been published in various forms. The flexibility of the mechanism in working with varied and often emerging topics enhanced its ability to have additional applications.

C. Component Level Analysis

The Technical Officers Responsible (TOR's) were asked to rate, on a five-point scale, the design, quality, and success of each component under each task that they managed. "Design" referred to how closely the specific task related to the component goal. "Quality" referred to how well the task was completed in terms of the relevant component, and "Success" referred to the extent to which the task was useful in supporting the component goal. TOR's were also asked whether the task, in their estimation, fulfilled its primary purpose, whether any steps were missing, and whether the work could be considered a contribution to the relevant field of research. This component-level analysis assists in recognizing the project-specific and mechanism-specific factors involved in the success of a task. This, in turn, can assist future mechanism development.

The results of the component level analysis are overwhelmingly positive. (Please see Table I below.) Virtually all completed tasks were considered to have fulfilled their primary purpose and task success did not suffer due to critical missing steps. Some steps that could have been included were to include a broader base (beyond a country or regional base) and a focus on AID/W policy.

Overall, the success of each component was also clear. For all tasks combined, the highest ranking (one) was marked for the three categories of design, quality, and success. For the three components of "Research and Analysis", "Policy Support", and "Dissemination", the majority of responses were in the highest two points (one and two) on a five-point scale. Under both the Research and Analysis and Policy Decision-making Support components, the highest ranking was marked twice as much as the second ranking. For the dissemination component, the highest ranking was marked three times as much as that of the second ranking.

1. Factors of Task Success

The factors that impacted the success of each component, and the task as a whole, were both project specific and mechanistic in nature. First, some project specific issues will be highlighted, and then issues inherent in the project mechanism will be discussed. These findings are the results of interviews with both PDPR/SP and R&D/ED staff as well as consultants who worked on the tasks.

TABLE I
TASK MEASUREMENT - by Component

<i>Component A: Research and Analysis</i> <i>Total Tasks with Component A = 18</i> <i>Number of Responses</i>					
	<i>Level 1 (Highest)</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>	<i>Level 5</i>
<i>Relevance to Goal</i>	10	6	2	0	0
<i>Quality of Product</i>	13	4	1	0	0
<i>Applicability to Goal</i>	9	6	2	1	0
Total	32	16	5	1	0

<i>Component B: Policy Support</i> <i>Total Tasks with Component B = 17</i> <i>Number of Responses</i>					
	<i>Level 1 (Highest)</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>	<i>Level 5</i>
<i>Relevance to Goal</i>	11	5	1	0	0
<i>Quality of Product</i>	11	4	2	0	0
<i>Applicability to Goal</i>	8	4	3	0	2
Total	30	13	6	0	2

<i>Component C: Dissemination</i> <i>Total Tasks with Component C = 21</i> <i>Number of Responses</i>					
	<i>Level 1 (Highest)</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>	<i>Level 5</i>
<i>Relevance to Goal</i>	14	4	3	0	0
<i>Quality of Product</i>	15	5	1	0	0
<i>Applicability to Goal</i>	15	3	2	1	0
Total	44	12	6	1	0

a. Project-specific Factors. The quality of the consultants (knowledge-base, experience, flexibility and knowledge of networks) and the quality of the contractor (management, support, input, knowledge of networks and cooperation/coordination with AID and consultants) were the main project-specific factors that augmented task success. The factors which hindered task success were mentioned much less frequently than the positive factors. Other issues that arose included an unclear understanding of the definition of social sector research by Agency administration, the waning importance of a topic that was expected to be salient, the lack of experience in using this type of a project, and the reorganization of the Agency and subsequent movement of key players and eventually the entire project.

b. Mechanism-specific Factors. The mechanistic factors which affected task success include flexibility and timing. The mechanism, as stated by both consultants and AID staff members, offers the potential to work as a group during the project design stage and to make adjustments throughout task implementation. Timing issues include a quick start-up as well as the capacity to extend the project as necessary, both without excessive contractual complications. The mechanism also allows for a quick turnaround time in terms of editing and circulation of reports.

Clearly, some of these issues are both project- and mechanism-oriented. For example, the project can only be as flexible as the manager, consultant, and contractor who are responsible for its implementation. However, because the focus of this assessment is on the potential of the mechanism, it is most helpful to keep them separate.

D. Comparative Analysis

The results of the following comparative analysis are based on the responses of the PDPR and R&D/ED staff members, the contractors, and some AID administration.³ Seven factors were used to compare the following mechanisms: In-house, SSPA Mechanism, IQC/Purchase Order, and Other Mechanism (as defined by the interviewee). The seven factors compared are: cost, access to mechanism, response time, responsiveness to needs, external input to AID, flexibility, and cross-sectoral capability.

For all factors combined, the SSPA mechanism was the most effective mechanism (Please see Table II below for results). Using "In-house" capability (if available) was the second most effective, followed by "Other Mechanism" and "IQC/Purchase Order". This same ranking held for all factors, save the exceptions of "Cost", "Cross-sectional Capability", and "External Input to AID".

³ There are some limitations to this section of the assessment. The category "Other mechanism" was defined by each interviewee, therefore the type of project that is being compared differs. For this reason, the details of this finding are not addressed. There are also two limitations in the way in which the form was completed. Each interviewee left blank the factors and or mechanisms with which they were unfamiliar. There were also some cases when more than one mechanism may have received the same ranking. Although this may slightly skew the results, it remains a helpful reflection of the interviewees perceptions of the mechanisms being compared.

TABLE II
Comparative Analysis

	<i>IN-HOUSE</i>	<i>SSPA MECHANISM</i>	<i>IQC / PURCHASE ORDER</i>	<i>OTHER MECHANISM</i>
	<i>level = # of responses</i>	<i>level = # of responses</i>	<i>level = # of responses</i>	<i>level = # of responses</i>
<i>COST</i>	1 = 4 2 = 0 3 = 0 4 = 0	1 = 0 2 = 4 3 = 0 4 = 0	1 = 1 2 = 0 3 = 4 4 = 0	1 = 0 2 = 2 3 = 0 4 = 1
<i>ACCESS TO MECHANISM</i>	1 = 1 2 = 2 3 = 3 4 = 0	1 = 4 2 = 1 3 = 0 4 = 0	1 = 0 2 = 2 3 = 3 4 = 0	1 = 0 2 = 1 3 = 1 4 = 1
<i>RESPONSE TIME</i> <i>Start-up Time</i>	1 = 0 2 = 3 3 = 1 4 = 0	1 = 5 2 = 0 3 = 0 4 = 0	1 = 0 2 = 2 3 = 3 4 = 0	1 = 1 2 = 1 3 = 0 4 = 1
<i>Duration Capacity /Flexibility</i>	1 = 0 2 = 2 3 = 3 4 = 0	1 = 5 2 = 0 3 = 0 4 = 0	1 = 0 2 = 1 3 = 3 4 = 0	1 = 0 2 = 2 3 = 0 4 = 1
<i>RESPONSIVENESS TO NEEDS</i>	1 = 0 2 = 4 3 = 0 4 = 0	1 = 5 2 = 0 3 = 0 4 = 0	1 = 0 2 = 1 3 = 2 4 = 0	1 = 0 2 = 1 3 = 1 4 = 0
<i>EXTERNAL INPUT TO AID</i>	1 = 0 2 = 1 3 = 2 4 = 1	1 = 5 2 = 0 3 = 0 4 = 0	1 = 1 2 = 1 3 = 3 4 = 0	1 = 0 2 = 2 3 = 0 4 = 1
<i>FLEXIBILITY</i>	1 = 0 2 = 2 3 = 3 4 = 0	1 = 5 2 = 0 3 = 0 4 = 0	1 = 0 2 = 2 3 = 3 4 = 0	1 = 0 2 = 1 3 = 1 4 = 0
<i>CROSS-SECTORAL CAPABILITY</i>	1 = 1 2 = 1 3 = 3 4 = 0	1 = 3 2 = 2 3 = 0 4 = 0	1 = 0 2 = 4 3 = 1 4 = 0	1 = 0 2 = 2 3 = 1 4 = 0

Cost results indicate that the "In-house" capability is the cheapest mechanism, followed by the "SSPA Mechanism". It was strongly argued by most interviewed, however, that because there are simply not enough staff members to complete the work in house, it is not a feasible option. It is important to note that former PDPI/SP and current R&D/ED staff consider the SSPA mechanism to be a worthwhile investment in general, as well as compared to other mechanisms.

Different results were also found for "Cross-sectoral Capability" and "External Input to AID" factors. While the "SSPA Mechanism" was still ranked first for these factors, "IQC/Purchase Orders" were found to be more effective than "In-house" task completion.

V. LESSONS LEARNED

A. Benefits and Shortcomings of the Project Mechanism

According to the results of the study, the benefits of the SSPA Project mechanism include the following characteristics:

- Flexible;
- Responsive;
- Cost-effective;
- Quick -- in terms of start-up time, budget approval and document publishing -- particularly during busy contracts office periods; and
- Contractually simple.

The project mechanism also offers:

- Input from all players (AID staff, Contractor staff and consultants) into scope of work;
- High quality of consultants;
- Choice of consultants;
- Minimal fiscal risk -- modest total annual cost;
- External input which places AID in a proactive rather than a reactive position; and
- Cross-sectoral discussion.

Some shortcomings of the project mechanism include:

- A lack of formal accountability of the project manager which may leave the project open to both internal and external criticism;
- A lack of flexibility in the contracts office in terms of daily-rate approval for consultants. The contractor should have the option to pay conference or seminar presenters a flat honorarium. This would eliminate the daily rate negotiation process for multiple one-day presenters;
- Potential high costs (in people-hours and actual costs) of collaboration among offices;
- AID staff time is likely to be allocated only to the office where the project is based. Staff from other AID offices is primarily responsible to their own offices and will have limited time to spend in collaboration;
- Agency staff are relatively inexperienced at working with a project of this nature and will need encouragement and guidance;
- Potential that the project's broadly defined nature will be considered a luxury by AID, making it vulnerable in times of fiscal constraint; and
- Potential that the subject matter could be politically driven.

B. Critical Factors in Project Design

In this study, some areas of importance in project design were highlighted by AID staff members, AID administration and contractor staff. This information would be important in designing a new project of this type. The design factors will be addressed in the order of frequency with which they were mentioned.

1. Project Contractual Procedure

Project contractual procedure was the most frequently identified design factor that contributes to project effectiveness. In the SSPA Project, the manager was responsible for approving both the scope of work and the budget. The only part of the process that must be processed through AID's contracts office is the consultants' daily rate. It was felt that the contractual simplicity is the base upon which the project's flexibility and quick responsiveness rests.

2. Rapidity of Response to Initial Request and Flexibility of Scope of Work

A quick response to requests and a flexible scope of work are also important in project design. When topics become identified as salient or potentially so, work often needs to be accomplished rapidly. In addition, because many topics are in exploratory stages, the scopes of work need to be defined loosely enough to allow for topic evolution.

3. Placement of Project within Agency

Although all people interviewed had an opinion about where a project like this should be placed within the Agency, no consensus was found. Most argued that to a large extent, the project placement depends upon its design and goals. For example, if the project is policy related, it was suggested that it be placed in the policy or other centralized office. Some stated that a project should also be centralized if it maintains its cross-sectoral nature. Others suggested that location does not matter because, depending on the goals of the project, it would fit in any office. Still others argued that the most important criteria for placement is the presence of technical staff, due to their need for topical reinvigoration offered by this project. Some maintained that it matters less where the project is placed and more who is managing it.

4. Project Management

Project Management is considered an important factor in project design because of the nature of the mechanism. The SSPA project was broadly defined and lacked a formal system of accountability. This was not, and might never become a problem. The role of the manager, however, should not be minimized. A project like this requires diligent, flexible and open-minded leadership.

5. Cross-sectoral Capability

Most interviewees argued that cross-sectoral capability is an important element in the project's design. However, from a managerial standpoint, eliciting and maintaining interest and participation from various sectors can be difficult due to AID's traditional compartmentalization of sectoral activities.

6. Project Organization

The SSPA Project was broadly defined in terms of scope and outcome. All interviewees argued that it should remain so to allow for task diversity. It was also suggested that if numerous people request that tasks be completed under the project, all requests should be channeled through the manager.

7. Task Length

Some claimed that task length was an unimportant issue due to the short-term nature of the tasks. Others argued that it is a very important factor because one of the benefits of the project was its ability to keep a task open beyond the four month limitation of an Indefinite Quantities Contract (IQC). This was found to be particularly important if a task evolved substantively during its implementation.

8. Funding Levels

The level of funding was not considered an important issue by anyone interviewed. However, it was stated that this project mechanism is best for a large number of modestly funded activities.

VI. RECOMMENDATIONS FOR NEW PROJECT DESIGN

The following recommendations are presented for future use of a mechanism of this type, taking into account the findings of the project-level, task-level, component-level and comparative analyses, as well as design issues.

- A mechanism similar to the SSPA project has proven to be a fast, flexible, and effective vehicle for serving the research, policy support, and dissemination needs of the Agency for International Development. Additional projects utilizing this mechanism should be developed.
- The scope of the project is likely to be the determining factor in terms of project placement within the Agency. Regardless of project scope, a project would be well placed in most centralized offices, although it would also be successful in regional or sectoral offices where technical staff is present.
- A project of this nature, by design, has few restrictions in terms of scope. This must continue to be the case in order to maintain project flexibility and responsiveness. However, in order to avoid internal and external criticism about a lack of accountability, an advisory group should be established from the outset of the project. The panel should meet quarterly to receive an update of current tasks and to discuss potential future tasks. The responsibilities of the advisory group should be as manageable as possible (in terms of commitment) in order to maintain consistent participation. If the project is cross-sectoral in nature, the panel should consist of representatives from all sectors covered by the project.

- If the project is designed to be accessible to AID staff from offices outside of that in which the project is housed, the project must be marketed. Key people in relevant offices must be identified and actively pursued to encourage involvement.
- The project design should include a quality and utility measurement of each task that is completed under the project. Formal evaluations may prove to be too costly and time - intensive for small tasks, but some type of informal evaluation mechanism should be built into the project.
- The manager of a project such as this must be flexible, open-minded and collaborative in spirit. It is also important for the manager to have frequent and open communication with the contractor and the consultants -- from the task design process and throughout its implementation. The better the communication, the greater the chance that the tasks will fulfill the expectations of all parties involved. The project manager must also be able to defend the project against inappropriate usage.
- A project utilizing this mechanism would be most effective when used for numerous modestly funded tasks. No task budget limitations should be imposed because a task may require the flexibility to expand substantially. The manager and the advisory panel should commit to keeping the tasks to a relatively small scale.

VII. APPENDICES

APPENDIX A SSPA Project Summary

APPENDIX B SSPA Project Task Overviews

APPENDIX C Terminated Tasks

APPENDIX D SSPA Project Document List

APPENDIX E List of SSPA Project Mechanism Assessment Interviewees

APPENDIX F SSPA Project Mechanism Assessment Questionnaires:

1. Former PPC/PDPR/SP and current R&D/ED staff
2. Former PPC/PDPR/SP and current R&D/ED management
3. AID staff outside of PPC/PDPR/SP and R&D/ED
4. Independent consultants/firms
5. Contractor Staff

Appendix A

Social Sector Policy Analysis Project

Location	Washington, D.C.
Duration	1989-1993
Funding Agency	U.S. Agency for International Development; Bureau for Program Coordination, Office of Policy Development and Program Review, Sector Policy Division; Bureau for Research and Development, Office of Education
Project Subcontractor	Harvard Institute for International Development
Project Collaborators	American Institute for International Aging Birch & Davis International, Inc. High/Scope Educational Research Foundation International Development Management Center Management Services for Health Population Reference Bureau, Inc. Program for Appropriate Technology in Health Western Consortium for Public Health
Objective	To support the policy formation and implementation activities of the Agency for International Development in the sectors of education, health, and population

The Social Sector Policy Analysis (SSPA) project is a three-year initiative (extended one year) designed to support the policy formulation and implementation activities of A.I.D.. While under the auspices of the Office of Policy Development and Program Review, the project focused on issues of international health, nutrition, population, and education, and assisted PDPR in keeping abreast of fast breaking issues by providing expert consultant services, preparing studies and reports and distributing their findings, and convening special issue meetings for A.I.D. The project specifically assisted 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 office 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 diffuse the findings.

When the Bureau for Program and Policy Coordination became the Directorate for Policy in 1991, the SSPA project was moved under the office of education in the Bureau for Research and Development.

The project continued the same kind of activities, but they were focused, through the end of the project, on the education sector.

APPENDIX B
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"> • Prepare & Disseminate handouts to Boston EFA Conference • Prep roundtables • Write summative report 	<ul style="list-style-type: none"> • Policy Support • Dissemination 	1,3
3	MM	Food Subsidy Targetting Assistance and Analysis (Tunisia)		•			<ul style="list-style-type: none"> • Analyze available data • Make recommendations • Report on alternative food subsidies • Write a report on food subsidy issues. 	<ul style="list-style-type: none"> • Research / Analysis • Dissemination 	1,2
4	MM	Nutrition Seminar			•		<ul style="list-style-type: none"> • Support travel/per diem for 1 day presentation at AID 	<ul style="list-style-type: none"> • Dissemination 	1,2
5	MM	Food Policy Seminars		•			<ul style="list-style-type: none"> • 2 seminars: "Protecting Food Security" 	<ul style="list-style-type: none"> • Policy Support 	1,2
6	FM	Higher Education Planning Meeting	•				<ul style="list-style-type: none"> • Support 1 day meeting to identify higher education topics for further investigation 	<ul style="list-style-type: none"> • Policy Support 	1,2
7	CC	DAC Presentation Paper: Research & Production		•			<ul style="list-style-type: none"> • Background research on population for the 1990 DAC meeting 	<ul style="list-style-type: none"> • Policy Support 	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
			Edu- cation	Popu- lation	Nutri- tion	Other			
8	MM	Economic Value of Breastfeeding			•		<ul style="list-style-type: none"> • Literature review • Workbook on how to calculate costs/benefits • Briefing book for policy makers • Briefing book for conference 	<ul style="list-style-type: none"> • Research / Analysis • Policy Support • Dissemination 	1,2,3
9	MM	Financial Constraints of Nutrition Education Messages for Mothers			•		<ul style="list-style-type: none"> • Synthesize findings / recommendations for policy-makers. 	<ul style="list-style-type: none"> • Research / Analysis • Dissemination 	1,2,3
10	VB	Review and Synthesis of Vocational Technical Education	•			• (Private sector)	<ul style="list-style-type: none"> • Identify lessons learned in vocational / technical education • Synthesize AID and other agency materials • Present findings 	<ul style="list-style-type: none"> • Research / Analysis • Policy Support 	1,3
12	FM	White House Briefing on WCEFA	•				<ul style="list-style-type: none"> • Provide 4-5 minute video • Produce buttons/materials packet • Produce slides / overheads 	<ul style="list-style-type: none"> • Dissemination 	1,2,3
13	FM	Poverty Indicators	•	•	•	• (Poverty)	<ul style="list-style-type: none"> • Synthesis of current thinking on poverty measurements • Develop data base on policy indicators • Final report for dissemination 	<ul style="list-style-type: none"> • Research / Analysis • Policy Support • Dissemination 	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"> • One day meeting to assist AID in articulating demographic change and economic growth • Meetings taped/transcribed 	<ul style="list-style-type: none"> • Research / Analysis • Policy Support • Dissemination 	1,2
15	FM	NGO's and Early Childhood Development	•			• (WID, Community Development)	<ul style="list-style-type: none"> • Examine roles of NGO's in early childhood programs 	<ul style="list-style-type: none"> • Research / Analysis • Policy Support 	3
16	FM	Overseas Higher Education for Development Conference	•				<ul style="list-style-type: none"> • Support 3 sessions for OED conference • Complete 2 papers for conference 	<ul style="list-style-type: none"> • Research / Analysis • Dissemination 	1,3
17	FM	Community Participation in AID-Supported Projects				• (Community)	<ul style="list-style-type: none"> • Literature review • Organize/coordinate seminars on community participation in projects • Develop summary of seminars • Trip notes on U.K. trip 	<ul style="list-style-type: none"> • Research / Analysis • Policy Support 	4
18	MM	Street Children				• (Street Children)	<ul style="list-style-type: none"> • Roundtable • Options paper • Seminar • Final paper 		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"> Literature review Analyze (Indonesian / Nigerian) data sets on Family health Executive summary and final paper 	<ul style="list-style-type: none"> Research / Analysis Policy Support Dissemination 	1,3
20	FM	Consultations on Early Childhood Development	•	•	•		<ul style="list-style-type: none"> Consultation - bring experts together Propose program of research Summary of consultation Synthesis of conclusion/ points of consensus 	<ul style="list-style-type: none"> Research / Analysis Policy Support Dissemination 	1,3
21	FM	Assessment and Evaluation of USCEFA Conference	•				<ul style="list-style-type: none"> Assessment / evaluation of USCEFA conference Participant questionnaire, interviews Final report 	<ul style="list-style-type: none"> Research / Analysis Dissemination 	2,3
24	FM	Demographic Projections of School-age Populations	•	•			<ul style="list-style-type: none"> Study of validity of current population projections Establish margin of error of population projections 	<ul style="list-style-type: none"> Research / Analysis Policy Support Dissemination 	1
25	FM	Presentation Paper on OECD-DAC	•				<ul style="list-style-type: none"> Edit and print paper for delivery at OECD meeting Translate into French 	<ul style="list-style-type: none"> Dissemination 	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)	• Meeting to identify potential areas for exploration	• Research / Analysis • Policy Support	1,2
27	FM	Review of Determinants of School Performance and Educability	•		•	• (Health)	• Review of issues around topic of child educability • Brief paper - summarize issues • Final comprehensive paper and presentation	• Research / Analysis • Policy Support • Dissemination	1,2
28	FM	Basic Education Paper	•				• Paper on AID's basic education initiative • Print and disseminate paper	• Research / Analysis • Policy Support • Dissemination	1
29	FM	Assist Consultative Group Meeting	•		•	• (WID, Health)	• Support conference of consultative group on Childhood care	• Policy Support • Dissemination	1,3
30	FM	Dissemination of Key Early Childhood Document	•		•	• (WID, Health)	• Distribution of <u>The Twelve who Survive</u>	• Dissemination	1,3

Task* Num- ber	Tech- nical Of- ficer**	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"> • Planning & implementing workshops/ seminars on Rethinking the Learning Community • Compile series of readings • Seminar report 	<ul style="list-style-type: none"> • Research/ Analysis • Policy Support • Dissemination 	1
33	FM	Dissemination Activity	•	•	•	• (WID, Health)	<ul style="list-style-type: none"> • Copy EFA videotape • Disseminate project-produced documents on child development 	<ul style="list-style-type: none"> • Dissemination 	4
34	FM	Abidjan Workshop	•		•	• (WID, Health)	<ul style="list-style-type: none"> • Support participant's presentation of paper and discussion (done under task 27) • Provide a trip report 	<ul style="list-style-type: none"> • Dissemination (of task # 27) 	2

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.

**

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)

Shaded boxes indicate a suspended project.

APPENDIX C

SSPA Project Terminated Tasks

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

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"> • Review major centrally funded education projects for key discussion / presentation points • Review education activities of Bureau and identify their key discussion / presentation points • Select appropriate case studies to reinforce the selected presentation points • 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 	<ul style="list-style-type: none"> • Research / Analysis • Policy Support • Dissemination 	Presentation Cancelled
23	FM	Experts Meeting on Internationalizing Higher Education	•				<ul style="list-style-type: none"> • Meeting to discuss the issues of higher education related to labor markets, regionalizing industries and job mobility 	<ul style="list-style-type: none"> • Research / Analysis • Policy Support • Dissemination 	Internal policy issues

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"> • Explore definitional issues with respect to special needs that impede learning • Review existing information resources to try to estimate the incidence of developing country children with physical conditions that impede learning 	<ul style="list-style-type: none"> • Research / Analysis • Policy Support • Dissemination 	Consultant no longer available

**

Initials = Technical Officer Responsible

FM = Frank Method

MM = Melanie Marlett

CC = Connie Carino

VB = Victor Barnes

TM = Tom Morris

21

APPENDIX D
SSPA Project Document List

Task Number	TITLE	Type of Documents Produced	Document Title(s)	Target Group(s) for Dissemination
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

23

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	Policy and Practice of Community Participation in the U.S. Agency for International Development Seminar on Community Participation: A Discussion of a Paper on "Policy and Practice of Community Participation in the U.S. Agency for International Development" Community Participation in Selective U.S. PVO's	AID contractors and the Private Voluntary Organization (PVO) Community
19	Data Analysis to Define Family Health (Indonesia / Nigeria)	Final Report Report summary	Strengthening the Family to Participate in Development Summary Version of a Research Study: Strengthening the Family to Participate in Development	Extensive AID (HPN and others) and donor agency distribution Book to be published commercially
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

19

Appendix E
List of SSPA Project Mechanism Assessment Interviewees

A. Former PPC/PDPR/SP and Current R&D/ED Staff

1.	Victor Barnes	R&D/AIDS	In Person
2.	Connie Carrino	USAID/INDIA	In Person
3.	Jim Hoxeng	R&D/ED	In Person
4.	Melanie Marlett	POL/SP	In Person
5.	Frank Method	R&D/ED	In Person
6.	Tom Morris	POL/PAR	By Phone

Unable to Contact:

Nancy Pielemeier	COMP/LWOP
Mike Morfit	POL/SP

B. Former PPC/PDPR/SP and Current R&D/ED Management

1.	Kathy Blakeslee	R&D/AGR	By Phone
2.	Stuart Callison	R&D/UC	By Phone
3.	Tom O'Keefe	AA/NE	By Phone
4.	Sam Rea	R&D/ED	In Person

C. AID Staff External to PPC/PDPR/SP and R&D/ED

1.	Marcia Bernbaum	FA/HRDM/TSD	In Person
2.	Monique Cohen	AA/R&D	By Phone
3.	Leo Garza	LAC/DR/EHRI	In Person
4.	Julie Owen-Rea	AFR/ARTS/HHR	By Phone
5.	Dick Seifman	R&D/N	In Person
6.	Gloria Steele	R&D/EID/RAD	In Person
7.	Marion Warren	AFR/ARST/HHR	By Phone
8.	Georgia Fuller	FA/OP/B/HNE	By Phone

D. Independent Consultants/Firms

- | | | |
|-----|-------------------|-----------|
| 1. | C. Balsis | By Phone |
| 2. | L. Bardfield | By Phone |
| 3. | S. Haub (PRB) | By Phone |
| 4. | S. Huffman | By Phone |
| 5. | B. Jones | By Phone |
| 6. | M. Konan (Morton) | By Phone |
| 7. | R. Levine | By Phone |
| 8. | B. Levinger | By Phone |
| 9. | L. Long | By Phone |
| 10. | B. Nagle | In Person |
| 11. | M. Zeitlin | By Phone |

Unable to Contact

A. Brown
A. Cuervo
J. David
M. Fontaine
A. Hartwell
L. Heise
A. Kelly
C. Kramer
T. Merrick
T. Schultz

E. Contractor Staff

- | | | | |
|----|------------|-----------------------|--|
| 1. | Judy Brace | Project Administrator | Academy for Educational Development
In Person |
| 2. | Bill Nagle | Project Director | Academy for Educational Development
In Person |

Unable to Contact:

Charles Myers	Harvard Institute for International Development
---------------	--

2,6

Appendix F - 1

QUESTIONNAIRE
Former PPC/PDPR/SP and Current R&D/ED Staff

I. ACCESS TO THE SOCIAL SECTOR POLICY ANALYSIS (SSPA) PROJECT MECHANISM

A. AID STAFF ACCESS TO MECHANISM

1. Were you aware of the SSPA project?

YES _____ NO _____

(If you answered, no, please skip questions 2, 3 and 4)

2. In general, did you feel that the SSPA project was accessible to you?

YES _____ NO _____

Comments:

3. Were you involved in discussions with other AID staff about requesting that a task be completed through the SSPA Project?

YES _____ NO _____

4. Did you actually request that a task be completed through the SSPA Project?

YES _____ NO _____

B. AID STAFF ACCESS TO PRODUCTS

(Show or include list of publications/products)

For the following questions, please indicate each relevant publication/product.

5. Were you aware that these documents were developed?

YES _____ NO _____

6. Indicate the number of documents in this list that are relevant to your work:

(_____ | _____ | _____ | _____)
10 or more 5-9 1-4 0

7. Have you received any SSPA produced documents without requesting them?

YES _____ NO _____

8. Have you requested that any of these materials be sent to you?

YES _____ NO _____

9. Did you attend any SSPA-sponsored or assisted meetings?
(attach list of meetings/seminars if necessary)

YES _____ NO _____

PLEASE COMPLETE THE FOLLOWING QUESTIONNAIRE FOR EACH TASK THAT YOU INITIATED THROUGH THE SSPA PROJECT.

II. TASK BACKGROUND

1. Task Name -

2. Task Number -

3. Technical Officer Responsible (TOR) -

4. What were the main activities of the task (s)?

5. Was this task part of a sequence of tasks?

YES _____ NO _____

If yes, please explain.

6. Did it have additional uses beyond those intended? (i.e. incorporated into additional documents, etc.)

YES _____ NO _____

If yes, please explain.

7. How / Why were the topics (and specific tasks) selected?

8. Did you consider using any other contractual mechanisms to accomplish this task?

YES _____ NO _____

If yes, which ones?

9. What made you decide to use the SSPA mechanism to accomplish this task?

10. Who, if anyone, was involved with you in the development of the task?

Explain the process by which the task was developed.

11. Was the task cross-sectoral in nature?

YES _____ NO _____

If so, which sectors did it include?

12. Did this task involve coordination among other AID offices/bureaus?

YES _____ NO _____

If so, which offices/bureau's did it include?

13. Did you consider this task to be supportive of a larger sectoral policy issue?

YES _____ NO _____

14. Which of the following components were relevant to the task
(check all applicable components)

A. _____ Research and analysis

B. _____ Policy decision-making support

C. _____ Dissemination of research, analysis and policy decisions.

Section III assumes a division of tasks into the following categories:

- A. Research and Analysis**
- B. Policy Decision-making Support**
- C. Dissemination of Research, Analysis and Policy Decisions.**

PLEASE ANSWER THE QUESTIONS IN ALL FOLLOWING SECTIONS RELEVANT TO YOUR TASK. (A = Research and analysis, B= Policy Decision-making Support, and C= Dissemination)

Skip the sections that are not relevant to your task

All of section IV should be completed for each task.

III. COMPONENT SPECIFIC QUESTIONS

IF THIS COMPONENT DOES NOT RELATE TO THE TASK, SKIP TO SECTION B

A. Research and Analysis

1. What type of research was completed under this task?

_____ Literature Review / Synthesis

_____ Primary research

2. Task design -- How closely was the specific task related to your research and analysis needs?

(_____ | _____ | _____ | _____ | _____)
identical very closely loosely not
to needs closely related related related
related

3. How would you rate the quality of the work completed - in terms of the research and analysis component?

(_____ | _____ | _____ | _____ | _____)
excellent, above average, average, below average, poor

Please explain your rating:

4. What factors contributed to the quality (or lack thereof) of the work accomplished?

5. Did the task / product facilitate access to research and analysis?

YES _____ NO _____

If so, to what extent

(_____ | _____ | _____ | _____ | _____)
extremely helpful, very helpful, helpful, adequate, not helpful

Please explain your rating:

6. Could additional steps (in addition to the task) have been made to help facilitate the research and analysis?

YES _____ NO _____

If so, what would they have been?

7. Did this task contribute to advancing the relevant field of research?

YES _____ NO _____

Comments?

B. Policy Decision Making Support

IF THIS COMPONENT DOES NOT RELATE TO THE TASK, SKIP TO SECTION C

1. Task design - How closely was the specific task related to the support and development of policy?

(_____ | _____ | _____ | _____ | _____)
identical very closely loosely not
to needs closely related related related
related

2. How would you rate the quality of the work completed - in terms of the policy support component?

(_____ | _____ | _____ | _____ | _____)
excellent, above average, average, below average, poor

Please explain your rating:

3. What factors contributed to the quality (or lack thereof) of the work accomplished?

4. Was the task / product useful in supporting the policy decision-making process?

YES _____ NO _____

If so, to what extent

(_____ | _____ | _____ | _____ | _____)
extremely useful, very useful, useful, adequate, not useful

Please explain your rating:

5. Could additional steps (in addition to the task) have been made to help support the policy decision-making process?

YES _____ NO _____

If so, what would they have been?

6. Did this task contribute to advancing the relevant field of research?

YES _____ NO _____

Comments?

IV. CONTRACTUAL QUESTIONS

(if necessary, supply a brief description of the SSPA contractual mechanism)

1. Compare the outcome of the tasks completed by the SSPA mechanism with those of the in-house and other contractual mechanisms. Rank them in terms of effectiveness (1 being the most effective and 4 being the least effective) in light of the following factors:

	In-house	SSPA Mechanism	IQC/Purchase Order	Other Mechanism
COST	_____	_____	_____	_____
ACCESS TO MECHANISM	_____	_____	_____	_____
RESPONSE TIME				
Start-up time	_____	_____	_____	_____
duration capability/flexibility				
RESPONSIVENESS TO NEEDS	_____	_____	_____	_____
EXTERNAL INPUT TO AID	_____	_____	_____	_____
FLEXIBILITY	_____	_____	_____	_____
CROSS-SECTORAL CAPABILITY	_____	_____	_____	_____

V. GENERAL PROBLEMS / RECOMMENDATIONS

1. In general, did the task fulfill its primary purpose? YES _____ NO _____

Explain:

2. In your estimation, were these relatively small projects (most under 50,000) a good investment:

• In general?
YES _____ NO _____

• Compared to other contractual mechanisms?
YES _____ NO _____

3. Was the task formally or informally evaluated?
YES _____ NO _____

What was the nature of the evaluation/feedback?

4. What were some specific benefits of using this type of mechanism to accomplish this particular task?

5. What problems/obstacles did you encounter in carrying out tasks under the SSPA project?

40

6. Please identify the factors in the project's design that contributed to project effectiveness or lack thereof.

- Project organization
- Project contractual procedure
- Project management
- Funding levels
- Project length
- Placement of project within Agency
- Rapidity of response to initial request
- Flexibility of scope of work
- Cross-sectoral capability
- Other - please explain

7. What, in your estimation, are the "Lessons Learned" from this unique project - that will assist in designing and implementing new or similar projects in the future?

8. Given the option, and assuming you were still in your previous position - would you use this mechanism again?

YES _____ NO _____

Why or Why not?

9. Can you suggest an improved mechanism which would accomplish the same tasks?

10. Do you have any additional observations/comments?

Appendix F - 2

QUESTIONNAIRE
Former PPC/PDPR/SP and Current R&D/ED Management

I. ACCESS TO SSPA PROJECT MECHANISM

A. AID STAFF ACCESS TO MECHANISM

1. What part did you play in the development of the SSPA Project?
2. In general, did you feel that the SSPA project was accessible to those in the PPC Office?

YES _____ NO _____

Comments:

B. AID STAFF ACCESS TO PRODUCTS

(Show or include list of publications/products)

For the following questions, please indicate each relevant publication/product.

1. Were you aware that these documents were developed?
YES _____ NO _____
2. Have you received any SSPA produced documents without requesting them?
YES _____ NO _____
3. Did you attend any SSPA-sponsored or assisted meetings?
(attach a list of meetings/seminars, if necessary)

YES _____ NO _____

If so, which ones:

II. CONTRACTUAL QUESTIONS
 (if necessary, supply a brief description of the SSPA contractual mechanism)

A. Comparative Analysis

1. From what you know of the tasks completed under the SSPA project, was this mechanism (in general) effective in achieving its task objectives?

(_____ | _____ | _____ | _____ | _____)
 extremely effective, very effective, effective, adequate, not effective

2. Compare the SSPA mechanism with those of in-house and other contractual mechanisms. Rank them in terms of effectiveness (1 being the most effective and 3 being the least effective) in light of the following factors:

	In-house	SSPA Mechanism	IQC/Purchase Order	Other Mechanism
COST	_____	_____	_____	_____
ACCESS TO MECHANISM	_____	_____	_____	_____
RESPONSE TIME				
Start-up time	_____	_____	_____	_____
duration capability /flexibility				
RESPONSIVENESS TO NEEDS	_____	_____	_____	_____
EXTERNAL INPUT TO AID	_____	_____	_____	_____
FLEXIBILITY	_____	_____	_____	_____
CROSS-SECTORAL CAPABILITY	_____	_____	_____	_____

III. GENERAL PROBLEMS / RECOMMENDATIONS

1. In your estimation, were these relatively small projects (most under 50,000) a good investment:

- In general?

YES _____ NO _____

- Compared to other contractual mechanisms?

YES _____ NO _____

2. Have you heard through formal or informal mechanisms any feedback on the project mechanism?

What was the nature of the feedback?

3. What are some specific benefits of using this type of mechanism to accomplish tasks?

4. What problems/obstacles were you informed of or did you observe in carrying out tasks under the SSPA project?

5. Please identify the factors in the project's design that contributed to the mechanism's effectiveness or lack thereof.

_____ Project organization

_____ Project contractual procedure

_____ Project management

_____ Funding levels

_____ Project length

- _____ Placement of project within Agency
- _____ Rapidity of response to initial request
- _____ Flexibility of scope of work
- _____ Cross-sectoral capability
- _____ Other - please explain

6. What, in your estimation, are the "Lessons Learned" from this unique project - that will assist in designing and implementing new or similar projects in the future?

7. Given a choice among various mechanisms to accomplish a task, would you encourage your colleagues to use a mechanism like the SSPA Project?

YES _____ NO _____

Why or Why not?

8. Can you suggest an improved mechanism which would accomplish the same tasks?

9. Do you have any additional observations/comments?

Appendix F-3

QUESTIONNAIRE
AID Staff Outside of PPC/PDPR/SP and R&D/ED

I. ACCESS TO SSPA PROJECT MECHANISM

A. AID STAFF ACCESS TO MECHANISM

1. Were you aware of the SSPA project?
YES _____ NO _____

2. In general, did you feel that you could approach the SSPA project for collaboration?
YES _____ NO _____

Comments:

3. Were you involved in discussions with other AID staff about requesting that a task be completed through the SSPA Project?
YES _____ NO _____

4. Were you actually involved in collaborating with PPC Staff on a task be completed through the SSPA Project?
YES _____ NO _____

B. AID STAFF ACCESS TO PRODUCTS

(Please see attached list of publications/products)

For the following questions, please indicate each relevant publication/product.

1. Were you aware that these documents were developed?

YES _____ NO _____

2. Indicate the number of documents in this list that are relevant to your work:

(_____ | _____ | _____ | _____ | _____)
10 or more 8-10 5-7 2-4 0-1

3. Have you received any SSPA produced documents without requesting them?

YES _____ NO _____

4. Have you requested that any of these materials be sent to you?

YES _____ NO _____

II. CONTRACTUAL QUESTIONS
 (if necessary, supply a brief description of the SSPA contractual mechanism)

A. Comparative Analysis

1. Compare the SSPA mechanism with those of in-house and other contractual mechanisms. Rank them in terms of effectiveness (1 being the most effective and 3 being the least effective) in light of the following factors:

	In-house	SSPA Mechanism	IQC/Purchase Order	Other Mechanism
COST	_____	_____	_____	_____
ACCESS TO MECHANISM	_____	_____	_____	_____
RESPONSE TIME				
Start-up time	_____	_____	_____	_____
duration capability /flexibility				
RESPONSIVENESS TO NEEDS	_____	_____	_____	_____
EXTERNAL INPUT TO AID	_____	_____	_____	_____
FLEXIBILITY	_____	_____	_____	_____
CROSS-SECTORAL CAPABILITY	_____	_____	_____	_____

III. GENERAL PROBLEMS / RECOMMENDATIONS

1. Is this type of mechanism one which you could use in the future to carry out a task?

YES _____ NO _____

2. Would you like to see AID have more of these types of projects in order to:

- provide offices with opportunities for cross-bureau/sector collaboration

Explain:

YES _____ NO _____

- simplify the contractual process through which small scale quick response are conducted

Explain:

YES _____ NO _____

51

Appendix F-4

QUESTIONNAIRE
Independent Consultants

I. TASK BACKGROUND

1. Task Name -

2. Task Number -

3. What were the main activities of the task (s)?

4. Was the task that you worked on a part of a sequence of tasks?

YES _____ NO _____

If yes, please explain.

5. Did the task have additional uses beyond those intended? (i.e. incorporated into additional documents, etc.)

YES _____ NO _____

If yes, please explain.

6. Were you involved in the development of the topics/task?

YES _____ NO _____

If yes, to what extent.

7. Was the task cross-sectoral in nature?

YES _____ NO _____

If so, which sectors did it include?

66

8. Did this task involve coordination among other AID offices/bureaus?

YES _____ NO _____

If so, which offices/bureaus did it include?

9. Did you consider this task to be supportive of a larger sectoral policy issue?

YES _____ NO _____

II. COMPONENT SPECIFIC QUESTIONS -- FOR ALL TASKS

1. What factors contributed to your ability to adequately complete the work?

2. Did this task contribute to advancing the relevant field of research?

YES _____ NO _____

Comments?

III. GENERAL PROBLEMS / RECOMMENDATIONS

1. In general, do you feel that the task fulfilled its primary purpose?

YES _____ NO _____

Explain:

2. In your estimation, do you consider this relatively small projects (most under 50,000) a good investment:

● In terms of advancement in their field?

YES _____ NO _____

● In terms of AID policy development?

YES _____ NO _____

3. Was the task formally or informally evaluated?

YES _____ NO _____

What was the nature of the evaluation/feedback?

4. What are some of the advantages of carrying out tasks under the SSPA Project (in terms of flexibility, support from the contractor, etc.)?
5. What problems/obstacles did you encounter in carrying out tasks under the SSPA Project?
6. Do you have any additional observations/comments?

Appendix F-5

QUESTIONNAIRE
Contractors

I. ACCESS TO SSPA PROJECT MECHANISM

A. AID STAFF ACCESS TO MECHANISM

1. Were you aware of the SSPA project?
YES _____ NO _____
2. In general, did you feel that you could approach the SSPA project for collaboration?
YES _____ NO _____

Comments:

3. Were you involved in discussions with other AID staff about requesting that a task be completed through the SSPA Project?
YES _____ NO _____
4. Were you actually involved in collaborating with PPC Staff on a task be completed through the SSPA Project?
YES _____ NO _____

B. AID STAFF ACCESS TO PRODUCTS

(Please see attached list of publications/products)

For the following questions, please indicate each relevant publication/product.

1. Were you aware that these documents were developed?

YES _____ NO _____

2. Indicate the number of documents in this list that are relevant to your work:

(_____ | _____ | _____ | _____ | _____)
10 or more 8-10 5-7 2-4 0-1

3. Have you received any SSPA produced documents without requesting them?

YES _____ NO _____

4. Have you requested that any of these materials be sent to you?

YES _____ NO _____

II. CONTRACTUAL QUESTIONS
 (if necessary, supply a brief description of the SSPA contractual mechanism)

A. Comparative Analysis

1. Compare the SSPA mechanism with those of in-house and other contractual mechanisms. Rank them in terms of effectiveness (1 being the most effective and 3 being the least effective) in light of the following factors:

	In-house	SSPA Mechanism	IQC/Purchase Order	Other Mechanism
COST	_____	_____	_____	_____
ACCESS TO MECHANISM	_____	_____	_____	_____
RESPONSE TIME				
Start-up time	_____	_____	_____	_____
duration capability /flexibility				
RESPONSIVENESS TO NEEDS	_____	_____	_____	_____
EXTERNAL INPUT TO AID	_____	_____	_____	_____
FLEXIBILITY	_____	_____	_____	_____
CROSS-SECTORAL CAPABILITY	_____	_____	_____	_____

III. GENERAL PROBLEMS / RECOMMENDATIONS

1. Is this type of mechanism one which you could use in the future to carry out a task?

YES _____ NO _____

2. Would you like to see AID have more of these types of projects in order to:

- provide offices with opportunities for cross-bureau/sector collaboration

Explain:

YES _____ NO _____

- simplify the contractual process through which small scale quick response are conducted

Explain:

YES _____ NO _____

