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Project Impact Evaluation Reports

Program Evaluation Reports

Program Evaluation Discussion Papers

Program Design and Evaluation Methodology Reports

Special Studies

Development Experience Abstracts

Occasional Papers

Working Papers

PUBLICATIONS STYLE GUIDE

Center for Development Information and Evaluation
Bureau for Program and Policy Coordination
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PREFACE

This style guide was prepared by Meta de Coquereaumont of Professional Management Associates for the Center for Development Information and Evaluation (CDIE) of the Agency for International Development. It is based primarily on the U.S. Government Printing Office Style Manual, with some additions and modifications. This guide is intended for the use of those preparing reports for any of CDIE's evaluation report series, and its guidelines should be followed by authors, editors, word processing operators, and proofreaders.

1. INTRODUCTION

1.1 Background

The Agency for International Development (A.I.D.) began its evaluation report publication series in 1979 to support the dissemination of information concerning its experience in development. Under the direction of the Center for Development Information and Evaluation (CDIE), A.I.D. conducts project impact and program and policy evaluation studies that review A.I.D.'s experience in priority areas of activity.

The studies evaluate a project or set of related projects in a sector, focusing on program issues and their implications for planning and design. The goal of the evaluation program is to inform A.I.D.'s policymaking process and to improve project design, implementation, and evaluation.

The evaluations are to result in a series of studies that, by virtue of their comparability of scope, will ensure cumulative findings of use to A.I.D. and the larger development community. The reports represent an effort by A.I.D. to obtain information on intended and unintended impacts of a program or project. Through examinations of A.I.D. and other donor and recipient country experience and the preparation of special syntheses, CDIE provides a better understanding of the characteristics of development programs and lessons of what works and does not work in various settings.

This style guide has been prepared to establish a basic level of consistency in style and format among all the evaluation reports published by CDIE. This level of consistency among reports is especially important as a consequence of A.I.D.'s determination that the findings of its evaluation work be made widely available.

The prospective audience for these reports includes officials in host countries receiving U.S. support, other international and bilateral donors and private groups engaged in development work, as well as A.I.D. staff members and their counterparts in the field. These reports should strive to the fullest extent possible to adhere to production standards that reflect the high quality of the analysis presented in the reports.

1.2 Types of Evaluation Reports

CDIE is responsible for the publication of several types of evaluation reports. Among CDIE's major report series are the following:

1. *Project Impact Evaluation Reports* are based on project fieldwork performed by an interdisciplinary team that examines intended and unintended project impacts and contributing factors of A.I.D.-funded projects in areas of priority interest to A.I.D.

2. *Program Evaluation Reports* provide information on evaluations of entire programs. They synthesize the findings of several project-level impact evaluations for a sector or a topic, or present the conclusions of A.I.D. workshops on topical or sectoral issues. They include specific statements on "lessons learned."

3. *Program Evaluation Discussion Papers* provide background information on topics of priority interest to A.I.D. They often are prepared prior to fieldwork in an "impact evaluation" area to provide a critical examination of assumptions and practices in a specific sector.

4. *Program Design and Evaluation Methodology Reports* provide guidance on evaluation and data collection and analysis methods for project and program design.

5. *Special Studies* provide evaluative or other evidence that contributes to A.I.D.'s knowledge of special projects or programs.

6. *Development Experience Abstracts* are four-page abstracts of CDIE evaluation reports intended to provide rapidly assimilated overviews for A.I.D. managers, as well as summaries for others in the development community who may want to read only the summaries or who may use them to determine whether they would benefit from reading the original report.

7. *Occasional Papers* provide information on current topics of interest primarily for A.I.D. internal use.

8. *Working Papers* are reports produced by CDIE or contractors that have not been published or widely disseminated. They frequently review A.I.D. experience on cross-cutting issues of concern, such as project implementation problems or the effectiveness of particular institutions or technologies.

In general, these report series, with the exception of the four-page Development Experience Abstracts, follow the same format and contain the major sections that are described in this style guide. Although any one report may not contain all the sections discussed in Section 3, Report Organization, it should contain most of them. The sections that are indicated are to be arranged in the order prescribed. Covers for the various report series differ somewhat (see samples in Appendix Exhibit 1) in cover stock and color and design elements.

1.3 Confidentiality

Reports must protect the informants and respondents interviewed during the evaluation. Although public officials may be quoted as appropriate, the report should contain no information through which other respondents could be identified.

2. REPORT PREPARATION

The **responsibility for preparing the reports** rests with the evaluation team, or with the author in the case of single-author reports. The team leader or the author is responsible for preparing the final manuscript. Publication of each report will be handled by CDIE once it has received the final manuscript from the team leader or author.

The final manuscript should reflect all comments previously solicited and accepted by the author or the team concerning substance, clarity, and structure of presentation, as well as comments and requirements from the Administrator. **Authors should follow this style guide when preparing the manuscript** to avoid the need for time-consuming and expensive alterations later.

The **final manuscript should contain** the **evaluation report**; a **two- to five-page summary and other front matter** such as a foreword, preface, and glossary (see Section 3 for a description of each major section); and **any relevant appendixes or bibliography**.

After the first complete draft of the manuscript is input to the word processing system, and occasionally at an earlier stage, CDIE will assign an editor to review the draft (see Section 2.2).

2.1 Authors' Responsibilities

Although CDIE will provide for editorial review of all reports prior to publication, certain aspects of the editorial review process remain the responsibility of the authors. These include resolving any factual or logical inconsistencies and ensuring the accuracy of quotations and citations, statistical data, and the spelling of proper names.

2.2 Editorial Review

An editor will review all reports and examine them for a consistent level of analysis, including adherence to basic analytical and reporting requirements and clear derivation of findings from the data; avoidance of unfounded or sweeping generalizations; logical flow in presentation; and the highlighting of major issues, analysis, and findings.

The editorial review will also ensure the internal consistency of the report; the correctness of grammar, word usage, punctuation, and spelling; conformance of the final report with this style guide and the Government Printing Office Style Manual; adherence to basic principles of organization, including logical headings that are hierarchically structured and follow parallel construction; and avoidance of repetition.

The editor will also check for omissions; agreement between the table of contents and the text, and between data in the text and in the tables and figures; clarity of table titles and report section headings; and completeness of references.

Any logical or factual inconsistencies or any other problems with accuracy or completeness will be brought to the author's attention for final resolution.

2.3 Report Production

2.3.1 Preparation Cycles

After submission to CDIE, a report should have a **maximum of three draft cycles before printing**: (1) initial input in double-space format of the submitted manuscript draft; (2) a revision stage, when all major additions or changes are made to the draft and then submitted for word processing input in final, single-space format; and (3) a final,

minor revision stage for correcting any remaining inconsistencies of usage or spelling errors and for preparation of camera-ready copy.

Every effort should be made to **avoid major draft revisions after the second review** stage so that production expense can be kept to a minimum. It is wasteful of scarce A.I.D. resources to make major alterations, including large additions to or deletions from the text, during the third revision cycle. When revisions are made at this stage, additional time is required to reformat the text (for example, to move tables or change footnote placement). Because a great deal of time and attention are given to formatting text pages during the second revision stage, making major changes during the third stage means, in effect, that the initial effort was wasted.

2.3.2 Manuscript Formatting and Proofreading

The first draft of a report should follow the guidelines established in this style guide. This will reduce the time required to prepare the manuscript for input to the word processing system. Although an editor will review the manuscript to ensure adherence to these guidelines, less time will be required for this task if the guidelines are followed during initial preparation of the manuscript. Except when very extensive revisions are anticipated (and perhaps, in that case, you should ask yourself why such major revisions are anticipated and whether the changes could be made before word processing input), time is allotted during the first cycle for both careful editing and thorough proofreading of the report.

CDIE will provide for the editing and proofreading of the document; the authors are asked to provide some patience. Extra time spent at this stage of production should decrease the time required at later stages. The editorial review will not only ensure adherence to style guidelines but will also note any problems with the report's logic and structure and the consistency of its findings. Careful proofreading is also important at this stage. If proofreading is delayed until the second or third cycle, the original manuscript is often no longer available, and the accuracy of figures, names, references, and so on cannot be verified.

2.3.3 Production Time

The first stage of production should take about 3 to 4 weeks (for a document of approximately 75 to 100, single-space pages). It includes editing (see Section 2.2), word processing input, proofreading, making corrections, and graphics production.

The second stage (after the "pink cover" clearance review) should take about 2 to 2 1/2 weeks, depending on the extent of the revisions. During this stage, the document is formatted in its final, single-space form; pages are checked carefully for filled right margins (words are hyphenated to avoid distracting gaps in the margin); correct placement of tables (as soon after their in-text reference as possible), footnotes, and headings; and removal of widows and orphans (single lines of text at the top or bottom of a page). Revisions and new input are proofread and corrected.

The third stage of production should take about 1 week to 10 days if no extensive revisions have been made in the draft. Any final formatting changes are made, and the entire document is proofread again to ensure that there are no typographical errors or internal inconsistencies of usage that

might have slipped through the first two reviews.

2.4 Composition

Much has been written about the subtleties of logical, precise, and effective writing. The guidelines presented here raise only a few of these points, but careful attention to these principles can improve the quality and precision of one's writing.

Effective writing is not an innate ability for most people. It is an arduous task requiring diligence and forethought. If written information is to be clearly communicated, the essential task is not so much "having it all in your head or in your notes" as "getting it down on paper" in a way that is as intelligible to the reader as it is to the writer.

2.4.1 Organization

Report as a Whole. Think about how you want to present your material and what its main thrust will be. Time spent in organizing thoughts is never wasted; the result is a well-conceived, well-ordered presentation. An unorganized paper reflects badly on the writer and the material, if it is able to reflect anything at all.

Use the **table of contents as a check on the organization** of your report. Do similar heading levels contain information at a parallel level of organization? (Are headings phrased in parallel grammatical form?)

Are themes/arguments for the findings fully developed and **logically structured** and connected? Remember that most readers are not as familiar with the subject as you are; do not assume that they will be able to intuit missing or implied information or connections. Watch out for unintentionally elliptical arguments and for conclusions that leap over intermediate supporting arguments without detailing them.

Describe at the beginning of the report **what the project/program was trying to achieve** and anything else about the project that is important for understanding the findings. Explain clearly what aspects of the project/program are being evaluated.

Evaluation reports, unlike novels, should not start in media res. Some reports discuss the issues to be evaluated and move on to the findings without adequately describing the project/program. The reader then has to piece together bits of information about the project that are presented throughout the report before being able to understand the arguments and findings. Thus, readers may have no context for understanding the issues until they are well into the report; many readers may not be willing at that point to start over again in order to capture ideas that were not clearly understood on first reading.

Try to **arrange appendixes in a logical order**, either by following the organization of the main report or by selecting some other method of organization. (Don't simply arrange them in the order in which they were completed.) **Examine each appendix carefully for relevance**, and discard any appendixes or sections of an appendix that simply repeat information covered elsewhere without adding any new insights.

Sections and Paragraphs. Clarity of organization requires more than simply giving a section a heading and then putting all information relating to that topic in that section. The **progression of an argument should be clearly presented**, with appropriate transitions between ideas (i.e., between paragraphs or subsections).

"As a general rule, begin each paragraph either with a sentence that suggests the topic or with a sentence that helps the transition" (Strunk and White, The Elements of Style, 1979, p. 16). The need to **provide a clear transition between ideas** is often overlooked. A paragraph's relation to what precedes it and its function in the section as a whole may need to be expressed explicitly.

Do not ramble. Express one idea completely before moving to the next. In general, each paragraph should contain a thorough discussion of a topic or a particular facet of a topic. The paragraphs should move logically from one to another, especially when the ideas expressed are closely related. The reader should be able to sense the progression of a rational thought process from one point to the next.

Each **paragraph should have a clear structure.** Length is not a sufficient determinant of the need to start a new paragraph (although a very long paragraph may indicate that too many ideas are being expressed in that paragraph).

The three basic **forms of paragraph** structure are as follows:

- *Single theme*--each sentence has the same subject but each sentence provides additional information on that subject

- *Linear development*--new information provided in one sentence becomes the subject of the next sentence

- *Branch pattern*--the topic sentence is followed by examples supporting the topic idea

2.4.2 Tone of the Report and Point of View

Assess carefully your approach to your audience. For example, extreme informality or a too colloquial approach to your topic would not be appropriate in an evaluation report. Although a paper can benefit greatly by incorporating some elements of a personalized style, remember that A.I.D. publications will be read by a wide audience concerned with development issues and that you may need to temper your style accordingly. However, an extremely conventional, impersonal, or leaden style is tedious to read and can limit the impact of the paper by discouraging readers who tire of the style before they reach the meaning that lies behind it.

Be attentive also to the need to **avoid** unintentional **value judgments**; strive for an objective and unbiased presentation of your topic.

Avoid humor in formal writing because it is impossible to gauge how people will react. Also **avoid jargon**, but don't confuse jargon with technical expressions that are essential to precise communication of meaning. Remember that a publication may be referred to for years to come, long past the currency of a word or phrase in vogue when it was issued.

In general, **use the active voice**, which is stronger and more direct than passive constructions:

> *Lack of funds constrained the extent to which the strategy could be implemented.* (weak passive construction)
>
> *Lack of funds prevented full implementation of the strategy.* (better)

The quality of your writing represents the quality of your work. No matter how significant the conclusions of a paper might be, if the paper cannot be understood or the arguments followed, it is as if the conclusions had never been reached and the work had never been done.

2.4.3 Practices That Impede Comprehension

Fat. Many writers unintentionally weigh down their sentences with superfluous words or weak constructions that slow comprehension.

Avoid **superfluous nouns**:

the field of economics ("economics" is sufficient)

the level of wages rose (wages rose)

the volume of demand fell (demand fell)

Avoid **weak or superfluous verbs** and the use of nouns when a verb would be stronger or more direct:

performed a study of the effects (studied the effects)

provide a summary of (summarize)

make a decision about (decide)

Avoid **wordy phrasing**:

the facts that are contained in (the facts in)

the project that was located at that site (the project at that site)

the fact that the project continued was (that the project continued was)

a number of reports (several, many, some, or nine reports)

Avoid **unnecessary "it" and "there" constructions**:

It was the Minister of Agriculture who decided (The Minister of Agriculture decided)

There are some projects that will (Some projects will)

Frustrated Expectations. **Do not frustrate the reader's expectations.** Don't use the other hand without the first hand. When confronted with "on the other hand," a reader looks for "on the one hand." Needless confusion arises when the reader can't find the first hand. "Hands" (one or the other) are not usually necessary in any case. Try to substitute "but," "however," or "conversely."

Do not say, "The following seven factors" and then list six or eight.

Gender Bias. The **slight awkwardness** attendant on using the "his or her" construction **is preferable to slighting many of your readers.** The need for a his-or-her construction can often be avoided by recasting nouns in the plural or by recasting the sentence:

If a writer wants to know whether a reader would have trouble understanding the report, he might talk to him and ask him to point out any difficulties. (This sentence also has problems with unclear pronoun reference.)

A writer who wants to know whether readers are having trouble understanding the report might talk to some of them and ask them to point out any difficulties.

Clarity of Modification. Watch for **unclear referents for "this," "these," "that," "which," and "who."** If there is any potential for confusion, repeat the noun rather than use the pronoun. In some cases the confusion simply delays comprehension; in others, it makes comprehension impossible.

Do not use a **pronoun before the noun to which it refers:**

> *Given its short time frame, the project had to emphasize immediate outputs.*

A.I.D.-Specific Terms. Briefly define terms that are used with an A.I.D.-specific meaning, such as Project Paper, logical framework, and project inputs, outputs, goal, and objectives.

2.5 Other Style Guides

CDIE has tried to keep this style guide useful, minimal, and straightforward. In general, these guidelines reflect the standards outlined in the U.S. Government Printing Office Style Manual. For additional information on style, particularly on handling references, see The Chicago Manual of Style (University of Chicago Press, 1982, 13th ed.).

3. REPORT ORGANIZATION

All evaluation reports should follow the same basic format and stylistic conventions and contain the same basic parts in the same order. The resultant **consistency among and within reports will** not only **prevent any irrelevant distractions to the reader** arising from inexplicable variations in format or style, but will also **enable a reader to find and analyze relevant parts of a report with greater ease.**

Reports, including all appendixes, should be **limited to 100 pages or fewer** of single-space text. All reports should contain most of the following features and in the following order.

3.1 Cover

CDIE will provide the report cover, which is the only part of the report that is **typeset** (Pallatino or equivalent typeface).

The first line of the **cover contains** the designation of the report series (see Section 1.2) and the CDIE-assigned report number. The next section of the cover contains the report title. A flattened projection of the eastern and western hemispheres occupies the center of the cover. The date (month and year), the identification of A.I.D. as the sponsor and publisher of the report, and the publication identification number are at the bottom of the page, each on separate lines. Each of these sections is separated from the others by a continuous rule.

See Appendix Exhibit 1 for sample cover pages for each of the major types of reports produced by CDIE.

The following statement, centered and boxed on the **inside of the front cover**, should be included to inform the reader that a list of evaluation reports is available from CDIE:

This report and others in the evaluation publication series of the Center for Development Information and Evaluation (CDIE) may be ordered from

A.I.D. Document and Information Handling Facility
7222 47th Street, Suite 100
Chevy Chase, MD 20815
U.S.A.
(telephone: (301) 951-9647)

A list of all CDIE evaluation publications is available from

PPC/CDIE
Room 105, SA-18
Agency for International Development
Washington, D.C. 20523
U.S.A.
(telephone: (703) 235-1000)

A list of CDIE evaluation reports on topics related to that covered in the report should also be provided. This list is printed on the **inside of the back cover.**

3.2 Front Matter

3.2.1 Title Page

The **title page should contain** the report title (underscored), publication series type and number, authors and their affiliation and area of expertise, A.I.D.'s identification as sponsoring agency, date of publication, and A.I.D.'s official disclaimer concerning responsibility for the views contained in the report. If the title takes up more than one line, use 1 1/2-line spacing (for the title only). See Appendix Exhibit 2 for a sample title page.

3.3 Body of the Report

For **Project Impact Evaluation Reports**, the body of the report should be limited to **15 single-space pages**, using Courier (Titan) 10 typeface. (See Section 4.1 for complete word processing guidelines.)

Authors of **other CDIE report series publications** should respect the **100-page limitation** for the report as a whole, keeping in mind that this is a maximum, not a recommended length.

3.4 Appendixes

Appendixes may include expanded discussions of topics relevant to the report, field notes, copies of questionnaires used to gather data, tables, graphs, detailed maps, and photographs. Mission comments, when available for Project Impact Evaluation Reports, should be included as an appendix. If a discussion of the **methodology** applied in the evaluation is included, it **should be designated Appendix A**. Each **appendix should be referenced** at an appropriate point **in the main body** of the text.

3.5 Footnotes

Any **explanatory notes or clarifying details** helpful to an understanding of the text but nonetheless digressive in nature should be placed in a footnote at the bottom of the page that contains the text to which it refers. Explanatory notes should be **numbered consecutively throughout each major part of the report** (front matter, main body, and each appendix).

3.6 References and Bibliography

Complete references for all citations (see Section 4.6) and any supplementary publications or reports should be provided in a bibliography. If a bibliography contains many entries, not all of which are cited in the text, a **separate reference section** should be created that includes only cited works. If most of the entries in the bibliography are cited in the text, or if the bibliography is short, a separate reference section is not required. The **reference section follows the last appendix, followed by the bibliography**.

4. FORMAT

4.1 Word Processing Formats

Follow the formats listed below when typing the final report:

1. Use 8 1/2- by 11-inch white paper.

2. Use **10-pitch Courier** (Titan) type for text and tables and 12-pitch Courier (Titan) type for extra-wide tables.

3. Use **single space** for the text, leaving one empty line between paragraphs (**double space** the first two **draft versions**).

4. **Center page numbers at the top** of the page, on line 6; **begin text on line 8** and end it on line 59 (**52 lines of text per page**), including any footnotes.

5. **Indent paragraphs 5 spaces**, beginning text on space 6.

6. Use a **66-character line** (start on character space 11).

7. **Separate footnotes** from the text **by one empty line and a 20-character rule**. Leave one empty line between footnotes. **Footnote numbers** should be **superscripted**. Do not indent runover footnote lines, but bring them back to the left margin (except in tables; see subsection 4.4.2).

4.2 Pagination

The **front matter** is paginated using lowercase **Roman numerals**. The **title page** (and its blank reverse side) and **contents page** are assigned numbers, but the numbers are **not typed on these pages**. Thus, the visible numbering usually begins with the **foreword**, which is generally page "-v-" (the first page of text following the table of contents must begin with an odd page number).

The **body of the report** is paginated using **Arabic numerals** centered at the top of each page, the number preceded and followed by a hyphen (-2-). The **first page** is assigned a **number**, but it **does not appear on the page**; therefore, "-2-" is the first typed number.

Appendixes are paginated separately, "A-2," "B-2," "C-2," and so on, at the top of the page. The page number does not appear on the first page of an appendix. The **reference** section, if any, is paginated "Ref-2," "Ref-3," and so on, at the top of the page. The **bibliography** is paginated "Bib-2," "Bib-3," and so on.

4.3 Titles of Sections, Subsections, and Appendixes

4.3.1 Front Matter

The **identifying titles of front matter sections** (contents, foreword, and so on) should be in capital letters, centered, and underlined, with two empty lines between the title and the text:

FOREWORD

4.3.2 Body of the Report

The **system for identifying and ranking levels of headings** is numerically based ("**legal style**") and follows the numbering system used in this style guide. Try to limit section heads to three organizational levels. Anything more detailed looks pretentious and cluttered in a short report.

Never use only a single subsection heading at any given level, such as 1.1 without 1.2.

Section headings are placed at their natural occurrence in text; **no artificial page breaks are created for new sections.** Note that section headings (e.g., 1., 2., 3.) are centered and subsection headings (e.g., 1.1, 1.2.1) are flush with the left margin.

Major sections (**first-level headings**) should be identified by Arabic numerals, followed by a period and two spaces, then the section title in capital letters, underlined, and centered. Two empty lines should precede and follow each new heading. For example:

1. INTRODUCTION

Second-level subsection **headings** within each section indicate their ranking by the sequential addition of numerals after the number (and the period) of the section's main heading. For example, subsections within Section 1 would be as follows: 1.1, 1.2, 1.3, and so on. The number is typed flush left, followed by two spaces and then the subsection title in uppercase and lowercase letters and underlined. Two empty lines precede and follow each subtitle. (See Section 5.1.1, Abbreviations, Capitals, and Periods, for rules on capitalization in headings and titles.) Some examples:

1.1 Project Setting

1.2 Intended Beneficiaries

A final organizational section (**third-level headings**) is identified by the sequential addition of numerals after the second-level heading numbers. For example, third-level subsections within Subsection 1.2 would be as follows: 1.2.1, 1.2.2, 1.2.3, and so on. The number is typed flush left, followed by two spaces and then the heading in uppercase and lowercase letters and underlined. Two empty lines precede and follow each new heading. For example:

1.2.1 Benefits to Participating Farmers

If, after some effort is made to restructure the headings, a **fourth level** of **headings** is still necessary, use a run-in heading. This heading is indented as a paragraph, underscored, in uppercase and lowercase letters, and followed by a period, two spaces, and the first word of the text. No number precedes the heading; only one blank line separates the heading from the preceding paragraph. For example:

Farm Production. On average, individual farm production is higher

In rare cases, a **fifth-level heading** may be necessary. When a fifth-level heading is used, the fourth-level heading changes; it is flush left, underscored, in uppercase and lowercase letters, and preceded and followed by two blank lines. No number precedes the heading. The fifth-level heading then takes the format described above for fourth-level headings in a paper with only four levels of headings. (**Fourth- and fifth-level headings are not included in the table of contents.**) The following are examples of fourth- and fifth-level headings:

Farm Production

On average, individual farm production is higher (fourth-level heading when five levels are used)

Farm Production. On average, individual farm production is higher (fifth-level heading)

4.3.3 Appendixes

Appendixes are labeled alphabetically (Appendix A, Appendix B, and so on). Appendixes should not have separate cover pages. The **appendix designation** (e.g., Appendix A) should be centered at the top of the first page of text, in capital letters, with no underscore. The **appendix title**, in capital letters and underscored, should be centered underneath it, separated from it by one empty line and separated from the text by two empty lines:

APPENDIX A

METHODOLOGY

The **appendix section headings** should follow the same style as those in the body of the report (see Section 4.3.2). Each appendix should be referenced at least once in the main body of the report.

4.4 Tables and Figures

4.4.1 General Information

Tables contain information in columns and rows. Although most tables contain statistical data, tables may also contain phrases or short sentences (as, for example, in a table comparing characteristics for several projects). **Figures** are the graphic representation of data, such as graphs, pie charts, line drawings, or photographs.

Tables should be integral to the text and provide easy access to information that is not as readily grasped when treated in narrative form. **Tables should not simply reiterate material that is fully covered in the text.**

Each table should be developed as a discrete, self-contained entity that is fully comprehensible to the reader even when examined out of the context of the report.

The **table title** should describe the table uniquely: it should clearly specify the topic, describe the table's contents including the time period covered, and relate the table to its context.

Every **table column**, including the stub (the first column), **should have a heading**. Some columns also require **spanner heads**, heads that span two or more subheads.

Each table should be **referenced in the text**, and a table should be **placed** within the text **as soon after its callout as possible**. Never place a table before its callout in the text. If a table does not fit on the same page as the callout, it should be placed at the top of the next page or immediately after the end of a paragraph that is continued on the next page. (Tables should always be placed at the end of a paragraph and never in the middle.) **Full-page tables** should be placed on the page following their callout.

Try to avoid creating tables that are so wide that they will not fit normally on a page but must be rotated to run the length rather than the width of the page (**"broadside tables"**). Broadside tables are more difficult to process and to read. If a broadside table must be used, it should be arranged on the page so that the top of the table runs along the left margin of the page in its vertical position.

4.4.2 Format

An example of basic table format is provided in Appendix Exhibit 7.

Tables and **figures are numbered consecutively** but independently of each other, using Arabic numbers. Thus, the first table in the main body of the re-

port would be Table 1. **Appendix tables are numbered separately** for each appendix, **preceded by the appendix designation and a hyphen**, for example, Table A-1, Table B-1.

The first letter of the word "table" or "figure" and the first letter of each major word in the **table title** are capitalized. (See Section 5.1.1, Abbreviations, Capitals, and Periods, for more detailed guidelines on capitalization within titles.)

Table **titles are centered** two empty lines above tables and figures. Titles should be repeated at the top of **tables that are continued** on a second or third page, followed by the abbreviation "cont." in parentheses: **(cont.)**.

Information **describing or qualifying the table as a whole**, such as specification of the unit of presentation (e.g., "in U.S. dollars per metric ton") should be placed in a **headnote** in parentheses immediately below the table title, with no intervening blank line. Use lowercase letters for headnote information.

Table titles should never be footnoted. When explanatory material is too detailed for a headnote, it should be placed in a **note** at the bottom of the table, one empty line below the closing horizontal rule, preceded by the word **"Note:"** typed flush with the left margin. **Runover lines are blocked** (indented) under the first word following "Note." This general note **precedes any footnotes** to the table.

Each **column head** and **stub** entry should also be in uppercase and lowercase letters (that is, the first letter of each major word should be capitalized). Each line of a column head, including spanner heads, is centered over its column(s). **Runover lines** in **stub entries** are indented one space; **subelements** under stub entries are indented two spaces.

Horizontal rules are placed one empty line **above** and one empty line **below the column heads.** These rules should extend the entire width of the table. Another horizontal rule is placed **at the end of the table**, one empty line below the last row of figures. Note that this bottom rule marks the end of a table; a rule should not be placed at the bottom of a table that is continued on another page, but only at the end of the table.

Any **spanner head** is underscored with a line that extends the full width of the column heads to which the spanner head applies.

To avoid confusion with data in tables, **table footnotes** are indicated by superscript **lowercase letters**, not by numbers. Footnote sequencing in tables is from left to right across rows, not column by column.

Table footnotes are placed one empty line below the bottom rule of the table, or one empty line **below the table note**, if there is one. No blank lines should be placed between table footnotes (except to help fill a page when the table is a short, full-page table). Runover lines in footnotes are blocked under the first word of the footnote, not under the superscript footnote letter. Notes that refer to the table as a whole (rather than to a column head, stub entry, or cell entry) should be placed in a headnote or table note (see above).

The **table source** follows one empty line below the last table footnote, introduced by the word **"Source:"**; runover lines are blocked under the first word after the word "Source."

4.5 Listings

Short lists of items that require **emphasis or ranking** within a sentence may be preceded by numbers enclosed in parentheses. A numbered list within a

sentence should follow the standard rules of punctuation and grammar--the same rules that would apply if the numbers were not used. For example:

> *The issues reviewed below are (1) the development of entrepreneurial talent, (2) the role of small-scale enterprises, and (3) the importance of market infrastructure.*

Note that this list is not preceded by a colon unless the sentence structure itself requires it, as in this example:

> *The following issues are reviewed below: (1) the development of entrepreneurial talent, (2) the role of small-scale enterprises, and (3) the importance of market infrastructure.*

Vertical lists of items removed from a sentence and placed on separate lines beneath it should be used sparingly and only for items that require the emphasis such isolation of each item provides (see also Section 5.1.4, Dashes).

Short items of **10 lines or fewer** are typed in block form, preceded by numbers or em dashes (--), not by "bullets." In general, **use em dashes rather than numbers** to introduce items in a short list **except when the number of items is itself significant.** The number or em dash is indented five spaces (start on the sixth space) and followed by two empty spaces. Runover lines are blocked under the first letter of the first word. **Subelements** under these are preceded by em dashes when numbers have been used in the initial list, or en dashes (-) when em dashes have been used.

Long items of **more than 10 lines** are treated as separate paragraphs. **Use numbers rather than em dashes** to introduce each item.

Some rules of **punctuation and capitalization** are suspended for vertical lists broken out of text on the theory that such lists are by their nature nonstandard formations. Short items require no terminal punctuation, but lists composed of complete sentences do take terminal periods. For visual consistency, all items in a list should have terminal periods if one or more of the items is a complete sentence. Internal punctuation for each item in a list is orthodox. The **first word of each listed item should be capitalized.**

4.6 References and Bibliography

Reports should follow the **author-date system for citations.** Citations are placed in text in parentheses following the passage to which they relate. The citation includes the author's last name and the date of publication of the work, with no intervening punctuation. If a page number is required (for a quotation), the page number follows the date, preceded by a comma only:

> *(Rostow 1983, 17)*

If **more than one work by the same author** and **published in the same year** is cited, the works should be distinguished by a letter following the date:

> *(Rostow 1983a)*
>
> *(Rostow 1983b)*

The **bibliography** section (and the **reference** section, if one is included) should contain **complete references for all works cited.**

For a **book**, the following facts should be included in the following order:

> *Name of author or authors, editors, or "institutional author"*
> *Date of publication*
> *Title*

Title and number of series, if any
Edition, if not original
City and state or country of publication
Publisher's name

For an **article in a periodical**, the following information is required in the following order:

Name of author or authors
Date
Title of article
Name of periodical
Volume number
Issue number (or month) if periodical is paginated by issue
Page numbers of the article

Items are **arranged alphabetically** by the author's last name. Because the author-date system of citation is used in text, the **date of publication should follow the author's name** for ease in locating the appropriate reference.

When **more than one work by the same author**(s) is cited, the items should be arranged chronologically (earliest work first). When multiple works by the same author(s) and published in the same year are cited, they should be listed in alphabetical order (by title), with the dates followed by letters, beginning with "a":

Bates, R. 1970a. Essays on the....

Bates, R. 1970b. Markets and States....

The bibliography and references sections use a **hanging indent style**, with the second and subsequent lines in each entry **indented five spaces** from the left margin.

Major **elements** within a reference are **separated** from each other **by periods.**

All authors should be listed for each publication in the bibliography and reference sections ("**et al.,**" which **may be used for in-text citations** of publications with more than three authors, should not be used in the bibliography).

Some **sample bibliographic entries** are provided below. For more detail, consult The Chicago Manual of Style (University of Chicago Press 1982, 13th ed.).

A **book** with a **single author**:

World Bank. 1984. Toward Sustained Development in Sub-Saharan Africa. Washington, D.C.: World Bank.

A **book** with **two or more authors**:

Johnston, Bruce, and Peter Kilby. 1975. Agricultural and Structural Transformation: Economic Strategies in Late-Developing Countries. New York: Oxford University Press.

Note that when **authors are identified for government reports**, the authors' names should be used and the government agency listed as publisher, not as author:

Love, Ray, Peter A. Theil, and Philip W. Ruppert. 1986. The Private Development Corporation of the Philippines. A.I.D. Evaluation Special Study No. 46. Washington, D.C.: Agency for International Development.

A **chapter in a book** compiled by an editor (inclusion of page numbers for the chapter is optional):

Bhagwati, J. 1970. "The Tying of Aid." In Foreign Aid, edited by J. Bhagwati and R.S. Eckhaus, 112-179. Baltimore: Penguin Books.

Format: References

A reference to a **book compiled by an editor** rather than to a chapter in the book:

Bhagwati, J., and R.S. Eckhaus, eds. 1970. Foreign Aid. Baltimore: Penguin Books.

When **no date of publication** is available, "N.d." is used in place of a date:

Barak, Eli. N.d. "Report on Experiments Carried Out Under Irrigation in Winter 1983." Kasinthula, Malawi: Kasinthula Research Station.

For **unpublished duplicated material:**

Berg, Elliot, Walter Hecox, and Jim Mudge. 1985. "Evaluation of the A.I.D. 1983 1984 Structural Adjustment Program in Kenya." USAID/Kenya. Photocopy.

An article in a **journal:**

Landau, Martin. 1969. "Redundancy, Rationality, and the Problem of Duplication and Overlap." Public Administration Review 29:346-358.

References to **journals** that are **paginated by issue** rather than by volume must identify the issue by providing the issue number or the month(s):

Public Administration Review 29 (no. 4):346-358.

Public Administration Review 29 (July-August):346-358.

5. GRAMMAR AND STYLE

5.1 Punctuation

The following information covers only the most commonly encountered difficulties with punctuation. For more detail, refer to the U.S. Government Printing Office Style Manual.

Note that many issues of punctuation are discretionary, and the choice of which style to follow is often a matter of convention rather than correctness. The purpose of this style guide is to set up conventions so that idiosyncratic choices do not distract the reader from what is really significant: the analysis and findings presented in the paper.

5.1.1 Abbreviations, Capitals, and Periods

Abbreviations. **Avoid the use of abbreviations** in formal writing. Abbreviations should be used only when they aid the reader, not as a short-cut for the author. It is very frustrating and ultimately irritating to a reader to be confronted with a plethora of abbreviations on each page; few people are able to remember the meaning of an unfamiliar abbreviation for more than a few pages.

In general, use abbreviations for the names of agencies, organizations, and institutions (after defining the abbreviation on first use) when this is the **common way of referring to the organization** (e.g., A.I.D.) or when the name is long and cumbersome and the organization is referred to frequently in the paper. When appropriate, or when the abbreviation is not one that is commonly used, **use a shortened form of the name instead of an abbreviation** (e.g., the Foundation, the Institute, the project).

Except in the case described in the preceding paragraph, **do not create ad hoc abbreviations.** Their use only confuses the reader and impedes comprehension. A string of abbreviations can also be unintentionally humorous. As a reader, which of the following sentences would you prefer to read?

> *The MOA's AD Program included both MADs and FADs at all levels of the extension system.*

or

> *The agricultural demonstrator program of the Ministry of Agriculture included both male and female agricultural demonstrators at all levels of the extension system.*

Avoid most **Latin abbreviations**, especially "i.e.," "e.g.," and "etc." In most kinds of writing, the **English equivalent is now preferred** to the Latin abbreviation: "that is" for "i.e." (note that **"i.e." does not mean "for example"**), "for example" for "e.g.," and "and so on" for "etc." **These abbreviations are acceptable**, however, **within parentheses.**

"Etc." is frequently abused. Do not use it simply to avoid completing a series; its use, and that of its English equivalent, should be limited to lists whose logical extension is obvious or to end a series that repeats only part of a list already quoted in its entirety.

Never use "for example," "such as," or "e.g." with "etc." or "and so on." Such usage is redundant because these terms already imply an incomplete list. For example:

> *Several crops, such as beans, corn, wheat, and so on, had been grown in the area for many years.* (incorrect)

Several crops, such as beans, corn, and wheat, had been grown in the area for many years. (correct)

Do **not use abbreviations in a heading** or in a **table title.**

Keeping these principles in mind, use the following guidelines when you have determined that use of an abbreviation is warranted.

In general, when abbreviating a word or words, capitalize as in the original word. **Periods are usually omitted in abbreviations** except for abbreviations of states, months, proper names, Latin terms, university degrees, and in cases in which abbreviations might be confused with other words ("a.m." and "am," "no." and "no"). Some examples:

NE ft lb kg ha PL 480
A.I.D. B.A. a.m. et al.

Omit periods and spaces after initials used as shortened names of government agencies (except A.I.D.) and other organized bodies; before using the abbreviation, however, **use the complete name in the first reference** and give the shortened form in parentheses:

Agency for International Development (A.I.D.)

U.S. Department of Agriculture (USDA)

Although the general rule is to write out the full name once, followed by the shortened form in parentheses, and thereafter to use the shortened form, common sense and readability should temper this practice. **Abbreviations should be defined anew in each major section** of the report (front matter, main body, and each appendix) or if a subsequent reference appears some distance from the original reference. The shortened form should only be repeated if it will be used again soon after this reference. Unless the name is repeated frequently and considerable space is conserved or monotony is avoided by using the abbreviation, it is better to use the full name (or a shortened form of the name) of an organization rather than risk confusion.

In general, use English translations of names of **foreign agencies** or government bodies, even when the abbreviation is based on the foreign name:

Brazilian Institute of Geography and Statistics (IBGE)

Use **fiscal year 1980** or **FY 1980** but <u>not</u> **FY80** or **FY '80.**

Spell out the term "**United States**" when using it as a noun; abbreviate it when using it as an adjective:

foreign policy of the United States

U.S. foreign policy

<u>*Capitalization*</u>. Capitalize the words "**government**" and "**federal**" when referring to the U.S. Government or specifically to another <u>central</u> government. Also capitalize the word "**state**" when the reference is to one or more of the 50 states in the United States. For example:

Federal Government
the Government (a specific central government)
Government-owned land
Maryland State government

but

federal form of government
statehood

The words "**national**" and "**federally**" are not capitalized even when the reference is to a specific central government, and "state" is not capitalized in closed com-

pound words, even when the reference is to a particular state:

national customs
federally funded
statewide policy

Capitalize the word "**Mission**" when referring to a USAID country field Mission.

Capitalize references to A.I.D. project-related documents, such as **Project Papers** and **Project Identification Documents**, and to A.I.D. **Policy Papers**.

Capitalize all words in **subsection headings and titles of publications** except prepositions and conjunctions of three letters or fewer and articles. Capitalize the word "to" when part of an infinitive.

Capitalize **personal titles** and **position titles** when they precede a proper name:

President Archibald McLean
Mission Director Jenkins

but do not capitalize position titles used alone or titles following names unless they indicate high distinction:

George Washington, President of the United States
Archibald McLean, president of Omni, Inc.
the Mission director

Capitalize the words "**table**," "**figure**," or "**appendix**" only when referring to a specific table, figure, or appendix:

the third column in Table 3
Appendix C contains detailed information.

Note that although an **abbreviation** formed from the first letter of each word in a term uses **all capital letters**, the first letter of **each word in the term itself is not necessarily capitalized**. For example:

GNP but *gross national product*, not *Gross National Product*

5.1.2 Colons and Semicolons

<u>Colon</u>. Use the colon to introduce **explanatory or summarizing material**:

The report has three parts: project goals, project impacts, and conclusions and recommendations.

Note that items in a **series following a colon** are **not automatically separated by semicolons**. Commas are used unless one or more of the items (except the last) contain internal punctuation.

Do **not use a colon** to introduce a **list that is a complement or object** of an element in the introductory statement:

The three countries examined were: Egypt, Peru, and Jamaica. (incorrect)

The three countries examined were Egypt, Peru, and Jamaica. (correct)

This rule also applies to the use of colons before **lists that are broken out of text** and placed on separate lines (see also Section 4.5). Use a colon after the introductory statement only when it contains the words "as follows," "the following," or "for example"; when the introductory statement is grammatically complete without the list that follows; or when the statement is followed by an illustrative example.

<u>Semicolon</u>. Use the semicolon to **separate main clauses** not joined by a coordinating conjunction but too related in meaning to form separate sentences:

The first agricultural center building was completed; construction on the second had not yet begun.

Separate by a semicolon main **clauses joined by conjunctive adverbs** such as "however," "consequently," "indeed," "therefore," or "thus":

The team would have liked to visit each of the new schools; however, there was time to visit only a few schools in each area.

If any element of a **series** other than the last item **contains internal punctuation**, use semicolons to separate the main elements, as shown in the following example:

Members of the team will read, write, and speak perfect English; will prepare correctly formatted reports with no ambiguities or contradictions; and will cite completely all references, tables, and figures.

5.1.3 Commas

Commas are required in specific, **fixed situations** and in **discretionary usage** when their absence might cause confusion. An example of the latter:

Out of 20, 10 were rejected.

Separate each member of a series by a comma, including the one preceding the conjunction, to avoid ambiguity:

Labor surpluses, shortages of machine parts, and land-holding patterns inhibited mechanization.

Use a comma to separate **a series of modifiers** of equal rank:

Credit is now allocated to small, rural, off-farm industries.

but do not use a comma when the final modifier forms a unit with the noun modified:

The project tried to improve the distribution of small-scale farm machinery.

Use a comma to divide **two clauses with separate subjects and predicates** joined by a conjunction:

By 1981, 46 percent of farmers were full or partial tenants, and 22 percent of the land area was farmed by tenants.

but do not use a comma to separate two clauses that share a subject:

Mechanization plays an increasingly important role in rural strategy and is likely to continue to do so.

Use a comma to separate an **introductory word, phrase, or clause** from the rest of the sentence:

In all cases, growth in agricultural production declined in the 1970s relative to the 1960s.

Nonrestrictive phrases and clauses are those that add to the meaning of a sentence but are not essential to its meaning. They are often introduced by the relative pronoun "**which**." Enclose nonrestrictive phrases and clauses with commas. For example:

The program was part of a coordinated donor effort, which included the International Monetary Fund, to promote structural adjustment.

Restrictive phrases and clauses are those that are essential to the meaning of a sentence. They are often introduced by the relative pronoun "**that**." Do not enclose restrictive phrases or

clauses with commas, and do not introduce them with the relative pronoun "which." For example:

The program became part of a coordinated donor effort that promoted structural adjustment of the economy.

Use commas in **numbers of four or more digits** to facilitate quick comprehension of the magnitude involved:

1,000 2,390 27,468 36,581,402

5.1.4 Dashes

Typewritten manuscripts may contain two forms of dashes: the **en dash** (-) and the **em dash** (--).

Use the **en dash** as a hyphen in **compound words** and for **word divisions** at the end of a line.

Use an **em dash** to separate a **subordinate explanatory or emphatic phrase** from the main part of the sentence. In general, em dashes may be substituted for parentheses, but they can be confusing if overused. In typing the em dash for this use, leave **no space before or after** it. For example:

Their ability to pursue successfully their economic development objectives irrespective of sector orientation--public or private--is thereby hampered.

An em dash followed by two spaces may also be used to **set off items in a vertical list**. However, this method of presentation should be used sparingly, if at all, in short text. For example:

International cooperative principles stipulate that a cooperative embrace the following practices:

-- *One person, one vote*
-- *Control by membership*
-- *Continuing education*

5.1.5 Ellipses

Use a series of three dots (...), an ellipsis, to indicate that **words have been omitted within a quoted sentence**. If the **ellipsis closes the sentence**, add a period (making four dots) before the closing quotation marks. Four dots are also used to indicate the omission of the first part of the next sentence within a quotation or of a whole sentence or paragraph. Ellipsis dots are not customarily used to introduce a quotation because the existence of text preceding a quotation is generally assumed. For example:

According to The Chicago Manual of Style, "any omission of a word or phrase, line or paragraph, from within a quoted passage must be indicated by ellipsis points (dots)..., never by asterisks...."

5.1.6 Italics (Underlining)

In most cases, italic type is not used in typewritten or word-processed material; instead, the relevant word or words are underlined. Thus, in the following rules for use of italics, the word "underline" has been substituted for "italicize."

Underline **titles of books**, pamphlets, proceedings and collections, newspapers, magazines, and reports that are issued separately. (Enclose the titles of articles or sections of a publication in quotation marks.) For example:

"Fertilizer Policy in Korea," in Journal of Rural Development,

Underline words to give them **special emphasis**:

> *The technique was deceptively simple: the implementing agency simply refused to act like a patron.*

However, overuse of this kind of emphasis is distracting and negates its effectiveness.

Underline individual words and phrases in a **foreign language** if they are likely to be unfamiliar to readers. An English translation in parentheses should follow the first use of the foreign word. For example:

> *Making the adjustment from life in the semi-arid altiplano (highlands plateau) to life in the tropical rain forest is difficult.*

However, do not underline foreign words that are in common use in English, such as the following:

elan	*a priori*	*de facto*
et al.	*ad hoc*	*ex post*

5.1.7 Parentheses and Brackets

Parentheses. Parentheses, like commas and dashes, may be used to set off **amplifying, explanatory, or digressive elements** in a sentence. When these elements are closely related to the rest of the sentence, use commas; for more distantly related elements, use parentheses or dashes. Note the following examples:

> *Per capita farm income (in current won [W]) rose from W93,000 in 1963 to W1.4 million in 1977.*

> *These three elements constitute the agricultural and rural services (and surveillance) system.*

Use parentheses to enclose **numbers or letters marking** the parts of **a series**:

> *Since 1970, the Government has supported a dual price structure for three reasons: (1) to hold down urban consumer prices, (2) to provide production incentives, and (3) to minimize swings in grain prices.*

If a **sentence fragment enclosed in parentheses** ends a sentence, place the period terminating the sentence outside the closing parenthesis:

> *Data were collected during a 2-week period (during the in-country phase of the evaluation).*

However, for a **complete sentence enclosed in parentheses** but not a part of another sentence, place terminating punctuation inside the closing parenthesis:

> *Production increased from 1965 to 1981. (Although rice self-sufficiency was only temporary, Korea is now self-sufficient in barley because of lowered demand.)*

Unless there is a reasonable chance that the numbers may be confused, do **not follow a written-out number with a figure in parentheses**. This is a superfluous usage that interferes with a flowing, readable text.

Brackets. Use **brackets** to enclose **parenthetical material** that is already **within parentheses**, as in the following example:

> *Others argue that traditional forms of cooperation (such as kye [mutual credit societies] and labor-savings activities) already existed.*

Use brackets to enclose **editorial comments or clarifications** in quoted material:

> *"The evaluation team concentrated on examining the RECs [regional education centers] and pilot rural schools."* ("RECs" is retained but is defined in brackets.)

or

> *"The evaluation team concentrated on examining the [regional education centers] and pilot rural schools."* ("RECs" is replaced with its full name in brackets.)

Punctuation with brackets follows the rules for parentheses.

5.1.8 Quotation Marks

Enclose a direct **quotation of five typed lines or fewer** in double quotation marks inside the sentence:

> *According to The Chicago Manual of Style, copy editing "requires close attention to every detail in a manuscript...."*

Internal **quotation marks within a quoted phrase** are always single quotation marks ('like this') never double.

Indirect quotations do not require quotation marks:

> *The Chicago Manual of Style states that copy editors should pay close attention to every detail of a manuscript.*

Indent five spaces from each margin and set off from the text **quotations of more than five lines**. Do not use quotation marks. For example:

> *The Chicago Manual of Style is worth quoting:*
>
> > *Material set off from the text as a block quotation should not be enclosed in quotation marks. Any quoted matter within a block quotation should be enclosed in double quotation marks, even if the source quoted uses single marks.*

Place **commas and periods** within the closing quotation marks, whether they are part of the quotation or not:

> *"When we first arrived," he said with a wave of his hand that included all the area before us, "this was all jungle."*

Place **final punctuation other than commas and periods** within the closing quotation marks only when it is part of the quoted material:

> *The Bangladesh country study referred to the role of the PL 480 Title I program in ensuring "a minimally adequate level of food consumption"; this goal seems to have been met.*

Place quotation marks **before footnote numbers**:

> *His policies were intended to "rescue the shaky U.S. dollar."*[7]

Set off in quotation marks **words used in a special sense** (use double quotation marks unless the word is within a phrase already in quotation marks) :

> *The new settlement pattern is a great improvement over the earlier, "piano key" settlement design.*

Place in quotation marks **letters, numbers, and words used as "words"**:

The confusion resulted from the use of the word "survey" for "study."

5.2 Spelling

This category includes not only the correct (or preferred) spelling of words but also the rules governing the use of figures or the spelled-out form of numbers. The standard guides for spelling and meaning are Webster's Third New International Dictionary (unabridged) and Webster's New Collegiate Dictionary. If two or more spellings are given for a word, the first listed spelling is to be used.

5.2.1 Numbers

Whether to use a figure or to spell out a number is often a vexatious problem. The guidelines below should clarify some of the difficulties.

In general, spell out **numbers under 10**, except when they express units of time, money, or measurement:

six countries nine reports

Always spell out **numbers at the beginning of a sentence**, but try to avoid opening a sentence with a number larger than 100:

Fifteen schools were constructed.

In 112 countries,....

Spell out **round numbers** and indefinite expressions:

about one hundred dollars

thousands of dollars

Spell out **fractions standing alone** or followed by "of," but use the fraction in a unit modifier:

one-half of an inch 1/2-acre plot

Spell out ordinal numbers **lower than 10th**:

First Congress Third Street
sixth century

Use figures for cardinal numbers of **10 or greater** and for ordinal numbers of **10th or greater**:

19 goals 10 outputs 13,855 editors

This is the 11th time he has rewritten the report.

Use figures for **units of time, money, or measurement**, as in the following examples:

- age: *6 years old 7-year-old girl*
- mathematical expressions: *multiply the result by 5*
- measurements: *7 hectares*
  3 kilometers 8 by 12 inches
- percentages: *25 percent*
  a 3-percent change (note also that the word "percent" is used, not the symbol "%")
- time: *6 hours 4 years*
  8 p.m. (not 8:00 p.m.)

Use figures for a **series of four or more numbers**, even if all the numbers are lower than 10:

The correct responses were 3, 5, 7, and 9.

Use figures in a sentence for a **related group of numbers** if at least one of them is 10 or higher:

Each of 15 major commodities (9 food and 6 nonfood) was produced domestically.

but

Each of nine major commodities (five food and four nonfood) was produced domestically.

The use of figures does not affect the application of general rules for nonrelated numerical expressions:

Group interviews were conducted with six to eight participants in each area during the 2 weeks the team was in the field. (not *with 6 to 8 participants in each area during the 2 weeks....)*

Unless there is a reasonable chance that meaning may be misconstrued, do not interrupt the flow of text by following a spelled-out number with a figure in parentheses.

5.2.2 Plurals and Possessives

Form **plurals of capital letters, figures, and abbreviations of proper nouns** using "s" alone, without an apostrophe, unless indicating possession:

the 1960s *the three Rs*
five YMCAs *A.I.D.'s resources*

Form plurals using apostrophe and "s" for abbreviations with periods, lowercase letters, and other cases where "s" alone would be confusing:

two Ph.D.'s *in the form of t's*

The formation of some plurals causes difficulty because of differing conventions when forming **plurals of words of foreign origin**, especially Latin and Greek. Some words retain the foreign plural form, whereas others have been Anglicized. Some examples:

alumnus, alumni
analysis, analyses
crisis, crises
criterion, criteria
curriculum, curricula
datum, data
hypothesis, hypotheses
minutia, minutiae
parenthesis, parentheses
phenomenon, phenomena
radius, radii
stimulus, stimuli
synopsis, synopses

but

appendix, appendixes
focus, focuses
formula, formulas
forum, forums
index, indexes (indices in mathematical usage)

The **possessive case** of **singular nouns** is formed by the addition of an apostrophe and an "s"; the possessive of **plural nouns** ending in "s" is formed by the addition of an apostrophe only. Note that **proper nouns** ending in "s" follow the same rule requiring addition of an apostrophe and an "s" as do other singular nouns. Some examples:

Ross's report *FIDES's response*
girls' dresses

5.2.3 Hyphenation of Compound Words

How to form compound words vies with the problem of when to spell out a number as the most convoluted and vexatious stylistic convention. Basically, a compound word implies a meaning different from that conveyed by each word considered separately. **Temporarily formed compound words usually**

require a hyphen; some other compounds require hyphens for clarity or readability. Some compounds have been in common usage so long that they are now written as one word. Still other compound words that appear in their regular order and cause no ambiguity in sense or sound are written as separate words in the text. For example:

training program costs
high school student

There are some general rules that can provide guidance in the formation of compound words.

1. Do **not** use a hyphen to **separate standard prefixes** (co, de, re, non, pre, pro, sub, anti, inter, intra, macro, micro, over, semi, socio) or suffixes (fold, like, most, ward, wide, wise) **from the words they modify**:

anticyclical	*nonproject*
coauthor	*macroeconomic*
cooperate	*micropolicy*
clockwise'	*overstaffed*
fourfold	*prewar*
interagency	*reinvent*
intramural	*semiarid*
lifelike	*socioeconomic*
nationwide	*subproject*

-- Exception: Hyphenate to **avoid doubling a vowel or tripling a consonant** (except with prefixes of two or three letters):

anti-inflationary
bell-like
brass-smith
semi-independent
preexisting

-- Exception: Hyphenate prefixes **before proper nouns or numbers**:

non-European
un-American
post-1918

-- Exception: Hyphenate **to avoid ambiguity**:

re-create (rather than *"recreate"*)
re-cover (rather than *"recover"*)

-- Exception: Hyphenate **with** the prefixes **"all," "ex," "quasi," and "self"**:

all-important
ex-major
quasi-legal
self-motivated

2. Use a hyphen between words combined to form a **temporary unit modifier** immediately preceding the word modified, particularly for compounds containing participles:

drought-stricken area
lump-sum payment
French-speaking nation
high-yielding variety
long-term project
a 4-percent increase
U.S.-owned property

-- Exception: Do not use a hyphen when the elements of the unit modifier are **proper nouns, words in quotation marks, or foreign terms**:

Latin American countries
ex post evaluation
"good neighbor" policy

-- Exception: Do not use a hyphen when the **first word is an adverb** because adverbs cannot modify nouns. (There should be no confusion over modification because the adverb must modify the following participle or adjective.) For example:

highly developed skills
quickly implemented program
closely guarded plan

3. Do not use a hyphen with a **temporarily formed compound predicate adjective**; in such cases modification is sufficiently clear that the hyphen is not needed to avoid ambiguity:

   The effect was far reaching.
   The area is drought stricken.
   The impacts were long term.

4. A few compound words are formed by **using a virgule (/)** instead of a hyphen. These compounds should be limited to combinations of two nouns that represent different but equal functions, such as the following examples:

   programmer/analyst (plural: *programmer/analysts*)
   writer/editor (plural: *writer/editors*)

5. In general, **compound verbs** are not hyphenated even when their related noun form is hyphenated or closed up, however, there are exceptions, so they must be checked in a dictionary. Some examples:

build up	*follow up*
blue-pencil	*overrate*
carry on	*upgrade*
cross-brace	

Even the general rules for compound words provided above have many exceptions. If in doubt, check the current U.S. Government Printing Office Style Manual, which has a comprehensive list of compound words. A dictionary can also provide guidance.

5.2.4 Indefinite Articles

Use "a" before words beginning with consonants, except words beginning with a silent "h." Also use "a" before words spelled with initial vowels but beginning with a consonant sound such as "y" or "w." **Use "an"** before words beginning with vowels and words beginning with silent "h." Some examples:

a European	*an A.I.D. study*
a historian	*an FCC ruling*
a union	*an hour*
a one-sided task	*an initial*
a U.S. goal	*an order*

5.3 Usage

5.3.1 Jargon

The proper use of words should be a hallmark of A.I.D. publications. A misused word or part of speech damages the credibility of the document and confuses the reader.

Whereas no one would argue with the need to avoid misusing words, not every writer is **sensitive to the need to avoid jargon**. Be wary of the latest catchword or jargon in your field. In many cases, the jargon used effortlessly among people deeply involved in a specialized field can become ludicrous or tedious on paper.

New words or expressions should be used only when they define new concepts, and technical expressions should be used only when the precision they provide outweighs any confusion they might cause.

5.3.2 Personification

Just as one may say "the Chair recognizes the delegate from Maryland," one may say "A.I.D. will gather information." This is personification. It is not only acceptable usage but almost unavoidable. However, **exercise caution in attributing statements or findings to U.S. Government agencies**; make clear distinctions between what are personal conclusions and what is Government policy.

5.3.3 Collective Nouns

Collective nouns are singular in form but refer to a group of objects, persons, or acts (for example, "team," "staff," "jury," "committee," "army"). Whereas subject-verb agreement for other nouns depends on whether the form of the subject is singular or plural, **for collective nouns subject-verb agreement depends on meaning or intent.** Collective nouns take a singular verb when the intent is to emphasize the group as a unit, but a plural verb when the emphasis is on the individuals of which the group is composed. Notice the different emphasis in the two following examples:

> *The staff* (as a unit) *was criticized for its inappropriate conclusions.*

> *The staff* (as individuals) *have journeyed from all parts of the country to attend the meeting.*

To avoid any confusion as to intent, the **word "members" can often be added after the collective noun** when the intent is to consider the individuals rather than the unit:

> *The team members prepare all impact evaluation reports.*

5.3.4 Frequently Misused Words and Expressions

The following list provides a brief treatment of some commonly misused words and expressions and provides an explanation of their proper use.

affect
effect
As a verb, "affect" means "to influence"; as a noun, it means "the subjective aspect of an emotion." As a verb, "effect" means "to bring about"; as a noun, it means "result."

alternate
alternative
"Alternate" means "first one and then the other." "Alternative" means "one without the other"--one of two or more things or propositions to be chosen.

among
between
"Among" shows a relation of more than two people or objects. "Between" refers to a relation of only two people or objects.

and/or
In most cases this is an ambiguous or wordy substitute for a simple "and" or "or."

> *They provided training in supervising facilities and/or operations.* (vague)

> *They provided training in supervising facilities and operations.* (precise)

anticipate
expect
"To anticipate" is to prepare for or act in advance on something. "To expect" an event is to think that it will occur.

appraise
apprise
"To appraise" is to set a value on something; "to apprise" is to inform.

around
"Around" is often used mistakenly for "about."

> *The delay will be about* [not "around"] *2 weeks.*

as
To avoid confusion, do not use "as" to mean because. Notice the ambiguity of the following sentence:

As the negotiations were nearing an end, some of the delegates remained in Zurich for the weekend.

as
like

When used to mean "resembling or similar to," "as" is a conjunction and "like" is an adjective or preposition. "As" precedes phrases or clauses, whereas "like" is used before nouns and pronouns.

One was just like the other.

He acted as if he were the leader.

as to
as to whether

"As to" is a clumsy construction for which a single preposition, usually "of" or "about," should be substituted.

He was uncertain about [not "as to"] *which word to use.*

She could not decide whether [not "as to whether"] *to go or to stay.*

assure
ensure
insure

"Assure" means "to confirm, convince, or remove doubt." Although both "ensure" and "insure" mean "to make certain, to guarantee," "ensure" is preferable in this sense because "insure" has taken on the special meaning "to guarantee life or property against risk."

We were assured adequate transportation to the site.

They established procedures to ensure the quality of the report.

The loan was fully insured.

believe
feel

"Believe" implies thought; "feel" implies emotion. Unless emotion rather than thought is intended, use "believe," not "feel."

beside
besides

Do not confuse "beside," which means "by the side of," with "besides," which means "in addition to."

Besides his other duties, he was expected to remain beside the road to oversee repairs.

between...or

"Between" is used to compare one thing "and" another, not one thing "or" another.

They had to choose between reviewing one project thoroughly and [not "or"] *reviewing several projects superficially.*

between...to

"Between" should not be used as a substitute for "from."

The project review will take from [not "between"] *2 to 4 weeks.*

both

"Both" is often used unnecessarily. If its use is required for clarity, it should be placed as close as possible to the terms it encompasses to avoid confusion such as the following:

We will be both contacting informants by phone and by letter. (incorrect)

We will be contacting informants by both phone and letter.

compare to
compare with
contrast

"Compare to" is used to point out resemblances between objects of different orders. "Compare with" is used to point out differences and similarities between objects of the same order or class. "Contrast" is always used to point out differences.

Chaucer compared life to a pilgrimage.

We compared the old settlement pattern with the new one.

He contrasted life in the highlands with life in the tropics.

compose
comprise
constitute

The whole is composed of or comprises its parts; the parts constitute the whole. The parts may constitute the whole, but the parts may never comprise the whole and the whole is never comprised of its parts. Conceptually, "comprise" means the same as "includes all the parts of."

The report is composed [not "comprised"] *of five sections.*

The report comprises five sections.

These five sections constitute [not "comprise"] *the report.*

continual
continuous

"Continual" means "frequently, closely repeated, or continuing at intervals"; "continuous" means "continuing without interruption."

Writing well requires continual practice.

The watch ran continuously until its spring wound down.

data

The word "data" is the plural form of the singular noun "datum" and therefore always takes a plural verb. Data are. Data were. Data have been.

different than

The preferred form is "different from."

Our presentation was different from [not "than"] theirs.

disinterested
uninterested

"Disinterested" means "unbiased, impartial." "Uninterested" means "not interested, indifferent."

We tried to maintain a disinterested approach to the project review.

They were uninterested in the results.

due to

An excellent rule of thumb in determining when "due to" (synonymous with "attributable to") may be properly used is that it should be

immediately preceded by a linking verb such as "be," "become," "appear," or "seem." If it is not, the construction is incorrect and "because of," "on account of," or "through" should be substituted.

He was exhausted because of [not "due to"] *overwork.*

His exhaustion was due to overwork.

endemic
epidemic

"Endemic" means prevalent in a given area or society; "epidemic" means spreading rapidly through a population or area.

etc.

"Et cetera" is a Latin expression meaning "and so on." Although "and so on" is preferable tc "etc.," both terms should be used as little as possible in formal writing. Their use should be limited to a clearly understood extension of a set of things or activities or to indicate the repetition of a series already enumerated. "Etc." is redundant at the end of a list introduced by "such as" or "for example."

fewer
less

"Fewer" applies to numbers or things that can be counted. "Less" applies to mass or quantity.

We had fewer problems this time, so the project required less time to complete.

he/she
he or she
they

An entirely satisfactory solution has not yet been found to the problem of gender bias in the use of pronouns. Of the solutions available, the least disruptive to the flow of text is to recast singular pronouns as plurals. When that is not appropriate, the "she or he," "his or her," and "her or him" constructions are more natural and readable than those using a virgule (/).

An employer should always be sensitive to his/her employees' feelings. (awkward, but preferable to using "his" alone)

Employers should always be sensitive to their employees' feelings. (better)

Do not attempt to evade the problem by using a plural pronoun to refer to a singular noun. Using an incorrect grammatical construction is obviously not an acceptable solution to the problem of gender bias.

Each author must submit a glossary with their report. (incorrect)

Each author must submit a glossary with his or her report. (better)

Authors must submit a glossary with their report. (better)

hopefully importantly

"Hopefully" and "importantly" are adverbs and as such can modify only verbs, adjectives, or other adverbs. They are frequently used incorrectly, making the grammatical meaning different from the intended meaning because of the rule of adverb modification. *"Hopefully the project will continue"* means that the project will continue in a hopeful manner, not that the author hopes that the project will continue.

impact

It is correct to use "impact" as a noun *("to have an impact on" something),* but it is preferable not to use "impact" as a verb *("to impact on" something).* The use of "impact" as a verb to mean "affect" or "influence" is bureaucratic jargon and should be avoided by substituting the word "affect," "influence," or "change."

They want to determine what impacts the results. (incorrect)

They want to determine what affects the results. (correct)

in into

"In" implies position or condition. "Into" implies movement to the interior of something.

This report is divided in [not "into"] *two parts.*

The farmers are expanding their farms into new fields.

in order to

This phrase is often just deadwood and should not be used except to avoid confusion in modification.

They established a committee of senior Government officials in order to plan the use of Title I sales proceeds. (wordy)

They established a committee of senior Government officials to plan the use of Title I sales proceeds. (better)

-ize

Do not create new words by adding the suffix "ize." Words such as "projectize," "indigenize," and "operationalize" are distracting to readers. Even words that have become commonplace in academic or bureaucratic speech, such as "finalize" and "prioritize," should be avoided and replaced by "complete" or "rank."

more importantly

"More importantly" is an adverbial phrase that is often used incorrectly. In almost all cases the correct phrase is "more important," with the implied meaning being "what is more important,...."

number is number are

When preceded by "the," the word "number" takes a singular verb; when preceded by "a," it takes a plural verb.

The number of completed reports is small.

A number of reports are incomplete.

on
upon

Avoid using "upon"; "on" is usually sufficient and more precise.

The decision depends on [not "upon"] *our findings.*

percent
percentage

"Percent" means "number of units out of each hundred" and follows a number. Except to conserve space in a table, the word "percent" is used, not the symbol "%." "Percentage" means "a portion, a fraction" and is used when a precise amount is not indicated.

7 percent of firms

a large percentage of firms

presently

The use of "presently" should be limited to its meaning of "in a short time, soon." To avoid confusion, it should not be used to mean "currently" or "now."

shall
will

In general usage, "will" has become the prevailing form in most instances to indicate future tense. "Shall" is generally limited to emphatic future forms and interrogatives.

I will go to Guatemala after I return from Honduras.

You shall go to Honduras tomorrow. (emphatic)

Shall I go to Honduras tomorrow? (interrogative)

since

The core meaning of this conjunction relates to time. To avoid confusion, its use should be reserved for such meaning. It should not be used to mean "because."

Since her trip to San Julian, she has not returned to Bolivia.

Because [not "since"] *she was 16, she was able to get her license.*

systematic
systemic

"Systematic" means "relating to or consisting of a system, or methodical in procedure." "Systemic" means "affecting an entire organism or organization."

that
which

"That" introduces restrictive clauses (clauses essential to the meaning of a sentence). "Which" introduces nonrestrictive clauses (clauses that merely supplement information in a sentence). Nonrestrictive clauses should be set off from the sentence by commas.

The report that we received yesterday was due last Friday.

The report, which has several sections, is due next Friday.

thusly "Thusly" is an improper form of the word "thus."

utilize There is little justification for the use of the awkward word "utilize" when "use" is intended; "utilization" should also be avoided.

when and if Use one or the other but not both. "When" implies greater certitude than does "if."

while "While" means "during the time that." It should not be used to mean "and," "whereas," or "although" because the result is often confusing, as these examples demonstrate:

I was born in the United States while my mother was born in England. (confusing)

The report is being typed today while it is due tomorrow. (confusing)

who
whom "Who" and its compound forms are used as the subject of a sentence; "whom" and its compounds are used as the complement of a verb or the object of a preposition.

Give the report to whomever you wish.

Who is the team leader?

Whoever did not receive the memo should be excused.

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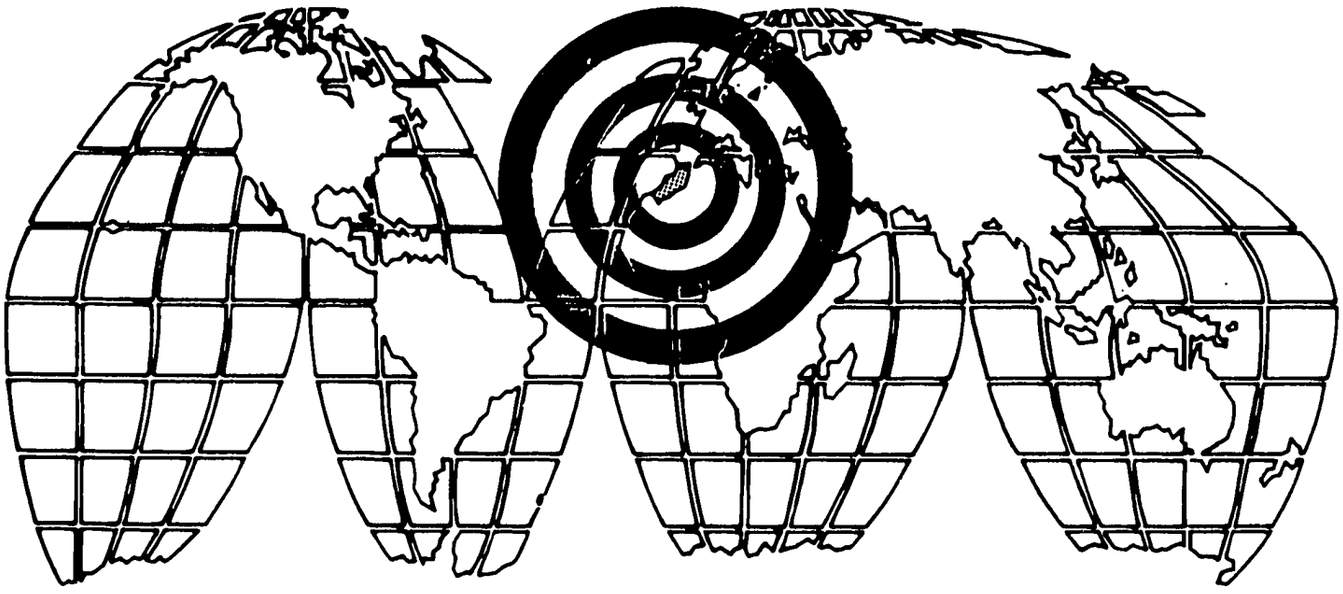
Exhibit 1. Sample Cover Page: Project Impact Evaluation Report
(coverstock: antique white; ink: black and PMS 158)

A.I.D. Project Impact Evaluation Report No. 65

The Hassan II Institute of Agriculture and Veterinary Medicine in Morocco: Institutional Development and International Partnership



July 1987

Agency for International Development (A.I.D.)

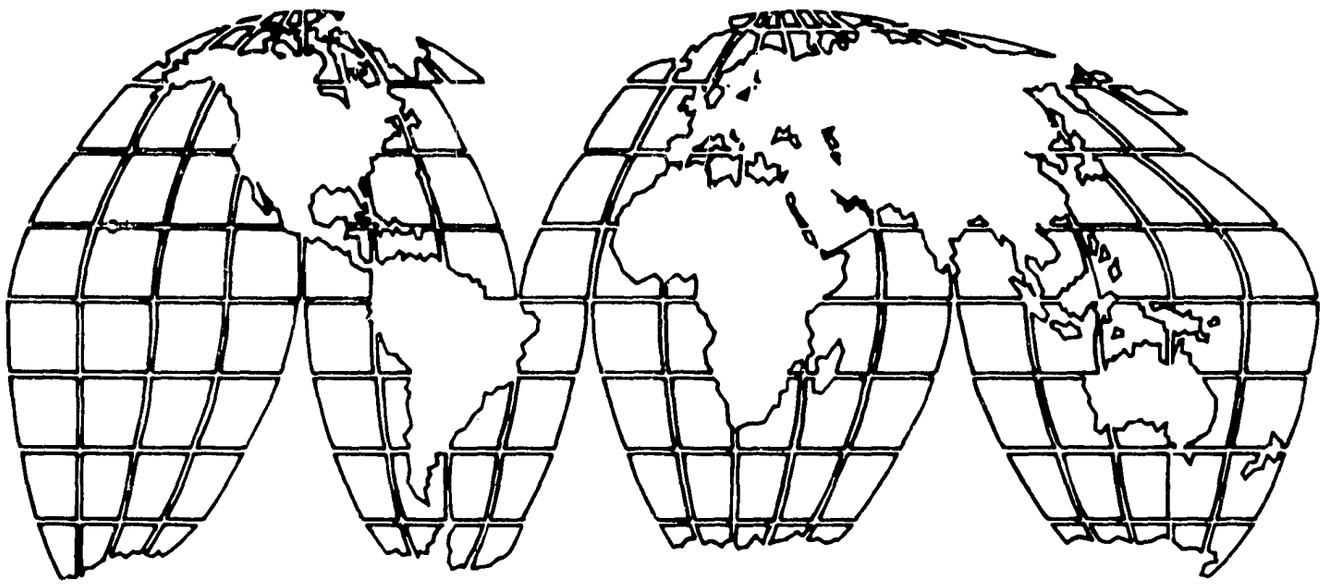
Washington, D.C. 20523

PN-AAL-096

Exhibit 1. Sample Cover Page: Program Evaluation Report
(coverstock: cool blue; ink: PMS 286)

A.I.D. Program Evaluation Report No. 18

Women in Development: A.I.D.'s Experience, 1973-1985
Vol. 1. Synthesis Paper



April 1987

Agency for International Development (A.I.D.)

Washington, D.C. 20523

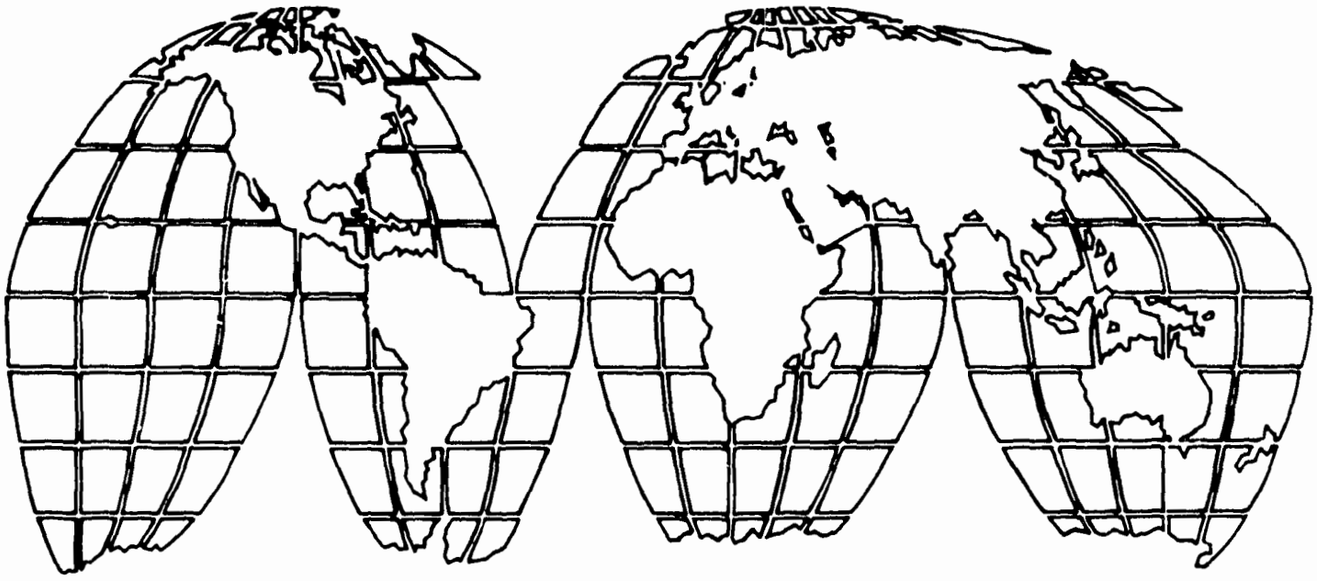
PN-AAL-087

A-2

Exhibit 1. Sample Cover Page: Program Evaluation Discussion Paper
(coverstock: antique white; ink: black)

A.I.D. Program Evaluation Discussion Paper No. 23

Development Assistance and Health Programs: Issues of Sustainability



October 1987

Agency for International Development (A.I.D.)

Washington, D.C. 20523

PN-AAL-097

A-3

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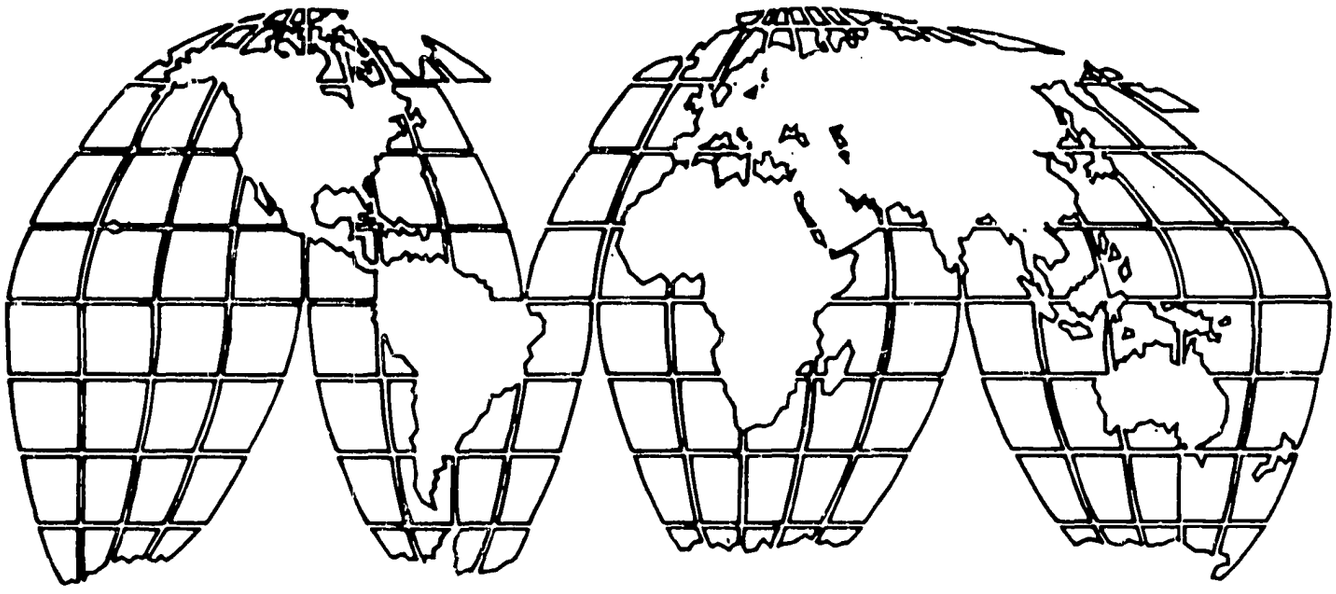
Exhibit 1. Sample Cover Page: Program Design and Evaluation Methodology
(coverstock: antique white; ink: black and PMS 206)

A.I.D. Program Design and Evaluation Methodology Report No. 9

Guidelines for Data Collection, Monitoring, and Evaluation Plans for A.I.D.-Assisted Projects



April 1987

Agency for International Development (A.I.D.)

Washington, D.C. 20523

PN-AAL-089

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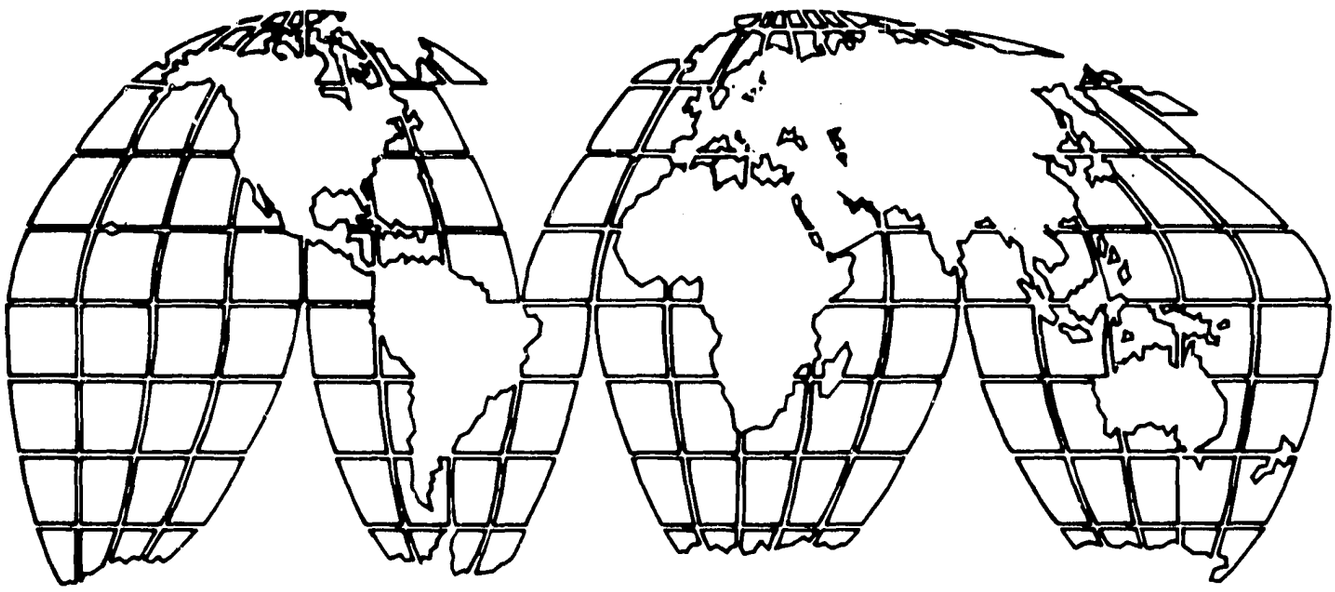
Exhibit 1. Sample Cover Page: Evaluation Special Study
(coverstock: gold; ink: black)

A.I.D. Evaluation Special Study No. 48

An Evaluation of the African Emergency Food Assistance Program in Chad, 1984-1985



June 1987

Agency for International Development (A.I.D.)

Washington, D.C. 20523

PN-AAL-091

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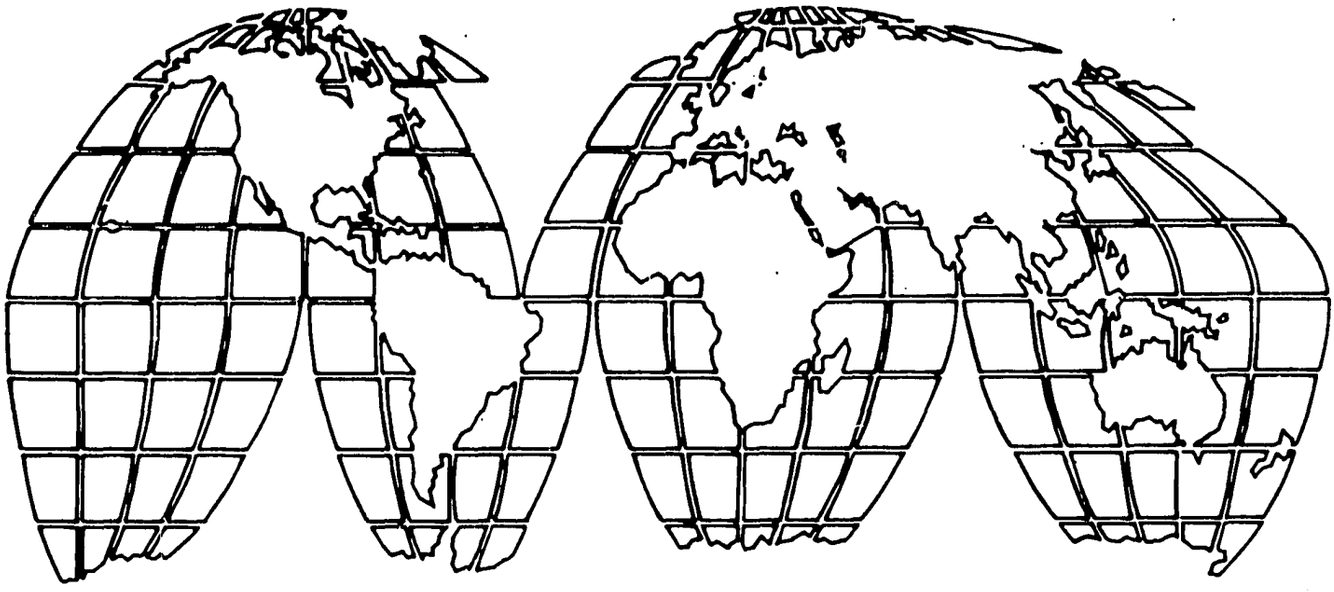
Exhibit 1. Sample Cover Page: Occasional Paper
(coverstock: dark green)

A.I.D. Evaluation Occasional Paper No. 15

USAID/JAKARTA'S STRATEGIC USE OF EMPIRICAL INFORMATION



OCTOBER 1987

CENTER FOR DEVELOPMENT INFORMATION AND EVALUATION
BUREAU FOR PROGRAM AND POLICY COORDINATION

U.S. AGENCY FOR INTERNATIONAL DEVELOPMENT
WASHINGTON, D.C. 20523

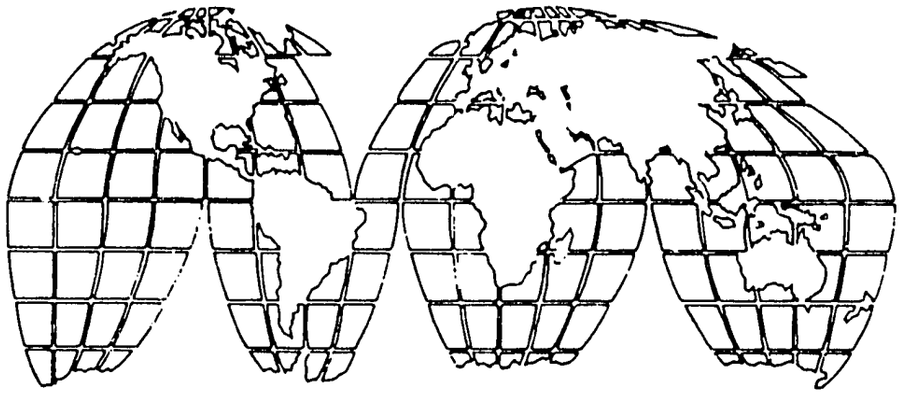
Exhibit 1. Sample Cover Page: Development Experience Abstract
(buff-colored paper; Letter Gothic 12 typeface)

A.I.D. DEVELOPMENT EXPERIENCE ABSTRACT

July 1987

A.I.D. Project Impact Evaluation No. 64

Malawi: Bunda Agricultural College



U.S. Agency for International Development (AID) Washington, D.C. 20523

When Malawi became independent in 1964, few of its citizens had advanced training in agricultural sciences and most senior management positions in agriculture were held by expatriates. To train the manpower needed to support agricultural growth, the Government of Malawi established Bunda Agricultural College within the University of Malawi. Beginning in 1966, A.I.D. provided two grants totaling U.S. $6.8 million to assist with the construction and staffing of the Bunda College campus near Lilongwe.

Since 1969, Bunda has granted 861 diploma degrees and 300 B.S. degrees, or approximately one-quarter of all degrees granted by the four constituent colleges of the University of Malawi. Bunda's graduates have readily found jobs in the agriculture and education sectors and nearly all expatriates have now been replaced. Interviews with Bunda graduates and with employers of Bunda graduates showed that most held highly positive views about the relevance and quality of the education program at Bunda.

Bunda College has fulfilled its primary mission as a teaching institution, but conditions within Malawi and Bunda College are changing. Current manpower projections show a declining demand for trained agriculturalists. Yet Bunda's faculty remains almost exclusively focused on teaching and uninvolved in the Ministry of Agriculture's national research program, which needs their help. Major institutional

Exhibit 2. Sample Title Page

AN EVALUATION OF THE AFRICAN EMERGENCY **[line 17]**
FOOD ASSISTANCE PROGRAM IN MALI, 1984-1985 **[use 1 1/2 space if more than one line]**

[4 blank lines]

A.I.D. EVALUATION SPECIAL STUDY NO. 49

[space varies]

by
[1 blank line]
Albert R. Baron, Team Leader
(Devres, Inc.)

Peter Hammond, Anthropologist
(University of California, Los Angeles)

H.D. Swartzendruber, Logistics Adviser
(A.I.D., Regional Economic Development Services Office, Abidjan)

[space varies]

U. S. Agency for International Development
[1 blank line]
June 1987

[4 blank lines]

The views and interpretations expressed in this report are those of the authors and should not be attributed to the Agency for International Development. **[line 59]**

[Note: line measurements are from top of page; in Wang, title should begin on line 11; last line of disclaimer should fall on line 52.]

Exhibit 3. Sample Table of Contents

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Exhibit 3. Sample Table of Contents (cont.)

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H. Description of Activities Performed for the Evaluation

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Exhibit 4. Sample Foreword for Project Impact Evaluation Reports

FOREWORD

The Center for Development Information and Evaluation (CDIE) is responsible for the Agency for International Development's (A.I.D.) project impact and program policy evaluations. The goal of the evaluation program is to inform the Agency's policymaking process and to improve project design, implementation, and evaluation. Through examinations of A.I.D. and other donor and recipient country experience and the preparation of special syntheses, CDIE provides a better understanding of the characteristics of development programs and lessons of what works and does not work in various settings.

We believe that this review of [**fill in as appropriate**] provides some interesting insights on one approach to [**specify or expand, as appropriate**]. We encourage others engaged in similar programs to draw on this report in the planning, implementation, and evaluation of [**fill in as appropriate**] programs.

W. Haven North
Associate Assistant Administrator
Center for Development Information
and Evaluation
Bureau for Program and Policy
Coordination
Agency for International Development
April 1987

Exhibit 5. Sample Project Data Sheet

PROJECT DATA SHEET

1. Country: Ecuador

2. Project Title: Development of Agricultural Cooperatives

3. Project Number: 6080146

4. Project Implementation:

   a. Project authorization, 1969-1976
   b. Final obligation, 1977
   c. Final input delivery, 1977

5. Project Completion-Final Disbursement: 1977

6. Project Funding:

a.	A.I.D. Total	$2,146,000
b.	Other Donor	0
c.	Host Country	1,149,000
	Total	$3,295,000

7. Mode of Implementation:

   a. Project Agreement between USAID/Ecuador and Government of Ecuador, Ministry of Agriculture
   b. Implemented by Department of Rural Development, Ministry of Agriculture, in Guayaquil and Quito

8. Evaluations:

   a. Annual evaluations in 1969, 1970, 1971, 1976, and 1977
   b. Special evaluations: Strategies for Small Farmer Development (Development Alternatives Inc. 1975); "Evaluation of Small Farmer Organizations" (J. Tendler 1976)

9. Responsible Mission Officials During Life of Project:

   a. Mission Directors: Robert J. Minges, Peter Cody, and Harry Ackerman
   b. Project Officers: Edward Hirabayashi, B.E. Dupuis, and Alan Hankins

10. Host Country Exchange Rates:

   a. Name of currency: sucre (S)
   b. Exchange rate: 1970-1981, $1.00 = S25; 1984, $1.00 = S90

Exhibit 6. Sample Glossary

GLOSSARY

A.I.D.	-	Agency for International Development
CCC	-	Commodity Credit Corporation
CDSS	-	Country Development Strategy Statement, the current USAID Mission planning document
CILSS	-	Permanent Committee for Drought Prevention in the Sahel (Comite Inter-Etats pour la Lutte contre la Secheresse dans le Sahel)
CNRA	-	National Center for Agricultural Research, Senegal (Centre National de Recherches Agronomique)
Development Assistance	-	One of the categories of funding A.I.D. receives from Congress. Development Assistance is further broken down by functional account (see below).
DAC	-	Development Assistance Committee
Danida	-	Danish Aid Organization
DAP	-	Development Assistance Plan, the USAID Mission planning document that preceded the Country Development Strategy Statement
EEC	-	European Economic Community
EPRP	-	Economic Policy Reform Program. Now referred to as the Africa Economic Policy Reform Program (AEPRP).
functional accounts	-	The functional accounts are the subaccounts of Development Assistance. Examples of functional accounts include Health and Population, Agriculture, Rural Development and Nutrition, and Child Survival. Congress sets the levels of the various functional accounts to direct the A.I.D. program to certain areas.
FAA	-	Foreign Assistance Act. This legislation guides A.I.D., but not food aid, which is guided by PL 480.

Table 15. Location and Characteristics of Producer Markets in North and Northeast Brazil, 1984

Market Location (state/town)	Land Area (square meters)	Constructed Area (square meters)	Amount Invested (millions of 1978 Cr$)	Amount Sold in 1984 (1,000 MT)
Maranhao				
Medio Mearim	na	na	na	0.6
Ceara				
Baturite	12,000	1,756	65	8.8
Ibiapaba	49,500	2,330	71	15.1
Uruburetama	33,823	1,967	45	5.3
Paraiba				
Campina Grande	13,442	1,711	na	24.7
Pernambuco				
Bezerros	17,500	1,577	41	a
Santa Maria de Boa Vista	na	na	na	9.6
Belem do Sao Francisco	48,000	2,307	77	18.6
Sergipe				
Boquim	8,200	1,965	na	49.0
Umbauba	na	na	na	2.9
Bahia				
Jaguaquara	na	na	na	39.2

Note: na = not available.

[a]Closed in 1984.

Source: COBAL (Brazilian Food Company).

Exhibit 7. Sample Table
(spanner heads)

Table 10. Selected Socioeconomic Indicators for the Northeast Region and the Rest of Brazil, Selected Years

Indicator	Northeast			Rest of Brazil		
	Regional	Urban	Rural	National Average	Urban	Rural
Per Capita Gross Domestic Product (1979 US$)	793	na	na	2,002[a]	na	na
Poverty Families (percentage of total families) 1979[b]	74	na	na	42	na	na
Infant Mortality, 1978-1984[c]	122	na	na	89[a]	na	na
Adequate Diet (percentage of total population) 1974-1975[d]	21	9	30	38	28	58
Access to Sanitation (percentage of total population) 1980[e]	48	78	17	87	95	64
Literacy (percentage of population >5 years old) 1980	48	64	31	77	82	61
Primary School Participation (percentage of population 5-14 yrs. old) 1979	70	89	55	82	89	65

Note: na = not available.

[a]Data refer to national average.

[b]Families earning the equivalent of two or less minimum wages per month including income in kind.

[c]Deaths of infants aged 0-12 months per 1,000 live births.

[d]Diet satisfying Food and Agriculture Organization/World Health Organization low-calorie requirements.

[e]Population of homes with any sanitary device (e.g., latrine, septic tank)

Sources: World Bank (1979); Superintendency for the Department of the Northeast (SUDENE) (1980, 1981); Brazilian Institute of Geography and Statistics (1981); and Tabulacoes Avancadas do Censo Demografico, 1980, in World Bank (1983).

Exhibit 7. Sample Table (broadside)

Breakdown of U.S. Assistance to the Six Study Countries, 1963-1984
(in thousands of constant 1983 dollars)

Sector and Subsector	Total	Percentage[a]	Cameroon	Kenya	Nigeria	Malawi	Senegal	Tanzania
A.I.D. Project and Program Assistance	2,407,690	100.0	213,839	550,093	943,020	152,221	174,311	374,205
Agriculture	905,271	37.6	85,218	269,296	284,233	25,517	114,716	126,292
Crop Production	0	0.0	0	0	0	0	0	0
Storage & Processing	21,901	0.9	0	8,070	3,981	0	9,850	0
Input Supply	161,589	6.7	13,488	89,603	79	0	15,255	43,164
Credit	11,875	0.5	1,645	5,504	3,249	0	1,477	0
Research	55,954	2.3	6,199	5,801	14,341	10,050	4,697	14,866
Extension	77,375	3.2	5,528	2,604	35,972	0	26,420	6,852
Education & Training	311,882	13.0	35,999	80,531	135,971	15,467	11,762	32,153
Planning & Management	80,627	3.3	6,030	27,533	26,811	0	15,070	5,183
Irrigation	39,965	1.7	7,228	0	23,227	0	9,510	0
Marketing	3,217	0.1	0	0	0	0	0	3,217
Livestock	127,349	5.3	8,281	43,743	38,499	0	15,969	20,857
Forestry	9,613	0.4	0	5,294	0	0	4,319	0
Fisheries	3,924	0.2	820	613	2,104	0	387	0
Rural Development	517,758	21.5	90,681	135,855	36,087	84,114	13,385	157,636
Infrastructure	308,735	12.8	78,419	48,420	28,344	69,128	6,602	77,823
Health & Population	84,845	3.5	4,487	27,736	7,743	0	6,681	38,197
Education	6,547	0.3	6,485	0	0	0	62	0
Water Supply	6,988	0.3	802	0	0	6,186	0	0
Community Development	41,748	1.7	488	29,024	0	3,312	40	8,885
Other	985,641	40.9	37,940	144,942	623,680	42,590	46,210	90,278
Food Aid	835,984		19,655	181,184	182,541	12,168	192,713	247,723
Other Economic Assistance	411,753		44,163	135,071	82,878	31,984	61,545	56,112
Total	3,586,533		277,657	835,674	1,208,439	190,884	428,569	645,309

Note: Figures do not include military assistance.

[a]Calculated for project and program assistance only.

Source: A.I.D., "Project Assistance and Activities by Country and Technical Field: A.I.D. Dollar-Financed Costs" (various years).