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PROJECT PAPER

Agriculture Development Support

Ibb Agriculture Training Center Sub Project

Yemen

Project Number

279-0052

Amendment No. 1

COPY

AGENCY FOR INTERNATIONAL DEVELOPMENT

PROJECT PAPER FACESHEET

1. TRANSACTION CODE

C

A ADD
C CHANGE
D DELETE

PP

2. DOCUMENT CODE
3

3. COUNTRY/ENTITY

Yemen Arab Republic

4. DOCUMENT REVISION NUMBER

5. PROJECT NUMBER (7 digits)

279-0052

6. BUREAU/OFFICE

A. SYMBOL NE B. CODE 03

7. PROJECT TITLE (Maximum 40 characters)

Agr. Dev. Support: Ibb Agr. Trng. Center

8. ESTIMATED FY OF PROJECT COMPLETION

FY 85

9. ESTIMATED DATE OF OBLIGATION

A. INITIAL FY 79 B. QUARTER 3
C. FINAL FY 83 (Enter 1, 2, 3, or 4)

10. ESTIMATED COSTS (\$000 OR EQUIVALENT \$) -

A. FUNDING SOURCE	FIRST FY			LIFE OF PROJECT		
	B. FX	C. L/C	D. TOTAL	E. FX	F. L/C	G. TOTAL
AID APPROPRIATED TOTAL	1,158			11,160		
(GRANT)	(1,158)	()	()	(11,160)	()	()
(LOAN)	()	()	()	()	()	()
OTHER U.S.						
1.						
2.						
HOST COUNTRY	350			3,000		
OTHER DONOR(S)						
TOTALS	1,508			14,160		

11. PROPOSED BUDGET APPROPRIATED FUNDS (\$000)

A. APPROPRIATION	B. PRIMARY PURPOSE CODE	PRIMARY TECH. CODE		E. 1ST FY 79		H. 2ND FY 80		K. 3RD FY 81	
		C. GRANT	D. LOAN	F. GRANT	G. LOAN	I. GRANT	J. LOAN	L. GRANT	M. LOAN
(1) FN	600	600		1,158		2,916		2,033	
(2)									
(3)									
(4)									
TOTALS		1,158		1,158		2,916		2,033	

A. APPROPRIATION	N. 4TH FY 82		O. 5TH FY 83		LIFE OF PROJECT		12. IN-DEPTH EVAL. SCHEDULED
	Q. GRANT	R. LOAN	S. GRANT	T. LOAN	U. GRANT	V. LOAN	
(1)	2,117		2,936		11,160		<p>MM YY <input type="checkbox"/> 07 <input type="checkbox"/> 83</p>
(2)							
(3)							
(4)							
TOTALS	2,117		2,936		11,160		

13. DATA CHANGE INDICATOR. REFER CHANGES MADE IN THE PID FACESHEET DATA, BLOCKS 12, 13, 14, OR 15 OR IN PRP FACESHEET DATA, BLOCK 12. IF YES, ATTACH CHANGED PID FACESHEET.

1 1 = NO
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14. ORIGINATING OFFICE CLEARANCE

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USAID/ YEMEN

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Abbreviations and Glossary

YRSs = Yemeni Rials
YAR = Yemen Arab Republic
YARG = Government of Yemen Arab Republic
MOA = Ministry of Agriculture
MOE = Ministry of Education
IBB/ATC = Agricultural Training Center at Ibb
UNDP = United Nations Development Programme
IDA = International Development Association
IBRD = International Bank for Reconstruction and Development
FAO = Food and Agricultural Organization of the United Nations
UNESCO = United Nations Educational, Scientific and Cultural Organization
BIFAD = Board of International Food and Agricultural Development
TDY = Temporary Duty
PCV = Peace Corps Volunteers
USAID = United States Agency for International Development
SUBDEP = Southern Uplands Rural Development Project
CPO = Central Planning Organization
CID = Consortium for International Development
LDCs = Less Developed Countries
CDSS = Country Development Strategy Statement
SOEP = Supervised Occupational Experience Program
GDP = Gross Domestic Product
GNP = Gross National Product

I. Introduction and recommendations

A. Introduction

An agricultural development Support Project has been proposed as a long-term, sector wide approach (under the TitleXII Program) to the problems confronting Yemen's agricultural development. Included as a sub-project within the scope of this project is the development of Yemen's first three-year agricultural training/education institution at Ibb. The Ibb Agricultural Training Center (ATC) is being physically constructed with The International Bank for Reconstruction and Development (IBRD) funds and is now tentatively scheduled to open in September, 1979. USAID was requested, and has provisionally agreed, to undertake responsibility for the further development of this institution and to provide teachers of technical agriculture to supplement the Yemen Arab Republic teachers.

In order to meet the targeted September 1979 opening, pre-design work for the IBB/ATC was carried out December, 1978-January 1979. One of the major results of this effort was the identification of the need to assist the Ministry of Education in laying the groundwork for initiation of the instructional and institution-building efforts lying ahead. Project 0052, Ibb Agricultural Training Center Mobilization, provided the limited assistance required to allow the beginning of activities as near as possible to the planned date, September, 1979.

The preliminary design team reviewed reports of the IBRD relative to the physical facilities for the Ibb school and the report of Dr. A. M. El-Zoobi of The Food and Agriculture Organization and Dr. M. Harazi and Mr. A. Ashwal of the Ministry of Education. These reports were the basic documents for the preliminary design of this sub-project. Modification and refinement of the project design was carried out by the agricultural education specialist of the team provided by the Consortium for International Development Support project.

B. Recommendations

It is recommended that a sub-project with an AID cost of \$10,659,918 to be charged over a five year period be approved. This should be considered the first phase of an effort that may need to be continued over at least a ten year period to achieve a viable training institution operated with a completely Yemeni staff.

This sub-project will provide one agricultural education administration advisor to the Director of the school for the full 5 years of the project and 7 advisors in the following subject matter specialties, each for 5 years: horticulture/apiculture/plant protection, animal production, soil/irrigation/agronomy, extension/rural sociology/agricultural economics/farm management, dairy/food processing, farm mechanics/mechanization, outreach/extra curricular activities. It will provide participant training abroad for 30 Yemeni staff members for M.S. programs for an average of 30 months each and B.S. Training for 12 potential Yemeni staff members for 48 months each.

II. Project Description

A. Background (General)

1. Problem

The basic problem is one common to most LDCs--that of a stagnant, or even declining, agricultural sector due to an inter-related host of institutional, economic and environmental factors. The agriculture sector showed an average growth of 5.5% over the past seven years (compared to 8-9% for economy as a whole) and its share of Gross Domestic Product (GDP) has declined over the same period from 53% to 48%. What growth occurred was in market oriented production (the bulk of which is accounted for by qat), while subsistence production (primarily coarse grains) probably declined marginally.

Historically Yemen was one of the major agricultural production centers of the Middle East with a sophisticated agricultural technology--primarily in irrigation design and utilization--that dates back three millennia. With the major shift in world trade patterns and political focus of the late Roman era, Yemen became

economically and culturally isolated--a condition that persisted up to the most recent decades--and its agriculture declined into a typical subsistence pattern. The near-total isolation insured the continuation of subsistence agriculture, and when combined with the pattern of weak central government, effectively prevented the emergence of any of the public or private institutions required to support the development of a modern agricultural system. The decade of civil strife beginning in 1962 and a concurrent prolonged drought also dealt serious blows to Yemen's agriculture. Finally, the current migration/remittance phenomenon has also contributed to declines in agricultural production due to the loss of agricultural labor to more remunerative pursuits abroad and in the cities, and the change in consumer tastes away from the domestically produced coarse grains to imported wheat and rice made possible by remittance wealth. As a result food imports have skyrocketed, increasing over 800% between 1971/72 and 1975/76.

Approximately 80% of the country's resident population is rural, and hence directly affected by low agricultural productivity. Estimated per capita GDP (excluding remittance earnings) in the agricultural sector in 1975/76 (latest available figures) was \$121, or less than half of the national average.

The YARG, through a plethora of donor organizations, has initiated a number of agricultural/rural development projects. However, with only a few exceptions, expansion or replication is presently unattainable due to the lack of central government funding, institutional weakness, and, especially, lack of qualified personnel and trainees. These continue to be the major deterrents to the development and utilization of innovative agricultural technologies. At present, there is virtually no research base for agriculture in terms of trained personnel at any level. The few extension workers generally lack adequate in-service training. There is no national agricultural extension system as yet, but regional efforts, such as the Southern Uplands Rural Development Project (SURDEP) in Taiz, are examples of a positive demonstration of what can be done in service training. Other problems confronting

agricultural development in Yemen (as pointed out in the CDSS) include erratic rainfall patterns, limited prospects for expansion of irrigated acreage, problems of isolation and scale stemming from the rugged topography and inheritance practices, limited credit availability and use, labor shortages (particularly at peak work seasons), and economic disincentives in the form of high production/marketing costs (especially labor costs) and low-priced food imports.

2. YARG Program and Priorities in Agriculture

The current Five Year Plan (1976/77-1980/81) places a significant emphasis on agriculture. Total agricultural investment is targeted at \$490 million (14% of total), of which 18% would be government-financed, the balance coming from the private sector. The performance targets set for the plan period are:

- a. Average annual growth of at least 5.5%;
- b. Progress toward achievement of food self-sufficiency (within economic constraints);
- c. Reduced trade deficit in agricultural commodities;
- d. Support to small farmers coupled with equitable and stable land tenure relations; and,
- e. Development of an agro-industry (tobacco, cotton, oilseeds)

The strategy to be employed for achievement of these targets includes:

- a. Continued institution-building, with heavy emphasis on training at all levels;
- b. Implementation of comprehensive natural resource surveys;
- c. Increased and diversified productivity through input of improved technologies;
- d. Expansion of agricultural credit;
- e. Development of farmer cooperatives;
- f. Integrated rural development research and pilot projects; and,
- g. Policy-oriented economic research.

3. USAID Agricultural Sector Strategy

As outlined in the Country Development Strategy Statement (CDSS), AID's involvement in Yemen's agricultural development has as its main objective the establishing

a broad-based, nationally coordinated program of integrated agriculture development through the vehicle of a long-term involvement of U.S. Land Grant colleges and universities under the Title XII Program. The MOA, in recognition of the fact that agricultural development planning, research, extension and training must be strengthened and institutionalized on a national basis, has requested that the AID proceed with the planning and implementation of such a program.

USAID participation in the IBB/ATC will be a component of a much broader USAID agricultural development support effort effort to be operated under a Title XII Program. The design for the Title XII Collaborative Assistance Program is to be completed by September 1, 1979 by CID (Consortium for International Development). It is anticipated that CID will initiate the core project by January 1980.

The USAID IBB/ATC effort will be managed as a component of the broader program which will provide overall administrative and logistic support from a CORE group to be located in the MOA in Sana'a.

The Title XII Program will place emphasis on technical training/education, institutional building in Agriculture (Faculty of Agriculture, National Extension Service, Vocational Agriculture, Learning Resources Center, etc.) and on the generation and application of agricultural technology in selected areas (Water Resources Development and Management, Horticultural Development, Sorghum/Millet Improvement, etc.). The University of Arizona will be the Lead CID University for the total Title XII Program. New Mexico State University will assume lead responsibility for the IBB/ATC project.

The entire Title XII Yemen Program will be subjected to an annual review and to an in depth review in the fourth year of the program. Details of the evaluation plan and the operation of the Annual Review Team are included in the Title XII Core Project Paper.

Appropriate linkages will be established among an overall Title XII COP in Yemen, an overall Program Director to be located at the Lead University, CID Headquarters and the leaders for the IBB/ATC project to be appointed by New Mexico State University.

B. Background (Ibb Agricultural Training Center)

The Ibb Agricultural Training Center (ATC) was first proposed as a component of the IBRD's First Education Sector Loan in 1973. It was planned as Yemen's first agricultural technical school, the primary function of which would be to provide a well-trained cadre of agricultural technicians to serve as extension workers, research technicians and vocational agriculture instructors in secondary schools (grades 10-12). However, the option for graduates to continue on for higher education was to be included and the curriculum designed accordingly. The use of the facilities for short-term farmer training was also envisaged.

The IBRD loan provided funds for construction of the physical facilities, but not for the initial (expatriate) staff required nor for the training and development of the Yamani professional staff. Therefore USAID was approached during the CY 1977 by the IBRD regarding the possibility of assuming the responsibility for these aspects of the development of the Ibb ATC. In view of the importance of the development of indigenous agricultural training institutions to Yemen's overall agricultural development the Ibb ATC was included as a highly appropriate sub-activity under the proposed Project 0052. Pre-design work was carried out during 12/78-1/79, and successfully completed the bulk of the analyses required for the final Ibb sub-project design. In the course of this work several major preparatory activities were identified which had to be accomplished before the ATC opened on a sound basis. The final report of the pre-design team, therefore, recommended a "mobilization phase" of AID involvement in the IBB/ATC. In accordance with this recommendation, a "mobilization project" was initiated in July, 1979, in order to begin the institution-building aspects of

the/Ibb ATC development on a timely basis.

C. Project Description

1. Goal

The goal of this project is to increase income and improve the quality of life for rural inhabitants. A sub-goal of the project is the development of an operational, relevant, responsive agricultural education institution which is considered one of the necessary conditions for the achievement of the overall sector goal. Achievement of this goal will be measured in terms of the extent to which human resources needs for middle level agricultural skills in the YARG are met. Implicit in this goal is the assumption that graduates will become employed in agriculturally related activities in the private and government sectors.

2. Purpose

The purpose of this sub-project is to establish a training center capable of serving Yemen governmental and rural sector needs for personnel with middle level agricultural skills.

By the end of the project a three year training program, producing 90 graduates annually at the certificate level, will have been established. Returned participants will have assumed responsibility for some of the teaching and administrative staff positions. Revised, upgraded curricula will have been developed for the major subject matter areas. A school farm will have been developed providing a suitable program of practical training for the student body for the major crops and livestock of the area. A program of short courses and in service training progress for farmer and extension workers will be in operation.

Assumptions critical to achievement of this purpose are: (1) a sufficient number of students will seek enrollment annually to maintain a student body which will graduate 90 students per year; (2) the loss of IBB/ATC graduates from the public and the private sectors of agriculture will be minimal; (3) YARG will pick up recurrent costs.

3. Outputs

Principal outputs of this sub-project will be trained staff, appropriate curricula and teaching materials and suitable administrative procedures. Of the thirty Yemeni staff members sent abroad for M.S. training, 20 will have returned to Yemen. Fifteen of these will have completed their practice teaching and assumed full responsibility for teaching and administrative staff duties.* Twelve B.S. candidates will have begun their training.

Curricula and teaching materials for the full range of courses for a three year training program will have been developed. Administrative procedures for recruitment and supporting a 270 member student body will be in operation. And a program of short courses and in-service training for farmer and extension workers appropriate for the region will be in operation. Important assumptions are that (1) suitable Yemeni staff will be available for training; (2) attrition of Yemeni staff will be minimal and (3) that the staff will be receptive to the advice on curricula and teaching techniques.

4. Inputs

The inputs necessary to achieve the above outputs are technical assistance, staff, facilities, equipment and training funds. Basic facilities and substantial commodities have been provided by IBRD.

a. AID Inputs

- 1) Personnel--one long term CID Team Leader as advisor to the IBB/ATC Director on agricultural education and administration will be provided for the five years of the project. In addition 396 person months of long term advisors will be provided in 9 subject matter areas and 80 person months of short term advisors will be provided in selected specialized areas to be determined. The estimated cost of these personnel is \$4,043,684.
- 2) Commodities--the bulk of the Project commodities needed for the Project have been procured under IBRD funding and are now in the country. Two vehicles and two house trailers were procured with AID funding under the Ibb

*This assumes a small attrition rate.

Agricultural Training Center Mobilization Project, 0052. Approximately \$714,940 is provided for acquisition of mobile homes for expatriate staff housing, vehicles, purchase and replacement of equipment and supplies as needed.

3) Training - Approximately \$2,756,096 is provided for training 30 M.S. candidates and 12 B.S. candidates.

b. YARG Inputs

The YARG has already supplied the land for the institution (7 ha. plus 40 ha. to be acquired in the near future). Additional inputs from the YARG include funds for access road and bridge construction, electricity and water supply, budget for the support staff at the school: laborers, janitors, watchmen, farm manager, instructors for non-agriculture subjects, and counterparts to be trained for assumption of full responsibilities for the administration and teaching at the school as AID involvement is eventually phased out. (Six Yemenis were sent to Iraq for training to the B.S. level. Of these, two have returned and are already assigned to the Project.) Recent discussions with the Ministry of Education reveal that the Ibb/ATC has been allocated a budget for the Yemeni fiscal year beginning July 1, 1979, of YR 1.5 million (\$330,000). An anticipated supplementary allotment to the Ministry of Education of \$1 million during the current fiscal year will provide funds for start-up costs.

c. Other Donors

The IBRD funding is providing the physical facilities including 7 housing units for Yemeni teaching staff and the essential commodities for the initiation of the program. With the completion of the facilities (projected for September, 1979) the IBRD inputs to the IBB/ATC will terminate.

**PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK**

Life of Project:
From FY 1980 to FY 1984
Total U. S. Funding _____
Date Prepared: _____

Project Title & Number: Yemen Ibb/Agricultural Training Center

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p>Program or Sector Goal: The broader objective to which this project contributes:</p> <p>improve the welfare of Yemen's rural population</p>	<p>Measures of Goal Achievement:</p> <ul style="list-style-type: none"> -manpower needs met for middle level skills in YARG -improved agricultural production resulting in reduced food imports 	<p>Ministry of Agriculture records YARG Development Plan records</p>	<p>Assumptions for achieving goal targets:</p> <p>Graduates become employed in the rural and governmental sector</p>
<p>Project Purpose:</p> <p>establish within Yemen a largely localized training institution capable of serving governmental and rural sector needs</p>	<p>Conditions that will indicate purpose has been achieved: End of project status.</p> <ul style="list-style-type: none"> -An established 3-year training producing 90 grads at Certificate level annually. -Staffed with local staff mem -Staffed with localized administration and skills upgraded -Curricula & teaching techniques which provide training in skill areas to meet YARG needs 	<ul style="list-style-type: none"> -Ibb/ATC records -Contractors records 	<p>Assumptions for achieving purpose:</p> <ul style="list-style-type: none"> -Sufficient number of students will seek enrollment annually to maintain total 270-90 per year -Attrition of students enrolled at Ibb/ATC will be minimal -Attrition of Graduates from Ibb/ATC working with MOA is minimal -YARG can continue to absorb recurrent costs -YARG to see training of manpower a high priority
<p>Outputs:</p> <p>staff trained facilities completed & equipped teaching materials developed curricula created for certificate level administrative procedures developed</p>	<p>Measures of Outputs:</p> <ul style="list-style-type: none"> -staff trained assigned to teaching jobs/ -laboratory equipment supplied by IERR/IDA installed & operational -administration capable of supporting 270 students annually -short course and in-service training programs for farmers and extension workers developed and in operation 	<ul style="list-style-type: none"> -IBB/ATC records -AID and contractor records and evaluation reports 	<p>Assumptions for achieving outputs:</p> <ul style="list-style-type: none"> -AID project funds remain available -Yemen staff available for training -Attrition of Yemen staff is minimal -Staff receptive to curriculum and teaching techniques -training offered by Ibb/ATC

<u>Inputs</u>	<u>Implementation</u>	<u>Means of Verification</u>	<u>Important Assumptions</u>
<u>USAID</u>	<u>USAID</u>	-IBB/ATC records	-Budgetary support is available
-Funds for:	-Team Leader	-AID and contractors records	-Students are available
-technical assistance	-7 resident specialists		-country has absorbtive capacity for trainees
-training	-TDY support: 80 person months		-sufficient number of candidates available for B.S. and M.S. training
-commodities	-30 M.S. degrees		
	-12 B.S. degrees		
<u>YARG</u>	-120 pm non academic training		
-personnel (salaries)	-4 vehicles		
-land for school site	-equipment and supplies		
-operating budget	-furniture and mobile homes		
-housing for YARG staff	for expatriate staff		
	<u>YARG</u>		
	-Director		
	-professional staff		
	-support staff		
	-47 hectares of land		
	-budget for students, supplies and farm operation		

III. Project Analysis

A. Economic Analysis

The establishment of the Ibb Center as the first indigenous training institution in agriculture makes traditional benefit/cost analysis difficult to apply. Neither the quantified output approach for the purpose of deriving benefits nor the cost approach to determine the least cost of inputs is applicable.

Quantified measures of several of the outputs contributing to the purpose achievement can be identified e.g. 90 graduating students annually and the number of farmers who attend the shorter term training program. However, these can only be taken as indicators and do not reflect their actual or real impact in improving the welfare of the region's farmers. Also, several elements of training output cannot be given a reliable monetary value, particularly, the training of young farmers, the outreach programs, the evolution of the curriculum design and specially adapted teaching techniques.

Alternatively, the application of the least cost approach, which does not require the measurement of outputs, depends on the availability of alternatives that produce identical or near identical outputs. In Yemen at this time no such alternatives exist. Yemen's only alternative is to do nothing and this would not meet the objective of alleviating the human resources constraint by the provision of sufficiently trained middle level management and extension agents.

1. The Training Cost of IBH/ATC students

Considering AID funding for technical assistance for the five year cycle, the annual cost per student will be nearly \$13,000 (this is an extremely liberal figure as the computation assumes that the expatriates will be involved in the teaching of the students enrolled in the regular all day program only.

It is expected however, that at the beginning of the 6th year of operation the variable cost will be substantially reduced as several of the Yemeni counterparts will assume teaching positions at the Center after completion of their advanced

study abroad.

Consequently, the incremental and the average cost will continue to decline depending on the rate at which the Yemeni counterparts will substitute for the expatriate teaching staff.

2. The fellowship training of the Yemeni counterparts

The training of the Yemeni counterparts at a university level will have to be abroad as no such facilities exist in the country.

During the planned 5 year cycle, 30 Yemenis will have been sent to the United States on fellowships to pursue further study at M.S. level in one of the specialized areas in agriculture. Twelve Yemenis will have been sent to other Arab countries for B.S. training. The estimated cost of training would average about \$17,760 per year per fellowship. It is estimated that it will take at least two and one half years of studying to complete the M.S. degree requirements in the United States. It is recognized that a number of Yemeni students are currently pursuing advanced studies in agriculture abroad but that the exact number and/or their specific fields of study are not certain. While it would be less costly to recruit some of these graduates for Ibb/ATC, this prospect is highly risky as other high paying employers will be ready to bid for their services.

Considering the cost of expatriate staff, the training of the Yemeni counterparts for the ultimate purpose of substituting for the services of the expatriates will undoubtedly bring about a considerable measure of economic benefit to YAIC. Furthermore, providing advance training for the Yemeni counterparts is fundamental to the process of carrying on the objective of Ibb/ATC; that is to provide a training for middle level management and extension agents by expert Yemeni staff.

B. Social Analysis*

The Agricultural Training Center at Ibb is designed to address the needs of the Yemen Agricultural Sector through the training of human resources geared towards improving agricultural productivity. This by definition will require not only technical

*A detailed Social analysis can be found in appendix A.

intervention and innovation but acute awareness of the cultural/social environment of Yemen.

The success of the Center should also be measured vis-a-vis the rural institution environment of the Center. Evaluation becomes meaningful when viewed as an integral part of the surrounding environment. Course materials directly applicable to rural Yemen will be developed through the involvement and the active participation of a qualified expatriate teaching staff alongside their Yemeni counterparts. These efforts will be field tested prior to final incorporation. The ultimate mark of success the Center can achieve by being a rural institution will depend upon the staff's ability to provide the Yemeni society with trained personnel who will become part of the basic implementation element of an integrated rural development in the geographic region.

The Center, which is strategically located in the most productive agriculture region of Yemen, will be a training institution for students from throughout the country. As such, it will be a source for a wide diffusion of information. The Center will transmit to the trainees the technical information and the improved farming methods that will enable recipients to unravel economic and social dimensions of the agricultural problems, resources and improved farming practices. In addition to technical information the trainees will receive instruction in demonstration/teaching methodology.

For the graduates of Ibb, the Center will be the vehicle by which the skills they acquire will enable them to secure meaningful employment in the public sector, the private sector, and/or in pursuing further training. In the process the graduates will become involved with a large cross section of Yemeni farmers who heretofore have not had the opportunity of being exposed to some of the rudiments of modern farming.

The Ibb Center is being developed at an opportune time for Yemen's agricultural development. A dynamism has already been created and pervasive social change has been initiated as a result of wide spread migration to neighboring countries and the subsequent significant resettlements. Simply stated, unlike many developing countries where significant change in the rural society

awaits large scale government intervention, change has been initiated in Yemen by the people themselves.

Although change has begun on a wide spread scale, technical acquisitions have been made without technical guidance; for example, the practice is to purchase the largest tractors, often with inappropriate specifications to meet Yemen conditions. A wide range of fertilizer and other agricultural chemicals are available but there is little or no testing to determine the most effective and economical use of the chemicals. In addition there would not be enough technically trained agents or salesmen to transmit the appropriate technical information even if the information were available.

Emigration has also brought about the fact that young Yemeni males have been exposed to relatively high levels of technology, even though they themselves are unskilled, ^{and this} augurs for accelerated social change in the future. It can be assumed that the Ibb school is located at the heart of much of this dynamic movement. Already, the Surdub project in Taiz (IBRD assistance) has had a marked success in the introduction of fertilizer and improved seed varieties.

Thus, Yemen's agricultural sector has demonstrated that it has the means and the willingness to undertake technical and social change. One would not want to over-estimate the power behind the forces for change at this time. It is too early to predict what will happen, and there are many variables which cause changes over which Yemen has no control. What can be stated with certainty is that without technically trained human resources on a significant scale it will not be possible to capitalize on the dynamics of change which have emerged almost spontaneously in the Yemeni agricultural sector. To this end the Ibb/ATC presents an excellent opportunity for developmental assistance.

C. Women in Development

Although official government policy has apparently not recognized the role of women in Yemen's development, women, often by default, are assuming a significant role for change. It should be pointed out here that women have always assumed an active role in subsistence agriculture, but the

departure of a significant part of the male labor force has thrust upon women in a more active way the decision making role which over time is bound to accelerate women's role in the change process. Even though on departure the migrant male may have assigned his decision making responsibility to the remaining male elders, the magnitude of migration mitigates against the men who remain behind being able to do all that would be asked of them.

In the few urban centers women's role in development may be more visible because they are seen in classrooms, offices and institutions of higher learning. But, since 90% of the migratory laborers are from rural areas one cannot discount the significant potential women in the rural areas have for accelerating (or retarding, if the opportunity is missed) Yemen's development. In the resulting vacuum it has already been demonstrated that women have assumed a more active role in on-farm production activities.

It follows then that the Ibb School at the earliest possible appropriate time should develop a program to capitalize on the potential that women have to further accelerate the development process.

D. Technical Feasibility

1. The Role of Agriculture in the Economy

Until the late 1960's most of Yemen's agriculture was largely subsistence, with a marketable surplus sufficient to supply only the basic food needs of the small urban population. It was then estimated that the sector employed 75 to 80 percent of the economically active population and accounted for more than 90 percent of the total exports.

The role of agriculture, however, is changing due to the rapid growth of other sectors, the migration of rural labor, as well as to the modern transformation of the sector itself. There are clear indications that agriculture is slowly changing from subsistence to a market orientation. During the period 1969/70-1975/76, the share of agriculture declined from 53% of total

GDP to about 48%, and agricultural employment dropped by almost 10 percent. Based on IBRD estimates, the economically active population in agriculture for 1979 will decline by more than 100 thousand (720,000) from the 1975 level.

The expansion of cotton cultivation as a substitute for sorghum or millet, and the shift to higher value crops, along with the stimulus of external assistance and the use of modern inputs and equipment, especially in the irrigated areas, have contributed significantly to an improvement in some specialized crop production. While Yemeni farmers are quite responsive to the application of modern inputs (machinery, fertilizer and improved seed varieties) their average application per unit of cultivated land, especially fertilizer and insecticides, is still extremely short of their optimal level of utilization. (It is estimated that nitrogen utilization per hectare of arable land, and land under permanent crops is 50% less in Yemen than in any other Arab country and less 10% of the world average).

Rural migration has become a significant force in expediting the structural transformation of the Yemen agriculture. The availability of foreign exchange from remittances has enabled the country to finance the increasing import demand. Approximately 85% of the upsurge in imported food has consisted of livestock products, cereals, fruits and vegetables, sugar and sugar preparations and edible fats and oils. Total food imports in 1977/78, amounted to about 41% of domestic food consumption (IBRD estimate). In 1972/73, domestic production supplied 85% of the food grain requirement while in 1977/78 the proportion had fallen to 58%.

2. The Future Role of Agriculture

The future role of agriculture is defined in the Five Year Development plan for 1977-1981. While GDP of the economy as a whole is expected to grow at 8.2% annually, the growth of agriculture is set at 5.5%. Initially this target seems realistic although it implicitly assumes no major setback caused by one

or more years of low rainfall, and that major constraints on the sector can be overcome.

Increases in output of certain crops in recent years indicate that, barring protracted drought periods, the target could be achieved or even surpassed by (a) the rapid introduction of yield increasing techniques in well endowed areas; (b) overcoming rising labor costs by inducing the wide adoption of modern technology to increase the average productivity of agricultural workers; (c) high effective demand for food, e.g. keeping agricultural product price in harmony with price changes in the economy as a whole helps encourage farmers to raise yields and output.

3. Priority Problems and Prospects

According to the Five Year Plan the rapid growth of other sectors would reduce the share of agriculture to 39% in 1980/81, while the agricultural employment would concurrently drop to 69% of the total. The Plan contemplated an increase in the number of persons employed in the sector from 854,000 to 876,000 (IBRD estimate) which appears to be unrealistic given the attractive employment opportunities for unskilled laborers in neighboring oil rich countries.

This rise in the number of persons employed as contemplated in the Plan however, could have undesirable effects on the real growth of the sector as well as the average GDP of farm labor.

The years during which agriculture in Yemen has begun to demonstrate its capacity for growth have been too few to affect the pervasive rural poverty. Furthermore, the sector is beset by a number of major constraints. The physical ones, such as the lack of infrastructure, especially rural roads, and the low use of modern inputs, will have a definite effect on the performance of this sector. Furthermore, the dynamic growth in the non-agricultural sectors of the economy has contributed to shortages of all types, especially skilled and semi-skilled labor and to escalation in wages that outstrip inflation. This results in one of the strongest constraints to the conversion of the traditional agriculture into a modern and efficient sector in Yemen.

4. Agricultural Education and Human Resources Training

a. Agricultural Education at the primary level

Already being aware of the acute shortage of skilled human resources in the economy, YARG has taken several steps to bring agricultural, vocational training and general education closer together and to raise the educational levels attained in general and vocational agriculture at the primary and the secondary levels throughout the country.

As is planned, the introduction of agricultural education at the primary level will be adapted so that theoretical and practical agriculture subject matter and training will provide more understanding of agro-socio-economic aspects of rural life in Yemen.

b. Agricultural training institute at the secondary level

As the first agricultural training institution in the country the IBB/ATC is conceived to be an important vehicle for the transfer of these known technologies through a cadre of professional expatriate staff. As planned IBB/ATC, when fully operational, would have a yearly intake of 90 students from the intermediate secondary schools who would pursue a three year training course in agricultural education. Facilities are planned to train and board 270 students in this program. In addition, shorter term training is planned on a yearly basis with boarding facilities for animal health assistants (12), young farmers (30), upgrading agricultural extension workers (10), and orientation for Yemeni to be trained abroad (20), also on site training for visiting farmers engaged in production agriculture (20).

The most immediate recipients of the IBB/ATC will be the young rural youth who will be exposed to methods of maintaining earth banks, stone terraces, water management, and other types of soil conservation work, as well as the use of modern inputs and techniques in farming. Furthermore the continuation of successful training in the Center will

depend on the training at a university level of the highly qualified Yemeni counterpart who will have the opportunity to work closely with the expatriate teaching staff. This process of transformation is expected to lead to the creation of a professional base of Yemeni staff who, in turn, will impart to their students knowledge and methods that will be responsive to the Yemen rural society.

5. Agricultural Training, the role of IBB/ATC and the Prospect for Future Demand

Perhaps/^{the}Agricultural Extension Service is the most depressed field of Yemen Agriculture in terms of trained manpower. There are only 135 extension workers serving the whole country with training in courses in agricultural extension and related subject matters for a period of 9 months. Training is organized by the Ministry of Agriculture in cooperation with the FAO projects, Central Agricultural Research and Training Organization, and the Agricultural Services in the Tihama Region of the Hodeidah Governorate.

Considering the existing conditions in rural Yemen there is an average of one extension worker to 6500 farm families distributed over a hundred different communities and farming (cultivating) an area of 65,000 ha. Four out of the ten Governorates in Yemen: Hajja, Saada, Dhamar and Marib have no extension workers while Mahweil reports only one extension worker. Most of the extension workers may be found in Hodeidah, Taiz and Ibb Governorates which represent the major agricultural productive regions of Yemen. The targets are set for the expansion of extension workers and centers of 520 and 125 respectively.

The long term YANC goal is to expand extension activities to cover all agricultural areas of the country and to have a cadre of specialized workers in all major types of agricultural production.

YANC 5 year plan conceives of the extension service as having a fundamental role in promoting rural cooperatives, promoting

new technology, improved seeds, optimum use of fertilizer and soil conservation practices, etc., to the farmers. Modern technologies and improved farm practices will be desperately needed if the low productivity base that affects nearly 90% of the country is to have a chance of improvement.

Considering YARC plans and objectives there is little doubt as to the need for well trained extension workers. For the same period (5 year span) the number of graduates from IBB/ATC will just make a small dent in the country's need for trained workers who will play a fundamental role in the implementation of integrated rural development schemes.

E. Administrative Analysis

Since there are no schools in Yemen similar to the IBB/ATC school being proposed in this project it might be argued that the Yemen government has limited administrative experience regarding this type of activity. However, the Yemen's Ministry of Education does have fiscal and management responsibility for a relatively extensive primary, secondary and university system throughout Yemen. It should also be recognized that Yemen has been involved in a number of development projects with a wide variety of donors in which they have to provide some degree of administrative support.

One of the major goals of the IBB/ATC project is to train Yemeni professional and administrative staff so that they are able to develop and administer additional new agricultural schools based on the model established at IBB/ATC. It is quite apparent that even though the Government is not totally capable of developing and administering schools of this type at this time, it has made a commitment to possess this capability in the future.

IV. Financial Plan

A. U.S. Government Contribution

The major areas for which the U.S. will provide funding for IBB/ATC project are (1) in-country expatriate staff support (2) in U.S. support (3) training and (4) commodities.

Table 1 reveals that the total budget support provided by USAID will be \$11,159,918.00. This includes \$500,000 for the Ibb Mobilization and \$10,659,918.00 for Amendment number one. The \$500,000 in the Mobilization phase was divided as follows: (See Appendix J: Ibb Mobilization Paper) \$230,000.00 in country expatriate staff support; \$50,000.00 in U.S. support; and \$220,000.00 for commodities.

Table 1 gives the following breakdown of the \$10,659,918.00 provided for the first amendment: \$5,616,443.00 in country expatriate staff support (See Table 8); \$1,064,824.00 in U.S. support (See Table 12); \$2,612,328.00 for training (See Table 12 and 13 for details); \$714,940.00 for commodities and \$507,615.00 for contingencies.

The budget figures include an overhead listed as a modified direct cost (MDC) for New Mexico State University and for the Consortium for International Development. The Consortium for International Development modified direct cost is twelve percent (12%).

The New Mexico State University modified cost is forty-eight percent (48%) on campus and thirty-five percent (35%) off campus.

B. Yemen Government Support

The Yemen Government has accepted the responsibility of providing Yemeni professional and support staff salaries and benefits, providing housing for the Yemeni staff and of providing the operational budget for the school. The Yemeni Government has allocated YR 1.5 million (\$330,000 dollars) for the first year budgetary needs. It is anticipated that adequate funding will be provided for subsequent years of this project.

TABLE 1

Summary of Budget
for
Ibb/ATC Project

Budget Category	First Year	Second Year	Third Year	Fourth Year	Fifth Year	Total
In-country Staff Support (Table 8)	890,106	1,089,922	1,130,066	1,210,272	1,296,077	5,616,443
In U.S. Support (Table 12)	200,350	214,495	229,641	202,985	217,353	1,064,824
Training Academic (Table 2)	47,500	211,400	398,089	449,434	1,078,088	2,184,511
Nonacademic (Table 3)	74,400	79,608	85,173	91,129	97,507	427,817
Language Training	25,000	26,750	28,622	30,626	32,770	143,768
Commodities Equipment, supplies, school furniture	50,000	53,500	30,000	32,100	34,340	199,940
Vehicles	--	--	35,000	--	40,000	75,000
Mobile Homes (8)	440,000	--	--	--	--	440,000
Totals	1,727,356	1,675,675	1,936,591	2,016,546	2,796,135	10,152,303
Contingencies at 5%	86,368	83,784	96,830	100,826	139,806	507,615
Subtotal	1,813,724	1,759,459	2,033,421	2,117,373	2,935,941	10,659,918
Ibb Mobilization	500,000	--	--	--	--	500,000
Grand Total	2,313,724	1,759,459	2,033,421	2,117,373	2,935,941	11,159,918

TABLE 2.
Academic Training

	P.M. of Tng.		Cost/P.M.		Transportation Cost	Total
	M.S.	B.S.	M.S.	B.S.		
FY - 1980	30		1250 ^{1/}		10,000 ^{3/}	47,500
FY - 1981	150		1338		10,700	211,400
FY - 1982	270		1432		11,449	398,089
FY - 1983	270	18	1532	1103 ^{2/}	15,940	449,434
FY - 1984	150	90	1640	1180	17,058	369,258
FY - 1985	30	144	1755	1263	14,030	248,552
FY - 1986		144		1351		194,544
FY - 1987		126		1446	4,836	182,196
FY - 1988		54		1547	5,178	83,538
						2,184,511

1/ Current standard monthly rate for academic training in the United States is 1250. Seven per cent was added for subsequent years.

2/ Current standard monthly rate for third world training is 900.00. Seven per cent was added for each subsequent year which provided a projected rate of 1103 for FY - 1983.

3/ One thousand dollars was budgeted for a one-way ticket to or from the United States and \$615.00 for a ticket to or from an arabic speaking country.

TABLE 3

Non Academic Training

	<u>P.M. of Tng</u>	<u>Cost/P.M.</u>	<u>Transportation Cost</u>	<u>Total Cost</u>
FY - 1980	24	2100	24,000	74,400
FY - 1981	24	2247	25,680	79,608
FY - 1982	24	2404	27,477	85,173
FY - 1983	24	2572	29,401	91,129
FY - 1984	24	2752	31,459	97,507
Total	120			427,817

V. Implementation Plan

A. Background

The IBB/ATC will be Yemen's first effort to provide agriculture training at the secondary school level. One of the major principles which will guide the educational program of this center is that the student will have opportunities to practice those theories he acquires in a classroom setting. Thus, to attain this goal, the IBB/ATC will develop a systematic and continuous outreach program whereby teachers and students will spend time in the rural areas with farmers and extension agents to gain "hands on" experience with specific agriculture problems. The most significant problems and their solutions will be incorporated into the in-classroom portion of the curriculum.

Additional experiences which will be provided for the students so that they can obtain greater insight and understanding of the production process and their future role as agricultural change agents are: (1) being involved in supervised occupation experience programs on the school farm, (2) participating in a summer internship program in the MOA and other relevant agencies interacting with extension agents and research station specialists, (3) collecting information regarding the socio-economic situation in rural areas and (4) collecting economically important insects, samples of disease tissues and crop materials.

This mix of theory and practice should prepare students for future employment opportunities in both the public and private agricultural sectors in Yemen. In addition, a few of the graduates who exhibit high academic ability should be provided an opportunity to pursue further education so that they can return to Yemen to provide leadership in the field of agriculture.

B. Components of Implementation Plan

1. Project organization and staffing

The strength of YAGC commitment towards agricultural education is evident by the establishment of the Agricultural Education Board which is headed by the Minister of Education and consists of 8 members predominantly from the Ministries of Education and Agriculture.

The Board is responsible, among other things, for determination of policy plans for agricultural education and the creation of agricultural education institutions throughout the country and at all levels.

The Board's policy towards the Agricultural Training Center at Ibb (IBB/ATC) is outlined in the draft of the bylaws which deals with the administrative structure and policy, curriculum, student incentives, and the budget.

The IBB/ATC will be under the auspices of the Ministry of Education which in turn will work closely with the Ministry of Agriculture to provide employment opportunity for the IBB/ATC students and graduates.

Also, the Ministry of Education will provide the opportunity for university level training in agricultural education for the outstanding graduates.

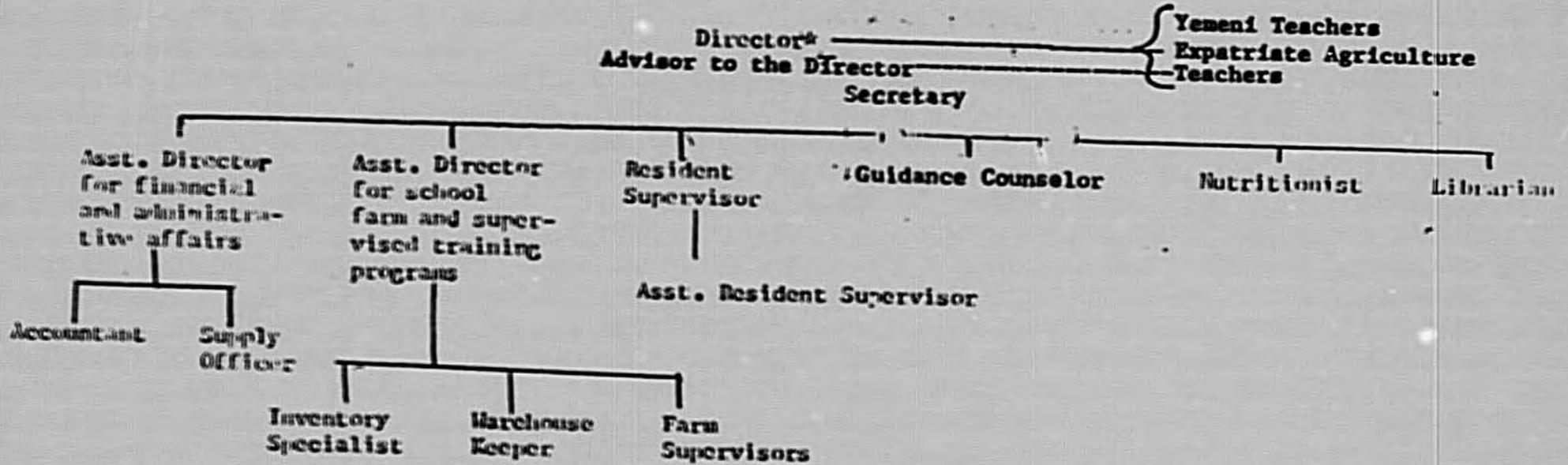
The funds for the annual budget, which will be provided by the Ministry of Education, will be deposited incrementally in the bank at Ibb to afford a flexibility and a degree of autonomy for the administrative body of the Center.

The administrative structure for the IBB/ATC as outlined by the bylaws will be headed by the Director who will be a Yemeni and will serve as a link between the Ministry of Education and the Center. The Director who will be in charge of the functioning of the Center will be assisted by a cadre of administrators, specialists, technicians and other supporting staff as can be noted in Table 4.

The Yemeni staff will be assisted in the development and administration of the IBB/ATC program by expatriate teaching staff and an administrator. The expatriate administrator should be an American who will serve as both the expatriate team leader and as Advisor to the Director of the Center. As advisor to the Director he will be an integral part of the management team (Director, Advisor to the Director, 2 assistant directors) and as such will have an active role in the operation of the Center.

Table 4

The Organizational Structure For IDB/ATC



*The Director is the main link between the Ministry of Education and the Center and with the Ministry of Agri. He will be in charge of the functioning of the Center and he will be assisted by a cadre of administrators, specialists, technicians and other supporting staff (See chart above)

The Advisor to the Director will also have a special responsibility assisting the administration and staff to understand the basic principles and philosophy of vocational Agricultural Education and how these apply to the total educational offering of the Center. He should also have an active role in the development and implementation of a curriculum which reflects these principles and philosophy.

Initially, expatriate teaching staff will be responsible for the development and implementation of the technical agriculture curriculum.

Yemenis going to the United States for M.S. degree training however, will be placed at the Center prior to their departure to serve as counterparts of the expatriate teaching staff. This is considered as an important and integral part of the overall training program for these individuals. Hopefully, once these Yemenis have been trained they will return to IBB/ATC to assume the major responsibility for the educational program at the Center.

a. Yemeni Staff

Following are the professional staff which will be provided by the MOE for the IBB/ATC.

1. Director--Duties and Responsibilities

(a) The Director will be in charge of reviewing and execution of all the laws and the legislation of the Ministry of Education that pertain to the Center.

(b) The Director supervises the application of the curriculum, the reviewing of plans for teaching of the various subject matters and their implementation.

(c) The Director will organize faculty schedules and will oversee the daily operation of the Center.

(d) The Director will insure an adequate supply of teaching materials, stationary, and the maintenance of commodities at the Center.

(e) The Director will head the Examination Committee and will make frequent class visitations to insure the best functioning of the Center. Also, he will submit a comprehensive annual report to the Agricultural Education Department of the Ministry

of Education

(f) The Director will supervise the annual budget for the operation of the Center.

It is also suggested that the Director teach 3 hours of class weekly.

2. Assistant Director for Financial and Administrative Affairs--Duties and Responsibilities

(a) The Assistant Director will be in charge of preparing a complete personnel record for the employees of the Center. Also he will be in charge of preparing a complete record for each student.

(b) The Assistant Director will be in charge of preparation of the Center's budget.

(c) The Assistant Director will supervise the daily functioning of the Center.

3. Assistant Director for Technical Affairs--Duties and Responsibilities

(a) The Assistant Director will oversee all aspects of the working operations of the Center. He will also assist in the organization of faculty schedules.

(b) The Assistant Director will supervise practical training and will supervise the maintenance of animals, poultry, crops and agricultural machinery.

(c) The Assistant Director will participate with the financial committee in the supply procurement.

4. Teaching Staff

(a) Teachers for non agriculture subjects.

(b) Counterparts for expatriate agricultural teachers.

5. Farm Supervisor--Duties and Responsibilities

(a) The Supervisor will help the faculty members in the practical training of the students.

(b) The Supervisor will oversee all the agricultural operations at the farm.

(c) The Supervisor will gather and store the farm crops.

(d) The Supervisor will keep record of all inputs used in the school farm agricultural operations.

6. Other professional staff

(a) Guidance Counselor

(b) Nutritional and Health specialists

(c) Resident Supervisor

7. Support Staff

(a) Administration

(1) Secretary

(2) Accountant

(3) Assistant Clerk

(4) Inventory and Warehouse specialists

(5) Supply officer

(6) Purchasing officer

(7) Librarian

8. Technical Laborers

(a) 3 technical laborers for the farm

(b) 3 " " for the animal farm

(c) 1 " " for the seedling farm

(d) 1 " " for the veterinary

(e) 1 " " for the food processing
and dairy operation

(f) 1 " " for the maintenance of
agricultural machinery
and motor vehicles

(g) 1 " " for electricity

(h) 1 " " for cast metal

(i) 1 " " for carpentry

9. Farm Laborers

(a) 10 permanent farm laborers

(b) 10 seasonal farm laborers

(c) 1 farm laborer supervisor

10. Other Supporting Staff

(a) 1 typist (Arabic language)

(b) 1 typist (English language)

(c) 2 drivers for the Center's vehicles

(d) 2 drivers for the agricultural machinery

(e) 10 janitors

(f) 12 guards

(g) 3 cleaners

b. Expatriate Staff

Following is the type of staff support USAID through
CID will provide for this project

1. Team Leaders: the expatriate Team Leader will be
responsible for the overall management and administration
of the expatriate teaching and support staff as well as
being the Advisor to the Director.

TABLE 5
Expatriate Staffing
for
IBB/ATC

Area of Specialization	1st	2nd	3rd	4th	5th	Total
	year	year	year	year	year	
	P.M.	P.M.	P.M.	P.M.	P.M.	P.M.
Team Leader	12	12	12	12	12	60
Horticulture/Agriculture/ Plant Protection	12	12	12	12	12	60
Animal Production	12	12	12	12	12	60
Extra-curricular Activities	12	12	12	12	12	60
Dairy/Food Processing		12	12	12	12	48
Farm Mechanics/Mechanization		12	12	12	12	48
Agronomy/Soil/Irrigation	12	12	12	12	12	60
Ext./Rural Soc./Agr. Ec./ Farm Management	12	12	12	12	12	60
Total	72	96	96	96	96	456

and his administrative team. More specifically, the major responsibilities of the Team Leader are to

- (a) have an active role in the overall administration of the Ibb Center
- (b) assist in the development, implementation and evaluation of the programs and activities of the Center
- (c) assist in the establishment and maintenance of the relationships between the Center, the community, MOE, MOA, the donor agencies and Ministry of Agriculture
- (d) assist in the recruitment of students for the school
- (e) be responsible for dealing with the expatriate staff problems, administrative and others
- (f) be responsible for arranging TDY expatriate staff visits
- (g) be responsible for periodical reporting to AID mission
- (h) be responsible for making arrangements for those Yemenis going for a M.S. or B.S. degree training
- (i) be responsible for identifying and preparing participants for non-academic training

2. Teaching Staff^a During the projected first five years of operations at the center, the Contractor will provide 396 person months of teaching faculty in nine areas of specialization (excluding Team Leader--see Table 5). Each faculty member will have the following responsibilities (if relevant to his/her area of specialization).

- (a) assist in the installation of laboratory equipment, in inventorying, and in maintaining supplies and equipment
- (b) develop and teach courses, seminars, and conduct workshops, activities for students, farmers and any other farm groups within the educational responsibility of the Center.
- (c) develop and supervise the work experience programs of the students
- (d) be responsible for the school farm activities as they are related to his/her area of specialization.

^aSee Appendix C-1: Criteria for Expatriate Staff Selection and Salary Schedule

(e) assist in the recruitment of students and in the administration of the Center as requested by the Director

(f) assist in the administration of the school as deemed necessary by the Director and/or Co-director

3. TDY Staff. It is difficult at this point to specify the exact type and number of technicians and administrators who will be required by the Team Leader and by the expatriate staff until permanent staff have been identified and have begun working at the Center. Thus, while there has been no effort made to detail TDY support, it is projected that 18 person months will be required annually.

4. Administrative Support: The following administrative support will be required for the expatriate staff. (1) An administrative assistant with proper qualifications for recording all transactions, facilitating the purchasing and the delivery of commodities and supplies, assisting in the "settling in" activities of expatriate staff, and serving as a point of contact for all administrative matters in the absence of the Team Leader. (2) A bilingual secretary for the expatriate Team Leader. (3) A CID project director and his secretary will be required for the project's support. In addition, funds will be provided for an intensive language training for the long term non Arabic speaking expatriate staff, principally the team leader.

It should be recognized, at this point, that once the administration of the BIFAD CORE program has been established some of the administrative functions initially handled through this project will be transferred to the administration of the Core Program. Specific functions to be transferred will be delineated in the Project Paper submitted by the core program design team.

2. Curriculum

The term curriculum is defined as all learning experience organized and conducted by an educational institution for its various clientele groups. Initially, IBB/ATC has two clientele groups: (1) the secondary agriculture students enrolled in all day classes; and (2) the farmers in the rural community near the Center. Eventually the Center should have the capacity to provide inservice training for agricultural technicians and extension specialists.

The curriculum included in the Bylaws developed by the MOE for this center is included in Table 6. This is basically a modified version of the curriculum prepared by UNESCO/FAO advisors in 1977.

Below is a summary of hours of classes taught for each of the three years for each general curriculum area.

Category	1st year	2nd year	3rd year
General	9	7	7
Basic Science	13	2	-
Technical subject	7	10	12
Farm practice	11	21	21
Total	40	40	40

This curriculum contains a number of concepts which are not explicitly indicated in Table 6 but are new to Yemen. For example each student will be involved in a Supervised Occupational Experience Program (SOEP). The purpose of this program is to provide each student an opportunity to participate in all phases of the production of a given crop or livestock and the management of this enterprise. He will also be responsible for keeping records on his production enterprise and be responsible for its daily care.

One of the greatest challenges of the expatriate teaching staff will be the integration of the experiences students will

Table 8
Curriculum for
IEB Agricultural Training Center
(Hours per week)

Subject	1st Year		2nd Year		3rd Year	
	Theory	Practice	Theory	Practice	Theory	Practice
Religion	2		2		2	
Arabic Language	2		2		2	
English	2		2		2	
Social Sciences	2		-		-	
Physical Education		1		1		1
Mathematics	2		2			
Chemistry	2	2	-	-	-	-
Physics	2	1				
Biology	2	2				
Field Crops	2	2	1	2	2	2
Horticulture	2	2	1	1	-	-
Plant protection	-	-	2	2		
Animal production	2	2	1	2	1	2
Soils/fertilizer/irrigation	-	-	2	2	1	2
Agri. Economics/farm management	-		-	-	2	1
Apiculture					2	2
Extension/Rural Sociology	1		1	2	2	2
Food processing/Dairy	-	-	1	2	1	2
Mechanization	-	-	1	2	1	2
Extra Curricular Activities	-	5	-	6	-	6
Sub totals	23	17	18	22	18	22
Total	40		40		40	

be gaining through their S.O.E.P. into their daily classes. Also, considerable thought will have to be given to the relationship between the students' projects and the school farm operation. Nevertheless the program will have more effect on the type of graduate prepared than any other learning experience provided by the Center.

In addition to the S.O.E.P. each student will have several opportunities to visit and work on farms in the community near Ibb and each will be involved in a summer internship program in the Ministry of Agriculture or other relevant agricultural agencies.

In addition to the program for the regular students, the Center will have responsibility for conducting seminars, workshops, field days and other relevant educational activities for the farmer in the Ibb area.

It is quite apparent that the educational programs of the IBB/ATC are very comprehensive and will require considerable staff time for preparation, implementation and evaluation of these many activities.

It was ultimately concluded by the MOE staff and their expatriate counterparts that nine expatriate staff were needed to adequately conduct the aforementioned programs while at the same time allow them enough time to serve as trainers for the Yemeni staff.

3. Students

a. Eligibility:

According to the draft of the Bylaws, which was prepared to reflect the Education Board's policy

eligible candidates must satisfy the following requirements:

- (1) A candidate should hold an intermediate school certificate general or vocational.
- (2) A candidate should not be less than 15 years of age and no more than 20 years as of the beginning of the 1st academic year.

- (3) A candidate should provide a school document of a good behavior
- (4) A candidate should provide a satisfactory physical report.
- (5) A candidate should perform satisfactorily during the personal interview.
- (6) A candidate should manifest a strong desire towards agricultural work.

According to the proposed Bylaws, if the number of candidates exceed the capacity of IBB/ATC, selection among eligible students would be based on scholastic achievement of the candidates, with strong preferences for candidates from rural families. Alternatively, the number of admitted students may be determined according to the needs of the various agricultural regions of the country.

b. Incentives:

Aside from room and board facilities which will be available at IBB/ATC, the Bylaws, in order to attract candidates, provide the following financial and non-financial incentives:

(1) The financial incentives:

- (a) A monthly stipend of YRLs 400 for each student
- (b) A clothing allowance
- (c) A transportation allowance of YRLs 50 and 100 at the beginning and at the end of each semester respectively.

(2) The non-financial incentives: At the end of a three year training program at IBB/ATC, students will be granted an agricultural secondary certificate which will provide the graduates with:

- (a) Employment opportunities in the various fields of agriculture either in the public sector or in the private sector, or in the various extension activities.
- (b) Employment opportunities at the administrative and the supervisory levels of production units.

Graduates with the highest scholastic achievements will have the opportunity to continue their higher studies abroad.

Recruitment for IBB/ATC will be sought from the 9th graders of Intermediate/Schools through a variety of radio and television programs, as well as newspapers, which will highlight the advantages and the employment opportunities that can be realized by attending the Center.

- c. Availability: The physical facilities of IBB/ATC are being built to house adequately 270 students on a three year basis.

It is anticipated that nearly 75% of the enrolled students will come from the IBB-TAIZ region. As of 1978 the Ministry of Education estimated that more than 25,000 students were enrolled in primary schools in Yemen and that half of that number obtained their primary school certificate.

Considering the prevailing rate that 50% of the 9th grade graduates are from the Ibb-Taiz region (2,000), this means that only 4% of student's region can fill in for the projected annual enrollment at the Center.

4. Trainings: The development of human resources in the agricultural sector is highly significant for a continued success of the operation of the Center. The following are the two types of training that will be provided for this project.
 - a. Academic trainings: As can be noted in Table 7, 123 person years of academic training will be provided in this project.

Also, as indicated in Table 7 training will be provided in this project for 3 or 4 Yemenis for each of the staff positions in the IBB/ATC. This amount of training is provided because (1) experience indicates that a

Table 7 - 39 -

Participant Training Schedule
for IBB/ATC/Sponsored by AID

<u>Area of Specialization</u>	<u>Starting Date</u>	<u>Number</u>	<u>Degree</u>	<u>Duration (months)</u>
Field Crops	July 1980	1	M.S.	30
Horticulture	"	1	"	"
Plant protection	"	1	"	"
Animal production	"	1	"	"
Soils/irrigation	"	1	"	"
Ag. Economics/Management	"	1	"	"
Extension/Rural Sociology	"	1	"	"
Food processing/Dairy	"	1	"	"
Mechanization	"	1	"	"
Agricultural Education/Management	"	1	" "	"
Field Crops	July 1981	1	"	"
Horticulture	"	1	"	"
Plant protection	"	1	"	"
Animal production	"	1	"	"
Soils/irrigation	"	1"	"	"
Ag. Economics/Management	"	1	"	"
Extension/Rural Sociology	"	1	"	"
Food processing/Dairy	"	1	"	"
Mechanization	"	1	"	"
Agricultural Education/Management	"	1	"	"
Field Crops	July 1982	1	MS	30
Horticulture	"	1	"	"
Plant protection	"	1	"	"
Animal production	"	1	"	"
Soils/Irrigation	"	1	"	"
Ag. Economics/Management	"	1	"	"
Extension/Rural Sociology	"	1	"	"
Food processing/Dairy	"	1	"	"
Mechanization	"	1	"	"
Agricultural Education/Management	"	1	"	"
To be determined	1983	6	B.S.	18
To be determined	1984	6	B.S.	18

Candidates for these scholarships will be selected by the Institute of Agriculture, Area of Specialization selected will depend on the needs of the country and the availability of funds.

relatively large number of participants do not return to the job for which they received training. It is planned that at least one of the participants in each area of specialization will return to a teaching or an administrative position at IBB/ATC. (2) Schools similar to IBB/ATC (i.e. Surdud) are being planned and will need a manpower pool from which a teaching faculty can be obtained. The participant training program is seen as one means of addressing this need while concurrently contributing to the overall goal of the project.

The M.S. programs for the Yemeni students will be designed to meet the needs of each individual student while at the same time meeting the degree standards of the university where he is enrolled. For example, every effort will be made to have the student conduct research in his home country. In addition, to whatever extent possible, courses will be conducted in Yemen by U.S. professors so that students can acquire academic credit.

All M.S. degree programs will be conducted in the U.S. while all B.S. programs will be conducted in a third world country. Candidates for the M.S. training will be Yemenis who have already obtained B.S. degrees in the U.S. or a third world country.* Candidates for the B.S. degrees will be graduates of the IBB/ATC. Intensive English training will be provided in Yemen for all degree candidates prior to their participation in their degree programs.

- b. Non academic training: *120 person months of short term training will be included in this project for Yemeni educators and administrators who are directly or indirectly involved in this program. This training will cover a wide variety of specialization and will be determined jointly by the Yemeni and expatriate administrators.

*There is no B.S. degree in Yemen.

** See Table 3 page 24.

5. Commodities

- a. Equipment and apparatus: a basic set of apparatus and equipment has been ordered and purchased by IBRD. The majority of these items are already in country and are being warehoused at Hodeidah. During the initial stages of this project the Director will request IBRD to deliver these items to IBB/ATC to be inventoried and installed or stored.

The Project will provide funds to replace equipment and apparatus which were damaged during the storage period or become damaged during the course of the Project.

- b. Vehicles: the IBRD has ordered and purchased a Peugeot family car and a 60-80 passenger bus. These items will be used by the Director for the operation of the school. In addition, the expatriate ^{new} staff will need at least 2/vehicles every two years.
- c. Housing: Some housing for the Yemen staff was built by IDA funds for the IBB/ATC. USAID/CID expatriate housing will need to be provided through this project. Funds for ten mobile homes for expatriate USAID/CID staff have been included in the budget. Since these homes will not be available for nearly a year, funds for renting houses in the interim are included in the budget for the first year of this program.
- d. Textbooks and references: three types of agricultural books and references will be purchased through this project. These are:

6. Implementation Plan

Following are the events and the dates of their occurrence for the initiation and implementation of the IBB/ATC project. The schedule of activities will be revised annually as a result of the evaluation with changes incorporated into the work plan and implementation plan. The work plan reviews will be conducted semi-annually.

	<u>Date</u>	<u>Activity</u>	<u>Responsibility</u>
1)	8/1/79	IBB/ATC Bylaws are approved	AID/CID
2)	8/2/79	Student recruitment process initiated	YARG
3)	8/7/79	Center director employed	YARG
4)	8/7/79	Yemeni staff identified and employment actions initiated	YARG
5)	8/21/79	References and textbooks ordered/purchased	CID
6)	9/1/79	Yemeni support staff activities at Center initiated	YARG
7)	9/1/79	First expatriate staff begins work at Center	CID
8)	9/2/79	Equipment, apparatus, and furniture transported to IBB/ATC	IBRD/YARG
9)	9/3/79	Installation activities initiated	YARG/CID
10)	9/12/79	Expatriate team leader support staff are employed	CID
11)	9/10/79	Access road to Center completed	IBRD/YARG
12)	9/10/79	Building construction completed	IBRD
13)	9/10/79	Fencing around Center property completed	IBRD/YARG
14)	9/12/79	All utility functioning at Center --electricity, water, sewage	IBRD/YARG
15)	9/15/79	2 project vehicles available for use by expatriate team leader	USAID

	<u>Date</u>	<u>Activity</u>	<u>Responsibility</u>
16)	9/15/79	2 trailers in place at Center	USAID/CID/YARG
17)	9/15/79	Second expatriate staff member arrive in Sana'a	CID
18)	9/17- 20/79	Professional staff orientation	CID/YARG
19)	9/17/79	Equipment, apparatus and furniture inventory completed and stored	YARG/CID
20)	9/20/79	Enrollment complete and students advised	YARG
21)	9/21- 24/79	Faculty and administration making final preparation for opening school	YARG/CID
22)	9/30/79	IBB/ATC project approved and funds available	USAID/Y AID/W
23)	10/1/79	Textbooks and reference begin to arrive at Center	CID
24)	10/10/79	Mobile homes for expatriate staff are ordered	CID
25)	10/15/79	Expatriate team leader identified	CID
26)	12/15/79	Identify and prepare participants for M.S. program	CID/YARG
27)	12/15/79	Expatriate team leader arrives in Sana'a	CID
28)	1/1/80	Mobile Home Area Plan designed and contract specifications written	CID
29)	1/15/79	Place selected candidates in language training	CID
30)	3/1/80	All work on mobile home area contracted	CID
31)	4/1/80	Review of work plan and implementation plan	CID/YARG/USAID

	<u>Date</u>	<u>Activity</u>	<u>Responsibility</u>
32)	5/1/80	All preliminary work on mobile home area completed	
33)	5/1/78	Mobile homes arrive Hodeidah	CID
34)	6/30/78	Mobile home installation completed	CID
35)	7/1/80	Evaluation of all recruitment policies and curriculum	
36)	7/1/80	Send first group of ten Yemenis to U.S. for M.S. training	CID/YARG
37)	8/15/80	Expatriate staff arrive in Sana'a	CID
38)	9/10/80	Adjust program in accordance with evaluation results and work plan review	CID/YARG
39)	10/1/80	Identify and begin to prepare second group of M.S. candidates	CID/YARG
40)	1/15/81	Place selected candidates in language training	CID
41)	4/1/81	Review of work plan	CID/YARG/USAID
42)	7/1/81	Send second group of ten Yemenis to U.S. training	CID/YARG
43)	8/15/81	1 expatriate staff arrive in Sana'a	
44)	8/15/81	Conduct annual review and evaluation results	CID/YARG/USAID
45)	9/10/81	Revise program in accordance with evaluation results	CID/YARG
46)	10/1/81	Identify and begin to prepare third group of M.S. candidates	CID/YARG
47)	10/1/81	Place candidates in language training	CID
48)	10/1/81	Purchase replacement vehicles for expatriate team	CID/USAID

	<u>Date</u>	<u>Activity</u>	<u>Responsibility</u>
49)	4/1/82	Review of work plan	CID/YARG/USAID
50)	7/1/82	Send third group of ten Yemenis to U.S. for training	CID/YARG
51)	8/15/82	Conduct annual review and evaluation program	USAID
52)	9/10/82	Revise program in accordance with evaluation results	CID/YARG
53)	8/15/82	Expatriate staff replacements arrive in Sana'a	CID
54)	8/15/82	Select and begin to prepare 6 Yemenis for B.S. training	CID/YARG
55)	4/1/83	Review of work plan	CID/YARG/USAID
56)	7/1/83	First group of MS Candidates returned to Yemen	
57)	7/1/83	Send 6 Yemenis for B.S. training	CID/YARG
58)	8/15/83	Select and begin to prepare 6 Yemenis for B.S. training	CID/YARG
59)	8/15/83	Conduct intensive and extensive program review and evaluation	USAID/other
60)	8/15/83	Expatriate staff replacements arrive in Sana'a	CID
61)	9/30/83	Make decision regarding the continuance of program beyond 5 years	USAID/AID/W
62)	10/1/83	Purchase replacement vehicles for expatriate team	USAID/CID
63)	10/30/83	If decision is negative prepare for program termination	CID/USAID/YARG
64)	10/30/83	If decision is affirmative prepare necessary papers, plans, budgets	CID/USAID/AID/W

VI. Evaluation Plan

Both formative and summative evaluation will be performed during the five year time frame covered by this project. Formative evaluation is an on going and continuous effort and will be the responsibility of the administrative and professional staff who are either directly or indirectly involved in the implementation of the Project's activities. Basically this would include the CID Project Director, Staff in the Agriculture Education Division of MOE, the Director of the School and his staff and the expatriate team leader and his staff.

Summative evaluation will mainly be accomplished through an annual review process which will focus primarily on the input and output levels, the implementation schedules and strategy for achieving the indicated targets. The results of these reviews will be used to identify particular problems in design or implementation, to modify targets if necessary or to alter implementation plans to overcome those constraints which impede the achievement of project purposes.

Specific items to be evaluated will include:

- A. Appropriateness of M.S. training,
- B. Retention of M.S. and B.S. participants in the IBB:ATC program,
- C. Supply and recruitment of students,
- D. Appropriateness of IBB:ATC curriculum
- E. Retention of IBB graduates
- F. Contractors efforts towards setting the stage and creating the climate conducive to promotion of women's development.

Following are some examples of the types of women in development objectives which the contractor might include in the work plan and the evaluation plan:

- A. Include women on the evaluation team
- B. Women in development specialists interact with expatriate teachers, Yemeni teachers, M.S. candidates, and IBB administrative staff regarding how the IBB:ATC program can be directed towards the needs of women in rural areas.
- C. AID and CID work with the YARG to identify and recruit possible Yemeni women candidates for long term or short term training programs in the United States. YARG should provide some assurances that these women will be employed in the IBB:ATC program upon their return to Yemen.
- D. Document women's role in agriculture in the surrounding communities as part of the process of collecting socio-economic information. This might include data on sex division of labor and return, time allocations in various tasks, and the special situation of women whose husbands have migrated.
- E. Focus the outreach program to deal with the needs of the individuals who are involved in agricultural production, both men and women.
- F. Explore the possibility of including in the course content instruction in some of the tasks in which women are involved such as food production, processing, and storage, consumption and nutrition, poultry, and small animal care.
- G. Include women in the short courses and farmer training conducted at the IBB:ATC. This might also include a discussion

of the possibility of eventually developing a group of women paraprofessional extension agents.

The annual review team will include representatives from the CPO and relevant line ministries (particularly the MOA and MOE), AID/W, Usaid Yemen, BIPAD, and the implementing Title XII contractor (CID). Participation by CID will include a CID advisor group made up of representatives of the principal universities supporting this program.

Another element of the summative evaluation process will be a comprehensive in-depth evaluation conducted after four years of the project have been completed. This evaluation would include representatives of peer U.S. institutions in addition to those individuals who participate in the annual reviews. The results of this evaluation will be instrumental in deciding whether or not to move into the second phase of the Project.

Appendix A

I. Social Soundness Analysis*

Introduction

The primary goals of this project are basically training and service. The goals are consistent with the expressed goals of the Government of the YAR and in addition the aim of the Project seeks to address a perceived need among the people themselves.

The Project entails the development of the first agricultural school in the YAR designed to train agricultural workers who will, in turn, provide skilled assistance to directly serve the needs of rural people. Therefore the beneficiaries of the project are represented in various social groups, geographic areas, cultural sub-groups and village/family constellations.

Scope

This analysis has been divided into the following areas: (A) sociocultural feasibility, (B) spread effects, (C) social consequences and (D) summary. In each area the needs of the population will be of paramount importance. The basic philosophy utilized is one of emphasizing the strengths of the existing system while introducing training and improved methodology. The Project's approach is one of cooperation with the existing order and respect for the indigenous culture.

*Drafted by Jeanne Kearna, Team Sociologist

A. Sociocultural Feasibility

Review of Social Landscape

Yemen is a country of great contrasts in the midst of rapid change. This condition is true of social mores, living conditions, economics and institutions.

Currently the people are experiencing relative financial prosperity while labor is in short supply and the cost of living is high. Central government has not yet established itself, life in the villages is of poor quality, the vast majority of people are illiterate and natural resources are apparently limited. There is evidence that this increased prosperity has brought with it several negative aspects such as increased malnutrition among children due to purchasing power which allows women to bottle feed rather than breast feed. Remittances from migrant labor account for a significant amount of the increased income while at the same time the absence of large numbers of laborers forces the cost of remaining labor higher.

Varying available resources, life styles and social mores are somewhat different when comparisons are made of urban and rural life. The urban areas have experienced greater educational opportunities as well as improved health facilities and services.

Rural Yemen may be characterized by inadequate educational opportunities, almost non-existent health care, sorely limited practical on-site informational help and weak linkages with the central government.

Existing Organization

Kinship in Yemen is reckoned patrilineally and households are based on the male blood line. The interests of the family are more important than the personal interests of the individual family member. The family unit is the primary avenue for agricultural innovation or change; therefore family leadership must be convinced of the advisability of usage of new information before that information can be actualized.

Since most of the country's resident population live in rural areas and engage in agricultural activities, the future IBB Center graduates will face a need to work with village leadership, governmental agencies and individual family groupings.

Motivation

In terms of potential student motivation several factors will interplay. The desire for additional schooling, upgrading skills, and job opportunities will all contribute to the personal

decision making of the student. Eligible students will then be offered free room and board as well as other inducements.

The situation created by the large emigration of laborers, the apparent decline in agricultural production, the high cost of labor and the need to create a more effective agricultural production system contribute to motivation on the part of the farmers to support the Center. These same factors will probably also contribute to the motivation of potential students.

Participator Profiles

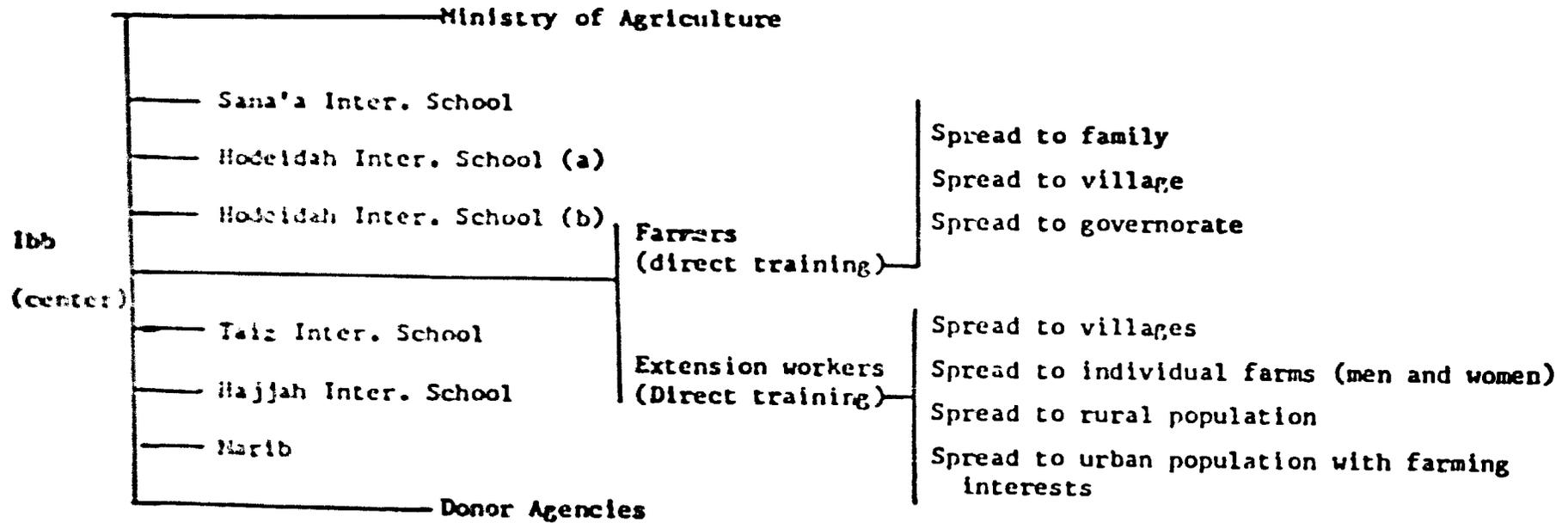
Different aspects of the Center will require participants with differing minimum requirements. In order to clarify, the following information is presented in table form. (See Table I on following page.)

The ultimate goals of this activity involve an extensive number of participants, services, technical assistance, personal contacts and/or direct instruction. The target group involves a total of 884,000 rural households which includes 800,000 farms and the majority of total Yemeni population. The extension concept aims to provide assistance and therefore encourage participation from as large a percentage of the above as humanly possible.

Table I. Social Soundness Analysis--Minimum Yemen Participator Profiles

<u>Specific Personnel</u>	<u>Yemen Participator Minimum Requirements</u>
Students	<ul style="list-style-type: none">(a) At least 15 years of age and no more than 20 years old.(b) Preference given to potential students from rural families.(c) Should hold the intermediate certificate.(d) Desire to work in agriculture in Yemen.
Faculty	<ul style="list-style-type: none">(a) Understand specific aspects of agriculture in Yemen.(b) Hold acceptable credentials.(c) Should have teaching, recruitment and Organizational skills.(d) Enjoy working with students and have motivation skills(e) Have understanding and appreciation of interaction of teaching, research and extension.(f) Arabic speaking ability
Center Administration	<ul style="list-style-type: none">(a) Have good teaching, administrative and organizational skills.(b) Hold acceptable credentials and have extensive knowledge of Yemen(c) Be acceptable to agencies, boards, ministry who are related to the Center in various ways and have positive relationship with them.(d) Have understanding and appreciation of the role of agriculture in the life of Yemen and knowledge of motivational models.(e) Have good communication skills
Representatives of Ministry, Agencies, Boards	<ul style="list-style-type: none">(a) Have an understanding and knowledge of necessary elements of a successful agriculture Training Center.(b) Have an understanding of basic extension philosophy.(c) Have complete understanding and support goals of program.

Table II. Social Soundness Analysis--Spread Effects of Ibb (Potential)



Obstacles: The problems faced by the farmers stem from several sources. Briefly the following listing may be considered some of the outstanding situations and/or problems facing the farmer:

- (a) The difficulty in moving from a traditional agricultural system to a market-oriented one.
- (b) The extreme shortage of agricultural professionals and technicians to staff agricultural institutions and to provide technical assistance in the field.
- (c) The increasing labor shortage due to emigration of adult males principally from the rural areas.
- (d) Institutionalized agricultural credit is not yet established among the majority of farmers. The lack of trained staff is also apparent in credit agencies.
- (e) The present land tenure situation and the fragmentation of cultivated plots makes it difficult for the sharecropper or small farmer to mechanize farm operations.
- (f) Help is needed in order to better utilize the land and water for the highest return crops. Specific geographic areas require specific work solutions.
- (g) Most farms need capital stock which will enable them to shift from subsistence labor to an intensive high out-put system.
- (h) Limited water resources including surface and underground water.

Communication Strategies. Information should go to group leaders first. Movies, television and radio are becoming more available almost daily and are excellent avenues of mass communications. Small group meetings or person-to-person discussions may be most effective if the information to be distributed is technical or detailed in nature.

Each type of communication must be evaluated separately relative to required audience, geographic area, timing and knowledge of potential participants.

B. Spread Effects: The Diffusion of Innovation.

The success or failure of the Center rests upon the effect the Project may have on agriculture and the people who participate in agriculture. People generally became a positive force in a project when they feel involved or when they feel they have an understanding of the project.

The potential spread effect of the Center is shown in Table II, Page 57. The possibilities may be relative to spread.

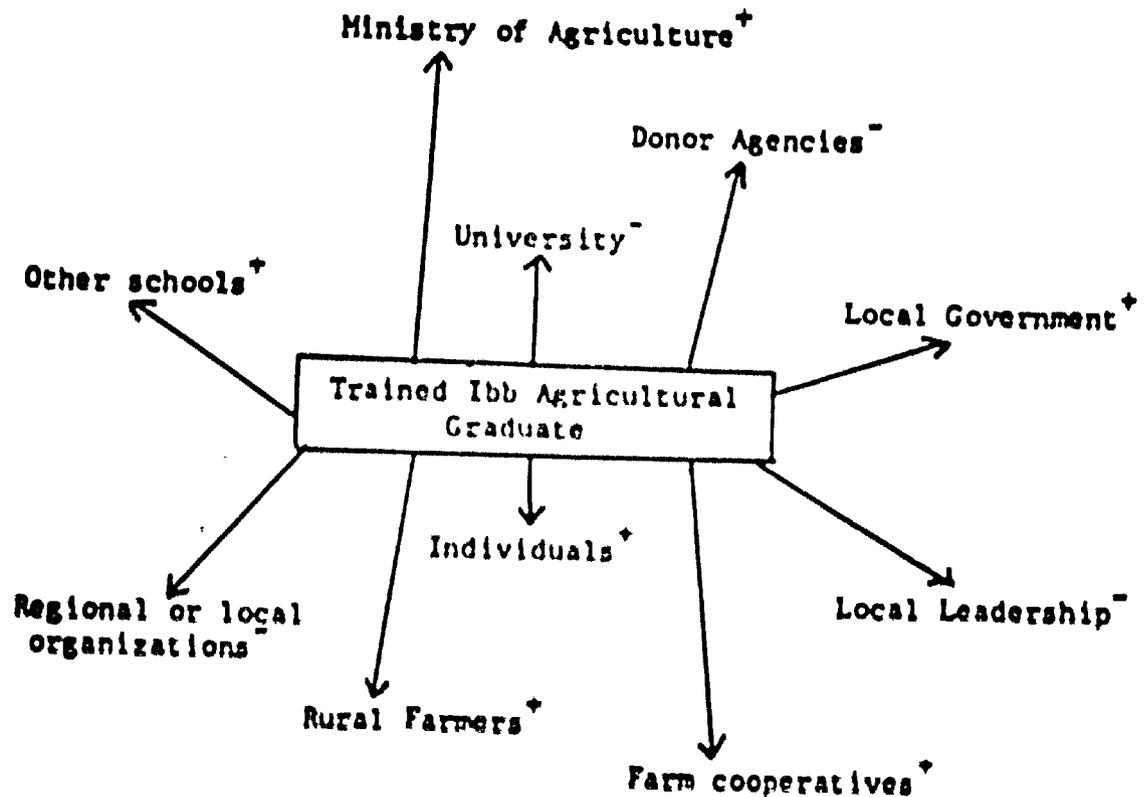
Leadership/Authority. The present rapidity and extent of social change in Yemen is currently or will in the future bring about a redefinition of leadership and authority roles. It appears that the most significant current changes which have potential to influence leadership are 1) changing consumption patterns; 2) large immigration out of Yemen for relatively short periods of time; 3) remittances as result of the immigration; and 4) the changing role of women.

Within the curriculum of the Ibb Center all of these changes as well as others yet unidentified must be considered. Graduates must be aware of the implications of the leadership/authority patterns so as to work more effectively with client groups.

Patterns of Mobility. Much has been written of the Yemeni labor migration. It is extensive and has long-reaching effects in the Yemeni economy, work force, social structure and consumer patterns. Migration as well as a subtle yet detectable movement from rural to urban areas must be considered when selecting potential Ibb students.

C. Social Consequences and Benefit Incidence

The Ibb Center is aimed at various segments of Yemen Society. The benefits will be felt from the rural farmer who receives help from an Ibb trained extension worker to the Ministry of Agriculture which will be able to utilize more trained workers in national programs. The farmer is defined as the person, male or female, who does the majority of work on the farm. A schematic representation may appear somewhat like the flow of benefit groups shown below:



Some of the groups noted above are potentially directly affected groups while others are indirectly affected. Directly affected are identified with + sign and indirectly affected are identified with - sign.

The primary target group of the Ibb Center is the student group. The secondary target group is the farmer population.

It appears at this time, that interest level of young students in agricultural work is not high. The image of agriculture is low primarily due to the low financial pay-off and the difficult living conditions.

The probability that Ibb graduates will continue in agriculture rather than go to college is probably 50/50 at this time. There is simply no track record on which to base this assumption. In terms of going on to college it can reasonably be assumed that graduates who do go on to college will choose to major in agriculture and will therefore be able to contribute even more to the Yemeni agriculture sector.

Present Extension Workers

The extension system which now exists in the YAR is not a national system. It appears that in some geographic areas some extension work is going

on but it does not appear to be centrally planned or directed.

The present extension workers are poorly trained and lacking in methodology. The training that they do have is in plant protection. They have little if any field supervision and no in-service training.

The salaries of the extension workers are low (marginal to poor). In terms of job enthusiasm it would be difficult for them to have any positive degree of job enthusiasm since they do not have a support system and have only limited supervision. They are provided with a motorcycle, monthly allowance for the cycle and housing. These items seem to be the only concrete rewards they receive for their job.

The assumption of the Project is that by turning out more qualified agricultural workers (competition between the private and public sectors will cause salaries to rise and the entire picture for the extension workers to improve. The presence in the country of a pool of qualified agricultural staff will ultimately help to influence government policy.

Employment

The impact of migration on the agricultural productivity of the country is generally unknown quantitatively. During the project, field surveys

will be conducted in this area. The informal evidence relative to migration and Yemen agriculture supports the hypothesis that agricultural production has been affected by migrant labor. The resulting absence of an adequate rural labor force has forced agricultural wage rates to rise. Another result of the labor migration is the increased agriculture mechanization made possible by incoming remittances. This particular aspect will be studied as to attain the optimum blend of appropriate mechanization with existing soil, crop, climate, space, etc. conditions.

D. Summary

The Ibb Center's ^{potential contribution is} broad in scope in that the creation of such a center could within a few years begin to impact the personal economy and feelings of self-worth by a sizable portion of the Yemeni rural population. Since the majority of the country's resident population is rural the impact may ultimately be felt in several segments of national life.

The Ibb ATC's future development in providing service to agriculture communities will require greater knowledge of the problems facing various farm communities. Therefore continuing socio-

economic studies will focus on identifying these problems. This information will be incorporated into the future design of the extension training program.

APPENDIX B

Women in Development

Because many working age men are away working in Saudi Arabia, Yemeni women are taking an active part in agriculture. Until further research is done, however, we will not know to what extent they are involved in decision-making rather than as simple laborers. The Ibb Agriculture Training Center will make every effort to provide an outreach program which will meet the needs of those women who are involved in agriculture production. Ultimately it is anticipated that through interaction with the leaders and farmers in the community, it will be possible to enroll female students in the three year secondary school program.

Appendix C
Job Requirements
for
Yemeni Professional Staff

1. Director of the Center

Job Requirements:

- (a) A university degree/Agricultural specialization and in agricultural education, as well as a teaching experience of no less than one year. Or alternatively, a university degree/ agricultural specialization and at least three years of practical experience. (Exposure in courses in Business Administration is preferable).
- (b) An outstanding record for the last year of work.
- (c) A record of good behavior.

The Director of the Center will be appointed by the Ministry of Education after consultation with the Department of Agricultural Education.

2. Assistant Director for Financial and Administrative Affairs

Job Requirements:

- (a) A university degree/administrative qualifications or a university degree.
- (b) An outstanding record for the last year of work.
- (c) A record of good behavior.

3. Assistant Director technical affairs

Job Requirements:

- (a) A university degree/agricultural specialization.
- (b) An outstanding record for the last year of work.
- (c) A record of good behavior

4. Teaching Staff

Job Requirements:

- (a) Teachers for non agriculture subjects
 1. A minimum of high school education with one year of teacher preparation.
 2. An outstanding record for the last year of work.
 3. A record of good behavior.
- (b) Counterparts for expatriate agriculture teachers
 1. B.S. in agriculture.
 2. Capacity to learn English.
 3. Record of good behavior

5. Farm Supervisors

Job Requirements:

(a) University degree/agricultural specialization or an agricultural (technical) secondary certificate.

(b) An outstanding record for the last year of work.

(c) A record of good behavior.

6. Guidance-Counselors: should hold a university degree in psychology, philosophy, or sociology.

7. Nutritionist and Health specialists: The nutritionist should hold a university degree in his field.

8. Resident Supervisors: The resident supervisor should hold a university degree or secondary certificate along with a practical experience in student supervision.

CRITERIA FOR EXPATRIATE STAFF SELECTION AND SALARY SCHEDULE

A.- Selection Criteria

- Experience (minimum 5 year)
- Degree level (preferrably M. S.)
- Teaching Experience at H. S. level
- Speak and read Arabic and English
- Experience in Yemen (desirable)

B.- Salary Schedule Criteria

1. Primary Criteria

- a. years of experience
- b. educational background

2. Secondary Criteria

- a. teaching experience
- b. experience in Yemen
- c. attitude and enthusiasm expressed toward the project
- d. ability to be a cooperative team member

Appendix D

Waivers

The following procurement waivers are required:

- I. Off-shelf single line item purchase increase from \$2,500 to \$25,000 (blanket waiver)

The above waiver is requested based upon the Phase I implementation of project activities. The arrival of the contractor (expected beginning FY 80), identification of specific project activities for the IBB/ATC, signing of an agreement by the contractor (CID), and moving into the immediate implementation of project activities will require the procurement of project commodities (AID funded) concurrent with the YARG-MOE inputs of labor and other project commodities as designated in the project agreement. The contractor, in order to meet the commodity commitment (AID funded) of the project agreement will require off-shelf procurement in the Near East of specific items; i.e., (1) Arabic language textbooks and reference materials, (2) essential home furnishings, and (3) office equipment and supplies. Procurement of these items, especially the Arabic language educational materials, in the quantities required for the ATC, would exceed the single line

limitation of \$2,500 for source Code 935 of these commodities. In order to expedite start-up activities for the ATC and reduce the time and bureaucratic procedures for waivers on a case by case basis, a blanket waiver is requested to increase off-shelf, single line item commodity purchases, Code 935 origin, from \$2,500 to \$25,000.

It is expected that once the contractor is operating under the implementation schedule of the ATC, other project commodities can be identified for offshore bulk procurement. However, ordering and delivery time of commodities to project site will require six (6) to twelve (12) months lead time. Therefore, it is expected that off-shelf procurement of project commodities will be the applicable procedure during the first year of the project for office and home furnishings, equipment, and supplies, and for the life-of-project for Arabic language education materials. U.S. procurement of commodities would be limited to procurement of house trailers and replacement vehicles.

II. Waiver of the 10 percent total local cost on local procurement

This waiver is requested on the basis that contracts, in implementing project activities and related commodity procurements, will have to procure commodi-

ties off-shelf in the YAR during the first year of the project. Offshore bulk commodity procurement (AID funded), at best, is expected to meet only 75 percent of identifiable commodities to be financed by AID under the agreement during the life of the project. Uncertainties in filling orders and deliveries of bulk commodities to the YAR on past and current AID funded projects in Yemen has resulted in overdependence on off-shelf local procurement to meet project commodity commitments. This waiver is requested on the basis of this USAID experience, which is anticipated to continue to be a recurring problem.

APPENDIX E-1

TABLE 8

In Country Expatriate Staff Support

	1st Year	2nd Year	3rd Year	4th Year	5th Year
Team Leader (Table 9)	132,888	142,190	152,143	162,733	174,189
Teaching Staff (Table 10)	428,640	642,103	687,050	735,144	786,604
1st year 5 staff					
2-5 years 7 staff					
Administrative Assistant/5 year	16,310	17,452	18,674	19,961	21,380
Bilingual Sec./5 year	12,815	13,712	14,672	15,700	16,800
Local Transportation	25,000	10,000	12,000	14,000	16,000
Driver	8,738	9,350	10,004	10,704	11,454
Local Rent	60,000	35,000	---	---	---
TOT Staff — 16 pa/year (Table 11)	205,715	220,115	235,523	252,010	269,650
Sub-Totals	890,106	1,089,922	1,130,066	1,210,272	1,296,077
TOTAL	5,616,443				

Appendix E-2

TABLE 9

Expatriate Team Leader

Salary	40,000
Fringe Benefits at 17%	6,800
Post-Allowance at 35%	14,000
Educational Allowance	3,000
R. & R	3,000
Moving Cost	20,000
Workmen Compensation 9% salary	3,600
Modified Direct Cost at 47%	<u>42,488</u>
TOTAL	132,888

APPENDIX E-3

TABLE 10

Annual Cost Estimate
for
Expatriate Professional Staff (Third Country Nationals)
(Family of Four)

Salary	37,440
Bonus and Severance Pay	6,178
Workmen Compensation (9%)	2,700
Moving Cost	12,000
MDC at 47%	<u>27,410</u>
	85,728

Appendix E-4

TABLE 11

TDY Staff

Cost for 12 Person Months

Salary	36,000
Fringe	6,120
Transportation - 12 trips at 1,800	21,600
Per Diem - 350 days at 110.00	38,500
Miscellaneous	3,000
MDC at 47%	<u>49,453</u>
	154,673

Local Staff Salaries

Driver Salary	7,500/year + 16 1/2%	8,738
Secretary	11,000/year + 16 1/2%	12,815
Adm. Asst.	14,000/year + 16 1/2%	16,310

APPENDIX E-5

TABLE 12

In U.S. Support

	1st Year	2nd Year	3rd Year	4th Year	5th Year
Project Director (Table 13)	98,400	105,288	112,658	120,544	128,982
.5 Administrative Assistant	13,104	14,021	15,003	16,053	17,177
Secretary	17,222	18,428	19,717	21,098	22,575
Technical Back Stopping 6 pm/year (Table 14)	32,624	32,908	37,351	39,966	42,763
Language Training Staff release time at 25,000 Training cost at 10,000	35,000	37,450	40,072		
Miscellaneous i.e., Communication, Supplies	4,000	4,400	4,840	5,324	5,856
Sub-Totals	200,350	214,495	229,641	202,985	217,353
TOTAL	1,064,824				

Appendix E-6

TABLE 13

In U.S. - CID/Project Director

Salary	34,000
Fringe Benefits	5,780
Transportation	
4 trips Yemen & Recruitment	8,000
Domestic	2,000
Per Diem	
a) Institutional - 90 days at \$110.00	9,900
b) Domestic - 34 days at \$44.00	1,320
Miscellaneous	500
MDC at 60%	<u>16,900</u>
TOTAL	98,400

Appendix E-7

TABLE 14

In U.S. Technical Backstopping

12 Person Months

Salary	34,000
Fringe Benefits	5,780
Miscellaneous	1,000
MDC at 60%	<u>24,468</u>
TOTAL	65,248

Other Budget Information

In U.S. Support

Secretary

Salary	9,200
Fringe	1,564
MDC at 60%	<u>6,458</u>
	<u>17,222</u>

Administrative Asst.

Salary	14,000
Fringe	2,380
MDC at 60%	<u>9,828</u>
	<u>26,208</u>

APPENDIX F
STATUTORY CHECKLIST

I. Country Checklist

A. General Criteria for Country Eligibility

1. FAA Sec. 116. Can it be demonstrated that contemplated assistance will directly benefit the needy? If not, has the Department of State determined that this government has engaged in a consistent pattern of gross violations of internationally recognized human rights?

1. Yes. As agricultural education under this project is transferred into extension, Yemen's farmers, almost all of whom can be considered among the relatively needy, stand to benefit. In addition, the provision of educational opportunities themselves provide an opportunity for upward social/economic mobility.

2. FAA Sec. 481. Has it been determined that the government of recipient country has failed to take adequate steps to prevent narcotics drugs and other controlled substances (as defined by the Comprehensive Drug Abuse Prevention and Control Act of 1970) produced or processed, in whole or in part, in such country, or transported through such country, from being sold illegally within the jurisdiction of such country to U.S. Government personnel or their dependents, or from entering the United States unlawfully?

2. No.

3. FAA Sec. 620(b). If assistance is to a government, has the Secretary of State determined that it is not controlled by the international Communist movement?

3. Yes.

4. FAA Sec. 620(c). If assistance is to government, is the government liable as debtor or unconditional guarantor on any debt to a U.S. Citizen for goods or services furnished or ordered where (a) such citizen has exhausted available legal remedies and (b) debt is not denied or contested by such government?

4. Yemen is not known to be in violation of this section.

5. FAA Sec. 620(e)(1). If assistance is to a government, has it (including government agencies or subdivisions) taken any action which has the effect of nationalizing, expropriating, or otherwise seizing ownership or control of property of U.S. citizens or entities beneficially owned by them without taking steps to discharge its obligations toward such citizens or entities?

5. Yemen is not known to be in violation of this section

6. FAA Sec. 620(a), 620(f); FY 79 App. Act, Sec. 108, 114 and 606. Is recipient country a Communist country? Will assistance be provided to the Socialist Republic of Vietnam, Cambodia, Laos, Cuba, Uganda, Mozambique, or Angola?

6. No.

7. FAA Sec. 620(1). Is recipient country in any way involved in (a) subversion of, or military aggression against, the United States or any country receiving U.S. assistance, or (b) the planning of such subversion or aggression?

7. a. No.
b. No.

8. FAA Sec. 620(j). Has the country permitted, or failed to take adequate measures to prevent, the damage or destruction, by mob action, of U.S. property?

8. Not since 1967.

9. FAA Sec. 620(1). If the country has failed to institute the investment guaranty program for the specific risks of expropriation, inconvertibility or confiscation, has the AID Administrator within the past year considered denying assistance to such government for this reason?

9. N/A

10. FAA Sec. 620(o); Fishermen's Protective Act of 1967, as amended, Sec. 5. If country has seized, or imposed any penalty or sanction against, any U.S. fishing activities in international waters:

10. N/A

a. has any deduction required by the Fishermen's Protective Act been made?

b. has complete denial of assistance been considered by AID Administrator?

11. FAA Sec. 620; FY 79 App. Act. Sec. 603. (a) Is the government of the recipient country in default for more than 6 months on interest or principal of any AID loan to the country? (b) Is country in default exceeding one year on interest or principal on U.S. loan under program for which App. Act appropriates funds?

11. a. No.
b. No.

12. FAA Sec. 620(s). If contemplated assistance is development loan or from Economic Support Fund, has the Administrator taken into account the percentage of the country's budget which is for military expenditures, the amount of foreign exchange spent on military equipment and the amount spent for the purchase of sophisticated weapons systems? (An affirmative answer may refer to the record of the annual "Taking Into Consideration" memo: "Yes, as reported in annual report on implementation of Sec. 620(s)." This report is prepared at time of approval by the Administrator of the Operational Year Budget and can be the basis for an affirmative answer during the fiscal year unless significant changes in circumstances occur.)

12. Consideration has been given to Yemen's military expenditures as required under Sec. 620(s) and they have not been found excessive.

13. FAA Sec. 620(t). Has the country severed diplomatic relations with the United States? If so, have they been resumed and have new bilateral assistance agreements been negotiated and entered into since such resumption?

13. Diplomatic relations were broken in 1967. In 1973, diplomatic relations were re-established. AID assistance was resumed under the existing bilateral agreement.

14. FAA Sec. 620(u). What is the payment status of the country's U.N. obligations? If the country is in arrears, were such arrearages taken into account by the AID Administrator in determining the current AID Operational Year Budget?

14. Yemen is current in its U.N. payment obligation.

15. FAA Sec. 620A, FY 79 App. Act. Sec. 607. Has the country granted sanctuary from prosecution to any individual or group which has committed an act of international terrorism?

15. No.

16. FAA Sec. 666. Does the country object, on basis of race, religion, national origin or sex, to the presence of any officer or employee of the U.S. there to carry out economic development program under FAA?

16. AID has no knowledge of such objection.

17. FAA Sec. 669, 670. Has the country, after August 3, 1977, delivered or received nuclear enrichment or reprocessing equipment, materials, or technology, without specified arrangements or safeguards? Has it detonated a nuclear device after August 3, 1977, although not a "nuclear-weapon State" under the non-proliferation treaty?

17. No.

B. Funding Criteria for Country Eligibility

1. Development Assistance Country Criteria

a. FAA Sec. 102(b)(4). Have criteria been established and taken into account to assess commitment progress of country in effectively involving the poor in development, on such indexes as: (1) increase in agricultural productivity through small-farm labor intensive agriculture, (2) reduced infant mortality, (3) control of population growth, (4) equality of income distribution, (5) reduction of unemployment, and (6) increased literacy?

1.a. The YARG Five-Year Plan calls for programs that will result in increased agricultural production and directly affect the role of the rural poor, with particular emphasis is laid on expansion of extension services.

b. FAA Sec. 104(d)(1). If appropriate, is this development (including Sahel) activity designed to build motivation for smaller families through modification of economic and social conditions supportive of the desire for large families in programs such as education in and out of school, nutrition, disease control, maternal and child health services, agricultural production, rural development, and assistance to urban poor?

1.b. No.

Criteria 2. Economic Support Fund Country 2. N/A

a. FAA Sec. 502B. Has the country engaged in a consistent pattern of gross violations of internationally recognized human rights?

b. FAA Sec. 533(b). Will assistance under the Southern Africa program be provided to Mozambique, Angola, Tanzania, or Zambia? If so, has President determined (and reported to the Congress) that such assistance will further U.S. foreign policy interests?

c. FAA Sec. 609. If commodities are to be granted so that sale proceeds will accrue to the recipient country, have Special Account (counterpart) arrangements been made?

d. FY 79 App. Act. Sec. 113. Will assistance be provided for the purpose of aiding directly the efforts of the government of such country to repress the legitimate rights of the population of such country contrary to the Universal Declaration of Human Rights?

e. FAA Sec. 620B. Will security supporting assistance be furnished to Argentina after September 30, 1978?

II. Project Checklist

A. General Criteria

1. FY 79 App. Act Unnumbered; FAA Sec. 653(b); Sec. 634A. (a) Describe how Committees on Appropriations of Senate and House have been or will be notified concerning the project; (b) is assistance within (Operational Year Budget) Country or international organization allocation reported to Congress (or not more than \$1 million over that figure)?
 1. a. 1980 Congressional Presentation, p.176
 - b. Yes.

2. FAA Sec. 611(a)(1). Prior to obligation in excess of \$100,000, will there be (a) engineering, financial, and other plans necessary to carry out the assistance and (b) a reasonably firm estimate of the cost to the U.S. of the assistance?
 2. a. Yes.
 2. b. Yes.

3. FAA Sec. 611(a)(2). If further legislative action is required within recipient country, what is basis for reasonable expectation that such action will be completed in time to permit orderly accomplishment of purpose of the assistance?
 3. No further action required.

4. FAA Sec. 611(b); FY 79 App. Act Sec. 101. If for water or water-related land resource construction, has project met the standards and criteria as per the Principles and Standards for Planning Water and Related Land Resources dated October 25, 1973?
 4. N/A

5. FAA Sec. 611(e). If project is capital assistance (e.g., construction), and all U.S. assistance for it will exceed \$1 million, has Mission Director certified and Regional Assistant Administrator taken into consideration the country's capability effectively to maintain and utilize the project?
 5. N/A

6. FAA Sec. 209. Is project susceptible of execution as part of regional or multilateral project? If so why is project not so executed? Information and conclusion whether assistance will encourage regional development programs.

6. No (Note: construction of facilities already financed under IBRD loan.)

7. FAA Sec. 601(a). Information and conclusions whether project will encourage efforts of the country to: (a) increase the flow of international trade; (b) foster private initiative and competition; (c) encourage development and use of cooperatives, credit unions, and savings and loan associations; (d) discourage monopolistic practices; (e) improve technical efficiency of industry, agriculture and commerce; and (f) strengthen free labor unions.

7. As the country's first agricultural education institution, the potential for Ibb ATC to effect improvements in the technical efficiency of local agriculture is significant.

8. FAA Sec. 601(b). Information and conclusion of how project will encourage U.S. private trade and investment abroad and encourage private U.S. participation in foreign assistance programs (including use of private trade channels and the services of U.S. private enterprise).

8. No direct effect.

9. FAA Sec. 612(b); Sec. 636(h). Describe steps taken to assure that, to the maximum extent possible, the country is contributing local currencies to meet the cost of contractual and other services, and foreign currencies owned by the U.S. are utilized to meet the cost of contractual and other services.

9. Host country is contributing all local support costs for operating the Ibb ATC including supplies, support and counterpart staff and student stipends. USAID contribution is restricted to provision and support of technical services, training, and limited educational materials.

10. FAA Sec. 612(d). Does the U.S. own excess foreign currency of the country and, if so, what arrangements have been made for its release?

10. N/A

11. FAA Sec. 601(e). Will the project utilize competitive selection procedures for the awarding of contracts, except where applicable procurement rules allow otherwise?

11. No. CID has already been awarded the contract, based on competitive selection, for all Project 0052 (Title XII) activities.

12. FY 79 App. Act Sec. 608. If assistance is for the production of any commodity for export, is the commodity likely to be in surplus on world markets at the time the resulting productive capacity becomes operative, and is such assistance likely to cause substantial injury to U.S. producers of the same, similar, or competing commodity?

12. N/A

B. Funding Criteria

1. Development Assistance Project Criteria

a. FAA Sec. 102(b); 111; 113; 281a. Extent to which activity will (a) effectively involve the poor in development, by extending access to economy at local level, increasing labor-intensive production and the use of appropriate technology, spreading investment out from cities to small towns and rural areas, and insuring wide participation of the poor in the benefits of development on a sustained basis, using the appropriate U.S. institutions; (b) help develop cooperatives, especially by technical assistance, to assist rural and urban poor to help themselves toward better life, and otherwise encourage democratic private and local governmental institutions; (c) support the self-help efforts of developing countries; (d) promote the participation of women in the national economies of developing countries and the improvement of women's status; and (e) utilize and encourage regional cooperation by developing countries?

1. a. This project is not designed to directly involve the poor, help develop cooperatives, promote the participation of women or utilize and encourage regional cooperation, although these should be among the indirect benefits. The project does focus explicitly on support to Yemen's self-help effort in agriculture.

b. FAA Sec. 103, 103A, 104, 105, 106, 107. Is assistance being made available: (include only applicable paragraph which corresponds to source of funds used. If more than one fund source is used for project, include relevant paragraph for each fund source.)

(1) (103) for agriculture, rural development or nutrition; if so, extent is specifically designed to increase productivity and income of rural poor; (103A) if for agricultural research, is full account taken of needs of small farmers;

b. (1) The project, using section 103 funds, is in the field of agricultural education, attempting to develop a functioning technical agricultural secondary school. Emphasis in the curriculum will be on the directly practical rather than the theoretical, with a strong element of extension and demonstration. To the extent that these emphases are successfully carried out the results should benefit the country farmers, both the relative poor and the wealthy, although priority will go toward the farmer.

(2) (104) for population planning under sec. 104(b) or health under sec. 104(c); if so, extent to which activity emphasizes low-cost, integrated delivery systems for health, nutrition and family planning for the poorest people, with particular attention to the needs of mothers and young children, using paramedical and auxiliary medical personnel, clinics and health posts, commercial distribution systems and other modes of community research.

(2) N/A

(3) (105) for education, public administration, or human resources development; if so, extent to which activity strengthens nonformal education, makes formal education more relevant, especially for rural families and urban poor, or strengthens management capability of institutions enabling the poor to participate in development;

(3) See 1 above

(4) (106) for technical assistance, energy, research, reconstruction, and selected development problems, if so, extent activity is:

(4) N/A

(i) technical cooperation and development, especially with U.S. private and voluntary, or regional and international development, organizations;

(ii) to help alleviate energy problems;

(iii) research into, and evaluation of, economic development processes and techniques;

(iv) reconstruction after natural or manmade disaster;

(v) for special development problem, and to enable proper utilization of earlier U.S. infrastructure, etc., assistance;

(vi) for programs of urban development, especially small labor-intensive enterprises marketing systems, and financial or other institutions to help urban poor participate in economic and social development.

c. (107) Is appropriate effort placed on use of appropriate technology?

c. To the extent possible in the educational process

d. FAA Sec. 110(a). Will the recipient country provide at least 25% of the costs of the program, project, or activity with respect to which the assistance is to be furnished (or has the latter cost-sharing requirement been waived for a "relatively least-developed" country)?

d. No. Waiver will be required for a "relatively least-developed" country.

e. FAA Sec. 110(b). Will grant capital assistance be disbursed for project over more than 3 years? If so, has justification satisfactory to the Congress been made, and efforts for other financing, or is the recipient country "relatively least developed"?

e. N/A

f. FAA Sec. 281(b). Describe extent to which program recognizes the particular needs, desires, and capacities of the people of the country; utilizes the country's intellectual resources to encourage institutional development; and supports civil education and training in governmental and political processes essential to self-government.

f. Agriculture is current the largest sector of the economy, although new base by a range of economic and technical problems. A particular need in Yemen is f well-trained and motivated agricultural extension workers in both the public and private sectors. This project is designed to develop the institutional capability to provide such middle-level technicians.

g. FAA Sec. 122(b). Does the activity give reasonable promise of contributing to the development of economic resources, or to the increase or productive capacities and self-sustaining economic growth?

g. Yes.

2. Development Assistance Project 2. N/A
Criteria (Loans Only)

a. FAA Sec. 122(b). Information and conclusion on capacity of the country to repay the loan, including reasonableness of repayment prospects.

b. FAA Sec. 620(d). If assistance is for any productive enterprise which will compete in the U.S. with U.S. enterprise, is there an agreement by the recipient country to prevent export to the U.S. of more than 20% of the enterprise's annual production during the life of the loan?

3. Project Criteria Solely for Economic Support Fund 3. N/A

a. FAA Sec. 531(a). Will this assistance support promote economic or political stability? To the extent possible, does it reflect the policy directions of section 102?

b. FAA Sec. 533. Will assistance under this chapter be used for military, or paramilitary activities?

III. Standard Item Checklist

A. Procurement

1. FAA Sec. 602. Are there arrangements to permit U.S. small business to participate equitably in the furnishing of goods and services financed? 1. Yes.
2. FAA Sec. 604(a). Will all commodity procurement financed be from the U.S. except as otherwise determined by the President or under delegation from him? 2. Yes
3. FAA Sec. 604(d). If the cooperating country discriminates against U.S. marine insurance companies, will agreement require that marine insurance be placed in the United States or commodities financed? 3. N/A
4. FAA Sec. 604(e). If off-shore procurement of agricultural commodity or product is to be financed, is there provision against such procurement when the domestic price of such commodity is less than parity? 4. N/A
5. FAA Sec. 608(a). Will U.S. Government excess personal property be utilized wherever practicable in lieu of the procurement of new items? 5. Yes
6. FAA Sec. 603. (a) Compliance with requirement in section 901(b) of the Merchant Marine Act of 1936, as amended, that at least 50 percentum of the gross tonnage of commodities (computed separately for dry bulk carriers, dry cargo liners, and tankers) financed shall be transported on privately owned U.S.-flag commercial vessels to the extent that such vessels are available at fair and reasonable rates. 6. Yes
7. FAA Sec. 621. If technical assistance is financed, will such assistance be furnished to the fullest extent practicable as goods and professional and other services from private enterprise on a contract basis? If the facilities of other Federal agencies will be utilized, are they particularly 7. Yes

suitable, not competitive with private enterprise, and made available without undue interference with domestic programs?

8. International Air Transport. Fair Competitive Practices Act, 1974. 8. Yes
If air transportation of persons or property is financed on grant basis, will provision be made that U.S.-flag carriers will be utilized to the extent such service is available?

9. FY 79 App. Act Sec. 105. 9. Yes
Does the contract for procurement contain a provision authorizing the termination of such contract for the convenience of the United States?

B. Construction

1. FAA Sec. 601(d). 1. N/A
If a capital (e.g., construction) project, are engineering and professional services of U.S. firms and their affiliates to be used to the maximum extent consistent with the national interest?

2. FAA Sec. 611(c). 2. N/A
If contracts for construction are to be financed, will they be let on a competitive basis to maximum extent practicable?

3. FAA Sec. 620(k). 3. N/A
If for construction of productive enterprise, will aggregate value of assistance to be furnished by the United States not exceed \$100 million?

C. Other Restrictions

1. FAA Sec. 122(e). 1. N/A
If development loan, is interest rate at least 2% per annum during grace period and at least 3% per annum thereafter?

2. FAA Sec. 301(d). 2. N/A
If fund is established solely by U.S. contributions and administered by an international organization, does Comptroller General have audit rights?

3. FAA Sec. 620(h). Do arrangements preclude promoting or assisting the foreign aid projects or activities of Communist-bloc countries, contrary to the best interests of the United States? 3. Yes
4. FAA Sec. 636(1). Is financing not permitted to be used, without waiver, for purchase, long-term lease, or exchange of motor vehicle manufactured outside the United States, or guaranty of such transaction? 4. Yes
5. Will arrangements preclude use of financing: 5. N/A
- a. FAA Sec. 104(f). To pay for performance of abortions or to motivate or coerce persons to practice abortions, to pay for performance of involuntary sterilization, or to coerce or provide financial incentive to any person to undergo sterilization?
- b. FAA Sec. 620(g). To compensate owners for expropriated nationalized property?
- c. FAA Sec. 660. To finance police training or other law enforcement assistance, except for narcotics programs?
- d. FAA Sec. 662. For CIA activities?
- e. FY 79 App. Act. Sec. 104. To pay pensions, etc., for military personnel?
- f. FY 79 App. Act. Sec. 106. To pay U.N. assessments?
- g. FY 79 App. Act. Sec. 107. To carry out provisions of FAA sections 209(d) and 251(h)? (Transfer of FAA funds to multilateral organizations for lending.)
- h. FY 79 App. Act. Sec. 112. To finance the export of nuclear equipment, fuel, or technology or to train foreign nations in nuclear fields?

1. FY 79 App. Act Sec. 601.
To be used for publicity on propoganda
purposes within United States not authorized
by the Congress?

Appendix G
Request for Waiver
Host Country Contract

It is the judgment of USAID/Sana that the Yemen Arab Republic Government, acting through the Ministry of Education, does not possess the administrative capability nor means of developing such capability in the nearfuture to negotiate, execute and administer a Host Country Contract of the complexity and magnitude of the proposed Agriculture Development Support Project.

The fragile administrative structure and limited trained staff mitigates against significant additional administrative burden inherent in a Host Country Contract of the size to be implemented by the Consortium for International Development (CID).

YARG's inability at present to execute this Host Country Contract does not, of course, exclude the possibility of a Host Country Contract for this project at a later date.

The USAID/Sana therefore requests a waiver of the Host Country contracting procedure for project 279-0052, Agriculture Development Support.

Mary C. Neville 7-23-79
Mary C. Neville
Acting Director

APPENDIX H
LETTER OF REQUEST

Appendix H-1 is a copy of the
official request from the Yemen Arab
Republic Government.

Mary C. Neville, 7-23-79
Mary C. Neville
Acting Director

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

رقم 40 ACR + Desk

Yemen Arab Republic
PRIME MINISTER'S OFFICE
CENTRAL PLANNING ORGANISATION

P. O. Box : 175 - SANA'A
Teleg. : CENPLAN
Phone : 2992-3

المجلس المركزي للتخطيط
رئاسة مجلس الوزراء
الجهاز المركزي للتخطيط
صندوق بريد ١٧٥١ - صنعاء
تلفرافياً : صنعاء
تلفون : ٢٩٩٢-٣

Appendix H-1

Dept : _____
Our Ref : 1858 7
Date : May 10, 1979

إدارة : _____
رقم الصادر : _____
التاريخ : _____

Subject Project 279-052 Agricultural Development - الموضوع
support.

Mr. R. Huesmann,
Director,
USAID,
Sana'a.

Dear Mr. Huesmann,

With reference to the USAID letter on Project 279-052 "Agricultural Development Support" of March 17th 1979, we request that you proceed with the development of the mobilization sub-project for the Ibb Agricultural Training Center and the proposed design of the overall project.

With best regards,



Yours sincerely,

Al-Sahar.
Deputy Minister of Development
Deputy Chairman C.P.O.

c... Ministry of Foreign Affairs.
Ministry of Agriculture.
Ministry of Education.

UNCLASSIFIED
Department of State

INCOMING
TELEGRAM

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ACTION AID-23

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SANA 06654 200824Z

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P 191300Z SEP 79
FM AMEIBAGGY SANA
TO SECSTATE WASHDC PRIORITY 393

UNCLAS SANA 6654

AIDAG

E.O. 12865: NA
SUBJECT: 279-0052 - AGRICULTURE DEVELOPMENT SUPPORT: 188/ATC PP

REF: (A) STATE 245354; (B) STATE 225210

1. TEXT 17 MARCH 79 USAID TO YARG LETTER FOLLOWS RESPONSE REF. A PAR 2. REGRET USAID DID NOT UNDERSTAND REF B PARA 12A TO HAVE BEEN A REQUEST FOR COPY THIS LETTER.

2. SHORT TEXTS 25 AND 26 JULY 79 YARG TO USAID LETTERS FROM CPO AND ACTING MINISTER OF AGR RESPECTIVELY ALSO INCLUDED.

3. QUOTE: MR. ALI AL-BAHR, DEPUTY MINISTER, CENTRAL PLANNING ORGANIZATION, SANA'A, YEMEN ARAB REPUBLIC; RE: PROJECT 279-052, AGRICULTURAL DEVELOPMENT SUPPORT. DEAR MR. AL-BAHAR: THE PURPOSE OF THIS LETTER IS TO ACQUAINT YOU WITH THE CURRENT STATUS OF DEVELOPMENT OF THE "AGRICULTURAL DEVELOPMENT SUPPORT PROJECT." AS THIS PROJECT IS BEING DEVELOPED UNDER TITLE XII OF CURRENT U.S. FOREIGN ASSISTANCE LEGISLATION WHICH PROVIDES FOR AN INCREASE ROLE IN INTERNATIONAL DEVELOPMENT ON THE PART OF U.S. "LAND GRANT" AGRICULTURAL UNIVERSITIES, THE PROJECT IS SOMETIMES REFERRED TO AS THE "YEMEN TITLE XII PROGRAM." INCIDENTALLY, YOU MAY BE INTERESTED TO KNOW THAT THE PROJECT IN YEMEN IS THE FIRST MAJOR PROGRAM BEING DEVELOPED UNDER TITLE XII AND IS RECEIVING CONSIDERABLE INTEREST IN THE UNITED STATES.

BASED ON EVALUATIONS OF EXPRESSIONS OF INTEREST RECEIVED FROM A NUMBER OF UNIVERSITIES, THE CONSORTIUM FOR INTERNATIONAL DEVELOPMENT (CID) WAS SELECTED FOR FINAL DESIGN AND IMPLEMENTATION OF THIS PROGRAM. (IMPLEMENTATION OF THE PROGRAM BY CID IS SUBJECT TO A FINAL DECISION BASED ON AN EVALUATION OF THE QUALITY OF THEIR DESIGN EFFORT.)

THE MEMBER UNIVERSITIES OF CID WHO ARE EXPECTED TO PARTICIPATE IN THE YEMEN TITLE XII PROGRAM ARE COLORADO STATE UNIVERSITY, UTAH STATE UNIVERSITY, TEXAS TECHNICAL UNIVERSITY, OREGON STATE UNIVERSITY, WASHINGTON STATE UNIVERSITY AND THE UNIVERSITY OF ARIZONA. THE LETTER HAS BEEN SELECTED BY CID AS THE "LEAD UNIVERSITY" RESPONSIBLE FOR COORDINATION OF CID ACTIVITIES. IT IS EXPECTED THAT CID WILL DRAW ON THE EXPERTISE OF OTHER UNIVERSITIES AS REQUIRED, PARTICULARLY MIDDLE EASTERN UNIVERSITIES WITH PROGRAMS IN AGRICULTURE.

CID IS NOW ORGANIZING THE FINAL DESIGN TEAM WHICH IS EXPECTED TO ARRIVE IN YEMEN IN LATE MARCH OR EARLY APRIL. IT IS ANTICIPATED THAT 15-20 U.S. CONSULTANTS WILL PARTICIPATE IN THE DESIGN EFFORT WHICH WILL LAST 2-3 MONTHS.

THE TITLE XII PROGRAM IS VIEWED BY AID AS A LONG TERM COMMITMENT TO AGRICULTURAL DEVELOPMENT IN YEMEN, BOTH ON THE PART OF AID AND THE AMERICAN UNIVERSITIES INVOLVED.

THE TASK OF THE DESIGN TEAM WILL BE TO WORK WITH MINISTRY OF AGRICULTURE AND THE MINISTRY OF EDUCATION IN ESTABLISHING THE OVERALL PARAMETERS FOR THE YEMEN TITLE XII PROGRAM, DEVELOPING A MORE SPECIFIC FRAMEWORK FOR THE FIRST FIVE-YEAR PHASE (FOR WHICH WE ARE PROJECTING AN AID FINANCED CONTRIBUTION IN THE RANGE OF DOLLS 20 MILLION) AND PREPARING DETAILED FINAL DESIGN DOCUMENTS FOR THE "CORE" TECHNICAL ASSISTANCE TEAM AND SUB-PROJECTS TO INITIATED IN 1979 AND 1980.

ONE OF THE INITIAL SUB-PROJECTS TO BE INCLUDED IN THE TITLE XII PROGRAM IS THE DEVELOPMENT OF THE AGRICULTURAL TRAINING CENTER AT 188, THE PHYSICAL CONSTRUCTION OF WHICH HAS BEEN FINANCED BY IBRD. AS THE TARGET DATE FOR OPENING OF THE SCHOOL IS SEPTEMBER 1979, USAID, YEMEN FINANCED THE SERVICES OF A PRELIMINARY DESIGN TEAM LATE LAST YEAR TO ACCELERATE THE DEVELOPMENT OF THIS ASPECT OF THE OVERALL PROGRAM. ONE OF THE MAJOR FINDINGS OF THE PRELIMINARY DESIGN TEAM WAS THE IDENTIFICATION OF THE NEED FOR CONSULTANCY SERVICES TO ASSIST IN THE INITIAL PREPARATIONS FOR THE ESTABLISHMENT OF THE SCHOOL. ACCORDINGLY, USAID/YEMEN HAS REQUESTED AID/WASHINGTON TO CONSIDER THE POSSIBILITY OF A SMALL "INTERIM" PROJECT (APPROXIMATELY DOLLS 500,000) TO PROVIDE THE CONSULTANCY SERVICE REQUIREMENTS. I ENCLOSE A COPY OF THE PROJECT PAPER FOR THIS PROPOSED "INTERIM" PROJECT, AND WOULD APPRECIATE YOUR REACTION TO IT. IF ALL GOES WELL, WE WOULD HOPE TO HAVE THE FULL-TIME CONSULTANT AT POST WITHIN 2-3 MONTHS.

I WILL ADVISE YOU AS SOON AS WE HAVE MORE PRECISE INFORMATION ON THE FINAL DESIGN TEAM FOR THE OVERALL TITLE XII PROGRAM. SINCERELY, HARRY R. JOHNSON, PROGRAM OFFICER. CC: MINISTER OF AGRICULTURE AND MINISTER OF EDUCATION. UNQUOTE.

4. QUOTE: DEAR DR. NEVILLE, THE GOVERNMENT OF THE YEMEN ARAB REPUBLIC IS PLEASED TO REQUEST USAID TO ASSIST AGRICULTURAL DEVELOPMENT IN YEMEN THROUGH THE PROPOSED AGRICULTURE DEVELOPMENT SUPPORT PROJECT. DETAILS OF THE PROJECT WILL BE DETERMINED BY REPRESENTATIVES OF THE YEMEN ARAB GOVERNMENT AND YOUR STAFF. YOURS SINCERELY, ALI AL-BAHR, DEPUTY CHAIRMAN, CENTRAL PLANNING ORGANIZATION. UNQUOTE.

5. QUOTE: DEAR DR. NEVILLE: THE GOVERNMENT OF THE YEMEN ARAB REPUBLIC IS PLEASED TO REQUEST USAID TO ASSIST AGRICULTURAL DEVELOPMENT IN YEMEN THROUGH THE PROPOSED AGRICULTURAL DEVELOPMENT SUPPORT PROJECT. DETAILS OF THE PROJECT WILL BE DETERMINED BY ACTIVITIES OF THE YEMEN ARAB REPUBLIC AND YOUR STAFF. SINCERELY YOURS, MOHAMMED AL-KHADEM AL-WAJIH, MINISTER OF EDUCATION, AND ACTING MINISTER OF AGRICULTURE. UNQUOTE. LANE

YEMEN ARAB REPUBLIC

-92B-



MINISTRY OF EDUCATION

MINISTER OFFICE

جمهورية العربية اليمنية

وزارة التربية والتعليم

مكتب الوزير

نحریرانی
بیان

4958 القید

الملف

المرقات

July 26 1979

Dr. Mary C Neville
Acting Director
USAID / YEMEN

Subject : Agricultural Development Support Project

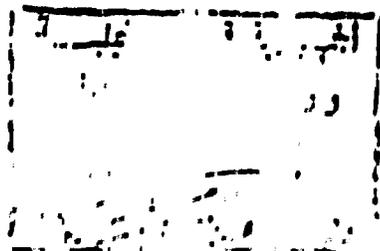
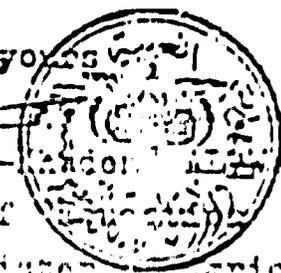
Dear Dr. Neville :

The Government of the Yemen Arab Republic is pleased to request USAID to assist agricultural development in Yemen through the proposed Agriculture Development Support Project

Details of the project will be determined by representatives of the Yemen Arab Republic and your staff .

Sincerely yours

Mohamed Al-Randou
Minister of
Acting Minister of Agricultural



APPENDIX I

INITIAL ENVIRONMENTAL EXAMINATION

Project Location: Yemen Arab Republic

Project Title: Agricultural Development Support:
Ibb Agricultural Training Center

Funding (AID): 11,000,000

Life of Project: 5 years

IEE prepared by: C. M. Uphaus

Environmental Action Recommended: Negative Determination

Mission Concurrence: Mary C. Neville 7-23-79
M. C. Neville Date
Acting Director

For NE bureau

Action Recommended: Negative Determination

Approval: _____

_____ Date

Disapproval: _____

_____ Date

Basis for recommendation: The IEE contained in the approved PID for Project 0052 Agricultural Development Support (which included the Ibb ATC) stated in part, "For other activities such as the Ibb and Wadi Surdud Training Centers, environmental assessments should not be required." The rationale underlying this view is that development of educational institutions, with the exception of the minor disruption associated with facilities construction, will not have any direct foreseeable environmental impact. The long-term, indirect environmental impact will largely be a function of the school's curriculum and its application. At Ibb ATC (and any future agricultural education involvement on the part of USAID/Yemen) strong emphasis will be placed on environmentally sound practices including proper use of agricultural chemicals, soil and water conservation and appropriate machinery use, and on socially sensitive extension techniques.

For the above reasons, a negative determination is recommended.

memorandum

DATE: August 14, 1979

REPLY TO
ATTN OF: NE/PD/PDS, Stephen F. Lintner *SFL*

SUBJECT: YEMEN: Ibb Agriculture Training Center (279-0052) -
Environmental Clearance

TO: NE/TECH/AD, G. Tracy Atwood

I have reviewed the Initial Environmental Examination (IEE) submitted for the proposed project and concur with the "Negative Determination" recommendation of the Mission.

cc: GC/NE, Gary Bisson
USAID/Sana, Frank Pavich



APPENDIX J

PROJECT PAPER

Agriculture Development Support
Ibb ATC Mobilization Sub-Project
Yemen

Project Number

279-0052

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Annex I - Initial Environmental Examination

Annex II - Request for Assistance from YARG

AGENCY FOR INTERNATIONAL DEVELOPMENT
PROJECT PAPER FACESHEET
 TO BE COMPLETED BY ORIGINATING OFFICE

1. TRANSACTION CODE (IF APPROPRIATE BOX)
 ORIGINAL CHANGE
 ADD DELETE

2. COUNTRY/REGIONAL ENTITY/GRATEE
 YEMEN

3. DOCUMENT REVISION NUMBER

4. PROJECT NUMBER
 279-0052

5. BUREAU
 A. SYMBOL: NE B. CODE: 03

6. ESTIMATED FY OF PROJECT COMPLETION
 FY 8 | 0 |

7. PROJECT TITLE - SHORT (STAY WITHIN BRACKETS)
 [Agr. Dev. Support, Ibb ATC Mobilization]

8. ESTIMATED FY OF AUTHORIZATION/OBLIGATION
 A. INITIAL: MO. 3 | 79 | B. FINAL FY: 7 | 9 |

9. SECONDARY TECHNICAL CODES (MAXIMUM SIX CODES OF THREE POSITIONS EACH)

012 021 022 053

10. ESTIMATED TOTAL COST (\$000 OR EQUIVALENT, \$1# _____)

A. PROGRAM FINANCING	FIRST YEAR			ALL YEARS		
	B. FY	C. L/C	D. TOTAL	E. FY	F. L/C	G.
AID APPROPRIATED TOTAL						
(GRANT)	()	(500)	(500)	()	()	(50)
(LOAN)	()	()	()	()	()	()
OTHER 1.						
U.S. 2.						
HOST GOVERNMENT		330	330			33
OTHER DONOR(S)						
TOTALS		830	830			83

11. ESTIMATED COSTS/AID APPROPRIATED FUNDS (\$000)

A. APPRO-RIATION (ALPHA CODE)	B. PRIMARY PURPOSE CODE	C. PRIMARY TECH. CODE	FY 79		FY 80		FY 81		ALL YEARS	
			D. GRANT	E. LOAN	F. GRANT	G. LOAN	H. GRANT	I. LOAN	J. GRANT	K.
FN	110	020	500							500
TOTALS			500							

12. ESTIMATED EXPENDITURES

13. PROJECT PURPOSE(S) (STAY WITHIN BRACKETS) CHECK IF DIFFERENT FROM PID/PRP

[The purpose of this sub-project is to complete the preparations required for the initiation of instruction at Ibb Agricultural Training Center]

WERE CHANGES MADE IN THE PID/PRP FACESHEET DATA NOT INCLUDED ABOVE? IF YES, ATTACH CHANGED AID/GR PRP FACESHEET.
 YES NO

15. ORIGINATING OFFICE CLEARANCE

SIGNATURE: *Robert G. Huesmann* Robert G. Huesmann

TITLE: DIRECTOR

DATE SIGNED: MO. | DAY | YR. | MO. | DAY | YR. |

Ibb Agricultural Training Center Mobilization Sub-Project

I. Introduction and Summary

Project 0052, Agricultural Development Support, has been proposed as a long-term, sector wide approach (under the Title XII Program) to the problems confronting Yemen's agricultural development. Included within the scope of this project is the development of Yemen's first three-year agricultural training/education institution at Ibb. The Ibb Agricultural Training Center (ATC) is being physically constructed with IBRD funds and is now tentatively scheduled to open in September, 1979. USAID was requested, and has provisionally agreed, to undertake responsibility for the further development of this institution including initial staffing and Yemeni staff development.

In order to meet the targeted September 1979 opening, pre-design work specifically for the Ibb ATC was carried out-December 1978 - January 1979. One of the major results of this effort was the identification of the need to provide assistance to the Ministry of Education in laying the groundwork for initiation of the instructional and institution-building efforts lying ahead. The purpose of this interim "mobilization" sub-project is to provide the limited assistance required to allow the beginning of full scale activities as near as possible to the planned date (September, 1979).

It is important to recognize, as was pointed out by the preliminary design team, that the actions taken and decisions made at this time will have a highly significant impact on the overall implementation of the proposed Project 0052, as it is in conjunction with the start-up activities for the

Ibb ATC that the basic policies and procedures that will govern the future development of agricultural education in Yemen will be established. It is therefore considered of paramount importance to provide this interim assistance and assure input into this process at the earliest possible date.

AID financing for this project will provide the full-time services of a specialist in agricultural education administration who will be assisted by 12 person/months of TDY assistance as required in specialized fields. These technicians will work closely with officials in the Ministries of Education and Agriculture responsible for the Ibb ATC and for establishment of the relevant policies, procedures and regulations that will govern future development in agricultural education. This project will continue until the arrival of the full Project 0052 technical assistance team for Ibb (late CY 79 or early CY 80), at which time the long-term technician will assume the responsibilities of advisor to the Director of the Ibb ATC under the new project.

The completion of this "mobilization" sub-project in addition to assuring that the Ibb ATC gets off to a timely and effective start, should contribute significantly toward the further development of the agricultural education sub-sector in Yemen.

II. Background (General)

A. Problem: The basic problem is one common to most LDCs--that of a stagnant, or even declining, agricultural sector due to an interrelated host of institutional, economic and environmental factors. The agriculture sector showed an average real growth of 3% over the past five years (compared to 8-9% for economy as a whole) and its share of GDP has declined over the same period from 53% to 45%. What growth occurred was in market-oriented production (the bulk of which is accounted for by qat), while subsistence production (primarily coarse grains) probably declined marginally.

Historically Yemen was one of the major agricultural production centers of the Middle East with a sophisticated agricultural technology--primarily in irrigation design and utilization--that dates back three millennia. With the major shift in world trade patterns and political focus of the late Roman Era Yemen became economically and culturally isolated--a condition that persisted up to the most recent few decades--and its agriculture declined into a typical subsistence pattern. The near-total isolation insured the continuation of subsistence agriculture, and when combined with the pattern of weak central government effectively prevented the emergence of any of the public or private institutions required to support the development of a modern agricultural system. The decade of civil strife beginning in 1962 and a concurrent prolonged drought also dealt serious blows to Yemen's agriculture. Finally, the current migration/returnee phenomenon has also contributed to declines in agricultural production due to the loss of agricultural labor to more remunerative pursuits abroad and

in the cities, and the change in consumer tastes made possible by remittance wealth away from the domestically produced coarse grains to imported wheat and rice. As a result food imports have skyrocketed, increasing over 800% between 1971/72 and 75/76.

Approximately 80% of the country's resident population is rural, and hence directly affected by low agricultural productivity. Estimated per capita GDP (excludes remittance earnings) in the agricultural sector in 1975/76 (latest available figures) was \$121, or less than half of the national average.

The YARG, through a plethora of donor organizations, has initiated a number of agricultural/rural development projects. However, with only a few exceptions, expansion or replication is presently unattainable due to institutional weakness and, especially, lack of counterpart personnel and trainees. In fact, this is undoubtedly the major deterrent to the generation and utilization of innovative agricultural technologies. At the present time there is virtually no research base for agriculture in terms of trained personnel at all levels, and the woefully few extension workers are inadequately trained and without central Ministry organization and coordination. There is, simply, no agricultural extension system as yet. Formal agricultural training institutions are non-existent. Other problems confronting agricultural development in Yemen (as pointed out in the CDSS) include erratic rainfall patterns, limited prospects for expansion of irrigated acreage, problems of isolation and scale stemming from the rugged topography and inheritance practices, limited credit availability and use, labor shortages (particularly at peak work seasons), and economic

disincentives in the form of high production/marketing costs (especially labor costs) and low-priced food imports.

B. YARG Program and Priorities in Agriculture: The current Five Year Plan (1976/77-1980/81) places a significant emphasis on agriculture in view of the scope and magnitude of the country's problems. Total agricultural investment is targeted at \$490 million (14% of total), of which 18% would be government-financed and 45% externally-financed. The performance targets set for the plan period are:

1. Average annual growth of at least 5.5%;
2. Progress toward achievement of food self-sufficiency (within economic constraints);
3. Reduced trade deficit in agricultural commodities;
4. Support to small farmers coupled with equitable and stable land tenure relations;
5. Development/agro-industry (tobacco, cotton, oilseeds).

The strategy to be employed for achievement of these targets includes:

1. Continued institution-building, with heavy emphasis on training at all levels;
2. Implementation of comprehensive natural resource surveys;
3. Increased and diversified productivity through inputs of improved technologies;
4. Expansion of agricultural credit;
5. Development of farmer cooperatives;
6. Integrated rural development research and pilot projects;
7. Policy-oriented economic research.

C. USAID Agricultural Sector Strategy: As outlined in the CDSS, AID's involvement in Yemen's agricultural development has as its main objective the establishment of a broad-based, nationally coordinated program of integrated agriculture development through the vehicle of a long-term involvement of U.S. Land Grant colleges and universities under the Title XII Program. The MOA, in recognition of the fact that agricultural development planning, research, extension and training must be strengthened and institutionalized on a national basis, has requested that the AID proceed with the planning and implementation of such a program.

As presently envisaged the Yemen Title XII Program (Project 0052, Agricultural Development Support) would be comprised of a "core" activity consisting of an administrative unit and wide-ranging technical backstopping to the Ministry of Agriculture as needed, and a number of specific sub-projects to be identified, developed and implemented through the same Title XII contract. Included among the proposed sub-projects is technical assistance to Yemen's first agricultural training institution at Ibb. Although the Title XII design team has not yet begun work, planning a national extension system has already been identified by the IERD and ourselves as a critical need, and one that is highly appropriate as a Title XII sub-project.

III. Background (Ibb Agricultural Training Center)

The Ibb Agricultural Training Center (ATC) was first proposed as a component of the IBPD's First Education Sector Loan in 1973. It was planned as Yemen's first agricultural technical school, the primary function of which would be to provide a well-trained cadre of agricultural technicians to serve as extension workers, research technicians and vocational agriculture instructors in secondary schools (grades 7-9). However, the option for graduates to continue on for higher education was to be included and the curriculum designed accordingly. The use of the facilities for short-term farmer training was also envisaged.

The IBRD loan provided funds for construction of the physical facilities, but not for the initial (expatriate) staff required nor for the training and development of the Yemeni professional staff. Therefore USAID was approached during CY 1977 by the IBRD regarding the possibility of assuming responsibility for these aspects of the development of the Ibb ATC. In view of the importance of the development of indigenous agricultural training institutions to Yemen's overall agricultural development the Ibb ATC was included as a highly appropriate sub-activity under the proposed Project 0052, Agricultural Development Support (Title XII), detailed design work for which is scheduled to begin in April, 1979.

In order to speed up the design work for the Ibb sub-activity (to meet the projected September, 1979 opening date), pre-design work was carried out during 12/78 - 1/79, which successfully completed the bulk of the analyses required for the final Ibb sub-project design. However, in the

course of this work several major preparatory activities were identified which must be accomplished before the ATC can be opened on a sound basis. The final report of the pre-design team, therefore, recommended a "Mobilization phase" of AID involvement in the Ibb ATC in order to accomplish these activities and initiate the institution-building aspects of the Ibb ATC development on a timely basis. This "mobilization sub-project" is proposed in accordance with this recommendation.

The primary actions needed are in the areas of curriculum design, student recruitment and counterpart and support staff identification/recruitment. Preliminary curriculum design was completed by FAO/UNESCO, but much detailed work remains in finalizing a curriculum tailored to Yemeni conditions. Secondary school (9th grade) graduates, for whom the curriculum has been tentatively targeted, are in very short supply in Yemen and competition for them, primarily from the private sector, is keen. Some instructional materials have been identified but they must be mobilized, along with school supplies, etc. The school farm also should be planned and, to the extent possible, prepared for demonstration and practice purposes. This overall lack of preparation of course reflects a larger problem; i.e., institutional deficiencies in the country as a whole. For example, consistent and careful planning and monitoring have not been adequate, with responsibility and authority divided among the Ministry of Education (which has primary responsibility), the Ministry of Agriculture and the IBRD Project Implementation Unit.

The September initiation of classes at the Ibb ATC will remain problematic unless these preparatory activities are carried out with dispatch. Assurances have been received from the IBRD and Ministry of Education that facilities will be completed by September, and an operating budget for the 79/80 academic year has been requested. However, without the resolution of the above-mentioned problems--including the initiation of unified, consistent planning and administration for the institution--this deadline will not be met. This project is designed with the objective of assuring that the September opening is achieved with, however, the understanding that some slippage may well occur.

IV. Project Description

A. Logical Framework

The goal of this project, in line with that of other agricultural sector projects, is that of increased income and improved quality of life for rural inhabitants. A subgoal is the development of an operational, relevant, responsive agricultural education system which is considered a necessary condition for the achievement of the overall sector goal.

The purpose of this sub-project is to complete the preparations required for the initiation of instruction at Ibb ATC. By the end of the sub-project the school administration will be functioning, all facilities, software and local personnel will be in readiness for the beginning of classes, and Project 0052 will be in a position to undertake the responsibility for continuing activities there.- As the first indigenous agricultural education institution Ibb ATC will be highly visible and will, among other things, provide a working model for further development of this sub-sector. The successful completion of this sub-project, when coupled with the timely continuation of AID involvement under Project 0052, will provide significant impetus toward the achievement of the sector subgoal.

Sub-project outputs will consist of the following:

1. Administrative staff and procedures established and operational for Ibb ATC within Ministry of Education;
2. Commodities received, inventoried and installed, and necessary supplemental commodities on order;

3. Initial detailed curriculum design completed and educational materials on hand;

4. Initial class of students recruited:

5. Support staff (laborers, janitors, guard, etc.) on board;

6. Faculty identified and programmed (carried out in collaboration with Project 0052 design);

7. Counterpart teaching staff identified and programmed.

Inputs (AID):

1. Personnel - A full-time project leader to be contracted for a period of not less than one year, to oversee all aspects of this preliminary project and serve as principal advisor to the director of the institution when it becomes operational. In addition, TDY assistance (up to 12 person/months) is projected in the areas of curriculum design, student recruitment, and farm design and start-up.

2. Commodities - The bulk of the project commodity needs have already been procured under IBRD funding and are now in-country. However, the pre-design work identified certain commodity deficiencies, (e.g., due to budgetary constraints no furnishings for the faculty quarters were ordered) and others are likely to become apparent as work proceeds. The Ministry of

Education has indicated a readiness to assume responsibility for a significant share of the identified commodity deficiencies, with AID responsible primarily for only those commodities needed to support the team proposed in this document; e.g., vehicles and housing (house trailers) at the site.

3. In addition, funds will be required to support in-country operations of the team; e.g., housing for team leader and vehicle operation, in-country travel and per diem.

Inputs (YARG):

The YARG has already supplied the land for the institution (7 ha. plus 40 ha. to be acquired in the near future). During the preliminary phase being considered here additional inputs from the YARG will include funds for access road and bridge construction, electricity and water supply (including a standby generator), budget for the support staff at the school (laborers, janitors, watchmen, farm manager, instructors for certain subjects), and counterparts to be trained for assumption of full responsibilities for the administration and teaching at the school as AID involvement is eventually phased out. (Six Yemenis were sent to Iraq for training to the B.S. level. Of these, two have returned and are already assigned to the project.) Recent discussions with the Ministry of Education reveal that the Ibb ATC has been allocated a budget for the Yemeni fiscal year beginning July 1, 1979, of YR 1.5 million (\$320,000) which should prove adequate for the first year's funding needs. An anticipated supplementary allotment to the Ministry of Education of \$1 million during the current fiscal year will provide funds for the start-up costs noted above.

Other Donors:

The IBRD funding is providing the physical facilities (with a few exceptions) and the bulk of the commodities. With the completion of the facilities (projected for August, 1979 as mentioned above) the IBRD inputs to the Ibb ATC will terminate.

B. Implementation Plan

Because of the time constraints (September, 1979 as targeted school opening date) it is essential that the project be promptly approved and that implementation proceed without delay. The arrival of the team leader (education administrator, preferably agriculture education with prior overseas experience) is scheduled for NLT June, with the first TDYs following as soon as possible thereafter. Priority in TDY scheduling should go to simultaneous curriculum refinement and student recruitment, to allow time for any additional textbook and supply orders.

The commodity orders would be placed as soon as the project is approved, with the view toward having them on hand (particularly the vehicles and house trailers) by mid-June.

The duration of this project cannot be definitely projected at this time, and depends both on the promptness with which the various problems of facilities, curriculum and students are resolved, and on the approval of Project 0052 under which AID's long-term support to the IBB ATC is to be provided. The earliest date at which it could be terminated is September

1979, with possible extension to January 1980 or later. Should it not be possible to get classes underway by September it would still be desirable to have the farm work initiated as soon as possible (livestock on hand, crops planted) so that students would be confronted with on-going agricultural demonstrations on their arrival. Regardless of project duration the magnitude of inputs would remain the same, with the contract for the team leader and all other outstanding elements of this project being incorporated into Project 0052 when it becomes operational.

The project team would have as its primary YARG contact the Office of Technical and Vocational Education in the Ministry of Education and would be officed in the Ministry of Education. Counterpart personnel have been identified. The bulk of the project activities would take place in Sana'a in cooperation with the Ministry of Education with the exception of the commodities receipt/installation and construction supervision which would take place at the site. Two house trailers would be ordered under the project and located at the site for TDY personnel housing.

The USAID office responsible for management and oversight of the project will be the Office of Agriculture, due to the relation of this activity to the proposed Agricultural Development Support Project (0052). USAID/Yemen would be responsible for housing for the long term technician. Other logistic support (secretarial, interpreter, etc.) would be provided by the Ministry of Education. It should be noted that fluency in Arabic on the part of the team leader is strongly recommended.

The full design team for Project 0052, including the Ibb ATC "Implementation phase," will be in Yemen April-June, 1979, and will include

expertise in agricultural education. The team leader will be required to work closely with the 0052 design team in the identification of long-term staff and other resource requirements and in arranging a smooth take-over of the full range of Ibb ATC responsibilities on a smooth and timely basis.

Implementation Timetable (tentative)

March, 1979: (1) PP approved;

(2) PIO/T issued;

(3) PIO/C issued for vehicles and house trailers.

April: 0052 Design Team arrives in Yemen

May, 1979: Contract awarded

early-June: Vehicles and house trailers received in-country

mid-June: Team leader arrives to assume responsibilities

late-June/July: First TDY personnel arrive

: 0052 team completes work and departs

July/August: (1) Curriculum design, student recruitment, commodity receipt and installation, facilities construction completed, staff tentatively identified

(2) Farm work initiated

September: (1) 0052 approved

(2) Staff contracted

October: (1) Staff on board, classes begin*

(2) 0052 takeover*

*Earliest possible date. Actual date sometime between October, 1979 and January, 1980.

C. Budget

	<u>\$ thousands</u>
1. Technical Assistance	
a. Long term technician, including housing, 1 year	115
b. TDY, 12 pm @ 8000/m	96
c. Administrative (campus) backstopping	50
2. Commodities	
a. Vehicles (2)	30
b. House trailers (2)	80
c. Furniture (5-6 sets for full 0052 contract team)	100
d. Miscellaneous local procurement	10
3. Operating (local) costs	
a. Vehicle operation	6
b. Travel and per diem	2
c. Secretarial/office expense	9
d. Housing maintenance and utilities	2
TOTAL	500

D. Evaluation Plan

Evaluation will be included in the overall evaluation of the Ibb Agricultural Training Center sub-project.

V. Analyses

A. Economic - As in most education projects neither the "mobilization" nor "implementation" phases of AID's assistance to the Ibb ATC lend themselves to traditional economic analysis. From a cost effectiveness standpoint, however, there can be no doubt that AID's proposed investment in the Ibb ATC will provide a significant level of benefit in the most cost effective manner, as the basic capital costs are not the responsibility of AID.

As pointed out above, as the first three-year agricultural training institution the impact, both in terms of the trained personnel produced and as a model for future development of similar institutions, will be significant. AID's involvement in the Ibb ATC is critical, as without it the opening would be significantly delayed and, unless another donor would assume similar responsibilities to those proposed above, the quality and impact of the school would be considerably lessened. Thus, in view of the need and potential for the Ibb ATC the projected AID involvement in both mobilization and implementation phases would appear to be a least cost method of achieving a significant impact on the agricultural education sub-sector.

B. Social - The basic social analyses for the Ibb ATC are contained in the report of the pre-design team. Although no thorough studies have been completed to date, in view of the prevailing low skill and education levels and the current and increasing high level of demand for skilled labor the efficacy and social benefit of technical/vocational training in general cannot be denied. The difference between the Ibb ATC and the other Yemeni technical schools is that the Ibb ATC unlike the others will be training

individuals primarily for technician positions in the public sector (Ministries of Agriculture and Education) and, while the need for such personnel is enormous, the usefulness and social benefit of the Ibb ATC will depend on the extent to which attractive job opportunities will be available to graduates. (At the present time public sector wages lag far behind those of the private sector.) The option will also exist for outstanding students to continue their education at the university level but this option will be down-played in view of the need for technical level personnel. In order to attract secondary school (9th grade) graduates (for whom demand presently far exceeds supply) the YARG proposes to offer full tuition, room and board, and a monthly stipend to students to continue their education at the Ibb ATC.

The questions regarding student availability and opportunities after graduation cannot be definitively answered at this time. The Ministry of Agriculture has announced an intention to employ all or most of the initial graduates as extension workers, but all that is really certain is that the need exists and that the YARG has demonstrated a real interest (through their financial input to date in conjunction with the IBRD, and proposed budget for the upcoming fiscal year) in seeing the Ibb ATC operational and effective.

In order to assure maximum sensitivity to the problems and aspirations of Yemeni farmers priority in recruitment will go to students of rural backgrounds. The proposed curriculum includes classes in rural sociology that should contribute toward a sensitization to rural social issues, especially if properly designed and taught--something that AID involvement

is designed to assure through careful analyses of Yemeni rural socio-economic conditions and the students' academic and social backgrounds.

The Ibb ATC is located in the most prosperous and agriculturally productive part of the country, and it is anticipated that the majority of the students will also be drawn from this area, which in itself may contribute toward some degree of increased regional inequity. However, plans call for graduates to be placed throughout the country which should assure a fairly wide and equitable distribution of the social and economic benefits.

Present YARG plans for Ibb ATC do not include provision for female students nor any immediate plans for expansion of the curriculum to include home economics classes, in spite of the acknowledged significant social and economic role of women in the rural sector--both in household and field activities. USAID hopes to use its involvement as an opportunity to push for the training of female extension agents, to work directly with rural Yemeni women in home economics and agriculture. It must be admitted, however, that such an expansion of the scope of the Ibb ATC will not be possible for several years in the future.

VI. Ibb Agricultural Training Center Mobilization Project 0052

Financial Plan
 (000's)
 (all expenditures in first year)

<u>Project Inputs</u>	<u>USAID</u> US \$	<u>YARG</u> \$US (eq)
Curriculum	280	200
Development policies, procedures and regulations	100	50
Assembly and organization of teaching materials	75	50
Contingency (10%)	<u>45</u> 500	<u>30</u> 330

118

memorandum

DATE: May 8, 1979

REPLY TO
ATTN OF: NE/TECH/AD, Russell O. Olson ¹⁶⁰

SUBJECT: Initial Environmental Examination
THRU: NE/TECH, William F. Gelabert
NE/PD/PDS, Stephen F. Lintner
TO: NE/PD, Mr. Selig Taubenblatt

Project Location: Yemen

Project Title: Ibb Agricultural Training Center Mobilizat:

AID Funding (Fiscal Year
and Amount) Grant: FY 1979 \$500,000

Life of Project: 12 months

IEE: Prepared by Russell Olson NE/TECH/AD

Environmental Action: Negative Determination

Date: May 4, 1979

Concurrence: GC/NE, Gary Bisson

RB T/May 1979

NE Decision

Approved: Selig Taubenblatt

Disapproved: _____

Date: 5-9-79



CONTENTS OF INITIAL ENVIRONMENTAL EXAMINATION

I. Examination of Nature, Scope and Magnitude of Environmental ImpactDescription of Project

The purpose of this project is to make preparations necessary for initiation of a training program for agriculturists to staff the various agencies involved in modernizing and revitalizing the agricultural sector. This will include preparation of appropriate curriculum; development of policies, procedures and regulations, and assembly and organization of teaching materials.

II. Action Recommended: A negative determination of environmental impact.

III. Major Impact of the Project on the Environment

This "mobilization" project itself will have no direct impact on the environment. It will insure that follow-on activities of training agriculturists can commence by early CY 1980 and that this training will have a positive environmental impact. Agriculturists will be trained for improved land use planning, better water management and conservation of soil resources.

IV. In accordance with AIDTO Circular A-22 of January 21, 1979 an IEE checklist is unnecessary for this preliminary training activity, clearly having no significant impact on the natural or physical environment.

PAGE 01 SANA 03273 1201422
ACTION 012-31

2974

SANA 03273 17 1422

120

INFO CGT-01 /032 V

P 191231Z MAY 79
FM AMEMBASSY SANA
TO SECSTATE WASHDC PRIORITY 0751

UNCLAS SANA 3273

AIDAC

E.O. 12958: NA
SUBJECT: PROJECT 278-052; AG DEVELOPMENT SUPPORT; IBB
MOBILIZATION THE PROJECT

REF: A. STATE 103563 B. SANA 3123 C. STATE 103562 D. SANA 2056
E. STATE 031920

1. MISSION IN RECEIPT OF COPY OF LETTER FROM MINED
TO CPD CONCERNING IN SUBJECT SUB PROJECT AND LETTER
DTC 1/18/79 FROM CPD TO USAID REQUESTING US TO PROCEED
WITH PROJECT. FURNISHING COPY.

2. REF A, PARA 3 ASSUMPTION THAT PROPRIETARY PROCURE-
MENT OF CHEVROLET VEHICLES REQUIRED FOR SAME REASON
AS FOR PROJECT 048 (AND ALL OTHER PROJECTS) IS CORRECT.
ASSUME AUTHORIZATION WILL CONTAIN SUCH APPROVAL.

3. RE CONDITIONS AND COVENANTS: AS WE PROPOSE LIMITED
SCOPE GRANT AGREEMENT (REF D), PLAN INCLUDE SPECIAL
PROVISIONS ANNEX B TO LIMITED SCOPE GRANT AGREEMENT
TO BE WORDED AS FOLLOWS. AID/V SUGGESTIONS FOR CHANGES
WELCOME. HOWEVER, WITH ANNEX WORDS IN WAY WHICH WILL
NOT PRECLUDE ISSUANCE OF PIOT/PT UPON OBLIGATION AND
THUS ENDANGER PROJECT PURPOSE. ANNEX B TEXT:

QUOTE 1. PRIOR TO THE EXECUTION BY A. I. D. OF A CON-
TRACT FOR TECHNICAL SERVICES TO BE PROVIDED FOR THIS
PROJECT, THE Y. A. R. SHALL, EXCEPT AS THE PARTIES TO
THIS AGREEMENT MAY AGREE OTHERWISE IN WRITING, FURNISH
TO A. I. D. IN FORM AND SUBSTANCE SATISFACTORY TO A. I. D.:

A. EVIDENCE THAT FUNDS HAVE BEEN BUDGETED IN
THE Y. A. R. FY 79/80 BUDGET TO COVER:

- (1) COSTS INCIDENTAL TO THE PREPARATION OF
THE ATC FACILITIES FOR OPERATION;
- (2) COSTS INCIDENTAL TO THE PREPARATION
AND PRODUCTION OF ACQUISITION OF EDUCATIONAL
MATERIALS.

(3) COSTS INCIDENTAL TO THE RECRUITMENT AND
SELECTION OF ATC STUDENTS;

(4) COSTS INCIDENTAL TO THE RECRUITMENT AND
HIRING OF ATC STAFF AND

(5) COSTS INCIDENTAL TO THE OPERATION OF
THE ATC ONCE IT IS OPENED.

B. ASSIGNMENT, ON A FULL TIME BASIS, OF A
COUNTERPARTY TO THE A. I. D. FINANCED ADVISOR, AND OF
SUCH OTHER PERSONNEL REQUIRED TO ACCOMPLISH THE TASKS
DESCRIBED IN ANNEX A (PROJECT DESCRIPTION).

2. THE Y. A. R. AGREES TO MAKE EVERY REASONABLE EFFORT
TO ENSURE THAT ALL ACTION NECESSARY TO PROPERLY PRE-
PARE FOR THE OPENING OF THE ATC IS ACCOMPLISHED IN A
TIMELY MANNER AND TO MAKE FULL USE OF THE A. I. D.
FINANCED TECHNICAL SERVICES PROVIDED FOR THIS PURPOSE.
UNQUOTE.

4. ASSUME MUCH APPRECIATED RAPID PACE OF AID/V ACTION
ON THIS PROJECT HAS CONTINUED WHILE INFORMATION
REQUESTED REF A, BEING GATHERED-INCLUDING PREPARATION
OF AUTHORIZATION DOCUMENTATION AND DRAFTING OF PIOT/PT.

5. TRUST MISSION AND AID/V NOW ON SAME WAVELENGTH
REGARDING RESPONSIBILITIES OF ADVISORS. IN THIS VEIN,
WE REITERATE PRIOR REQUESTS FOR RESTORATION OF AT
LEAST SOME OF PROPOSED TDY TIME. BELIEVE NO FURTHER
MISSION INPUT FOR PIOT/PT REQUIRED UNLESS AID/V STILL
HAS QUESTION. (IF SO, ADVISE PRIORITY).

6. EXPECT TO BE ABLE TO SIGN AGREEMENT WITHIN ONE WEEK
OF AUTHORIZATION/ALLOTMENT. WOULD APPRECIATE AID/V
BEING PREPARED TO ISSUE PIOT/PT ON RECEIPT ADVICE OF OBLIGATION.

7. REITERATE SINCERE MISSION APPRECIATION FOR
REMARKABLE WAY AID/V HAS FACILITATED THIS ACTIVITY.
BELIEVE THE EXTRA EFFORT MADE AT THIS CRITICAL POINT
WILL BE SIGNIFICANT CONTRIBUTION TO OVERALL PRO-
JECT SUCCESS.
GHEMM

?
AIE
30
WCFD
ONE
D/12R
14/79

Desk
(Copy also to Div Chief)

cc
14/79

APPENDIX K

PROJECT IDENTIFICATION DOCUMENT APPROVAL CABLE

ORIGIN 810-31

STATE 211049

6488

STATE 211049

INFO OCT-81 NEA-10 10-08 /050 R

DRAFTED BY NE/TECH/AD: ROLSON: BG
APPROVED BY AA/NE: JGWHEELER
AA/NE: ADWHITE
E/TECH: KMACNAMUS
NE/DP: BLANCHARD (DRAFT)
E/MENA: JKNOLL
GC/NE: JHILLER (INFO)
R/ROO/NE: FROULTON (INFO)

-055047 190272 /11

P 102243Z AUG 78
FM SECSTATE WASHDC
TO AMEMBASSY SANA PRIORITY

UNCLAS STATE 211049

AIDAC

E.O. 11652: N/A

TAGS:

SUBJECT: TITLE XII PID, AG. DEVELOPMENT SUPPORT (0552)

REF: SANA 3678

1. NEAC REVIEW OF THREE PIDS (0552, 0859, 0840) HELD JUNE 30. OVERALL CONCEPT OF TITLE XII PROGRAM APPROVED IN PRINCIPLE. FROM IMPLEMENTATION OPTIONS PRESENTED BY PID, NEAC DETERMINED THAT PROGRAM (A) IS A PROPER TITLE XII COLLABORATIVE ASSISTANCE PROJECT AND THE PROCEDURES EN- VISAGED (PARA 4 BELOW) ACCEPTABLE AND (B) THE OVERALL PROGRAM SHOULD BE IMPLEMENTED AS A SINGLE PROJECT. NEAC, THEREFORE, REQUESTED THAT THREE PIDS BE CONSOLIDATED INTO A SINGLE DOCUMENT (PID 0852) AND THAT REVISED PID REFLECT (A) SHARPER GOAL PURPOSE STATEMENT (B) MORE SPECIFIC EXPOSITION OF CONSTRAINTS TO YEMENI AGRICULTURE THE PROJECT PRO- POSES TO ADDRESS AND (C) A MORE CONCISE DETAILING OF DESIGN AND IMPLEMENTATION PROCEDURE ENVISAGED. THIS PID REVISION HAS NOW BEEN COMPLETED (COPIES FOLDED). THIS CABLE CON- STITUTES FINAL PID APPROVAL BY NEAC.

2. NEAC CONCURS WITH FINDINGS OF INTER-BUREAU SESSION ON PROCUREMENT PROCEDURES THAT ACCEPTABLE OPERATIONAL METHOD INCLUDES THE APPROVAL OF FUNDS FOR DESIGN AND IMPLEN-

TATION CORE ACTIVITY AND TWO SUB-PROJECTS AT THIS TIME, WITH PROVISION THAT AS OTHER SUB-PROJECTS DESIGNED DURING IMPLEMENTATION PHASE, BASED ON OR RELATED TO AC- TIVITIES INDICATED IN PID, THERE WILL NOT BE REPEAT NOT BE CONSIDERED NEW PROCUREMENT AND THAT COOPERATING INSTI- TUTION WILL BE EXPECTED TO IMPLEMENT ENTIRE PROGRAM.

3. REVISED PID CONTAINS FOLLOWING APPROVED IMPLEMENTATION PROCEDURES. (A) PROJECT DESIGN PHASE LEADING TO PP WILL INCLUDE, (1) CONCEPTUAL DESIGN OF ENTIRE PROJECT BASELINE CONDITIONS OF FARMERS AND INSTITUTIONS SERVING THEM, CONSTRAINTS TO BE OVERCOME BY PROJECT, TYPES OF OUTPUTS EXPECTED, QUANTITATIVE INDICATIONS OF ACHIEVEMENT HIGHEST PRIORITY SUB-PROJECTS AND DOLLAR COST AND PROGRAM INPUTS REQUIRED. (2) SUFFICIENT AMOUNT OF SECTOR ANALYSIS TO ACCOMPLISH (3) ABOVE (4) FIVE YEAR PLAN OF OPERATION INCLUDING PRELIMINARY DESIGN OF PROBABLE SUBPROJECTS AND ESTIMATED OVERALL COSTS. (5) DESIGN OF CORE ACTIVITY AND PREPARA- TION OF SUB-PROJECT PAPERS FOR THE INITIAL SUB-ACTIVITIES (FORMERLY 0859, 0840 SEE BELOW) (6) DETAILED WORK PLAN

FOR FIRST TWO YEARS OF PROJECT. (B) PP INCORPORATING ALL THE ABOVE.

(C) POST PP APPROVAL IMPLEMENTATION. (1) AFTER APPROVAL OF PP, WITH FINDING FOR CORE ACTIVITY AND TWO SUB-PROJECTS, DURING IMPLEMENTATION PHASE, CO- OPERATING INSTITUTION WILL DESIGN ADDITIONAL SUB-PROJECTS. THIS WILL BE DONE ON BASIS NEEDED FIELD STUDY AND BY PRODUCING SUB-PROJECT IDENTIFICATION DOCUMENTS (SPIDS). THESE WILL BE REVIEWED IN SAME MANNER AS REGULAR PID AND, IF APPROVED, WILL LEAD TO SUB-PROJECT PAPER (SPP.) EACH SPP WILL HAVE ITS OWN LOG FRAME, EVALUATION PLAN, PROJECT BUDGET AND TERMINATION DATE. SPPS WILL BE APPROVED IN NORMAL FASHION AND WILL BE INCORPORATED AS ANNEX OF INITIAL PP AND CONTRACT WITH COOPERATING INSTI- TUTION WILL BE AMENDED TO INCORPORATE NEW ACTIVITY AND PROVIDE ADDITIONAL FUNDS REQUIRED. (2) PROGRESS OF PROJECT IN TERMS OF BASELINE AND PROJECT OBJECTIVES, PROJECT BUDGET AND DETAILED WORKPLAN WILL BE REVIEWED ANNUALLY JOINTLY BY USAID AND YARG.

4. FORMER PIDS 0859 AND 0840 HAVE BEEN INCORPORATED AS ANNEXES (SPIDS) OF PROJECT 0852. THEY HAVE BEEN REVIEWED BY PROJECT COMMITTEE AND ARE APPROVED BY NEAC WITH THE FOLLOWING COMMENT.

(A) PID 0859 IS AN AG TRAINING CENTER - WHILE THE NEED FOR TRAINED AGRICULTURALISTS IS APPARENT, JUSTIFICATION FOR THREE YEAR AGRICULTURE COURSE DEPENDS ON NUMBER OF AGRI- CULTURAL EXTENSION SERVICE POSTS TO BE ESTABLISHED AND

HOW THEY ARE TO BE DEPLOYED, ORGANIZED AND SUPPORTED. WHAT, IF ANY, PLANS DO THE YARG HAVE FOR EXPANSION AND IMPROVEMENT OF ITS EXTENSION SERVICE WHICH MINISTRY IS RESPONSIBLE FOR ATC? PRESURE MINISTRY OF EDUCATION HAS ATC INCLUDED IN MINISTRY'S 1980 PROGRAM. IF SO, WHAT ROLE WILL MINISTRY OF AGRICULTURE HAVE IN DEVELOPING OR MONITORING ATC PROGRAM? THESE ARE AMONG ISSUES DESIGN TEAM WILL NEED TO ADDRESS TO ASSURE SOUNDNESS OF PLANS FOR UTILIZATION OF OUTPUT.

(B) PID 0840 SEED MULTIPLICATION - NEED FOR ESTABLISHING SEED MULTIPLICATION SYSTEM RECOGNIZED. NEAC CONCERNED ABOUT ABILITY OF YARG TO ADMINISTER A SOPHISTICATED ORGANIZATION AND ENFORCE CERTIFICATION PROCEDURES INVOLV- ING THE PRIVATE SECTOR. SUGGEST INITIAL EFFORT EMPHASIZE TRAINING OF PERSONNEL AND DEVELOPMENT OF PROCEDURES FOR HANDLING AND DISTRIBUTING BREEDING AND FOUNDATION SEED, MULTIPLICATION OF SEED ON GOVERNMENT FARMS OR RESEARCH STATIONS AND DISTRIBUTION TO FARMERS FROM GOVERNMENT SUP- PLIES. WHILE AN ULTIMATE GOAL MAY BE TO DEVELOP A PRI- VATE SECTOR SEED INDUSTRY FOR DISTRIBUTION TO FARMERS, YARG NEED TO BE ASSURED GOVERNMENT COULD EFFECTIVELY ENFORCE A SEED LAW AND CERTIFICATION REGULATIONS.

5. CONCUR IN MISSION PROPOSAL OFFER TO INITIATE PRE- LIMINARY PLANNING FOR AN AGRICULTURAL TRAINING INSTITUTE IF MISSION DESIRES. WE CAN PROVIDE CONSULTANT FOR THIS EFFORT. YARG WILL EXPECT TO LEAVE FINAL DESIGN TO SELECTED TITLE XII INSTITUTION AND RETAIN THIS ACTIVITY AS PART OF PROJECT 052. VANCE

APPENDIX L

DEPARTMENT OF STATE

AGENCY FOR INTERNATIONAL DEVELOPMENT

WASHINGTON

OFFICE OF
THE ADMINISTRATOR

FIRST AMENDMENT

TO

PROJECT AUTHORIZATION
AND REQUEST FOR ALLOTMENT OF FUNDS

PART II

Name of Country: Yemen Arab Republic Name of Project: Agricultural Development Support (Ibb Agricultural Training Center Development Project)

Number of Project: 279-0052

1. Pursuant to the authority vested in the Administrator, Agency for International Development ("A.I.D.") by the Foreign Assistance Act of 1961, as amended (the "Act"), and delegations of Authority issued thereunder, I hereby authorize a further increase of funding in Grant 279-0052 pursuant to Part I, Chapter 1, Section 103 (Agriculture, Rural Development, and Nutrition) of the Act of not to exceed Six Hundred Fifty Eight Thousand Dollars (\$658,000) to partially fund the Ibb Agricultural Training Center Development Project, as described below.

The revised Project will continue to assist the Grantee beyond the mobilization assistance previously authorized to develop the first three-year agricultural training/education institution at Ibb capable of serving Grantee's rural sector needs for personnel with middle level agricultural skills. A.I.D. will continue to finance technical assistance, training, commodities and necessary administrative support for the technical assistance advisors.

2. I approve the total level of A.I.D. appropriated fund planned for the Project of not to exceed Eleven Million One Hundred Fifty Nine Thousand Nine Hundred Eighteen United States Dollars (\$11,159,918), including the funding authorized above and funding previously authorized in the original Grant Authorization during the period FY 79 through FY 84. \$10,001,918 will be available for further increments during the period of Grant funding, subject to the availability of funds in accordance with A.I.D. allotment procedures.

3. I hereby authorize the negotiation and execution of the Project Agreement Amendment by the officer to whom such authority has been delegated in accordance with A.I.D. regulations and Delegations of Authority, subject to

the following essential terms and covenants and major conditions; together with such other terms and conditions as A.I.D. may deem appropriate:

a. Conditions Precedent to Initial Disbursement

Prior to any disbursement, or the issuance of any commitment documents under the Project Agreement Amendment, Grantee shall, except as A.I.D. shall otherwise agree in writing, furnish in form and substance satisfactory to A.I.D.:

(1) A statement of the names and titles with specimen signatures of the person or persons who will act as the representatives of the Grantee in the Ministry of Education and the Yemeni Director of Ibb Agriculture Training School.

(2) Evidence that the Grantee has appointed an (i) Ibb administrative support staff that is working at the school and (ii) five Yemeni teachers to be available by the opening of the school.

(3) Evidence that the Grantee will provide from sources other than A.I.D., furniture for the already available housing for five Yemeni teachers by the opening of school and furnish the two remaining housing units by the end of the first academic year.

(4) Evidence that the Grantee has transferred the first quarter's budget to the Bank at Ibb or made other financial arrangements to assure flow of these funds to the Ibb ATC.

(5) Evidence that Grantee has designated an appropriate site at the Ibb ATC for the mobile homes to be supplied by USAID for the expatriate staff.

(6) Evidence that Grantee has approved the By-Laws for the operation of the Ibb ATC.

(7) Evidence that the conflicting claims on the 30 to 40 hectares proposed for the school farm have been settled or alternatively a designation of another site of 30 to 40 hectares adjacent to the school for this purpose.

(8) Evidence that the Grantee has taken or will cause to be taken action necessary to correct the flooding of the school site due to obstruction in the Wadi bed.

b. Additional Disbursement

Prior to disbursement under the Grant Amendment, or to the issuance by A.I.D. of documentation pursuant to which disbursement will be made, to finance long term expatriate teaching staff the Grantee shall, except as A.I.D. may otherwise agree in writing, furnish in form and substance satisfactory to A.I.D. evidence that buildings and facilities of the Ibb ATC

are sufficiently established as to permit school opening.

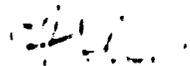
4. Waivers

(1) The \$10,000 total item limitation for shelf items imported from Code 935 Countries set forth in Handbook 1, Supplement B, Paragraph 18.A.4.b is hereby waived.

(2) Up to \$195,000 in shelf items or items to be imported from Code 935 countries are authorized to be financed by A.I.D. under the Project.

5. Certification

I hereby certify that procurement from sources other than as authorized in paragraph 4 above would seriously impede attainment of U.S. foreign policy objectives and objectives of the foreign assistance program.



Alexander Shakov
Acting
Deputy Administrator

Date

APPENDIX M
DRAFT GRANT AGREEMENT

INFO OCT-88 /825 R

DRAFTED BY NE/TECH/AD:TATWOOD:JB
APPROVED BY NE/TECH/AD:ENHACHANUS
NE/HENA/Y:FGTOVERY
GC/NE:GBISSON
CM/ROO/NE:KCUNNINGHAM
NE/PO/HENA:RCARLSON
NE/TECH:KSHERPER
DESIRED DISTRIBUTION
SS ACTION NE CHRON 1 2 6 7 8 INFO GCNE RS GC GCFLD FH AA/DS CMGT CTR
DS/RGR ED 38P

-----025502 1021132 /34

0 1020487 SEP 79
/R SECSTATE WASHDC
TO AMEMBASSY SAMA IMMEDIATE

UNCLAS STATE 245334

AIDAC

E.O. 12958: N/A

TAGS:

SUBJECT: 279-8052 - AG. DEVELOPMENT SUPPORT: 100 ATC
AMENDMENT

REF: (A) SAMA 0510, (B) SAMA 0431, (C) STATE 232630,
(D) STATE 225210

1. AUTHORIZATION FOR 279-8052 AMENDMENT NO. 1 IN PROGRESS.
WILL ADVISE WHEN APPROVED.

2. REF. (A), P. RA. 1, WAIVER INFORMATION SUFFICIENT FOR
AUTHORIZATION. HOWEVER, WOULD APPRECIATE ADDITIONAL INFOR-
MATION TO COMPLETE APPENDIX TO PP SHOWING YARG'S REQUEST
FOR THE PROJECT. PLEASE CABLE TEXT OF MARCH 17, 1979
USAID LETTER TO YARG ON AG. DEVELOPMENT SUPPORT AS STATED
IN REF. (B), PARA. 12A.

3. REF. (A), PARAS. 2 AND 3, FOLLOWING IS THE RECOMMENDED
AMENDMENT TO 279-8052 GRANT AGREEMENT INCLUDING C.P.'S.
NOTE THAT SECTION 4, ANNEX 1, REFERS TO REVISED PROJECT
DESCRIPTION YOU ARE PREPARING.

4. FIRST AMENDMENT
TO
GRANT AGREEMENT BETWEEN
THE YEMEN ARAB REPUBLIC
AND
THE UNITED STATES OF AMERICA

GRANT AGREEMENT DATED THE _____ OF SEPTEMBER 1970 BETWEEN
THE YEMEN ARAB REPUBLIC, AND THE UNITED STATES OF AMERICA,
ACTING THROUGH THE AGENCY FOR INTERNATIONAL DEVELOPMENT
(A.I.D.).

SECTION 1. SECTION 2 OF THE GRANT AGREEMENT DATED JUNE
10, 1970 BETWEEN THE GRANTEE AND THE UNITED STATES OF
AMERICA IS HEREBY AMENDED BY ADDING A NEW SECTION 2.2.
THEREOF AS FOLLOWS:

QUOTE SECTION 2.2 INCREMENTAL NATURE OF PROJECT.

(A) A.I.D.'S CONTRIBUTION TO THE PROJECT WILL BE PROVIDED
IN INCREMENTS, THE INITIAL ONE BEING MADE AVAILABLE IN
ACCORDANCE WITH SECTION 2.1 OF THIS AGREEMENT. SUBSEQUENT

INCREMENTS WILL BE SUBJECT TO AVAILABILITY OF FUNDS TO
A.I.D. FOR THIS PURPOSE, AND TO THE MUTUAL AGREEMENT OF
THE PARTIES, AT THE TIME OF A SUBSEQUENT INCREMENT, TO
PROCEED.

(B) WITHIN THE OVERALL PROJECT ASSISTANCE COMPLETION
DATE STATED IN THIS AGREEMENT, A.I.D. BASED UPON CON-
SULTATION WITH THE GRANTEE, MAY SPECIFY IN PROJECT IMPLI-
MENTATION LETTERS APPROPRIATE TIME PERIODS FOR THE UTILI-
ZATION OF FUNDS GRANTED BY A.I.D. UNDER AN INDIVIDUAL
INCREMENT OF ASSISTANCE. UNQUOTE

SECTION 2. SECTION 3.1 OF THE GRANT AGREEMENT IS AMENDED
BY DELETING QUOTE FIVE HUNDRED THOUSAND UNITED STATES
UNQUOTE U.S. UNQUOTE DOLLARS (500,000) UNQUOTE AND SUB-
STITUTING THEREFOR QUOTE ONE MILLION ONE HUNDRED FIFTY
EIGHT THOUSAND UNITED STATES UNQUOTE U.S. UNQUOTE DOLLARS
(1,158,000).

SECTION 3.3 OF THE GRANT AGREEMENT IS AMENDED BY DELETING
IN PARAGRAPH (A) QUOTE SEPTEMBER 30, 1980 UNQUOTE AND SUB-
STITUTING THEREFOR QUOTE SEPTEMBER 30, 1984. UNQUOTE

SECTION 4. ANNEX 1 OF THE GRANT AGREEMENT IS DELETED AND
ANNEX 1 - REVISION 1, ATTACHED THERETO IS SUBSTITUTED
THEREFOR.

SECTION 5. CONDITIONS PRECEDENT TO DISBURSEMENT UNDER
THIS AMENDMENT.

A. CONDITIONS PRECEDENT TO INITIAL DISBURSEMENT

PRIOR TO ANY DISBURSEMENT, OR THE ISSUANCE OF ANY COMMIT-
MENT DOCUMENTS UNDER THIS AMENDMENT, GRANTEE SHALL, EXCEPT
AS A.I.D. SHALL OTHERWISE AGREE IN WRITING, FURNISH IN
FORM AND SUBSTANCE SATISFACTORY TO A.I.D.:

(A) A STATEMENT OF THE NAMES AND TITLES WITH SPECIMEN
SIGNATURES OF THE PERSON OR PERSONS WHO WILL ACT AS THE
REPRESENTATIVES OF THE GRANTEE IN THE MINISTRY OF EDUCATION
AND THE YEMENI DIRECTOR OF 100 AGRICULTURE TRAINING
SCHOOL.

(B) EVIDENCE THAT THE GRANTEE HAS APPOINTED AN (I) 100
ADMINISTRATIVE SUPPORT STAFF THAT IS WORKING AT THE SCHOOL
AND (II) FIVE YEMENI TEACHERS TO BE AVAILABLE BY THE
OPENING OF THE SCHOOL.

(C) EVIDENCE THAT THE GRANTEE WILL PROVIDE FROM SOURCES
OTHER THAN A.I.D., FURNITURE FOR THE ALREADY AVAILABLE
HOUSING FOR FIVE YEMENI TEACHERS BY THE OPENING OF SCHOOL
AND FURNISH THE 70 REMAINING HOUSING UNITS BY THE END OF
THE FIRST ACADEMIC YEAR.

(D) EVIDENCE THAT THE GRANTEE HAS TRANSFERRED THE FIRST
QUARTER'S BUDGET TO THE BANK AT 100 OR MADE OTHER
FINANCIAL ARRANGEMENT TO ASSURE FLOW OF THESE FUNDS TO THE
100 ATC.

(E) EVIDENCE THAT GRANTEE HAS DESIGNATED AN APPROPRIATE
SITE AT THE 100 ATC FOR THE MOBILE HOMES TO BE SUPPLIED
BY USAID FOR THE EXPATRIATE STAFF.

(F) EVIDENCE THAT GRANTEE HAS APPROVED THE BY-LAWS FOR
THE OPERATION OF THE 100 ATC.

(G) EVIDENCE THAT THE CONFLICTING CLAIMS ON THE 10 TO
30 HECTARES PROPOSED FOR THE SCHOOL FARM HAVE BEEN SETTLED
OR ALTERNATIVELY A DESIGNATION OF ANOTHER SITE OF 20 TO 10

UNCLASSIFIED