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Abstracts

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Fall 1997

Education

Kids, Schools & Learning: African Success Stories

Christensen, Philip; Aly Badra Doukouré; et al. Academy for Educational Development, Inc., Washington, DC; USAID/AFR/SD, Washington, DC. SD Publication Series: Technical Paper No. 56. July 1997. 134 pp. \$3.00
PN-ACB-407

Phoenix Rising: Success Stories about Basic Education Reform in Sub-Saharan Africa/Le Phénix Renaissance: l'Éducation en Afrique

Gilmore, Julianne. USAID/AFR/SD, Washington, DC; Center for International Research, Washington, DC. SD Publication Series: Technical Paper No. 76. October 1997. 62 pp. \$3.00
PN-ACB-476

Kids, Schools & Learning documents the drama of education reform currently underway in sub-Saharan Africa. The second paper, *Phoenix Rising*, is a condensed version of *Kids, Schools & Learning*, written in a more journalistic and informal style. The case studies of USAID's support of primary education reform provide detailed treatment of: school reform in the transition from chaos to democracy in Uganda; education reform in the context of economic and political reform in Guinea and Benin, respectively; building consensus around school reform in Mali; the growth of education system self-sufficiency in Swaziland; and the transformation of the entire education system in post-apartheid South Africa. While the studies focus primarily on education reform, they also provide general insights into the interplay between sectoral development (i.e., education) and

macroeconomic and political reform, and provide an account of the seldom-featured "good side" of events in Africa. A first chapter gives an overview of the progress that sub-Saharan African countries are making, particularly in education, while the last chapter summarizes USAID's insights from its work in basic education reform, and presents strategies that are beginning to bear results. Key lessons learned are that: primary education is essential (though not sufficient) for development; providing universal primary education is a challenge of the highest order, especially in Africa, where the fact that most teachers are civil servants makes education intensely political; the high cost of primary education for both governments and families poses a particular difficulty for African countries, most of which are deeply in debt; education is a cultural process that cannot be readily installed with brick and mortar; and the teachers themselves receive little support from the community, are paid irregularly, and have to teach in congenial and overcrowded surroundings. On the positive side, governments have given top priority to building effective schools for all children and have launched systemic reforms in the interlocked systems of instruction, management, and governance. Finally, education and schools are becoming the organs of the people they serve rather than the products of remote bureaucrats.

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USAID's Strategic Framework for Basic Education in Africa (Summary)/Cadre Stratégique de l'USAID pour l'Education de Base en Afrique (Résumé)

Tietjen, Karen; Ash Hartwell. USAID/AFR/SD, USAID/G/HCD, Washington, DC. Center for International Research, Washington, DC. October 1997. 46 pp. \$3.00

PN-ACB-406

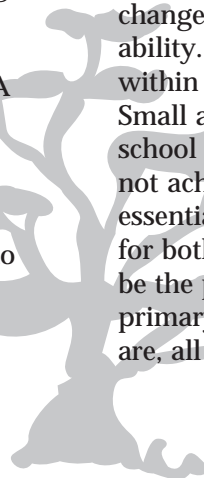
How will USAID support the critical needs for expanding and improving basic education in Africa over the next decade? This booklet summarizes USAID's recently updated strategic framework for the sector. In contrast to earlier forms of assistance, which provided external expertise to diagnose and correct specific weaknesses, the Agency's new approach targets reform of the education system itself, strategically targeting efforts in tandem with each country's policies, plans, and capacities. The emphasis is on building effective schools, promoting systemic reform, and ensuring long-term program and reform sustainability. Ways in which USAID can pursue these objectives are outlined, along with the criteria USAID will use to select countries for assistance: USAID country presence; the magnitude of the country's need for basic education; and the country's readiness for education reform. Implications for USAID operations are described in terms of strategic planning and results frameworks, measuring results, performance, donor coordination, project and non-project assistance modalities, and staffing. A final section outlines challenges and evolving issues, such as the very large number of African children out of school, ineffective schools, and weak institutional support for reform. USAID and other donors are under increased pressure to demonstrate results, while their resources are shrinking. The central challenge is to support country capacity and initiatives to develop realistic and creative ways to better mobilize internal resources and local capacity to provide quality basic education for children.

Educating Girls in Sub-Saharan Africa: USAID's Approach and Emerging Lessons for Donors

Tietjen, Karen. USAID/AFR/SD, Washington, DC; Academy for Educational Development, Inc., Washington, DC. SD Publication Series: Technical Paper No. 54. June 1997. 39 pp. \$3.00

PN-ABX-945

Although promoting girls' access to primary schools has been a key objective of USAID's education programs in sub-Saharan Africa, the Agency's efforts in this area have been a mosaic of different combinations of policy conditionality and project support. This report attempts to discern a common structure within USAID's activities, place it in a sectoral adjustment framework, and draw together lessons learned about donor support. Specifically, the report overviews USAID's approach to sectoral adjustment for education in Africa; develops a structure for codifying USAID's approach; reports some of the results of USAID's efforts and offers preliminary thoughts on the effectiveness of these efforts; and reviews the different assistance modalities used by the Agency. It then examines in depth several emerging lessons for donor support of girls' education. The principal lesson is that when dealing with girls' education, donors should not forget what they have learned about educational development in general. All the tenets of sectoral adjustment should apply, such as systemic change, government-led reform, and sustainability. Girls' education must be addressed within an overall context of educational reform. Small activities such as publicity campaigns and school contests aimed at girls will in themselves not achieve the systemic, structural changes essential to expanding and improving education for both girls and boys. Nonetheless, girls must be the primary focus of the reform and the primary clients of the education system. If they are, all children will benefit.



Education Decentralization in Africa as Viewed through the Literature and USAID Projects

Whitacre, Paula. USAID/AFR/SD, Washington, DC; Academy for Educational Development, Inc., Washington, DC. January 1997. 90 pp.

*PN-ACA-366

Decentralization is being discussed throughout Africa, often as a panacea for broad political, social, or economic problems. This document synthesizes existing information about the status of education decentralization in Africa, especially in relation to USAID's activities in 11 countries: Benin, Botswana, Ethiopia, Ghana, Guinea, Lesotho, Malawi, Mali, Namibia, Uganda, and Zimbabwe. Material was gathered through a desk review of documents from USAID education projects in Africa, case studies of decentralization, and theoretical literature on decentralization. The document's first section provides an overview of decentralization, distilling the views of leading researchers. It then summarizes the findings from the literature, organized in four categories: assumptions and views about decentralization (e.g., decentralization is often seen as an end rather than a means; its effects are assumed to be always good); the process of decentralization (decentralization often emerges from crisis, is rarely designed with popular participation, rarely builds new organizational linkages, and rarely extends to the school level); support for decentralization (support is often stronger from NGOs and community organizations than from government; both support and opposition are highly politicized); and evaluation of decentralization (evaluation is virtually non-existent, tends to focus on planning rather than implementation, and ignores costs). Four tables provide an overview of decentralization efforts in the 11 countries, and are followed by profiles of each country. In the second section, the author develops an analytic framework from the literature review, which consists of a series of guided questions that can help determine the status of a country's decentralization strategy. Suggested questions for future research follow.

**Available at no charge from The Academy for Educational Development, SARA Project, 1255 23rd Street, Washington, DC 20037; e-mail: sara@aed.org.*

Formal and Nonformal Education and Empowered Behavior : A Review of the Research Literature

Moulton, Jeanne. USAID/AFR/SD, Washington, DC; Academy for Educational Development, Inc., Washington, DC. April 1997. 48 pp.

English: PN-ACB-230; French: PN-ACB-576

Since 1990 international agencies have invested heavily in girls' education as a means of checking population growth in developing countries. But they may be overlooking another equally viable way of affecting women's decision to bear and raise healthy children. The purpose of this review is to document the argument that women's participation in non-formal (out-of-school) education and other associations has the same effect as formal schooling on demographic change (fertility and child health and survival). How does education affect these behaviors? A generally accepted theory is that these two variables are mediated by an "autonomy" or "empowerment" variable rather than by particular skills or knowledge. Women can be empowered not only by going to school but also by participating in non-formal education programs and local associations. However, the assertion that programs other than school can be empowering is not yet widely accepted because the research on the effects of non-formal education uses different methods and is presented less convincingly than research on the effects of schooling. This publication attempts to explore the logical link between the evidence that sending more girls to school results in demographic change through their empowerment and the evidence that non-formal education also empowers girls and women and, thus, also leads to fewer births and healthier families. The paper begins by examining research on the links between formal schooling and demographic change. Next it looks at the mediating variable called "autonomy" or "empowerment." Finally, the paper reviews the research on links between non-formal education and the behaviors that lead to demographic change, and identifies additional research needed to reinforce the argument for heavier investment in non-formal education and women's associations.

Policy Research

Making a Difference to Policies and Programs: A Guide for Researchers

Porter, Robert W.; Suzanne Prysor-Jones. USAID/AFR/SD, Washington, DC; Academy for Educational Development, Inc., Washington, DC; Joint Health Systems Research (HSR) Programme, Harare, Zimbabwe; Council on Health Research for Development (COHRED), Geneva, Switzerland. Essential National Health Research (ENHR) Africa Secretariat, Geneva, Switzerland. July 1997. 60 pp.

***English: PN-ACB-080; French: PN-ACB-259**

Money and energy are being spent on research that is not relevant to practical decisions, and even when research is relevant, decisionmakers often ignore it. The theory underlying this guide is that research most effectively informs policy and program management when there is a three-way process of communication linking researchers, decisionmakers, and beneficiaries. The guide is organized around four basic stages in the research process: defining the research question; developing the research proposal; conducting the study; and communicating research results. These four stages provide a framework for organizing a series of recommendations intended to focus researchers' attention from the outset on the desired end-use of the research. Although the examples are drawn mainly from the health sector in Africa, ideas should be applicable to other sectors and regions. The guide includes references and a list of selected resource materials on participatory research and evaluation.

Either document is available at no charge from the Academy for Educational Development, SARA Project, 1255 23rd Street, Washington, DC 20037; e-mail: sara@aed.org.

Natural Resources Management

Environmental Protection Checkoffs: New Approaches to Funding Research, Development, and Conservation Programs

Gilles, Jere L. University of Missouri at Columbia, Department of Rural Sociology, Columbia, MI; USAID/AFR/SD, Washington, DC; AMEX International, Washington, DC. SD Publication Series: Technical Paper No. 53. April 1997. 59 pp. \$3.00

PN-ACA-372

This guide introduces checkoffs, an innovative mechanism for financing programs in agricultural research and natural resource conservation. Checkoffs are self-imposed levies on consumers, producers, or industry groups that are used by financially-strapped public agencies to supplement publicly-funded programs or to fund programs that the private sector is unable to finance. The first section makes the case for checkoffs, describing their basic elements, advantages, and disadvantages. It also discusses the entities that must participate in checkoff development as well as other requirements for a successful checkoff. The aim of this section is to enable readers to decide whether a checkoff is a viable option for financing their organization's activities. The next section describes the steps and design issues involved in creating a checkoff. Appendices present three brief case studies of checkoffs. Two are from the United States. The first is nationwide in scope and generates millions of dollars a year, while the second operates in a few counties in Florida and generates several thousand dollars per year. In spite of differences in scale, both are successful and fully-developed. The third case study is African. The "Going Green" program, sponsored by the Sheraton hotel chain, lacks many of the participatory elements of the U.S. checkoffs, but compensates for this shortcoming by making it easy for contributors to obtain refunds at the point of payment.

Health & Family Planning

What Can You Do? Postabortion Care in East and Southern Africa

USAID/AFR/SD, USAID/G/PHN, Washington, DC; USAID/REDSO/ESA, Nairobi, Kenya; Abt Associates, Inc., Washington, DC; Futures Group International, Washington, DC. 1996. 17 pp. \$3.00
PN-ACA-376

In Africa complications from unsafe abortions claim 23,000 lives per year. This brochure is a general how-to for organizations and USAID Missions interested in implementing or supporting postabortion care in East and Southern Africa. After exploring the scope and the source of the problem (lack of access to family planning and reproductive health services), the brochure discusses USAID regulations and guidelines and explores the basic elements of postabortion care. Emphasis is placed on integrating emergency care within general health services. Patients seeking emergency services are typically entering the health care system for the first time, and therefore need general health assessments, as well as family planning counseling to prevent further unwanted pregnancies. Counseling should also be provided to the husbands or partners of patients about when to seek emergency services (men generally make these decisions). Next, the brochure discusses program implementation. Implementors should draw on the rich resources already available in the region (names and addresses of organizations working in the areas of policy, services, IEC [information, education, communication], training, and research and evaluation are provided); seek to expand and improve existing programs; support the decentralization of postabortion care to the primary care level; and target young adults. A strategic framework diagram shows how the postabortion care initiative supports USAID Mission strategic objectives and contributes toward achievement of fertility and health goals. The brochure includes a list of selected references available from USAID's East and Southern Africa regional office.

Trade & Transportation

Comparative Costs of Transport: The Northern Tier Countries of the Greater Horn of Africa

Anyango, Gordon J. The Management Center, Nairobi, Kenya; USAID/AFR/SD, Washington, DC; USAID/REDSO/ESA, Nairobi, Kenya; AMEX International, Washington, DC. Full Report/Executive Summary: SD Publication Series: Technical Papers Nos. 60 and 61. July 1997. 216 pp. and 34 pp. \$3.00 each
Full report: PN-ACA-831; Executive Summary: PN-ACA-832

Realization of trade and food security objectives in the Greater Horn of Africa has been hindered by an inefficient and costly regional transportation system. Focusing on the Horn's Northern Tier countries, this study assesses the relative costs, ease, and timeliness of transporting cargo (especially perishable agricultural exports) using conventional and non-conventional routes. It compares in-country and intercountry transport costs for cargo, and it identifies import-export routes that link capital cities to regional seaports, particularly Port Sudan in Sudan, Massawa and Assab in Eritrea, Djibouti Port in Djibouti, and Berbera Port in Somalia. Linkages with key extra-regional ports such as Mombasa, Kenya, are also considered. The study also explores the financial and economic costs associated with different types of cargo. In addition, it analyzes the impacts of transportation costs on food security, trade, and investments. The major finding is that transportation costs in this subregion are high, estimated at 9.5 to 37 percent of the value of consignment for routes to Khartoum, 20 to 34 percent for routes to Gonder, 21 to 28 percent for routes to Addis Ababa, and 276-302 percent for routes to southern Sudan via the port of Mombasa. Factors that contribute to the high costs include inadequate investment in infrastructure, poor condition of existing infrastructure, bureaucratic policies, cumbersome operating procedures and regulations, and insecurity. The author makes recommendations to achieve the long-term objective of minimizing costs.

Agribusiness

Stimulating Indigenous Agribusiness Development in Zimbabwe: A Concept Paper

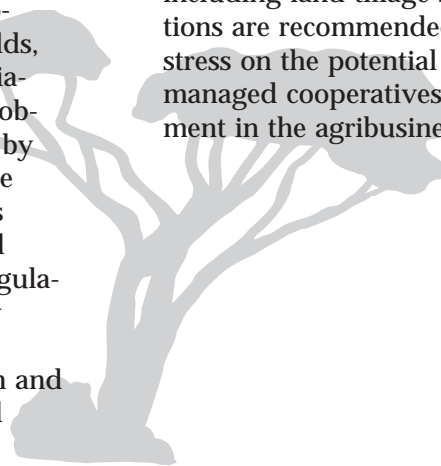
Acquah, Emmanuel T.; Felix M. Masanzu. University of Maryland at Eastern Shore, Office of International Programs, Princess Anne, Maryland; USAID/AFR/SD, Washington, DC; USAID/Zimbabwe. AMEX International, Washington, DC. SD Publication Series: Technical Paper No. 72. August 1997. 33 pp. \$3.00
PN-ACB-126

In its structural adjustment program of January 1991, the Government of Zimbabwe (GOZ) accepted in principle the market-oriented policies required to liberalize the country's economy. More recently, however, the GOZ has been reluctant to privatize further for fear of solidifying the domination of the economy by the minority white population. This paper proposes market-driven options for spurring indigenous private economic growth by promoting small and medium-scale agribusinesses. The paper proposes a model for analyzing the market situation, including pre-production, production, and marketing constraints. The intervention portion of the model deviates from conventional approaches in that its capacity-building components aim to empower individuals, households, local communities, and small business associations to find sustainable solutions to their problems. Empowerment could be accomplished by creating viable associations that can influence policy; developing credit unions and savings institutions; providing training and technical assistance; and developing standards and regulatory instruments. The model is illustrated by application to the horticulture sector; other promising sectors include oilseed production and processing, general transportation, and rural engineering services.

Stimulating Indigenous Agribusiness Development in the Northern Communal Areas of Namibia: A Concept Paper

Acquah, Emmanuel T.; Rod Davis. Acquah, Emmanuel T.; Felix M. Masanzu. University of Maryland at Eastern Shore, Office of International Programs, Princess Anne, Maryland; USAID/AFR/SD, Washington, DC; USAID/Namibia; AMEX International, Washington, DC. SD Publication Series: Technical Paper No. 73. August 1997. 41 pp. \$3.00
PN-ACB-127

Farmers in Namibia's Northern Communal Area face many constraints, including neglect and marginalization under apartheid, and environmental problems such as limited arable land, infertile soils, a fragile ecosystem, and erratic rainfall. Nonetheless, opportunities exist for promoting socioeconomic development by indigenizing both new and existing economic activities. This concept paper proposes market-driven options to take advantage of these opportunities. Specifically, it proposes and applies a model that details the pre-production, production, and marketing constraints in three subsectors with potential for indigenization: processing of pearl millet; horticulture; and provision of agribusiness inputs and services, including land tillage services. Possible interventions are recommended for each subsector, with stress on the potential for grassroots-led and managed cooperatives to spur black empowerment in the agribusiness sector.



Agricultural Technology Transfer

Proceedings of the Workshop on Commercialization and Transfer of Agricultural Technology in Africa— Accra, Ghana, November 4-7, 1996

Gelaw, Bantayehu, ed.; Emmanuel Acquah;
Charles Whyte. USAID/AFR/SD, Washington,
DC; USAID/Ghana; AMEX International, Wash-
ington, DC. SD Publication Series: Technical Paper
No. 57. July 1997. 163 pp. \$3.00

PN-ACA-850

It is widely believed that many of the agricultural technologies developed in sub-Saharan Africa have not been transferred or commercialized. To address this issue, USAID and Ghana's Ministry of Food and Agriculture sponsored an Africa-wide workshop in November 1996, which was attended by more than 100 representatives of African research and development institutions, agribusinesses, non-governmental organizations, and universities. The workshop examined several subthemes within five thematic areas: the enabling environment for agricultural technology transfer and commercialization (including economic liberalization, access to credit, and transportation links); generation of customer-focused technologies (including the role of biotechnology, Uganda's unified agricultural extension program, and participatory technology research by the Ghana National Agricultural Research Service); sharing of technology (including intellectual property rights, and Africa's entrance into the information age); access to inputs (including the promotion of seed, planting materials, and livestock industries; the role of postharvest technologies, and the availability of and alternatives to critical inputs such as fertilizer); and innovative partnership development (including public-private collaboration, use of endowments to finance agricultural research, and capacity building for technology transfer). This report includes two full papers under each theme, abstracts of all other papers presented, and summaries of workshop recommendations.

Democracy & Governance

Opportunism Knocks? Legal Institutions, Contracting, and Economic Performance in Africa

Kahkonen, Satu; Patrick Meagher. University of Maryland, Center for Institutional Reform and the Informal Sector, College Park, Maryland; USAID/AFR/SD, USAID/G/EG, Washington, DC; Harvard University, Harvard Institute for International Development, Cambridge, Massachusetts. Institutional Reform and the Informal Sector (IRIS) Working Paper Series Paper No. 204. June 1997. 29 pp. \$4.16

PN-ACA-965

The decision to exchange and enter into a contract depends on the institutions that ensure compliance with the terms of contract. In other words, the nature of the contracting institution determines the transactions an individual is ready to assume. Neoclassical economics takes for granted that the state legal system is the only institution relevant for contracting and contract enforcement. However, much contracting is informal, taking place outside state legal rules and procedures. This paper examines the importance of various state and non-state institutions of contract and contract enforcement for economic activity, and, in particular, specifies the role of state institutions in governing transactions. The paper shows that in developed and developing countries contracts are governed by a multitude of state and non-state institutions. Different societies are likely to have different institutions, depending on their history, culture, and political system. Contrary to conventional wisdom, exchange governed by the state is not necessarily more efficient than exchange governed by non-state mechanisms. The relative efficiency of different contract enforcement mechanisms depends on the characteristics of the good to be exchanged, the cost of the use of the mechanism, and the predictability of the outcome. State legal institutions do, however, have an important role to play in facilitating exchange among anonymous individuals and firms and providing impartial and predictable enforcement of contracts. They can also reinforce non-state contracting and enforcement methods by providing relevant information and screening mechanisms such as company and asset registries.

Economics

European Economic Integration and the Franc Zone: The Future of the CFA Franc after 1999

M'Bet, Allechi; Madeleine A. Niamkey. African Economic Research Consortium, Nairobi, Kenya; USAID/AFR/SD, Washington, DC. AERC Research Paper No. 53. March 1997. 42 pp. \$5.46
PN-ACB-327

The move to a single European currency (the euro) by 1999 means that the French franc will soon effectively cease to exist. What are the options for countries using the CFA franc, which has been pegged to the French franc for nearly 50 years? This report reviews the advantages and disadvantages of five scenarios: pegging to the euro; multi-currency pegging; creating a single currency for the Economic Community of West African States (ECOWAS); breaking down the CFA Franc Zone and creating separate currencies; and institutionalizing an African monetary fund. The study concludes that an adjustable peg to the euro at an early stage, with a convertibility guarantee at the European Central Bank, would be the best arrangement. The least attractive option would be separate currencies, which would go against the trends of building trading blocs and would further fragment African economies. The possibility of an African monetary fund to clear the way for a continent-wide currency is attractive, but premature. The option of a multi-currency pegging to the euro, U.S. dollar, or Japanese yen does not appear feasible for the near future, as a learning process to manage the adjustable peg is necessary. Nor is the

option of an ECOWAS-wide single currency appealing, though it is desirable; time is needed for ECOWAS to become better organized and its institutions operational. The next research task is to study the underlying economic adjustment in CFA economies under a flexible CFA franc-pegging regime. This will give insights into the performance of the CFA franc in the new world currency order.

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