



U.S. Agency for International Development—USAID

Abstracts

Technical Information from the Africa Bureau's
Office of Sustainable Development—AFR/SD

Summer 1997

Development Strategies

Office of Sustainable Development: Strategic Plan (FY 1998-2003)

USAID/AFR/SD, Washington, DC. April 1997. 109 pp. \$13.00 paper, \$2.00 diskette.

PN-ACA-422

The first Strategic Plan produced by the Africa Bureau's Office of Sustainable development (AFR/SD) is organized into four parts: Part I presents a development paradigm, which holds that an aid agency that finds itself with a declining capacity to provide the material things of development should make a virtue of necessity and focus its energies on the realm of ideas. The section also describes the changes that are taking place in Africa, and how those changes are shaping the assistance agenda. Part II describes AFR/SD's vision, operating style, and partnerships. The section attempts to answer the question of the relationship of SD's work to that of USAID's Global Bureau, Missions, and Africa Regional Offices. The office's actual strategic plan—consisting of 10 strategic objectives related to democracy and governance; economic growth; agriculture; informatics; environment; basic education; health; family planning; HIV/AIDs; and crisis prevention, mitigation, and transitions; one strategic support objective (environmental management); and one special objective (polio)—is presented in Part III. Finally, *Part IV presents several budget and staffing scenarios, and explores the effect of changes in resource levels on the office's strategic plan and its expected results.

**Part IV is available only to USAID staff.*

Agriculture

Transformation Versus Stagnation in the Oil Palm Industry: A Comparison Between Malaysia and Nigeria

Kajisa, Kei; Mywish Maredia; Duncan Boughton. Michigan State University Department of Agricultural Economics, East Lansing, Michigan; USAID/G/EG, USAID/AFR/SD, Washington, DC. Staff Paper No. 97-5. February 1997. 19 pp. \$3.00

PN-ACA-024

In the 1970s Asia overtook Africa as the world's principal oil palm producer. This reversal can be explained by examining changes in the oil palm industries in Malaysia and Nigeria. From 1961 to 1965 world oil palm production averaged 1.5 million tons, with Nigeria accounting for 43 percent and Malaysia less than 10 percent. Today, however, world oil palm production amounts to 14.4 million tons, with Malaysia accounting for over 50 percent, and Nigeria accounting for only 7 percent. This paper contrasts the successful transformation of the oil palm sector in Malaysia with the stagnation of the sector in Nigeria, and examines the factors determining the different paths that the two countries took. Comparing two countries in different regions is not easy, especially when Nigeria has been in political chaos and the countries' agro-climatic environments for oil palm production differ greatly. Therefore, this paper does not compare the potential technology frontiers these countries can reach, but highlights the technological and environmental factors that helped or hindered them in reaching these potential frontiers, however different they may have been.

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Strategic Approach to Agricultural Research Program Planning in Sub-Saharan Africa

(Approche Strategique pour la Planification du Programme de Recherche Agricole en Afrique Subsaharienne)

Boughton, Duncan; Eric Crawford; et al. Michigan State University Department of Economics, Michigan State University Department of Agricultural Economics, East Lansing, Michigan; USAID/AFR/SD, USAID/G/EG, Washington, DC. MSU Developpement International Document de Travail, No. 49F. 1997. 78 pp. \$3.00

English/French: PN-ACA-071

If agricultural research is to yield high payoffs in Africa, governments will have to employ it strategically as part of a larger plan for promoting broad-based economic growth. This paper outlines an approach to strategic planning for agricultural research in sub-Saharan Africa. The paper focuses on the contributions of various parts of the agricultural research system, especially the national agricultural research system (NARS), and individual entities within the NARS, such as agricultural research institutes; the levels, types, and mix of activities carried out in agricultural research institutes (staffing levels, commodity focus, mix of applied and adaptive research); and the design of individual research programs. The paper first defines strategic planning, and then discusses concepts of structural and agricultural transformation and outlines how agricultural research fits into these processes. Central to this analysis is the importance of coordinating economic activities in a given country in order to break out of poverty-level agriculture; this, it is emphasized, requires various participants in the economy, including the NARS, to make strategic decisions. Particular stress is laid on how this approach differs from past NARS planning efforts. The final section of the paper discusses how a strategic planning approach can be put into practice.

Commercialization of Research and Technology

Kalaitzandonakes, Nicholas G. University of Missouri at Columbia, College of Agriculture, Department of Agricultural Economics, Columbia, Missouri; AMEX International, Arlington, Virginia; USAID/AFR/SD, Washington, DC. SD Publication Series: Technical Paper No. 43. March 1997. 64 pp.

PN-ACA-092

As researchers and administrators confront the challenge of financing agricultural research and technology transfer in Africa under tight fiscal realities and declining donor aid, commercialization should be examined as one alternative source of funding. This handbook aims to help decisionmakers determine if commercialization of a particular public technology transfer organization is feasible and how to manage the commercialization scheme if it is, or how to make the institutional and economic adjustments necessary for commercialization if it is not. A premise of the handbook is that the most significant barriers to commercialization are institutional: slow changing cultures, long gestation periods in the research and development and transfer process, lack of crucial organization knowledge, insufficient enforcement of intellectual property rights, and slowly changing relationships between the public and private sectors are all impediments to quick returns from the process. Organizations considering commercialization will have to learn how to create value from activities that reduce informational gaps in technology transfer (several case studies show how this can be done), how to negotiate and enforce contracts and intellectual property rights, and how to develop an appropriate accounting system, which is often missing from African public research and technology transfer organizations.



Education

Education Reform Support— Volume One: Overview and Bibliography

Crouch, Luis; Henry F. Healey. Academy for Educational Development, Inc., Washington, DC; Research Triangle Institute, Durham, North Carolina; USAID/AFR/SD, USAID/G/HCD, Washington, DC. SD Publication Series: Technical Paper No. 47; ABEL Technical Paper No. 1. February 1997. 85 pp. \$3.00
PN-ACA-717

Education Reform Support— Volume Two: Foundations of the Approach

Crouch, Luis; Henry F. Healey; Joseph DeStefano. Academy for Educational Development, Inc., Washington, DC; Research Triangle Institute, Durham, North Carolina; USAID/AFR/SD, USAID/G/HCD, Washington, DC. SD Publication Series: Technical Paper No. 48; ABEL Technical Paper No. 2. February 1997. 46 pp. \$3.00.
PN-ACA-718

Education Reform Support— Volume Three: A Framework for Making it Happen

Healey, Henry F.; Joseph DeStefano. Academy for Educational Development, Inc., Washington, DC; Research Triangle Institute, Durham, North Carolina; USAID/AFR/SD, USAID/G/HCD, Washington, DC. SD Publication Series: Technical Paper No. 49; ABEL Technical Paper No. 3. February 1997. 43 pp. \$3.00.
PN-ACA-719

Education Reform Support— Volume Four: Tools and Techniques

Crouch, Luis; Beverly Schwartz; et al. Academy for Educational Development, Inc., Washington, DC; Research Triangle Institute, Durham, North Carolina; USAID/AFR/SD, USAID/G/HCD, Washington, DC. SD Publication Series: Technical Paper No. 50; ABEL Technical Paper No. 4. February 1997. 57 pp. \$3.00.
PN-ACA-720

Education Reform Support— Volume Five: Strategy Development and Project Design

Crouch, Luis; Joseph DeStefano. Academy for Educational Development, Inc., Washington, DC; Research Triangle Institute, Durham, North Carolina; USAID/AFR/SD, USAID/G/HCD, Washington, DC. SD Publication Series: Technical Paper No. 51; ABEL Technical Paper No. 5. February 1997. 53 pp. \$3.00.
PN-ACA-721

Education Reform Support— Volume Six: Evaluating Education Reform Support

DeStefano, Joseph; Luis Crouch. Academy for Educational Development, Inc., Washington, DC; Research Triangle Institute, Durham, North Carolina; USAID/AFR/SD, USAID/G/HCD, Washington, DC. SD Publication Series: Technical Paper No. 52; ABEL Technical Paper No. 6. February 1997. 38 pp. \$3.00.
PN-ACA-722

How can development assistance for educational reform be designed so that indigenous non-governmental and civil society organizations work together to exert positive pressure for policy reform? Education Reform Support (ERS) is a six-volume series that creates an operational framework through which educational reform initiatives, particularly in Africa, can 1) counterbalance political interests that can deter reform, 2) build the capacities of diverse actors to participate in the policy process, 3) foster the role of information in policy-making, and 4) create networks and coalitions that support continued and productive policy dialogue. The ERS approach aims to integrate traditional public policy analysis with policy dialogue, advocacy, awareness, and political salesmanship, and to build indigenous institutional capacity. Volume One provides an overview of the series and includes a guide to some of the jargon that is found throughout the ERS series as well as an extensive bibliography. Volume Two provides some historical background in terms of past donor assistance in the education sector and sets out some of the main lessons learned in order to establish a basis for the procedures and strategies that are described in the following volumes. The volume concludes that current approaches (standard projects, policy-based funding) need to be reinforced

with a more participatory, analysis- and dialogue-based emphasis. An annex reviews some issues surrounding conditionality as a mechanism for eliciting changes in educational policy. Volume Three provides an operational perspective on how to support reform activities. Intended as a practical guide for persons wanting to design a project around ERS, this volume describes activities that can be carried out to get the reform process started, activities to create an enabling environment, and activities to enact reform within that environment. Volume Four discusses in depth the analytical and communication tools and techniques that can support the processes of initiating and motivating reform, including tools/techniques for data capture and analysis, information dissemination, communication of policy ideas, and networking and institutional development. The volume also places these tools and techniques in the context of past and ongoing donor activities. Volume Five lays out in detail the specific design steps for launching a major level of support to an ERS process. Annexes contain instruments for assessing country readiness for participatory policy reform, assessing stakeholder institutional problems, analyzing interest-group pressure, and identifying skills needed for long-term technical advisers to ERS projects. Volume Six presents strategies for monitoring and evaluating a typical ERS intervention.

Overlooked and Undervalued: A Synthesis of ERNWACA Reviews on the State of Educational Research in West and Central Africa

Maclure, Richard, ed. Academy for Educational Development, Inc., Washington, DC; USAID/AFR/SD, Washington, DC. January 1997. 206 pp.

***English: PN-ACA-365; French: PN-ACA-852**

In the late 1980s in response to widespread concerns about the deepening crisis in African education, researchers from several African countries established the Educational Research Network for West and Central Africa (ERNWACA). ERNWACA's first major activity was to produce state-of-the-art reviews of educational research in seven member countries: Togo, Sierra Leone, Mali, Ghana, Cameroon, Burkina Faso, and Benin. These reviews uncovered 1,056 (mostly unpublished) studies that have provided valuable insights about teachers and teaching, factors affecting pupil learning, local capacities for educational innovation, connections between education and work, characteristics of indigenous education and nonformal adult education, and the dynamics of community and household engagement in local schooling. This report synthesizes these state-of-the-art reviews, consolidating information from over 30 broad areas of research under six general themes: educational finance and administration; learning in formal educational systems; teachers and teaching; education and socioeconomic integration; nonformal and traditional education; and educational reform. The report also highlights recommendations for educational policy and practice that have emerged from ERNWACA's reviews, and discusses the caveats of past research and directions for future research as indicated by the studies. In the final chapter, attention is devoted to ERNWACA's role in capacity building and regional networking. A bibliography citing all 1,056 studies (memoirs, theses, government and donor reports, seminar papers, unpublished papers, and published manuscripts) is included.

** Available to non-USAID readers from the Academy for Educational Development, SARA Project, 1255 23rd Street, NW, Washington, DC 20037; e-mail: sara@aed.org.*



Planning for Community Participation in Education

Wolf, Joyce; Eileen Kane; Brad Strickland. Academy for Educational Development, Inc., Washington, DC; Creative Associates International, Inc., Washington, DC; USAID/AFR/SD, USAID/G/HCD, Washington, DC. ABEL Technical Product No. 1. February 1997. Diskette and 49 pp. manual. \$3.00.

PN-ACA-364

Educational projects that draw upon community involvement have a number of strengths, such as improved effectiveness and efficiency, increased self-reliance and community empowerment, extended coverage, and sustainability. This software program and accompanying manual are intended to help practitioners get a better understanding of how communities can become active partners in education. The first section of the program discusses what community participation consists of, what facilitates it, what obstructs it, and what its benefits are. The program presents the user with four main headings (goals, strategies, context, and case studies), each of which, when clicked, takes the user to a series of subtopics, and most are illustrated with a case study. The educational goals the user may select from include: improved quality for increased learning; improved equitable access and retention; increased school relevance and attractiveness to children and parents; and increased decision-making role of community members. Context headings include: decentralization of the educational system; basis of school financial support; cultural factors; government practices and policies; demographic factors; and school and institutional structures. Strategies discussed and illustrated include: improving teachers; improving schools; improving curriculum; improving information and institutional linkages; and improving community infrastructure and technologies. The case studies give examples of what schools and communities have accomplished together in almost every area of education. To run the program, the user will need an IBM-compatible 386 or better computer, 8 MB of RAM, 8 MB of free hard drive space, and Windows 3.1, Windows 95, or Windows NT 3.51/4.0.

Health

Health Education in Ghana: A Case Study of Institutional Capacity Building

(Education Sanitaire au Ghana: Le Renforcement des Capacités Institutionnelles: Une Etude de Cas)

Waters, Hugh. Academy for Educational Development, Inc., Washington, DC; USAID/AFR/SD, Washington, DC; USAID/Ghana. January 1997. 44 pp. \$5.72

English/French: PN-ACA-432

USAID's Health and Family Planning Information Program and its successor, the Ghana Family Planning and Health Project, have strengthened the capacity of the Ministry of Health's (MOH) Health Education Unit (HEU) to promote family planning, and subsequently to conduct information, education, and communication (IEC) campaigns related to diarrhea, malaria, and HIV/AIDS prevention and control. As a result, the HEU now has the capacity to lead a coordinated national campaign as well as the credibility to work with other national programs such as HIV/AIDS Control and Prevention programs—which in other countries have bypassed HEUs and conducted their own IEC activities. This paper discusses the reasons for the Ghana HEU's success. Two strategies emerge as particularly important: human resource development and partnering. At the central level, the development of a dedicated, skilled HEU team enabled successful management of diverse health education activities and decentralized campaigns. At regional and district levels, recruitment, training, and empowerment of health education officers and health management teams led to successful campaigns. The leadership demonstrated by the HEU and MOH in forming collaborative relationships with other ministries, NGOs, and the private sector was a key aspect of institutional strengthening, especially for family planning IEC. Other lessons learned are as follows. 1) Having key personnel in these efforts be MOH officials created a sense of ownership on the part of the government. 2) Continuity of personnel was another essential element to the HEU's success. 3) Expanding pilot projects is time consuming and

expensive. The success of family planning campaigns in three regions during 1990-1993 depended on extensive training and research that began in 1987. However, research in one area of a country does not always provide the information needed to implement activities in other areas. 4) A one-week training course for service providers may not provide enough time to cover diverse topics; on the other hand, it is expensive to bring health workers together for longer periods. Distance learning techniques may provide a solution. 5) Focusing on the service provider as a common theme in different messages (e.g., for malaria and AIDS) provides a comprehensible connection for the public. In some situations, however, direct association with other national health priorities may be a risky strategy.

CDD [Control of Diarrheal Diseases] and ARI [Acute Respiratory Infection] Programs in Sub-Saharan Africa: Redefining their Roles in a Changing Context

(Programmes de LMD [Lutte contre les Maladies Diarhéiques] et IRA [Infections Respiratoires Aigues] en Afrique Subsaharienne: Redéfinir Leurs Rôles dans un Contexte Changeant)

Waters, Hugh. Academy for Educational Development, Inc., Washington, DC; USAID/AFR/SD, USAID/AFR/WA, Washington, DC. January 1997. 38 pp. \$4.94.

English/French: PN-ACA-434

Control of Diarrheal Diseases (CDD) and Acute Respiratory Infection (ARI) programs have followed different paths in sub-Saharan Africa. In the 1980s national CDD programs made tremendous progress in preventing childhood deaths from diarrhea-induced dehydration. However, as governments' commitment to and external funding for CDD have waned, so have performance indicators, and it appears that use of oral rehydration therapy has begun to decline. ARI programs began later and have not yet made much progress. While many governments have devised action plans for national ARI programs, lack of funding has prevented their implementation; little

training or health education has been conducted. National governments and donors should move quickly to correct their neglect of these programs by promoting integrated health care, a decentralized delivery system, and strengthened African technical leadership and institutions. Integrated case management protocols can address the leading causes of child mortality, but their sustainability depends on ongoing support, supplies, and supervision. Behavior change is a lengthy process for both health workers and family caregivers, requiring continued attention beyond initial training and health education campaigns.

Health and Health Systems in the Sahel: Background Paper for the Comité Permanent Inter-Etats de Lutte Contre la Secheresse dans le Sahel (CILSS)

(Santé et Systèmes Sanitaires dans le Sahel: Document d'Information pour Comité Intersectoriel pour la Lutte Contre la Secheresse dans le Sahel (CILSS))

Waters, Hugh. Academy for Educational Development, Inc., Washington, DC; USAID/AFR/SD, USAID/AFR/WA, Washington, DC. January 1997. 90 pp. \$11.70.

English/French: PN-ACA-433

Although health indicators have improved greatly in the Sahel since independence, they are still among the lowest in the world. Throughout the Sahel, the leading causes of mortality are infectious and parasitic diseases, pregnancy-related conditions and malnutrition. Disease patterns in the Sahel are related to economic, social, and cultural factors as well as to education levels. Inadequate access to health care is a problem in the region since government health budgets favor hospitals in urban centers. This paper describes some innovative approaches to improve access to health care in the rural areas of Sahelian countries—including community-based health insurance, partnerships between the Ministry of Health and communities, and collaboration with non-governmental organizations.

Cost-effectiveness of the Nutrition Communication Project in Mali

Ross, Jay. Academy for Educational Development, Inc., Washington, DC; USAID/Mali; USAID/AFR/SD, Washington, DC. July 1997. 28 pp. \$3.64.

PN-ACA-817

The Nutrition Communication Project (NCP), which was implemented in Mali from 1989 to 1995, addressed malnutrition in children under age three through nutrition counseling integrated into existing child survival activities and through complementary communication methods, including radio broadcasts, print media, and village drama. Ten international and domestic private voluntary organizations (PVOs) with established community health projects carried out these interventions, with the objective of improving caregivers' nutrition-related behavior. A comparison of baseline and post-project surveys in 24 project and 24 control villages indicated reduced prevalence of low weight-for-age and height-for-age among children in the project villages. But at what cost? To obtain cost estimates, the researchers used the funding total provided to the NCP (\$1,094,779). Although this figure does not include inputs provided by PVOs, government agencies, volunteers, or beneficiaries, it does include funds that did not contribute directly to the outcomes measured in the study. The study found that between 1990 and 1994, there was an estimated reduction of 12 percent in the prevalence of children under age three living in project villages who were low weight-for-age and a reduction of 16 percent who were low height-for-age. Thus, it cost \$101 per child saved from underweight and \$76 per child saved from stunting. With respect to malnutrition as a direct or indirect cause of death, an estimated 3,822 children's lives were saved at a cost of \$282 per child. (These estimates compare favorably with others from the literature.) There are reasons to believe that the project's benefits have been even greater. For example, the analysis does not include the impact on children who were older than three at the time of the final evaluation but who had benefited as infants. Nor does it include the impact on children not yet born. To the extent that caregivers change behavior for these younger siblings, benefits can be expected to continue. In addition, many of the materials and methods developed by NCP have been used in similar projects in Niger and Burkina Faso and are being adapted for use elsewhere.

Early Intervention: HIV/AIDS Programs for School-Aged Youth

Seifert, Kim. Creative Associates International, Inc., Washington, DC; Academy for Educational Development, Inc., Washington, DC; USAID/AFR/SD, USAID/G/HCD, Washington, DC. SD Publication Series: Technical Paper No. 55; ABEL Technical Paper No. 7. 1997. 82 pp. \$3.00

PN-ACA-818

This paper evaluates two promising HIV/AIDS awareness programs for youth: a community-based outreach program for out-of-school youths in Zambia; and a school-based program conducted by the Peace Corps in Cameroon. The Zambia program, implemented by Morehouse University School of Medicine, trains teens at risk of contracting HIV/AIDS to serve as volunteer peer outreach workers. It uses a holistic life-style approach to HIV/AIDS prevention, with activities that provide information, income-generating skills, and social/recreational outlets. The program also raises awareness and conducts outreach activities for adults in the community. Information is disseminated through a variety of materials, some of which are prepared with help from the peer counselors. The Cameroon program, known as Teach English Prevent AIDS, or TEPA, integrates AIDS education into the standard secondary school curriculum for teaching English as a foreign language. Teachers present technical health information and coping skills to students using games, songs, interviews, role playing, discussion, and demonstration. The study shows that both in-school and out-of-school settings can be effective. Successful programs build youths' self-respect. HIV/AIDS programs should resemble other community development programs in terms of approach, communication vehicles, and audience participation. Collaboration across sectors and organizations increases the potential for synergistic effects. The Zambia program demonstrated that young teens, even high-risk youths, can be effective advocates for HIV/AIDS prevention. The program also demonstrates the importance of a varied, holistic approach; a combination of same-sex and mixed discussion sessions; positive and close community relations; and the involvement of the audience in both program planning and monitoring. The Cameroon program demonstrated that with careful planning, HIV/AIDS prevention can be integrated into the formal secondary school curriculum, thus institutionalizing HIV/AIDS instruction.

Policy Research

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

Porter, Robert W.; Suzanne Prysor-Jones. Academy for Educational Development, Inc., Washington, DC; USAID/AFR/SD, Washington, DC. July 1997. 45 pp.
***Available from publisher in English and French**

This practical guide is designed to help researchers achieve a greater impact on policy and program decisions. Although intended for seasoned researchers in government services, academic institutions, and consultants in the private sector, the guide can also be used as a teaching tool with students and colleagues. The basic premise of the guide is that research informs policies and programs most effectively when there is an extended three-way process of communication linking researchers, decisionmakers, and those most affected by whatever issues are under consideration. The four basic stages in the research process described are defining the research question; developing the research proposal; conducting the study; and communicating research results. The guide presents a number of practical recommendations that aim to facilitate a process of communication at key moments in the research process, offering practical steps intended to focus researchers' attention from the outset on the desired end-use of the research.

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SD Abstracts is a technical bulletin from the Office of Sustainable Development (SD) of USAID's Africa Bureau. This bulletin is an attempt to share with a wider audience the results of the analytic work of SD resident staff, project field advisors, collaborators, and contractors.

SD Abstracts is published quarterly by the Africa Bureau Information Center (ABIC). ABIC is operated by the Academy for Educational Development under contract to USAID, and is part of the Research and Reference Services Project of USAID's Center for Development Information and Evaluation.



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Summer 1997

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