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BASIC EDUCATION DEVELOPMENT

PROJECT NO. 279-0053

PRIMARY TEACHER TRAINING SUB-PROJECT PAPER

USAID/Yemen

Eastern Michigan University

Sanaa, Yemen Arab Republic

June, 1979

AGENCY FOR INTERNATIONAL DEVELOPMENT PROJECT PAPER FACESHEET	TRANSACTION CODE A A ADD C CHANGE D DELETE	PP
		2. DOCUMENT CODE 3

3. COUNTRY ENTITY Yemen Arab Republic	4. DOCUMENT REVISION NUMBER 1
------------------------------------------	-----------------------------------------

5. PROJECT NUMBER (7 digits) [279-0053]	6. BUREAU OFFICE A. SYMBOL NE B. CODE [03]	7. PROJECT TITLE (Maximum 40 characters) [Basic Education Development*]
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8. ESTIMATED FY OF PROJECT COMPLETION FY [8/6]	9. ESTIMATED DATE OF OBLIGATION A. INITIAL FY [7/9] B. QUARTER [4] C. FINAL FY [8/6] (Enter 1, 2, 3 or 4)
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A. FUNDING SOURCE	FIRST FY			LIFE OF PROJECT		
	B. FX	C. LC	D. TOTAL	E. FX	F. LC	G. TOTAL
AID APPROPRIATED TOTAL						
GRANT	300	0	300	9,000	363	10,023
LOAN						
OTHER U.S.						
1.						
2.						
HOST COUNTRY YR 4.54 = \$1.00		271	271		6,633	6,633
OTHER DONORS						
TOTALS	300	279	639		3,996	10,050

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) EH	620	620		300		953		1,497	
(2)									
(3)									
(4)									
TOTALS									

A. APPROPRIATION	N. 4TH FY 82		O. 5TH FY 83		LIFE OF PROJECT		2. IN-DEPTH EVALUATION SCHEDULED MM YY 01/81
	C. GRANT	P. LOAN	Q. GRANT	S. LOAN	T. GRANT	J. LOAN	
(1)	1,602		1,760		10,023		
(2)							
(3)							
(4)							
TOTALS					10,023		

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

2 1 = NO 2 = YES * Sub-Project Paper for Primary Teacher Training

14. ORIGINATING OFFICE CLEARANCE	15. DATE DOCUMENT RECEIVED IN AID # OR FOR AID # DOCUMENTS. DATE OF DISTRIBUTION
SIGNATURE <i>Robert M. Heerman</i>	
TITLE Director, USAID/Yemen	DATE SIGNED MM YY 01/81

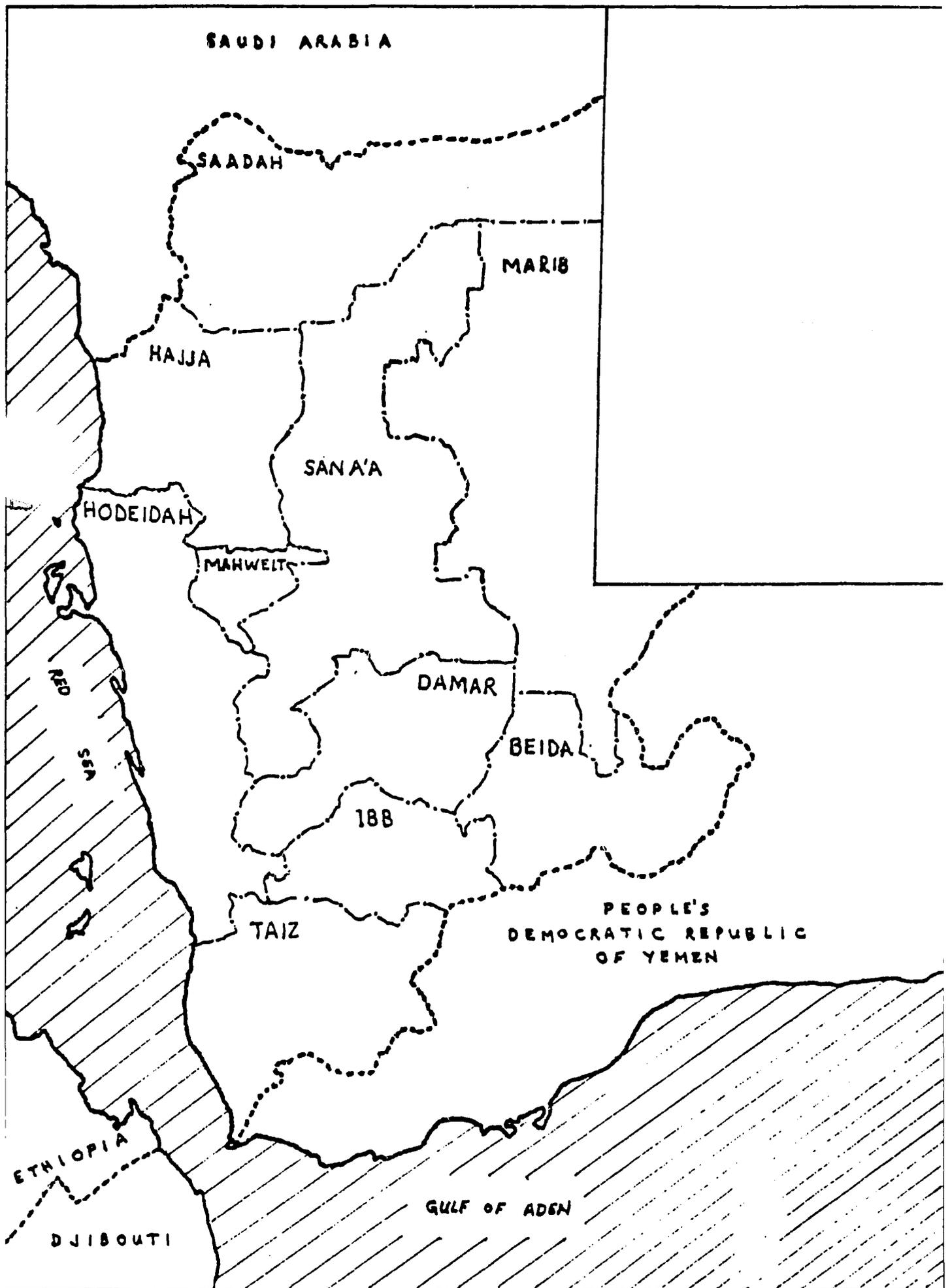


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I. Summary

A. Introduction

A major constraint to the economic and social development of Yemen is the lack of trained human resources. This project proposes that a radical expansion of the country's primary education system, coupled with the introduction of modern teaching techniques, is one of the least-cost avenues to assisting in the development of more equitable social and economic opportunities for the Yemeni people. Yemen's continuing commitment to the development of education is evident in its first Five-Year Plan (1976-77 - 1980-81) in which one of the major development goals of the educational sector is the enlargement of primary education and the upgrading of teaching methods. The Project is designed to assist in this modernization effort by supporting the Government's goals in primary education.

The development of primary school education is viewed as the most essential element of development mainly because primary education imparts the basic literacy skills, mathematical foundations, basic scientific knowledge and work patterns which form the fundamental core of education for the life-time of the participants. No other development can have a broad an impact as this project design proposes to have.

An ultimate goal of the Government, as supported by the Five-Year Plan, is to provide universal education to primary school age children. This is regarded as essential in order to increase literacy in the country. 12.6% of the population is literate today. It is recognized that literacy is basic to the overall development of human resources. The basic thrust to overcome this literacy gap is through a sound primary educational system. The main problem in the primary educational system is the lack of qualified Yemeni primary school teachers. It is foreseen that this problem can be overcome by expansion and upgrading of pre-service and in-service primary teacher training program.

B. Project Strategy and Implementation

This project will be directed at improving the quality of the overall primary education system by training teacher trainers who have the capability to deliver quality training programs to new primary school teachers. In-service programs for primary teachers currently teaching will be designed and implemented under the project. In addition, the Project will design training programs for administrators in the in-service training center and the Teacher Training Institutes. This will be done by meeting the following objectives:

1. Provide to a total of 175 Yemeni graduates of the University of Sana a three year program which will result in the awarding of a M.A. degree in primary teacher training. In addition, 12 professional personnel will be trained in administration for Primary Teacher Training Institutes and the In-Service Divi-

sion of the Ministry of Education. The training schedule for these latter participants will be developed early in the project in consultation with the Ministry of Education.

2. There will be five groups of 35 participants entering the three-year training cycle for Primary Teacher Training Institutes staff. The first group will start its training program in September 1979.
3. This three-year program includes five phases: (1) three months of intensive English language training in Sanaa; (2) one academic year in-country training, exposing the participants to primary education theory and problems as well as teaching methods and methodology; (3) intensive English training and orientation to Eastern Michigan University graduate studies lasting three months at Ypsilanti; (4) twelve months M.A. program at Ypsilanti in the field of primary teacher training and supervision; (5) permanent assignment of primary teacher training institutes; and (6) in-service assistance, follow-up, and evaluation by project team.

C. Project Results

Thirty-five graduates of the College of Education, University of Sanaa, will be selected each year for five years to enter a three-year phased training program. Encompassed here will be all necessary activities in both the Yemen Arab Republic and the United States leading to a Master's Degree in primary education. The Project plan is designed to provide up to 187 highly trained professional personnel, (175 trainers and 12 administrators) to staff Primary Teacher Training Institutes and Training Centers. The 175 teacher trainers and support personnel will have the capability to produce approximately six hundred qualified primary school teachers each year. These six hundred teachers in turn will have the capability to teach 24,000 or more, primary school age children each year. Assuming a teaching career of five years for primary school teachers, the number of ultimate beneficiaries will be approximately 600,000 primary school age children.

At the end of the project the institutionalization of a professionally sound primary teacher training system will have been established. Further, the capacity to maintain the system will be assured by a strengthened Ministry of Education administration. The continued ability to provide trained personnel for the primary education sector will be based in the College of Education, University of Sanaa.

D. Estimated Project Costs

The project will consist of technical assistance, formal and non-formal training and commodities and equipment related to

primary school teacher training. Estimated United States Agency for International Development current costs for the seven-year life of project in U.S. \$10,023,390. The estimated project contribution of the Yemen Arab Republic Government is U.S. \$8,633,460. The foregoing cost estimates have been calculated on the basis of a 7% United States and a 25% Yemen Arab Republic inflation rate per year compounded.

II. Background

A. The Problem

The Yemen Arab Republic is a country with limited natural resources, limited agricultural land, water and a rugged and challenging terrain. Its most abundant and valuable resource is its people who enjoy the reputation of being hard working and industrious. If the country is to achieve its goals of economic and social growth it must be through the development of its human resources.

While the Yemen Arab Republic reports a per capita Gross National Product (GNP) of about \$390 (generated mainly by remittances from Yemeni workers abroad) it still ranks as one of the world's most underdeveloped nations. Characteristic of an LDC it has a literacy rate for males of 23%, only 2 % for females and an average literacy rate of 13% in a population of 5.5 million. Indicators in the other sectors such as health, life expectancy, nutrition, etc., are just as dramatic. While the remittances from Yemeni workers abroad have provided a respectable per capita GNP which can be viewed as a positive force in development, the absence of these workers from home has created a major development issue for the country. It is estimated that 30% of the Yemen Arab Republic's male labor force is working in the neighboring oil countries. Labor scarcities of both skilled and unskilled workers exist throughout the economy but are particularly critical in the public sector where the pay scale falls far below the private sector. Central to addressing these problems and the development of the needed human resources is the establishment of a sound primary education system.

The Yemen Arab Republic Government efforts in the education sector, since 1971, are substantial and indicate a commitment and an appreciation of the importance of educational development to the country. During the period 1970/78 the number of primary schools increased from approximately 800 to 1,604, and primary school enrollement increased from 82,000 to 252,490 pupils. Preparatory and secondary school enrollments increased from 1,250 to 29,400.

In spite of these efforts, the equality and availability of schooling remains minimal at all levels. The most recent census data available (1975) reveal that the resident population of school-aged youth in the YAR¹ ages five through nineteen inclusive, accounts for 37.6% of the total population. Of the total school-aged group, approximately 19.5% or 881,321 fall into the six to eleven year old range, the

age group corresponding to primary school education. Although there is a growing awareness and demand to expand educational opportunities within the nation, the hard fact remains that in 1975-76, only 28% of Yemeni youth within the six to eleven year old group were enrolled in some form of primary level schooling. Ironically, it is not a shortage of school buildings which accounts for this situation. In 1976-77, it was estimated that 466 schools, or 30.5% of the schools actually constructed were closed during that year due to the lack of teachers. In 1977-78, only 363 primary schools, or 22.6%, had programs including all six primary grades. The remaining 1,241 schools, or 77.4%, have an average of only three grades in operation. A conspicuous lack of qualified primary teachers available to the nation has severely retarded the growth of educational opportunities for Yemeni youth; this has resulted in the wide-spread utilization of primary teachers with sub-standard qualifications.

Yemeni primary teachers account for 85.5% of all primary staff: (usually short term) 32.6%; and permanent, 52.9%. Expatriates make up the remaining 14.5%. Among the permanent primary school teachers in Yemen (total of 3,687) 1,439 or 39% are themselves primary school dropouts. The shortage of teachers and the unsupervised cadre of unqualified teachers is a major handicap to continued development of the educational system. The immediate problem is a lack of training and a lack of sufficient and qualified staff to offer in-service training.

There are now fifteen Primary Teacher Training Institutes (PTTIs) in Yemen. While the Institutes are administered by Yemeni directors, some of whom are university graduates, the Institutes are staffed almost entirely by expatriate teachers. The latest report from the Ministry of Education (MOE) lists 166 expatriates and 15 Yemenis working in PTTIs. The maximum period of an expatriate staff contract is four years, which means that there is a frequent turnover of staff, thus providing no base for institution building, continuity of curriculum development or implementation. The World Bank is financing the construction of five new PTTIs, two for girls to be located in Taiz and Hodeidah, two for boys in the same cities, and one for boys in Sana'a. The existing girls' PTTI in Sana'a is considered adequate. The Ministry of Education plans a limited consolidation program when construction of these facilities is completed. The new facilities will be able to accommodate 960 boys and 840 girls with a potential graduating class of 300 qualified primary teachers a year. In spite of this increased physical capacity, however, the problem of providing the quantity and quality of primary teachers remains. Highly trained teacher trainers and ad-

ministrators for the PTTIs are not currently available in the YAR.

Although some quantitative and physical gains have been made in the education sector, it remains functionally unable to deal with human resource development in Yemen, primarily due to the lack of trained personnel.

B. PRIMARY EDUCATION SYSTEM

1. Enrollment

During the five-year period after the Civil War, primary school enrollment increased from 79,956 to 250,480 (or 43% average annual increase). In 1976-77, however, primary school enrollment declined to 220,482. Most of the decline took place in boys primary schools in rural areas and in the Governorates of Saadah and Marib. Suggested reasons for such a decline are:

- a. Many primary schools in rural areas were closed for lack of teachers;
- b. Insufficient economic and social incentives for primary school teachers which discouraged people from entering the profession and failed to retain sufficient numbers of those already in it;
- c. Most of the rural primary schools provided incomplete primary education programs. As a result, many of the rural students were unable to continue their primary education;
- d. High student attrition rate in Saadah and Marib Governorates due to migration to Saudi Arabia for work;
- e. A large percentage of the rural primary school teachers are unqualified. As a result, many parents became disenchanted with education and took their children out of school to help in the fields or to obtain jobs elsewhere.

In 1977-78, enrollment in primary schools started to increase again and reached 252,490 (14.5% increase over 1976-77). Factors related to that increase include: (1) many new primary schools were opened in rural areas offering complete primary education programs, and (2) Local Development Associations (LDAs)

increased salary supplements to primary school teachers in rural areas.

Examination of these 1977-78 enrollment figures by Governorate, sex and grade suggests that students in private schools represent less than one-half of one percent of total enrollment at the primary school level. As for those who attended public primary schools, the following statistics are relevant:

- a. In eight of the ten Governorates, enrollment in primary schools increased. The only exceptions were in Saadah and Marib, mainly due to worker migration to Saudi Arabia, which resulted in youths having to work in family agricultural production;
- b. Seventy percent of primary school students were in the Governorates of Sanaa, Taiz, Hodeidah and Ibb;
- c. Male students represented 87.5% and the remaining 12.5% were females;
- d. Of all male students enrolled at all levels of education, 85.3% were enrolled in public primary schools;
- e. Of all female students enrolled at all levels of education, 78% were enrolled in public primary schools;
- f. About 80% of the female students went to primary schools which provide all six grades (54.4% for male students); and
- g. Female students who went to primary schools in the Governorate of Taiz represented 45.7% of the total female enrollment in primary schools, throughout the country. Another 46.1% were in the Governorates of Sanaa, Hodeidah and Ibb. Only 8.2% were in the remaining six Governorates.

Because of the late start of formal education in the Yemen Arab Republic, governmental policies regarding primary school entry age are not enforced. In a random survey (conducted by the Swiss team and which covered various schools in the cities of Sanaa, Taiz

and Hodeidah), it was found that over 50% of primary school students were at least two years older than the maximum primary school age permitted. As a consequence, the majority of the students in primary schools received their certificates at ages between 15 and 19 years. Further analysis leads to the following.

- a. Dropout rate for girls in Grade 1 is 36.1% which is higher than the 28.2% for boys;
- b. Dropout rate for boys in Grade 3 is higher than for girls (33.5% versus 20.5%);
- c. Female students who continue their education after Grade 1 have a better chance of completing all six grades than boys (48.8% for girls and 33.1% for boys);
- d. Female students who enter primary education have a better chance of finishing all six grades than boys (31.2% for girls and 23.8% for boys); and
- e. The average number of grades a student completes in primary education is 3.14. This average is slightly higher for girls than for boys.

In spite of the rapid growth achieved in primary education since 1970, the number of students attending primary schools in 1977-78 constituted only 27.1% of the estimated primary school-age (6-11 years) population. This percentage is biased on the high side due to the over-aged student situation. Furthermore, the percentage is smaller for girls than for boys, i.e., 6.9% versus 47.7%.

2. Primary Schools Situation

Examination of primary schools situation suggests the following:

- a. About 580 new schools were constructed by Local Development Associations (LDAs) between 1973 and 1976. In addition, an unknown number has been built and more continue to be built since;

- b. In 1977-78, there were 1,604 operating primary schools which is 76 more than the 1,528 figure for 1976/77;
- c. In 1977-78, only 22.6% of all primary schools provided complete primary education programs (i.e., all six grades) and 46.4% provided only the first three grades or less;
- d. About 50% of all primary schools are in the Governorates of Sanaa, Taiz and Hodeidah;
- e. Although in 1977/78 the total number of operating primary schools increased by 76 over the preceding year, the number of these schools in the Governorates of Beida, Saadah and Mahweit have decreased by 8, 65, and 7 respectively;
- f. The number of additional primary schools opened in 1977/78 was 156. Some of these new schools were opened to consolidate several of the old and/or incomplete primary schools (e.g., Hajja and Ibb);
- g. In 1976/77, the number of incomplete and inoperative primary schools in the country was 466. Of these, 45.3% were in the Governorates of Sanaa. The main reason was and continues to be lack of teachers; and
- h. Most of the public primary schools are found in larger cities, despite the fact that only 7.7% of the resident population of Yemen live in these cities.

In addition, the physical standards of primary schools vary. There are newly constructed schools financed by foreign donor countries which follow construction standards of those donor countries. Yet, there are other schools which have been built with community help that follow no given standards. It should be noted, however, that the MOE has recently started to provide assistance in the design of new schools being put up by local cooperatives.

3. Primary School Teacher Situation

The number of primary school teachers has increased from 3,099 in 1971/72 to 6,397 in 1977/78 (106.4% increase). During the same period, the percentage

of female teachers has increased from 1.5% to 8.2%. Although the number of teachers at the primary level has been increasing, qualification of the majority of Yemeni primary school teachers is still very poor and the reliance on expatriate teachers is increasing. The situation for the primary teaching staff, for 1977-78, can be summarized as follows:

- a. Of those 6,397 teachers, 52.9% were permanent Yemeni teachers, 32.6% were contract Yemeni teachers, and 15.8% were expatriate teachers;
- b. Of the permanent Yemeni teachers, 60.4% had primary education or less, and 43.5% were regular secondary school graduates who were required to teach in primary schools before they can be admitted to the University. Only 3.6% of the contracted Yemeni teachers were females;
- c. Of the permanent Yemeni teachers, 60.4% had primary education or less and 6.8% were females;
- d. Most of the expatriate teachers were more qualified than the Yemeni ones. Approximately 30% of the expatriates were women teachers. In some cases, expatriate teachers were assigned to schools and locations where Yemeni teachers did not want to work; and
- e. Of the 1,011 expatriate primary school teachers, 71.6% were Egyptians, 12.5% were Saudi Arabians, 12.4% were Syrians, and the rest were from other countries.

The Government of the Yemen Arab Republic is aware of the problems related to primary education. It is attempting to design plans which will make it possible to achieve the educational goals included in the Five-Year Plan (1976/77 - 1980/81). In this regard, it is the Yemen Arab Republic's policy to seek foreign donor technical and financial assistance to help in achieving the educational goals out-lined in the Five-Year Plan.

C. Yemen Arab Republic Government Objectives in Education

The Yemen Arab Republic Government intends to pursue educational development for the next decade per the objectives identified in the first Five-Year Plan (1976-1981) as follows:

1. The realization of social equity and justice by the implementation of universal education in the Yemen Arab Republic.
2. The development of human resources at all levels to meet the needs of the education sector and those of other sectors.
3. To work towards a Yemenization of teaching staff at all levels, to attain self-sufficiency throughout the education system.
4. The development and improvement in the standard of financial, administrative and organizational efficiency in the Ministry of Education, the governorates and the educational and training institutions.
5. The development and improvement of the University system in a manner which will result in more effective training and education for men and women and efficiency in financial, organizational and administrative procedures.

Specifically, the plan is (a) to provide primary schooling for all Yemeni youth by 1996, thus eradicating initial illiteracy; to expand secondary schooling by new construction throughout the country; and to emphasize education for females; (b) to improve the quality of schooling by training unqualified teachers, by improving materials and equipment and by reducing dropout rates; (c) to stress national culture and Islamic traditions; (d) to develop a range of training schools with emphasis on teacher training at all levels, vocational training and agricultural training; (e) to improve central and regional administration through the training of directors, inspectors and administrators; to prepare and produce educational materials with a Yemeni orientation; and (f) to expand faculties at the University of Sanaa.

These broad policy objectives appear sound and give emphasis to the country's socio-economic goals. To achieve these goals there is a clear recognition that the Yemen Arab Republic will have to rely on external assistance. In this regard the Ministry of Education has demonstrated the capacity to absorb and integrate into the educational system technical assistance projects related to the goals and objectives established for the education sector.

D. Other Donor Assistance Related to Education

Currently, there are large-scale educational activities underway sponsored by a significant number of foreign donors and international agencies. Below is a brief discussion of the major contributors and their areas of assistance:

1. IDA/World Bank:

IDA has been involved in two major education projects. These two projects include construction and equipping of: five teacher training institutes (two for girls and three for boys); one preparatory and three secondary schools; four vocational and one agricultural training center; seven non-formal basic training centers; and one educational materials production center. In addition, these projects include equipment for: seven teacher training institutes; and three preparatory and secondary schools. Estimated total cost of the two projects is \$28.85 million.

2. UNDP and UNESCO:

The UNESCO technical projects include the following activities:

- a. Setting up a comprehensive educational policy for the country;
- b. Reorganizing the Ministry of Education;
- c. Expanding primary education;
- d. Expanding and diversifying secondary education;
- e. Expanding and improving teacher training institutions;
- f. Establishing a College of Education within the University of Sanaa;
- g. Revising and improving the curricula;
- h. Expanding and improving the opportunities for womens' education;
- i. Establishing a system of non-formal education in the country;
- j. Conducting in-service training programs for teachers at the primary, preparatory and secondary levels; and

- k. Sponsoring 18 UNESCO fellowships in education (nine Ph.D., two M.A., one TTI, and six technical, non-degree programs).

Many of the above mentioned activities have had to be condensed and some curtailed due to reductions in UNDPs financial resources.

3. WFP and UNICEF

Substantial contributions to the educational program has been made by WFP and UNICEF. Funds for food and school lunches have been approved in the amount of \$3.2 million by WFP. UNICEF has been providing materials and incentive stipends for teachers and students involved with teacher training institutes and fellowships to study abroad for female students.

4. Arab Countries

Educational assistance from Arab countries to Yemen has been substantial. Financial assistance has been directed toward school construction, operational expenditures, and teaching personnel. A major contribution has been made by the Government of Kuwait in financing most of the capital and operational expenditures of the present campus of the University of Sanaa. In addition, Kuwait has financed the construction of expanded university facilities at a new campus. Other Arab countries have provided assistance in the building of new schools at all levels. Other funds are being provided by Arab countries to the Yemen Arab Republic Government to hire expatriate teachers at all levels. Additionally, grant funds also are made available for hiring teachers directly.

5. Other Countries

Other foreign countries have provided assistance in developing technical and vocational schools. These countries include: Federal Republic of Germany, Peoples' Republic of China, and USSR. In addition, many countries provide scholarship funds for training Yemenis abroad in various technical and professional fields.

E. USAID Objectives in Education

The major and supportive objectives of the USAID as stated in the Country Development Strategy Statement (CDSS) for the 1981-85 period as they relate to this project are as follows:

Institutional development of the basic education system (primary, secondary and non-formal) to provide the skills needed for fulfillment of basic human needs and productive utilization of increased personal income.

The objective of the USAID education program in the CDSS is the development and expansion of institutions concerned with basic education. These institutions are needed to provide literacy, mathematical understanding and skills, basic scientific knowledge (including health, nutrition and sanitation), and work skills. The primary and non-formal education systems are viewed, if efficiently designed, as the least cost means of achieving broad-based, fundamental improvement in the quality of Yemen's human resources.

The Five Year Plan projects that the total number of primary students in Yemen will grow from 252,500 in 1975/76 to 426,900 in 1980/81. The number of entering students is expected to grow 124%; boys by 9% and girls by 254%. At present, there are constraints at nearly every point in the primary school system. Several hundred schools have been built in recent years but many are not yet operational due to the shortage of teachers. Those schools with teachers are predominantly staffed by primary school drop-outs. Five modern Primary Teacher Training Institutes, financed by IBRD, are being constructed. Although work has been done by UNESCO on some components of the related teaching and curriculum systems, substantially more technical assistance is required to generate progress.

The focus on primary education is on in-service and pre-service teacher education as well as development of a capacity for training primary teachers. The CDSS foresees support given to a nascent curriculum development program which will include development of teaching materials. To develop the long-range competence of the primary education system as

a whole. The University of Sanna College of Education will be strengthened as will also be the Faculty of Science, especially as the latter relates to the training of science teachers. In addition, the CDSS calls for experimental programs at the local level to test and generate receptivity to primary education for girls.

The other major project component also covered in the CDSS will be in the non-formal education field. Given Yemen's widely scattered rural population and the limited resources available to the Government to reach them, particular emphasis will be given to development of mass-media education outreach programs. The Project will address a wide range of basic educational problems and related subjects in such fields as basic vocational, agricultural and scientific training. Given the particularly low level of education among women, the CDSS calls for, and the Project design supports, improving programs to encourage young girls to attend primary school.

III. Project Description.

A. Goal:

The goal of the Primary Teacher Training Project is to accelerate the development of Yemen Arab Republic human resources within the framework of its national development goals by increasing the quality and availability of primary education.

Goal achievement will come about by assisting the Ministry of Education in establishing an institutional capacity for upgrading primary teacher training. The immediate goal is to provide highly qualified administrators and teaching staff personnel for the PTTIs, capable of delivering a quality instructional program to a greater number of primary teacher trainees. Concurrent activities will provide qualified in-service trainers, capable of implementing field tested programs, who will upgrade in-service primary teachers.

B. Purpose:

The establishment of a more efficient and effective primary education system.

1. Relationship to AID Strategy.

The linkage between this Project and the USAID strategy outlined in Section II, and elaborated in the CDSS, is direct. Central to human resources development is the eradication of illiteracy. The achievement of this goal is dependent upon a viable primary education system. This Project focuses directly on this sector. The Primary Teacher Training Project is the foundation activity of the USAID program in providing assistance to basic education development in Yemen. The long range dimensions of development in this sector will include strengthening of: a) the Faculty of Education and the Faculty of Science, as the latter relates to training science teachers at the University of Sana'a; and b) the administrative capacity of the Ministry of Education. In addition, education studies and research will be undertaken in all sectors to improve education programs, in particular to increase participation and retention of girls in education.

The Project operates in a sector that will have an impact on a large percentage of the country's population; the Project is consistent with the USAID Country Strategy in that it emphasizes the development of the human resources of the Yemen Arab Republic.

2. Relationship to Yemen Arab Republic Government Strategy:

To achieve the educational goals set forth in the Five-Year Plan (1975/76 - 1980/81) the Yemen Arab Republic Government proposes to:

- a. Coordinate the resources of the Ministry of Education, the University, the training institutions and the departments under the Ministry and implement procedures to improve the capabilities of each of the above.
- b. Develop effective plans and implement projects on a timely basis designed to further national educational goals.
- c. Coordinate and monitor the implementation of projects financed by international organizations.
- d. Improve the financial, technical and administrative coordination with the various ministries, and governmental organizations, especially in the implementation of projects related to training and technical education.
- e. Facilitate the implementation of education projects by providing appropriate financial and administrative support, and
- f. Strengthen cooperation with international organizations in all fields within the framework of applicable laws and regulations.

The Government emphasizes the development of a sound education infrastructure, through the strengthening of its own institutions and administrative arrangement. Central to the development plans is the coordination of foreign donor assistance. In this regard it is the policy of the Government to cooperate with donor agencies and to facilitate the implementation of projects consistent with national goals.

The Primary Teacher Training Institute Project is designed to support the existing Yemen Arab Republic Government strategies and objectives, to provide information through educational studies and research, and to support current and future educational development projects.

3. End of Project Status.

The conditions expected to be achieved at the end of the project are: 1) a functioning primary teacher training system, consisting of eleven institutes capable of training high quality teachers to staff primary schools throughout the country; 2) trained personnel conducting continuing in-service programs for qualified school teachers; 3) special programs to upgrade unqualified teachers; and 4) the Yemenization of primary schools and the PTTI system at all levels. These conditions will be realized through the following:

a. EOPS - 1:

More Yemeni Youth Enrolled in Primary Schools.

The demand for and interest in education in Yemen have significantly increased since 1971. As a result of government efforts, local initiatives, and foreign donor assistance the numbers of primary schools have increased. However, the lack of trained teaching staff has left many schools unused, understaffed or staffed by unqualified teachers. This situation works against primary school enrollment increases and has tended to reinforce the school dropout rate. This project will train to the M.A. level approximately 175 personnel who will assume teaching and administrative functions in the PTTI's. These teachers will train approximately 600 primary school teachers each year who will then be certified in their specialties. These trained primary teachers will have, in turn, the capacity to teach an additional 24,000 children each year. The increased availability of well trained primary teachers will permit the fuller utilization of primary schools and provide a greater opportunity for Yemeni youth to obtain a better education.

b. EOPS - 2:

Average Years Spent in Primary Schools Increased From 3.14 to 5 Years:

The latest educational statistics available indicate that the average number of years a student completes in primary school in Yemen is 3.14. UNESCO maintains that four to five years of primary education are required to ensure permanent literacy and numeracy skills. Studies conducted by the World Bank indicate that four years of schooling is the threshold level of education associated with increased agricultural productivity. These studies are based on data from 20 different

developing countries. Subsequent in-depth studies suggest that the linkage lies in increased mathematical and logical skills acquired during the first four years of schooling.

In addition, studies of non-formal education have shown that people with some formal education are most likely to participate in non-formal educational activities and programs. It can be expected that expansion and improvement of primary education would have a positive impact on participation in all types of non-formal education. Therefore, if primary education is improved and the average school attendance increased to five years, significant progress can be effected in developing human resources in Yemen.

c. EOPS - 3:

Improved Quality of Primary School Instructions:

An improved quality of primary instruction will be achieved through the integrated training and program development components of the Project. These include: a) training of a qualified PTTI staff which, in turn, trains pre-service teachers; b) in-service workshops and seminars for PTTI staff; c) training of in-service education specialists; d) creation and field testing of model programs for in-service education in primary schools. These programs will focus on improved teaching methods, on design, production, and the effective use of instructional materials, and on better classroom organization; e) assisting the In-service Training Division of the Ministry of Education in planning and implementing effective in-service programs on a continuing basis.

d. EOPS - 4:

Increase in Quantity and Quality of PTTI Graduates:

(1) For the academic year 1978/79, there are 15 PTTI programs operating in Sana'a, Taiz, Hodeidah, Marib, Jajja, Damaar, Ibb and Zabeed. These include 10 programs for boys and five for girls with respective enrollments of 577 and 578, giving a total enrollment of 1,155. When the five additional PTTI's financed by the World Bank are completed in 1980, the 15 existing teacher training programs will be consolidated into 11 PTTI's covering the same geographical areas as the present 15 programs. The 11 PTTI's will have a total student capacity of 2,085.

(2) The 11 PTTI's will be staffed and administered by personnel trained to the M.A. level under this Project.

These personnel will have the capability to deliver quality instructional programs. The presence of highly trained personnel in these institutions will provide further incentive for students to enroll in these programs.

(3) Presently, 470 students planning to be primary school teachers are enrolled in secondary school level studies which include teacher training courses. There are also 685 students in the preparatory school teacher training program (these preparatory school programs are for junior high school age pupils). It is planned that these preparatory school programs will be de-emphasized in favor of more secondary school level teacher training programs which produce a better trained primary teacher. Higher stipends and better living facilities will be made available to encourage the students to follow the secondary school programs.

e. EOPS - 5:

Increased Participation of Girls in Primary Schools and PTTI's:

An important activity of the project will be to develop methodologies which will lead to greater retention of primary school students. A part of this effort will focus on girls in particular. Concurrently, the following conditions and/or strategies will be applied:

(1) In the PTTI consolidation plan all locations presently served by PTTI's will continue to be served. This will continue to provide accessibility to PTTI's for girls. Additionally, the new PTTI's will provide boarding facilities for girls; this is the first time girls are being afforded such facilities. This factor in itself could encourage an increased enrollment of girls in PTTI's.

(2) The Yemeni female participants trained to the M.A. level who will staff the girls PTTI's will replace some of the existing male expatriate teachers, thus making attendance in PTTI's socially acceptable to more girls.

(3) Increased female enrollments will lead to more female primary school teacher graduates who in turn will staff girls primary schools. The presence of more female teachers will permit more girls to go to primary schools.

(4) Many girls attending primary schools in rural areas are unable to complete more than three years of school because schools are not available to provide six years of schooling. Statistics show that when girls complete the first year of school the chances are high that they will complete the full six years if the opportunities exist. To overcome this shortage, model programs will be developed to test the viability of multiple-grade instructions; this will be done by developing materials and instructional techniques through in-service workshops to enable one teacher to teach two or more grades. This should further enhance the opportunity for boys as well as girls in sparsely populated rural areas to complete primary schooling.

f. EOPS - 6:

Localization of Primary Education Systems.

To be successful and continuous, the process of institution building in Yemen requires trained and interested Yemeni personnel. This project focuses on this requirement. During the life of the project approximately 187 professional staff will be trained to the M.A. level as administrators, teacher trainers, in-service directors and for other leadership roles. By the end of the project the capacity of the College of Education to train, on a continuing basis, high level professional personnel in the primary education sector will have been established. This will assure that primary education personnel will be available through local resources.

4. Beneficiaries.

There are two distinct beneficiary groups affected by this project. They are:

a. The immediate beneficiaries are the graduates of the College of Education, University of Sana'a who are selected as project participants.

b. The intermediate beneficiaries are the primary school teacher trainees, primary school teachers in service and the unqualified primary teachers who will receive quality training and assistance through the improved PTTI's and the planned in-service programs. Other beneficiaries at this level include the PTTI's which will have better qualified teacher trainers and administrators added to their staff, the Ministry of Education which will also receive trained personnel and the College of Education which will receive direct assistance in the planning and development of a primary teacher training capability.

c. The ultimate beneficiaries are the primary school students who will receive a better education in schools staffed by qualified primary school teachers. With the capacity of the PTTI's to train a greater number of qualified teachers an increased number of primary school-age children will have an opportunity to complete primary school. The number of beneficiaries in the group will be increased further through in-service activity to upgrade the large number of unqualified primary school teachers.

There is in this project a built-in beneficiaries multiplier effect. The estimated 150 teacher trainers assigned to PTTI's will have the capability to produce approximately 600 qualified primary school teachers each year. These 600 teachers will have the capability to teach 24,000 or more primary school age children each year. Assuming a teaching career of only five years for primary school teachers, the number of ultimate beneficiaries will be upward of 600,000 primary school age children.

C. OUTPUTS

Introduction: The Primary Teacher Training Project has as its main component the training of Yemeni teachers to the M.A. level to staff and administer primary teacher training institutes. Incorporated in this component will be the creation and testing of models for in-service workshops for primary school teachers, and direct assistance to the Faculty of Education of the University of Sana in establishing a Department of Primary Teacher Education. The ultimate objective of this project is to create trained Yemeni personnel capable of continuing institutional growth activities in this sector without further external technical assistance.

OUTLINE OF OUTPUTS

1. Personnel

- a. M.A. Degree Candidates
 - (1) PTTI Administrators
 - (2) PTTI Teachers
- b. Other Academic Training
 - (1) PTTI Directors
 - (2) In-Service Trainees
- c. Other Personnel Training In-Country
 - (1) Selected Ministry of Education Staff
 - (2) Selected PTTI Staff

2. Primary School Teacher Training

- a. Pre-Service
- b. In-Service

3. In-Service Programs

- a. In-Service Primary Teachers
- b. Up-Grading Unqualified Primary Teachers

4. Management System for Primary Education

5. Methodologies for Greater Retention of Primary School Students

ACHIEVEMENT OF OUTPUTS

1. Personnel

a. M.A. Degree Candidates

- (1) PTTI Administrators
- (2) PTTI Teachers

This component is designed to train Yemeni PTTI Administrators and Yemeni PTTI teachers. This will be a three-year practical experience/study program, culminating in the completion of the Master's Degree in Primary Teacher Training and Supervision.

Five discrete phases are built into this program, and are planned to be offered in sequence.

Phase I of the program is an eight-week intensive English language training activity to be carried out in Sanaa. This portion of the program will also serve to orient program participants to the goals, purposes, and activities of the overall program.

NOTE: Because the first group will enter the program in September, 1979, while following groups will enter the program in the succeeding months, Phases I and II will be offered concurrently to the first group of participants.

Phase II of the program is nine months in-country training for 35 selected University of Sana graduates. Each group brought into the program will be drawn from the pool of teachers and administrators who have already been working for from one or more years within the educational sector of the country. All program participants will be Yemeni.

Activities planned for this phase of the program will include:

A six-hour graduate level course entitled "Basic Elements of Teaching Primary School Children;"

Further English language training;

Work in lesson planning and learning activities planning; and

Demonstration teaching in both primary schools and Primary Teacher Training Institutes.

Phase III is the second part of the intensive English language training. It will be held on the campus of Eastern Michigan University and will occur during the six-week period of the EMU's summer session, approximately June 20 through August 1.

Features of this activity will include an orientation to the University, the assignment of program advisors, and group instruction and individual tutorials in English language.

The instructor assigned to teach in this phase of the program will be an Arabic speaker. Assisting in the activity will be the person designated as the Eastern Michigan University Training Coordinator.

To assist program participants in their adjustment to the United States, members of the Yemeni community located in Dearborn, Michigan, will be invited to participate in some aspects of this activity.

Phase IV of the training will be carried out at the University and will be for one full calendar year. During this twelve-month period, program participants will complete a minimum of 24 hours of graduate work applicable to the Master's Degree. Participants will receive instruction in both Arabic and English. Course offerings will include both regularly scheduled and specially arranged classes, with participants grouped together wherever possible.

Courses for this M.A. program will include educational psychology, social foundation of education, educational leadership, and curriculum development and instruction.

A seminar in elementary education will be arranged for participants and will meet weekly throughout the fall and winter semesters of the program. Designed under the direction of the Eastern Michigan University Project Training Coordinator, this seminar will draw from members of many faculties.

Areas of concentration available to students will include educational administration and supervision, mathematics/science, language arts/social studies, health/physical education, and domestic sciences/industrial arts.

Areas of electives will be restricted to those courses which have relevance to the curriculum of the Primary Teacher Training Institutes in Yemen.

Phase V of the program will take place in the Yemen Arab Republic during the third and final year of the training cycle. During this phase participants will be assigned to full time positions as teachers and administrators in Primary Teacher Training Institutes, located in Sanaa, Taiz, Hodeidah and Ibb.

Commencing in September, 1981, these Primary Teacher Training Institutes will each receive approximately eight of the participants; these persons will form the nucleus around which institution building will take place at these PTTI's.

b. Other Academic Training

(1) PTTI Directors

Seven of the current directors of the 15 PTTI's are university graduates. These seven directors have been nominated by the Ministry of Education to receive academic training in school administration under this project. These persons will receive training which emphasizes primary education.

The administrators for the other four PTTI's (eleven PTTI's operating after consolidation), will receive academic training as administrators under the regular program.

(2) In-Service Trainees

The staff members of the existing In-Service Training Division of the Ministry of Education consisting of five professionals, will be scheduled for Master's Degree training in the United States. The specific time frame of study for this group will be developed in consultation with the Ministry of Education and the technical assistance team.

Beginning with project activities in September, 1979, the technical assistance team will assist the Ministry's In-Service Division in the creation of in-service education models which will then be field tested, evaluated, and further refined as necessary.

Upon the completion of the academic training of the in-service personnel and the development of in-service programs, the In-Service Training Division of the Ministry of Education will then have the institutional capacity to carry on effective in-service programs for primary teachers on an on-going basis without further outside technical assistance.

c. Other Personnel Training In-Country

(1) Selected Ministry of Education Staff

In addition to the in-service training programs designed as a continuation of the participant training program, the project team will, beginning in September, 1979, develop plans for summer in-service programs to be initiated in the summer of 1980; these programs are to be repeated each summer during the life of the project.

These summer programs will be intended exclusively for Yemeni teachers, administrators, and Ministry of Education personnel.

This program will be carried out so as to include both special topic workshops and general seminars. The program will be flexible and will be developed so as to be responsive to the special needs of the teachers, administrators and Ministry of Education personnel. Personnel who do successfully complete the three to four year sequentially developed courses may receive advanced certificates of study.

In addition to the summer in-service program, the project team will develop in-service programs for a variety of groups within the educational sector of Yemen. One thrust of these in-service programs will be related directly to the PTTI project and will be designed to upgrade Yemeni teachers, administrators and Ministry of Education personnel who are directly involved with the PTTI's. Another facet of these in-service programs will be designed to augment the above described summer program and will be conducted by project personnel working with Ministry of Education specialists who may or may not be directly involved in the PTTI project.

(2) Selected PTTI Staff

Commencing in September, 1981, certain selected members of the first group of participants will be given further training in the form of in-service assistance, special workshops and seminars. The goal is to train them to be effective administrators of the various PTTI's. Members of each of the following four groups will be given the same training until each of the planned eleven PTTI's are staffed with qualified, well trained administrators.

2. Primary School Teacher Training

a. Pre-Service

Participants who complete the M.A. program will be assigned to the PTTI's and it is expected that as a result of the high quality of their training and firm grounding in content and methods of primary teaching, they will have the capability of delivering an effective instructional program for pre-service teachers. In addition, they will apply in their teaching, appropriate materials and teaching aids developed during the formal and non-formal phases of their training.

b. In-Service

In addition to providing a high quality output of primary school teachers from the PTTI's, the project will also assist in improvement of the skills and competency of existing primary school teachers.

3. In-Service Programs

a. In-Service Programs for primary school teachers designed and field tested by the Division of In-Service Education of the Ministry of Education will begin in 1980 and will focus on improvement of teaching techniques, methodology and the development of appropriate instructional materials. These will be of the type that are inexpensive and can be teacher-made.

b. The In-Service Training Division of the Eastern Michigan University with the project technical assistance team will design and develop an in-service program for unqualified teachers consisting of content, primary

teacher education, methods of instruction, classroom management, use of audio-visual materials and teaching strategies.

The program will be phased over a period of time and will result in an award of an approved teaching certificate, and will result in the appropriate increase in salary..

The above program will be carried out with the concurrence of the Ministry of Education.

4. Management System for Primary Education

In all phases of the implementation of this project, close communication will be maintained with the General Director of Teacher Training, Ministry of Education, and his staff. As a part of this articulation, continual, on-the-job reference will be given to the development and trial of procedures and management systems, a key element of which will be on-going evaluation. The Minister of Education has indicated that the General Director of Teacher Training should be released for academic training, but only after the project has been in operation for one year.

It is anticipated that the management system developed during the first year of operation will constitute the major focus of the academic training program designed for the General Director of Teacher Training of PTTI's.

5. Methodology for Greater Retention of Primary School Students

As indicated in the strategies in the Project Paper, one of the activities of the technical assistance personnel will be to undertake educational studies and research.

One of the areas to receive early attention will be the retention of students in primary schools, with special emphasis on girls in primary schools. Model programs will be developed, to test and evaluate the viability of multiple-grade teaching programs, (schools offering less than six years of instruction), located in the sparsely populated areas of the country, the result being the capacity to provide full primary education to small groups of children while retaining a favorable teacher-pupil ratio. This approach is supported by educational research which indicates that children do learn as effectively in multiple grade classes.

D. Inputs

1. Input Quantifications

a. A.I.D. Inputs

(1) Technical Assistance

Long term: A.I.D. will finance up to six full-time professional personnel over a seven year period as required to implement the in-country phase of the primary teacher training project. The professional skills of the technical personnel will cover primary teacher training education; in-service education; English language training; and science education.

The following personnel will be included in the tentative twenty-eight person-year schedule:

- 1 Chief of Party
- 1 Teacher Trainer Coordinator
- 1 Teacher Trainer
- 2 Language Trainers/ Teacher Education Specialists
- 1 Teacher Education, Science

Non-professional field personnel to be provided include:

- 1 Project Secretary
- 1 Administrative Officer

The Chief of Party, Project Secretary and Administrative Officer are to be financed by the basic education project commencing January, 1980.

Short Term: Short term consultants will be provided to the project as needed. It is anticipated that up to one and one-third years of specialist consultant services will be needed.

Specific areas which are most likely to require the services of short term consultants include the following:

1. In-service education workshops for Ministry of Education personnel, and for school inspectors.
2. Research design and methodology training workshops. These would be geared toward the collection and interpretation of sorely needed base-line data within the education sector.
3. Special workshops for primary teachers in remote,

rural schools, especially in instructional material production and utilization.

4. Development of syllabi and course outlines for College of Education, Sanaa University offerings. These would be focused on building courses within the area of primary teacher training.

(2) Training

For in-country seminars, workshops and study sessions, it is estimated that \$10,000 per year will be required for supportive commodities for a total, over the six-year period, of \$60,000.

The project provides for 214 person-years of formal academic training at Eastern Michigan University. In addition, 175 person-years of formal training will be provided in-country. Details are explained elsewhere in this paper. Participant training in the U.S. is estimated at (\$2,420,000) and in-country at (\$90,500) at current cost.

(3) Commodities

A.I.D. will finance those commodities required for operational support of U.S. technicians. Commodities will include: four vehicles (project) will be purchased at a cost of \$90,000; these four vehicles will be replaced in 1983 at an estimated cost of \$117,000; office supplies and materials (including maintenance and repairs) over the seven years of the project at a cost of (\$34,000) at today's rates; English language equipment/supplies over the life of the project will cost, at today's rates, (\$54,000); and commodities for the in-service training project will, as mentioned above, cost \$60,000 over the life of the project at today's rates.

(4) Operational Support Costs

A.I.D. will support the following expenses over the seven years life of the project:

Vehicle Maintenance	\$57,000
In-Country Travel	\$72,000
Local Admin. Ass't	\$ 4,400
Typist Clerk	\$ 4,400
Two Drivers	\$ 4,400

(The four above individuals will be financed by the basic education program commencing January, 1980)

The following costs reflect on-campus support:

*Campus Coordinator	\$19,100
*Secretary	\$ 4,000

*To be financed under basic education program commencing January, 1980.

Project Training Coordinator	\$59,100
Exec. Travel Int.	\$ 3,200
Exec. Travel U.S.	\$ 1,200

(5) Housing

A.I.D. will finance housing for the technical assistance staff as provided under the project contract. It is anticipated that eight staff houses or equivalent facilities will be required in September, 1979. An additional staff house will be set up within the first three months of the project to provide accommodations for short-term consultants. (Staff house to be available to all basic education project requirements). Additional staff housing will be procured in accordance with project needs.

b. Host Country Inputs

Professional Staff	\$3,096,200
175 participants (University of Sana's graduates) plus 7 PTTI Directors, and five in-service personnel. Offices and Classroom facilities including maintenance supplies, services, etc.	
	\$ 120,000
Housing and other related logistical support	
	\$ 180,000
Other Costs and Contingencies	\$ 80,000

A summary of the estimated project costs is presented in Annex B-Financial Plan.

E. ISSUES

1. Avoiding Urban Bias in the Selection Process

Data available through the Ministry of Education establishes that some seventy percent of the school-aged population of the Yemen Arab Republic reside within the governorates of Hodeidah, Ibb, Sanaa, and Taiz. The remainder are scattered throughout the six other governorates. Extending equal educational opportunities to the rural youth of the nation presents several problems to the project planners, especially in terms of the logistics involved in delivering outreach efforts to isolated and remote areas of the nation. Despite the problems involved, it will be necessary to attempt to reach as many areas as possible.

There appear to be two definitive approaches. First, locations selected for delivering short duration in-service workshops for primary teachers will need to be carefully considered. It is imperative that those teachers furthest removed from population centers are not overlooked in this effort. Second, the selection of program participants will need to be made with care so as to include persons from as many of the Primary Teacher Training Institute locations as possible. The project team will participate with the Ministry of Education in selecting the participants to be assigned to the project, but the degree to which the project team will be able to influence the Ministry in this matter is uncertain. Consequently, selection of participants equitably representing both rural and urban sectors is an issue.

2. Ministry of Education Incentives to Retain Trained Personnel

The 175 teacher trainers, upon finishing the three-year program of this project, will be among the higher trained professionals in Yemen. Demand for hiring these people by the commercial sector and other Government ministers is bound to be great. In order to retain these trained personnel, the Ministry of Education will have to increase their salaries and provide other economic incentives and/or other subsidies (housing, allowances, bonuses, etc.).

While the project team will be in a position to advise the Ministry on this matter, the degree to

which the project team will be able to influence the Ministry is uncertain, and the retention in service of these people may become an issue.

3. Decline of Primary Enrollment in Some Governorates

Statistics indicate that primary school enrollment has been declining in the Governorates of Saadah and Marib since 1976. Specifically, while the country's overall primary school enrollment increased by 13.5% from 1976/77 to 1977/78, it declined in the Governorates of Saadah and Marib by 47.8% and 34% respectively.

The decline was a result of high wages paid for skilled Yemenis working abroad and for unskilled labor working in Yemeni urban areas. These factors encouraged fathers to take their boys out of school in these two governorates to help in the fields or obtain jobs as unskilled workers. This decline in enrollment will continue to be an issue working against primary education in these two governorates as long as the current trends of labor migration continue.

4. Placement Distribution of Project Graduates Among the PTTI's

One of the goals of the project is to train over the next seven years 175 Yemenis to the M.A. level in primary teacher education. These primary teacher trainers, upon finishing the program, will be assigned to staff the PTTI's. The Minister of Education plans to consolidate the PTTI's into eleven units. At issue is where and how will the project graduates be assigned among the eleven PTTI's.

The problem is directly related to the original selection criteria. According to the contract between participants and the Government, students taking part in this Project must return to their home areas to teach in the local PTTI's. Selection of participants should be carried out so that participants will equally represent the areas of PTTI's. Upon completion of their training, the graduate will be assigned to the PTTI's in their home districts.

The project team will participate with the Ministry of Education to select the participants, but the degree to which the project team will be able to influence the Ministry in this matter is uncertain.

Consequently, geographically balanced selection of participants is a possible issue.

5. Women in Education

Until recently the only opportunities for girls to be educated beyond the primary school level was to go to a primary teacher training institute. Consequently, the number of female college graduates able to participate in the teacher training project is limited. There are signs of change, however, as more and more girls are enrolled in secondary schools and increase the potential number of university enrollees.

Interviews conducted by the E.M.U. team indicate that some women university graduates are very interested and would be willing to participate in the PTTI project. However, many feel that certain social and related economic factors make it difficult for them to participate. Since many are married, and/or divorced and have children, their participation in this project is curtailed without financial and other support including married students housing and family subsistence allowance.

Women remain, potentially, the most abundant resource for teachers in Yemen. The availability of women to participate in this project, and the related and necessary support from the Ministry of Education to maximize their participation, is an issue.

This situation gives added importance to the timely institutional development of the College of Education with the capacity to train qualified teaching personnel in Yemen. This would permit a larger number of women to be trained as teacher trainers and related education specialities.

ANNEX A

PROJECT LOGICAL FRAMEWORK

GOAL: Accelerate the development of Yemen Arab Republic human resources within the framework of its national goals by increasing the quality and availability of primary education.

MEASURES OF GOAL ACHIEVEMENT OVER LIFE-Of-PROJECT PERIOD:

1. 20% increase in primary school enrollment;
2. 30% decrease in dropouts during first five years of primary education;
3. 30% increase in the number of students completing primary education;
4. 30% increase in incidence of functional literacy among Yemeni youth in the 6-12 age group.

MEANS OF VERIFICATION:

1. Socio-economic and education surveys by IBRD, University of Sana, AID/Contractor and other agencies;
2. Demographic statistics compiled by Ministry of Education and Central Planning Organization.

IMPORTANT ASSUMPTIONS:

1. Ministry of Education will provide additional economic incentives to PTTI teachers and PTTI graduates.
2. Proposed economic incentives will retain PTTI staff and attract more PTTI students.
3. For the foreseeable future foreign donor agencies will continue to provide subsidies at current levels to the Yemen Arab Republic.

PURPOSE:

Establishment of a more efficient and effective primary education system.

END OF PROJECT STATUS:

1. More Yemeni youth enrolled in primary school;
2. Average years spent in primary schools increased from 3.1 to 5 years.

3. Increase in quality of primary school instruction;
4. Increase in quantity and quality of PTTI graduates;
5. Increased participation of girls in primary schools and PTTIs;
6. Yemenization of primary education system.

MEANS OF VERIFICATION:

1. Socio-economic surveys by IBRD, University of Sana'a, AID/contractor and other agencies.
2. Demographic statistics compiled by Ministry of Education and Central Planning Organization.

IMPORTANT ASSUMPTIONS:

1. Sufficient incentives for Yemeni personnel to stay in teaching;
2. Ministry of Education maintains high level of project support.

OUTPUTS:

1. Personnel:
 - a. M.A. Degree Core:
 - (1) Administrator, PTTI: 2 PTTI teachers
 - b. Other Academic Training:
 - (1) PTTI directors
 - (2) In-service trainees
 - c. Other Personnel Training In-country:
 - (1) Selected Ministry of Education staff
 - (2) Selected PTTI staff
2. Primary School Teachers Training:
 - a. Pre-service
 - b. In-service

3. In-Service Programs:
 - a. In-service primary teachers
 - b. Up-grading unqualified primary teachers
4. Management system For Primary Education:
5. Methodologies for greater retention of primary school students.

OBJECTIVELY VERIFIABLE INDICATORS:

1. 25-35 professional personnel trained per year for five years.
2. 35 College of Education graduates assigned to the program per year for five years.
3. Minimum of five summer workshops and/or seminars for Ministry of Education personnel conducted.
4. Minimum of one in-service workshop for primary teachers designed and supervised by technical assistants.
5. Minimum of one in-service workshop for unqualified primary teachers designed and supervised by technical assistants.
6. Minimum of four special workshops in administration for selected program participants.

MEANS OF VERIFICATION:

1. Project records, USAID, Contractor, Ministry of Education.
2. Evaluation reports
3. On-site observation.

IMPORTANT ASSUMPTIONS:

1. Eastern Michigan University Program designed for maximum success of Yemeni participants.
2. English language training program effective
3. Effective implementation of YARG conditions of service
4. UNICEF continues to provide incentive stipends for in-service participants

5. Personnel available on a timely basis.

INPUTS:

1. USAID.
 - a. Technical assistants
 - b. Short term consultants
 - c. Participant training
 - d. In-service training
 - e. Primary education studies
 - f. Commodities
2. YEMEN ARAB REPUBLIC GOVERNMENT:
 - a. Professional staff salaries/benefits
 - b. Housing and office space plus maintenance
 - c. Transportation

MEANS OF VERIFICATION:

1. Contractor reports
2. On-site monitoring
3. External evaluation

IMPORTANT ASSUMPTIONS:

1. AID contractor can furnish Arabic-speaking staff on timely basis.
2. Procurement expeditious and on schedule.
3. The Yemen Arab Republic Government assigns qualified people and provides financial and logistic support as required.

ANNEX B
Financial Plan

ANNEX B
 PRIMARY TEACHER TRAINING SUB-PROJECT
 U.S. COSTS ESTIMATE-SUMMARY
 BY FY (\$ x 1000)

4

COST ITEMS		1979	1980	1981	1982	1983	1984	1985	1986	TOTAL
UNITED STATES COSTS	1. Field Personnel	191.5	600.0	600.0	600.0	600.0	600.0	300.0	300.0	3,791.5
	2. Campus Personnel	16.8	17.1	75.1	75.1	75.1	75.1	75.1	-	409.4
	3. Short-Term Consultants	-	-	36.0	54.0	-	54.0	-	-	144.0
	4. Biennial Evaluation	-	-	22.0	-	22.0	-	-	-	44.0
	5. U.S. Academic Training	-	170.0	450.0	450.0	450.0	450.0	450.0	-	2,420.0
	6. In-Country Academic Training	3.0	17.5	17.5	17.5	17.5	17.5	-	-	90.5
	7. Commodities	127.3	22.4	20.4	20.4	80.4	20.4	16.0	-	307.3
	8. Executive Travel (International & U.S.)	4.4	-	-	-	-	-	-	-	4.4
	Sub-Total / Current Prices	343.0	827.0	1,221.0	1,217.0	1,245.0	1,217.0	841.1	300.0	7,211.1
Sub-Total / 7% Annual Inflation Factor	343.0	884.9	1,397.9	1,490.9	1,631.9	1,706.9	1,262.3	481.7	9,199.5	
LOCAL COSTS	1. Personnel	4.4	-	-	-	-	-	-	-	4.4
	2. Maintenance	1.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	57.0
	3. Travel	2.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	72.0
	Sub-Total / Current Prices	7.4	18.0	18.0	18.0	18.0	18.0	18.0	18.0	133.4
Sub-Total / 25% Annual Inflation Factor	7.4	22.5	28.1	35.2	44.0	54.9	68.7	85.8	346.6	
Grand Total of Inflated Costs		350.4	907.4	1,426.1	1,526.1	1,675.9	1,761.8	1,330.9	567.6	9,546.2
Grand Total Plus 5% Contingency Factor		367.9	952.8	1,497.4	1,602.3	1,759.7	1,849.9	1,397.5	595.9	10,023.4

1. USAID Inputs

a. Personnel

USAID will provide up to six full time technical personnel (Professional) over a seven year period as required to implement the in-country phase of the Primary Teacher Training Project. The professional skills of the technical personnel will cover the areas of primary teacher training education, in-service education, English language training, and science education.

Non-professional field personnel to be provided include a project secretary and an administrative officer, both of whom will be recruited in the United States.

A tentative schedule of up to twenty-eight person years is presented below:

PERSON YEARS OF TECHNICAL ASSISTANCE REQUIREMENTS

(Person Years at post by Calendar Year)

	79	80	81	82	83	84	85	86	Total
Teacher Trainer Coordinator	1/6	1	1	1	1	1	1	1	7 1/6
Teacher Trainer	1/6	1	1	1	1	1	1	1	7 1/6
Lang Tr. Teacher/Ed	1/6	1	1	1	1	1			5 1/6
Lang Tr. Teacher/Ed.	1/6	1	1	1	1	1			5 1/6
Teacher Education Science	1/2	C O R E							1/2
Chief of Party	1/2	C O R E							1/2
Admin-Officer	1/2	C O R E							1/2
Project Secretary	1/2	C O R E							1/2
Short Term Consultants			1/3	1/2		1/2			1 1/3
Totals	2 2/3	4	4 1/3	4 1/2	4	4 1/2	2	2	28

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b. Training

As itemized in the table below, the project provides for 216 person-years of formal academic training at Eastern Michigan University culminating in the Masters degree. In addition, 175 person-years of formal training will be provided in-country with the participants earning six (6) credit hours towards the Masters degree. Details of the training program are explained in another section of this paper.

Participant Training Schedule

Activity	Person Years of Training								Total
	79	80	81	82	83	84	85	86	
In-Country Training	35	35	35	35	35				175
Training U.S.		42.8	42.8	42.8	42.8	42.8	2.0		214
Totals	35	77.8	77.8	77.8	77.8	42.8	2.0		291

Participant Training Cost Estimates

By FY Year (\$ X 1000)

Training Site	79	80	81	82	83	84	85	86	Total
In-Country	3	17.5	17.5	17.5	17.5	17.5	0	0	90.5
In U.S.A.	0	170	450	450	450	450	450	0	2420.0
Totals	3	187.5	467.5	467.5	467.5	467.5	450	0	3210.5

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c. Equipment/Commodities/ Vehicles

Commodities, equipment and supplies will be provided under the project in the following areas:

- 1) English language training supplies, materials and equipment. It will be the responsibility of the English Language Trainer to prepare a list of such commodities for the campus coordinator and Chief of Party for approval and acquisition in August of 1979.
- 2) Primary teacher training materials and supplies, including textbooks and materials for the formal in-country training progress carrying university academic credit (6 hours of credits to be earned.) It will be the responsibility of the Teacher Trainer Coordinator and the Campus Project Trainer Coordinator designee to prepare the academic program and submit to the Campus coordinator and the Chief of Party the list of commodities and materials required in August of 1979 for approval and acquisition.
- 3) Four project vehicles will be required to facilitate the implementation of project activities in Sanaa and in areas throughout the country (i.e. in-service assistance to participants in Teacher Training Institutes and assistance to the in-service program in primary school teachers). United States purchase waivers will be requested to purchase two four-wheel drive vehicles through local sources in order to have them on site for team use in September, 1979. Two additional standard station wagons will be purchased through regular channels. These two vehicles will be used primarily in Sanaa and local environs; the two four-wheel drive carry-alls will be used for country-wide travel.
- 4) During the life of the project model in-service programs for qualified and unqualified teachers will be designed and field tested. In addition, special workshops and seminars will be conducted for Ministry of Education personnel. Supplies, materials and equipment will be provided under the project as required. The commodity needs will be determined by the teacher training coordinator and submitted to the Chief of Party for approval.

d. Housing

Housing for the technical assistance staff will be procured following standard Mission practice and regulations. Management of staff housing, however, will be the responsibility of the Contractor. One of the responsibilities of the Administrative Office

provided under the project will be to implement an efficient management, procurement and maintenance system.

Forward project funding will be provided in order to have housing available at the time the technical assistance staff arrives on or about 15 September, 1979. It is also anticipated that funding will be available to have an officer of the project in-country at least four weeks prior to the teams arrival to prepare all necessary logistical support, thus maximizing the early implementation of the project activities in the most effective manner.

It is anticipated that eight (8) staff houses will be required in September, 1979. Additional staff housing will be procured on a timely basis in accordance with project needs.

An additional staff house will be set up within the first three months of the project to provide accommodation for short-term consultants and executive visits. This will insure maximum effectiveness of the short term technicians, and will be a cost saving factor for the total project operation.

3. Yemen Arab Republic Government Inputs

During the life of the Primary Teacher Training sub-project the Ministry of Education/Yemen Arab Republic Government will provide: (1) A professional staff unit to work closely with the technical assistance team in the administration and the on-going planning of the project. (2) A total of one hundred seventy-five participants (Sanaa University Graduates) at thirty-five per year for the life of the project. These participants will engage in formal and non-formal training leading to the Masters degree. The graduates of this program will staff Primary Teacher Training Institutes throughout the country and a selected group of the graduates will fill other key education positions in the Ministry of Education. (3) Offices and classroom facilities including maintenances, supplies, services and materials as required to implement project activities. (4) Housing and other logistical support as required for participants during the in-country training phase. (5) Salaries for participants during the two-year period that they are released for training, and (6) Funds for contingencies that may arise. Estimated costs to the Ministry of Education/Yemen Arab Republic Government are provided in the following table:

ESTIMATED COSTS YARG

By FY year (\$ X 1000)

	79	80	81	82	83	84	85	86	Total
Local Salaries	203.1	413.3	413.3	413.3	413.3	413.3	413.3	413.3	3096.2
Office Related	15	15	15	15	15	15	15	15	120.0
Housing	30	30	30	30	30	30	0	0	180.0
Other	10	10	10	10	10	10	10	10	80.0
Total/Current Prices	258.1	468.3	468.3	468.3	468.3	468.3	438.3	438.3	3476.2
Total Plus 25% Inflation Factor	258.1	585.38	731.72	914.65	1143.31	1429.14	1404.46	1755.58	8222.34
Inflated Total Plus 5% Contingency	271.01	614.65	768.31	960.38	1200.48	1500.60	1474.68	1843.35	8633.46

UNIVERSITY OF SANAA (YAR)CURRENT SALARY SCHEDULE

(Per Month)

	Minimum	Maximum	Univ.	Allowances Special	COL
<u>Administration</u>					
President	5400 US\$1190	6600 US\$1454	30%	40%	30%
Vice President	5400	6600	30%	40%	30%
Deans	5400	6600	30%	40%	30%
<u>Faculty (Ph.D)</u>					
Professor	5400	6600	30%	40%	30%
Associate Professor	4600 US\$1013	5400 US\$1190	30%	40%	30%
Assistant Professor	3800 US\$ 837	4600 US\$1013	30%	40%	30%
<u>Faculty M.S.</u>					
Instructor	2800 US\$ 617	3200	30%	30%	30%
Faculty B.S. Teaching Assistant	1400 US\$ 308	2800 US\$ 617	30%	30%	30%

N.B. The President of the University receives a University representation allowance of YR 2,000 per year; the Vice President and the Deans receive a University representation allowance of YR 1,500 per year.

MINISTRY OF EDUCATION
 SALARY SCHEDULE - PROFESSIONAL STAFF
 (Effective - 1 June 1979)
 (X P Per Month)

Rank	Degree	Base Salary	Teacher Incentive	College of Ed. Grad.	Allow- ance	Total P/M	Annual
5	B.S.	1100	550	350	100	2100	25200 US 5550
Annual Increment		50	25	0	0	75	900 US 198
Rural teaching Incentive 20-40% of base salary							
4	M.A.	1200	600	350	100	2250	27000 US 5947
Annual Increment		50	25	0	0	75	900 US 198
Rural Teaching Incentive 10-25% of base salary							
3	Ph.D.	1300	650	350	525	2825	33900 US 7467
Annual Increment		60	30	0	15	105	1260 US 277

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ANNEX C

PROJECT IMPLEMENTATION SCHEDULE

The Implementation schedule presents reasonable target dates for the project activities identified. During the first three months of project implementation the technical assistance team will prepare a life of project work plan and appropriate target dates will be added to the Implementation Schedule with the approval of the United States Agency for International Development/Yemen and Ministry of Education. Subsequent adjustments may be made as required during quarterly and Annual evaluations.

Action	Time frame	Responsible Agency
Sub-PP/PTTI Draft Completed	1 June 1979	EMU
Draft P10/T	15 June 1979	AID
Draft Grant Agreement	15 June 1979	AID
Sub-PP/PTTI approved	1 July 1979	AID
2 Project Vehicles Ordered	1 July 1979	AID/EMU
Pre-Contract Negotiations	1 July 1979	AID/EMU
8 Staff Houses Reserved	1 July 1979	AID/EMU
Grant Agreement Signed	15 July 1979	AID/YARG
Conditions Precedents Met	15 July 1979	YARG
PP/053 Completed Sub-PP/Science Development Sub-PP/Administration Devel.	1 Aug. 1979	EMU
Contract signed	15 Aug. 1979	AID/EMU
On-Campus Orientation	Aug. 1979	EMU
Commodities & Equipment Ordered	Aug. 1979	EMU
Technical Ass't Team at post	15 Sept 1979	EMU
First group of Participants Begin In-service training	1 Oct. 1979	EMU/MOE
Group II assigned to PTTI	Sept 1979	MOE/EMU

Action	Time Frame	Responsible Agency
First Quarter Evaluation	Dec. 1979	AID/EMU/MOE
Second Quarter Evaluation	Mar. 1980	AID/EMU/MOE
Third Quarter Evaluation	June 1980	AID/EMU/MOE
Group I participants depart for U.S.	June 1980	AID/EMU/MOE
Group II begin In-country training	July 1980	EMU/MOE
Group III participants Assigned to PTTI	July 1980	EMU/MOE
First Annual Evaluation	Sept 1980	AID/EMU/MOE
Quarterly Evaluation	Dec 1980	AID/EMU/MOE
Quarterly Evaluation	Mar. 1981	AID/EMU/MOE
Quarterly Evaluation	June 1981	AID/EMU/MOE
Group II participants depart for U.S.	July 1981	EMU/MOE
Group III participants assigned to PTTI	July 1981	EMU/MOE
Group IV participants assigned to PTTI	July 1981	MOE/Em!
First Biennial Evaluation	Sept 1981	External Evaluation
Repeat Cycle →	1986 →	Project End

ANNEX D

TECHNICAL ASSISTANCE STAFF JOB DESCRIPTIONS

1. CHIEF OF PARTY.

Qualifications: An earned Doctorate in an area related to teacher education. Experience in a teacher education institution. Demonstrated ability in understanding socio-economic foundations of education development. This person should have a broad range of administrative experience, professional experience and demonstrated planning and supervisory ability. Experience in developing countries is preferred. Arabic language proficiency is desirable, but not essential for this position.

Responsibilities: The Chief-of-Party will be responsible for supervising the activities of each member of the technical assistance team. Conferring directly with the Teacher Training Coordinator, who will serve as the Assistance Project Director and who will represent the technical assistance team in the absence of the Chief-of-Party, he will review and approve all aspects of the training cycles. In addition, this person will advise the Ministry of Education and Yemen Arab Republic Government regarding all aspects of the Project. This person will be responsible for a) overall administrative planning for the technical assistance staff; and b) the administration of local operating funds and will supervise the preparation of all project reports. Included in this person's responsibilities will be liaison activities with other educational institutions and other agencies. This person will represent the Project at relevant meetings with the Director of Teacher Training, Ministry of Education, and with appropriate officers of the United States Agency for International Development, Yemen.

2. TEACHER TRAINING COORDINATOR.

Qualifications: An earned Doctorate in teacher education. Extensive experience in primary and secondary education and in the implementation of innovative programs and methodology relevant to education development. Experience in developing countries preferred. Of the two positions in teacher education, one must be filled by a fluent Arabic speaker.

Responsibilities: This technical member will have responsibility for the ongoing project activities related to the formal and non-formal training of program participants. Working under the supervision of the Chief-of-Party, this person will coordinate the scheduling of the English language training program, the in-service activities carried out by the project team, and the in-country

field work, graduate level courses, and other teaching activities provided for program participants. This person will also assist the Chief-of-Party as a key liaison person with the In-service Division of the Ministry of Education, the Primary Teacher Training Institute, and the College of Education Faculty, Sana'a University. Such responsibilities as preparing training schedules, calendaring in-service workshops, and assisting in the assessment of the program will be included in this person's responsibilities.

In the absence of the Chief-of-Party, the Teacher Training Coordinator will serve as Acting Chief-of-Party.

3. TEACHER TRAINER IN-SERVICE.

Qualifications: An earned Doctorate in teacher education. Extensive experience in primary curriculum development. Demonstrated ability to design and implement effective in-service programs. A strong background in the development and use of instructional materials. Experience in developing countries preferred. Of the two positions identified in teacher education, one must be fluent in the Arabic language.

Responsibilities: This technician will have responsibility for teaching and assisting in all phases related to training program participants. This person will assist in the design and offerings of graduate level courses, in the supervision of field-oriented activities, and in organizing and delivering workshops for program participants assigned to Primary Teacher Training Institutes.

In addition, this staff member will be available to the personnel of the Ministry of Education who are assigned to the in-service training center. In this capacity, the staff member will advise and assist in the development of in-service training for Yemen primary school teachers and assist in establishing a viable upgrading program for the unqualified Yemeni primary school teachers.

4. ENGLISH LANGUAGE TRAINER/T.E.(2)

Qualifications: An advanced degree in English language training. Must have experience in directing and teaching in TOEFL programs and capable of administering and interpreting the Michigan Proficiency Test and other similar instruments. The English language trainers must be able to develop and adapt English language materials to the situation in Yemen.

Responsibilities: The two specialists will be responsible for all activities related to the language training program. They will acquire and develop instructional materials as required for the

improvement of the participants' English language skills. They will conduct the program and periodically apprise other staff members of the language competencies of participants so the former may conduct their classes more effectively. The English language trainers will report to and be responsible to the Chief-of-Party. They will work in close cooperation with the project staff so as to make the language instruction an integral part of the training program.

5. SCIENCE EDUCATION/TEACHER TRAINER.

Qualification: An earned Doctorate in science education. Experience in primary and/or secondary school teaching. Ability to create science teaching aids to provide instruction on the use of teaching aids and materials. Experience in developing countries preferred. Must be proficient in the Arabic language.

Responsibilities: The science education/teacher trainer will work in the in-country training phase of the Primary Teacher Training Institute sub-project providing instruction to program participants on the methods and content of primary school science. He/she will conduct workshops on the use and production of inexpensive teaching aids for science in primary schools.

In addition, the science educator will complete the plans for the implementation of the Science Education Development sub-project of the Basic Education Development Project No. 053 scheduled to begin in January 1980. In this regard he/she will consult with the Chief-of-Party, Ministry of Education, the Dean of the College of Education and the Dean of the College of Science.

6. ADMINISTRATIVE OFFICER.

Qualifications: B.A. Degree or equivalent. Experience in business administration and management. Must have ability to provide efficient logistical support to project operations under difficult circumstances. Experience in developing countries preferred. Arabic language desirable but not essential for this position.

Responsibilities: The administrative officer will be responsible for a) procurement, management and maintenance of staff housing of the technical assistance personnel; b) dispatching and maintenance of project vehicles; c) ordering, procurement and clearing of project commodities and equipment; d) maintaining records, inventories and accounts of all project related items including household furniture and appliances supplied under the project; e) the supervision of the local staff (i.e., drivers,

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assistant administrative officer and clerk/typist) including payroll and accounts for these personnel; f) maintaining personnel records for the technical assistance staff including work days, sick days, salary reports, education allowance expenditures, etc., in accordance with the Standard AID Regulations and Eastern Michigan University policies.

The administrative officer will submit reports on a regular basis to the Chief-of-Party for submission to the Campus Coordinator.

This officer will be responsible to and report to the Chief-of-Party.

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ANNEX E

DETAILED TRAINING PROGRAM DESCRIPTION

The project is designed to improve the quality of primary school teaching and to establish the foundation for literacy and primary school education for all Yemeni children. The first step in reaching the goal is to increase the quantity and quality of teacher trainers of primary school teachers. This will be done by meeting the following objectives:

- a. Providing Yemeni graduates of Sanaa University a comprehensive program extending over a three-year period of time. This will result in the awarding of the Master's Degree in Primary Teacher Training and supervision;
- b. To introduce into the three-year training cycle five groups of approximately thirty-five participants in each. The cycle will begin in September of 1979 and continue through June of 1986;
- c. To provide the Primary Teacher Training Institutes a total of approximately 175 Yemeni Primary Teacher Trainers by June, 1986. These Primary Teacher Trainers, referred to elsewhere in this document as "program participants," will have had a total of two of their three years of training in this program in Yemen;
- d. To provide twelve professional personnel with the training in administration for PTTIs and for the In-Service Training Division of the Ministry of Education. The training schedule for these twelve participants will be developed early in the project in consultation with the Ministry of Education; and
- e. To work closely with the leadership of Sana University toward building a viable program in primary teacher training, administration, and supervision within the College of Education.

English Language Training

At point of entry, program participants will have had eight years of English in the educational system of the Yemen Arab Republic. This number of years of English language instruction, however, is not an accurate indicator of English language competency. Educators' evaluations and test results available through Sana University reveal that most of these students will be unable to express themselves in English in either speech or writing without making the most elementary mistakes. It is fair to assume, therefore, that project participants will need substantial work in English during all three phases of the program.

They will be screened for language competency as soon as they

are identified as program participants. The Placement Test developed by the English Language Institute in Ann Arbor, Michigan, will be utilized for placing each participant in an elementary, intermediate or advanced level group for instruction.

The primary objective of the intensive English component of the program during the in-country training is to bring the participants level of proficiency in English to a level that, in the best judgement of the technical assistance English Training Specialist, will assure success in the participation in the other phases of the program.

PHASE I: Intensive English I

Commencing July, 1980 and extending through August, 1980, Group 2 will be involved in the first eight week intensive English training program in Sanaa. Similarly, Groups 3, 4 and 5 will be involved in this activity in July through August of 1981, 1982 and 1983 respectively. Each group will be selected from among graduates of Sana University, and it is assumed that their English skills will need some upgrading both to allow them the maximum profit from their in-country training program, (a part of which instruction will be in English), and in anticipation of their Master's Degree Program at Eastern Michigan University.

Major emphasis of this activity will center on the following:

- A. Assessing individual levels of proficiency in the English language of all program participants both through the use of selected testing devices and such other techniques as may be indicated;
- B. Establishing a first language proficiency profile which will be inserted into the cumulative record of each program participant and which will be updated at regularly established intervals in order that progress may be both recognized and recorded;
- C. Creating tutorial groups in relationship to program entry English language skills for purposes of individualizing instructional approaches and arranging for both individual and small group tutorial assistance; and
- D. Building upon both oral and written English language skills within the general context of academic involvement. To facilitate this, each project team member will be assigned a small group of program participants for weekly meetings. The purpose of these meetings will be to enrich and further develop the English skills of the program participants.

Phase II: In-Country Training

This phase of the total training program for participants will begin for Group 1 in September, 1979, and will extend

through May, 1980. For succeeding groups, this phase of the program will begin in September of 1980, 1981, 1982 and 1983.

Program participants will be released to the program by the Ministry of Education and will be expected to devote full time to this phase of the program. Responsibility for conducting this phase of the program will rest with the total Project Team and will be supervised by the Project Chief of Party assisted by the Teacher Training Coordinator.

Based in Sanaa, this phase of the program will include the following activities:

- A. An in-depth orientation to the purposes, goals and objectives of the total program;
- B. A first Eastern Michigan University graduate level course carrying six credit hours and arranged to provide both classroom-centered (theoretical) and field-centered (observation) experiences in the following discreet areas related to primary school age children:
 1. Characteristics of human growth and development during childhood;
 2. Child Psychology;
 3. Learning theories applicable to the teaching primary school age children; and
 4. Teaching strategies for primary grades.
- C. Continued English language training;
- D. Directed observations in a variety of primary schools located in the Sanaa area;
- E. Lesson Planning and learning activities for primary grades;
- F. Group contact demonstration teaching in selected primary schools (first semester culminating activity). Program participants will be expected to organize, design, deliver, and evaluate a set of learning experiences for a group of primary school students. These initial field-centered teaching experiences will be conducted by small groups planning and working cooperatively under the direction of Project Team Staff members. It is expected that the field dimension of this activity will extend over

approximately a one month period of time. Concurrent with this activity participants will receive instruction in preparing teaching materials, designing new teaching strategies and evaluating outcomes of the group contact experience;

- G. **Demonstration Teaching in Primary Teacher Training Institutes:** At selected times during the second half of the in-country year, program participants will be required to do demonstration teaching in the Primary Teacher Training Institutes. Inasmuch as the program participants will already have had experience in planning, delivering, and evaluating learning activities during the first part of this year, the project staff will concentrate on helping them make the transition from teaching in primary school settings to teaching in Primary Teacher Training Institute settings. The number and duration of demonstration teaching units will be determined in large part by individual program participants' strengths and weaknesses. In effect, then, some program participants may be required to do more demonstration units than others, although each demonstration teaching experience or unit will be evaluated by a project staff member in conference with the individual program participant. Every effort will be made to diversify the nature of directed teaching contacts and experiences for program participants. The assumption is that the entire training program will be aimed at preparing teacher trainers within the confines of tightly limited areas of specialization.
- H. As time permits during this academic year, program participants will be assisted in visiting a wide range of both formal and informal primary schooling situations in Yemen. The specific purpose of these visits will be to focus the attention of program participants on the diverse nature of problems and issues confronting them as future leaders in the reform and expansion of primary education throughout Yemen.

Data, insights, and questions generated through these visits will be treated in seminar fashion and as an adjunct to the credit producing coursework during the year.

Phase III: Intensive English II

Each of the five program participant groups will begin its year abroad with an intensive English program offered during the summer session at Eastern Michigan University.

The person or persons designated to carry on the instructional aspects of this program will be selected from present Eastern Michigan University staff members whenever possible. This is to ensure that program participants receive this critical element of their program from persons thoroughly familiar with the facilities, resources and programs of the host university.

In addition to assisting students in the further development of their English language skills, this element of the program will serve the following functions for the Yemeni students:

- A. Assist program participants in becoming acquainted with the unique features of American society, and particularly with the folkways and cultural patterns of the American university community;
- B. It will provide for them their first person to person contacts with the individual assigned to serve as the Eastern Michigan University Project Training Coordinator - a key person who will assist program participants with all aspects of their progress through the Master's Degree program; and
- C. Where it is deemed advisable, arrange for tutorial assistance for program participants within the area of English language training.

PHASE IV: M. A. Program at Eastern Michigan University

- A. The degree program will, at all levels and in all instances, be designed with the specific needs of Yemeni program participants in mind.
- B. The degree program will be designed in close correlation to, and in anticipation of, both present and future needs within the primary sector of Yemen education.
- C. The degree program will be aimed at enhancing the skills and capabilities of future primary teacher educators and administrators working within the Primary Teacher Training Institutes of the country.
- D. The degree program will allow for areas of concentration for program participants which are designed in accordance with the curricula of the Primary Teacher Training Institutes of Yemen.
- E. The degree program will be related directly to the overall training program.

- F. The degree program will be initiated in Yemen, with the portion designated for study at Eastern Michigan University to be completed in fourteen months.
- G. Among the areas of concentration available to program participants in the degree program will be a concentration in primary school administration and supervision.
- H. Inasmuch as program participants will already have earned the baccalaureate degree at Sana University, the substantive content of subject matter areas will be minimized within the degree program. This will allow the degree program to focus heavily on methods of teaching discreet areas of subject matter.
- I. All aspects of the degree program will be complimented by intensive English language training for the Yemen program participants. The English language training aspects of the total program will not carry academic credit applicable to the Master's Degree.
- J. Program participants will be expected to apply themselves fully in pursuit of a high level of academic performance within the degree program. Participants will be expected to complete the M.A. program within the fourteen month period in which they are at Eastern Michigan University.

PHASE V: Concluding Year of the Program

Upon their return from Eastern Michigan University in August, 1981, the first group of program participants will be ready for permanent assignments as teachers and/or administrators in selected Primary Teacher Training Institutes.

Although specific details regarding the location of these assignments are still to be arranged through the Ministry of Education, it is hoped that the first returning program participants will be located in not more than three of the existing Primary Teacher Training Institutes. Further, it is anticipated that the geographical areas represented will be Sanaa, Taiz, and Hodeidah. Existing pupil-teacher ratios already established in operating Primary Teacher Training Institutes make it unlikely that any one Primary Teacher Training Institute could effectively absorb more than one-third of this group. The issue of assignments and locations for following groups of returnees will need to be considered within due context of the eventual number and locations of Primary Teacher Training Institutes as this develops within

the Yemen Arab Republic overall plan for Primary Teacher Training Institutes.

During this final year of the training cycle, Project Staff will focus their efforts on assisting key Primary Teacher Training Institute staffs in initiating In-Service Programs. Program participants will, at the conclusion of their training, have extensive experience both in theoretical and practical dimensions of teacher training. In addition, they will have earned the Master's Degree in Primary Teacher Training, Administration, and Supervision. This should render them among the most highly qualified persons within the education sector in Yemen. It is entirely reasonable, therefore, to expect that they will be competent to organize and deliver in-service training for primary teachers in their areas.

In addition, during this concluding phase of the three-year training cycle, project staff members will concentrate their efforts at providing supervision and in-service assistance for program participants on site at their Primary Teacher Training Institutes assignments.

Accompanying this supervision will be periodic workshops spread throughout the year. These workshops will serve as the capstone experience for the training program.

Entitled "Selected Problems in Primary Teacher Training in Yemen," these workshops will incorporate the following objectives:

- A. To involve program participants in a close examination of the problems and issues confronting the development and upgrading of primary education in Yemen - with particular attention paid to local situations;
- B. To assist program participants in organizing and conducting action research oriented projects; and
- C. To assist trained Primary Teacher Training Institute staff in applying models for conducting in-service assistance to primary school teachers and administrators working in proximity to the Primary Teacher Training Institute.

Overview of Master's Degree Program
in Primary Teacher Training and Supervision

Course Offering	Hours of Graduate Credit	Location	Place in Program
Basic Elements of Teaching Primary School Aged Children	6	Sanaa	Year 1, Sept. through May
Selecting from the following courses with the advice of Project personnel, program participants will complete a total of 26 hours of graduate credit from the following:	24	Eastern Michigan University	Year 2, September through August
Art Education Workshop	2		
Crafts Workshop	2		
Science in the Elementary School	2		
Modern Mathematics Content	2		
Arithmetic Methods	2		
Modern Mathematics Methods Primary Grades	2		
Physical Science for Elementary Teachers I	2		
Physical Science for Elementary Teachers II	2		

Overview of Master's Degree Program
in Primary Teacher Training and Supervision

(Continued)

Course Offering	Hours of Graduate Credit	Location	Place in Program
Teaching of Physical Science in Elementary Grades	2		
Recent Science Curricular Developments	2		
Drama for Children	2		
Elementary School Children and Social Studies	2		
Curriculum - Elementary School	2		
The Community Centered Classroom	2		
Enriching the Early Elementary Classroom Program	2		
The Teaching of Social Studies	2		
Programs in Language Arts	2		
The Supervision of Student Teaching	2		
The Teaching of Reading	2		
Audio-Visual Instruction	2		
Workshop in the Production of Instructional Materials	2		

Overview of Master's Degree Program
in Primary Teacher Training and Supervision

(Continued)

Course Offering	Hours of Graduate Credit	Location	Place in Program
Elementary School Principalship	2		
Leadership Theory in Education	2		
School Business Management	2		
Behavioral Science in Administration and Supervision	2		
Principles of Classroom learning	2		
Guidance in the Elementary School	2		
Basic Concepts in School Health Program	2		
Administration of the School Health Program	2		
Physical Education in Elementary Schools	2		
Schools, Poverty, Population; Selected Problems in Comparative Ed.	2		
Cultural Determinants of Learning	2		
Nutrition Problems in Low Income Groups	2		

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Overview of Master's Degree Program
in Primary Teacher Training and Supervision

(Continued)

Course Offering	Hours of Graduate Credit	Location	Place in Program
Curriculum Development in Home Economics Education	2		
Methods and Materials in Teaching Foods and Nutrition	2		
Recent Development in Nutrition	2		
 Note: The discreet course titles included herein comprise only a representative sample of courses presently being offered at the graduate level at Eastern Michigan University. In addition, a large number of courses involved directly with teaching methodology in science, language arts, mathematics, social studies, home economics, health education, art, music, and physical education are offered in the upper division of the undergraduate program and may, with permission, be pursued for graduate credit.			
Total number of graduate hours of course work to be completed in Yemen	6	Yemen	Year 1, of the training cycle
Total number of graduate hours of course work to be completed at Eastern Michigan University	24	Eastern Michigan University	Year 2, of the training cycle
Total number of hours of course work in M. A. program	<u>30</u>		

Overview of Master's Degree Program
in Primary Teacher Training and Supervision

(continued)

It is important to note that the College of Education, Eastern Michigan University, has had extensive experience in the design and delivery of courses tailored specifically for students from other cultures. Both Arabic speaking and English speaking graduate faculty will be assigned to teach in this program. Modifications of already existing courses will be made wherever necessary to maximize their relevance to Yemen students.

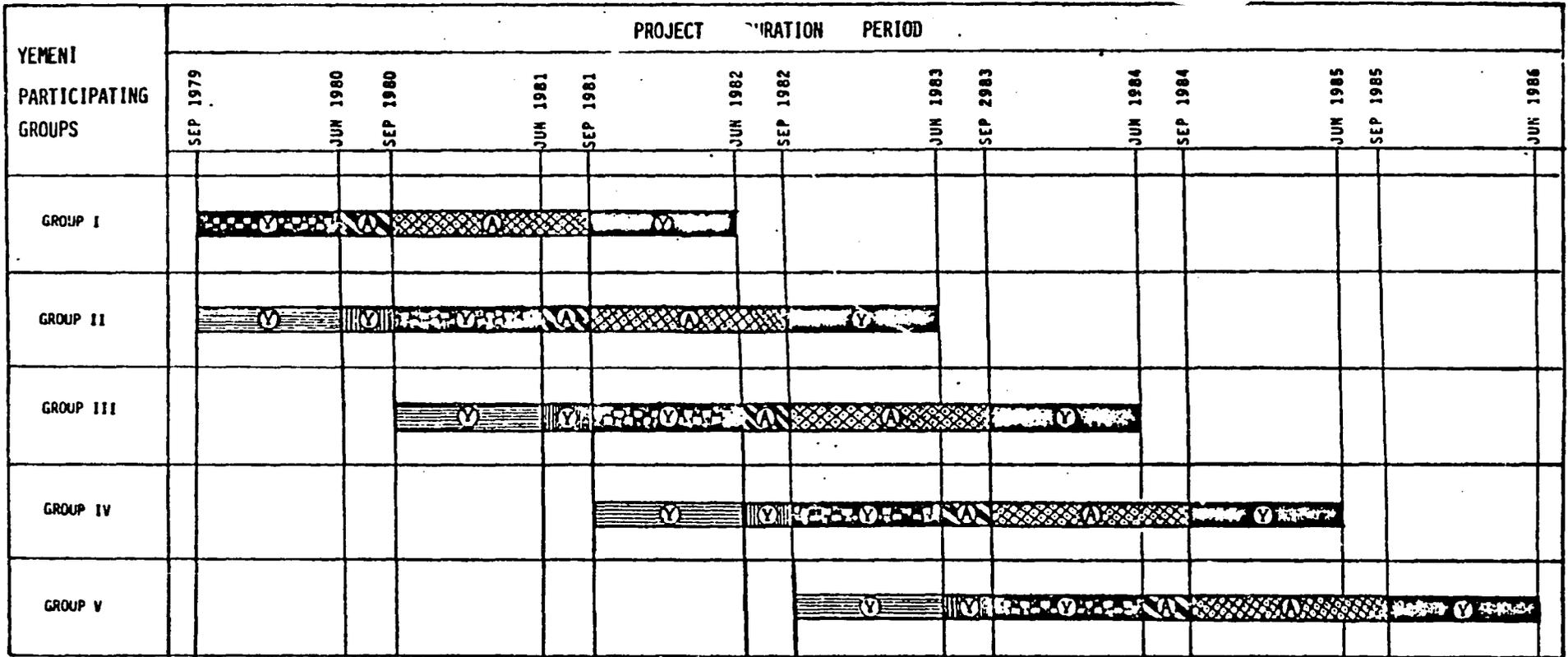
A Final Note:

As the project progresses, it is hoped that, increasingly, every effort will be made to transfer the instructional aspects of the program to Sanaa University. This may, in effect, reduce the amount of time which program participants are required to spend in the United States. If suitable agreements can be arranged between ~~Sanaa~~ Sanaa University and USAID, a hoped for result would be the eventual development of a Department of Primary Teacher Training located within the College of Education, ~~University~~ Sanaa. It is entirely feasible that Eastern Michigan University would be willing to commit professors to this department in its early years. d

PROGRAM IMPLEMENTATION SCHEDULE BASED ON A THREE YEAR TRAINING CYCLE

	PHASE I	PHASE II	PHASE III
	Intensive English I July & August <u>YEMEN</u>	In-Country Training September - May <u>YEMEN</u>	Intensive English II Six Weeks Summer Session <u>E.M.U.</u>
Group #1	omitted	1979-1980	1980
Group #2	1980	1980-1981	1981
Group #3	1981	1981-1982	1982
Group #4	1982	1982-1983	1983
Group #5	1983	1983-1984	1984
	PHASE IV	PHASE V	
	M.A. Program September-August <u>E.M.U.</u>	PTTI Assignment & In-Service Training September-May <u>YEMEN</u>	
Group #1	1980-1981	1981-1982	
Group #2	1981-1982	1982-1983	
Group #3	1982-1983	1983-1984	
Group #4	1983-1984	1984-1985	
Group #5	1984-1985	1985-1986	

**FIGURE III:
PRIMARY TEACHER TRAINING SUB-PROJECT
(PROJECT 279-0053)**



Teaching in a PTI under the Supervision of EMU Project Team (YAR)



Visitation and Observation of Primary Schools & PTIs in Yemen; and Courses Toward the M.A. Program in Child Development and PTI Administration (in English) (YAR)



A Specialized & Unique M.A. Program in Education (EMU/USA)



Intensive English Training (YAR)



Intensive English Training and Orientation Program (USA)



Staffing PTIs. (YAR)

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ANNEX F

PRIMARY TEACHER TRAINING INSTITUTES (PTTIs)

SOCIAL SOUNDNESS ANALYSIS

The Primary Teacher Training Project is designed with the ultimate aim of improving primary education in the Yemen Arab Republic. Although the immediate beneficiaries of this project will be the new teacher trainers, the ultimate beneficiaries will be the Yemeni primary teachers and the primary school students.

To obtain information regarding the direct and indirect beneficiaries, the Eastern Michigan University (EMU) Team designed a questionnaire which sought to elicit beneficiary attitudes toward the present educational system and how that system might be improved. Interviews and discussions with teachers and teacher trainers were also used in order to obtain background information regarding the beneficiary groups. The Team visited five Teacher Training Institutes, nine primary and secondary schools, two Local Development Associations (LDAs), and numerous government education personnel in the Governorates of Sana'a, Hodeidah and Taiz. The following information is based on the results of the questionnaires and interviews as well as from various published sources.

I. IMMEDIATE BENEFICIARIES.

The immediate beneficiaries will be the 175 graduates of the College of Education, University of Sana'a, who will be selected to be project participants. There are no data regarding socio-economic backgrounds of these people. The fact that they have taught in public schools could indicate that they are dedicated to the education of their fellow Yemenis; the most that we can know for sure about these people is that they have at least one year of teaching experience before starting in the program. Of the 1977/78 enrollees in the College of Education, 87.2% were men and 12.8% were women. The ages of recent graduates has ranged from 24 to 29 years. Most would not have the opportunity for post-graduate training but for this project.

The most serious problem in primary teacher training at present is that almost none of the teaching staff is Yemeni; 166 of the teacher trainers are expatriates (mostly Egyptian). This lack of Yemeni teachers is caused, at least partially, by the fact that the Faculty of Education offers few courses in teacher training and is, in addition, oriented mainly toward secondary education.

An additional factor contributing to the shortage of Yemeni primary teacher trainers is that salaries in this sector are low in comparison to those earned by the expatriate staff or relative to salaries offered by other sectors of the Yemeni economy. A Yemeni teacher trainer with a B.A Degree starts with an annual salary of YR 25,200 (US\$ 5500), with expected yearly increments of YR 900 (US\$ 200). In the private sector a Yemeni with similar background can earn YR 54,500 (US\$ 12,000) while skilled stone-masons are reported to earn as much as YR 60,000 (US\$ 13,000).^{1/}

The project will attempt to alleviate these problems in several ways:

1. One of the aims of the project is to establish a Master's Degree (M.A.) program in the Faculty of Education at the University of Sana'a so that Yemen can produce its own qualified teacher trainers.
2. At the same time that the M.A. program is being established in Sana'a, teacher trainers will receive two years of formal training leading to a M.A. from EMU. This will provide a significant increase in the number of Yemenis in the Primary Teacher Training Institutes.
3. The salary level of the teacher trainers completing their M.A. Degrees will be raised to a level equal to that received by the University of Sana'a Faculty of comparable training and experience. This should help improve the recruitment of teacher trainers, raise their prestige within both the education sector and the society, and hopefully help retain them in their fields.

II. INTERMEDIATE BENEFICIARIES.

The intermediate beneficiaries are: the Teacher Training Institutes which will have added to their staff more qualified teacher trainers; the Ministry of Education which will receive better trained personnel; the College of Education which will receive direct assistance in the development of a Department of Primary Teacher Training; the teacher training institute students who are preparing to be primary school teachers; and, to a lesser extent, some of the primary teachers presently teaching who will receive some in-service training.

Problems Facing Primary School Teachers.

Primary teachers presently in service are under-qualified as shown by the fact that 39% are primary school dropouts.

^{1/} Rate of exchange YR 4.54 = US\$ 1.00

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Primary teacher salaries are low; depending on their qualifications these teachers earn from YR 120 to YR 600 a month (US\$ 26 to \$133). Local Development Associations normally supplement these salaries with free housing and YR 150 to 200 (US\$ 33 to \$44) monthly cash allowance, but such remunerations are still minimal in comparison to other public sectors. Additionally, the social status of this group is low, in part because they are known to be minimally qualified and poorly paid. A related development is the decline in enrollment in PTTI's in recent years caused partly by poor pay but also because other opportunities are now available to young people seeking higher education.

The major impact that this project will have on present primary school teachers will be an upgrading of their qualifications through in-service training programs. Beginning in September, 1979, the Project Team will develop plans for in-service programs scheduled to begin in 1980.

In the process of designing these programs, the project team will undertake more research to determine the problems facing primary school teachers and ways in which in-service programs can address them. Certificates of advanced study will be awarded to successful program participants.

An assumption of the project is that by increasing the quality and quantity of Yemeni Teacher Trainers, the present primary school teacher situation will be improved. More students will then be attracted to the Primary Teacher Institutes and following that to primary school teaching. Since the project will place strong emphasis on recruiting women trainers, and since primary teaching is one of the few acceptable fields for women, the project should have a positive effect on the development of women in Yemen.

III. ULTIMATE BENEFICIARIES.

The ultimate beneficiaries are the primary school students who will receive a better education because they study under better trained, more competent teachers. In addition, there are many new primary schools that have never been occupied because teachers are not available.

Problems Facing Primary Schools.

It is reported that in 1976/77 there were 466 primary schools in Yemen that either closed or failed to open. The main reason for the failure of these schools to operate is the lack of

qualified primary teachers or teachers of any sort. The estimated number of students who could have been served by these closed schools is 41,500.

In 1977/78 the number of female students attending primary schools was 6.9% of the estimated primary school age (6-11 years) female population. In addition, the percentage of female primary school students who dropped out after Grade 1 was 36.1% (in contrast to 28.1% for boys). This low percentage of female school attendance and the relatively high rate of female school dropouts seem to be related to the fact that there are very few female primary teachers who are both Yemeni and qualified. Interviews with Yemeni families (especially in rural areas) point out the need for more interaction between parents of prospective female students with Yemeni female teachers, as well as interaction between female students themselves and Yemeni female teachers. Without support and encouragement from qualified Yemeni female teachers, the percentage of females who would go to school cannot expand and the female student dropout rate will remain high. With the greater number of qualified Yemeni female teachers resulting from the pre-service and in-service training program, the above problem should become less severe.

General Impact of Teacher Training Institute Project.

The Basic Education Development Project is directed at improving educational opportunities for both men and women in general, with special emphasis on the latter. The means for facilitating this include special emphasis on selection of women participants, research projects on girls and women in education, and in-service training programs. Efforts to have women participants in every group of the program will testify to the importance given by this project to educating Yemeni women at the graduate level. During the first year of the program, both men and women participants will conduct basic research on problems of primary education in Yemen, including related problems concerning women. Upon returning from the year at Eastern Michigan University, the participants will be assigned to Primary Teacher Training Institutes, which, as mentioned earlier, have a special role to play in encouraging education of girls and women.

Seen from another perspective, the program takes Yemeni women who have graduated from the University of Sana'a, and who have taught at least a year, and gives them a broader view of educational problems in Yemen and a deeper view of primary school education in general. The M.A. Degree awarded provides additional recognition to them. The Ministry of Education will then place them in Girls' Primary Teacher Training Institutes where they will pass on their expertise and serve as models for girls and women

who are slated to become primary teachers themselves. It is assumed that with the shortage of educators trained at the graduate level, some of these women graduates will eventually be appointed to administrative positions in the Primary Teacher Training Institutes as well as in the Ministry of Education and the University of Sana'a.

To encourage participation by women in this program, each group will include women in such numbers that they will not feel alone or isolated during either the Sana'a training or the United States portion of the program. In the United States, female staff members of Eastern Michigan University will work closely with the Yemeni women. The Eastern Michigan University staff will also meet with the families of the prospective participants to reassure them as to the content and supervision of the program.

A final comment can be made on the effect of the Teacher Trainer project as it relates to the education of girls and women in rural areas. While it is not possible to specify that participants must come from rural areas, one of the selection criteria is that participants must come from different regions of Yemen. After completion of the course, the graduates will be sent back, as much as possible, to the region where they came from originally. They will then be expected to help with in-service workshops for local teachers. With increased self-confidence, expertise, and research skills, the women participants in the project should be able to talk with parents and other local persons and officials to find out what needs the local school should serve.

The greater public role being played by women as a result of this program will serve as a model - be it in the villages or cities - for other women to emulate.

ANNEX G

GIRLS AND WOMEN IN EDUCATION

A. OVERVIEW.

Viewed within the historical context of Yemeni society, public education of girls and women is a recent import. Before 1960 the only schools that existed in Yemen were religious ones attended almost exclusively by men. Apart from the few girls who attended religious school, any others who received instruction were taught at home privately. For, with the exception of two famous queens, most women did not have public roles; rather, their contacts and labor were kept within the confines of the family.

These traditional ways continued unchallenged through the first half of the twentieth century. Then after the Revolution, the Republican Government sponsored development programs for the country. These programs, which are aimed at strengthening the economy and providing basic services, require large numbers of trained people. A requisite for most training is basic literacy. In a country with 87% illiteracy (Statistical Yearbook, 1976/77, p. 59), there is a great need for elementary teachers, among other trained personnel. For the first time in Yemen's history, there are job openings for women in the public sector. But the social acceptability, and in some cases the economic possibility, of women receiving public training and filling these jobs has not been established throughout the society.

Certain areas of Yemen have historically been more open to change and outside influence. It is in these regions that girls and women have been able to take greater advantage of public education. Other geographically more isolated and independent areas have resisted change and there girls have had little chance for public education. Examples of these different areas are Taiz, whose primary school enrollment was 17% female in 1977/78, and Saadah, where primary school enrollment was 2% female.

For the country as a whole, only 12.6% of the total primary enrollment in 1977/78 was female (see Table V). To control for the fewer number of girls' schools at upper elementary levels, it is useful to look at first grade enrollments where boys and girls can study together. In 1976/77, the percentage of total first grade enrollment that was female was 13.3% (Statistical Yearbook, 1976/77, p.222). This means that where enrollment is possible, that is where schools exist, girls do not generally attend.

Even if girls are allowed to begin primary school, that doesn't mean they will be able to continue through sixth grade. High drop-out rates are a feature of primary education for both boys and girls in Yemen.

The following table illustrates the percentage of female students who continued from one grade to the next higher one, from 1976/77 to 1977/78:

<u>1st to</u> <u>2nd Grade</u>	<u>2nd to</u> <u>3rd Grade</u>	<u>3rd to</u> <u>4th Grade</u>	<u>4th to</u> <u>5th Grade</u>	<u>5th to</u> <u>6th Grade</u>
59.3%	81.1%	79.4%	89.3%	96.7%

The main dropout period is between first and second grade. More research needs to be done on this phenomenon. A second dropout time is between third and fourth grade. This can be accounted for by social reasons, for it is at this time that people feel girls and boys should be separated. If a girls' school is too far away, then formal education stops. Also, by this time some parents feel their daughters have learned enough, that they are growing, and to remain in school would be both useless and shameful. However, if a girl continues to fourth grade, then her chances of continuing to the fifth and sixth grade are very high.

Stepping back from these figures, it is important to recall that the greatest winnowing occurs before first grade, when most parents who live in areas where there are schools, elect not to send their daughters there.

A major researcher on the role of women in Yemen, Cynthia Myntti, sees the absence of a tradition of educating females as the biggest constraint to participation of women in education (Myntti, C., 1978, p. 6). In other words, the mere building of schools has not established the motivation or appropriateness of sending girls there. Despite changes in government since the Revolution, subsistence agriculture, housework, and rearing of children remain the main tasks of women in Yemen. While outside agencies have tried to encourage other options such as nursing and secretarial work, social restrictions have militated against them. The traditional Islamic values which permeate Yemeni society put the protection of girls and women before the development of their minds. This should not be seen as a conscious degradation of women, but rather an attempt to insure for them the good life of marriage and family security.

Any unsupervised contacts are possible sources of gossip. A girl who is gossiped about has had her marriage prospects decreased. Most parents know little about school except that it is a meeting ground for children from many different families, and that it is beyond their control. As such, it is highly suspect. Hence the comment is heard that it is "shameful" for a girl to go to school after the age of eight, if at all.

Countering these traditional values are development needs for a literate trained citizenry. These development needs come from the government as well as from the people themselves. The large number of men who go outside Yemen to work, come back with a broader view of the world, new ideas on agricultural methods, new economic schemes, and different plans for their childrens' future. They also send back money that buys radios, TVs, and other consumer goods for those at home, and that helps fund local projects. These internal pressures for change are joined by outside countries' willingness to work with the Government in development projects.

There are many signs of change in the society including increased enrollments of female students at all levels. At the higher end of the educational scale is the University of Sana'a. In 1972 four female students were first allowed to attend. By 1978, there were 200 women there, with the greatest number of them in education, followed by arts and commerce (Mynetti, 1978, Table 4).

Between the university and elementary schools, Women's Teacher Training Institutes have played an important role in allowing girls to continue their education. Until 1976 the only option for girl students above the elementary level was attending a teacher training institute. This showed government support for women's education at least in this direction. It also reflected the need for elementary teachers as well as reflecting certain social attitudes. If a woman is allowed to work outside the home, then teaching is the most acceptable profession. As all secondary education is segregated by sex, and women do not teach in boys' schools, parents know that as teachers, their daughters will be working either with young children or with girls. And unlike offices which often have strangers walking in, elementary schools or girls' schools are relatively closed settings. Thus teaching is seen as a way in which women can work without sacrificing the social norm of keeping them in a protected environment.

Another advantage in sending a girl to a Women's Teacher Training Institute is the government allowance of 200 YR per month, the two sets of clothing, and the food given to girls while they study in the Institute. In poorer families, or families not convinced of the importance of education for girls, the government stipend is an added incentive to allow girls to continue schooling. It also gives a girl a sense of pride in her position, and she is prepared to earn a regular salary as early as age fifteen when she has finished her first diploma.

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Data on girls' attendance at Women's Teacher Training Institutes reflects the relative acceptability of this direction. Of total enrollment in Teacher Training Institutes, 45% is made up of girls and women. This figure is high partly because until recently girls lacked other options. The figure is also high because education is clearly the main option for women who desire to work. Employment figures from the Manpower Survey of the Women's Project (Myntti, 1978: Table 8), show the Ministry of Education to be the largest employer of women with 1,000 female employees as teaching staff in 1977/78. The next largest employer of women is the Chinese Textile Factory in Sana'a with 600 female employees, followed by the Ministry of Health with 300 women employees.

In summary, despite present low literacy rates and high dropout rates, education is playing an increasingly important role in Yemen's development. The extent to which women will be trained and allowed to participate in this depends on how those in authority sponsor economic options for women, and how schools show their programs to be both useful and socially acceptable. At present, teacher training appears to be the main route for allowing women to continue their education and enter the public work force.

B. REPLIES OF SCHOOL ADMINISTRATORS AND TEACHERS REGARDING GIRLS' EDUCATION.

To better understand Yemeni public schools and the position of girls and women in education, members of the Eastern Michigan University Design Team visited over 15 schools - primary, preparatory, secondary, Teacher Training Institutes, and the University, located in Sana'a, Hodeidah and Taiz areas during May of 1979. These visits were facilitated by the Ministry of Education. A questionnaire was developed by the Eastern Michigan University team for school visits. The questions that relate to women in education included: questions on male and female enrollment; reasons that girls leave school before graduation; number of girls who graduated the previous year; profiles of female administrators and teachers; what they found most difficult in their jobs; what they found most rewarding; and what they would change in the schools to help their students.

The responses to the questionnaire confirmed low initial enrollment of girls, particularly in rural areas, and high dropout rates for girls in primary but not preparatory, secondary, or university levels. A question that elicited most interesting answers was the one asking for reasons that girls drop out of school.

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At the elementary level, two different male directors of schools said that some fathers feel that as soon as a girl knows how to pray she needs no more school. Another director said that after third grade some fathers will only allow their daughters to study in an all girls' school. When such a school is far away, education for the girl stops. A teacher from a rural school said that work, particularly carrying water and helping in the fields were more pressing needs than school. This teacher also added that cost of clothes, shoes, and notebooks for several children were sometimes excessive, and that even if a father allowed his daughter to go on in school and become a teacher, he would have paid the expenses, but the money the girl made would go to her husband.

At the preparatory and secondary level schools, the main reason given for girls leaving school was marriage (48% of girls between 15 and 19 are married). Some directors of girls' schools, all of whom are women, stated that often the girls prefer to stay and study, but the parents insist they marry. With the consent of their husbands, girls do continue to study after marriage, and pregnant girls are allowed to continue as well. However, the extra duties at home make school work difficult. Two other reasons for girls dropping out of school were the amount of work at home and the difficulty of lessons.

The profiles of the female directors were also interesting. Excepting a naturalized Yemeni citizen, all were Yemenis from the southern areas of the Republic (Taiz, Rida, Hodēidah) which are known for their exposure to outside culture. Three had received some education abroad in Esmara, in Cairo, and two had received all their education within Yemen. Those who had received all their education in Yemen had been students in the particular Girls' Teacher Training Institutes that they were presently directing.

Regarding teachers, almost all the Yemeni ones were teaching at the elementary level. Expatriates fill most secondary level teaching positions in schools. The schools that employed the most Yemeni women teachers were elementary schools connected with Girls' Teacher Training Institutes. Here students studied half the day for their second diploma and taught elementary school for the other half of the day.

When Yemeni women teachers were asked about career plans, several mentioned the university, one said she could only go to the university if it were for girls alone, but most planned to

teach for just a few years. Besides elementary schools, another teaching situation for Yemeni women is in Adult Training Centers working with women. As evidence of support for this, in May of 1978, 15 female students from teacher training institutes in Taiz, Ibb and Sana'a attended a week long workshop, sponsored by the Ministry of Education, (Non-formal Branch) where they were instructed in methods of teaching basic literacy and arithmetic to women in Adult Centers.

Problems in Girls' and Womens' Education:

Several problem areas in girls' and womens' education in Yemen, such as social constraints and motivation, have already been mentioned. However, the Eastern Michigan University Team felt it was important to ask Yemeni school staff what they felt to be the problems in education of girls.

Typical answers such as low salaries for staff, low student stipends from the Government, crowded classrooms and facilities, lack of books and teachers at the beginning of the school year, problems of availability of schools, of transportation to schools, and of school/home communication, are not peculiar to education of girls alone. It was in elaborating their answers that the specific case of girls was brought out.

A frequently mentioned problem was that of home/school communication. It is interesting that the female staff did not see social constraints as unsurmountable barrier to girls' education: rather, they saw the need to explain what they were doing in school. This is not unusual, for all the female staff members had themselves overcome these social constraints.

As the school staff explained, most parents had never been to school and had little idea of what went on there. Some did not realize that their children had to attend school regularly, or that homework required study outside school. When asked if and how parents supported the school, most staff referred to the Parent Council. In seven out of 14 schools, the Parent Councils were active. They contributed financially toward buying supplies like furniture, typing machines, musical instruments and other needs not covered by the Ministry. Staff were grateful for the help but the main communication seemed to be regarding material needs. Only one school said that the Council was a means of explaining to the parents what their daughters were doing and how they could help them. A director of a school in Taiz said it was most difficult to communicate with parents on any subject as many of the

fathers were out of the country. Two women directors mentioned going on their own to houses of students to explain about not overloading girls with housework on top of school work, and one said she went to the Adult Training Center where she talked with mothers.

Besides communication between home and school, transportation was mentioned as a main problem. The Teacher Training Institutes in Hodeidah and Sana'a have busses, but the busses break down and time involved is also great. Again, it is not merely a matter of moving people from home to school, but making sure it is done in a chaperoned manner. Transportation is also a problem for Yemeni teachers who are paid relatively low salaries, and who often have to walk great distances to school.

This problem of transportation was mentioned in the urban context as all Girls' Teacher Training Institutes are located in cities (Sana'a, Ibb, Haggah, Hodeidah, Taiz). A teacher in a rural area did not see transportation as a problem. She said that both boys and girls often walked up to two hours to school. But obviously the options for attending a teacher training institute or the university were not present. This however, is more a problem of accommodation than transportation.

Finally, an area of concern to the Eastern Michigan University Team that was not brought up by Yemeni school staff was that of appropriateness of curriculum to community needs. Questions relative to curriculum were generally seen by school staff as something beyond their control. In the official curriculum, sewing and cooking, which the Eastern Michigan University Team thought parents would see as directly useful for their daughters, are to be offered starting with the fourth grade. But in elementary schools visited, these courses were not always offered. In fact, two city schools and one rural school didn't make a pretext of offering them. Another rural school had only begun this year to offer such courses in the sixth grade. Partly the omissions were due to lack of space, of time, and of staff. But it is also unlikely that such courses are offered in schools without female teachers, which is the case of most rural schools.

C. PROJECTED AFFECT OF PRIMARY TEACHER TRAINER PROGRAMS ON EDUCATION FOR GIRLS AND WOMEN.

The Basic Education Development Project is designed to improve educational opportunities for girls and women in Yemen. The main means for facilitating this includes selection of women participants, research projects on girls and women in education, and in-service conducted by the newly awarded Masters students. The determined effort to have female participants in every group

of the Masters program testifies to the importance given to educating Yemeni women at the graduate level. During the in-country year of the Masters program, both male and female participants will conduct basic research on problems of primary education in Yemen. Clearly, consciousness of both men and women must be raised if greater participation of women in education is to take place. Upon returning from the year at Eastern Michigan University, the participants will be assigned to Primary Teacher Training Institutes. As mentioned earlier, Primary Teacher Training Institutes have a special role to play in encouraging education of girls and women. At present they are more socially acceptable than other training options, so the returnees will be in a position to influence many of the future trained female work force of the country.

Seen from another perspective, the program takes Yemeni women who are already remarkable in that they have graduated from Sana'a University, who have taught at least one year, and gives them a broader view of educational problems in Yemen and a deeper view of primary school education. It also awards them a Masters Degree which is a distinction in their society. Then the Ministry places them in Girls Primary Teacher Training Institutes where they pass on their expertise and serve as models for other girls and women who will be primary teachers themselves. It is also hoped that with the shortage of educators trained at the graduate level, some of the women will be appointed to administrative positions in the Primary Teacher Training Institutes as well as in the Ministry and Sana'a University.

To encourage participation by women in the program, each group will include more than a few women so that they have each others' company and will not feel alone or isolated during the year in Sana'a and especially in the United States. There will also be female staff members who will work closely with them in academic counseling and social supervision in Ypsilanti. The staff will also meet with the families of the prospective participants to reassure them as to the content and supervision of the program.

A final comment on the effect of the Teacher Trainer Program relates to the education of girls and women in rural areas. While it is not possible to specify that participants come from rural areas, one of the selection criteria is that participants do some from different regions of Yemen. After graduation they will be sent back to their region where they will be expected to help in in-service workshops for local teachers. These women with increased self-confidence, expertise, and research skills, will be able to talk with parents, to find out what needs the local area schools should serve, and to communicate these needs to those in a position to implement them, all the while serving as models for other women in the area.

ANNEX H

TEACHER TRAINING INSTITUTE CURRICULUM

The curriculum in Teacher Training Institutes includes all courses and specializations offered through the same levels in the general preparatory and secondary schools. In addition to these courses, students at the Teacher Training Institutes take courses in Educational Psychology, Philosophy and History of Education, and Methods of Instruction. To allow time for these added subjects, students in the Teacher Training Institutes have one extra 45 minute period per day of school in excess of the class time spent by students in the regular programs.

The following tables summarize the courses offered at different levels in the academic programs and in the Teacher Training programs. The upper primary curriculum is included to give background for the preparatory one. The periods referred to are 45 minutes long. The number of periods for each subject is taken from the official program of schools put out by the Ministry of Education (1978).

In visiting schools, it appeared that this program was closely followed except in the areas of Home Economics, Physical Education, and Music. Some elementary schools didn't offer these courses at all, and two schools in the south had just begun to offer them this year.

A main characteristic of the general curriculum is the great number of different subjects a student is required to take. There are no electives; only in opting for the literary or scientific specialization does student preference or interest affect the classes taken. This is continued at the University of Sana where students in the College of Education are required to take more courses in more disciplines than are students in other colleges. How successful students are in processing information in so many fields depends largely on their ability to interrelate different subjects. In general the separate texts and exams do not help students in this pursuit. However, often the same teacher is responsible for related disciplines, and is thus in the position to help students see connections between fields.

As in most centralized educational systems, there are prescribed texts that are heavily relied on. The textbook centered approach is more effective in some subjects than in others. When school administrators were asked what they felt their schools were strong in, several mentioned religion. The Koran is central to the study of Islam, and until recently,

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education in Yemen implied study of the Koran. When asked what they felt their schools were weak in, school administrators in different regions of Yemen answered Science and English. These are two new fields of study for most of Yemen. They are also subjects that are made more difficult by reliance on the textbook as the major teaching approach.

Turning to the education courses, the methods courses appear valuable; however, educational psychology and history and philosophy of education are courses usually reserved for university level students.

TABLE I

SCHOOL CURRICULUM

Periods/week of different subjects

By level and type of School

(From Ministry of Education Program of Studies, 1978)

Subject	Upper Primary	Preparatory General Program 3 years	Preparatory Level PTII Program 3 years
Islam	6	5-6	5-6
Arabic	8	6	6
English	-	5	5
Math	5	4-5	4-5
Science		3	3
Health	(Part of Sci)	1	1
History	2	2	2
Geography	2	2	2
National Education	2	0-2	0-2
Home Economics	2	3	3
Physical Education	2	2	2
Music	2	1	1
Ed. Psychology	-	-	2
Phil. & Hist. of Ed.	-	-	2
Methods of Instruction	-	-	2

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SCHOOL CURRICULUM

Periods/week of different subjects

By year and specialization

Of Secondary Schools

(From Ministry of Education Program of Studies, 1978)

Subject	General	Literary		Scientific	
	1st year	2nd	3rd	2nd	3rd
Islam	6	6	6	5	5
Arabic	6	8	6	5	5
English	6	7	6	6	6
History	2	3	3	-	-
Geography	2	4	3	-	-
Sociology	2	-	-	-	-
Islamic Civilization	-	-	3	-	-
Economics	-	-	2	-	-
Math	5	2	-	5	6
General Science	4	-	-	3	3
Physics	-	-	-	3	3
Chemistry	-	-	-	3	3
Biology	-	-	-	3	3
Home Economics	2	2	2	2	-
Physical Education	1	2	1	2	1
(For students in Teacher Training Institutes only)					
Ed. Psychology	2	2	2	2	2
Phil. & Hist. of Ed.	2	2	2	2	2
Methods of Instruction	2	2	2	2	2

For preparatory and secondary level students it would perhaps be more practical to have a greater number of periods devoted to methods of instruction and materials development. When recent graduates of the teacher institutes were asked what they would like more help in, several mentioned methods. Unfortunately, the EMU team was not able to observe any of the methods classes in session to learn if the methods courses do relate to actual teaching situations. What the team was able to see were excellent examples of visual aides made by methods teachers to help with different subjects. Yet, a general lack of supplies makes it questionable if teachers in schools separate from Teacher Training Institutes would have materials to make such aids.

A strength of the Teacher Training Institutes Program not apparent from the curriculum is the practical teaching experience many Institute students have during their last three years in the program. All, except the Primary Teacher Training Institutes newly designed by the World Bank, have their facilities used in the afternoon for primary students. Students in the Institute who have received their preparatory diploma make up a major group of teachers in these elementary schools. That is, they study at the secondary level in the morning and teach in primary schools in the afternoon. This brings financial as well as educational benefits. As one graduate of a Primary Teacher Training Institute explained, "When I studied a subject and took the exam, I quickly forgot the material. When I taught the material, I never forgot it." This holds true for the general academic subjects as well as for the education courses. Students who were also teaching said that if they had problems they asked for advice or help from their own teachers in the Institute. Thus, although there is no practicum or supervised teaching in the official program, in fact many students have three years of teaching experience in an environment where they can readily obtain help.

The Basic Education Development Project has as its goal the training of teacher educators who will work in Teacher Training Institutes. They will have been trained to the Master's level in elementary education and have experience in educational research, in-service, observation and counselling, as well as methods in their major area. A main goal for them in the Teacher Training Institutes will be to make sure that the specified education courses relate to the needs of the students. For example, if the students continue to teach half of the day, it would seem reasonable to have Institute staff observe and counsel the new teachers on a formal basis. The education psychology course could involve

observation and visits to different schools in the area.

Besides adapting the education courses to address students' needs, there is a need to integrate the curriculum and have all staff at the Institute involved in training teachers, not, just those assigned to the specific education courses. With staff cooperation, the different subject teachers could spend one period a week working with students on ways of teaching their subject.

Finally, as schools should serve a community and not just an age group, outreach programs could be sponsored by the Institutes for which students would be paid through the Ministry of Education (non-formal education) or be exempted from some periods of study.

The curriculum information received from over 15 schools including five Teacher Training Institutes, indicates that the curriculum is set by the Ministry of Education. Any changes in curriculum must emanate through the Ministry. However, much can be done within the existing curriculum to integrate it and focus the teacher training program on the needs of the future teachers and their communities.



List of Teacher Training Institutes
visited and contact made
by EMU Team

1. Ministry of Education - Sanaa

Mr. Mohamed Khadim El-Wajih	Minister of Education
Dr. T. H. Elias	Program Manager, UNESCO
Mr. Ibrahim Al-Houthy	Director/Teacher Training Institutes
Mr. Ibrahim El-Hafudh	Director of Training
Mrs. Fawziye Nauman	Head of Women's Division, former PTTI Director

2. Regional Ministries of Education

Mr. Ali Ahmed Fadil	Director/Education, Hodeidah
Mr. Ahmed Khodesh	Asst. Director, Hodeidah
Mr. Mahmoud Ali Muqbil	Director/Education, Taiz
Mr. Abdullah Said	Asst. Director, Taiz

3. Institutes Visited

- a. Salam Sabbagh Girls Teacher Training Institute, Sanaa - two visits
- b. Boys Teacher Training Institute, Hodeidah
- c. Bilgis Girls Teacher Training Institute, Hodeidah
- d. Boys Teacher Training Institute, Taiz
- e. Girls Teacher Training Institute, Taiz

During the visits to the Institutes, directors and teachers were interviewed, classes were visited, and an extensive questionnaire (see Annex E) was filled out.

4. Graduates of PTTI's Interviewed:

Sanaa Girls PTTI
Hodeidah Girls PTTI
Taiz Girls PTTI
Sanaa Boys PTTI
Hodeidah Boys PTTI
Taiz Boys PTTI
Ibb PTTI

ANNEX I

Recommended Conditions Precedent:

1. The Ministry of Education will present a list of program participants to Eastern Michigan University by August 1, 1979.
2. The Ministry of Education will assign an officer of the Ministry to the project, effective August 1, 1979.
3. The Ministry will provide adequate office, classroom space and facilities to carry out the activities of the project.
4. The Ministry of Education will present to USAID the name of the principal signatorie for the YARG and the names of two alternates.

Recommended Covenants:

1. The Ministry of Education will present a list of program participants to Eastern Michigan University as required to meet the project implementation schedule.
2. The agreed upon selection criteria will be applied in all cases and the project team will be consulted in all phases of selection.
3. The Ministry of Education will grant the appropriate salary increases to program participants upon notification of successful completion of the M.A. Degree.
4. The Ministry of Education will hold all degree documents as part of the guarantees that participants will complete the service agreement.
5. The salaries of Teacher Training Institute instructors will be commensurate with University of Sana staff having comparable qualifications and training.
6. Five years will be the minimum service requirement to the Ministry of Education following the M.A. training program.
7. The Ministry of Education will continue full salaries and benefits to participants during all phases of the project.
8. The Ministry of Education will provide the necessary salary and professional incentives to guarantee full

participation of primary school teachers participating in the planned in-service and teacher up-grading program.

9. The Ministry of Education will develop and implement a program to improve salaries and general working conditions for personnel in the educational sector.

ANNEX J

CONTINUOUS ASSESSMENT PLAN

Assessment and evaluation of the project goals, the strategies, and the accomplishments will be carried out through the seven years of the project. The overall scheme for evaluation is based on three separate approaches which will be employed within two-year increments during the life of the project. These approaches include:

- A. Review and assessment of project progress will be carried out by the Eastern Michigan University Team, The Ministry of Education, Yemen Arab Republic Government, and the United States Agency for International Development. These evaluation activities will be conducted every quarter, except for the fourth and the eighth quarters when annual and biennial reviews take place. The purpose of these review and assessment sessions will be to identify both strengths and weaknesses in operational approaches, and to examine the need for changes in strategies in those areas observed to be weak or deficient.
- B. An annual review and assessment will be made of the Project accomplishments with reference to the overall project goals. Again, the parties involved in this review will include the project team, designated representatives of the Ministry of Education, and United States Agency for International Development Personnel.

Project implementation strategies will be carefully reviewed and modifications will be made where the need for such becomes evident. The need for new inputs in the form of personnel, materials, and resources will also be reviewed at this time.

At the end of the first eighteen months of the Project's operation, the project team, the Ministry of Education, and the United States Agency for International Development will again review and evaluate the project implementation strategies.

- C. At the conclusion of the second year of the Project, an in-depth evaluation will be carried out. This evaluation will be undertaken by both project team members and by external evaluators from the United States. The selection of the external evaluators will be made by the Contractor (Eastern Michigan University) and the United States Agency for International Development.

ANNEX K
INTERVIEW QUESTIONNAIRES

LDA VISITATION - INFORMATION FORM

Date: _____

EMU Member _____

1. Location of LDA _____

2. LDA President _____ Length of Service _____

3. LDA General Secretary _____ Length of Service _____

4. Has this LDA supported any projects in:

A. Education _____ yes _____ no

If yes, when? _____

What sort of education project (s)?

Proportional financial support?

<u>CG</u>	<u>LDA</u>	<u>LOPOP</u>
_____ %	_____ %	_____ %

B. Health _____ yes _____ no

If yes, when? _____

What sort of health projects?

Proportional financial support?

<u>CG</u>	<u>LDA</u>	<u>LOPOP</u>
_____ %	_____ %	_____ %

5. Do you think that what the children learn in school will help them when they leave school?

_____ yes _____ no

If so, how? _____

6. Are there other courses that would benefit the children?

_____ yes _____ no

If so, what are they? _____

7. If the LDA could change one thing in the schools to help the students, what would that one thing be? _____

as

8. Does this LDA have plans to complete education projects in the next year or two?

_____ yes _____ no

If yes, what is the nature of the projects?

If no, what sort of projects, if any, is the LDA planning to undertake in the next year or two?

9. How do the local people support the LDA?

with _____ money _____ labor
_____ goods _____ ideas

10. What kinds of activities concerning adult education and literacy does the LDA support?

11. What kind of assistance does the LDA need for adult education and literacy?

TEACHER TRAINING INSTITUTE -- INFORMATION FORM

date: _____

EMU members: _____

name of institute _____ location _____

type of TTI: boys _____ girls _____ yr. TTI founded _____

prep _____ secondary _____

number of students _____

number of teacher trainers male _____

female _____

STUDENT DATA

	1st yr.	2nd yr.	3rd yr.
#students	_____	_____	_____

#students who graduated the previous year _____

What are the reasons that some students leave before graduating?

% students who come from: area of school _____
outside area of school _____
but same province _____
different province _____

Why do students enter PTTI instead of secondary school? _____

Stipend includes: housing _____ allowance _____ other _____

How many of the graduates go on to teach? _____

How are they assigned to teaching posts? _____

CURRICULUM -- PTTI

1st yr.

text?

2nd yr.

text?

3rd yr.

text?

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ADMINISTRATOR PROFILE

title: _____

name	sex(mrd)	ed.background	yrs.pos	yrs.teach.	housing	salary	how long plan to stay in position
_____	_____	_____	_____	_____	_____	_____	_____

What do you find most difficult in your job? _____

What do you find most rewarding in your job? _____

If you could change one thing in the PTTI to help the teacher trainers, what would that one thing be? _____

If you could change one thing in the PTTI to help the students, what would that one thing be? _____

What helped you most in your training to be a TTI administrator? _____

TTI TEACHER PROFILE

name	sex(mrd)	hometown	ed.background	yrs.pos	yrs.teach	housing	salary	how long do you plan to stay in position
------	----------	----------	---------------	---------	-----------	---------	--------	------------------------------------------------------

Why did you become a teacher at this level? _____

How were you assigned? _____

What do you find most difficult in your job? _____

What do you find most rewarding in your job? _____

What helped you most in your training to be a PTTI teacher trainer? _____

What sort of changes would you suggest to help the students in the PTTI's become better teachers? _____

(for science teacher trainers, what areas of science covered? _____
methods? _____
materials? _____)

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SCHOOL VISITATION -- INFORMATION FORM

date: _____

EMU members: _____

name of school _____ location _____

levels _____ yr. school founded _____

#students a.m. _____ P.M. _____

total #students _____

#teachers male _____ female _____

STUDENT DATA

levels 1 2 3 4 5 6 7 8 9 10 11 12

#boys _____

#girls _____

What are the reasons that some students leave school before
graduating? _____

What was the first grade population three years ago?(acad.1976/1977)

(m) _____ (f) _____

How many students graduated the previous year?

boys _____ girls _____

CURRICULUM

	taught in school	textx used in teaching
Arabic	_____	_____
Islam	_____	_____
History	_____	_____
Geography	_____	_____
National Studies	_____	_____
Mathematics	_____	_____
Science	_____	_____
English	_____	_____
Health Ed.	_____	_____
Physical Ed.	_____	_____

Do you think that what the children learn in school will help them when they leave school? _____

If so, how? _____

Are there other courses that would also benefit the children?

_____ If so, what are they? _____

STAFF PROFILE

director name	sex(mrd)	hometown	ed. background
_____	_____	_____	_____
yrs. in position	yrs. in teaching	housing	salary
_____	_____	_____	_____

If you could change one thing in the schol to help the students, what would that one thing be? _____

Do the parents help the school? _____ If so, how? _____

TEACHER PROFILE

NAME	sex(mrd)	hometown	ed.background	yrs.pos.	yrs.teach.	housing	salary	do you plan to stay in teaching
_____	_____	_____	_____	_____	_____	_____	_____	_____

Why did you become a teacher at this level? _____

What do you find most difficult in your job? _____

What do you find most rewarding in your job? _____

How were you assigned? _____ Do you plan to stay in this school? _____

Why? _____

If you could change one thing in the school to help the students, what would that one thing be? _____

(If a science teacher, what divisions of science? _____
methods of teaching? _____
materials, equipment? _____

COMMUNITY INFORMATION

size of community _____

center of province _____

center of LDA _____

other _____

other ed. institutions in town

Do you send your children to school? _____

Why? _____

Do you have school-age children who don't go to school? _____

Why don't you send them to school? (boys) _____

(girls) _____

What expenses are associated with sending a child to school?

How long do you plan to send your children to school? Why?

boys _____

girls _____

Do you think that what the children learn in school will help them
when they leave school? _____ If so, how? _____

Are there other things you would like your children to be taught in
the schools? Why? _____

Do you help the school? _____ How? _____

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ANNEX L

In the Name of God, the Merciful, the Compassionate

Yemen Arab Republic
Ministry of Education
General Administration for Teachers

Date:

No:

Dear Director of Education of _____ Governorate

Greetings:

Currently, the Ministry is preparing a program for training teachers of Primary Teacher Training Institutes in cooperation with USAID/Sanaa. This project includes the following:

1. About 150 well qualified graduates of the Faculty of Education will be trained in this project. For this year, 35 will be selected.
2. The first group of participants will spend three months in Sanaa studying teaching methodology and English language.
3. This first group of participants will be assigned to teach in Primary Teacher Training Institutes during 1979/80 academic year.
4. Following that, participants will spend three months to study English and then leave to the United States to pursue their studies leading to an M.A. degree in Primary Education. Soon after that, they will come back to teach in Primary Teacher Training Institutes in the Yemen Arab Republic.

Thus, please inform all College of Education graduates in your governorate of the project and give those who are interested, a copy of the attached form to fill in. Whereas priority must be given to those who are currently teaching in Primary Teacher Training Institutes, filled forms must be received within a week from the date of this letter.

With my best regards.

Sincerely,

Mohamed Al-Khadem Al-Wageih
Minister of Education

CC: Technical Deputy
Finance Deputy
General Director for Technical Affairs
General Director for Education
General Director for Institutes

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In the Name of God, the Merciful, the Compassionate

Yemen Arab Republic
Ministry of Education
General Administration for Teachers

APPLICATION FORM

Name: _____

Nationality: _____ Identification Number _____

Latest Degree Earned: _____ Major: _____

Current Employment: _____ City: _____

Governorate: _____

School of Employment: _____

Marital Status (Single/Married) _____

Spouse's Name _____ Latest degree earned _____

Major _____ Place of Employment _____

.....

Dear Sir:

I swear that the information given above is correct and I would like to nominate myself to participate in the Primary Teacher Training Institutes Project. I have read the information sent by the Ministry of Education in this regard and took a copy of it, and I agree to come back to the Yemen Arab Republic to teach in the Primary Teacher Training Institutes.

With best Wishes

Name: _____

Signature: _____

Must be signed by the Director of the Office of Education in the province:

Name: _____

Signature: _____

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ANNEX M

Decree issued by the Command Council
issuing Law No. 32 for the year 1977
regarding (in respect of) the Scholarships
Awards & Training Courses.

In the Name of the People
Commander of the Command Council

After reference to the Statement No. (1) for the year 1974 issued by the
Command Council;

And the Constitutional Notice issued on 22.1.1974 in respect of the
Organization of the Supreme Authority of the State in the Transitory Stage.

And the Republican decree in the Law No. (3) issued in the year 1965
regarding the Organization of the Scholarship Awards and Educational Leaves.

And the Republican decree in the Law No. (9) of 1970 regarding the
Organization of Scholarships, Awards and the Educational Leaves of the
Civil Servants.

And the Decree of the Command Council No. (73) of 1974 in respect of the
Organization of the Ministry of Education and the stipulation of its
specialization.

And after the presentation of the Minister of State for Development and the
Minister of Education and after the consent of the Council of Ministers and
the Command Council,

We issued the law governing Scholarships, Awards and Training Courses.

This Law is effective from the date of publication in the Official Gazette.

Issued at the Command Council
on 17th Ramadhan 1395 = November 1975

Lt. Colonel Ibrahim Mohamed Al-Hamdi

Chairman of the Command Council &
Commander in Chief of the Armed Forces.

CHAPTER ONE

Definitions

- Art. 1** The following idioms shall bear the corresponding meanings for the purpose of application of the Law.
- Assignee:** Any person, whether an employee or a student assigned to a Scholarship, whether within the country or assigned abroad; or to an Award accepted by the country.
- Scholarship:** Is the assigning of Person(s) for education and obtaining a Theoretical certificate (s) in a specialized field; or for Training course at the expense of the State.
- Award:** Is the assigning of Person(s) for education and obtaining a theoretical certificate in a specific field or for training at the expense of the Awarding body (whether the whole of the expenses or partial).
- State Organization:** are the Ministries; Public Departments (Institutes, Universities; all the Public Establishments of the Public Sections and Corporations.

CHAPTER TWO

Purpose and Kinds of Assignments

- Art. 2** The purpose of the Assignment is to provide the state with capable scientific, technical and Administrative people whereof the state is scarce and require in different specialties and levels and making skills, dexterities; and scientific and technical specialities available to all organizations of the state.
- Art. 3** The Assignment is organized into two (2) kinds:
- a) Assignment for education and obtaining a theoretical certificate or degree
 - b) Assignment for training course and getting acquainted on to the practical and theoretical methods.
- Art. 4** Official Missions whereby officials of the state Organizations are assigned to attend various conferences and seminars; or missions thereof in favour of the state are excluded.

CHAPTER THREE

Formation and Specialization of the Committees

Art. 5 In exigency of this Law, a Supreme Committee is to be formed denominated by the Supreme Committee for Scholarships, Awards & Training Courses and is to be formed as follows:

Minister of State for Development	Chairman
Minister of Education	Member
Civil Service Commissioner	"
Director, University of Sanaa	"
Dean, National Institute of Public Administration	"
Chairman, Central Planning Org.	"

Art. 6 The Supreme Committee shall specialize in the following:

- a) Establishment of a general policy to develop manpower, and reviewing this policy from time to time in accordance with Economical and Social Development Plans.
- b) Approval of the timing programme for Assignments at the expenses of the State Organization in various specialties and educational levels conformably with limits specified to each Organization in the developmental plans of the projects.
- c) Confirmation of the approval of the Award granted to the Y.A.R. addressed to any organization of the state, and approval of the distribution of the benefits and advantages resulting from such Awards in accordance with the General Policy for the Development of Manpower.
- d) Establishment of the financial regulations concerning the execution of this Law; and the supervision of its execution for the emphasis of the achievement of its objects and aims.

Art. 7 The Supreme Committee is to hold a meeting at least twice per annum; the meeting of the Supreme Committee must be legal whereby the absolute maximum number thereof are attending. Decisions are to be taken by the consent of the absolute maximum number of members; whereby, whenever votes of Decisions are equal; the side of the chairman is dominating; The chairman of the Supreme Committee may call representatives (s) of any state organization when considering scholarships and Awards relating to the same organization, he also may call as consultants any person he thinks of capabilities.

Art. 8 A preparatory committee for scholarship and Awards shall be formed and shall be consisting of;

Chairman of Central Planning Organization	Chairman
Under-Secretary, Ministry of Foreign Affairs	Member
Under-Secretary, Civil Service Commission	Member
The Secretary, Sanaa University	Member
Under-Secretary, Ministry of Education .	Member
Under-Secretary, Central Planning Organization	Member & Reporter

Art. 9 The Preparatory Committee shall specialize in the following:

- a) Suggestion of a general policy for the Development of Manpower and act on its execution after being approved by the Supreme Committee.
- b) Study of suggestions from state organizations in respect of the determination of its annual programme of assignments; preparation of a general annual programmed of assignments for all state organizations in accordance with what has been prepared in the developmental plans thereafter to be submitted to the Supreme Committee for approval.
- c) Study of candidates applications submitted in accordance with this law; and issuance of the necessary decisions thereof.
- d) Receiving all invitations for Awards from other countries, International Organizations; and Private organizations and suggestion of acceptance of its approval.
- e) Suggestion of Financial regulations for scholarships and awards.
- f) Supervision of the execution of this law with the help of the Ministry of Education and the Civil Service Commission.
- g) In addition to the aforementioned, the Preparatory Committee shall undertake any job given by the Supreme Committee.

Art. 10 The Preparatory Committee is to meet once every two (2) months to negotiate matters presented to them. The chairman may invite, as consultants, representatives from the applying state organization or whoever he seems of capabilities and necessary to invite.

Art. 11 The Preparatory Committee has the right to form a branch committee out of its members thereby undertaking functions entrusted by the Preparatory Committee.

CHAPTER FOUR

Annual Programme and Execution Procedure of Assignments

Art. 12 All Government organizations must furnish the Preparatory Committee with detailed statement of the required assignments whether from (out of) the personnel or from elsewhere and determine the kind and purpose of the assignment and its connections with the developmental projects or services in the same organization, this should be done after studies with the Civil Service Commission and the Ministry of Education.

The Preparatory Committee shall revise the studies and prepare them among an annual programme of Assignments to the Supreme Committee for approval.

Art. 13 The Supreme Committee shall transfer the annual programme of assignments stipulated for the employees of the State organization of the Preparatory Committee who will inform the Civil Service Commission respectively.

Art. 14 The assignments of the demonstrators and assistant lecturers in the University of Sanaa will be transferred to the Scholarships Department of the Ministry of Education whereby all bodies may follow up their respective applications for execution.

Art. 15 The Department of Scholarships and training in the Civil Service Commission shall keep a record of the names of employees, kind of specialization and the respective organization; and continue following up the progress of its studies and its whole functioning affairs. The Department of Scholarships shall ask from each assignee to present an annual report in respect of his studies or training through the Cultural attache or the Embassy of the Yemen Arab Republic in that country; it shall also prepare an annual report on the Progress of Studies of the employed assignee and present it to the Preparatory Committee.

Art. 16 The Department of Scholarships in the Ministry of Education shall advertise the assignment for non-employees. The proposed advertisement shall determine the conditions, duration and procedure of the candidature; and also the sponsoring government body; and the way of selection of candidates. All applications shall be transferred to a committee in the name of "Students Assignments Committee" which shall be formed by a decree from the Minister of Education. This committee shall select the candidates in accordance with the marks or after having a written competition test in case when marks are equal, in accordance with the benefits and advantages.

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The recommendations of this committee shall be accepted by the Minister.

- Art. 17 The Department of Scholarships in the Ministry of Education shall assist student selected for travelling and joining the necessary Institutes, and follow-up the performance of their studies and shall ask them to provide an annual report on the performance of their studies through the Cultural Attache or the Embassy of the Yemen Arab Republic in that country. This department shall prepare a general annual report on the Performance of Studies of assignees and submit it to the Preparatory Committee.

CHAPTER FIVE

Conditions and Nomination Procedure of Assignments

- Art. 18 The following conditions shall exist in the nominee for the assignment:
- a) He must be a citizen of the Yemen Arab Republic.
 - b) He must possess the necessary certificate required for the assignment and with the necessary marks mentioned in the advertisement conditions of the assignment.
 - c) He must be a good conduct and manners and never been convicted in a criminal case or guilty in a crime disturbing and deranging his honor.
 - d) He must obtain the approval of the employing body at the time of the nomination.
 - e) He must, at least have spent 2 years, from his return from previous assignment, this may be connived in case no other nominees are available; or based on a convincing report from the employing body of the nominee.
 - f) He must submit an undertaking bond to work in the state organization(s) for a period not less than the period of the assignment.
 - g) He must submit an acceptable trade, estate, or any other guarantee whereby he and his guarantor must undertake to pay all expenses and salaries he received whether from the state or others as a result of his assignment, if he does not fulfill his undertaking to serve with the state after the completion of the assignment or if his assignment is terminated for reasons of his personal conduct, in accordance with this law.

- b) He must possess an Official Health Certificate confirming that his health, senses and his physical and body condition is sound to perform such a Scholarship, Award, and training course and thereafter execute the entrusted work.

CHAPTER SIX

Rights of the Assignee

- Art. 19 The employee is assigned by a decision (decree) from the respective Minister, and the approval of the Civil Service Commission, whereas students shall be assigned by a decision (decree) from the Minister of Education, therein shall include the period, kind of specialization or the field of the required training; the destination and the body paying the salary of the assignee, his travel expenses and other expenditures incurred.
- Art. 20 If the Assignee is an employee and assigned at the expenses of the respective employing body, such body shall continue to pay his basic salary in his governmental department in addition to the subsidy and expenses of the assignment, this excludes employees of the Secondary Education certificate leaving for Graduate Study.
- Art. 21 The period spent in the scholarship or Award and vacations for the above, shall be included in the services of the employee, excluding the period of failure whereby a ratio stipulated in the Law of Salaries, and Compensations of Civil Servants in pension, may be deducted from his salaries in lieu of the aforementioned period. The period mentioned shall also be considered in the promotions, increments and seniorities schedule. His financial rank shall remain in the financial budget of the assigning government body.
- Art. 22 If the assignee is employed in any government body and assigned by the Scholarships Department of the Ministry of Education of the Civil Service Commission on the account of a different body after the prior consent of the employing body, he shall be transferred from the employing body to a vacant post in the budget of the sponsoring body.
- Art. 23 The Assignment may be terminated by a decision from the Supreme Committee for Scholarships, Awards, and Training Courses, based on a suggestion from the Civil Service Commission, whereby the Assignee is a Civil Servant or the Ministry of Education whereby the Assignee is a non-Civil Servant.

Art. 24 If the Assignee obtained the respective certificate, the sponsoring body or the body whereby the Assignment is changed and transferred to its favour therein, shall appoint the Assignee in a suitable post immediately after reporting to the respective body.

He shall reserve his rights in the Salary, if this exceeds the salary of the new post.

Art. 25 The Assignee has the right to visit his country once, if the basic period of Assignment is 4 years. The conditions of his return and the financial rights arising are specified in the Executive Regulations of this Law.

Art. 26 The period of the Assignment shall be extended by a decision from the respective Minister, after reference to the performance of the study of the assignee and report of the Cultural Attache or whoever is acting on his behalf; or the financing body.

Art. 27 Any invention created by the Assignee during the period of his study is his own, and registered under his name coupled with the name of the Yemen Arab Republic; and if the invention is of a military type, the state shall take hold of it, in such cases the inventor shall be granted a fair compensation which shall be estimated by a Technical Committee who will estimate the value thereof; this Committee shall be formed by a decision from the Chairman of the Supreme Committee of Scholarships, Awards and Training.

Art. 28 Financial Prizes won by the Assignee during the period of the Assignment is his own; moreover any educational fees and examinations fees whereby the Assignee has been granted an exemption thereof as a result of his predomations, or been returned as a result of his good conduct, behaviour, or progress shall be rewarded to the Assignee.

CHAPTER SEVEN

Obligations and Interdictions of the Assignee

Art. 29 The Assignee shall be obliged to the following conditions:

- a) He shall be regular in attending his studies without fail or neglect until he obtains the required certificate or finishes the required course during the specific period stipulated in the Decree of the Assignment.

- b) He shall protect the reputation and observe the Rules and Regulations of his country.
- c) He shall respect the Laws, Regulations and traditions of the Host country.
- d) He shall submit all information required from him by the Cultural Attache or whoever is action on his behalf, or sent to him from the employing body, in case whereby the Assignee is assigned in an official Scholarship by the State; He shall also answer any question from the Preparatory Committee for Scholarships or the Scholarship Department supervising in accordance with Articles of this Law.
- e) He shall return to the country within one month after completion of the Assignment, if the period is not less than 1 year; and within 2 weeks in case whereby the Assignee is assigned for a period of less than a year. In such cases, whereby the Assignee exceeds this period he shall be subject to a penalty thereto decided by the Preparatory Committee and shall not be refrained unless he submits legal excuses accepted by the Committee; nevertheless, if the Assignee fails to resume duty within a period of six (6) months effecting the date of conclusion of his course, Award or Scholarship, he shall be deemed (considered) resigned and shall pay financial compensation amounting to the total cost spent on him during the period of his Scholarship, Award of Course, whether the financing body is local or foreign.
- f) He shall make himself available at the disposal of the Sponsoring body immediately after his return to the country.

Art. 30 The following is forbidden to the assignee during the period of Assignment:

- a) Marriage, unless he obtains a prior consent of the respective body.
- b) Change of the field of study, course, place and institute of the study unless a prior consent of the Preparatory Committee for Scholarships, Awards and Training is sought.
- c) Joining any organization whatsoever that contradicts the policy of the Yemen Arab Republic in objects or means.

CHAPTER EIGHT

Termination of Assignment and the respective procedures

- Art. 31** The Supreme Committee for Scholarships, Awards and Training Courses has the right to terminate the assignment and suspend financial subsidies given to the assignee, following a suggestion from the Civil Service Commission or the Ministry of Education, in the following circumstances:
- a) In case, whereby the Assignee contradicts Art. (30) of this Law.
 - b) In case, whereby he fails in two subsequent years, whatever the reason may be.
 - c) In case, whereby, the Assignee was announced 'not wanted' in the host country.
 - d) In case, whereby the Assignee offends the reputation of the country, and contradicts its Laws and Regulations.
 - e) In case, whereby the Assignee refuses to return to the country after the expiry of the specific period referred to in paragraph (e) of Art. (29) of this Law.
- Art. 32** Any Assignee, whereby his assignment is terminated or if he refuses to work in the respective body or the body his Assignment is transferred to, shall be summoned with his guarantor to pay all expenses incurred during the period of the Assignment, he shall also be transferred to the general and Administrative Jurisdiction for the accrued penalties. He shall also be deprived from the Civil Service.

CHAPTER NINE

Financial Regulations

- Art. 33** The system of the Financial Regulations governing the Assignee shall be formed in accordance with the following conditions:
- a) The Assignee of the Educational Scholarship or Training Course awarded from any country, organization, Arabic, International or Foreign Organization, shall be paid his full salary without his allowances during the period of his studies.
 - b) The Assignee for a Scholarship sponsored by the Government of the Yemen Arab Republic shall be paid his salary in accordance with the previous paragraph, expenditures of the scholarship shall be estimated by the Preparatory Committee based on the information and statements regarding the cost of living submitted from the Ministry of Foreign Affairs of the country of Assignment.

c) Any employee having a paid educational leave, whether within or outside the country, is subject to the above two (2) paragraphs, whereas the employee having an unpaid educational leave shall not be merited to wages of the approved leave.

Art. 34 The government is undertaking to take full care of medical expenses to the Assignee in a Scholarship, Educational or Training Award, he shall also be rendered with the necessary facilities in accordance with the Articles stipulated in this law and in conformance with the decision of the Supreme Committee for Scholarships, Awards, and Training Courses, on condition that the host country is not undertaking the same obligations.

Art. 35 The government shall bear the expenses of embalming and delivering the body of the Assignee, whereby the Assignee dies during the period of his Assignment, if so requested by his parents/Guardians.

CHAPTER TEN

General Conditions

Art. 36 The Supreme Committee of Scholarships, Awards and Training Courses shall lay the executive regulations for this Law and shall be issued by a decree from the Prime Minister.

Art. 37 Articles of this Law are not applicable to Scholarships and Awards in respect to the Armed Forces and Police whereby special regulations governing them is stipulated.

Art. 38 If public interests demands employment of the Assignee in a government or non-governmental body other than the body he was assigned in favor thereof; the period of his employment in that body shall deem part of the obligatory period of the services after the Assignment.

Art. 39 The Cultural Attaches shall take full care of the Assignees abroad; as well as students studying at their own expense. The Cultural Attache(s) shall submit reports of the Progress of the Assignees as well as students to the respective Department of Scholarships, Awards and Training; wherever Cultural Attaches are not existing, the accredited Diplomatic Mission in the country thereof shall undertake such obligations.

Art. 40 This shall supersede Law No. (9) of 1970; whereby all previous stipulations in contradiction with this law shall deem to be cancelled.

Art. 41 This Law shall be effective from the date of issue and published in the Official Gazette.

Issued at the Command Council

on / / 1395 Mohammedan Year
equivalenten / / 1975 A.D.

Lt/Colonel: IBRAHIM MOHAMED AL-HAMDI
Commander of the Command Council and
Commander-in-chief of the Armed Forces

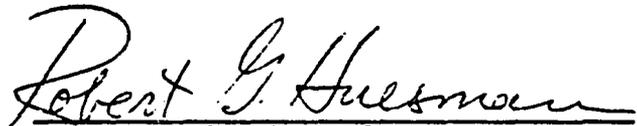
ANNEX N

611 (e) Certification

Yemen - Local Resources for Development Project 279-0053

Certification Pursuant to Section 611 (e) of the
Foreign Assistance Act of 1961 as Amended

I, Robert G. Huesmann, the principal officer of the Agency for International Development in Yemen, having taken into account, among other things, the maintenance and utilization of projects in Yemen previously financed or assisted by the United States, do hereby certify that in my judgment the Yemen Arab Republic Government has both the financial capability and the human resource capability to effectively maintain and utilize the facilities to be financed under this project.


Robert G. Huesmann

6/16/79

Date

STATUTORY CHECKLISTA. GENERAL CRITERIA FOR PROJECT.

1. App. Unnumbered; FAA Sec. 653(b); Sec. 677
 (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 Government for not more than \$1 million over that figure.
- (a) advice of program change will be transmitted. No obligation will be made until congressional waiting period has expired.
 (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?
- Yes
 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?
- No further action required.
4. FAA Sec. 611(b); App. Sec. 101. If for water or water-related land resource construction, has project met the standards and criteria as per the *Principles and Guidelines for Planning Water and Land Use Resources* dated October 25, 1977?
- N/A
5. FAA Sec. 611(a). If project is capital assistance (e.g., construction), and all U.S. assistance for it will exceed \$1 million, has Mission Director certified the country's capability effectively to maintain and utilize the project?
- N/A
6. FAA Sec. 609, 619. Is project susceptible or suitable as part of regional or multi-national project? If so why is project not so executed? Information and conclusion whether assistance will encourage regional economic programs. If assistance is for newly independent country, is it furnished through multi-national organizations or plans to the maximum and so coordinated?
- No. (Note: IDA financing construction of new buildings).

b. 221 Sec. 103, 103A, 104, 105, 106, 107 is assistance being made available; include only applicable paragraph -- 103, a, b, etc. -- 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 to which activity 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;

No

(2) [104] for population planning or health; if so, extent to which activity extends low-cost, integrated delivery systems to provide health and family planning services, especially to rural areas and poor;

No

(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;

Yes. Project will train primary school teacher trainers who will train new primary school teachers. End beneficiaries will be primary school students who would otherwise not get the education. Students to include rural and urban poor. Other major component of project is strengthen primary teacher training institution management.

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

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

(a) Project contractor is U.S. university; project calls for extensive technical cooperation between U.S. contractor and host country educational institutions.

(b) to help alleviate energy problem;

(b) through (e): N/A

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

(d) reconstruction after natural or manmade disaster;

(f) Ultimate beneficiaries include both rural and urban poor students who will benefit significantly from primary education they will receive as result of teacher training.

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

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

(3) [107] by grants for coordinated private efforts to develop and disseminate intermediate technologies appropriate for developing countries.

The project has a low level intermediate technology component.

c. PIA Sec. 110(a); Sec. 209(e). Is the recipient country willing to contribute funds to the project, and in what manner has or will it provide assurances that it will 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 less-developed" country)?

Host country is providing approximately 40% of the project costs. Project cannot proceed without host country funds.

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

N/A

e. PIA Sec. 207; Sec. 113. Extent to which assistance reflects appropriate emphasis on: (1) encouraging development of democratic, economic, political, and social institutions; (2) self-help in meeting the country's food needs; (3) improving availability of trained worker-force in the country; (4) programs designed to meet the country's health needs; (5) other important areas of economic, political, and social development, including industry; free labor unions, cooperatives, and Voluntary Agencies; transportation and communication planning and public administration; urban development, and modernization of existing laws; or (6) integrating women into the recipient country's national economy.

Project will have a direct impact on strengthening democratic, social institutions with relatively special emphasis on women in development.

f. PIA Sec. 201(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; or conducts civic education and training in skills required for effective participation in governmental and political processes essential to self-government.

Project is designed to bring into modern-day life additional numbers of host country people by educating them to primary school level. Also see (e) above.

g. FAA Sec. 201(a)(1)-(3) and (4). Does the activity give reasonable promise of contributing to the development of economic resources, or to the increase of productive capacities and self-sustaining economic growth; or of educational or other institutions directed toward social progress? Is it related to and consistent with other development activities, and will it contribute to realizable long-range objectives? And does project paper provide information and conclusion on an activity's economic and technical soundness?

The project will increase economic resources by upgrading skills of wide spectrum of otherwise illiterate persons. The direct benefit of primary education will improve production of the country. Project paper provides rationale on activity covered by project.

h. FAA Sec. 201(b)(6); Sec. 211(a)(5), (6). Information and conclusion on possible effects of the assistance on U.S. economy, with special reference to areas of substantial labor surplus, and extent to which U.S. commodities and assistance are furnished in a manner consistent with improving or safeguarding the U.S. balance-of-payments position.

Technical assistance provided by this project will mainly come from the U.S. Commodities will also be of U.S. origin in most cases.

General Assistance Project Criteria (Loans on:)

N/A

a. FAA Sec. 201(b)(1). Information and conclusion on availability of financing from private sources within U.S.

b. FAA Sec. 201(b)(2); 201(d). Information and conclusion on (1) capacity of the country to repay the loan, including reasonableness of repayment prospects, and (2) reasonableness and legality (under laws of country and U.S.) of lending and relending terms of the loan.

c. FAA Sec. 201(e). If loan is not made pursuant to a multilateral plan, and the amount of the loan exceeds \$100,000, has country submitted to AID an application for such funds together with assurances to indicate that funds will be used in an economically and technically sound manner?

d. FAA Sec. 201(f). Does project paper describe how project will promote the country's economic development taking into account the country's human and material resources requirements and relationship between ultimate objectives of the project and overall economic development?

e. FSA Sec. 202(a). Total amount of money under loan which is going directly to private enterprise, is going to intermediate credit institutions or other borrowers for use by private enterprise, is being used to finance imports from private sources, or is otherwise being used to finance procurements from private sources?

N/A

f. FSA Sec. 620(d). If assistance is for any productive enterprise which will operate 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?

N/A

3. Project Criteria Solely for Security Supporting Assistance

N/A

a. FSA Sec. 531. How will this assistance support promote economic or political stability?

b. FSA Sec. 533(c)(1). Will assistance under the Southern African Special Requirements Fund be used for military, guerrilla, or paramilitary activities?

4. Additional Criteria for Alliance for Progress

N/A

[Note: Alliance for Progress projects should add the following two items to a project checklist.]

a. FSA Sec. 251(b)(1), -(8). Does assistance take into account principles of the Act of Bogota and the Charter of Punta del Este, and to what extent will the activity contribute to the economic or political integration of Latin America?

b. FSA Sec. 251(b)(8); 251(h). For loans, has there been taken into account the effort made by recipient nation to repatriate capital invested in other countries by their own citizens? Is loan consistent with the findings and recommendations of the Inter-American Committee for the Alliance for Progress (now "CEPCIES," the Permanent Executive Committee of the OAS) in its annual review of national development activities?

SC(1) - COUNTRY CHECKLIST

Page 7.

Listed below are, first, statutory criteria applicable generally to FAA funds, and then criteria applicable to individual fund sources: Development Assistance and Security Supporting Assistance funds.

A. GENERAL CRITERIA FOR COUNTRY

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| <p>1. <u>FAA Sec. 116.</u> 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 consistent pattern of gross violations of internationally recognized human rights?</p> | <p>Yes.</p> <p>Technical assistance to be provided will benefit country as a whole and receiving participants specifically.</p> |
| <p>2. <u>FAA Sec. 131.</u> 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 U.S. unlawfully?</p> | <p>No.</p> |
| <p>3. <u>FAA Sec. 620(b).</u> If assistance is to a government, has the Secretary of State determined that it is not controlled by the international Communist movement?</p> | <p>The Secretary has so determined.</p> |
| <p>4. <u>FAA Sec. 620(c).</u> 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?</p> | <p>Yemen is not known to be in violation of this requirement.</p> |
| <p>5. <u>FAA Sec. 620(e) (1).</u> 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?</p> | <p>Yemen is not known to be in violation of this section.</p> |

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1. FAA Sec. 500(a), 500(f); App. Sec. 107. Is recipient country a Communist country? Will assistance be provided to the Democratic Republic of Vietnam, Cambodia, Laos, Cuba, Uganda, Mozambique, or Angola? No
2. FAA Sec. 500(4). 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? No
No
3. FAA Sec. 500(1). Has the country permitted, or failed to take adequate measures to prevent, the damage or destruction, by mob action, of U.S. property? while a certain amount of damage to U.S. property by mob action in 1967 did take place, the USG's decision to resume relations with the YARG and reestablish USAID represents a U.S. decision to look beyond the turbulent days of 1967.
4. FAA Sec. 500(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? N/A
5. FAA Sec. 500(a); Fisherman's Protective Act. If country has seized, or imposed any penalty or sanction against, any U.S. fishing activities in international waters, A guarantee agreement has been concluded with YARG, covering specific risks of expropriation, inconvertibility and confiscation.
6. Has any deduction required by Fisherman's Protective Act been made?
7. Has complete denial of assistance been considered by AID Administrator?
8. FAA Sec. 500(e); App. Sec. 507. (a) Is the Government of the recipient country in default 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, unless debt was earlier disputed, or appropriate steps taken to cure default? No
No
9. FAA Sec. 500(g). "If contemplated assistance is development loan (including All-Party Loan) or security supporting assistance, 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 informative answer may refer to the record of the taking into account, e.g.: "Yes as reported in annual report on implementation of the State's." This report is prepared annually and approved by the Administrator of the Operational Year Budget.) Consideration has been given to Yemen's military expenditures as required under Sec. 620 (s) and they have not been found to be excessive in terms of resource allocations.

Downward changes in the Sec. 620(s) factors occurring in the course of the year, of sufficient significance to indicate that an affirmative answer might need review, should still be reported, but the statutory checklist will not normally be the preferred vehicle to do so.)

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?

Diplomatic relations broken with the U.S. in 1967 but a new bilateral assistance agreement was signed in 1974.

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 arrears taken into account by the AID Administrator in determining the current AID Operational Year Budget?

Yemen is current in its payment obligations to the U.N.

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

No

16. FAA Sec. 655. 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?

The Mission has no knowledge of such objections.

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 nonproliferation treaty?

No

18. FAA Sec. 901. Has the country denied its citizens the right or opportunity to emigrate?

No

5. FUNDING CRITERIA FOR COUNTRY

1. Development Assistance Country Criteria

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

The YARG Five-Year Plan calls for programs that directly affect the role of poor people. The Plan provides for assistance to small farmers and other rural people. Extensive out-reach programs are being pursued.

b. FAA Sec. 103(d)(1). In accordance, do the development (including Sanel) activities designed to assist education for children 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?

The project will indirectly (mainly through U.S. portion of training) provide information and encouragement in modern health care theory and related modern family practices.

c. FAA Sec. 201(b)(5), (7) & (8); Sec. 203; 211(a), (7). Describe extent to which country is:

- (1) Making appropriate efforts to increase food production and improve means for food storage and distribution.
- (2) Creating a favorable climate for foreign and domestic private enterprise and investment.
- (3) Increasing the public's role in the developmental process.
- (4) (a) Allocating available budgetary resources to development.
- (b) Diverting such resources for unnecessary military expenditure and intervention in affairs of other free and independent nations.
- (5) Making economic, social, and political reforms such as tax collection improvements and changes in land tenure arrangements, and making progress toward respect for the rule of law, freedom of expression and of the press, and recognizing the importance of individual freedom, initiative, and private enterprise.
- (6) Otherwise responding to the vital economic, political, and social concerns of its people, and demonstrating a clear determination to take effective self-help measures.

- (1) Increase food production is the highest priority of the Five-Year Plan.
- (2) YARG official policy is to welcome foreign donor assistance and cooperate to fullest extent possible.
- (3) Increased emphasis is being placed on self-help activities around rural peoples.
- (4) a. A major portion of Yemen's budget is directed to social and economic development.
- b. Yemen's military expenditures are limited to external security and defense.
- (5) Social, economic, and political reforms have been underway since the establishment of the new government in 1970.
- (6) In recent years, the YARG has undertaken an expansive development program with assistance from many foreign donors including the U.S.

d. FAA Sec. 201(b), 211(a). Is the country one of the 20 countries in which development assistance loans may be made in any fiscal year, or among the 40 in which development assistance grants (other than for self-help projects) may be made?

Yes

e. FAA Sec. 115. Will country be eligible, in any fiscal year, either security supporting assistance, or Middle East peace funds? If so, has Congress specifically authorized such use of funds, or is assistance for population or other humanitarian aid through international organizations, or regional programs?

No

2. Security Supporting Assistance Country Criteria

Entire section this page is N/A.

a. FAA Sec. 502B. Has the country engaged in a consistent pattern of gross violations of internationally recognized human rights? Is program in accordance with policy of this Section?

b. FAA Sec. 531. Is the Assistance to be furnished to a friendly country, organization, or body eligible to receive assistance?

c. FAA Sec. 533(c)(2). Will assistance under the Southern African Specific Requirements fund 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?

d. FAA Sec. 509. If commodities are to be granted so that sale proceeds will accrue to the recipient country, have Special Account (counterpart) arrangements been made?

e. App. Sec. 113. Will security 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?

f. FAA Sec. 503. Will security supporting assistance be furnished to Argentina after September 30, 1974?

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5C(2) - STANDARD ITEM REQUIREMENT

Listed below are statutory items which normally will be covered routinely in the provisions of an assistance agreement dealing with its implementation, or covered in the agreement by exclusion (as where certain uses of funds are permitted, but other uses not).

These items are arranged under the general headings of (A) Procurement, (B) Construction, and (C) Other Restrictions.

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? 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? 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 U.S. on commodities financed? N/A
4. FAA Sec. 604(g). If offshore 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? N/A
5. FAA Sec. 603(a). Will U.S. Government excess personal property be utilized wherever practicable in lieu of the procurement of new items? Yes
6. FAA Sec. 901(b). (a) Compliance with requirement that at least 50 per centum 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. Yes
7. FAA Sec. 521. 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. Yes

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

2. International Air Transport. Fair Competitive Practices Act, 1974

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?

Yes

1. Construction

1. 504 Sec. 601(d). 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?

N/A

2. 504 Sec. 611(c). If contracts for construction are to be financed, will they be let on a competitive basis to maximum extent practicable?

N/A

3. 504 Sec. 620(k). If for construction of productive enterprise, will aggregate value of assistance to be furnished by the U.S. not exceed \$100 million?

N/A

2. Other Restrictions

1. 504 Sec. 201(d). If development loan, is interest rate at least 3% per annum during grace period and at least 3% per annum thereafter?

N/A

2. 504 Sec. 201(f). If fund is established solely by U.S. contributions and administered by an international organization, does Comptroller General have audit rights?

N/A

3. 504 Sec. 520(h). Do arrangements include promoting or assisting the foreign aid projects or activities of Communist-Bloc countries, contrary to the best interests of the U.S.?

Yes

4. 504 Sec. 636(f). Is financing not permitted to be used, without waiver, for purchase, long-term lease, or exchange of motor vehicle manufactured outside the U.S. or guaranty of such transaction?

N/A

5. Will arrangements preclude use of financing:

- a. FAA Sec. 114. 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 practice 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. App. Sec. 103. to pay pensions, etc., for military personnel?
- f. App. Sec. 105. to pay U.N. assessments?
- g. App. Sec. 106. to carry out provisions of FAA Sections 209(d) and 251(h)? (transfer to multilateral organization for lending).
- h. App. Sec. 112. to finance the export of nuclear equipment, fuel, or technology or to train foreign nationals in nuclear fields?
- i. App. Sec. 501. to be used for publicity or propaganda purposes within U.S. not authorized by Congress?

Project arrangements will ensure that no funds will be used for any of the activities or operations listed in this section.

ANNEX P

CRITERIA FOR SELECTION OF PROGRAM PARTICIPANTS

- A. Well qualified program participants will be selected from among both men and women candidates;
- B. Program participants must be Yemeni; each must have an earned baccalaureate degree from the University of Sana;
- C. As a candidate for inclusion in the program, participants must have had a minimum of one year experience in teaching in a Teacher Training Institute or one year experience within the Ministry of Education. For University graduates who received the baccalaureate degree after June, 1979, accepting a one-year assignment in a Teacher Training Institute will be required before beginning the three-year training cycle;
- D. Applicants will be screened for academic competency. Both academic records from the University of Sana and recommendations from the University Faculty will be used in the selection process;
- E. Applicants will be screened for English language capability;
- F. Participant selection will reflect geographical distribution as much as possible;
- G. Applicants will be screened for commitment to career teaching in Yemen; and
- H. The final selection of program participants will need to reflect the needs for specially trained personnel within the education sector of the Yemen Arab Republic.

memorandum

DATE: June 29, 1979

REPLY TO
ATTN OF: ~~Attn of: Project Review Committee~~
Thru: NE/TECH, Charles Weinberg

SUBJECT: Annexes to be Added to USAID/Yemen's PP for Primary
Teacher Training, 279-0053

TO: Near East Advisory Committee

Several sections of the final draft of the PP submitted by USAID/Sana were omitted. Collaborating with the representative of Eastern Michigan University, who has been in AID/W during this past week, NE/TECH/HRST is preparing these sections to be incorporated as annexes into the PP. The following sections have been completed and accompany this memo:

1. Project Inputs Distribution Analysis -- an addendum to Annex B "Financial Plan".
2. Economic Analysis -- Annex Q
3. Technical Analysis -- Annex R -- to be read in conjunction with Annex E, Detailed Training Program Description
4. Administrative Analysis -- Annex S
5. Peace Corps Participation -- Annex T
6. PID -- Annex U
7. PID Approval Message -- Annex V

Other sections will be completed prior to the NEAC Review. These include:

1. Revised Statutory Checklist being prepared by GC to replace the Checklist in Annex D.
2. PAF I & II being prepared by NE/TECH/HRST & GC.
3. YARG's Letter Requesting Assistance being hand-carried by Mission Director.
4. Waiver for purchase of vehicles being prepared by NE/TECH/HRST.
5. Draft PIO/T being prepared by NE/TECH/HRST



Buy U.S. Savings Bonds Regularly on the Payroll Savings Plan

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PRIMARY TEACHER TRAINING SUB-PROJECT

PROJECT INPUTS DISTRIBUTION ANALYSIS

(ADDENDUM TO ANNEX B)

	175 PTTI Staff trained to MA Level	In-Service Training	12 Administrators trained to MA Level	Research and Development
Technical assistance Person Months in- cluding short-term consultants*	211.7	67.2	16.8	40.3
U.S. Costs-Field Personnel	2,646,250	840,000	210,000	503,750
YARG Costs	3,222,200	218,380	81,352	24,000

* Based on 28 person years (336 months)

ANNEX Q
ECONOMIC ANALYSIS

With a reported per capita Gross National Product of about \$390, "the poverty" of Yemen appears to be a "poverty" of trained human resources. The country does not lack the capital needed for economic and social development; it lacks the technical expertise. While it is difficult to calculate in exact terms the contribution of education to economic development, its value to employment, income distribution and national cohesion is generally accepted. (Further, it is evident that the educational systems of the developed countries are among the most crucial supports for the continuing existence of these nations as developed societies.) This project proposes that improving and expanding Yemen's primary education system is one of the least-cost avenues to assisting in the development of its human resources and establishing a base for more equitable social and economic opportunities.

(1) Return of Investment in Primary Education.

Rates of return of investment in education have been studied in the developing world for some years. The studies consistently show that there is a higher return on investment in primary education than for other levels of education. The possible explanations for this fairly well-established relationship are many, including the vast difference in cost between primary and higher levels of education.

The goal of this project is to increase the quality and availability of primary education. By providing greater access to education and ensuring a more equitable distribution of educational opportunities throughout the country the "smaller" investment in primary education will result in a higher rate of return.

2. Impact of Primary Education.

UNESCO has maintained for years that four to five years of primary education are required to ensure permanent literacy and numeracy skills. Studies conducted by the World Bank now seem to indicate that four years of schooling is also a threshold level of education associated with increased agricultural productivity. These studies are based on data from 20 different developing countries. Subsequent in-depth studies suggest the link lies in increased mathematical and logical skills (cause and effect) acquired during the first four years of schooling. These findings, although tenuous, suggest that if modern teaching techniques can be introduced and implemented in Yemen and elsewhere in the developing world, increased benefits to primary education would accrue.

Studies of the relationship between reduced fertility and infant mortality and education are based mostly on populations whose education is limited to the primary level. Therefore, the education variable this project addresses essentially explains the difference between those with education and those without. This impact is difficult to quantify in economic terms.

Every study of non-formal education has shown that people with some formal education are more apt to participate in non-formal education activities than those who had had only a non-formal education. This indicates that new non-formal education activities need to be specially designed to foster participation by non-schooled people. It also indicates the complementary and supplementary relationship between formal and non-formal education. It can be expected that expansion and improvement of primary education will have a positive impact on

participation in and benefits from non-formal education of all types, including agriculture extension, health programs and community/rural development efforts.

3. Most Cost Effective Alternatives.

The consideration of alternatives was based primarily on the factor of effectiveness. The alternative of waiting for the Sanaa University College of Education to develop a department of primary education capable of training Primary Teacher Training Institute instructors was rejected because of the urgency to improve instruction in the PTTIs. The alternative of staffing the College of Education with expatriates has been tried for some years by UNOP/UNESCO with little noticeable impact on the PTTIs. The design of the project ensures the appointment of 35 University of Sanaa graduates to the PTTIs annually for five years, a number sufficient to replace all expatriate teachers currently staffing the PTTIs.

The alternative of a wholly US-based Masters Degree training program for PTTI staff was rejected because of its lack of relevance to the Yemen situation. A wholly in-country apprenticeship/counterpart training scheme was rejected because of the need for credential/legitimizing for Yemen personnel to provide for salary improvement and professional standing, and the need for professional training not available in-country. The in-country scheme would be slow and not cost-effective. The proposed program in this paper combines in-country and U.S. training. It minimizes the time required out-of-country; is closely related to Yemen institutional needs and provides for an immediate impact on the PTTIs through the in-service component for the University graduates appointed to the PTTIs in September of 1979.

(4) Economic Benefit to YARG

Another measure of economic benefits of the training to be provided is to compare the cost of the present expatriate (mostly Egyptian) PTTI teaching staff with the recurring cost of Yemeni staff. The project will train approximately 175 PTTI teachers who most teach five years (hopefully longer). If, however, they only teach five years, we can compare the recurring cost of 175 Yemeni teacher years holding Masters Degrees with the recurring cost of an equal number of expatriate teacher years. Using average 1978 salaries and benefits, 875 expatriate teacher years cost \$7,500,000. Using 1978 salary levels, 875 Yemeni teacher years cost \$1,200,000 leaving a net saving of over \$6,000,000 over a five-year period. This saving is substantial, even allowing for an assumed large margin of error.

As of June 1979, a sizable salary increase (no figures available yet) was granted for Yemeni teachers. Though expatriate teacher salaries have not yet been raised accordingly, salary negotiations are underway with the result that the margin of savings described above will probably still be applicable.

Also, an important factor that does not appear in any financial analysis, no matter how precise, is the value of improved teaching which makes the investment(s) for this project even more justifiable. Economic benefits will accrue by improving the efficiency of Yemen's education system and reducing the number of years to complete six years by reducing the repeat and drop-out ratio. Further benefits will accrue by improving access to education in the rural areas.

In conclusion, the provision of quality teachers working in an efficient system (effective utilization and supervision) is particularly important since teacher costs, which range from 75% to 95%, are by far the most important single factor determining education expenditures.

ANNEX R
TECHNICAL ANALYSIS

Various design issues were considered in the development of the project. The principal ones were:

- a. Length of training;
- b. Career commitment;
- c. In-service dimension;
- d. Selection criteria;
- e. Number of students;
- f. Number of Primary Teacher Training Institutes (PTTIs);
- g. Teaching materials and the curriculum of the PTTIs.

(1) Length of Training

The lack of human resource development in Yemen is the dominant constraint to social and economic development. This two-year training program for liberal arts university graduates will adequately prepare them to be teachers in the PTTIs. In Yemen where literate and educated people are at such a premium, it would be inappropriate to plan a longer training period for them at this time. Their services and expertise are needed as quickly as possible. Further, the two year in-country-U.S. training program is consistent with other scholarship programs available from other donors. Thus with the other incentives and design features the project presents a high participation factor.

(2) Career Commitment

When the first graduates, trained in the project, return to Yemen in 1981 with a Master's degree they will be members of a less than one

percent elite class - the best educated group of intellectuals in Yemen. To hold them as teachers and administrators in the PTTIs will require escalating salary increments by the Ministry of Education. The Ministry has promised this. Some, of course, will be selected by the Ministry itself to work in government, and this could scarcely be judged as a loss. A few will undoubtedly be lured away from public service by the attraction of much higher salaries from the private sector. This phenomenon, so common among the nations of the third world, is not unique to Yemen.

(3) In-Service Component

To provide an immediate impact on the quality of staff in the PTTIs before the first participants return in 1981, an in-service program will be implemented in the fall of 1979. Thirty-five 1979 university graduates will be selected by the Ministry of Education and the technical assistance team as program participants and assigned to teach in a PTTI. During this first year of teaching, an in-service program of teacher training basics will be conducted by the U.S. teacher educators. There will be two favorable outcomes for the participants: (a) they will receive immediate employment as teachers in the PTTIs and (b) they will be in a two year in-country-U.S. training program leading to a Master's Degree.

(4) Selection Criteria

Great importance is placed on the relevance of the selection criteria recommended by the design team and accepted by the Ministry for choosing the first 35 graduates of the College of Education, University of Sana'a to participate in this two-year program: (a) that they be

graduates in education of Yemen's only university seemed of obvious importance; and (b) the selection of graduates with teaching experience seemed preferable to the selection of younger graduates with no experience. For subsequent groups, one year of PTTI teaching will be mandatory.

Reference has been made continuously by YARG officials to the need for incentives to those selected as future staff of the PTTIs. While acknowledging the need to raise salaries as the prime incentive, they see the value of the further incentive of a Master's Degree gained in the United States. They are also willing to review the advisability of additional incentives such as the provision for staff housing and a transportation subsidy.

(5) Numbers of Students

The project has at its core the selection of graduates of the College of Education, University of Sana'a to study in the United States before returning to staff the PTTIs of Yemen. It proposes to send 35 students the first year; a total of 175 students over five years. An analysis has been made of the supply of such candidates now and in the pipeline for the years ahead. The first class of graduates (Education) from the University of Sana'a numbered 156 in 1977; the second class was 139 in 1978; and in 1979 the graduates will number 145. This year's entering class of a four-year program numbers 238 with few dropouts expected before graduating in 1983.

Therefore, there is a potential group of 440 to select the first group from, and assurances from the Ministry that they can identify and select an average of 35 students per year, for the life of the project.

(6) Number of PTTIs

There are now 15 PTTIs operating in Yemen. The World Bank is financing the construction of 5 new PTTIs, two for girls to be located in Taiz and Hodeidah, two for boys in the same cities, and one for boys in Sanaa. The existing girls PTTI in Sanaa is considered adequate. The Ministry of Education plans to consolidate its primary teacher training program in 11 centers when construction of these facilities is completed. The 11 PTTIs will have a student capacity of 2,085.

The project goal over the seven years is to train 175 PTTI instructors at the Master's Degree level to staff these institutes. Taking into consideration some attrition and the desire of the Ministry to assign several of the outstanding participants to administrative or leadership roles, scheduling 175 potential trainees for approximately 165 positions is defensible.

It is planned that the first program participants will be located in Sanaa, Taiz and Hodeidah. This will minimize the logistical problems associated with implementing the in-service activities.

(7) Teaching Materials and Curriculum of the PTTI

For the last several years a team of UNESCO experts has been working with the Ministry officials to improve and restructure the curriculum of the PTTI. The results of these efforts have been reviewed and found to be satisfactory. Additional teaching materials, based upon the present curriculum in line with the needs of children in Yemen, will be studied by the US teacher educators, and consideration will be given to supplying such teaching materials as a separate segment of this project at a later date.

The critical pressure point for serving Yemen's educational pyramid at this time in its development is to supply able and well-trained teachers

to serve in the system which trains primary school teachers. This is where US assistance can be of maximum benefit and produce the greatest positive result.

ANNEX S

ADMINISTRATIVE ANALYSIS

Implementation:

This project will work directly with the Ministry of Education through its Division of Teacher Training and the In-Service Training Section. Communication will be maintained with the College of Education, University of Sanaa through the Dean of the College. Active participation in the project by the College will be initiated as rapidly as possible.

The primary coordination and management instruments are the Project's Logical Framework, Implementation Schedule, and the Contractor's Annual Work Plans.

The Contractor's Annual Work Plans will spell in detail the tasks which will lead to the objectives of the project. The Work Plans will be developed each project year in collaboration with the Ministry of Education and USAID.

Institutional Analysis:

There will be only one Division of the Ministry involved in this activity, the Division of Teacher Training. Two sections of the Division, the ones for PTTIs and in-service training, will be the primary collaborators. The current General Director of Teacher Training is a competent person and has demonstrated a clear understanding of the project and its objective. He has the confidence and support of the Minister. The Director's training program is not scheduled to begin until the project has been in operation for at least one year. The MOE has designated the Director of In-Service training Division as the counterpart to the project director.

Considering the recentness of government education in Yemen it is not surprising that the Ministry is now well staffed, has frequent turnover, has many vacant positions, and relies heavily on expatriate staff at several levels.

This weakness of the Ministry is the justification for one aspect of the larger project, of which this paper constitutes a sub-project. This additional aspect deals with the question of administrative effectiveness in teacher training. The project paper for assistance in administration will be prepared in August of 1979.

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In the interim, the Ministry will form a small unit to work with EMU to administer this project. The Ministry will physically house the activity in the International Development Association Building. The In-Service Training Section is also housed in this building. This will facilitate the implementation of in-service component of the project. Eventually, the activities of this project will be melled into the College of Education of the University of Sanaa. This is not now possible as the College has a Dean but no Yemeni staff. Three part-time UNDP-funded UNESCO professors are presently trying to supply all the teaching methods courses for 742 students.

USAID Monitoring Responsibilities:

Collaborative assistance contracting and implementing procedures place less responsibility on the USAID for day-to-day monitoring of project activities. More emphasis is placed on annual evaluations and subsequent plan revisions with the contractor and the Host-country. The spirit of the process is that of a three-way collaborative effort between the USAID, the Contractor and the YARG.

ANNEX T
PEACE CORPS PARTICIPATION (DRAFT)

I. Project Description, Goal and Purpose

The United States Agency for International Development, Sanaa, is funding a Basic Education Development Project. The Primary Teacher Training Institute Sub-Project has as its core component the training of Yemeni scholars to staff Primary Teacher Training Institutes throughout the Yemen Arab Republic. In addition, the Project will assist the Ministry of Education staff in the development of in-service training programs for future participants and elementary school teachers who are currently under-qualified.

The goal of the Project is to contribute to the improvement of the economic and social conditions of the people of the Yemen Arab Republic by increasing both the quality and delivery of basic educational services. The purpose of the Project is to increase both the quality and quantity of teacher trainers in the Primary Teacher Training Institutes and thereby enable these institutions to graduate elementary school teachers who are professionally capable of meeting the educational needs of their students.

- II. The Project starts with the selection of 35 Yemeni scholars who are graduates of the University of Sanaa and have taught in a Primary Teacher Training Institute and ends with their return from the United States with a Masters Degree in Elementary Teacher Education and related fields. Participant scholars are selected for this project by the end of May of each year and begin a one-year in-country training with an eight week intensive English course (June-Sept.). The first group of participants is the only exception. This group will start its program in September 1979, instead of June.
- III. The objective of the Intensive English Program is to bring the participants' level of proficiency in English high enough to score at a 75 or better on the Michigan Proficiency Test. Prior to entry in the program, these Yemeni scholars will have had approximately eight years of English in the education system of the Yemen Arab Republic. This number of years of English, however, is not an accurate indicator of their language competence.

We envision that the majority will be at an elementary level and therefore in need of substantial improvement in basic language skills during the year of in-country training.

Program participants will be screened for language competence by the end of May of each year. They will be placed in an elementary, intermediate, or advanced section on the basis of their performance on a diagnostic test. It is conceivable that rather than their fitting into distinct levels, participants may be in sections of the same level. Whatever the outcome, class size will be limited to 8-10 students to maximize teaching effectiveness.

IV. The in-service dimension of the Teacher Training sub-project is involved with all of the following:

- A. Providing supervision for program participants both during their initial assignment in Primary Teacher Training Institutes and during their first post M.A. Degree year assignments in Primary Teacher Training Institutes.

This will be primarily involved with supervising demonstration lessons, working with them in the area of lesson planning and learning activities evaluation, and assisting them in conducting small, action research projects.

- B. Maintaining liaison with the thirty-five prospective program participants.
- C. Assisting the in-service section of the Ministry of Education in creating and field testing in-service models for Primary School Teachers in rural and isolated regions.
- D. Organizing three day workshops for in-service Teacher Training Institute staff (restricted to Yemeni personnel).
- E. Planning and delivering a summer school program for a number of groups of persons within the education sector, including inspectors, administrators, and other Ministry of Education personnel.

V. Peace Corp Participation

Participation by Peace Corps will greatly enhance the realization of the project's aim of addressing the

basic human need in the education sector of the Yemen Arab Republic. Volunteers will be utilized as assistants in the Intensive English and the Teacher Education Programs. Assistants in the English Program should have majors in either English Language or Foreign Language. Some teaching experience would be desirable but not necessary. Those in Teacher Education should have a major in elementary education, some experience in teaching and the construction and use of audiovisual materials. Peace Corp volunteers assigned to either activity will work closely with Eastern Michigan University Staff in the design and instruction facets of the program.

It is anticipated that a minimum of three volunteers will be required in each sector identified (Language training and in-service training) to effectively carry out the project goals on a timely basis.

ANNEX U
PROJECT IDENTIFICATION DOCUMENT
PRIMARY TEACHER TRAINING INSTITUTE {279-0054}

YEMEN BASIC EDUCATION

COST ESTIMATES

Field Personnel:

Base Salary: \$25,000
Annualized @ 1.44: \$36,000

10% incentive	\$ 3,600
COLA	1,980
Post Differential (.25)	9,900
Sunday (.05)	1,980
Fringe Benefits (.26)	10,296
Indirect Costs (.43)	17,028
Sub-total Field Personnel Average	\$ 80,784
Housing, Sanaa annual rent	25,000
Transportation @ 4 average	6,200
Excess baggage allowance @ 4	600
R&R @ 4	6,200
Medical Exam @ 4	340
Immunizations @ 4	240
Med-Evac @ 2 per year, Paris	2,500
Utilities, Sanaa, annual	3,600
Consumables freight allowance	3,500
Guard Service, annual	3,600
Education Allowance (Sanaa)	3,450
Education Allowance Ex Sanaa	7,800
Household furniture: 15,000 per house ÷ 7 yrs.	2,143
Household furniture: Freight 7500 ÷ 7 yrs.	1,072
Fridge & Cooking Stove 800 ÷ 7 yr	115
Fridge & Cooking Stove Freight 400 ÷ 7 yr	57
Washer & Dryer 700 ÷ 7 yr	100
Washer & Dryer Freight 350 ÷ 7 yr	50
Misc. Household Items 1,000 ÷ 7 yr	143
Air Freight @ 500 per Employee 200 per dependent @ 4	5,000
Storage U.S. per year	2,000
Packing & Transport U.S.	2,000
Orientation (Campus) 2 weeks per Staff member	<u>1,384</u>
Estimated Costs per Technician per year	<u><u>\$157,878</u></u>

- (a) Excludes surface freight for household goods and personal effects.
- (b) Excludes surface freight for automobile.
- (c) Host country inflation factor calculated @ 25% per year compounded.
- (d) U.S. costs calculated @ 7% inflation per year compounded.

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

1. TRANSACTION CODE
 A = ADD
 C = CHANGE
 D = DELETE

PID
 2. DOCUMENT CODE 1

3. COUNTRY/ENTITY
 Yemen Arab Republic

4. DOCUMENT REVISION NUMBER

5. PROJECT NUMBER (7 DIGITS)
 279-0054

6. BUREAU/OFFICE
 A. SYMBOL NE B. CODE 4

7. PROJECT TITLE (MAXIMUM 40 CHARACTERS)
 Teacher Training for Primary Schools

8. PROPOSED NEXT DOCUMENT
 A. 3 2 = PRP 3 = PP B. DATE 01 9 7 8

10. ESTIMATED COSTS (\$000 OR EQUIVALENT, \$1 =)
 FUNDING SOURCE 546524
 A. AID APPROPRIATED 5,780
 OTHER 1, 0.3, 2.
 B. HOST COUNTRY 8,110
 C. OTHER DONOR(S)
 TOTAL 13,890

9. ESTIMATED FY OF AUTHORIZATION/OBLIGATION
 A. INITIAL FY 7 9 B. FINAL FY 8 3

11. PROPOSED BUDGET AID APPROPRIATED FUNDS (\$000)

A. APPROPRIATION	B. PRIMARY PURPOSE CODE	PRIMARY TECH. CODE		C. FIRST FY		LIFE OF PROJECT	
		C. GRANT	D. LOAN	F. GRANT	G. LOAN	H. GRANT	I. LOAN
(1) E/HR	623	600		490		5,780	
(2)							
(3)							
(4)							
		TOTAL		490		5,780	

12. SECONDARY TECHNICAL CODES (maximum six codes of three positions each)
 620 634 636 640

13. SPECIAL CONCERNS CODES (MAXIMUM SIX CODES OF FOUR POSITIONS EACH)
 BR EQTY TNG

14. SECONDARY PURPOSE CODE
 683

15. PROJECT GOAL (MAXIMUM 240 CHARACTERS)
 The improvement of the basic education system throughout Yemen

16. PROJECT PURPOSE (MAXIMUM 400 CHARACTERS)
 To improve the quality of primary school teaching and to establish the foundation for literacy and primary school education for all Yemeni children

17. PLANNING RESOURCE REQUIREMENTS (staff/funds)
 Three p/mos of Primary School Teacher Educators in June to develop the Project Paper.

18. ORIGINATING OFFICE CLEARANCE
 Signature *R. Huettmann*
 Title Director, USAID/Yemen
 Date Signed Mar 27 8

19. DATE DOCUMENT RECEIVED BY AID/W, OR FOR AID/W DOCUMENTS DATE OF DISTRIBUTION

TEACHER TRAINING FOR PRIMARY SCHOOLS (0054)

Problem/Background:

The lack of human resources development in Yemen is the dominant constraint to social and economic development. The work force is estimated to be 90% illiterate and possesses only traditional skills in subsistence agriculture and handicraft. Education of girls and women began in 1962, but by 1972, only 1.6% of the girls in age group 6-11 were enrolled in primary school. In 1972-73 the percentage of drop-outs for girls in primary schools was estimated at 78%. Likewise with primary school age boys, the vast majority are not in school, and the majority of those who are will not complete their primary schooling. The constraint is usually not a lack of facilities but either the absence of a teacher, or a school having teachers who are themselves primary school drop-outs. The Government of Yemen realizes this and is striving to improve the equity and quality of life for the bulk of its citizens who reside in rural areas by developing primary schools and supplying qualified teachers. However, for the foreseeable future, most rural primary schools will have to rely on unqualified and untrained teachers.

Another way of looking at the problem is simply that Yemenis are uneducated and illiterate. This is true for practically all females and 90 percent of the males. A country, regardless of financial wealth and motivation both of which are strong in Yemen, is not going to move into the 20th century without having a literate and basically educated population.

Primary school teachers in Yemen presently number approximately 4,000 and in turn are responsible for the education of approximately 250,000 primary school children. Approximately eighty percent of both the teachers and

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children are rural. Of critical importance is the fact that more than 50 percent of the primary school teachers are themselves primary school drop-outs.

It is clear that Yemeni primary school children are receiving a sub-standard education. Until the country has developed sufficient resources in terms of numbers of qualified teachers it will have no choice except to use unprepared teachers to attempt to meet educational needs. Hence, Yemen critically requires assistance to insure that the present primary school age population receives the best available education while the Government proceeds with plans to develop its Primary Teacher Training Institutes (PTTIs). This proposed project will be directed at improving the quality of Yemen education, basically in the rural areas, by the most cost-efficient hi-impact means feasible, that is training teacher trainers to train/re-train teachers in content and methodology of primary school teaching. Also as part of the primary purpose, the Yemenis selected as teacher trainer trainees will be given training at the Master's Degree level following the initial year of observation and study of primary school education in Yemen and the additional two-years of providing in-service training to Yemeni primary school teachers. With this experience and Master's Degree training, they will then be well-prepared to return to staff the PTTI's.

Project Description:

The Project will consist of technical assistance, training and commodities related to primary school teacher training. It will be implemented initially by establishing for a transitional period a Ministry of Education teacher training entity staffed by selected Yemeni

Faculty of Education Bachelor's degree holders who are potential teacher trainers. The teacher education consultants provided under this Project will be responsible for the administration and organization of this teacher training entity. In the first year of the Project, the Yemeni staff of prospective teacher trainers under the leadership of the Project consultants will visit existing primary schools and PTIIs and participate in a concentrated program of training and of study and observation of primary school education. Because the Project consultants and the Yemeni teacher trainer trainees will be in direct and frequent contact with primary schools and PTIIs, the interaction in itself would necessarily improve the understandings and skills of the current primary school teachers. In this sense, in-service education will be a part of the initial implementation of the Project. The consultants will use this in-service element as an important part of the internship for the Yemeni teacher trainer trainees. (Twenty-five teacher trainer trainees will be provided each year for a period of five years.) Following the one-year program of study and observation of primary school education, the Yemeni teacher trainer trainees under the leadership of the Project consultants will participate for two years in the field of Yemen primary education by actually providing in-service training for the present teacher work force in primary schools. It is envisioned that each of the teacher trainer trainees will provide in-service training to primary school teachers in a cluster of approximately five primary schools. The exact number of primary schools, primary school teachers and primary school students to be reached in each cluster will depend largely on the geographical location of the primary school. After the two-year program of field work, the Yemeni teacher trainer trainees will be provided

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two years of Master's Degree training in teacher education. They will return as qualified and experienced teacher educators to staff the PTTIs of the new Yemen basic educational system.

By Year Ten of the Project, all six PTTIs will be fully staffed by well-prepared and in-country experienced Yemeni faculty members. This total of 125 (25 a year for five years) assumes that any drop out at any point will be replaced in the next intake of students to begin the initial-year program of study and observation of primary school education.

Issues:

1. Would it not be more cost-effective to furnish Master's Degree training immediately for the potential teacher trainers and staffs of PTTIs rather than to delay this training until after a program of field work in Yemen?

Comment - The value of the Master's Degree training will be tremendously enhanced by the earlier experience which will provide the trainees a professional understanding of the problems of primary education in Yemen. Based on this practical field work which we view as the first three years of a five-year program culminating in a Master's Degree, we believe that the Master's program should prove to be much more relevant to the actual needs. In-depth experience gained from working directly with primary school teachers before Master's Degree training will result in the trainees a greater commitment to return to the field of primary teacher education in Yemen.

In addition, we believe that the Project as conceptualized will insure that those selected for Master's Degree training will not be an unknown quantity, but will be persons who have already interested three years in

primary teacher education.

2. Is the Government of the Yemen Arab Republic committed to the establishment of a separate entity for a transitional period for the purpose of primary school in-service teacher training, an entity which would lead to the establishment of qualified and experienced PTTI staffs to provide a quality program of teacher education, both pre-service and in-service.

Comment - The First Five-Year Plan identifies as the highest priority improved primary rural education, and Government is willing to provide required resources to realize this objective. The Dean of the College of Education, University of Sana, has emphasized that a separate entity for a transitional period would be essential in order to make a major thrust in improving primary education. There are six PTTI's, either in operation or planned, and Ministry officials have likewise expressed concern about their proper staffing.

3. Is the quality of primary teachers high enough that attempts to improve their capability would prove worthwhile?

Comment - We must assume that those Yemeni who are teaching in primary schools have capability to benefit from knowledge and skills which will help them do their job better. The mere fact that they have elected to teach in primary schools rather than go to Saudi Arabia demonstrates a certain commitment and concern for primary school education.

4. Will there be an adequate source of teacher trainer trainees?

Comment - It has been stated by the President of the University of Sana and confirmed by the Dean of the Faculty of Education that an annual total of 25 Bachelor Degree holders will be selected each year for five years for

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this project to become specialists in primary school teacher education.

5. Will the Ministry provide adequate salary and appropriate conditions of service to enable the project to attract and retain quality personnel?

Comment - The Minister of Education has stated that the annual 25 prospective primary school teacher educators selected to participate in this project will be compensated with salaries equal to other similarly-qualified graduates serving the Ministry.

6. Inherent in this project is the question of the degree of leverage a foreign donor has to effect significant structural, organizational and instructional change as required.

Comment - An optimistic but realistic response to this issue is that although the U.S. may be a minor donor in a financial sense, the Yemenis involved with this project are aware that the U.S. is uniquely qualified to make a major contribution in teacher education. In addition, the provision of salaries and personnel required from the host country (approximately 60 percent of total project costs) is clearly indicative of their commitment to this project and the changes it will entail.

Project Development:

This document should be reviewed by AID/Washington during Late March/early April. Assuming approval, we propose contracting with the American University of Beirut to provide a two-person team to develop the project paper. At the same time, a teacher education specialist should also be provided from AID/Washington to assist the AUB team. This three-person team should be in-country by early May 1978 so they may observe actual primary school classes and the PTIIs in session before the close of the

academic year. The definitive schedule of project implementation will be included in the PP.

IIE Statement:

This project will not have an adverse or harmful effect on the physical and human environment in Yemen or in the biosphere.

WID Statement:

This project will lay the foundation for primary education in Yemen. Among the existing and planned FTIIs, total of six, three are for females. This means that, over time, all the primary school teachers will be women and will provide special encouragement for the education of girls in primary schools.

	<u>79</u>	<u>80</u>	<u>81</u>	<u>82</u>	<u>83</u>	<u>84</u>	<u>85</u>	<u>86</u>	<u>Total</u>
AID (all contract financed)	490	45	695	885	1,065	850	870	880	5,780
Technical Services	380 ^{1/}		640 ^{2/}		180 ^{3/}				1,200
Commodities	100 ^{4/}	30	35	70 ^{4/}	45				280
Participants	--	--	--	800	820	840	860	880	4,200
Other Costs	10	15	20	15	20	10	10		100
Host Country	255	515	775	1,030	1,225	1,330	1,420	1,500	8,110
Local Salaries	200	450	700	750	600	750	800	850	5,100
Office related	15	20	25	30	30	--	--	--	120
Housing	30	35	40	45	50	--	--	--	200
Local Costs Training	--	--	--	250	530	550	580	600	2,510
Other	10	10	10	15	15	20	20	50	100

Total Project Costs \$13,890,000

1/ Two year funding

2/ Three year funding

3/ For follow-on TDY consultancies

4/ Includes two vehicles

5/ Assumes 30 months funding for each of the 25 participants per year on a one-time basis

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LOG FRAME

GOAL

The improvement of the basic education system throughout Yemen.

Objectively Verifiable Indicators

Increased income, access and social mobility of those who have completed primary school vs. those who have not.

Means of Verification

A random sampling comparing the lives of those who have completed primary school vs. those who have not.

Assumptions

That primary school education and literacy do have a beneficial impact on the quality of one's life.

PURPOSE

To improve the quality of primary school teaching and to establish the foundation for literacy and primary school education for all Yemeni children.

Objectively Verifiable Indicators

1. Student progress measured professionally.
2. An annual increase in percentage of population literate and holding primary school certificates for the five-year period of project technical assistance.
3. An annual increase, in percentage of population, who are literate and have primary school certificates for the following 15-year period. This should approach 100 percent of the population under age 30 twenty years after project start up.

Means of Verification

1. Progress of students whose teachers did receive in-service training as compared to progress of students whose teachers did not receive in-service training.

2. Educational level of primary school certificate holders whose teachers did not receive in-service training vs. those whose teachers did receive the training.
3. The actual annual increase of literates and recipients of primary school certificates.

Assumptions

In-service training of teachers will lead to increased student progress and educational level of primary school certificate holders.

OUTPUTS

1. A cadre of primary school teacher educators who have completed in-country training.
2. In-service training programs conducted for primary school teachers from year two to year seven of project implementation.
3. The development of improved curriculum content and practice for both trainers and teachers.
4. Master's Degrees in Teacher Education.
5. The staffing of the six PTIIs by returned holders of Master's Degrees.
6. Increased quality and quantity of PTII graduates for the first five years of project implementation.
7. Increased quality of PTII graduates for the next five years.

Magnitude of Outputs

1. Twenty-five primary school teacher educators a year for five years totaling 125.
2. a. Year Two - a cadre of 25 primary school teacher educators in the field with each one working with a cluster of approximately five schools.
b. Year Three through Year Six - a cadre of 50 primary school teacher educators in the field with each one working with a cluster of approximately five schools.

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- c. Year Seven - a cadre of 25 primary school teacher educators in the field with each one working with a cluster of approximately five schools.
3. a. Sufficient number of sets of instructional materials for the primary school educators each year (25 a year).
- b. Sufficient number of sets of instructional materials for primary school teachers retrained each year (12 primary school teachers the first year, 50 additional primary school teachers from Year Two to Year Six, and 125 additional in Year Seven.)
4. Twenty-five a year from Year Six to Year Ten totaling 125.
5. Twenty-five a year from Year Six to Year Ten.
6. The quantity will be dictated by the speed of construction and staffing of the six PTTIs. The quality will be directly influenced by the two project specialists and their classes of 25 each year for five years.
7. Year Six will see the return of the first 2 Master's Degree holders who will help staff the six PTTIs. Each year for the next four years 25 additional Master's Degree holders will turn and by Year Ten, 125 Master's Degree holders will staff the PTTI.

Means of Verification

A simple counting of primary school teachers educated by the contract specialists each year; of the in-service training programs conducted; of the instructional materials prepared; of the Master's Degree holders; of the faculty members of the PTTIs; of the PTTI graduates in terms of quantity. In terms of quality, a professional assessment of their ability to influence and improve the PTTIs.

Assumptions

1. That the project can receive 25 motivated University of Sana graduates, each year for five years, who wish to make primary teacher education their career.
2. That because of this motivation, the drop-out rate will be near zero during their year of in-country training, the two years of in-service teaching, the two years of Master's Degree work, and finally the actual staffing of the PTTI.
3. That any drop-outs any year will be replaced by an increased number of B.A. graduates to be in in-country training so that the total output will reach 125.

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4. That the primary school teachers will gain understanding of and accept improved curriculum materials and techniques.
5. That at least six P.T.I.s will be constructed and evenly divided between boys and girls.
6. That the Government will make the required financial input.

INPUTS

USAID

Implementation Target

Contractor Consultants	1 a year for 5 years
Follow-on consultancies	As required from Year Five to Year Eight
Training in-country	25 a year for 5 years
Master's Degrees	25 a year for 5 years
Commodities	
Vehicles	2 in Year One and 2 in Year Three
Training aids	As required
Teaching materials	As required
Other costs	As required

YARG

Personnel salaries	25 a year building to and leveling at 125
Office related	As required
Housing	2

DEPARTMENT OF STATE
AGENCY FOR INTERNATIONAL DEVELOPMENT
WASHINGTON, D.C. 20523

NEAR EAST ADVISORY COMMITTEE MEETING

DATE: July 05, 1979
TIME: See Agenda
PLACE: Room 6439, NS

SUBJECT: YEMEN: Basic Education Development (PP)

The Near East Advisory Committee will meet as scheduled above to discuss the attached Issues Paper and PP for subject project.

Please refer all questions to the Chairperson.

Attachments:
Project Paper
Issues Paper

DISTRIBUTION:

AA/NE: JWheeler/AWhite/EVinson
NE/DP: BLangmaid/PSellar (4 cys)
NE/PD: STaubenblatt/LRosenberg/SLintner/RCarlson
NE/TECH: CWeinberg/KMacManus/PBenedict/BWilder
NE/NENA: MHuntington/GTowery
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PPC/PB: JSegal - 3731 NS
PPC/WID: AFraser - 3245
AA/DS: SLevin - 509 SA-18
CM/ROD/NE: FMoulton - 729 SA-14
DS/DIU/OI: EFalbo (Dev Info Center) 813 SA-14 (4 cys)
NE/PD: GShivers
NE/TECH: LThompson

813 SA-14

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June 25, 1979

MEMORANDUM

TO : NE/TECH, Bernie Wilder

FROM : PPC/PDPR/HR, Richard L. Shortlidge, Jr. *RS*

SUBJECT: Additional Comments on Yemen PP: Basic Education Development
(279-0053)

Education or learning involves a process in many ways analogous to growing wheat or manufacturing steel. That is, there are certain inputs such as teachers, materials, number of students, and student background variables which in combination produce certain outputs such as cognitive skills, labor productivity, and affective behavior. Admittedly our state-of-knowledge prevents us from specifying to the same degree of precision common to an industrial production process what the right input mixes are to produce the desired outcomes. But we do have a growing body of evidence, much of which is contradictory, which should lead us to be more cautious about the designing and planning of educational projects. Our goal is to maximize the various educational objectives which LDCs have articulated but to do so at minimal social, political and economic costs to them.

What does the evidence referred to above tell us about the strategy proposed in this project? In most studies of student achievement the impact of teacher certification, training, and upgrading has no measurable significant impact. On the contrary, the availability of textbooks does have a positive impact, albeit small. Far more important are the factors such as socio-economic status of the family and the child's health status. Contradicting some of this evidence is a number of studies, mostly in Latin America, which suggest that once one controls for the socio-economic status of the child, the school factors are more important for children from the poorest strata of society.

What does all this mean to the design of a basic education project such as this one in Yemen? I would hope that it would not mean ignoring these findings. Also, it would not be appropriate to conclude that the training of teachers is irrelevant and therefore unimportant. We should begin by asking ourselves why teacher training doesn't seem to matter. While I don't pretend to know the answer to this question, I will be bold enough to suggest the directions in which one might go to find the answers. Teacher training may be insignificant because not enough attention has been given to the environment in which children learn and teachers teach. A child who is malnourished or hungry cannot be expected to learn no matter how well equipped his school is

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or how well his teacher is trained. A well trained teacher cannot be expected to teach well when half his kids are sick or hungry, have no chairs, no desks, no learning materials, no blackboards, and no hope of advancing up through the educational system. Training teachers in academic subject matter and not pedagogy creates frustration and the desire to seek jobs or employment outside of education. Teacher training becomes the poor students backdoor to a degree and to a nonteaching job.

The Yemen Mission's heart is in the right place and the rhetoric couldn't be greater. Yet the project just does not seem to measure up to it. The linkages are not there. A strategy for developing an effective teacher training system which attempts to build upon the lessons of the last several decades in LDCs is absent. What is there is a very traditional approach to teacher training that has been tried and tested world-wide with a less than admirable track record.

It is not easy for me to say these things about a project and a program which I have supported for a long time. It may be that my concerns are ill-founded since I do not have the "big-picture" in terms of the other projects being planned. But the structure of the training program planned by Eastern Michigan University and the inattention to how resources are effectively and efficiently designed to produce an effective teacher, lead me to the inescapable conclusion that insufficient attention has been given to the learning process in the design of this project.

cc:

NE/DP, Bradshaw Langmaid

DS/ED, Robert Schmeding

David Sprague

AA/PPC, Alexander Shakow

PPC/PDPR, Barry Sidman

PDPR/HR, Staff

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memorandum

DATE: June 22, 1979

REPLY TO
ATTN OF: PPC/PDPR/HR, Richard L. Shortlidge, Jr. *RS*

SUBJECT: Comments on Yemen PP: Basic Education Development (279-0053)

TO: NE/TECH/HRST, Mr. Bernie Wilder

While the project is aimed at a high priority policy area, I am dissatisfied with the project's formulation. It is an extremely traditional approach to expanding primary education. Maybe this is the only way the government of Yemen wished to go. But from a technical point of view, the project, as articulated in the project paper, is weak.

The project proposes admirable end of project standards. Yet these are not likely to be achieved given the weak world wide evidence on the relationship between teacher training and wastage, to name only one relationship. A more systematic approach to basic education expansion would have made more sense. To me the embryo of a good project is contained in item 5 on page 29 labelled "Methodology for Greater Retention of Primary School Students." This section proposes to develop various model programs to determine which ones work best to increase the retention of children in school, particularly girls. This kind of experimental approach coupled with improvements in the planning and analysis capacity of the Ministry of Education possibly by forging stronger links with the University's education faculty seems a more logical way to proceed. However, this innovative part of the project has received the shaft in terms of technical assistance.

It seems to me that our activity combined with those of the World Bank, UNDP, and UNESCO clearly indicate a traditional linear expansion of primary education in Yemen. We all know the dangers inherent in this option. I am not arguing against the overall goal and objective of this project. My concern is with the means to get to this objective.

cc:

PPC/PDPR, Barry Sidman
PPC/PDPR/HR, Barbara Herz
DS/ED, Robert Schmeding

Buy U.S. Savings Bonds Regularly on the Payroll Savings Plan

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memorandum

DATE: June 28, 1979

REPLY TO
ATTN OF: Project Review Committee
THRU : NE/TECH, Charles Weinberg
SUBJECT: Issues Paper - USAID/Yemen's PP for
Primary Teacher Training, 279-0053

TO: Near East Advisory Committee

The project paper review process has been accelerated to try to respond to the YARG request that the project begin this fall. The Project Review Committee met on June 21 and formulated the draft of this issues paper for NEAC review on July 5. The length of time required to provide all sections of the final draft and to obtain copies for NEAC distribution has permitted only a single distribution of the PP prior to NEAC Review.

Background:

The NEAC Reviews of April 26 and June 8, 1978, approved the consolidation of several Yemen basic education projects under a single heading, Basic Education Development (279-0053). Working with the Ministry of Education under the Collaborative Assistance Mode during the design phase, Eastern Michigan University has completed the first of the sub-projects, Primary Teacher Training, and by August will have submitted for review all other components:

- a. An Education Sector Study.
- b. A Basic Education Development Core project designed to:
 1. strengthen the administrative/managerial/leadership capabilities of the University of Sana and the Ministry of Education;
 2. build a research and development component within the MOE and to assist it in planning and implementing future projects;
 3. establish an Instructional Material Center capable of designing and producing education materials and instructional aids required for the basic education sector.
- c. A sub-project paper that will strengthen the Faculty of Science's capacity to provide basic education training to PTTI staff and secondary school science teachers.
- d. A PID that strengthens the Faculty of Education's capacity to produce secondary teachers and PTTI staff.
- e. A separate project paper that focuses on a non-formal/education outreach program.

The purpose of the overall project is the development of the basic institutional infrastructure and personnel required to develop basic



Buy U.S. Savings Bonds Regularly on the Payroll Savings Plan

OPTIONAL FORM NO. 10
(REV. 7-76)
GSA FPMR (41 CFR) 101-11.6
5010-112

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education in Yemen, with emphasis given to the primary level, the needs of women, and the needs of the rural areas.

In addition to EMU's development of the Basic Education Project under AID auspices, other efforts by other donors are being made to strengthen Yemen's basic education program.

Sub-Project Purpose:

The Primary Teacher Training component of the Basic Education Development Project will establish a more efficient and effective primary education system. It will achieve this by:

- 1) training teacher trainers who have the capability of carrying out quality teacher training programs for new primary school teachers;
- 2) designing and implementing in-service programs for primary teachers currently teaching;
- 3) upgrading unqualified primary teachers under a program authorized by the MOE and providing salary increases and status to those meeting the requirements of the program; and
- 4) designing training programs for administrators in the in-service training center and the Teacher Training Institutes.

Though written to stand on its own merits, this sub-project should be judged and evaluated in terms of the total educational/developmental effort taking place in Yemen today.

The PRC reviewed the Project Paper on June 21 and recommended that the NEAC approve the project. The issues listed below should be discussed further and resolved. It should be pointed out, however, that the Collaborative Assistance Mode is so designed to allow some of these issues to be resolved in the course of project implementation.

1. Issue: The general approach proposed by this project for expanding the availability of and improving the quality of primary education.

Discussion: The two attached memos dated June 22 and June 25 express PPC's dissatisfaction with the project's formulation. The memos question the pay-off from improved teacher quality and express concern that the teacher training project takes a traditional approach in fostering a linear expansion of primary education and in placing too much emphasis upon the academic rather than the pedagogical training of teacher educators.

Some research substantiates that teacher quality in LDC's does make a difference. A summary of one such study "Teacher Training and Student Achievement in Less Developed Countries" is attached. Though other research may question such impact in general, nevertheless it finds teacher quality a factor in lower socio-economic settings.

NE/TECH/HRST feels that the approach proposed to train staff for the TTI's and to provide inservice training is well suited to the needs and the situation prevailing in Yemen at this time. Chapter II of the project paper presents the education context in Yemen. The project approach was designed to produce the desired outputs within this context. Furthermore, a detailed examination of Annex E, Detailed Training Program Description, reveals a well-balanced application of practical, non-formal, on-the-job, and academic training.

As to the criticism for fostering linear expansion, NE/TECH/HRST is confident that with only 28% of primary school age children enrolled in school there is no justification for arguing against expansion. The result of this project will be expansion by trained teachers, where at present entering teachers are largely untrained; expansion by teachers who know how to use and teach the curriculum and materials available, where at present most teachers have no pedagogical skills will be upgraded through in-service training programs.

Although this project plan was designed to stand by itself, as the introduction points out, it is but one of several inputs planned by the Mission. The PP presents also a summary of those inputs by other donors. The ongoing and planned efforts by AID and others represent a rather comprehensive approach to development of basic education in Yemen.

Resolution/Recommendation:

The project plan as presented includes provision for continuous assessment including quarterly review and assessment of project progress, annual reviews of implementation strategies and a biennial indepth evaluation. (see Annex J). Further, the very nature of the activities in phase II and V (see Annex E) ensure that the project implementors and trainees will become intimately familiar with the problems of education in Yemen through first hand observation and experience. This will provide a base of knowledge and experience upon which to solve problems and build relevant programs.

Further, EMU has advised that all MA degree candidates be required to take a course in Research Techniques. This course will be modified to reflect education realities in Yemen. This program will result in (a) participants being good consumers of education research and (b) the identification of selected participants to pursue further training in the field of educational research.

Finally, it is recommended that the concerns expressed in the two PPC memos be made specific items in the execution of the continuous assessment and any other R&D efforts.

2. Issue: Inadequate statement of learning objectives to be achieved through the M.A. program and reassessment of the M.A. curricula. (This particular issue is related to issue #1)

Discussion: EMU has provided an illustrative list of course offerings in the M.A. program.

However, the project paper fails to spell out the competencies and objectives to be attained by the participants. What the participants ought to achieve during their training program and be capable of doing on their return to the Teacher Training Institute requires further attention. In addition, though this question is touched upon, the PP does not make clear how the curriculum offered in the M.A. program in Michigan will be made relevant to the needs of the participants and to the developmental needs of Yemen.

Resolution/Recommendation: The Project Review Committee has requested that the EMU spell out the overall objectives of the degree program and explain how the program will meet individual needs. Further, EMU is requested to look into alternative modes of instruction and diverse curricula. Some alternatives might be practice teaching, modules, and practicums in established teacher centers in Michigan.

EMU has agreed to do this. It emphasizes, however, that the participant training design should remain flexible to meet the needs of individual participants and YARG as these needs become more clearly identified during project implementation. EMU plans to work closely with each participant, gearing a program and curriculum to his/her own needs and strengths, and to maintain for each participant a proficiency profile/cumulative record so that individual progress can be recognized and recorded (See Annex E-3, Phase I, Part B). Tutors and advisors will be an essential component of the on-campus participant training program.

3. Issue: Retention of Participants

Discussion: The project paper recognizes this as one of the major issues. However, its importance necessitates that it be accentuated even more. Though the project paper in Annex I recommends covenants such as salaries commensurate with comparable University staff, five years minimum service, and retention of credentials, the Mission should explore with MOE additional alternate solutions and incentives for retaining participants. The Conditions Precedent and Covenants should be strengthened accordingly. Possible incentives are housing, bonuses for teaching in remote location, and accelerated promotion schedules.

Resolution/Recommendation: The ERC recommends that a covenant be included requiring the MOE to carry out such discussions with the Mission.

4. Issue: English Language Training Program

Discussion: Several points were raised over this aspect of the project:

1. the adequacy of the English training
2. the use of existing language training facilities in Yemen; and
3. the purpose of two full-time English instructors in Yemen.

Resolution/Recommendation:

1. Though previous experience suggests that the training,

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both in Yemen and the U.S., would enable the participants to cope adequately with the demands of English, the PRC recommends that screening mechanisms and check points be included as part of project implementation.

2. EMU had looked into the possibility of using ICA's Yemen American Language Institute; however, operating at capacity, it could not accommodate our program.
3. In annex B-2 and D-2 references are made respectively to Lang Tr. Teacher/Ed. and English Language Trainer/T.E. The job description in D-2 limits the functions to language training with no reference to teacher education.

EMU has clarified this point. Besides being qualified to teach English as a second language, these persons will have a background in Teacher Education, preferably at the primary level. They will have three major responsibilities:

- 1) Provide English language training to the 175 participants and to the MOE administrative staff and in-service personnel.
- 2) Teach participants the specialized language requirements related to education and essential to successful participation in a M.A. program in Education.
- 3) Serve as a resource person and curriculum development specialist in the design and implementation of language Arts program.

5. Issue: Peace Corps' Assistance in the project.

Discussion:

PRC discussed the possibility of using PCVs in The English Language Training and Teacher Education aspects of the project.

Resolution/Recommendation:

EMU has already made initial contacts with the Assistant Director of Peace Corps. (Annex T represents the substance of these informal discussions). The response was favorable; and, subsequent to project approval, EMU should make a formal submission.

6. Issue: Recruitment of administrative officer and project secretary from the United States (Annex B-2 and D-3)

Discussion: The job description for the administrative officer (D-3) suggests that such a position could be filled adequately through local hire. This would hold true of the project secretary as well.

This question was discussed with EMU which agreed with PRC's position. However, EMU had specified U.S. hire in the event that local hire was not available.

Resolution/Recommendation: PRC recommends that these positions be filled by local hire and that the Mission provide justification if U.S. hire becomes necessary.

7. Issue: Housing for EMU staff in Yemen.

Discussion: The PP does not show housing cost for EMU staff. EMU has indicated to PRC that housing is included in the U.S. field personnel cost (Annex B) of \$600,000/year/4 persons.

A "Cost Estimates Schedule," submitted by EMU, is attached showing the breakdown of \$150,000/year/person. This schedule allots \$25,000 for housing. However, included in U.S. costs, housing is inflated at a 7% annual rate rather than the higher rate in Yemen of 25%.

Resolution/Recommendation: PRC recommends that EMU, guided by the standard housing provisions for ALD/Sana, reexamine housing costs over the life of project.

ANNEX V
PID APPROVAL MESSAGES

THREE RELATED CABLES:

- STATE 118450
- SANA'A 2393
- STATE 153226

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UNCLASSIFIED
Department of State

OUTGOING
TELEGRAM

PAGE 01 OF 02 STATE 118458

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STATE 118458

TELETYPE AID-42

INFO OCT-01 /043 R

DRAFTED BY NE/MENA/YR:EAGLAESER:ACB

APPROVED BY AA/NE: JANEELER

NE/MENA: JKNOLL (DRAFT)

SER/CH/ROD/NE: FHMOUTON (DRAFT)

NE/GC: GBISSON (DRAFT)

NE/DP: PSELLAR (DRAFT)

NE/TECH: JSMITH (DRAFT)

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E.O. 11652: N/A

TAGS:

SUBJECT: NEAC REVIEW OF PIDS FOR PRIMARY TEACHER
TRAINING (279-8054) AND IMPROVEMENT OF

REF: (STATE 882672); (S) SANA 1963

1. THE NEAC REVIEWED AND APPROVED SUBJECT PIDS ON APRIL 26 AND RECOMMENDS THAT THE MISSION PROCEED TO DEVELOP THE PROJECT (S) TO PP STAGE. HOWEVER, NEAC IDENTIFIED, AS NOTED FOLLOWING PARAS, A NUMBER OF ISSUES WHICH NEED TO BE RESOLVED, PLUS SEVERAL SUGGESTIONS FOR MISSION CONSIDERATION.

2. NEAC RECOGNIZED THAT UNDER NORMAL CIRCUMSTANCES IT WOULD BE HIGHLY DESIRABLE TO HAVE A HUMAN RESOURCE DEVELOPMENT STRATEGY WELL ARTICULATED PRIOR TO CONSIDERATION OF THESE AND OTHER HRD PROJECTS. HOWEVER, WE ALSO

APPRECIATE MISSION/YARG CONCERN FOR EXPEDITIOUS PROJECT DEVELOPMENT AND CONSEQUENTLY RECOMMEND THAT THE MISSION ARRANGE TO INCORPORATE STRATEGY, INCLUDING SECTOR REQUISITES REQUIRED TO SUPPORT THE STRATEGY IN THE PP (S). WE HOPE THAT MANY OF THE CONCERNS OUTLINED IN REF (A) CAN BE ADDRESSED IN THAT EFFORT. WE ALSO SUGGEST THE STRATEGY INCLUDE (A) ANALYSIS OF YEMEN'S HUMAN RESOURCE REQUIREMENTS; (B) THE ANTICIPATED ROLE, DEFICIENCIES, AND PRIORITIES OF YAR EDUCATION SYSTEM; (C) EDUCATION POLICIES; (D) ANTICIPATED IMPACT OF U.S. INPUTS; (E) NATURE AND RELEVANCE OF EXISTING CURRICULUM, FACILITIES, EQUIPMENT AND MATERIALS; (F) IMPLICATIONS OF SUCH THINGS AS COSTS AND ABSORPTIVE CAPACITIES ASSOCIATED WITH INDICATED APPROACHES; (G) OTHER DONOR INPUTS AND HOW THEY RELATE TO AID PROJECTS; (H) ROLE OF LARGE NUMBERS OF EXPATRIATE TEACHERS AND RELATIONSHIP TO AID INPUTS. WE ARE NOT HOWEVER ASKING FOR DETAILED EDUCATION SECTOR ASSESSMENT BUT RATHER AN ANALYTICAL OUTLINE OF THE YAR EDUCATIONAL STRATEGY SITUATION, PLANS, AND THE ROLE OF PROPOSED MISSION SUPPORT.

3. IN LIGHT OF TYPE OF PROJECT DEVELOPMENT CONTEMPLATED WHICH, AS INDICATED PARA 2 ABOVE INCLUDES STRATEGY OUTLINE,

THE NEAC SUGGESTS MISSION MAY WISH TO CONSIDER COMBINING THESE TWO PROJECTS. WE BELIEVE THERE MAY BE ADEQUATE RATIONALE FOR THIS, INCLUDING THE ANTICIPATED EFFECT ON OVERALL IMPROVEMENT OF TEACHING AT PRIMARY, SECONDARY AND UNIVERSITY LEVELS. WE NEED SOONEST YOUR VIEWS ON THE POSSIBILITY OF A SINGLE CONSOLIDATED PROJECT AND WHATEVER OTHER DESIGN MODIFICATIONS OR ADDITIONS YOU MAY WISH TO PROPOSE, SOME OF WHICH PERHAPS SURFACED IN THE COURSE OF MISSION'S RECENT FIELD CONSULTATION WITH THE IBRD APPRAISAL TEAM. OBVIOUSLY, WHETHER WE ARE DEALING WITH TWO PROJECTS OR A SINGLE CONSOLIDATED PROJECT, THE SCOPE OF THEIR OR ITS COMPONENT PARTS WILL BEAR ON THE OPERATION OF THE COLLABORATIVE ASSISTANCE EVALUATION PANEL DESCRIBED PARA 6. WE LOOK FORWARD TO YOUR COMMENTS ON THE MATTER.

4. NEAC RECOMMENDS USAID CONSIDER DESIGN ALTERNATIVES SUCH AS SHORTENING TIME FRAME OF PROJECTS, PERHAPS INCREASING SPEED OF TEACHER TRAINING, ETC. NEAC BELIEVES A BETTER DELINEATION OF INTERMEDIATE OBJECTIVES AND OUTPUTS NEEDED: DURING ADVISORY MEETINGS AND IN SEPARATE

DISCUSSIONS WITH DR. NEVILLE, VIEW EXPRESSED THAT THE MISSION MIGHT BE HARRIED PREMATURELY TO SOME TRADITIONAL LONG TERM SOLUTIONS AND THAT PROJECT GOALS MIGHT BETTER BE MET BY THE ADDITION OF ACTIVITIES DESIGNED TO HAVE NEARER TERM IMPACT. SPECIFICALLY, CONCERN WAS EXPRESSED THAT GIVEN LEVEL OF STUDENTS IN PTTIS (I.E., 7TH-9TH GRADES AND 10TH TO 12TH GRADES) LOW QUALITY OF PRIMARY SCHOOL TEACHERS, AND URGENT NEED FOR NEW TEACHERS, FIVE YEAR TRAINING PROGRAM FOR PTTI STAFF TO MA LEVEL APPEARS EXCESSIVE AT LEAST FOR NOW. RE SCIENCE FACULTY, QUESTION RAISED WHETHER IN LIGHT KUWAIT FINANCING OF SANA UNIVERSITY CONSTRUCTION AND EQUIPMENT, IT WOULD BE MORE APPROPRIATE FOR YARG TO SEEK KUWAIT RATHER THAN AID FUNDING FOR ADDITIONAL SCIENCE EQUIPMENT.

5. WE ANTICIPATE THAT AS A MATTER OF COURSE, THE PORTIONS OF PID(S) CURRENTLY LACKING, SUCH AS INITIAL ENVIRONMENTAL EXAMINATION PER AID REG 13, BENEFICIARY ANALYSIS, IMPLEMENTATION PLAN, CONDITIONS PRECEDENT, AND RELATION OF PROJECT TO OVERALL CDSS, WILL BE DEVELOPED IN THE PP (S). ALSO GIVEN THE MISSION'S CDSS PROPOSAL TO MOVE HEAVILY INTO THE EDUCATION SECTOR AND THE OBVIOUS NEED FOR A GREAT DEAL OF ATTENTION TO MOVING PROJECT(S) THROUGH DESIGN AND INTO IMPLEMENTATION, NEAC REQUESTS MISSION VIEWS RE HRD STAFFING.

6. NEAC AWARE OF MISSION/YARG INTENTION TO UTILIZE AN ACADEMIC INSTITUTION TO DEVELOP AND IMPLEMENT PROJECT(S) UNDER A COLLABORATIVE-ASSISTANCE ARRANGEMENT. THE NEAC SUPPORTS THIS CONCEPT AND IN ACCORDANCE WITH AID (P.R.7-4-58) PROCEDURES WILL ESTABLISH AN EVALUATION PANEL TO MAKE APPROPRIATE DETERMINATION AS TO FEASIBILITY OF A COLLABORATIVE ASSISTANCE APPROACH. PANEL IS TO BE CHAIRED BY NE/TECH AND INCLUDES REPRESENTATIVES FROM DESK, DSB, CONTRACT MANAGEMENT, NE/GC. PANEL'S FUNCTIONS: (A) DETERMINE WHETHER COLLABORATIVE ASSISTANCE WITH AN EDUCATIONAL INSTITUTION REQUIRED AND JUSTIFIED AND, IF SO, (B) PREPARE EVALUATION AND SELECTION CRITERIA AND TECHNICAL SPECIFICATIONS AGAINST WHICH ELIGIBLE INSTITUTIONS ARE TO BE JUDGED; (C) PREPARE INITIAL SOURCE LIST OF POTENTIAL SOURCES KNOWN TO HAVE REQUIRED CAPABILITIES AND EXPERTISE; (D) EVALUATE SOURCE LIST AGAINST EVALUATION CRITERIA AND MAKE

WRITTEN DETERMINATION OF SOURCES CONSIDERED MOST CAPABLE; (E) PREPARE MEMORANDUM CITING LIKELY SOURCES AND REQUESTING CONTRACTING OFFICER TO PREPARE REQUEST

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FOR EXPRESSIONS OF INTEREST FROM THE SOURCES; (F) EVALUATE EXPRESSIONS OF INTEREST; (G) PREPARE WRITTEN RECOMMENDATION ASKING THAT NEGOTIATIONS COMMENCE WITH PREFERRED SOURCE. SER/CM REVIEWS RECOMMENDATIONS AND THEN OBTAINS COST AND OTHER DATA AND NEGOTIATES CONTRACT.

7. AS AN ADJUNCT TO YOUR RESPONSE PER PARA 3 ABOVE, WE WOULD APPRECIATE MISSION'S CABLED SUGGESTIONS RE PARA 6 (B) ABOVE FOR EVALUATION AND SELECTION CRITERIA, I.E., PRECISELY WHAT CAPABILITIES AND EXPERTISE IN WHAT AREAS ARE REQUIRED BY POTENTIAL SOURCES.

8. RE REF 0, THE TYPE COLLABORATIVE ARRANGEMENT MISSION DESCRIBES--OPEN ENDED, SIMILAR TO IQC AND AND DESIGNED TO NOT PRECLUDE COLLABORATING INSTITUTION FROM ALSO BEING ELIGIBLE FOR EVENTUAL IMPLEMENTATION-- DOES NOT APPEAR FEASIBLE UNDER PRESENT PROCUREMENT REGULATIONS. WE ARE AGREEABLE, HOW-V-R, TO CONSIDERING A PROJECT PROPOSAL ALONG LINES INDICATED IF MISSION PREPARED TO OFFER CONTRACT COMPETITIVELY, IF THE SCOPE OF ACTIVITIES COULD BE IDENTIFIED WITH SOME CERTAINTY AND IF THE MISSION CAN ACCEPT POSSIBILITY THAT CONTRACTOR SELECTED WOULD NOT BE ELIGIBLE FOR OTHER PROJECTS THAT MIGHT GROW OUT OF THIS.

9. GIVEN MATURE PROJECT DESIGN PROCESS AND AID/W CONCERNS/ QUERIES EXPRESSED ABOVE, IT IS DESIRABLE USAID AND AID/W EXCHANGE VIEWS PRIOR TO AND DURING P; PREPARATION TO ASSURE ALL OF US ARE ON SAME WAVE LENGTH. INTERIM REPORT AT SOME STAGE OF DESIGN PROCESS WOULD BE USEFUL. DEPENDING ON MISSION RESPONSE THIS MESSAGE, IT MAY BE DESIRABLE TO DESIGN THE SCOPE OF THE SECTOR/PP (S) PREPARATION STUDY TO SERVE THE PURPOSE-- I.E., TO PROVIDE SECTOR ANALYSIS PLUS SUFFICIENT ANALYTIC/DESCRIPTIVE MATERIAL TO PROVIDE BASIS FOR RAPID FINALIZATION OF PPS AFTER REVIEW OF THE STUDY. VANCE

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ESSENTIAL FOR EGM STUDY AND PPS AND EXPERTISE IN THESE
FIELDS WILL BE INCLUDED IN CONTRACTOR SCOPE. THIS WILL
BE SUBJECT SEPTEL AS SCOPE OF WORK DEVELOPED. CHRISTOPHER

INFO OCT-01 NEA-11 /P38 R

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AIDAC

E.O. 11652: N/A

TAGS:

SUBJECT: YEMEN EDUCATION PROJECT

REF: (A) SANA 2393 (B) STATE 116450 (C) STATE 147904

1. ON JUNE 3 NEAC REVIEWED USAID PROPOSALS CONTAINED REF-
TEL. (DISCUSSION PAPER FOCUSED USAID.) DECISION REACHED
TO PROCEED WITH PROJECT DEVELOPMENT INCLUDING SECTOR STUDY
AS EXPLAINED REF 6. LATTER SHOULD INCLUDE BROAD RANGE OF
PURPOSES OUTLINED REF 4 PARA 2-C AS WELL AS NON-FORMAL
EDUCATION AND MASS COMMUNICATIONS (EDUCATION OUTREACH.)
HOWEVER, PROJECT PURPOSES APPROVED BY NEAC FOR IN-
CLUSION IN PP SHOULD BE LIMITED TO THOSE CONTAINED IN PARA
2-C (1) AND (2) WHICH WERE DESCRIBED IN ORIGINAL PIDS PLUS
PURPOSE 4 WHICH APPEARS DIRECTLY SUPPORTIVE OF PURPOSES
1 AND 2. WE ASSUME PURPOSE 4 IS LIMITED TO MOE AND
U SANA ADMINISTRATION OF PRIMARY AND SECONDARY SCIENCE
TEACHER TRAINING RATHER THAN EDUCATION ADMINISTRATION
ACROSS THE BOARD. PLEASE CONFIRM.

*new scope
sheds assumption*

2. IT WAS VIEW OF NEAC THAT DECISION TO UNDERTAKE PP
PREPARATION NOW FOR PURPOSES 3 (FACULTY OF EDUCATION FOR
SECONDARY SCHOOL AND PTTI TEACHERS) AND 5 (INSTITUTIONAL
MATERIALS CENTER) AS WELL AS EDUCATION OUTREACH SHOULD

*no PP now for
mtg + Co faculty + NFE now
wait till after Sector Study -
(no mention of PIDs)*

AWAIT COMPLETION OF SECTOR STUDY. WE BELIEVE THAT
INDICATED EXTENT OF AID'S PROSPECTIVE INVOLVEMENT
IN SECONDARY TEACHER TRAINING IS UNCLEAR AT THIS TIME.
FURTHER, BASED ON EXPERIENCE IN NEPAL AND AFGHANISTAN,
WE BELIEVE THAT DEVELOPMENTAL MATERIALS CENTER MAY RESULT
IN MORE THAN MERELY AN ELEMENT OF LARGER PROJECT AND
POSSIBLY NOT AN ACTIVITY SUITABLE FOR IMPLEMENTATION BY
UNIVERSITY CONTRACTOR. WHILE WE ARE INTERESTED IN BOTH
PROSPECTS, WE DO NOT BELIEVE THEY SHOULD BE INCLUDED
AS ELEMENTS OF PROJECT AT THIS TIME, EXCEPT FOR ANALYSIS
THROUGH SECTOR STUDY. FYI, IF AID SUBSEQUENTLY DECIDES
TO PROCEED WITH PROJECT DEVELOPMENT FOR PURPOSES 3 AND/OR
5 AND EDUCATION OUTREACH, THIS COULD BE UNDERTAKEN USING
SAME COLLABORATIVE MECHANISM PROPOSED FOR SECTOR STUDY/
PROJECT DESIGN FOR PURPOSES 1, 2, AND 4. END FYI.

use some mechanism

3. COMPOSITION OF STUDY/DESIGN TEAM WAS DISCUSSED BRIEFLY.
NEAC BELIEVES SOCIAL AND ECONOMIC/FINANCIAL ANALYSES

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STOCKHOLM UNIVERSITY

Institute of International Education

REVISED
February, 1978

TEACHER TRAINING AND STUDENT ACHIEVEMENT
IN LESS DEVELOPED COUNTRIES

Torsten Husen
Director
Institute of International Education
University of Stockholm

SUMMARY

The purpose of this report is to critically assess all available research in less developed countries (LDCs) which investigate teacher training variables and student achievement. The systematic search through bibliographic and institutional resources located 32 legitimate and valid empirical studies of student achievement which met the necessary criteria.

This report begins by briefly describing the current discussions of teacher effects in industrialized western societies, and the general tendency to question the importance of school and teacher variables in student outcomes. This is followed by a description of the strategy used in the assessment of these studies, in particular the classification and selection of the 16 teacher-related variables which are the central focus of this report.

The main body of the report, Section III, analyzes the findings of the studies relevant for each of the teacher variables. The results of these analyses, plus the recommendations derived from them, are presented in Section IV.

The general assessment of the 32 studies within the context of 16 teacher variables concludes that trained teachers do make a difference in student achievement in LDCs.

In particular, it seems clear that teacher qualifications, experience, amount of education, and

knowledge are positively related to student achievement.

Secondly, certain attitudinal variables emerge as highly important, especially positive expectations of students, which it seems can override negative student self-images. On the other hand, there is only moderate support for the notion that teachers can improve student achievement by assigning more homework or spending more time preparing lessons.

Finally, demographic and social variables, such as sex, age, and socioeconomic status, appear to have mixed effects, but the emergent patterns suggest that males are more successful for science and math teaching, and older teachers are more successful with secondary school students. There is only slight support for the notion that teachers from higher status backgrounds are more successful than those from lower status origins.

The report concludes with policy recommendations and suggestions for future research. With respect to policy, it is suggested that teacher training be upgraded in LDCs, with a focus on improving teacher knowledge and positive teacher attitudes towards students. Furthermore, some allocation of teachers needs to be made on the basis of social and demographic characteristics in order to maximize teacher success. This can be done only after the relevant demographic, social and cultural characteristics of a country have been well investigated and understood.

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Further implications of this report for teacher training, especially with respect to "threshold effects", teaching styles, and alternate methods and strategies for costs and efficiency, are briefly considered.

Future research should attempt to find out and under what circumstances teachers in LDCs are most effective. Studies using an experimental, multi-variate, design should be preferred, and attention should be directed to interactions between teacher variables. Replications conducted in different types of societies, different subject areas, non-cognitive outcomes, and different grade levels are strongly advised, as it cannot be assumed that education operates in the same manner in all societies. Only then will the teacher-learning process in LDCs be better understood.

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