



DESIGNING CLA SERVICES IN SUPPORT ACTIVITIES

Introduction

Strategic collaboration, continuous learning, and adaptive management throughout the Program Cycle helps USAID Missions and Operating Units (OUs) [achieve better development outcomes](#). Collaborating, learning, and adapting (CLA) can be integrated into the [procurement process](#), [solicitation](#), and [management of implementing mechanisms](#). Support activities, also known as support platforms or support mechanisms, can also provide supplemental CLA capacity for specific activities, specific projects, or for the entire portfolio of the Mission or OU. A support activity can be an indispensable resource for strengthening USAID Mission and OU capacity to ensure that CLA is practiced systematically throughout the Program Cycle.

This document describes different factors to consider and decisions to make when designing CLA services in a support activity, whether it's a stand-alone activity for CLA services or part of a Monitoring, Evaluation, and Learning (MEL) platform.ⁱ These services respond to demand from Missions and USAID/Washington OUs for CLA-specific considerations when planning, designing, or procuring support services.

For information on designing and managing MEL support activities/platforms more broadly (including how to get buy-in and develop a MEL platform through a collaborative, inclusive process), please refer to the [Discussion Note on Designing MEL Platforms](#) and the [Discussion Note on Managing MEL Platforms](#). The Discussion Note on Designing MEL Platforms includes a section, “Design Considerations for CLA functions” and the Discussion Note on Managing MEL Platforms includes a section, “Managing the Learning Function.”

Three Key Design Decisions

If you determine that your Mission/OU needs CLA support services, there are three key decisions for you to make that will inform the design of CLA in a support activity. These three key decisions are briefly listed below and are discussed in greater detail in subsequent sections:

1. What need(s) will the CLA support services address?

For example, will CLA support services fill a functional gap (provide support for supplementary skills and/or bandwidth); help build capacity to increase collaboration and share knowledge across activities and projects; and/or enhance existing collaboration and CLA capacities by providing a deeper reserve of resources and expertise?

2. What is the scope of the CLA support services that you need?

Do you require comprehensive, broad-based CLA support services? Or do you need targeted, CLA support services focused on a specific gap such as support for knowledge management or organizational development (OD)?

3. What is the structure of the CLA support services that would best suit your Mission/OU?

Would a stand-alone support activity devoted to providing CLA-related services (across a mission portfolio or to a specific sector only) only meet your needs? And/or would it better suit you to have CLA support services as part of a broader Monitoring, Evaluation, and Learning (MEL) platform? A third option could be to include CLA support services as part of technical/programmatic activities.

Key Design Decision 1: What need(s) will the CLA support services address?

To answer this question, you will want to take into consideration the Mission's/OU's Country Development Cooperation Strategies (CDCS), Performance Management Plan (PMP) and CLA Plan, Projects' MEL Plans, and Activity MEL Plans. You will also want to think about to what extent the Mission/OU already has the capacity to operationalize CLA as outlined in those plans.

You will also want to consider the Mission/OU's theories of change, strategic goals, and project and activity purposes contained in the CDCS, project appraisal documents, and activity designs. Is there a programmatic need for greater cross-activity, cross-project, or cross-portfolio collaboration, connectedness, learning, and/or knowledge sharing that does not already exist?

The technical or programmatic need for cross-activity collaboration, for example, could be driven by the respective roles and inter-activity relationships that contribute to a project's theory of change and is required to achieve the project's overall purpose.

The need for cross-activity or cross-project collaboration, connectedness, learning, and/or knowledge sharing could also be due to geographic overlap. Also, CLA-related support services could be intentionally designed to help to pollinate ideas and learning across sectors, teams or portions of the mission-wide portfolio.

Ultimately, you may decide that you need to (a) fill functional gaps, (b) strengthen staff and organizational capacity, or (c) enhance connections. Or, you may decide that you need a combination of these.

IA. FILL FUNCTIONAL GAPS TO ACCOMPLISH CLA-RELATED TASKS

The need to fill functional gaps (provide supplementary skills and/or bandwidth) is based on whether the Mission/OU requires supplementary skills and/or bandwidth to accomplish CLA-related tasks on one or more activities, projects, and/or to implement the CDCS. This need could be limited to specific activities or could be more broad across the portfolio.

Examples of how support services can fill functional gaps include helping to conduct a stakeholder analysis, facilitating workshops to help validate or update a project's theory of change, and supporting scenario planning. See section "Key Design Decision 2" for additional examples.

IB. STRENGTHEN STAFF AND ORGANIZATIONAL CAPACITY IN CLA

The need to strengthen capacity could be based on limited individual capacity to operationalize CLA or limited organizational capacity to operationalize CLA. By organizational capacity, we mean the processes, culture, leadership, and systems that foster strategic collaboration, continuous learning and adaptive management.

Examples of support services that strengthen capacity include providing workshops or trainings to USAID staff and partners that: build capacity in listening to and collaborating with non-traditional and local development actors; embed CLA into the Mission/OU's management culture; establish a system or processes that help(s) capture, distill, and share knowledge.

IC. ENHANCE CONNECTIONS TO STRENGTHEN CROSS-ACTIVITY, CROSS-SECTORAL AND/OR CROSS-PROJECT ALIGNMENT.

In addition to processes, culture, leadership, and systems - organizational capacity also refers to the **programmatic connectedness** that exists between activities and between projects. For example, activities often need to collaborate and share knowledge in order to achieve a project's purpose. Collaboration and knowledge sharing between USAID Mission/OUs and implementing partners (IPs) when designing and implementing activities can improve learning and adaptive management practices that ultimately strengthen our collective ability to achieve complex and ambitious goals. Remember that collaboration should be strategic and intentional to remain time-efficient. Depending on the project's theory of change, you may determine that some activities do not need to be well-connected or well-coordinated.

Enhancing programmatic connectedness can also refer to strengthening collaboration and knowledge sharing between projects to achieve a development objective. Collaboration between projects can similarly vary in intensity and duration and may depend on factors such as sector and geography.

The resources required to support **connections, collaboration, and knowledge sharing between activities or projects** depends on several factors, including:

- the theories of change;
- the degree to which activities or projects need to be connected;
- the extent of collaboration or knowledge sharing that already exists between activities or projects; and
- whether you're trying to build connections across USAID staff and IPs, with communities, and/or among a variety of local actors.

Examples of support services to enhance connections include facilitating CLA, Monitoring, Evaluation, and Learning (MEL) and/or work plan development at the strategy, project, and/or activity level, convening partners and/or stakeholders to review or inform updates to a project's problem analysis and theory of change, and developing a shared learning agenda.

Key Design Decision 2: What is the scope of the CLA support services that you need?

Once you determine what programmatic needs you want to address with CLA support, you can determine the scope of the support activity. You may decide that you need a comprehensive set of CLA support services that include support for collaborating, learning, adapting, as well as the enabling conditions. Or, you may decide that you need more targeted support for a specific area of CLA, such as knowledge management or organizational development. Similarly, your scope will be determined by whether support is required across the whole Mission/OU or only needed in a specific technical area or office.

2A. COMPREHENSIVE CLA SUPPORT SERVICES

If you want comprehensive CLA support, consider the illustrative list of services, identified in Box 1.

Box 1: Illustrative CLA Support Services

(also see Table 6 in [Discussion Note on Designing MEL Platforms](#))

Collaborating

- Using knowledge sharing and outreach to other development partners to catalyze networks, facilitate collaboration, and support locally owned development efforts
- Establishing or facilitating processes for collaboration or coordination with internal and external partners, such as assisting a Mission in convening IPs, staff, and/or other stakeholders for an event
- Engaging in stakeholder analysis
- Developing stakeholder engagement plans and collaboration maps

Learning

- Supporting the development of a learning agenda or learning questions and subsequent learning activities (e.g. learning events, peer learning networks, evaluations)
- Convening and facilitating sessions for USAID staff, partners, other donors, and local actors to exchange lessons learned/discuss topics of interest
- Capturing, packaging, and sharing knowledge generated from events or other learning opportunities
- Supporting learning/portfolio reviews
- Supporting scenario planning and the identification of contingencies
- Creating and disseminating media and knowledge products
- Working with MEL and technical staff to ensure Monitoring and Evaluation (M&E) feeds into learning

Adapting

- Supporting activity start-up processes, such as workshops to validate and update the theory of change
- Supporting after-action reviews
- Facilitating “pause and reflect” workshops that gather evidence on successes and challenges, and plan for adaptation
- Identifying examples of adaptive management, data-based decision-making and learning-centered monitoring practices
- Facilitating CLA-plan development at the Mission/strategy, project, and/or activity level (in conjunction with IPs and their MEL planning)
- Assisting in the review and update of context/problem analysis at the strategy, project and/or activity level

Enabling Conditions

- Building capacity within Missions, IPs, and evaluation service providers for the use of theory of change-based programming practices and tools consistent with the USAID Program Cycle
- Supporting a Mission to embed collaborating, learning, and adapting into its strategy, projects, and/or activities, as well as its operational practices and management culture (e.g. through capacity building workshops)
- Working with IPs to incorporate stronger learning and adaptive management practices into their technical, operational, and organizational processes
- Capturing and sharing institutional memory by supporting staff transitions
- Establishing a system and/or facilitating processes that help to capture, distill, and share knowledge across a Mission for continuous learning and to improve its CDCS, projects, activities and operations
- Designing workshops, retreats, and other activities to promote a shared vision and common set of practiced values with the aim of building an organizational culture that fosters learning, team building, staff engagement, collaboration, and leadership development.

2B. TARGETED CLA SUPPORT SERVICES: SUPPORT FOR KNOWLEDGE MANAGEMENT

You may find that the need for additional capacity lies primarily in a specific area, such as knowledge management (KM). In this case, a targeted support activity focusing on this area might serve your needs better than a support activity with a broad scope.

Good knowledge management helps ensure that learning is captured, made available, and applied appropriately to affect better development outcomes. For example, KM services can systematically mobilize and share promising practices and lessons learned about the effectiveness of strategies, interventions, and methods in a particular technical area. Refer to Box 2 for an illustrative list of support services for knowledge management.

Box 2: Illustrative Knowledge Management Support Services

- Coordinating and facilitating knowledge-sharing among IPs
- Capturing, packaging, and sharing knowledge generated from learning events
- Facilitating internal knowledge management by creating internal sites and tools for knowledge-sharing, such as learning libraries, wikis, and newsletters
- Designing and promoting the socialization, uptake, and maintenance of knowledge management processes and habits among USAID or IP staff
- Supporting staff transitions: onboarding, off-boarding, preserving institutional memory, etc.
- Conducting knowledge audits, knowledge mapping, network and information flow mapping
- Identifying incentives for evidence use and knowledge sharing

Resources on Knowledge Management Services in Support Activities

- [List of KM and Learning support mechanisms](#), including the field and Washington (USAID only).
- [Knowledge Management Maturity Model](#)
- [Blog describing the flagship knowledge management project for USAID's Office of Population and Reproductive Health](#)

Excerpt from a Solicitation for KM Services in a Support Activity/Mechanism: “Knowledge Driven Agricultural Development (KDAD)”

Knowledge Driven Agricultural Development (KDAD) is the mechanism that allows the Bureau for Food Security (BFS) to harness and share the best practices, learning, and evidence it obtains from the projects, research, and innovation labs it funds. KDAD hosts the virtual and in-person forums that bring stakeholders together to build on that knowledge and generate new ideas. It channels BFS' know-how through multimedia products to reach targeted audiences in new ways. In short, it facilitates the flow of Feed the Future (FTF) and BFS food security knowledge born from research and experience.

Full Solicitation: [Knowledge Driven Agricultural Development \(KDAD\)](#)

2C. TARGETED, SPECIFIC CLA SUPPORT SERVICES: SUPPORT FOR ORGANIZATIONAL DEVELOPMENT

Organizational development (OD) supports the enabling conditions for strategic collaboration, continuous learning, and adaptive management that lead to better development outcomes. When a USAID Mission/OU or IP has an open and [learning-focused culture](#), as well as streamlined processes to facilitate knowledge-sharing and adaptive management, [this contributes greatly to its organizational effectiveness](#). In addition, efforts to increase cultural awareness and sensitivity can go a long way toward enhancing development effectiveness. Building listening skills to support the engagement of non-traditional and local development actors is another example of how OD can support the achievement of development outcomes.

OD services can assist a Mission/OU in strengthening staff capacity, building organizational culture, and developing organizational capacity in a strategic, integrated way. OD services should be tailored to the needs of a Mission/OU and its teams, partners and stakeholders as they evolve. Box 3 provides an illustrative list of support services for OD.

Box 3: Illustrative Organizational Development Support Services

- Providing organizational diagnostics for the Mission/OU or IPs with regard to leadership and management; strategy and values; culture, inclusiveness and fairness; enabling environment; external and internal interface; communications; and/or accountability
- Designing organizational capacity building for the Mission/OU or IP with regard to the above areas
- Conducting work preference profiling for USAID or IP staff, and supporting interpretation/application of results
- Leadership training and executive coaching for USAID or IP staff
- Facilitating workshops, retreats, and other team-building activities to further promote a shared vision and a common set of practiced values for USAID and/or IP staff
- Supporting the establishment and/or effectiveness of collaboration platforms, internal communication systems, and individual/team capacity to use these
- Assessing, strengthening, and streamlining Program Cycle, administrative, procurement, and/or financial management systems
- Filling Staff Care gaps not addressed otherwise by USAID or other available resources
- Responding to emergent leadership and organizational development needs, such as strengthening relationships and networks, or enabling continuous learning
- Providing cultural education and sensitivity training
- Delivering workshops to build capacity in listening to and collaborating with non-traditional and local development actors

Resources on Organizational Development Services in Support Activities

For a sense of the types of outcomes that an organizational development support activity might facilitate, check out the following resources describing the USAID/Uganda Mission of Leaders initiative:

- [Enhancing Organizational Culture for CLA](#). Tips and links to additional resources.
- [Case Story: Cultivating the CLA Enabling Environment](#)
- [Screencast: Interview with the Mission Director and Deputy Director](#)

Excerpt from a Solicitation for OD Services in a Support Activity: “USAID/Uganda Organizational Development Activity”

Purpose: To support USAID/Uganda in further strengthening the internal relationships, systems, practices and organizational culture that underpin the Mission's effective and efficient performance in delivering and facilitating development advancements for the Ugandan people.

Six objectives support the purpose:

- Strengthen individual, team, cross-team and Mission-wide capacity to more fully realize the Mission of Leaders (MOL) objectives and to deepen the practices implicit in the Guiding Principles. (Approximately 55 percent of effort)
- Develop, administer, and help USAID benefit from diagnostic tools that will: (i) measure the individual, team, cross-team, and Mission-wide effectiveness in practicing desired behaviors; and (ii) inform and help shape future organizational development interventions. (Approximately 10 percent of effort)
- Strengthen the quality of inter-organizational collaboration within the community of USAID/Uganda stakeholders to improve development results. (Approximately 5 percent of effort)
- Extend leadership and organizational development support to key partners. (Approximately 10 percent of effort)
- Facilitate the learning that will help USAID/Uganda better understand the advantages, disadvantages, and impact of its collective and respective organizational practices and behaviors and help transform learning into adaptation. (Approximately 15 percent of effort)
- Respond to emergent leadership and organizational development needs. (Approximately 5 percent of effort)

Full Solicitation: [USAID/Uganda Organizational Development Activity](#)

Key Design Decision 3: What is the structure of the CLA support services that would best suit your Mission/OU?

Missions may choose to design a stand-alone CLA support activity (to support either the entire mission portfolio or a specific sector, sub-sector, or function), incorporate CLA support into a MEL platform, and/or incorporate CLA support services into technical/programmatic activities. CLA support in a Mission/OU could take any or all of these forms. Just as Missions, for example, have M&E staff in technical offices as well as the program office, they could have CLA support located in more than one place and mechanism. The following section includes a discussion of what each of these options might include, as well as benefits and potential downsides. Also included are links to additional resources that can assist with the design and management of these activities.

3A. CLA SERVICES AS A STAND-ALONE CLA SUPPORT ACTIVITY

If your Mission/OU needs a broad range of CLA support services, you may want to consider a stand-alone support activity. A stand-alone CLA support activity can provide a broad, yet integrated, range of CLA-related services that support strategic collaboration, continuous learning, adaptive management, and their enabling conditions among Mission/OU staff and among implementing partners. This option offers coherent and comprehensive CLA support to a targeted portion of a Mission's portfolio, such as a

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specific sectoral/technical area, or across the Mission’s entire portfolio.

The downside of having a stand-alone activity is that it could become isolated. You will want to be explicit about how support activities work in coordination with each other as well as with the teams they support. You will also want to ensure there is broad Mission/OU buy-in and commitment to ensure that this activity becomes an integrated part of broader efforts underway at the Mission/OU, rather than being perceived as an “add-on.”

Resources on CLA Services as a Stand-Alone CLA Support Activity

- [USAID/Uganda Monitoring, Evaluation and Learning Program \(MELP\) Request for Proposal](#) (USAID only)
- [LEARN contract description](#) supporting the Bureau for Policy, Planning and Learning (PPL) as well as other Missions and Bureaus.

Resources for a stand-alone CLA support activity for a specific sectoral/technical area:

- [Case study of how the Sahel Resilience Learning Project \(SAREL\)](#) encouraged a CLA culture in USAID’s Resilience in the Sahel Enhanced (RISE) initiative. Excerpt and full link to its solicitation in box below.
- [Knowledge Driven Microenterprise Development \(KDMD\) Statement Of Work](#). Example of a stand-alone knowledge and learning support contract based on a Statement Of Objectives.
- [Measuring Impact \(MI\) contract description](#). MI supported the application of best practices in evidence-based adaptive management for USAID biodiversity conservation programming.
- [USAID/West Africa’s \(WA’s\) Annual Program Statement \(APS\)](#) to fund co-created grants to research and pilot test Countering Violent Extremism (CVE) approaches. This APS addressed a component of the Mission’s CVE Learning Agenda to inform the Mission’s existing and future CVE efforts.
- [Peace through Evaluation, Learning, and Adapting Activity \(PELA\) Fact Sheet](#): A cooperative agreement funded through USAID/WA’s CVE APS.

Excerpt from a Solicitation for a Stand-Alone CLA Support Activity: “Sahel Resilience Learning Project”

The Sahel Resilience Learning Project (SAREL) works to strengthen the capacity of key stakeholders to engage in adaptive, evidence-based learning in order to promote the adoption of methods and innovations that best enhance resilience in the region. SAREL accomplishes this through the following objectives:

- Test, expand and accelerate the adoption of proven resilience-enhancing technologies and innovations
- Develop, test, and promote widespread adoption of new models that integrate humanitarian and development assistance
- Promote ownership, build the capacity of national and regional institutions, and coordinate humanitarian and development interventions
- Address gender issues key to resilience and growth
- Create a knowledge management database that will house a baseline assessment, ongoing monitoring data, and impact evaluations for the USAID Resilience in the Sahel Enhanced (RISE) Initiative

Full Solicitation: [Sahel Resilience Learning Project \(SAREL\)](#)

3B. CLA SERVICES IN A MEL PLATFORM

A MEL platform provides services to support monitoring, evaluation, and learning needs. The learning component of this activity can include a range of CLA-related services that support strategic collaboration, continuous learning, adaptive management, as well as the conditions that enable those practices. However, given that it is just one component of the MEL platform, the extent of support would likely be much less than if the CLA services were in a stand-alone activity.

A MEL platform, which could be cross-portfolio or sector-specific, can support the MEL needs of specific activities or projects, or the Mission/OU as a whole, and the objectives and approaches outlined in the CDCS and accompanying PMP. It can support the Mission/OU and/or its IPs to ensure that learning is happening in an intentional, collaborative, and systematic way and informs needed adaptations.

With MEL plans required at the project and activity levels, a MEL platform can further support the operationalization of those plans by ensuring that monitoring data is consistently and systematically used to inform evidence-based decision making. As another example, a MEL platform might also be designed to make sure that evaluation findings and recommendations inform key learning questions or adaptive management practices. Some Missions/OUs may wish to embark on their MEL efforts by conducting a Monitoring, Evaluation, and Learning Assessment through the MEL platform, in order to assess the current capacity and needs of existing MEL systems.

As the Discussion Note on Designing MEL Platforms points out, there is a downside to including monitoring, evaluation and CLA in a single support activity: “It can be a challenge managing workflow and ensuring that each work stream is sufficiently resourced with staff, time, and funds.” It is important to clearly describe and contract for CLA-specific skills in addition to traditional monitoring and evaluation skills when designing a support activity that bundles CLA, monitoring and evaluation services together.

Resources on CLA Services in MEL Platforms

- Example of a solicitation with a Statement of Objectives (SOO) for a MEL and CLA support mechanism: [USAID/Indonesia “USAID Learns Program”](#)
- Example of a solicitation of a MEL platform with CLA: [USAID/Honduras’ M&E Support for Collaborating, Learning and Adapting Activity](#). Also, see excerpt below.
- [Mission-Based Monitoring, Evaluation and Learning Platforms Assessment Report](#), from which some of the illustrative support services above have been adapted.
- [ProgramNet homepage for the Agency-wide assessment of MEL Platforms](#), with additional links (USAID only)
- [Webinar: Highlights from the MEL Platform Assessment and Program Cycle Resources](#)
- [Webinar: Managing MEL Platforms](#) (USAID only)
- [Draft Discussion Note: Managing MEL Platforms](#)
- [Database of MEL Platform Characteristics and Functions](#)

Excerpt from a Solicitation of a MEL Platform: “USAID/Honduras M&E Support for Collaborating, Learning and Adapting Activity”

The primary objective of this contract is to support achievement of the CDCS DOs by assisting the Mission in planning, designing, conducting, dissemination, and learning from high-quality M&E activities.

The M&E Contract will provide USAID/Honduras with flexible, demand-driven services. These services will include technical, analytic, advisory, training, monitoring, evaluation, and related support services. These are necessary for performance measurement, planning, monitoring, evaluation, reporting, activity mapping, and knowledge management and dissemination activities. These services will assist the Mission in complying with evaluation, monitoring, and project design requirements under USAID Forward and USAID’s Automated Directives System (ADS) 201 and 203.

Services to be provided under this Contract include M&E technical support to the Mission for performance management at the Goal, DO, project, and activity levels; designing and conducting evaluations, assessments, surveys, and studies; strengthening Mission knowledge management; and building USAID/Honduras and its implementing partners’ M&E capacity.

It is critical that the contractor use flexible and adaptable systems and work plans in case of unanticipated changes. Should new M&E priorities arise during the course of this contract, the contractor must recognize and adhere to adjustment of tasks in line with the overall M&E Contract Statement of Work (SOW).

Full solicitation: [USAID/Honduras M&E Support for Collaborating, Learning and Adapting \(MESCLA\) Activity](#)

3C. CLA SUPPORT SERVICES IN A TECHNICAL/PROGRAMMATIC ACTIVITY

You may find it useful to embed CLA support within a technical/programmatic activity, which could entail including a CLA expert(s) as key staff, as well as including knowledge management skills and technologies and expertise in facilitating collaboration. Perhaps the activity is designed to rely on a strong, ongoing network of partnerships; or it may include an analytic element to inform adaptive management as the activity gets implemented; or there may be a need to contribute learning generated through implementing the activity to a knowledge-sharing effort at the project level to inform and support an integrated program.

Refer to the resource “[Incorporating CLA in Activity Management](#)”

You may decide to include CLA services in a technical/programmatic activity because it is large, complex and/or highly technically specialized. Any of these characteristics could warrant embedding in the activity dedicated CLA services and staff with CLA skills. This would eliminate the need to rely on a Mission-wide CLA support activity when the Mission-wide support would be stretched too thin or insufficiently specialized. It would, though, necessitate coordination with the broader Mission-wide CLA support activity, and that coordination should be factored into its design.

The downside of having CLA support services incorporated into a technical/programmatic activity is that it could be siloed from the rest of the Mission’s portfolio. The important learning that comes from the CLA efforts in one programmatic activity may not inform other Mission/OU activities that could benefit. You also run the risk of focusing CLA on only one activity and the remainder of the Mission/OU’s portfolio would lack in having a CLA approach. To prevent this, ensure that feedback loops are incorporated in the scope and/or work plan to share any relevant learning with both Mission staff and other IPs.

Resources on CLA Support Services in Technical/Programmatic Activities

- [Request for Applications for Development Food Security Activities \(DFSA\) in Kenya](#). An example of a CLA expert embedded in a food security activity to help build staff capacity to integrate CLA in the activity. See “key personnel” Section and Application Annex 11.

Note: the following resources on integrating CLA into activities may also serve as resources on how one might embed CLA support services within a technical activity.

- [CLA toolkit page on CLA in Activity Design and Implementation](#) with additional links
- [Incorporating CLA into Activity Management](#)
- [Discussion Note: Adaptive Management](#)

Excerpt from a Solicitation of a Technical/Programmatic Activity with CLA Support Services: “Accelerated Microenterprise Advancement Project (AMAP)”

The objectives of AMAP are to:

- Expand the delivery of financial and business development services to micro-entrepreneurs and low-income households
- Increase the capacity of financial and business service providers to serve microenterprises
- Expand the dissemination of best practices in USAID-sponsored programs in the microfinance and business development services field
- Promote the development and adoption of policy, laws and regulations that encourage the start-up, stabilization, and competitiveness of microenterprises and the institutions and markets that serve them

b) Contractor Services. To achieve these objectives, G/EGAD/MD is seeking the services of contractors to provide two general types of services:

- Assist USAID operating units, including those in USAID/Washington, in designing, implementing, evaluating, and coordinating creative state-of-the-art activities that help the poor develop their businesses so that they increase income, build assets, reduce their vulnerability and contribute to overall economic growth
- Assist G/EGAD/MD in strengthening its evaluation, knowledge generation, administrative, and coordination capacity to more effectively support USAID operating units. A critical element under this project component will be to assist G/EGAD/MD to coordinate implementation across all AMAP-supported activities, convene periodic meetings where implementers can share lessons learned, and provide a vehicle to introduce new approaches to implementers to assure that they are incorporated into future program support activities

The chart in Attachment 9 - Illustrative Involvement of Offerors in AMAP illustrates the three (3) areas of Substantive Involvement and six (6) Functions under this work requirement. Areas of Substantive Involvement include Micro Finance, Business Development Services, and Enabling Environment. The Functions include Strategic Planning, Institutional Support, Human Capacity Development, Monitoring and Evaluation, Knowledge Generation, and AMAP Support Services.

ⁱ Platforms may also be referred to as “activities” or “implementing mechanisms”.