



Abstracts

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Education

Education for All: The Ugandan Experience

USAID/AFR/SD/ED, The World Bank Global Links Television, Washington, DC; USAID/Uganda. February 1999. 30 minute video. Available in English, French, and Spanish and in multiple formats. To order, contact ABIC at 1331 Pennsylvania Avenue, NW, Suite 1425, Washington DC, 20004; (202) 661-5827; Fax (202) 661-5890; or abic@rrs.cdie.org.

This video documents the progress and continuing challenges of Uganda's exemplary reform of its education system since 1990. A 1997 announcement that up to four children in every family would be entitled to free primary education has opened up opportunities for millions of Ugandan children, but has also had a huge cost in terms of fewer resources. This video looks at what reform has meant to Ugandan teachers, principals, pupils, and parents. Among the characters are 14-year-old Emmanuel, an AIDS orphan who is struggling to get an education; teacher Jumba Tamale, who has taught for years, but is getting professional training for the first time; and George Kaate, an outreach tutor and supervisor who tirelessly pedals his bicycle from school to school to help teachers improve their teaching methods.

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Girls' Participatory Learning Activities in the Classroom Environment (GirlsPLACE): A View to the Experiences of Girls

VanBelle-Prouty, Diane; Haddy Sey. Institute for International Research, Inc.; USAID/AFR/SD, Washington, DC. SD Publication Series: Technical Paper No. 86. May 1998. 65 p.+ annex. \$3.00 paper, \$2.00 electronic (without annex)
PN-ACE-093

This manual is a practical guide to empower classroom teachers to see the gender interactions that occur in the classroom — to observe and be aware of events taking place and to reflect on the decisions they are making, as well as on the exchanges between boys and girls. This manual is based on the presumption that improvements in the classroom environment for girls depend on teachers' roles as decision-makers, a role in which teachers often fail because the need to address the many details involved in running a classroom prevents them from perceiving the classroom as a whole. Specifically, the manual offers a structured format for identifying patterns of instructional interactions, motivation, management procedures, and student-to-student interactions. Part I introduces an observation guide with techniques that can be used in partnership with another teacher, head teacher, or inspector to observe what takes place in a classroom. The objective of observing the classroom is to identify patterns of interaction that will provide the basis for discussion. The classroom observation guide has been designed to deconstruct overlapping activities and capture histories and procedural tasks. Part II consists of Participatory Learning Activities, exercises for teachers and students to take part in that can provide additional information about what occurs.

Although these techniques and activities were designed to focus a wide-angle lens on what takes place in classrooms, they were also framed to highlight how gender differentiates the school experiences of girls and boys. By triangulating information gleaned from classroom observations and participatory research activities with both teachers and students, teachers may better understand the ways in which gender influences learning opportunities and, as a consequence, become more responsive to the needs of girls in their classrooms. Finally, throughout the manual are "Hint and Think" boxes highlighting information that may help observers and teachers consider what is taking place in the classroom or aid in implementing the techniques and activities presented in the manual. *This document is available in full-text on the Internet at <http://www.info.usaid.gov/regions/afr/abic>.*

Africa Bureau Guidance: USAID's Strategic Framework for Basic Education in Africa

Hartwell, Ash; Karen Tietjen; et al. Academy for Educational Development, Inc.; USAID/AFR/SD; USAID/G/FSR; Center for Human Capacity Development; Office of Field Support and Technical Assistance, Washington, DC. SD Publication Series: Technical Paper No. 84. October 1998. 74 p. \$3.00 paper, \$2.00 electronic **PN-ACE-550**

How will USAID support the expansion and improvement of basic education in sub-Saharan Africa during the next decade? This paper draws on past experience and lessons learned to develop a strategic framework to guide the Agency and its partners in this area. This version is an update of the January 1998 edition. Chapter 1 describes the historical genesis of USAID's basic education strategy for Africa, noting the Agency's experience with and progress in implementing basic education programs from 1988-1996. Chapter 2 sets out the central features of the strategic framework, describing USAID's mission and policy on education and outlining the education sector support (ESS) approach that is central to the framework. The ESS approach holds that the success of USAID investment and programmatic decisions should be judged against three crite-

ria: effective schools, systemic reform, and sustainability. The chapter also defines the factors that USAID will use to determine which countries will receive basic education assistance, and the relationship between readiness for reform and USAID support. Chapter 3 provides guidance on USAID's role in countries at various stages of reform, and explores the implications of USAID's approach to day-to-day operations such as results measurement and staffing within the context of re-engineering principles and the challenge of managing for results. This section also examines implications for nonproject assistance, performance contracting, donor coordination, and USAID staffing. Chapter 4 describes a set of challenges and evolving issues based on recent experience that will need to be addressed in managing basic education programs. An updated executive summary of the Strategic Framework is also available in both English and French (**PN-ACE-551**). *Both are available in full-text on the Internet at <http://www.info.usaid.gov/regions/afr/abic>.*

Where Policy Hits the Ground: Policy Implementation Processes in Malawi and Namibia

Wolf, Joyce; Grace Lang; et al. Academy for Educational Development, Inc. USAID/AFR/SD, Washington, DC. SD Technical Paper No. 95. March 1999. 98 p. \$3.00 paper, \$2.00 electronic **PN-ACE-374**

This paper focuses on specific policies issued by the governments of Malawi and Namibia as a means for moving toward larger, overarching goals, in this case, universal primary education. It describes what happens to some policies after they are issued, in the hope of helping policy-makers to understand what can be done to improve the implementation of policies in these countries. In Malawi, this study examines policies allowing girls who had become pregnant while in school to return after having their babies, regulating the amount of repetition in primary school, setting a target ratio for pupils to teachers, and strengthening the role of school communities. In Namibia, this study examines policies making English the official language for the school system, banning the use of corporal punishment in schools, setting a target ratio for learners to teachers, and strengthening the role

of school boards. This is a study of barriers to policy implementation — logistical, political, cultural, and social — as well as how new policies and the context in which they are intended to operate can interact to create some of these barriers. Specific findings include the need to: 1) anticipate implementation barriers through research, pilot studies, etc. and planning a strategy for overcoming those barriers; 2) provide opportunities for feedback about the implementation process and developing flexible responses; and 3) assume responsibility for policy implementation as well as policy-making. *This document is available in full-text on the Internet at <http://www.info.usaid.gov/regions/afr/abic>.*

Health

HIV and Infant Feeding: A Chronology of Research and Policy Advances and Their Implications for Programs

Preble, Elizabeth A.; Ellen G. Piwoz. Academy for Educational Development, Inc.; USAID/G/FSR; USAID/G/PHN; USAID/AFR/SD, Washington, DC. September 1998. 28 p. \$4.16 paper **PN-ACD-635 (English); PN-ACD-636 (French)**

Over the last decade, studies on the HIV-breastfeeding relationship have generated a consensus on these facts: 1) HIV can be found in the breastmilk of HIV-infected mothers; 2) HIV can be transmitted to infants by breastfeeding; and 3) mothers who themselves become infected while breastfeeding are at heightened risk of transmitting the virus to their infants. The studies do not, however, lead directly to clear policy and program guidance for mothers living in resource-poor settings where HIV is prevalent, because many critical questions about HIV and infant feeding remain unanswered. These unanswered questions exist because of limitations in HIV test technology, which make it impossible to determine the precise timing or mode of transmission to newborns at the time of delivery and during the first two months of life, and because of issues related to the design, analysis, and interpretation of studies on this subject. Also, the mortality and other risks

associated with artificial feeding in different environments are largely unknown. In mid-1998, UNAIDS, UNICEF, and WHO released guidelines on HIV and infant feeding for decision-makers, and for health care managers and supervisors. For the first time, the recommendation to provide HIV-seropositive mothers who decide not to breastfeed with replacement feeds was formally put forward by these organizations. However, the unanswered questions mentioned above leave major gaps in our knowledge and pose major challenges to the adaptation of these guidelines to specific settings and specific mothers, and to the timely, appropriate, and widespread application of these guidelines in countries and communities where HIV exists. This paper reviews the major advances in the study of HIV and infant feeding and the policy responses to these findings, describes several design and interpretation issues to take into consideration when reading and comparing research studies on this issue, reports the findings of several studies and mathematical models that have been developed to guide program and policy recommendations on HIV and infant feeding, summarizes what existing studies do and do not reveal about this issue, and recommends areas requiring further research to facilitate adaptation and application of the UNAIDS/UNICEF/WHO guidelines on HIV and infant feeding. Includes references.

This document is available in full-text on the Internet at <http://www.info.usaid.gov/regions/afr/hhrraa/docs.htm>.

Economics

Unrecorded Cross-Border Trade Between Tanzania and Her Neighbors: Implications for Food Security

Ackello-Ogutu, C.; P. N. Echessah. TechnoServe; USAID/AFR/SD, Washington, DC; USAID/Tanzania. SD Publication Series: Technical Paper No. 89. September 1998. 80 p. \$3.00 paper **PN-ACD-633**

One of several studies of informal cross-border trade (ICBT) in the eastern and southern Africa

region, this paper provides quantitative and qualitative information on ICBT between Tanzania and its neighbors (Kenya, Uganda, Malawi, Zambia, Democratic Republic of Congo, and Mozambique) and assesses its impact on national and regional food security. Specifically, the study provides: 1) an overall analysis of how informal traders overcome the major constraints facing formal traders, such as mutually acceptable exchange rates, transportation, information, financing, means of balancing trade, and the costs and benefits of ICBT; 2) estimates of the magnitude of unrecorded trade, highlighting the most important commodities (and categories of commodities) being traded and the trade patterns; 3) a comparative analysis of recorded and unofficial (unrecorded) trade volumes, highlighting the factors determining the disparity between the two; 4) an overall assessment of the impact of informal cross-border trade on national food security and the effects of cross-border trade liberalization; and 5) recommendations to enhance trade between Tanzania and its neighbors. ICBT activities between Tanzania and its neighbors involved exchange of large volumes of commodities in four categories: agricultural foods, industrial manufactures, and forest and water resources. Tanzania's exports comprised mainly agricultural food commodities, fish, timber, and charcoal. However, the country's imports derived from value-added services from the neighbors' industrial sectors, or reexports from a third country. Most of the traded commodities were both imported to and exported from Tanzania. The overall ICBT trade balance was in Tanzania's favor by over \$74 million, being positive with respect to Uganda, the Democratic Republic of Congo, and Mozambique, and negative with respect to Kenya, Zambia, and Malawi. During the same period (1995), Tanzania's official regional trade amounted to \$204 million, or about 73 percent of the estimated ICBT of \$278 million. Overall, ICBT accounted for 58 percent of Tanzania's total trade with her regional neighbors. Policy implications for GDP, government revenue, and regional food security are detailed in the conclusion.

Unrecorded Cross-Border Trade Between Malawi and Neighboring Countries

Minde, I. J.; T. O. Nakhumwa. University of Malawi, Bunda College of Agriculture; USAID/AFR/SD, Washington, DC; USAID/Malawi. SD Publication Series: Technical Paper No. 90. September 1998. 48 p. \$3.00 paper
PN-ACD-634

One of several studies of informal cross-border trade (ICBT) in the eastern and southern Africa region, this study examines informal trade between Malawi and its neighbors (Zambia, Mozambique, and Tanzania) in both agricultural and nonagricultural commodities in an effort to determine the economic importance of this activity and its effect on national tax revenues. Specifically, the study provides: 1) estimates of the magnitude of the unrecorded trade between Malawi and its neighbors, highlighting the most important commodities and categories of the commodities being traded, and the trade patterns; 2) an overall analysis of how informal cross-border traders overcame the major constraints facing formal cross-border traders; 3) a comparative analysis of the recorded and unrecorded trade volumes, highlighting the factors determining the disparity between the two sets of figures; 4) an overall assessment of the impact of ICBT on national food security; and 5) recommendations on the steps that have to be taken to enhance trade between Malawi and its neighbors. Total ICBT between Malawi and its neighbors amounted to \$44 million. Sugar is the most valuable commodity exported informally from Malawi; others were maize, fertilizer, and secondhand clothes. Except for trade with Mozambique, the value of informal trade surpassed the value of formal trade by about a third and probably more. The value of revenue foregone by the Malawi government as a result of ICBT was between \$762,000 and \$1.3 million in the case of agricultural commodities and \$12 million in the case of nonagricultural commodities — an extremely large figure for a small economy such as that of Malawi. On the positive side, income generated from ICBT was estimated at about 25 percent of the value of the trade, implying that border communities gained at least \$11 million in goods and services. The

employment and income generated by the trade also increased access to food by participants and their families, while also providing market opportunities for local producers. Major policy suggestions are to: 1) further deregulate the economy by reducing the barriers to formal trade; 2) harmonize the trade policy and deregulation processes regionally so that all countries are in tandem; 3) encourage cross-border trade in food commodities with food-deficit countries such as Malawi actively pursuing a regional food security strategy; and 4) rescind the criminalization of informal trade.

The following five papers are produced by the Equity and Growth through Economic Research Project (EAGER). They are available in full-text on the Internet at <http://www.eagerproject.com>.

Contract Enforcement and Economic Performance

Kahkonen, Satu; Patrick Meagher. University of Maryland; Center for Institutional Reform and the Informal Sector; USAID/AFR/SD, Washington, DC. African Economic Policy Discussion Paper No. 1. July 1998. 19 p. \$3.25 paper, \$2.00 electronic

PN-ACE-021

In both developed and developing countries, a multitude of state and nonstate institutions govern contracts. Different societies are likely to rely on different institutions, depending on their history, culture, and political system. Exchange governed by the state is not necessarily more efficient than exchange governed by nonstate 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, play an important role. These institutions can facilitate exchange among individuals and firms and provide impartial and predictable enforcement of contracts. Such insights are especially relevant to African countries, where weak formal institutions and social/ethnic heterogeneity can make efficient coordination difficult.

Tax Policy in Sub-Saharan Africa: Examining the Role of Excise Taxation

Bolnick, Bruce; Jonathan Haughton. Harvard Institute for International Development and Suffolk University; USAID/AFR/SD, Washington, DC. African Economic Policy Discussion Paper No. 2. July 1998. 28 p. \$4.16 paper, \$2.00 electronic

PN-ACE-022

Excise taxes, notably on tobacco and petroleum products and on alcoholic beverages, raise revenue equivalent to 1.9 percent of gross domestic product in sub-Saharan Africa. Their importance varies widely and inexplicably across countries, and shows no trend over time. In principle, excise taxes are good revenue sources, cheap to administer, and potentially efficient, especially when applied to goods that cause negative externalities or face price-inelastic demand. Excises are consistent with a fair tax system, and complement broadly based taxes such as the value-added tax. Excise taxes have, however, been largely ignored in the professional literature on developing countries. This article begins to redress this imbalance by asking what role excises do, and should, play in the countries of sub-Saharan Africa. The paper formulates five propositions: 1) revenue from excise taxes could and should be doubled in most African countries; 2) considerable scope exists for efficiency-enhancing changes in the structure of excise taxes; 3) excise taxes should be confined to the traditional excises and a limited number of luxury items; 4) excise tax administration could be substantially improved by codifying and disseminating current best practices within sub-Saharan Africa; and 5) increased reliance on excise taxes is consistent with an equitable tax system. These propositions are necessarily tentative, because large gaps in our knowledge of excises in developing countries remain — about demand elasticities, the extent of externalities, equity effects, administrative and compliance costs, and best practices. These gaps need to be filled before one can confidently advocate greater reliance on excises.

Institutions and Economic Growth in Africa

Goldsmith, Arthur A. Harvard Institute for International Development and Suffolk University; USAID/AFR/SD, Washington, DC. African Economic Policy Discussion Paper No. 7. July 1998. 41 p. \$6.37 paper, \$2.00 electronic
PN-ACE-023

Institutional shortcomings contribute to sub-Saharan Africa's dismal economic performance. These shortcomings are government or "nonmarket" failures, the corollary of market failures in the private sector. Governments fail by sins of commission and omission. The latter, too infrequently studied, are of particular importance, since African states must not only refrain from inappropriate activities, but also improve their behavior toward citizens and create a market-augmenting institutional framework. Regrettably, it is a daunting task to break the mold of public institutions that have hardened around personalized power, arbitrary and unaccountable decision-making, widespread dishonesty, and repression of dissent. Three institutional factors stand out as critical to improved public institutions in sub-Saharan Africa: interest groups, the state's representative and bureaucratic organs, and the political leadership. Interest groups with a stake against economic reform have been an impediment in many countries. State intervention in the economy has created economic rents, which officials use to maintain a patronage network of friends and followers and retain power. However, raw economic interests alone do not determine what public policies are executed. The way the state's representative and bureaucratic institutions channel those interests is essential in understanding how African economies have developed. Yet, at least in sub-Saharan Africa, these institutions usually lack capacity for decisive action. Part of the solution is more public involvement in decision-making — the region's democratic experiments are too often centralized and top-down. Finally, leadership is a critical factor in sustained economic reform. Political leaders always enjoy a measure of freedom in choosing policies, and, in much of Africa, their maneuvering room may be particularly wide because of the absence of effective countervailing political forces. Leadership is also

critical in fighting corruption, which has been a major issue in sub-Saharan Africa. The region has been poorly led in most cases, with a few hopeful exceptions in recent years. Until institutions grow more fit through a combination of wider interest group representation, more democratic political and bureaucratic processes, and enhanced leadership, they will continue to thwart economic reforms in sub-Saharan Africa.

Estimating Tax Buoyancy, Elasticity and Stability

Haughton, Jonathan. Harvard Institute for International Development and Suffolk University; USAID/AFR/SD, Washington, DC. African Economic Policy Discussion Paper No. 11. July 1998. 8 p. \$1.95 paper, \$2.00 electronic
PN-ACE-024

As GDP rises, do tax revenues rise at the same pace? To answer this question it is useful to measure the buoyancy and elasticity of a tax. This methodological note explains how to calculate tax buoyancy and tax elasticity. It illustrates the techniques with examples drawn from Madagascar. It develops a measure of tax stability and shows how to determine when an increase in a given tax leads to greater, or less, overall revenue stability.

Estimating Demand Curves for Goods Subject to Excise Taxes

Haughton, Jonathan. Harvard Institute for International Development and Suffolk University; USAID/AFR/SD, Washington, DC. African Economic Policy Discussion Paper No. 12. July 1998. 8 p. \$2.99 paper, \$2.00 electronic
PN-ACE-025

This methodological discussion paper summarizes the practical steps required to specify and estimate demand curves for excisable goods such as gasoline, beer, and cigarettes. The method is applied to the estimation of the demand for regular gasoline in Madagascar over the period 1978-1996. The note concludes with a brief outline of the main estimation issues, and summarizes the most important empirical results from other studies that estimate the demand for gasoline, tobacco products, and alcoholic beverages.

Internet

Making the Internet Connection Count: Effective Use of the Internet in Seven Steps

Academy for Educational Development, Inc.; USAID/PPC/CDIE; USAID/AFR/SD, Washington, DC. September 1998. 115 p. \$12.61 paper, \$2.00 electronic

PN-ACE-181 (English); PN-ACE-375 (French)

The Internet is a new, valuable tool for communicating with others and for retrieving and disseminating information. It is a tool that both public and private organizations are now using as part of their everyday business. This manual outlines a seven-step process, supported by materials and exercises, to help decision-makers and staff of NGOs, educational institutions, and government agencies take advantage of this powerful technology to achieve their organization's objectives. The steps are as follows: 1) cultivate a general appreciation and knowledge of what the Internet is and what it can do for your organization; 2) identify factors involved in creating a positive environment for the use of the Internet within your organization; 3) find answers to technical questions involved in connecting to the Internet; 4) develop hands-on knowledge of Internet tools useful in achieving your organization's goals; 5) produce a plan for integrating the Internet into your organization's work; 6) begin to implement the action plan; and 7) review the progress made to date in Internet activities and identify the next steps for using the Internet. To illustrate these steps, the manual applies them to a fictitious organization, HEALTHLINK 2000, a medium-sized health education organization located about 200 kilometers from a capital city. Use of the manual requires at least one person or a small team to take the lead as Internet champion for the organization. *This document is available in English and French in full-text on the Internet at <http://www.info.usaid.gov/regions/afr/leland/manual.htm>.*



Cross-Sectoral Linkages

Children's Health and Nutrition as Educational Issues: A Case Study of the Ghana Partnership for Child Development's Intervention Research in the Volta Region of Ghana

Williams, James H.; Kay Leherr. Ghana Partnership for Child Development; Harvard Institute for International Development, Harvard University; Academy for Educational Development, Inc.; USAID/AFR/SD, Washington, DC; USAID/Ghana. SD Publication Series: Technical Paper No. 91. December 1998. 26 p. \$3.00 paper, \$2.00 electronic

PN-ACD-822

A case study is presented of operations research on health/nutrition and education linkages carried out by the Ghana Partnership for Child Development (GPCD) in the Volta Region of Ghana in collaboration with local authorities. GPCD's strategy, which was implemented for nearly 85,000 children in 577 schools, focused on: identifying and targeting prevalent conditions of school-age children; using simple, low-cost interventions deliverable through schools (chemotherapy for parasites, health education, and nutritional supplementation); and developing partnerships for implementation between health, education, and government institutions, and NGOs. Results supported the thesis that children's health and nutritional status play an important, often hidden, role in the classroom. Lessons learned include the following: 1) Most importantly, the research demonstrates the feasibility of using the existing school system as a means of delivering health interventions to improve the health as well as the education of children. 2) Political commitment to school health, which led to establishment of the National School Health Education Programme (SHEP) network, facilitated the project and may have been an essential precondition for it. 3) The primary effort in working across sectors, as

distinct from working in a single sector, is coordination, which requires concrete implementation mechanisms and funding. Collaboration at local as well as central levels depends greatly on personalities and individual commitment. 4) Perhaps unexpectedly, lack of coordination among donors may have helped foster innovative local solutions to school health problems. There is no mechanism for learning from these local innovations and for integrating them, without quashing their enthusiasm, into a coherent and larger program. Unfortunately, the articulation and consensus required by coordinated programs does little to foster local innovations of the type observed. 5) Due to its learning and participatory attitude, the project sparked several subsidiary studies and also fostered decentralization of research on child nutrition. 6) Broad ownership is critical, for school health is always under threat of marginalization. 7) During the initial phases of a project such as this, field implementers can often be mobilized through good will. In the long run, however, school health activities must be incorporated into the work of field implementers, or incentives need to be provided. 8) To become institutionalized within the larger education system, school health must be integrated into all parts of the school system. Achieving this requires explicit strategies and a different level and kind of effort than that involved in a research and pilot project. Next steps are out-

lined in the conclusion. *This document is available in full-text on the Internet at <http://www.info.usaid.gov/regions/afr/abic>.*

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