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EXECUTIVE SUMMARY OF THE IBB SECONDARY
AGRICULTURAL INSTITUTE

Evaluation Recommendations and Findings

March 3, 1981

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EXECUTIVE SUMMARY OF THE IBB SECONDARY
AGRICULTURAL INSTITUTE

Evaluation Findings and Recommendations
for the Second Year Work Plan

3/2/81

I. RECOMMENDATIONS

1. ISAI with CORE should intensify land aquisition efforts (see Section II, Task #6).
2. CORE-ISAI should intensify efforts to get Yemeni counterparts on the job with expatriates (see Section II, Task 1B).
3. Plan and launch an advisory group composed of representatives from surrounding villages, with at least 3 meetings during the year.
4. Work with CID to bring about more effective and efficient relationships between the ISAI and MOE.
5. Get administrative assistance to relieve Jensen and Saleh of clerical and other non-professional chores so they can accomplish priority tasks, ~~without killing themselves.~~
6. Assign responsibility for starting at least 3 Young Adult Farmer classes for community villagers in 1981.
7. Develop and implement a plan for cooperative action with the Agriculture Extension Service.
8. Develop and implement a plan for cooperative activity with the nursery adjacent (across the road) to the ISAI.
9. Work with CORE to develop feasible plan for helping the Surdud School get started.
10. In cooperation with the to-be-formed Community Advisory Committee, develop and implement a plan to facilitate travel of village people through and around the ISAI campus.
11. Plan, promote and conduct two field days for Ibb area villagers during the year to familiarize them with the ISAI campus, purpose and capabilities.
12. Work with CID representatives to develop a plan for identifying recurrent costs which are being, logically might, or should be picked up by YARG, and to encourage or bring this about.
13. Develop CORE policy(ies) which will preclude problems such as occurred regarding Food Technology applicant.
14. Develop recommendations for solving such problems as trying to house 4 students in rooms only large enough for two.

15. In cooperation with CORE and others develop and implement procedures for alleviating some budget problems.
16. Develop needed in-service training for Yemeni counterparts.
17. Plan ways to provide more practical "learning by doing" productive agriculture experience with crops and livestock for ISAI students.
18. Cooperate in an external evaluation.
19. Maintain efforts to get water tower, and evaluate wadi work to date.
20. Continue tree plantings on campus and develop plan for a tree nursery or plot.
21. Explore the potential for using the nearby sports arena.
22. Refine, update and implement plans to produce more fodder for livestock.

II. Planned Outputs and Evaluation Findings

The annual work plan (for Jan 1, 1980 - June 30, 1981) anticipated specified progress during the period in terms of the outputs described below (each output is followed by the evaluation findings).

1. Planned Output: "The expatriate staff will prepare and submit to the Minister of Education a revised comprehensive curriculum for the regularly enrolled secondary school students."

Findings: This was done, encompassing primarily just those areas pertaining to technical agriculture education (omitting areas such as religion and physical education). The evaluators have not evaluated the content - merely the action. Superficial examination of the document (revised curriculum) shows appearance of being systematic, thorough and commendable. As of the time of the evaluation no approval or criticism of the revision had been received from the Ministry of Education, which rightfully causes some concern to ISAI staff.

2. Planned Output: "All students will be involved in practical production projects on the school's farm. Also the school will be producing adequate forage for the school's livestock operations conditional upon the land acquisition by the MOA and MOE."

Findings: Preliminary compilation of survey data indicates three things: 1) originally many students considered manual farm work to be beneath their status and dignity, 2) this attitude has now improved somewhat, 3) limited land and water facilities due to failure of the MOE and MOA to acquire additional rainfed and irrigated land for the campus has been a major handicap which has blocked satisfactory attainment of this planned output.

3. Planned Output: "A community survey will have been conducted to acquire socio-economic data and to obtain information for the Institute's out-reach program."

Findings: Students took survey forms home during vacation period to collect pertinent information. No results available. Evaluation data analyzed to date, show inadequate attainment of this planned output. Expatriate teacher out of country.

4. Planned Output: "The Institute's out-reach program plan will be completed. This will outline an organizational plan for a community committee to interface between the schools and the local people".

Findings: The word "schools" in the above planned output presumably means the ISAI. The evaluators have been unable to identify and peruse such a plan.

5. Planned Output: "Initial classes for farmers in the community will be conducted."

Findings: None have been conducted. The need and desire on the part of at least the village queried suggests that many adults would respond to and appreciate properly planned, recruited and conducted adult classes for farm families (might or might not be offered only for males).

6. Planned Output: "In-service training programs will be initiated for Yemeni and expatriate staff. This includes an English Language Training Program for the first group of Yemeni staff going to the USA for language training and an in-service short-term training program for expatriates and Yemeni staff in the U.S.A."

Findings: Intensive English classes have been underway since Sept. 1980, in 2-4 hour periods. Some criticism that Yemeni who teach in the morning do not make good students of English in the afternoon because they are too tired when English class begins.

7. Planned Output: "Initial infra-structure problems will be solved. This includes straightening the Wadis, improvement of the road between the highway and the Institute, and improvement of the Institute's water system".

Findings: Much of the Wadi has been straightened; however, one section appears narrow and in at least one other place the fill barrier to the old channel appears inadequate, and sections of other banks may be too low. Last year, overflow caused 1½ feet of water around some buildings on campus - could happen again. The road has been straightened and improved some with rock and graded. More needs be done. Temporary water tanks are on the residences but there is urgent need for a water tower.

8. Planned Output: "An estimated 100 students will be enrolled in the first two years of the Institutes regular program."

Findings: This first year, 79 students were enrolled. Anticipation is for this to build to 130 next year.

9. Planned Output: "The CORE Program Chief-of-Party will be funded and assigned from this project for three months as an emergency activity and transferred to the CORE contract later.

Findings: Accomplished. Plans have been formalized for the transition but not implemented. This action of funding the activity in question for three months and more is interpreted by all concerned (including the evaluators) to be within the letter and intent of the wording ("...for three months...and transferred to the CORE contract later.")

10. Planned Output: "A program mechanic will be funded and assigned under this project for three months as a TDY."

Findings: Accomplished and functioning. Plans have been formalized for the transfer to the CORE contract later. These actions are consistent with the letter and intent of the planned output statement.

11. Planned Output: "The COP of the CORE sub-project will be authorized to hire a local hire secretary for three months under this project."

Findings: Accomplished and functioning. Currently in operation for more than three months with formalized plans for transfer, consistent with the letter and intent of the Planned Output.

12. Planned Output: "A program Administrative Officer will be funded and assigned under this project for three months."

Findings: Accomplished and functioning with formalized plans for transfer to the CORE contract.

13. Planned Output: "The CORE COP will establish and furnish an office under funding from this project."

Findings: Accomplished and Functioning.

14. Planned Output: "The following CORE sub-project US based support staff will be funded and assigned from this project for three months as an emergency activity and transferred to the CORE contract later."

2) Overall 052 Program Director - Fulltime

3) Secretarial and Logistical Support - Part Time

Findings: Accomplished and functioning.

The "Scope of Work" (Part C of the First Work Plan) provided for the ISAI subproject lead University to perform certain tasks during the period of January 1, 1980 to June 30, 1981 as it proceeded to obtain the above-mentioned output goals. These tasks, and the evaluation findings are as follows:

Task 1: "Recruit, screen and employ expatriate staff for the team leader and seven teaching positions at the ISAI".

Findings: A. This task per se has been completed with one major exception which has caused some problem and misunderstanding. Although there are differences of opinion among the involved parties, the evaluation findings are summarized as follows:

1. New Mexico staff located and recommended a food technologist applicant.
2. CID supported the application without adequate documentary evidence.
3. As the application moved through channels for approval, it struck a snag in the MOE which requested more official written documentation of the applicant's qualification, specifically official transcripts of coursework and degrees.
4. New Mexico staff and CID were assured the applicant had adequate qualification for the position, and supported the application accordingly, pending receipt of official documentation of the applicant's training and degrees received.
5. Anticipated documentation was received in the CID office on about Feb. 25.
6. Examination of that material does not confirm the applicant to be qualified. He may be qualified, but the documents do not establish this. Copies of official transcripts of courses taken and degrees awarded are not included in the material received.
7. It is both reasonable and advisable for the offices concerned (including CID and MOE) to withhold approval of the application at least until the receipt of certified or otherwise obvious copies of official transcripts of courses completed and degrees received.
8. CORE is advisedly withdrawing its recommendation for approval (to MOE) at this time (3/1/81).

B. Counterparts: Three have been appointed and are working at ISAI. This is seven short of the projected ten training scholarships budgeted in the Subproject for the first year. It is five short of matching one for one the subject areas now carried by expatriate staff. Once the food processing teacher is on board, it will be seven short of matching the expatriate teaching load. The three on board are

scheduled for training in the U.S. beginning fall of 1981. It is possible, though increasingly unlikely, that if seven others were assigned early this year that they would be included in the fall of 1982. Because few were available for training beginning the fall of 1981, more than ten could be accommodated under the budget for the fall of 1982.

Task 2: "Provide short-term technical support for expatriate and Yemeni staff."

Findings: The team leader and expatriate staff in collaboration with the school director and Yemeni staff were to prepare a tentative list of the type of technical support needed and the subproject director was to identify appropriate specialists within the CID universities to provide the requested technical assistance. At this writing (3-1-81) the evaluation team has collected insufficient data to make its evaluation on this task.

Task 3: "Review and propose curriculum revisions for students enrolled in regular classes at the Institute."

Findings: Yemeni and expatriate staff worked for 6 weeks in New Mexico in 1980 on this. The proposed revisions were completed, and included classroom instruction, student projects, student participants in an out-reach program and practical experience programs.

Task 4: "Submit proposed curriculum revision through appropriate YARG/MOE channels for approval."

Findings: The proposed curriculum revisions have been submitted to MOE, but no advice or approval has yet been forthcoming. There is an apparent lack of communication and agreement upon a process for on-going curriculum evaluation and revision at the ISAI.

Task 5: "Establish working relations in the Ministry of Education."

Findings: The expatriate team leader and School Director were to establish a working group in the MOE, whereby ideas and program suggestions could be discussed and agreed upon. To date (3/1/81) efforts have been grossly unsuccessful and inadequate. The status of working relations between the ISAI and the MOE are no better than "very poor" and this constitutes a very serious, if not the most serious, obstacle to the ISAI's progress and development at this time. CID has recruited an Agricultural Education Specialist who may be recommended to work as a permanent (2 year) person to work with the MOE and others on board planning for agricultural education in Yemen. That person began work (TDY basis) in mid-February 1981 and has been assigned prime responsibility to promote the establishment of improved working relationships between the MOE and the ISAI-CID entities. Since this is just starting, no results are yet apparent.

Task 6: "Obtain sufficient agricultural land for the school farm operations and laboratory."

Findings: This situation is grossly unsatisfactory at present and the lack of sufficient land is a second major handicap to progress and development for the ISAI (the first is poor working relationships with the MOE). It is estimated that at least 14 hectares of irrigated land and 40-50 hectares of rainfed land are needed for the ISAI farm operations when the school is at full operation.

Land (both irrigated and rainfed) now available is grossly insufficient for minimal practical productive agricultural experience essential for the current enrollment at ISAI. Significant hands-on "learning by doing" experience in crop and livestock production are essential components of agricultural education. Some additional lands for addition to the ISAI campus have been identified, price agreement has been reached with the owners, and some fencing put up. However, payment has not been made, and the villagers who have previously farmed the land are logically and rightfully continuing to do so. They have cut some fences to facilitate their continued farming and travel through this land to their village homes.

Apparently significant agreement has also been reached on another piece of land some three kilometers from the campus. This is an urgently needed and potentially highly useful tract of irrigated land for the ISAI, but payment and acquisition thereof are also at a standstill. Action to acquire this for ISAI use is sorely needed.

Task 7: "Initiate a comprehensive in-service and pre-service program for expatriate and Yemeni staff. "

Findings: Some Yemeni counterpart staff have been indentified and enrolled in an intensive English Training Program which has been described and evaluated in other reports. Some eight Yemeni have been participating and the major problem may be the time schedule - after challenging teaching duties in the morning, these students are not in optimum frame of mind for intensive English study in the afternoon. This ISAI subproject is intended also to be later absorbed by the CORE? Plans are for eight of these Yemeni to travel soon to the U.S. to work on MS degree programs.

Task 8: "Assist in the development of school facilities and surroundings".

Findings: Although the expatriate team has not been responsible for the water system, electricity systems, the wadi, the bridge over the wadi and improving the road from the highway to the school, the desire was for them to assist whenever possible, to see that these facets were improved or constructed properly. It was also planned that "the team members will set an example for development, morality and sanitation." The evaluators identified no special meritorious performances and no major problem areas in these respects. Some of the expatriate team members feel a sense of frustration because others have different ideals and standards relating to sanitation and to littering. By some US standards, these areas at the ISAI are quite deficient. By some other standards and prevailing customs they are better than average.

III. Purpose and Goals

"The purpose of this sub-project is to establish a training center capable of serving Yemen governmental and rural sector needs for personnel with middle level agricultural skills." Excellent progress has been made to date. In the main, such a training center has now been established - although much remains to be done to further develop that center. Delays in recruitment of staff, acquisition of land, and especially Yemeni counterparts for expatriate staff as well as development of the out-reach program for community farmers are limiting factors; however, it appears reasonable to believe that all of these obstacles will be overcome if they are recognized and attached by actions which should, and presumably will be, included in the Second Year Work Plan.

"The goal of this project is to increase income and improve the quality of life for rural inhabitants." It is far too soon to say that any appreciable change has occurred in either the level of income or the quality of life - however, the prospects for success are undimmed. For example, a sub-goal of the project "is the development of an operational, relevant, responsive agricultural education institution which is considered one of the necessary conditions for the achievement of the overall sector goal." This sub-goal has been achieved in the main. The ISAI has buildings, classrooms, administrators, faculty, students, equipment, some land and it is operating. Although it is certainly not perfected - it is excellent in most respects when consideration is given to what has been accomplished since the project was launched. It is a live, staffed, functioning entity.

Implicit in this goal "is the assumption that graduates will become employed in agriculturally related activities in the private and government sectors. This currently appears to be an assumption which will be reality when the first class graduates next year.

IV. Evaluation Methodology

← i.e. monitoring

Primarily, the purpose of this evaluation was two-fold: 1) to provide input for the second year Work Plan for the sub-project, and 2) to meet evaluation requirements inherent in the Project Agreements and relevant AID regulations (AID 1330-15B (3-78)). As provided for in the project paper, this is basically a self-evaluation intended for formative rather than summative purposes, and it encompasses both quantitative and qualitative dimensions. The evaluation design and procedure began with identification and study of relevant agreement and contractual requirements, planned inputs, planned outputs, purposes, goals, planned tasks to be completed, and the implementation schedule outlined on pages 5 to 8 of the First Work Plan. Pertinent questions were thereby identified - questions which if factually and adequately answered would meet the above described purposes of this self-evaluation, and the relevant agreements and regulations impinging upon the sub-project. The design provided for pertinent questions to be presented (via written and oral interviews) to a semi-random sampling of respondents in six publics including:

1. ISAI administration and faculty
2. ISAI students
3. the Ibb community
4. AID and CID representatives
5. the Ministry of Agriculture
6. the Ministry of Education.

The evaluation focused upon the ISAI campus (including staff, curriculum, equipment physical plant and support services), and also upon the surrounding community and the participation of the Ministries of Agriculture and of Education and CID. The most visible costs for the evaluation involved an estimated total of 40 person-days contributed by the ISAI, NOE and CID personnel. Other costs included transportation (2 trips) between Sanaa and Ibb, per diem, and report duplicating costs handled by CID. The evaluation team members shared data collection activities, data analysis etc., met in small groups and as a team for consensus development and interaction with the final results and recommendations being compiled by the Team Leader into one body for review and refinement by the team and others concerned.

NOTE: This report of March 3, 1981 is an advance Executive Summary prepared especially for BODY. A complete and detailed report is being prepared conforming to AID specifications. It will be released following review and approval by the total Evaluation Team.

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