



# developments

Summer 1999

## Training Strengthens African Capacity in Environmental Management

By Millie Morton

“From zero to 90 percent.” That’s how one participant at the Environmental Assessment Training Course described its impact in changing his understanding of environmental assessment. The course, sponsored by the Africa Bureau, has been offered 19 times during the past three years. About 650 staff members from more than 320 organizations in 17 countries have participated in the training sessions. The course is a key component of the Africa Bureau’s Environmental Management Capacity Building Program (ENCAP).

“This course is primarily for partners in USAID programs,” explained Walter Knausenberger, environmental advisor and analyst in the Office of Sustainable Development. “Private voluntary, nongovernmental, and host government organizations are increasingly responsible for the implementation of USAID activities. To help promote sustainability, we are encouraging these organizations to incorporate environmentally sound design and management into the activities they undertake. This is the intent of USAID’s environmental procedures, Regulation 216.”

Regulation 216, also known as Reg 16, specifies the environmental analysis and documentation needed for approval of USAID-funded activities.

“The course strengthens the ability of USAID partners to conduct environmental review and to manage and monitor the effect on the environment,” noted Charlotte Bingham, regional environmental officer for East and Southern Africa, co-developer of the course, and lead organizer and trainer for many of the sessions. “Training improves the success and sustainability of interventions and reduces dependence on external assistance.”

Developing, applying, and refining the course have required collaboration among staff in many organizations, including SD and the Regional Economic Development Service Office—East and

*Continued on page 2*



Walter Knausenberger

*Eritrean course participants work on a water use case study at a banana nursery*

## Working to Reduce the Threat of Infectious Disease in Africa

The USAID Infectious Disease (ID) Initiative is a 10 year, congressionally-mandated strategy to reduce the threat of infectious diseases throughout the world. It focuses on antimicrobial resistance, surveillance, tuberculosis, malaria, and other infectious diseases of public health importance. In fiscal year 1998, approximately \$16 million was allocated to the USAID Africa Bureau for work in 17 countries and subregions.

### Strengthening National Programs

More than 12 country programs currently address malaria, one of the leading causes of child death in Africa. Malaria prevention and control programs include social marketing of insecticide-treated bednets to protect children and pregnant women, strengthening national malaria control capacity through training and institutional development, and improving community-based approaches to malaria control. Seven country programs strengthen surveillance systems designed to detect epidemics and to improve

*Continued on page 4*

### Inside this issue...

New Conflict Resource .....	2
Stories Out of School .....	3
Regional Trade Project and Web Site .....	6
Competition Strategies for African Economies .....	7

---

# New On-line Conflict Resource Launched

By Ajit Joshi

As a part of USAID's more focused approach to conflict, AFR/SD has created ConflictWeb to serve as a resource of related documents. Although conflict is not a discrete sector, there is a great deal of literature and USAID-related information available and more is being added to the web site weekly. For example, the Greater Horn of Africa Initiative (GHAI), USAID/Tanzania, and USAID/Kenya have provided a series of studies on East Africa containing a wealth of inductive, field-based knowledge. Case studies from the Guinea Mission are also available and studies from Mozambique and Uganda are coming soon.

Recognizing that inductive, field based knowledge often provides the basis for developing a set of tools, AFR/SD is consolidating the existing literature to refine and build upon current conflict assessment analytical frameworks. A point-and-click listing of terms, for instance, provides common definitions. This dictionary is a work in progress, and users are invited to provide

additional terms or suggestions that would make the listing more robust.

In order to help USAID offices conduct conflict-related activities, ConflictWeb highlights some of the procurement mechanisms for mission assistance, either through the Global Bureau's Center for Democracy and Governance or GHAI support for



Conflict Prevention, Mitigation, and Response through REDSO/ESA. Scopes of work are also noted in anticipation of the need to put together documentation on new funding mechanisms. Additionally, there is a section on Mission activities, including Mission web sites, and links to the 2001 Africa Mission Results Resource Review Request (R4) documentation related to conflict issues. Other highlights of the site are a conflict forum for interactive

discussions and a who's who in conflict page.

Among the many other available USAID documents are the annual African Conflict Resolution Act report produced by AFR/SD/CMR, agency-wide guidance and policy highlighting former Administrator Brian Atwood's speech on conflict, the supplemental guidance on the agency's R4 process, and some of the key cables related to conflict prevention and management from the State Department and USAID/Washington, and USAID regional offices.

Currently, ConflictWeb is only accessible through USAID's internal web site but the developers plan to post it externally by the end of the fiscal year. Check it out at [www.usaid.gov/AFR/conflictweb](http://www.usaid.gov/AFR/conflictweb). Send any comments to Ajit Joshi, [ajoshi@usaid.gov](mailto:ajoshi@usaid.gov), or Bret Harris, [bharris@rrs.cdie.org](mailto:bharris@rrs.cdie.org).

*Ajit Joshi works in AFR/SD's Crisis Mitigation Recovery Division.*

---

## Course *Continued from page 1*

Southern Africa (REDSO/ESA), field missions in Africa, and private voluntary organizations (PVOs). The week long course stresses interactive learning, with field site visits, participant working groups, presentations, and open discussions. Participants use information from the field site visits to draft environmental reviews.

Role-playing exposes them to stakeholder debate. At the workshop in Uganda, for example, the role-play explored the range of issues associated with a program to control the growth of water hyacinth in Lake Victoria, one of the world's largest fresh water lakes. Participants included leaders of community interest groups, fishermen, ferryboat operators, pesticide specialists, and investigative journalists. After the role-play, participants examined an actual environmental review of a water hyacinth control program for Lake Victoria developed by a Ugandan task force. The program is part of USAID/Uganda's tech-

nical assistance under the Greater Horn of Africa Initiative and a multi-donor environmental management program for Lake Victoria basin.

Two or three knowledgeable facilitators guide each training course. Local resource persons provide background on the environmental and sociocultural setting. "Each training session is tailored to respond to participant needs," explained natural resources specialist Wes Fisher, co-developer of the course and key organizer and trainer. "At each venue, we adapt the generic course program. With modifications of course materials and substantial preplanning, we are able to provide learning experiences that relate specifically to the participants' needs. Again and again, participants say they appreciate the real case studies, group work, role-play, and lively open discussions."

In Kenya, the USAID Mission director credited the course with helping motivate the Kenya Wildlife Service (KWS) to initiate an environmental assessment after

several years of nonresponse to donor pressure. He wrote, "The review of...administrative procedures, the integration and coordination of environmental impact assessment between KWS headquarters and the regions, the capacity building/training needs assessment, and the formation of a task force to follow up these activities are some of the tangible benefits the course accomplished. This is history making in East and Southern Africa."

From its inception, participants have given the course high praise. One participant wrote "Before attending the workshop I knew little or nothing regarding environmental issues. I am now better informed and prepared to assess small activities and the impacts they have on the environment. I feel confident I could perform an environmental review with the assistance of the materials given me during the class."

Follow-up interviews suggest that par-

---

*Continued on page 5*

# Stories Out of School



This special focus on basic education, sponsored by the Africa Bureau's SD Education Team, is a regular feature in SD Developments. Missions and others interested in sharing thoughts and experiences are welcome to contribute material for future columns.

## Teams Meet in Dakar for Basic Education Conference

U.S. Ambassador Dane Smith and USAID Mission Director Don Clark graciously hosted the third basic education conference in Dakar, Senegal, April 26-30, 1999, attended by more than 100 people linked to USAID education programs in sub-Saharan Africa. Participants came to exchange expertise and experiences, generate ideas and plans, and enjoy the boisterous cultural offerings of this West African capital city. Unlike a traditional conference, where participants tend to listen passively to presentation after presentation, and then scramble to network in noisy hallways, this exchange abounded in participant-guided sessions, punctuated by brief presentations.

The planning for this third biennial event (the first was in Kadoma, Zimbabwe in 1994, the second in Brits, South Africa in 1996) began last September, with an electronic exchange among the 10 USAID basic education missions and SD's Division of Human Resources and Democracy (SD/HRD). This sharing inspired an innovative structure, conducive to country teams requesting and receiving information immediately useful to their programs. Each team identified and reached a unique goal: Zambia planned its new school health program; Benin completed its strategic framework; and Nigeria outlined future uses for USAID resources. Teams comprised USAID staff, and government and contractor partners, who met each morning to identify needs, and assign tasks. At the end of each day, teams reconvened to take stock and plan next steps.

Daily tasks included participation in and reporting on thematic, topical, and USAID-related sessions, which teams fanned



Margaret McLaughlin

*Members of the Guinean and Malian teams arrive in Dakar*

out to cover. The daily thematic sessions treated subjects such as teacher development, monitoring and evaluation, and community participation, and gave participants the time and resources to delve into issues. Learning resources included teams from other countries, guest experts, and a library and Internet room brimming with information. Each day participants also chose between one-off topical sessions on challenges such as understanding the learning process, mitigating the impact of HIV/AIDS on education systems, and exploiting information technology. Days closed with individuals reporting back to their teams; these summaries enabled each participant to benefit from all sessions and helped teams to approach goals systemically, that is, from several vantage points, as reality requires.

At the exchange closing, each team selected a representative for *Good Morning Africa*, an imaginary television talk-show panel, which highlighted, and invited feedback on, the week's key findings. Discussion proved so intriguing that participants almost missed lunch, and exchange organizers forgot to distribute evaluation forms. However, the electronic exchange, more active than ever, is providing the missing feedback, which AFR/SD expects to weave into a report by mid-September.

For more information please contact Sheryl Pinelli, 703- 527-5546 or [spinnell@aol.com](mailto:spinnell@aol.com), or Julie Owen-Rea, 202- 712-0638 or [juowen-rea@usaid.gov](mailto:juowen-rea@usaid.gov).

### Education List-serve Up and Running

The Africa Bureau's SD education team has initiated a listserv to continue the exchanges begun at the 1999 Biennial Basic Education Exchange Workshop held in Dakar in April. Over 100 educators attended this exchange and now have been invited to join the listserv. Hopefully, this communication mechanism will allow participants to seek information to burning questions, to share effective strategies, and to announce convening events. Papers can be posted for comment as well.

For more information about this service, please contact Margaret McLaughlin at [mmclaughlin@ufr-sd.org](mailto:mmclaughlin@ufr-sd.org).





## Incorporating Brain Development Research into Policy

By Margaret McLaughlin

**D**id you know that by reading this newsletter you are growing dendrites in your brain? Did you know that you are a genius in your own right? And did you know that all children worldwide can learn and are capable of being geniuses?

At a brown bag seminar held at USAID's offices in Washington on June 29th, five leaders in the field of learning helped USAID staff and partners take steps to unlock this potential. By sharing current research on brain development, learning potential, and teaching strategies, participants translated research-based recommendations into field-based applications.

Presenters were:

- ▣ **Dr. Shari Tishman**, research associate, Project Zero/Harvard Graduate School of Education—focus on critical thinking/meta-cognition
- ▣ **Dr. Steve Seidel**, research associate, Project Zero/Harvard Graduate School of Education—focus on multiple intelligences/

student assessment

**Ms. Patricia León Agustí**, visiting scholar at the Graduate School of Education at Harvard University—founder of the Colegio Anexo San Francisco de Asís in Colombia  
*Project Zero: <http://pzwebharvard.edu>*

- ▣ **Dr. Chris Wheeler**, professor, Department of Teacher Education, Michigan State University—focus on teaching and learning through community participation  
*Michigan State: [cwheeler@pilot.msu.edu](mailto:cwheeler@pilot.msu.edu)*

- ▣ **Ms. Wokie Roberts Weah**, vice president for programs, National Youth Leadership Council, University of Minnesota—focus on service-learning  
*National Youth Leadership Council: <http://www.nylc.org>*

For a copy of the summary, contact Margaret McLaughlin at [mmclaughlin@aftr-sd.org](mailto:mmclaughlin@aftr-sd.org). *Margaret McLaughlin is an education policy advisor with SD.*

### Disease *Continued from page 1*

information available to policymakers for planning and responding to disease threats. Two bilateral programs address antimicrobial resistance, primarily through therapeutic efficacy studies and sentinel surveillance of chloroquine-resistance in malaria. The remaining two programs are tackling the increasing problem of tuberculosis in Africa. The South African program, for example, assists the government's National Tuberculosis Program to expand to peripheral and rural areas.

Infectious disease programs at the country level work directly with ministries of health, local governments, nongovernmental organizations (NGOs), and donors. Specific programs vary, but all are intended to strengthen the capacity of African institutions to provide better quality, more sustainable, and more accessible health services by improving disease control, facilitating policy development, enhancing epidemiological surveillance, promoting human and institutional capacity building, strengthening community-based programming and information, education, and communication (IEC) campaigns, and aiding in the development of the health system as a whole.

### Selected Country Achievements

- ▣ **Kenya** USAID supported surveillance and mapping of drug-resistant malaria; research on malaria and HIV; and IEC campaigns to increase awareness of malaria and other infectious diseases in the community.

- ▣ **Mozambique** USAID provided support and technical guidance to improve the local capacity to conduct therapeutic efficacy studies of antimalarial drugs. USAID also contributed significantly to national malaria and integrated management of childhood illness policies.

- ▣ **REDSO/East/Southern Africa** USAID conducted regional workshops for decision-makers, supervisors, and malaria program managers to improve the quality of care given for malaria diagnosis and treatment within the region.

- ▣ **Zambia** New ID funds allowed USAID to expand the lessons learned from district-level malaria control activities (insecticide treated bednets and home-based care) in Eastern Province to other highly-malarious districts of Zambia.

### Regional Programs

Because infectious diseases do not respect national borders, regional strategies and approaches are also needed. A key player in developing regional approaches

is the World Health Organization Regional Office for Africa (WHO/AFRO). For example, with USAID and other leveraged support, WHO/AFRO has worked with 22 national malaria control programs that have carried out standardized tests of antimalarial resistance. As a result, Botswana, Cameroon, Ethiopia, Kenya, Tanzania,

*Continued on page 8*

### SD Staff Members Win Award

In January, the U.S. Department of Agriculture presented Charlotte Bingham (REDSO/ESA) and Walter Knausenberger (SD/ANRE) with the International Honor Award for significant contributions to international development. They were recognized for their pioneering work on the ENCAP program, focusing on a participatory approach to building environmental assessment, management, mitigation, and monitoring capacity among PVOs, NGOs, and host country collaborators. PVOs have enthusiastically vouched for the value of the training, and the quality of incoming development activity proposals has markedly increased. ENCAP is also expected to improve the effectiveness of many food aid activities.

## Course *Continued from page 2*

ticipants have been able to apply their newly acquired knowledge and skills on the job. Environmental review tools have helped to design better roads in Mozambique and Madagascar, modify pesticide use in several agricultural and livestock projects, and design more appropriate facilities in and near national parks in Kenya, Uganda, and Madagascar. In Guinea, the course resulted in an agreement by a brick maker (and case study subject) to adopt an improved brick making press to minimize oven curing and to plant the fuel wood needed for his operations. Participants from the Commercial Agricultural Promotion program in Madagascar adapted the materials from the course, with no USAID assistance or prompting, to assess the environmental implications of technical assistance for start-up agribusinesses.

Recently, special efforts have been made to apply USAID environmental procedures to development food aid programs. The Africa Bureau collaborated with the Bureau for Humanitarian Response and Food Aid Management (the PVO coordinating unit) to revise the course to address development activities carried out with funds derived from food aid. The result of this collaboration is a comprehensive *Environmental Documentation Manual* for food aid programming. Over the past two years, at least 200 staff members in PVOs have received training pertinent to their needs. "PVO relationships with USAID should be patterned after this example of cooperation," commented a recent training participant in Mozambique.

USAID partners continue to use course materials in similar training sessions organized to increase the capacity of their own organizations and help train others who work with them. Catholic Relief Services (CRS), for example, organized regional training in Kenya for all CRS organizations throughout Africa and India carrying out development activities under USAID's Title II Food Aid program. Using the course materials and format, CARE in 1998 organized similar environmental assessment courses, cosponsored with CRS in Honduras and with Food for the Hungry International in Bolivia. Several thematic workshops in areas of mutually acknowl-

edged technical need (such as irrigation, roads, pesticides, and pest management) are being organized under the auspices of the Environmental Working Group of the Food Aid Management consortium.

Although the course continues to be valuable, much more work is needed to ensure that environmental assessment capacity in Africa is strengthened. Government professionals who review environmental assessments and even many of those identified as trainers in environmental assessments have little or no experience with actually doing them. Efforts are needed to provide practical on-the-job experience by including Africans on donor-funded assessment teams. The creation of stronger ties among professionals involved in environmental assessment and management could encourage greater exchange of information, experience, and technology. Advocacy is important, too, to encourage the effective use of environmental specialists in their own countries. Environmental laws can only be enforced if governments provide large enough budgets to support staffing and regulatory ac-

tivities. The problem of undercompensation of environmental professionals working within African governments is serious.

"We are working with other donors, including the African Development Bank and the World Bank," said Knausenberger. "We want to encourage strong environmental legislation and funding mechanisms that support environmental assessment and ongoing environmental management of public and private investment." The Environmental Assessment Training Course and the growing number of Africans who understand environmental assessment provide an expanding foundation for these efforts and for sustainable resource management in Africa.

For more information, contact Africa Bureau environmental coordinator Carl Gallegos, [cgallegos@usaid.gov](mailto:cgallegos@usaid.gov), Walter Knausenberger, [wknausenberger@afr-sd.org](mailto:wknausenberger@afr-sd.org); or Charlotte Bingham, [cbingham@usaid.gov](mailto:cbingham@usaid.gov). Check out the ENCAP web site at <http://www.afr-sd.org>.

*Millie Morton is a sociologist who consults for SD's ANRE Division.*

### Environmental Assessment Training Course Materials

USAID Missions and their country partners have hosted versions of the environmental assessment training courses in Ethiopia, Guinea, Kenya, Madagascar (twice), Mali, Mozambique, Senegal, Tanzania, Uganda, and Zimbabwe, including several follow-up seminars in Zimbabwe. In Rwanda, two one-day versions were provided for local officials. Regional courses for Title II Food Aid partners have been given in Cape Verde, Ghana, Kenya, and Mozambique. With each offering, the course has been improved, and course materials have been expanded and updated to reflect training experience.

- *Organizers' Notes* serve as a resource for in-country organizers of the training. The notes offer checklists for equipment and materials, draft scopes of work for planning activities and hiring presenters, and guidance on selecting venues and preparing for site visits.
- The *Facilitators' Guide* provides a description of the course, information on the roles and responsibilities of course participants and instructors, and details on each course module, including discussion questions, sample overheads and computer disks with all course material. Facilitators can adapt and revise, as needed, to fit the local situation.
- The *Participants' Sourcebook* includes the course description and program, detailed reference materials keyed to the training modules and a copy of Regulation 216.
- *Environmental Guidelines for Small-Scale Activities in Africa* is another key document provided to participants. The *Environmental Documentation Manual* for Title II Food Aid is oriented to private voluntary organizations.

Together, the materials help ensure the quality and relevance of each course and provide useful references when participants apply what they have learned.

# Regional Trade Project Examines Agricultural Trade and Food Security

## RTAA launches new web site

There are several reasons why it is important to focus on trade within Africa. While there has been a great deal of interest in and research on trade with the North, it is clear that these markets alone will not produce the needed economic and development benefits. There is a significant amount of intra-African trade, but its volume is unclear and its potential unknown. Little research has been focused on regional markets and questions remain. What impact does intra-African trade have on food security? How will current economic reform programs affect regional markets? Will reducing trade barriers in Africa allow for a more efficient allocation of resources? What opportunities exist for increasing or creating new trade?

USAID's Regional Trade Analytical Agenda (RTAA) project is a series of analytical activities formulated to address some of these key trade issues and the impact of regional trade on agricultural production, comparative advantage, and food security in eastern and southern Africa. These analyses are intended to identify the impacts of evolving trade and agricultural security. The results of these analyses are currently being used to inform policymakers.

RTAA's objectives are to determine the impact of "informal" cross-border agricultural trade on regional food security; analyze implications of changing agricultural comparative advantage resulting from political and economic liberalization for trade and food security; and enhance information sharing and dissemination among African researchers and policymakers by means of an electronic communications network. Africans have participated in all stages of this project, and it is hoped that the RTAA network of African researchers and policymakers spread throughout the Greater Horn and southern Africa will continue their efforts once the project is completed. One of the

program's early achievements was to set up an electronic network that links all the collaborators. Now researchers and policymakers are linked through the Internet and are not only able to exchange data, information, and papers but also discuss their implications.

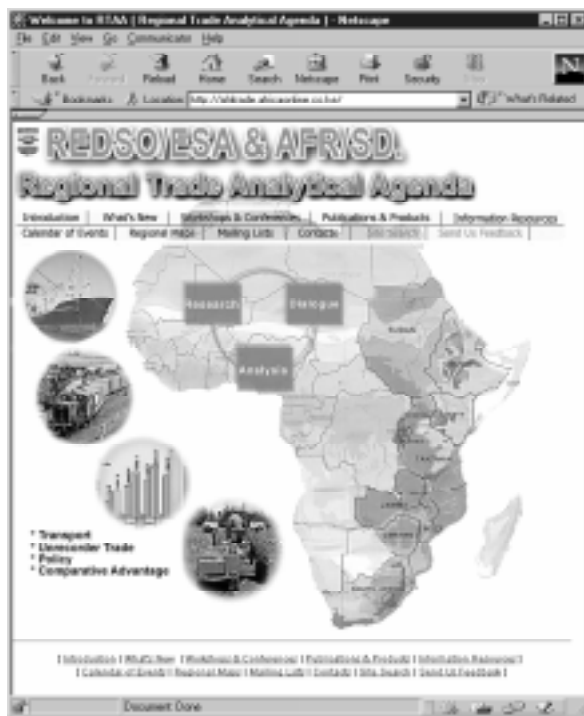
To facilitate communication and dissemination, RTAA has established a new web site at <http://www.afritrade.org/>. By publishing research findings, structural adjustment policies, workshop proceedings,

final phase of dissemination, dialogue, and facilitation of policy reform implementation. The liberalization of trade is a high priority for the countries in the region. The high cost of transportation is seen as a major constraint to expanding trade and comparative advantage analysis is an integral part of the trade agreements and protocols between countries.

Through its work with regional organizations, the RTAA is beginning to have an even more substantial impact. Among the achievements to date, the Southern Africa Development Community has integrated trade into the Secretariat's food security strategy paper and the Common Market for East and Southern Africa has incorporated RTAA findings into its regional growth point strategy for Malawi, Tanzania, and Zambia. In addition, RTAA briefings to the East African community and the Intergovernmental Authority on Drought have led to requests for further analysis and opportunities and partnership in implementing reforms.

Funding, management, and guidance for RTAA are provided by USAID's REDSO/ESA and AFR/SD's Agriculture, Natural Resources, and Rural Enterprise Division. Additional funding comes from USAID's Greater Horn of Africa Initiative and Initiative for Southern Africa. The agenda is implemented through cooperative agreements with the NGO TechnoServe (with a regional office in Nairobi, Kenya) and the Center for Applied Research and Policy Analysis at the University of Swaziland.

For further information on the Regional Trade Analytical Agenda, contact Joe Carvalho or Brian D'Silva, USAID/REDSO, P.O. Box 30261, Nairobi, Kenya; tel: 254-2-751-613; fax: 254-2-749-590; or visit the RTAA web site at <http://www.afritrade.org/>.



The RTAA homepage

and research methodology, RTAA collaborators hope to affect meaningful changes in the way regional trade is conducted in eastern and southern Africa, thereby improving food security.

Two initial studies on economic reform and structural adjustment programs provided a baseline for RTAA and helped inform USAID and other donor missions about the current state of policy reforms in the subregions. The program is now in the



# Competition Strategies for Sub-Saharan Economies

By Cynthia Clement

**M**any countries in sub-Saharan Africa whose economies are considered developing or in transition may potentially benefit from competition-promoting strategies. A joint Equity and Growth through Economic Research (EAGER) and Public Strategies for Growth and Equity (PSGE) study, supported by AFR/SD, involving Benin, Madagascar, and Senegal, begins with the premise that governments can augment markets by providing a set of laws, regulations, and implementing institutions to both facilitate private sector commercial activity and mitigate private and public restraints on commerce. From this premise, the question logically follows: Which laws and institutions are most important and useful at promoting competition? The study addresses this question in several ways.

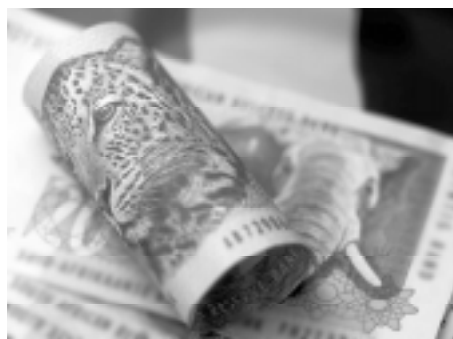
Much of the earlier research on competition policy in developing economies or those in transition explicitly or implicitly equated competition policy with the enactment and enforcement of Western-style “antitrust” laws. Defined in this way, competition policy would consist of challenging “restrictive business practices” adopted by private business operators. In the history of Western economies, narrowly defined antitrust laws were introduced relatively late in the process of development and were designed to police already functioning market economies, not to facilitate or create them. The so-called competition laws now used in developed market economies may be inappropriate and even counter-effective when applied to economies in transition or under development, particularly if grafted onto an existing institutional framework that is weak.

A principal hypothesis underlying the study’s research plan is that countries in transition and under development have accorded too high a priority to drafting Western-style competition laws and creating competition law enforcement agencies similar to those found in more developed countries. Restrictive business practices adopted by private sector actors—the issues addressed by Western-style antitrust laws—are posited to be relatively inconse-

quential when compared to barriers to entry and growth stemming from the lack of market-augmenting laws and institutions.

To evaluate the legitimacy of the principal hypothesis, the study is attempting to empirically assess the relative size of various anti-competitive features of each economy. Interviews during the final design phase suggest that both restrictive trade practices and gaps in the facilitating legal infrastructure exist; the question to be answered during the implementation phase then becomes, how much of each?

The study’s corollary hypothesis is



Stockbyte.com

that efforts to create competitive forces would be more effective if directed at the design of a long-term strategy for building a full legal and institutional infrastructure. For example, creation of a focal point within the government for informed competition advocacy may be a first step in eliminating the most usual types of barriers to entry, namely inappropriate government regulation. Such an advocacy function could be a precursor to the Western-style enforcement agencies, and expand at a later point in time to address restraints on trade that arise from the private sector.

The policy implication of this study is that recommendations for Western-style competition law systems for developing economies or those in transition should be based on a broad analysis of both the barriers to competition and the full range of options for addressing those barriers. In particular, decision-makers must recognize the opportunity cost of building the institutional structure needed for effective implementation of Western-style competition

laws. Policy options not usually associated with the label “competition” may actually provide a larger impetus to competitive forces than a so-called competition law, and therefore should be considered either in conjunction with or as substitutes for such laws. Initial reforms might include price deregulation, the elimination of licensing-related entry barriers, and the disruption of established collusive habits, such as those fostered by laws mandating membership in industry associations.

Within the class of developing countries and those in transition, there is a great deal of variance in the conditions just elaborated, suggesting that certain treatments may be most effective at particular stages of the reform process. One goal of the study is to suggest a prioritization methodology that would assist developing countries and those in transition in identifying optimal sequencing of competition-related reforms. Such a methodology would take into account the specific situation of any one country.

This study is being coordinated by the IRIS Center at the University of Maryland, a subcontractor under EAGER/PSGE. Four researchers fielded by IRIS are Dr. Cynthia Clement, IRIS associate director; Professor Andrew Gavil, Howard University Law School; Dr. Georges Korsun, Chemonics International; and Professor William Kovacic, George Mason University Law School. Local collaborators involved thus far are Djossinou Ahouandjinou, assistant professor of law at the National University of Benin, and Professor Pepe Andrianomanana of the University of Antananarivo, Madagascar. Field work began earlier this year, and the findings and recommendations will be available at the EAGER All-Africa Conference to be held in Botswana in October.

*Cynthia Clement, associate director of the IRIS Center, is coordinating this EAGER study and can be contacted at [clement@iris.econ.umd.edu](mailto:clement@iris.econ.umd.edu). This article previously appeared in the Winter 1999 issue of EAGEReport.*

## Disease *Continued from page 4*

Uganda, and Zambia have already or are in the process of updating their antimalarial drug policies. Infectious Disease Initiative funds are expected to aid other countries such as Rwanda and Mozambique in conducting similar trials. USAID investments have also strengthened the WHO/AFRO Malaria unit to design a strategy to support countries in carrying out community-based malaria control, developing a community research agenda, and beginning the process of forming a resource network for the continent.

In 1998, USAID used ID funds to mobilize technical, managerial, and financial resources to help regional partners improve national preparedness and response to epidemics of diseases such as cholera, meningitis, malaria, measles, and yellow fever. USAID has also contributed significantly to the development of diagnostic tools and guidelines for establishing more efficient, integrated surveillance systems throughout the region.

### Applied Research

Controlling infectious diseases requires continued applied and basic research

to identify new tools, techniques, and approaches and to improve existing national and regional programs. USAID has funded several research findings. Centers for Disease Control (CDC) studies showed that insecticide-treated bednets reduce morbidity in children even in areas of intense malaria transmission. Studies in western Kenya demonstrated the need for improved mechanisms to diagnose severe malaria-associated anemia in very young children and explored interactions between HIV and malaria. WHO's Tropical Disease Research (TDR) Special Program completed studies which identified social networks and patterns of referral for children with severe febrile illness in order to understand better how to promote early and appropriate treatment of severe fevers. WHO/TDR is also conducting studies in Ghana, Nigeria, and Uganda to develop and test methods to improve the provision of information to communities, public and private care providers, and mothers about the appropriate use of antimalarial drugs. The CDC and WHO are conducting studies to evaluate the safety and efficacy of combination drug therapies for malaria, while WHO is standardizing molecular tools to

aid in the rapid detection of drug-resistant malaria. ID funds are expected to enhance the impact of these findings.

*SD Developments* is published quarterly by the Office of Sustainable Development, Bureau for Africa, U.S. Agency for International Development. It is designed to foster better understanding of SD's activities and to facilitate dialogue with our colleagues in Africa.

Editors: Christine Chumblor  
Patricia Mantey



*SD Developments* is produced by the Africa Bureau Information Center (ABIC), operated by the Academy for Educational Development, Inc. under contract to USAID. ABIC is part of the Research and Reference Services project of USAID's Center for Development Information and Evaluation. Comments, letters, announcements, and articles are welcome. Send to:

The Editor, *SD Developments*,  
Africa Bureau Information Center,  
1331 Pennsylvania Avenue, NW  
Suite 1425  
Washington, D.C. 20004-1703 U.S.A.  
Fax: 202-661-5890  
E-mail: [abic@rrs.cdie.org](mailto:abic@rrs.cdie.org)  
[www.info.usaid.gov/regions/afr/abic](http://www.info.usaid.gov/regions/afr/abic)



**Africa Bureau Information Center**  
**1331 Pennsylvania Avenue, NW, Suite 1425**  
**Washington, D.C. 20004-1703 USA**