

PI-ABC-419  
70165

AGENCY FOR INTERNATIONAL DEVELOPMENT <b>PROJECT DATA SHEET</b>		1. TRANSACTION CODE <input type="checkbox"/> A = Add <input type="checkbox"/> C = Change <input type="checkbox"/> D = Delete	Amendment Number 1	DOCUMENT CODE 3
2. COUNTRY/ENTITY Yemen Arab Republic		3. PROJECT NUMBER 279-0080		
4. BUREAU/OFFICE Asia/Near East (ANE) <input type="checkbox"/> 03		5. PROJECT TITLE (maximum 40 characters) Development Training III		
6. PROJECT ASSISTANCE COMPLETION DATE (PACD) MM DD YY 09 30 99		7. ESTIMATED DATE OF OBLIGATION (Under 'B.' below, enter 1, 2, 3, or 4) A. Initial FY <input type="checkbox"/> 8 <input type="checkbox"/> 4 B. Quarter <input type="checkbox"/> 4 C. Final FY <input type="checkbox"/> 9 <input type="checkbox"/> 8		

8. COSTS (\$000 OR EQUIVALENT \$1 = )

A. FUNDING SOURCE	FIRST FY 84			LIFE OF PROJECT		
	B. FX	C. L/C	D. Total	E. FX	F. L/C	G. Total
AID Appropriated Total	4,202	248	4,450	72,732	2,268	75,000
(Grant)	(4,202)	(248)	(4,450)	(72,732)	(2,268)	(75,000)
(Loan)	( )	( )	( )	( )	( )	( )
Other U.S.						
1. Peace Corps		64	64		354	354
2. USIS		38	38		196	196
Host Country		624	624		8,173	8,173
Other Donor(s)						
<b>TOTALS</b>	<b>4,202</b>					

9. SCHEDULE OF AID FUNDING (\$000)

A. APPROPRIATION	B. PRIMARY PURPOSE CODE	C. PRIMARY TECH CODE		D. OBLIGATIONS TO DATE		E. AMOUNT APPROVED THIS ACTION		F. LIFE OF PROJECT	
		1. Grant	2. Loan	1. Grant	2. Loan	1. Grant	2. Loan	1. Grant	2. Loan
(1)	700	660		39,662		35,000		75,000	
(2)									
(3)									
(4)									
<b>TOTALS</b>				<b>39,662</b>		<b>35,000</b>		<b>75,000</b>	

10. SECONDARY TECHNICAL CODES (maximum 6 codes of 3 positions each)  
630 | 690 | 720

11. SECONDARY PURPOSE CODE  
660

12. SPECIAL CONCERNS CODES (maximum 7 codes of 4 positions each)

A. Code	TNG
B. Amount	500

13. PROJECT PURPOSE (maximum 400 characters)

To increase the number of trained public and private sector individuals at the policy, planning, managerial, technical and administrative levels in areas of high national priority.

14. SCHEDULED EVALUATIONS

Interim	MM YY	MM YY	Final	MM YY
	9 2			d d

15. SOURCE/ORIGIN OF GOODS AND SERVICES  
 970  941  Local  Other (Specify)

16. AMENDMENTS/NATURE OF CHANGE PROPOSED (This is page 1 of a page PP Amendment.)

This amendment adds \$35 million to the previously authorized level of \$40 million and extends the PACD five years to 09/30/99. The amendment provides for more focused targeting of institutions from which candidates will be nominated and more explicit targeting of women as participants. Other major project features remain the same.

17. APPROVED BY	Signature Kenneth H. Sherper	18. DATE DOCUMENT RECEIVED IN AID/W, OR FOR AID/W DOCUMENTS, DATE OF DISTRIBUTION MM DD YY
	Title Director	
	Date Signed MM DD YY 09 23 89	

PDACC-417

ACTION MEMORANDUM FOR THE DIRECTOR

FROM: : PRM, Benjamin Hawley  
SUBJECT: Development Training III Project: 279-0080,  
Project Authorization

Problem: Your signature is required to authorize the Amendment to Yemen's Development Training III Project.

Discussion: The purpose of this \$35 million Amendment is to increase the number of Yemenis in the public and private sectors with education and training in policy, planning, managerial, technical and administrative fields. Activities financed under the Amendment complement and support those already undertaken under the original \$40 million Development Training III Project.

Specific activities envisaged include general participant training for Yemeni undergraduates and graduate students at American universities; targeted training, technical assistance, and other support to key public and private institutions; and a variety of training programs and other activities aimed specifically at Yemeni women.

The amended project continues a long history of USAID support for participant training in Yemen. The first such project (Development Support I) was initiated in 1973, followed by second one in 1978 (Development Support II). The two projects together provided academic and technical training to more than 500 participants, along with technical assistance for manpower planning and financial support for English language training.

This amended project sharpens the focus on people and agencies targeted for assistance. Although the project continues BS/BA training, the project also provides more focused training for key public institutions to developing a critical mass of Yemenis involved in planning and policy making. Activities for private sector development and for Yemeni women are also made more explicit. Mission experience in the implementation of these programs will be vital in the design of a follow-on project, Developing Training IV, anticipated for FY 1994.

Your authority to sign this authorization is contained in State 302548 dated September 21, 1989 in which Carol Adelman, Assistant Administrator, Bureau for Asia and the Near East, delegates to you this authority.

Section 110(A) of the Foreign Assistance Act provides that a recipient country must provide at least 25 percent of the costs of a program. Under the terms of section 124(d), this

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requirement may be waived if the recipient country is determined to be "relatively least developed" based on the United Nations Conference on Trade and Development's list of relatively least developed countries. A.I.D. has made the determination that Yemen is a relatively least developed country. The Government of Yemen supports the project, but budgetary constraints and the nature of the project limit its ability to contribute to meeting the project's costs. (The Government's contribution is now in the form of salaries for government participants, air fares, some processing fees, etc.). An action memorandum signed by Carol Adelman and reported to us in State 302548 dated September 21, 1989, waives the required Government of Yemen contribution.

Recommendation: That you approve the project and project funding by signing the attached Project Authorization.

**Attachments:**

Project Authorization  
Amended Project Paper

PROJECT AUTHORIZATION

Name of Country: Yemen Arab Republic  
Name of Project: Development Training III Project (amended)  
Number of Project: 279-0080

1. Pursuant to Part I, Chapter 1, Section 105 (Education and Human Resources) of the Foreign Assistance Act of 1961, as amended ("the Act") and a delegation of authority from Carol Adelman, Assistant Administrator, Bureau for Asia and the Near East (State 302548 dated September 21, 1989), I hereby authorize this Amendment to the Development Training III Project for the Yemen Arab Republic. The amendment involves planned obligations of not to exceed thirty-five million United States dollars (\$35,000,000) in grant funds over a ten-year period for new total of life-of-project funding of seventy-five million United States dollars (\$75,000,000) in grant funds, subject to the availability of funds in accordance with the A.I.D. OYB allotment process. This funding is intended to help in financing foreign exchange and local currency costs of goods and services required for the Project as described below. The planned life of this Project was extended to fifteen years from the date of the initial obligation by State 302548 dated September 21, 1989, a decision by Mark Edelman, Acting Administrator, A.I.D.

2. The amended Project will consist of funding for (a) short and long-term training of public and private sector individuals at the policy, planning, management, technical and administrative levels, in areas of high development priority; and (b) provision of technical services, grants and limited commodities related to and in support of the Project's goal of improving the human resource base in Yemen.

3. The amended Project Agreement, which may be negotiated and executed by the officer(s) to whom such authority has been designated in accordance with A.I.D. regulations and delegations of authority, shall be subject to the following essential terms and major conditions on source, origin, and nationality, together with such other terms and conditions as A.I.D. may deem appropriate:

Source, Origin and Nationality: Goods financed by A.I.D. under the Project shall have their source and origin in countries included in A.I.D. Geographic Code 941, or in the Cooperating Country, except as A.I.D. may otherwise agree in writing. Services financed under the Project by A.I.D. shall have their nationality origin in countries included in A.I.D. Geographic Code 941, or in the Cooperating Country, except as A.I.D. may otherwise agree in writing.

4. Waivers

In accordance with Section 124(d) of the Act, a waiver of the required host country contribution of twenty-five percent was approved by Carol Adelman, Assistant Administrator, Bureau for Asia and the Near East on September 21, 1989.

*Kenneth H. Sherper*  
Kenneth H. Sherper  
Director  
*September 23, 1989*  
Date

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List of Abbreviations and Definitions

074	Project 074 Educational Development Support
053	Project 053 Basic Educational Development
080	Project 080 Development Training III
ADSP	Agricultural Development Support Project
AGR	Agricultural Development Office (USAID/Yemen)
AID	Agency for International Development
call forward	Approval from OIT for a participant to travel to the U.S. to begin training
CBY	Central Bank of Yemen
CLCCD	Confederation of Local Councils for Cooperative Development
CORE	CORE Subproject of ADSP
CPO	Central Planning Organization
DT III	Project 080 Development Training III
DT IV	Project 160 Development Training IV
EHR	Education and Human Resources Office (USAID/Yemen)
FOA	Faculty of Agriculture, University of Sana'a; also Subproject of ADSP
GDO	General Development Office (USAID/Yemen)
GDP	Gross Domestic Product
HITS	Horticulture Improved and Training Subproject; a subproject of ADSP
IBRD	Yemen Bank for Reconstruction and Development
ISAI	Ibb Secondary Agricultural Institute; a Subproject of ADSP
LT	Long Term
MAF	Ministry of Agriculture and Fisheries
MEST	Ministry of Economy, Supply, and Trade
MinFin	Ministry of Finance
MOCSAR	Ministry of Civil Service and Administrative Reform
MOE	Ministry of Education
MOMR	Ministry of Oil and Mineral Resources
NIPA	National Institute of Public Administration
OIT	Office of International Training (AID/W)
OYB	Operational Year Budget
PP	Project Paper
PRM	Program Office (USAID/Yemen)
PTMS	Participant Training Management System
S/A/P	Studies/Analyses/Planning
ST	Short-term
SU	Sana'a University
T3I	Technology Transfer and Training Institute
TA	Technical Assistance
TFYP	Third Five Year Plan
TCA	Training Cost Analysis
TC	Third Country
TOEFL	Test of English as a Foreign Language

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TSFS	Project 083 Technical Services and Feasibility Studies
UNDP	United Nations Development Programme
USAID	United States Agency for International Development
WID	Women in Development
YALI	Yemen American Language Institute
YARG	Yemen Arab Republic Government
YES	Yemen Enterprise Support Project

USAID/YEMEN  
DEVELOPMENT TRAINING III AMENDMENT  
DESIGN AND REVIEW PARTICIPANTS

- |                      |  |
|----------------------|--|
| 1. Michael Lukomski  | Acting Director                                      |
| 2. Benjamin Hawley   | Program Officer                                      |
| 3. Jonathan Addleton | Deputy Program Officer                               |
| 4. Joyce Burton      | Chief, Office of<br>Education and Human<br>Resources |
| 5. Robert Mitchell   | Chief, General<br>Development Office                 |
| 6. Peter Deinken     | Yemen Desk Officer,<br>AID/W                         |

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YEMEN DEVELOPMENT TRAINING III

PROJECT (279-0080)

I. PROJECT SUMMARY AND RECOMMENDATIONS

A. Summary Description

1. Grantee and Implementing Agency

The Grantee of this Project Amendment will be the Government of the Yemen Arab Republic (YARG). The Central Planning Organization (CPO) will be the implementing agency.

2. Amount and Terms

U.S. \$75 million will be grant funded to the YARG from Development Assistance funds from the date of the initial obligation to this Amendment through FY1999.

3. Project Costs (Current U.S. \$000)

The total Project cost is estimated at approximately \$80.2 million, provided as follows:

a. AID	\$75,000
b. YARG	4,673
c. Peace Corps	354
d. USIS	196
TOTAL:	<u>\$80,223</u>

4. Project Goal and Purpose

The goal of this Project is to improve the production and productivity of Yemen's economy through (a) increased efficiency and effectiveness of Yemeni public institutions in the analysis, planning, policy formulation, administration and evaluation of public sector development programs; and (b) increased efficiency and effectiveness of private institutions in making productive investments and managing productive enterprises. This represents a refinement from the original Project Paper goal statement which was expressed solely in terms of increasing institutional capacity.

As with the original Project, the purpose of the Amendment is to increase the number of Yemenis in the public and private sectors with education and training in policy, planning, managerial, technical and administrative fields.

## 5. Project Rationale and Relation to USAID/YARG Strategies

The Yemen Arab Republic is a country with limited natural resources, limited arable land, declining water resources and rugged terrain. Most of its major development institutions are less than twenty years old. Training levels are low and many skilled workers (including most of Yemen's teachers) must be imported from abroad. Human resource constraints--identified by the YARG as a key constraint to development--are directly addressed under this Project Amendment.

The Mission's strategic goal in Yemen is sustainable long-term growth of Yemen's economy as a way of addressing the country's central problem of a weak productive base. Training and education activities address the specific problem of the low level of education of the population and the need to improve the skills of the individuals that staff Yemen's major public and private institutions.

## 6. Summary Project Description

This Amendment continues many of the same activities described in the original Development Training III Project Paper. At the same time, it represents a sharpening of project goals. In particular, it places greater emphasis on more graduate training and more targeted training to improve the skill levels in Yemen's major institutions. The WID and private sector components of the project are also expanded.

The Amendment reformulates project activities into nine major components or implementation modules: (1) PhD training in the US; (2) Masters training in the US; (3) undergraduate training in the US; (4) short term training in the US; (5) short term training in third countries; (6) short term training in-country; (7) short term technical assistance for studies, analyses, and planning; (8) in-country English language training; and (8) grants to in-country institutions for education, training, and other services.

A total of 173 participants are expected to receive long-term degree training under this Amendment, including 34 in doctoral programs, 59 in Master's programs and 80 in bachelor's degrees. In addition, 257 will receive short term training in the U.S. or third countries. Other funding goes for English language training, in-country training, and technical assistance aimed at improving Yemen's human resource base.

## 7. Environmental Concerns

Activities funded under this Amendment relate entirely to training, technical assistance, and minor amounts of supporting commodities. It therefore qualifies for a

categorical exclusion under A.I.D. Regulation 16, Section 216.2 (c) (2) (i). No further environmental analysis is necessary.

B. Mission Views

USAID/Yemen strongly supports this Project Amendment.

C. Recommendation

This Project Amendment is technically, socially, economically, financially and administratively sound and is in direct accord with the development priorities of the U.S. Agency for International Development and the Government of the Yemen Arab Republic. It is, therefore, recommended that an Amendment to the original Development Support III project for \$35 million, for a new life of project total of \$75 million, be approved.

## II. PROJECT RATIONALE AND DESCRIPTION

### A. Project Rationale

#### 1. General Description of Yemen's Development Problems

Yemen had been isolated from the outside world for centuries prior to the fall of the theocratic imamate in 1962. This overthrow was followed by civil war throughout most of the 1960s between royalists supporting the imamate and republicans supporting a democratic form of government. (That Saudi Arabia assisted the former and Egypt the latter colors Yemen's foreign relation even today.) National reconciliation in 1970 set the stage for the beginning of economic and social development in the modern sense of the word. Nearly all of Yemen's infrastructure dates from that time, and many of its leading institutions have a history of less than twenty years.

Yemen has achieved a significant degree of physical development in a relatively short time. Nonetheless, the country's major problem continues to be a weak productive base. The local economy cannot produce sufficient essential goods and services, making it heavily reliant on imports; but Yemen cannot produce exports adequate to earn foreign exchange for these imports. The characteristics of this weak productive base are as follows:

a. Inadequate food production capacity. In 1960 Yemen was self-sufficient in food. The largest part of this production was coarse-grain cereals, in particular sorghum and millet. Agricultural production used few inputs, was labor intensive, and required rainfall for lack of storage, pumping, and irrigation systems. Since that time rapid population growth (3.3 percent annually), large numbers of people leaving agriculture to work as laborers in the Gulf (more than a million in the late 1970s), an increasingly overvalued exchange rate (estimated at 25 to 30 percent) that makes food and other imports cheaper than domestic production, and changing consumer taste preferences away from sorghum and millet and toward rice and wheat have made Yemen highly dependent on food imports. Yemeni agriculture is slowly adapting to these changed conditions and with AID-assistance is beginning to develop the capacity to produce high-value crops, mostly fruit and vegetables, in quantities that, it is hoped, can eventually meet domestic demand and provide substantially increased exports.

b. Limited resource potential. Yemen's only known, exploitable mineral resources to date are oil and natural gas. The former appears to exist in quantities that are much less than had originally been hoped; at current production levels (about 175,000 barrels per day) it will be gone in only eight years. Even the most optimistic scenarios do not envisage Yemen ever having as much oil as its Arab neighbors, making it impossible for Yemen to underwrite national development in the

same manner as in Saudi Arabia and the Gulf. Saudi Arabia's oil revenues in 1986 (\$13.5 billion) were thirty four times the level of Yemen's in 1988 (\$398 million). Even Oman, with only twenty years of reserves, is pumping at over 500,000 barrels a day.

Yemen is also the most densely populated of all the countries on the Arabian peninsula. Limited amounts of arable land are spread across several micro-climates, making long-range planning and crop forecasting difficult. The landscape is mountainous and rainfall unpredictable. Rainfall varies between 200 mm and 1500 mm annually from one part of the country to another, but year to year may fall considerably below these levels, causing serious droughts. Traditional terracing and obtaining often scarce agricultural inputs for more modern growing techniques add considerably to the cost of agricultural production under both traditional and modern systems. Only 25 percent of Yemen's land is arable, and only 5.5 percent of the arable land is actually cultivated. The area suitable for raising high-value crops, Yemen's major hope for exports, is even more limited.

c. A relatively uneducated and traditionally rural population. Yemen remains overwhelmingly rural, despite the growth of Yemen's cities and the large-scale exodus of Yemeni workers to Saudi Arabia. (In 1965 the urban dwellers represented 5 percent of the population; in 1973 10 percent; and by the most recent estimate 19 percent). About 80 percent of the population lives in communities with populations under 10,000 and 65 percent in communities numbering under 5,000.

Yemenis returning from Saudi Arabia and elsewhere in the Gulf in the middle 1980s had mainly been employed as unskilled and semi-skilled workers, mostly in the construction industry; few had worked as professionals or even skilled manual workers. (In contrast, Jordan exported more highly skilled workers and in the early 1980s earned \$1.2 billion annually in remittances from 350,000 expatriates; Yemen required over one million overseas workers to earn the same amount.) Thus, there has been and continues to be only a relatively small pool of formally trained and educated people to staff public and private institutions in Yemen. The literacy rate is 15 percent. The country has just one university with a total enrollment of approximately 22,000.

This small pool of formally educated Yemenis and inadequate institutions further weaken Yemen's productive base. In the private sector, there are few enterprises that use modern management techniques and invest in modern production technology. Most companies are based on trade rather than productive industry; only one percent of the firms belonging to the Sana'a and Taiz Chambers of Commerce are production enterprises. In addition, most Yemeni firms are family-run, managed by members of the extended family and directed by family heads. Modern management techniques--including

delegations of authority and the use of computers--are rare. Investment financing also tends to be informal and based on personal connections. Banking institutions, largely controlled by the public sector, do little to advance private sector interests, most notably attracting deposits and mobilizing savings for productive investment.

Public sector institutions are similarly weak. Policy formulation is rarely based on prior analytical research, particularly trade and foreign exchange licensing policies. Policies, when they exist are difficult to enforce, notably regulation on water use and control of borders against smuggling. The trade regime now in place favors imports of consumer goods over that of productive equipment and spare parts. Foreign exchange controls also limit imports of needed inputs for productive enterprises.

## 2. Description of Yemen's Institutional Problems

In assessing Yemen's development needs and its public and private institutions, the Mission identified a number of key institutions in several important areas that need to be strengthened. These areas and institutions are described below; the Mission's proposed approaches to these institutions are described in Part I Section C:

### a. Public Sector Development Policy and Planning:

-- The Central Planning Organization (CPO), established in the early 1970s, should be playing a leadership role in policy analysis and formulation. It also needs to coordinate policy among the various line ministries (e.g., import priorities) and better coordinate the planning and programming of foreign aid.

-- The Ministry of Finance (MOF) meets growing foreign exchange shortfalls largely through individual, ad hoc decision-making. Fixed exchange rates, ostensibly imposed as a protection against private sector currency speculation, have resulted in an overvalued exchange rate that is a disincentive to domestic production. Printing money is the YARG's primary way to deal with budget shortfalls, while imposing interest rate restrictions that absorb excess liquidity.

-- The Ministry of Economy, Supply, and Trade (MEST) is responsible for Yemen's foreign trade. Here too an overvalued exchange rate and the rationing of import licenses results in a distorted trade regime. MEST also is advocating investments in agriculture that are uneconomic or environmentally untenable.

-- The Central Bank of Yemen (CBY) regulates Yemen's banking system and manages the country's scarce foreign exchange resources, a task complicated by the absence of the usual marketing mechanisms such as treasury bills. Its analytical and oversight capabilities need to be strengthened and improved.

### Delivery of Basic Goods and Services:

-- The Ministry of Oil and Mineral Resources (MOMR) is charged with developing petroleum and natural gas resources, an area of growing importance to Yemen. The activity is dominated by foreign workers and technicians, with Yemenis playing only a limited role in exploiting the country's mineral resources. Yemenization is a high YARG priority.

-- The Confederation of Local Cooperative Councils for Development (CLCCD) has been given greater prominence in the YARG, apparently as part of recent steps to bring greater democracy to the system of government. Especially significant is its role in managing a revenue sharing program with local governments. It is also meant to provide technical support to these governments and to the Local Development Boards, elected by local communities to carry out development activities with both locally generated revenue and central government funds. The CLCCD, however, has neither the managerial nor technical skills necessary to effectively support and sustain local development.

### Management of Human Resources:

-- The Ministry of Civil Service and Administrative Reform (MOCSAR) has overall responsibility for all policy and operational procedures for the Yemeni civil service. MOCSAR is in need of very basic assistance in personnel management, standardization of position descriptions, salary levels, and benefit packages for all civil servants. MOCSAR also needs assistance in identifying training needs for the civil service based on these reformulated staffing descriptions.

-- The Ministry of Education (MOE) needs assistance in education planning and policy analysis to expand and upgrade the present system and to begin replacing the over 21,000 foreign teachers (12,000 from Egypt alone) that represent a significant drain on foreign exchange, reportedly \$120 million in 1988.

### Development of Human Resources:

-- Sana'a University, Yemen's only university, is operating at full capacity with an enrollment of approximately 22,000. Its Faculty of Agriculture was established in 1984 with USAID support and is producing the baccalaureate level agriculturists needed to support agricultural development. University programs need to be strengthened and Yemeni faculty trained.

-- The National Institute for Public Administration is responsible for training public sector managers. Although it continues to turn out graduates, its level of management training is inadequate to meet public sector needs. Here too

more training and other kinds of institutional strengthening are essential.

b. Private Sector:

The private sector has three major problems: a weak voice in public policy formulation; lack of modern productive and managerial technology for efficient production; and lack of marketing expertise. The private sector's ability to meet these needs is constrained by the capacity of its own institutions, in particular the Federation of Chambers of Commerce and the regional Chambers of Commerce. Lack of access to modern technology and sources of specialized consultant help in technical and management areas is also a problem.

3. Long-Term Training Strategy and Rationale for this Amendment

The training strategy: The earlier sections of this document make clear the need for educating and training a substantial number of Yemenis in a wide range of fields. The next section describes the accomplishments of the Mission's training projects, most notably convincing the YARG to establish a competitive system for selecting participants under the provisions of Law 19.

This amendment moves the Mission's training strategy one more step in beginning to move away from the general BS/BA participant training that USAID has funded since 1973 and toward more training at graduate levels as well as training focused on selected staff at selected institutions. The purpose of this shift is three-fold:

First, the Mission sees the need to create a critical mass of trained staff at the core of these institutions; this critical mass of staff trained in similar or complementary disciplines in each target institution is necessary to improve operations and public policy making. The Mission believes that such targeted training will hasten institutional improvements, improve effective policy formulation, and result in the more efficient delivery of needed goods and services. The YARG has traditionally and understandably taken a different view that emphasizes general development training at the BA/BS level (see Policy Dialogue), but has agreed to the Mission's approach presented in this amendment.

Second, the Mission wishes to begin a targeted and continuing dialogue with key policy-making institutions on development issues that require significant changes in public policy. As noted earlier, some current public policy discourages private sector investment and operations. Successful dialogue on these issues requires highly and appropriately trained decision makers in these institutions.

Third, the Mission wishes to lay the foundation for a very specifically targeted training project beginning about FY1994. This successor project, Development Training IV, would continue to provide substantial amounts of USAID/Yemen's OYB to participant training, but only for specific public and private institutions that are central to the development process.

The data from manpower studies and assessments carried out under the present project, supplemented by a manpower survey carried out by the World Bank (completed but not yet published), and by a labor and migration study scheduled to be carried out as part of the 1988/89 workplan under the Technical Services and Feasibilities Studies project (279-0083) will be used to refine this project's training targets over the next four to five years. The installed capacity in the Ministry of Civil Service and Administrative Reform (MOCSAR) to carry out and update manpower studies, along with other sector-specific analyses, will be key to the design of the next training effort. While substantial progress has been made in developing the YARG's capacity to perform manpower assessments, the results of such assessments will only be available incrementally over the next several years.

Other considerations: The Mission normally leaves geopolitical arguments to State Department colleagues. However, training levels--in particular U.S. vs Soviet training levels--loom large in discussions with YARG counterparts. A large share of foreign aid to the YAR, especially in the area of military assistance, is provided by Eastern Bloc countries, including debt forgiveness and rescheduling. Undergraduate scholarships for study in the Soviet Union for the 1988-1989 academic year numbered 140, compared with 35 for study in the United States.

Western training--and U.S. training in particular--is usually valued more highly than that offered by the Eastern Bloc. As the Cross-Sectoral Participant Training Evaluation (April 1988) reported, "YARG officials expressed a preference and a need for more U.S. training and rated it higher in quality in comparison to Soviet Bloc and other European or third country training."

Furthermore, U.S. training exposes participants to Western values that are particularly relevant to the institutions and target groups identified in this document: public sector policy makers whose policy affects the macro economy, private sector entrepreneurs, faculty at Sana'a University and Yemeni women.

The adverse effect of Yemenis trained in centralized planning and socialistic approaches to health care have had clear negative impacts on the economy. This East Bloc ideology also works against the Mission's ability to carry out successful dialogue with the YARG on key economic policy issues. The Mission believes that long-term U.S. economic and political interests are enhanced by continuing high levels of U.S.-based training. The Mission is

especially concerned that OYB cuts in the future will translate into reduced numbers of new participants since, when OYB shortfalls occur, scholarships are often the first activity cut in a short-term attempt to save money.

#### 4. Relation to YARG and USAID Strategies

##### a. YARG Strategy

Development Training III was authorized in 1984, when Yemen's Second Five Year Development Plan (1982-1986) was being implemented. This plan identified "human obstacles" as a significant constraint to development. Noting the marked shortage of technical, scientific, administrative and professional manpower, the plan found that "existing educational and . . . training systems are inadequate to meet the requirements for skilled manpower in the foreseeable future. Therefore, it is imperative to link the policies of education and training to the needs of development . . ."

The Plan goes on to state that "one of the most crucial problems that hindered the implementation of (previous plans) was the critical scarcity of technical and specialized skills and the acute shortage of administrative and professional capabilities. This has led to a dependence on foreign skills and specializations for implementation of development projects and has resulted in an increase in cost over original estimates and under-utilization of projects' capacity."

Development Training III was designed to help Yemen reduce the binding development constraints imposed by these "human obstacles" by providing additional professional and administrative capabilities through university-level training programs in the United States in subjects judged to be important in helping Yemen achieve its medium-term development objectives. Short-term training, both in the U.S. and third countries, is intended to complement this long-term U.S. training.

Yemen continues to lack Yemenis with adequate technical, administrative and managerial skills. In some specializations the gap between the requirements and the supply of Yemeni manpower is projected to widen, despite considerable YARG and donor efforts. Assessing the extent of these gaps is one objective of the manpower assessments mentioned in the previous section.

The Third Five Year Plan (TFYP), approved by the Yemeni Cabinet of Ministers in September, 1987 includes the following investment priorities: Agriculture, Water, Energy, Industrial Sector, and Human Resources Development. With respect to the later, it states:

To ensure more effective direction of the development process, high priority is placed on strengthening the

government agencies and institutions responsible for the planning and management of major sectors and enterprises, through expanded training of staff and extensive civil service reform.

The TFYP has also begun to address productive issues in key sectors. To meet skilled labor needs, the TFYP objectives call for investments to "upgrade the training of high-level professional, technical and managerial staff, and to provide the Yemeni workforce with knowledge and skills . . ."

Thus, this project and the proposed amendment directly support activities that promote the YARG's own development priorities.

b. Relation to USAID Strategy

The strategic goal for the Mission's entire portfolio as well as for its individual projects is the sustained long-term growth of Yemen's economy. Of particular concern are the low levels of efficiency and Yemen's weak productive base. The Mission's education and training strategy addresses the specific problem of low levels of education in the population as a whole and inadequate training of key personnel in Yemen's most important public and private institutions.

The FY 1988 Action Plan gives the Mission's long-term objectives for the education/human resources sector as follows: (1) build a cadre of professionals in key development fields, notably in agriculture and education, and enhance the capacity of Yemeni institutions to train professionals in these fields; (2) increase the efficiency and effectiveness of primary education and, thereby, expand access to basic education, providing a broader foundation for production and productivity increases; and (3) improve YARG capacity to analyze labor force needs and make informed decisions about allocation of training resources.

The same plan gives the intermediate term objectives (for FY1987-1989) as follows: (1) bolster the YARG's ability to engage in an effective policy dialogue on education and training issues; and (2) encourage organizational development that enhances the YARG's ability to utilize effectively resources available for education and development.

During preparation of this Amendment, the Mission determined that continuing problems in the education and training sector warrant a revision of these Action Plan objectives. The long-term training objective must not be simply to build a cadre of professionals, notably in agriculture and education, who are educated and experienced in their technical fields, but also to build expertise in those and related institutions in policy formulation and planning, based on data collection and analysis and on monitoring and evaluation of current programs and conditions to support new policy formulation, policy revision, and increasingly focused planning.

In addition, the YARG's capacity to analyze labor force needs is dependent at least in part on basic work such as standardizing of position descriptions, educational requirements, and salaries and benefit packages across the entire civil service.

The first intermediate objective for the post FY 1989 period has therefore been revised. Education and training alone are not enough; in order to foster effective policy dialogue among its own institutions and with bilateral and multilateral donors, YARG officials must be better trained in innovative management approaches, basic micro and macro economics, and analytical research. Skills in these areas are especially vital in examining policies that affect the operation and productivity of the private sector. The Mission's ability to engage the YARG in effective policy dialogue is directly strengthened by increasing the skill and training levels of its YARG counterparts.

At its highest level, this project should increase production levels and the productivity of the Yemen economy through more effective and efficient public and private institutions. Furthermore, the project will address the generic problem areas cited in Part I. These problem areas give rise to the revised objective stated above and, in addition, to two new objectives: (1) to assist the private sector obtain higher levels of production and productivity; and (2) to assist Yemeni women to play a larger role in Yemen's development by gaining greater access to educational and training opportunities.

Finally, the Mission believes this project serves the important though informal goal of exposing Yemenis, especially those who are or have promise to be in senior positions, to the United States and its system of government, strong private sector, and effective free enterprise system.

## B. PROGRESS TO DATE

## 1. Predecessor Projects

To meet Yemen's needs for academic education and training USAID has provided funding for U.S. and third country training under three projects since 1973: Development Training I (0020), \$2,395,000 between 1973 and 1979; Development Training II (0040), \$20,157,497 between 1978 and 1987; and Development Training III (0080), \$40,000,000 exclusive of this amendment between 1984 and 1994.

The first two projects were general participant training programs, aimed mainly at increasing the number of Yemenis with undergraduate and advanced degrees in a range of fields. Few attempts were made to direct fields of study selected beyond ensuring that the majority fell into areas of developmental priority. Given the extremely low level of higher education in Yemen at the time, this approach was both understandable and appropriate. Through the life of the two projects, scholarships were provided for 242 bachelor candidates (112 in third countries) along with 80 masters and 17 doctorates.

TABLE I: Academic/Degree Training Under Development Training I, II, and III

	<u>BA/BS</u>	<u>MA/MS</u>	<u>PhD</u>	<u>TOTAL</u>
<u>A. Development Training I and II</u>				
US	130	80	17	227*
TC	112	0	0	112
Subtotal:	242	80	17	339
<u>B. Development Training III (all in US)</u>				
Initiated	136	43	43	222*
Pipeline	59	35	26	120
Subtotal	195	79	69	342
<u>C. Total (all three projects prior to this Amendment)</u>				
US	325	158	86	569
TC	112	0	0	112
TOTAL:	437	158	86	681

\*These two figures (227 + 222 = 449) indicate the number of training scholarships actually initiated so far, of which 254 have graduated, 34 have been terminated, and 161 are still in progress. Another 120 scholarships--the "pipeline"--are now being processed.

The early emphasis on undergraduate training was somewhat reduced under Development Support III. Most scholarships continued to be for undergraduate training, but the proportion of masters and PhD candidates increased: 70 percent of the scholarships under Development Training I and II went to undergraduates, compared to 57 percent under Development Training III (including those still in the pipeline). Only one in twenty scholarships under the first two projects were for PhD training, compared with one in five under Development Support III.

TABLE II: Academic Degree Training in US Under Development Training I, II, and III by Level and Sex (Includes planned scholarships in the "pipeline")

<u>Degree</u>	<u>Male</u>	<u>Female</u>	<u>TOTAL</u>
BA/BS	299 (92%)	28 (8%)	325 (57%)
MA/MS	149 (89%)	18 (11%)	158 (28%)
PhD	79 (92%)	7 (8%)	86 (15%)
TOTAL:	518 (91%)	51 (9%)	569 (100%)

Taken together, the long-term training achievements of the three USAID-support training projects in Yemen since 1973 are impressive, especially when it is recalled that only ten years ago the entire enrollment of all the faculties in Yemen's only university was hardly 3,000. So far, long-term scholarships have been provided for 449 participants, 161 of whom are still in training. The remaining 288 participants have either completed their courses (88 percent) or dropped out along the way (12 percent). The drop-out rate (most of these scholarships were in fact terminated by USAID for poor performance) is quite low considering low educational levels in Yemen and the cultural and linguistic barriers which Yemeni participants must overcome in order to study successfully abroad.

Fields of study pursued by these 449 participants focus heavily on engineering (31 percent) and business, economics or public administration (30 percent). Other fields include science including petroleum and mining (16 percent) and computers and information management (6 percent). These four fields, each with clear relevance to Yemen's development needs and priorities, cover about four out of every five participants. Other fields for which long-term training has been provided include agriculture, architecture, and health. (More extensive agricultural training is funded by the Agricultural Development Support project, hence the low percentage for agriculture under the three Development Training projects).

Of those participants for whom the Mission has records, 54 percent went to work after graduation for the public sector, 30 percent for Sana'a University (which is under the Ministry of Education), 11 percent for the private sector, and 6 percent for other organizations. These statistics reflect the YARG's priority on training Yemenis for public service as well as USAID's own emphasis in the early years on the public sector.

Tracking returnees is difficult because the YARG does not allow the establishment of alumni associations on the grounds that they are divisive in a country in which the number of students is limited and all graduate degrees and many undergraduate degrees are from abroad. Nonetheless, it is encouraging to note the extent to which earlier USAID participants are beginning to emerge in important positions. These include the Vice Minister of Development; a Deputy Minister for Oil and Mineral Resources; the Recording Secretary (Deputy Minister Level) of the Oil Council; Deputy Ministers of Public Works and the Ministry of Civil Service and Administrative Reform; and Deans of the Faculties of Sciences and Arts at the University of Sana'a.

The seemingly low female participation rate (9 percent) is put into better perspective when set against cultural constraints in Yemen and the fact that many other bilateral training programs finance few if any scholarships for women. Families are reluctant to allow daughters to live alone overseas for any length of time and in many cases little importance is attached to higher education for women. No doubt it is for these reasons that none of the 140 Soviet undergraduate scholarships in 1988-1989 were for women (compared with 4 out of 35 for the U.S., 2 out of 31 for Jordan, and 4 out of 47 for Egypt). Interestingly, 10 percent of the Saudi undergraduate scholarships (12 out of 125) were for women, probably reflecting the fact that Saudi Arabia is geographically closer and imposes less daunting cultural constraints from a Yemeni point of view.

The 51 long-term scholarships made available to Yemeni women so far under USAID training projects (including those in the pipeline) represent an important step forward and should help ease the way for more female participation in the future. Many of the fields which women have chosen to major in are decidedly non-traditional. For example, the PhDs include degrees in physics and mathematics and masters programs have been in such diverse fields as electrical engineering, hematology, regional planning, journalism, film technology, and public administration.

More problematic is the extent to which returned females (32 degrees have been awarded so far) are actually able to find work in their chosen fields on their return. In eighteen of these 32 cases, the Mission either has no record of their being able to find jobs or believes they are unable to find work in their

field of study. In one case known to the Mission, a woman with a masters in electrical engineering is now working for Amideast as an administrator. Developing programs to increase female participation is an important goal of this Amendment and will be described at length later in this paper.

Short term, non-degree training did not receive as much emphasis as originally planned in any of the Mission's training projects, in large part because the YARG has tended to downplay its importance. Nonetheless, project achievements under the three Development Training projects so far include the provision of 198 such scholarships in the U.S. and 80 more in third countries. Although precise figures on in-country training are not available, it is clear that several hundred Yemenis have benefitted through a variety of training and technical assistance exercises financed by the project.

English language classes have been important from the beginning in every training activity in order to allow Yemeni students to study abroad. At the same time, Development Training III provided technical assistance that went beyond simply increasing TOEFL scores in intensive in-country English language classes. Substantial funding was also provided for a series of technical assistance exercises, including support to the Ministry of Oil and Mineral Resources (MOMR) for organizational studies, support to the Ministry of Civil Service and Administrative Reform (MOCSAR) for a public sector employee survey, and assistance to the Central Planning Organization (CPO) for the 1985 national census. These are important first steps in beginning to address the more long-term human resource issues that are central to this project amendment.

Table III: Funding for Major Technical Assistance  
Activities Under Development Training III  
(Prior to Amendment)

<u>Activity</u>	<u>Estimated Cost (\$)</u>
BUCEN for CPO for 1985 census	397,000
For MOMR for organizational study/training	2,100,000
For MOCSAR for public sector employee survey	558,000
English Language Training (YALI)	4,282,000
Other	711,000
TOTAL:	<u>8,048,000</u>

## 2. Current Project Status

The main activities of the Development Training III project so far have already been highlighted in the context of overall USAID support for participant training in Yemen since 1973. Actual performance levels (which include pipeline figures representing those candidates now being processed) are indicated on the following page and compared with the targets established in the original Project Paper.

TABLE IV: Development Training III Targets:  
Actual vs. Planned

<u>Category</u>	<u>Target</u>	<u>Actual</u>	<u>Actual/Target</u>
BA/BS	75	195	260.0 %
MA/MS	140	78	55.7
PhD	90	69	76.7
(Total Academic):	(305)	(342)	(112.1)
Short-Term	800	82	10.3
In Country	600	NA*	--

\*Most on-the-job training in Yemen as part of various technical assistance activities. Although no firm numbers are available, it is estimated that several hundred Yemenis have benefitted from such in-country training.

It needs to be emphasized that this table includes participants now being processed as well as those currently in training and a much smaller number representing those that have already returned. The long-term graduate programs in particular are just beginning to show results: eleven Yemenis have returned with masters degrees, three with PhDs. The others are still studying in the U.S. or being processed in Yemen before embarking on their long-term training programs.

As suggested above, total academic training targets under Development Training III as currently constituted have been exceeded. At the same time, intense and sustained YARG demands to increase the number of Yemeni undergraduate scholarships has skewed project achievements with respect to particular academic categories. As a result, undergraduate scholarships are more than double what was initially envisaged; the number of masters and doctorate candidates was much less.

Other factors have also contributed to the smaller than anticipated numbers for graduate training, including the slow speed with which the Yemeni bureaucracy processes applicants and interministerial rivalries which on occasion block rather than facilitate the nomination process. Undergraduate enrollment at the University of Sana'a has also expanded more slowly than anticipated, increasing YARG interest in more such overseas scholarships. Simultaneously, the increased number of undergraduate scholarships reduces funds available for graduate programs.

Although the level of long-term graduate training planned has not been realized, Development Training III has brought about a greater emphasis on masters and PhD programs than in the past. As noted earlier, the proportion of PhDs increased from one in twenty (under the first two Development Training projects) to one in five (under the current one). The proposed amendment continues the emphasis on graduate training, now that the university is beginning to fulfill its mandate as the primary provider of undergraduate training. The only exceptions will be nominations of candidates for training in subjects not currently offered at the University of Sana'a such as computer science, business management, and petroleum engineering.

Project outputs for short-term training in all categories (US and third country, private sector, and in-country) proved overly optimistic. The actual cost of short-term training was significantly higher than originally estimated. For example, the assumed average cost was \$3,900 and \$1,000 per months for U.S. and third country training respectively. The actual cost for one five-week course at the Center for Skills Development in fact came to \$12,000. At the same time, short-term training was only tepidly endorsed by the YARG until recently. Few requests were made for such training for public sector employees as priority shifted to more undergraduate education. More recently, the YARG has recognized the need for a number of specific short-term courses and has endorsed the allocation of funds for this purpose.

Finally, more than 10 percent of Development Training III funding so far has gone toward financing in-country English language training at YALI (many participants must study at YALI for from 12 to 18 months before they can depart; others drop out because they simply can't meet the required level of English comprehension). Additional funds have been used for the technical assistance exercises already described. In addition, the project has partially funded four Fulbright scholars at the University of Sana'a.

### 3. Evaluations of Past Project Performance

A multi-project evaluation covering participant training in Development Training III and ADSP was completed in April, 1988. The recommendations of this evaluation, most of which have been or are being implemented, fall into three main categories:

a. Need for a Mission-wide participant training strategy. This amendment is intended as a comprehensive strategy to guide the Mission's long-term involvement in participant training. It lays the foundation for private sector training to be completed under the FY 1990 YES project. It provides major support for ADSP's work in developing the Faculty of Agriculture at Sana'a University. It provides initial support (to be expanded under Development Training IV) to the Mission's key policy interlocutors and TSFS counterparts. Omitted from support under this amendment are other ADSP subprojects because they are due to expire relatively soon: 1989 (HITS), 1990 (ISAI), and 1992 (CORE). The Mission's health projects are not funding academic training. Furthermore, the Mission has created a unified management system (PTMS and other computer-based programs) and policy for participant training Mission-wide.

b. Need for an evaluation of YALI. An evaluation is scheduled for FY 1990. An audit was completed in December, 1988. The evaluation will review YALI cost effectiveness, its success in training Yemenis to achieve the minimum TOFL score, and its preparation of Yemeni participants to adjust to American life. The results of the audit and evaluation will guide selection of a new contractor when the present Cooperative Agreement for the YALI program expires in 1990.

c. Need for improvements in participant selection. These changes are embodied in Law 19 promulgated by the YARG in an effort to provide direction, focus, and fairness to its overseas scholarship programs. The Mission reaffirms its commitment to Law 19 and will continue to do so during implementation, as later discussed in the policy dialogue section of this paper. In addition, this amendment contains the Mission's plans for training private sector participants and for increasing the number of women receiving training.

A final important finding of the evaluation was the popularity and high regard in which U.S. training is held by returned participants and as well as their supervisors. According to the evaluation report, "participants who studied in the U.S. not only learned academic and technical skills but also felt they experienced attitudinal and behavioral changes which were critical to their personal development as well as job performance. For example, the majority of the participants said that one of the most important skills gained through their education and training was the ability to analyze problems and propose practical solutions. A second major skill learned was the ability to plan and organize, as well as new attitudes toward thinking about and approaching problems. These abstract skills were seen by most participants as equal to or more important to bringing about change as their academic and technical training."

## C. DETAILED PROJECT DESCRIPTION

### 1. Project Goal and Purpose

The strategic goal for USAID/Yemen's entire project portfolio is sustainable long-term growth of Yemen's economy.

The goal of the Development Training III project is to improve the production and productivity of Yemen's economy through (a) increased efficiency and effectiveness of Yemeni public institutions in the analysis, planning, policy formulation, administration and evaluation of public sector development programs; and (b) increased efficiency and effectiveness of private institutions in making productive investments and managing productive enterprises. This is a refinement from the original PP goal statement that was expressed solely in terms of increasing institutional capacity. The Mission believes this change in wording is necessary to reflect the project's contribution to the portfolio-wide strategy goal and to emphasize that it is the operations of the institutions, i.e., their efficiency and effectiveness, that are critical for sustained, long-term economic growth.

The purpose of this Project is to increase the number of Yemenis in the public and private sectors with education and training in policy, planning, managerial, technical and administrative fields.

The earlier phase of this project sought to meet this purpose largely through general participant training. This amendment, however, is more specifically focused on important public agencies that are key to Yemen's economic growth; this amendment also targets individuals within those organizations who occupy positions of responsibility, including faculty in key educational institutions. In addition, the project targets private sector leaders and entrepreneurs for training. The project also specifically targets Yemeni women in secondary schools and in both the public and private sectors.

### 2. Development Targets (see budget matrix page 38 and Annex 5)

#### a. General Participant Training

This target group consists of those Yemeni participants primarily from Yemeni secondary schools nominated by the YARG and approved by the Mission who meet the basic requirements for a scholarship and who will pursue courses of study or receive training in high priority fields identified in the Third Five Year Plan, consistent with USAID priorities, and approved by the Supreme Council for Coordination of Training established under Law 19. These participants will be chosen competitively and will receive long-term academic training at the undergraduate level and preparatory English training as necessary.

The number of participants approved annually for scholarships in this category is expected to decline over the life of the project as more focused training replaces this general training. This shift in emphasis follows an explicit Mission strategy (see Policy Dialogue Agenda) to move in the long run to targeted rather than general training. No graduate level training is contemplated for the general participant category.

b. Key Public Sector Development Institutions

(1) Development Policy and Planning Institutions

In this amendment the Mission gives priority to public sector agencies where lack of trained staff hampers the development of appropriate policy decisions. The highest priority is key decision makers affecting the productive capacity of the economy: the Central Planning Organization, the Central Bank of Yemen, the Ministry of Economy Supply, and Trade, and the Ministry of Finance. These offices control regulatory functions in foreign exchange, taxation and tariffs, import/export licensing, investment, and new enterprise licensing.

One critical problem in these areas is the formulation and implementation of adverse economic and financial policies, as well as in the confusion and arbitrariness of YARG regulatory functions. Non-economists and economists with a central planning orientation strongly influence the design and implementation of important economic policies and regulations. To begin to address these problems, this amendment therefore calls for discussions with these institutions on their early and most obvious training needs and to place selected but still limited numbers of staff in training, both short-and long-term.

Although some employees of these institutions have been USAID-funded participants under general training programs in the past, the institutions themselves have not received special or focused attention. An approach of this type will allow AID and these institutions to develop a working relationship in the context of training, giving USAID access to key economic decision makers, advancing policy dialogue concerns, and setting the stage for a full-scale training program under Development Training IV.

Training financed for these organizations will include Masters and PhDs, preparation at YALI as needed, and short-term courses. In addition, specific studies, followed up by workshops or seminars to reach consensus on the training and institutional development recommendations, will be undertaken with these institutions, both under this amendment and the Technical Services and Feasibility Studies Project, as appropriate.

## (2) Human Resources Policy and Planning Institutions

The second priority group of public sector organizations to receive training begun under the initial phase of this project are the Ministry of Education (MOE) and Ministry of Civil Service and Administrative Reform (MOCSAR).

Training for MOE will focus on graduate study, mainly for educational planners and policy makers. This training is needed for improved public planning for school construction, new teacher training, in-service teacher training and curriculum development. Effective planning in these areas is essential for Yemen because of the magnitude of Yemen's education problem: the literacy rate is only 15 percent; primary and secondary school classes can have over 100 students per class; only one of four primary school teachers is Yemeni; only one of eight secondary school teachers is Yemeni. Foreign teachers, mostly Egyptian, cost the economy substantial foreign exchange. Training provided to MOE will prepare planners to begin addressing these problems.

USAID began assistance to MOCSAR under the first phase of this project because MOCSAR is key to rationalizing the YARG's personnel system. A USAID-funded comprehensive manpower study will assist MOCSAR in FY 1990 to establish government-wide standardization of personnel administration and procedures, including rationalizing positions and allocations within Ministries and subministerial units based on standard position descriptions and desired qualifications for incumbents. This survey will also identify specific training needs in each Ministry. This needs assessment will be the basis for training provided under this amendment and Development Training IV beginning in about FY 1994. Without such standardization the civil service's personnel system will continue to be fragmented and inefficient and will continue to be a deterrent to university graduates seeking work.

## (3) Development Service Institutions

Under the first phase of Development Training III, the Mission provided assistance to the Ministry of Oil and Mineral Resources (MOMR) at the specific request of AID/W because of MOMR's great significance to Yemen's economic development. The Mission funded a manpower survey and a training needs assessment for MOMR and is now preparing to implement a portion of this training program. As a result of USAID's initial work, both UNDP and IBRD are now providing assistance to MOMR. IBRD is funding a technical assistance team for MOMR that includes a full-time training officer with whom the Mission has begun work to implement the training to be provided under this amendment. The level of USAID funding for MOMR will be relatively limited and is intended largely as bridge financing until UNDP and IBRD funds come on stream. (The first phase of this project provided \$2.1 million to assist MOMR.)

This amendment will also provide training to local government and local development board officials. Yemen has taken significant steps to bring a greater degree of democracy to Yemen's public institutions, notably an election in August 1988 to choose 129 (out of 159) seats in the People's Assembly and elections for local government representatives in October 1988. The elected local government builds on a long-standing system of local representation through Local Development Boards. The Confederation of Local Councils for Cooperative Development (CLCCD) was established as an umbrella mechanism through which to channel funds to Local Councils in a kind of revenue-sharing program. President Saleh recently upgraded the CLCCD to cabinet level as a one of several steps to increase democratic institutions in Yemen. The Mission wishes to support this commitment.

This amendment targets local government officials, primarily at the governorate level, elected members of local boards with planning and management responsibilities, and officials of Yemen's secondary cities: Amran, Hajjah, al-Mahweit, Marib, Saada, and Ibb. Some academic training will be provided in city management, urban economics and finance, land use planning, development and environmental planning and management, accounting and audit. Short term training (U.S. and third country) in these subjects as well as third country study tours will also be provided.

#### (4) Human Resource Training Institutions

Part I of this amendment identified one of Yemen's development problems as the lack of institutions to provide advanced, specialized training in Yemen itself. To address this problem under the earlier phase the Mission targeted two institutions: Sana'a University and the National Institute of Public Administration (NIPA). The World Bank has recently initiated a program of support to NIPA. Consequently, USAID will no longer be involved with NIPA.

This amendment will provide masters and PhD training to Yemenis who have successfully completed undergraduate training and PhD training to Yemeni masters holders now at Sana'a University who have qualified under university regulations. This training will be provided in fields of primary development interest. The Mission has chosen not to restrict these fields of study too narrowly because of the university's urgent need for faculty in nearly all disciplines.

#### c. Private Sector Support

##### (1) Technology Transfer and Training Institute (TTI)

The purpose of this project component is to facilitate the effective adoption, creation and adaptation of technology appropriate to conditions in Yemen. Yemen's economic development is constrained by the private and public sectors'

selection of inappropriate technologies, the poor utilization of known technologies, the lack of access to new technologies, and the lack of any Yemeni institution to adopt technologies to Yemen's particular situation, as the Western world does through R&D.

There are, nonetheless, a number of basic technologies that could have a significant impact on Yemen's private sector manufacturing and process enterprises and on the standard of living in Yemen at a very basic level. For example, a Yemeni entrepreneur imported an inappropriate technology for producing flashlight and similar batteries and had no source of technical expertise for quality control. His production was inefficient, his production quality inferior and his profit low. The entrepreneur subsequently received one-time assistance through the International Executive Service Corps (IESC) under USAID funding, and his quality and profitability have risen.

Yemen needs a domestic source of such assistance, especially ongoing assistance to ensure long-term quality standards. In another example, there are existing technologies that reduce the burden of gathering firewood and water in rural areas and that would substantially benefit women and protect the already fragile environment. Indigenous natural gas is expected to become increasingly available in the domestic market in the near future, and the YARG wants to exploit natural gas resources for domestic use and light industry to reduce fuelwood consumption and consequent deterioration of watersheds. Yemeni planners are now developing ways to improve the bottling and distribution network for liquid natural gas. But stoves manufactured in Yemen that are appropriately priced, widely available and appropriate to Yemen's economic and social situation have not been developed.

To create the conditions for more effective application of technology to Yemen's development problems, there is a need for (1) trained R&D personnel; (2) access to technology; (3) funding for studies of the special applications of technology; and (4) development of a link between technology consumers and producers. The original project design assumed that undergraduate and graduate training would introduce participants to U.S. technologies in their fields of study and would provide them the skills required to use these technologies. The project also assumed that familiarity with technologies would lead to their adoption when the participants returned to Yemen. English language training prior to U.S. academic training was considered not only a necessary prerequisite to prepare students for U.S. studies, but also as a way to encourage the adoption of American technologies.

Experience has demonstrated that Yemeni participants in the United States have developed professional and personal relationships that continue long after their return to Yemen, thus providing them a useful professional network that keeps them abreast of technological developments in the United

States. Adoption of U.S. technological solutions, however, has not been automatic nor even as easy as originally thought. Adoption of technology requires that both the demand and supply sides of technology transfer be met. On the demand side, potential clients must be aware of the contributions that experts can make in solving productivity and other production problems. To stimulate this awareness a marketing and client outreach program can help generate demand for services available locally. On the supply side, faculty research as part of graduate-level training and of continuing education for faculty members themselves can be incorporated into the University establishment's normal practice.

Under this amendment USAID plans to address this technology problem and the supply and demand sides of the equation by supporting the creation of an institution, the Technology Transfer and Training Institute, with applied Research and Development responsibilities. This institution will mobilize Yemeni faculty researchers, market their services, and levy fees for these services, thereby helping to assure that the institution will become financially self-sustaining. The institute will also have an outreach element to stimulate demand for these services.

The grant to the Technology Transfer and Training Institute (T3I) will include financial support to build linkages among already trained Yemeni technicians and between these individuals and the users of technology; to provide access to relevant technologies through short-term assignments of recognized U.S. specialists in the development and adaptation of technology; and to encourage Yemeni faculty members to engage in applied technological research. The Institute will be located at Sana'a University and be governed by a Board of Directors drawn from private sector technology users, government ministries, the University, and USAID.

AID/W approved the T3I concept in 86 STATE 256930 (see Annex IV). Since this approval, USAID has worked with the University and other parties to refine the organizational structure, administrative procedures and financial arrangements for the Institute. One science administrator was sent to the Battelle Institute during the summer of 1989 to attend a course on the management of R&D in less developing countries.

## (2) Policy Development

Appropriate policy signals are central to the public sector's ability to support the operations of the private sector, especially in terms of encouraging or discouraging the creation of new productive enterprises through appropriate investment decisions. Such policy can be stimulated by an articulate and capable private sector that is able to present its own case for policy creation or revision through reputable, representative institutions.

The Federation of Chambers of Commerce and Industry and the regional Chambers of Commerce are positioned to play this role. They already represent the large majority of private sector firms in Yemen, but they lack the modern business and management skills and the experience in advocacy that their U.S. counterparts have. This amendment will provide funding for Federation and regional Chamber leaders and staff--first, to visit comparable U.S. institutions to see how private sector advocacy is handled in the United States; and, second, to be trained, both short-and long-term, in basic management and administration. (Follow-on assistance to the Chambers is anticipated under the YES project, expected as an FY 1990 start.)

The Mission understands that explicit project support for private sector lobbying of the YARG is a sensitive matter. The project therefore will limit itself to study tours and basic business skills training. The Yemeni private sector is already very aggressive in approaching the YARG, though the approach tends to be firm-by-firm for exceptions to overly restrictive public policy, rather than a sector or subsector approach that seeks policy solutions on a wider and more durable basis. This amendment will attempt to improve the quality of the interaction, rather than attempting to initiate advocacy per se.

### (3) Production Support

Under the first phase of this project, the Yemeni private sector was invited to nominate candidates for courses at the Jordan Institute of Management (JIM). The objective of this training was to provide basic business skills and technologies and production processes that would increase production efficiency by lowering costs. The Federation of Chambers of Commerce and Industry was the coordinating entity for nominating candidates. Unfortunately, the academic preparation of the average Yemeni candidate was inadequate to meet JIM's admission standards. In addition, relatively few firms would release employees for the time these courses required. As result, the Federation was unable to nominate a substantial number of candidates.

In response to these difficulties, USAID has collaborated with the Federation, its larger member Chambers, and Sana'a University's Faculty of Commerce and Economics to begin to develop an in-country short-term training program specifically tailored to local needs and conditions. Design and development work for this joint private sector-University training program was initiated in mid CY1989. The training program will be established and expanded under the new Yemen Enterprise Support (YES) project scheduled for a FY1990 start. Limited funding from this amendment will provide bridge financing until YES comes on stream.

(4) Marketing Support

Yemeni firms have little experience in marketing, in particular in creating new markets or penetrating already existing ones through advertising and other means. Current private sector operations are limited to trade in known commodities in local markets. This training, also implemented through the Federation and regional Chambers, will provide short-term third country training in marketing techniques. Priority will be given to firms preparing to invest in new products but hesitant to do so because of potential marketing problems or simply because of unknown market potential.

d. Women

Women's issues are of special concern to the Mission. The YARG is moving towards increasing opportunities of training for women, but such opportunities to date have been quite limited. Under this amendment, the Mission is making an explicit commitment to a proactive role in two areas: increasing the number of women receiving academic training; and providing direct assistance to women in policy and income generating activities.

Academic training: The cultural differences between the U.S. and Yemen are a major obstacle to providing more U.S.-based training for women. Western, non-Islamic, non-Arabic culture is considered by many Yemenis to be an unacceptable environment in which to send Yemeni women for training. In the past qualified women candidates have been identified and were willing to receive training in the United States, but were denied the opportunity by on account of concerns expressed by family members. The listing of all undergraduate scholarships awarded competitively under Law 19 for 1988-89 shown below illustrates the problem:

Table V: Undergraduate Scholarships Awarded  
by Bilateral Donors in Yemen, 1988-1989

<u>Country</u>	<u>Participants</u>	
	<u>Female</u>	<u>Total</u>
U.S.	4	35
Soviet Union	0	140
Saudi Arabia	12	125
Jordan	2	31
Egypt	4	47
(other)	1	29

Training of women in other Arab countries, while not as desirable from USAID's point of view, tends to be more acceptable to participants and their families and, therefore, may prove an effective inducement to increase the number of female trainees. The case-by-case management of training for women will explore such alternatives in order to maximize the possibility of female training.

An additional problem appears to be that women secondary school students are unaware that they may apply for USAID scholarships. Even those nominated by CPO and accepted by USAID face the problem of where to live while studying English at YALI, unless they already live in Sana'a or can stay with relatives living there. Those without family in Sana'a may not be able to enter YALI at all and hence cannot gain the English necessary to pass the TOEFL examination and entry into a U.S. university.

To meet these problems, the Mission's policy dialogue on women will support a number of specific steps to increase the number of women receiving USAID scholarships:

- USAID will urge MOE to establish an information system for all secondary schools so that female students are routinely informed of scholarship opportunities in the United States and third countries.
- USAID will also urge MOE to routinely advertise the availability of scholarships for U.S. and third country training through newspapers, radio, and television, making it clear that women are eligible and encouraged to apply.
- USAID will continue to urge that MOE increase female enrollment in secondary schools.
- USAID will inform women's organizations and local organizations with large female staffs in urban and rural areas of training opportunities and will request nominations.
- USAID will propose sending female participants to women's schools in the United States as a potentially more attractive option for Yemeni women than U.S. coeducation schools. Women's schools also usually have higher percentage of foreign students and are more likely to admit and supervise Yemeni women.
- USAID will consider establishing separate English classes in YALI for female students. USAID will also investigate the possibility of establishing English classes outside Sana'a for women using Peace Corps or other mechanisms to increase the pool of eligible women to qualify for U.S. training. The evaluation of YALI scheduled for late CY 1989 will help explore and define these possibilities.
- USAID will organize informal sessions for former female U.S. and third country trainees and potential female nominees to reduce fear of the unknown and orient new trainees about U.S. universities, campus life, and adjustment and other problems.
- USAID will continue to discuss with CPO and other key YARG officials the possibility of jointly developing a strategy to increase female participants in all USAID training programs.

-- USAID will establish a monitoring mechanism to track progress on female enrollments, graduates, returnees to YAR and job placements.

-- USAID, YALI, and Peace Corps will hold a workshop on how to improve participant training opportunities for Yemeni women, to improve the selection process, and to ensure adequate cultural orientation for Yemeni women going to the United States for training. Also included in the workshop will be presentations by returned women participants, YARG representatives, and representatives of Yemeni women's organizations.

-- USAID will continue to support where feasible training for wives of participants who accompany their husbands to the United States. Such training could include English language instruction and other academic skills as appropriate. Although training of this type was tried without success under the first phase of the project, there are still circumstances under which it could be effective.

The Mission also plans to undertake activities in three areas to promote the involvement of women in economic and social development:

a. Policy development: The Mission's policy dialogue outlined above is expected to generate a series of official decisions that will increase women's access to educational opportunities. The Mission will undertake special studies, workshops, and the like to address written and unwritten policy constraints to women's participation in economic development. For example, MAF still does not have a full cadre of women extension agents whose responsibilities reflect a clear understanding of women's substantial role in agriculture. What is needed is an examination of what women do in agriculture and what constrains their ability to earn more income or otherwise make their work more productive. Most important is a YARG policy decision to create the cadre of extension agents and other means to assist farm women. In another example, an examination is needed of what formal and informal restrictions exist to women obtaining investment capital and investing in new enterprises.

Under other USAID-assisted projects the Mission will undertake discussions with the YARG in support of similar decisions. The most recent success was a MAF decision to allow full-time enrollment for women at the Ibb Secondary Agricultural Institute, established with AID assistance beginning in 1979.

b. Employment and enterprise opportunities for Yemeni women: The Mission's recent experience in conducting women's workshops indicates that in-country short-term training is socially acceptable and hence accessible to women. Recent workshops addressed practical training, income-generation, and the development of independent women's associations to serve the needs of women of different ages, educational levels, and language capabilities.

USAID also intends to continue these regional workshops under this amendment and to develop follow-up activities including those that help women gain skills necessary to obtain employment and to establish productive, financially viable enterprises. The training would include small business management, office administration, and other business-related skills.

To create a central focus for these activities, USAID plans to fund at least one U.S. PVO to develop and implement a program based on these workshop proposals. Also included under this heading is funding for other pilot and experimental activities developed in response to indicated needs. These initiatives would include income generating activities and pilot tests in association with either the MOE or women's groups for curriculum, materials, and classes for women's literacy.

c. Other issues: Some funding is being set aside for specialized activities not included in earlier categories. These activities could include where feasible assistance in establishing associations of women graduates of U.S. and other universities, professional associations of women in selected fields, legal assistance to women, and pilot tests on private sector provision of social services, and other kinds of pilot tests. This funding would also allow rapid-response funding for special training courses or conferences for women leaders or other appropriate women.

Also under this heading is limited funding for education and training opportunities for spouses accompanying male participants studying in the United States. This funding will be channeled through PIO/Ps and the Agency's U.S. training contractor for OIT to allow spouses to study English and obtain other academic and skills training as appropriate. The course of study will be determined at the same time the participant is being placed to ensure that the spouse profits for the full time her husband is studying. As indicated earlier, spouse training, provided in the first phase of the project, has yet to prove successful. However, the option is being retained to ensure flexibility and to allow the project to support such programs in those situations where they might prove successful.

### 3. Project Components

The first phase of this project was divided into seven components: U.S. bachelor level training; U.S. graduate level training; U.S. training for spouses of long-term participants; U.S. and third country short-term training; U.S., third country and in-country training for semi-private and private sectors; in-country short-term training; and institutional development.

The design for the second phase of the project reformulates these components into nine modules:

- (a) PhD training (U.S.);
- (b) masters training (U.S.);
- (c) undergraduate training (U.S.);
- (d) short term training (U.S.);
- (e) short term training (third country);
- (f) short term training (in-country);
- (g) short term technical assistance for studies, analyses, and planning;
- (h) in-country language training support; and
- (i) grants to in-country institutions for education, training, or other services.

These nine modules, representing the rows of the budget matrix (see Annex 5), can include funding for participants under any or all of the four major subject areas described in the prior section of this document: general participant training; public sector training; private sector training; and training for women.

In the Mission's view, this reformulation presents a more meaningful profile of what kind of training assistance is actually being provided under this amendment and represents a more efficient means of monitoring progress under each heading and in each module as implementation proceeds. Later sections describe the modules in greater detail. The following introduction provides a general description of policies governing the selection of all participants.

Introduction: Candidates for long and short-term U.S., third country and in-country training programs must satisfy the following criteria:

- The proposed area of study must fall into one of the Mission's high priority development areas;
- The level of the degree and area of study must fall into one of the YARG's high priority development areas;
- Undergraduates must meet eligibility requirements established by Law 19; and
- Sponsors must be willing to share costs (see paragraph c in the next section).

In addition, approved training programs must fall into one or more of the following categories:

- Pre-project training of selected key personnel required for the planning of potential development projects;
- Training for personnel identified during project implementation, as necessary, for the long-term sustainability of the project activity;
- Training for a non-project activity which may contribute to the achievement of a YARG sector strategy objective; better understanding of an A.I.D. development concern; or the upgrading of capabilities in the administration and management of programs and resources;

- Training of trainers to provide the broadest possible multiplier effect;
- Training identified as a high priority in the YARG's Third Five Year Plan (TFYP) to achieve institutional development objectives, to meet the general manpower needs of the economy, or to Yemenize the workplace;
- Training to upgrade skills of public and private sector personnel in specialized positions that are critical to the identification of development policies and priorities; or
- Training for public and private sector employees that might contribute to the importation and utilization of U.S. technology or commodities that relate to national development objectives.

a. PhD (U.S.)

There is already a substantial core of U.S.-trained faculty in key departments at Sana'a University. The YARG has placed a high priority on Yemenization of the faculty at Sana'a University, and this project will continue a high level of support to this institution as a strategic focus of this project. PhD programs will upgrade graduate assistants to faculty members at the University. PhD training in third countries may be approved in exceptional cases to afford an opportunity to promising candidates who are unable to meet the English language requirements for U.S. training.

b. Masters Training (U.S.)

Targeted graduate training is the primary focus of this project amendment. Now that Sana'a University is producing undergraduates across a broader spectrum of professional fields than in earlier years, more project funds can be targeted on graduate training. This training is needed to train mid and upper-level technical, managerial and instructional staff at key public sector organizations to provide additional training opportunities for Yemeni women. As with PhD training, selected exceptions may be made for third country training.

c. Undergraduate Training (U.S.)

The YARG continues to place a high priority on undergraduate training. The Mission prefers more targeted training, but has agreed with the YARG to continue some undergraduate training while also supporting more targeted graduate training for selected institutions.

Eligibility for undergraduate-level training follows the competitive procedures under Law 19 which, under the supervision of a Supreme Committee for Training, requires that a candidate meet the following requirements: (1) be a citizen of Yemen; (2) obtain YARG medical clearances; (3) maintain standards of good conduct while in U.S. training and have no

accusations of crime pending in Yemen at the time of nomination; and (4) submit an acceptable commercial or estate guarantee which obligates the candidate and his/her guarantor to pay all costs associated with the training in case of forfeit of the stipulations concerning government service (three times the length of training) or completion of training.

Law 19 also empowers the Supreme Committee to terminate training if the participant (1) changes the approved field of study; (2) fails for one year during the course of study or fails to remove an academic probation status within two terms; or (3) becomes unwanted in the country of training.

In addition to Law 19 requirements, all A.I.D. candidates for undergraduate study must have a secondary school final year grade point average of 80 percent or better (75 percent for female participants) and a 500 TOEFL English language score.

Manpower analyses available to the Mission indicate no surpluses in the fields of study of past and present participants; in fact, many categories of professionals will face a growing deficit of trained Yemenis over the next decade. Mission records of returned participants under this and earlier training projects indicate that nearly all find jobs in their field of study. (The exception is women, who, when trained in fields traditionally the preserve of men, usually the hard sciences, do have difficulty finding work.) This undergraduate training is intended to contribute toward meeting the YARG's priority objective to Yemenize the economy by replacing expatriate professionals with trained Yemenis.

Undergraduate training will take place primarily in the United States, although in exceptional circumstances training in third countries (mainly Arab countries) will be considered. Providing training in Arabic-speaking and Islamic countries could help resolve one of the key obstacles to increased female participation. In such circumstances, both male and female participants may be approved for such third country training, especially for those candidates unable to meet entrance requirements in English, but who are otherwise highly qualified. The United States will continue to be the primary source of undergraduate training under the project.

The first phase of this project proposed a pilot effort to award scholarships for U.S. study to Sana'a University students after two years of study at that university. In fact few participants have entered U.S. training under this pilot activity for the following reasons:

a. Prior to implementation of Law 19, the YARG preferred to nominate as candidates students who were already in the United States in training, but who had underestimated their own resources and the cost of an American education (these participants are known as pick-ups). The YARG justified this approach on the grounds that these students required no English

language training, and many had U.S. academic records that demonstrated their academic ability. The Mission, however, preferred an open competitive approach to awarding scholarships, in part on grounds of equity (some pickups tended to be from influential families who in fact had adequate funding). YARG-USAID discussion of these pick-ups was an important factor leading to the passage of Law 19.

b. Students who wished to apply for foreign scholarships were reluctant to begin study at Sana'a University for fear that their chances of being selected for a scholarship abroad would be diminished; that a substantial number of credits earned locally would not be transferrable to U.S. institutions; and that, if credits were not transferrable, the total time they would spend in studying for an undergraduate degree would be unacceptably long.

The implementation of Law 19, has established an excellent system for ensuring that the highest qualified students are selected, that degree programs remain in priority study fields, and that participants who fail to maintain adequate grades can be terminated. (Dropout rates under all three training projects so far are estimated at about 12 percent, usually as a result of USAID's having terminated the scholarship because of poor performance).

d. Short-Term Training (United States)

This module and the following two for third country and in-country short-term training are designed for staff development and to provide a quick response mechanism for the Mission to meet immediate and interim training needs. The technical courses will assist these organizations and individuals to obtain knowledge, skills and attitudes that will contribute to their production and productivity on the job. The training will also provide the entree for the Mission into several YARG agencies with which the Mission has not worked previously. The manpower studies discussed earlier are expected to yield specific recommendations for short-term courses and seminars for the key public sector organizations.

e. Short-term training (third-country)

The Mission has found such training valuable when an appropriate course can be identified in a neighboring Arab country. This training is generally less expensive than U.S. training; participants face no language barrier; and the experience of the trainers is usually closer to that of Yemen participants than U.S. trainers. The institution used most frequently to date is the Jordan Institute of Management (which receives AID-funded institutional development assistance through USAID/Jordan). JIM's management training has proven popular with Yemeni participants, and the second phase of this project will continue this training.

f. Short-term training (in-country)

Only limited in-country training has been undertaken to date, in large part because the implementation of such training is more laborious than the Mission can handle, and there is no institutional contractor to provide this support. Nonetheless, the idea of in-country training has become increasingly attractive to the YARG as a means of providing quality training to a relatively large number of participants and at less cost than U.S.-or third-country training. The Ministry of Health, for example, has requested that USAID make arrangements to offer a course in Yemen to additional MOH staff. Some of the individuals who already received the training would be available as facilitators or assistants for the in-country training.

g. Yemen-American Language Institute

The lack of English language skills has been the major constraint to placing participants in U.S. academic institutions. Prior to 1983, USAID-funded participants studied at one of several institutions: YALI, which was originally established by the United States Information Service (USIS) and staffed by Peace Corps Volunteers as part of USIS's cultural program in Yemen; or at U.S. institutions, either universities or specialized language training centers.

During the summer of 1983, the Mission determined that it would be more cost effective to combine all Mission-funded English language training into one center to standardize the cost, the kind and quality of training, and the minimum level of English ability prior to departure for academic study in the U.S. The Mission and USIS agreed to use YALI as this training institution. To provide this training, USAID signed a Cooperative Agreement with the English Language Institute at Oregon State University on August 19, 1985. The Mission sets performance standards and general policy regarding English language training; the Mission and USIS approve the key personnel assigned under the Cooperative Agreement; and USIS reviews all operational plans and all reports and monitors participants' performance daily. (The Peace Corps-staffed YALI program continues to provide training for any Yemeni who wishes to enroll. This program meets in the afternoon at YALI, while the USAID-funded portion in the same facilities in the morning.)

YALI's primary purpose is to prepare A.I.D. participants for academic studies in the United States. The current program emphasizes practical study skills (how to do research in a university library, how to take U.S.-style exams, how to use computer facilities); skills in reading technical English and speaking and comprehending both colloquial and scholarly American English. The program is geared to ensuring that trainees achieve a TOEFL score of 500 in as short a time as possible. It currently takes an average of 12 to 18 months of English training at YALI for participants to obtain the 500

#### 4. Project Policy Dialogue Agenda

a. Reaffirm and continue to implement Law 19. The passage of this legislation was a major policy achievement of the earlier phase of this project. It provides for competitive selection of secondary school students, usually in their final year of study, for A.I.D.-funded scholarships. This legislation halts the earlier practice of scholarship's being granted to pick-ups, often on the basis of family influence. A related practice halted by this legislation is that of a family seeking a scholarship for a son already studying in the United States on the plea that the family could no longer support him and that he would have to quit school without obtaining a degree if a USAID scholarship were not granted.

Despite the legislation and the formal signing of a Project Implementation Letter by the Chairman of CPO and Mission Director in August, 1987, pressure for exceptional selection of participants continues, often in personal appeals to the Mission Director. This agenda item reaffirms the Mission's commitment to Law 19 and to resisting these external pressures.

b. Support progressively more targeted training under this and the successor project, especially at graduate levels in high priority YARG agencies, rather than giving priority to a general BA/BS scholarship program. The YARG continues to give priority to the latter on the grounds that massive amounts of BA/BS training are necessary as the foundation of a well-educated civil service. USAID does not dispute the validity of this premise, but prefers as a matter of strategy to limit fields of training and worked toward a more focused approach (graduate training and emphasis on selected YARG institutions) in preparation for Development Training IV.

c. Gain agreement from selected YARG institutions on the need for a comprehensive approach to training for that institution's further growth. The Central Planning Organization, the Ministry of Finance, the Central Bank of Yemen, and the Ministry of Economy, Supply, and Trade are key YARG institutions whose policy making and implementation shape the entire economy and affect significantly the private sector's ability to invest in productive enterprise and increase its contribution to GDP. To date, however, the Mission has had little formal dialogue with these institutions (except CPO) on the question of each agency's strategy for institutional development. This agenda item calls for the Mission's gaining each institution's agreement to develop at least a preliminary statement of strategy and taking concrete steps toward implementing it. These steps would include, but might not be limited to, identifying training needs and designating candidates for the short-term technical training funded in this amendment.

d. Combining subject-specific and management training as the necessary basis for institutional development. Training under the first phase of this project has tended to emphasize education and training in substantive, technical subjects. As the new phase of this project moves toward more targeted training for selected YARG institutions, the Mission believes that training must focus on management skills as well as technical areas as a necessary foundation for institutional growth. This agenda item intends to ensure that training provided under agenda item C above includes management training.

e. Women. Under this amendment, the Mission intends to take a proactive stance, both through specific actions during project implementation and through discussions with the YAK, to ensure that greater numbers of women obtain training. Specific measures planned in this regard have already been described in detail.

## 5. Project Outputs

The Project will consist of six modules which collectively will create the following "End of Project Status" (EOPS) and produce the following outputs:

-- Trained technicians and administrators employing newly-acquired skills in public and private sector programs and projects of high development priority.

-- The Central Planning Organization is (1) making decisions regarding manpower planning and allocation of foreign donor training grants based on the analysis of priority requirements; and (2) effectively monitoring and evaluating the progress of training grant recipients as well as their job placement and performances based on a data-based management information system.

-- The Ministry of Civil Service and Administrative Reform is effectively assisting YARG organizations in the development and implementation of training plans.

### a. Training

(1) Up to 80 individuals provided training at the undergraduate degree level in the U.S.

(2) Up to 93 individuals provided training at the graduate level in the U.S.

(3) Up to 257 individuals provided short-term U.S. or third country training.

(4) Up to 135 individuals from the private sector provided short-term U.S. and third country training.

### b. Other activities

(1) Five selected manpower planning studies completed.

(2) Five improved training plans completed for selected organizations.

(3) Technology Transfer and Training Institute (T3I) established and functioning.

(4) Data-based management information system for the administration of foreign donor training grants established and functioning in CPO.

Also included will be substantial funding for English language training (in order to make funding for U.S. scholarships possible) and a series of in-country training activities.

### III. Cost Estimate and Financial Plan

Financial tables provided in Annex 5 detail estimates costs by category and by project module. Anticipated annual expenditure figures are also shown. Much of the funding (and most of the scholarships) are provided in the first four and five years of the Amendment, after which new starts will be picked up by an anticipated Development Training IV project.

A summary of the financial information provided in Annex 5 is shown below.

TABLE VI: Cost Summary

<u>Category</u>	<u>Number of Starts</u>	<u>Cost(\$)</u>	<u>% of Total</u>
PhDs	34*	6,011,626	17.1
MAs	59**	4,994,605	14.2
BAs	80***	10,595,642	30.2
Short-Term/US	157****	2,022,017	5.7
Short-Term/TC	100****	499,834	1.4
Short-Term/TC	--	1,499,581	4.2
Technical Assistance	--	2,990,888	8.5
T3I Grant	--	1,000,000	2.8
YALI	--	4,061,515	11.6
Contingency	--	944,292	2.8
Evaluation/Audit	--	<u>350,000</u>	<u>1.0</u>
<u>TOTAL:</u>	--	\$35,000,000	

\*Avg. duration: 60 months  
 \*\*Avg. duration: 30 months  
 \*\*\*Avg. duration: 48 months  
 \*\*\*\*Avg. duration: 2 months

#### IV. Implementation Plan by Development Target

1. The General Development Training element (for undergraduate degrees only) will be implemented as at present under the provisions of Law 19. MOE will nominate to CPO secondary school students selected competitively. CPO will nominate candidates to USAID who qualify on the basis of test grades, academic records, and intended field of study. USAID will review nominees' records and accept those qualifying up to the amount of funding available for undergraduate scholarships in any given fiscal year. USAID will enroll accepted nominees in YALI for periods of study according to their placement exam results and in anticipation of September or January starts in U.S. or third country universities. USAID's Education Office will continue to handle these nominees from the receipt of CPO's nomination through YALI to their call forward and departure for the United States. The management of these participants represents no increase in the Education Office's workload.

2. Public Sector Training will be implemented by USAID offices as specified below:

- a. The Program Office will be responsible for the Development Policy and Planning component. The Program Office (with the Mission Director and/or Deputy, where necessary) will make initial contacts with the target agencies and propose a preliminary survey and/or workshop on training needs and will work with the target agencies to establish a preliminary training schedule that indicates kinds of training, candidates, and an approximate timeframe for this training.
- Candidates for Masters and PhD training will be nominated by the host agency to CPO, then by CPO to USAID, who will then follow the standard procedures used for General Development Training candidates (given above).
  - Short-term training will be implemented by selected institutional contractors identified by the Program and Education Offices on the basis of the training needed.
  - The Program Office will oversee implementation of any studies or analyses identified by USAID and the target agencies using U.S. or Yemeni contractors as appropriate. These studies will be carried out in tandem with the Mission's Technical Services and Feasibility Studies Project, also managed by the Program Office. All such studies and analyses will be identified and approved in the context of the Mission's Analytical Agenda and will be supportive of this overall Agenda. Studies associated with current or planned USAID projects will be closely coordinated with appropriate Mission technical offices.
  - YALI training for long-term scholarship candidates will be handled by the Education Office as for General Development Training.

b. The Education and Human Resources Office (EHR) will implement the Human Resources Policy and Planning component through an IQC for MOCSAR and MOE to identify long-term masters and PhD needs and candidates, who will be processed through the standard YARG process, as will candidates for short-term U.S. and in-country training.

c. EHR will also implement the Development Services component. First priority will be implementing the MOMR study already underway. EHR and MOMR will identify initial training needs and candidates for short-term training per the standard system. The local government subcomponent will be implemented by the General Development Office (GDO) per the standard system.

d. The Human Resource Training component involving Sana'a University will be implemented by EHR in conjunction with the Agriculture Office (AGR) in the context of ADSP's Faculty of Agriculture development subproject. AGR will assist in identifying appropriate candidates and priority fields of study within agriculture; EHR will do the same for other priority fields. Candidates for PhDs will be evaluated and nominated through the standard YARG process, as will candidates for short-term U.S. or in-country training.

The management implications of the above division of labor for the Mission are as follows:

- AGR and GDO will require no additional staff.
- The Program Office has upgraded one of its FSN positions to include economics and computer skills, who can handle the work of the Development Policy and Planning component.
- EHR may hire one additional FSN to handle the increased number of short-term participants and special programs this office will process.
- The Mission may hire an institutional contractor to identify appropriate U.S. institutions for academic and technical training and to implement short-term training as AMIDEAST is doing for present 080 participants for third country training. The Mission will continue to use the Washington-based OIT contractor for placing and monitoring long-term U.S. participants.

3. GDO will implement the Private Sector Development component as a complement to and a bridge to start up the planned Yemen Enterprise Support project. GDO will work with Sana'a University to implement the T3I component. GDO will work with the Federation of Chambers of Commerce and regional Chambers following the informal training assessment described earlier. These agencies will nominate candidates for training to CPO who will nominate them to USAID. EHR will be responsible for identifying training courses and for processing nominees.

4. As noted earlier in this document, the Mission's WID interests cut across all development target areas. The WID component of the amendment is intended to reinforce the Mission's emphasis on women and will be implemented as follows:

- a. The policy development subcomponent will be initiated jointly by the Mission WID Committee. This Committee will work with office directors and staff responsible for the development target areas to prepare briefing papers and talking points for either project officers, office directors, or the Mission Director or Deputy on specific policy agenda items according to the agenda described earlier in this document. These units will be responsible for implementing the agenda by raising these agenda items at progressively higher levels until the YARG and USAID reach agreement on new or revised public policy supporting women's role in the development process.
- b. GDO will continue to support follow-up to the regional WID conferences and provide enterprise management and other training to women. The WID Committee may also implement activities under this heading.
- c. The WID Committee, GDO, and other offices will implement work on other WID issues, as appropriate.

#### V. Monitoring Plan

Implementation will be monitored by the following means:

- a. Annual PIRs will report progress on new starts in YALI and in U.S. institutions for academic training and for all short-term training. These data will be disaggregated by sex.
- b. An evaluation of YALI's performance will be done in late CY1989 as a complement to the audit completed in early FY1989. This evaluation will consider the letting of a competitively bid contract when the OSU Cooperative Agreement runs out.
- c. Periodic mid-term evaluations will measure progress toward purpose-level indicators.
- d. All of the above mechanisms will report on selected indicators that will be part of the Mission's overall MIS to show progress toward program-wide goals, of which training and institution-building, are two. The computer-based Participant Training Management System keeps records on participants and can be used for analysis of current and past participants.
- e. Because responsibilities for project components are spread over four Mission offices, the Mission will establish a Project Committee made up of officers and directors of these offices that will meet when necessary but no less than twice a year, including when the O80 PIR is being prepared to assemble all necessary data, review project progress, and resolve project issues as necessary. Project coordination will ensure in particular that WID concerns are being adequately addressed in each component and that progress on the WID policy agenda is satisfactory.

## V. Evaluation Plan

Periodic external evaluations will be undertaken on average at two-year intervals to measure progress toward project-level indicators. Initiative for these evaluations rests with the Project Committee and the Mission Evaluation Officer. The Mission plans to include AID/W TDY assistance from ANE/TR/WID and/or PPC/WID where possible to follow-up on WID activities included in this amendment, which are based in large part on design assistance from PPC/WID.

Other evaluations will be undertaken on specific components as required. The following is an anticipated component-level evaluation plan in approximate chronological order:

- a. Private sector, in mid-FY 1991. The YES project is now slated for an FY 1990 start and will undertake some training through the same target institutions as O80 will assist. This evaluation will measure the effectiveness of the Federation and the Regional Chambers of Commerce in providing technical and policy assistance to their members and in acting as a mechanism for USAID assistance to the private sector. The Mission is especially interested in eventually being able to wholesale technical assistance packages to the Federation and Regional Chambers to avoid USAID's having to assume the management burden of providing technical assistance to individual firms.
- b. Human Resource Policy and Planning, in late FY 1991. This evaluation will focus on MOCSAR to determine whether and to what extent this Ministry has been able to establish standardized policy for positions, grading, and benefit packages for the YARG's civil service. MOCSAR's completing this work is a key target of the amendment and is the base for future needs assessment and training with other ministries.
- c. Development Policy Planning, in FY1992. This evaluation would determine to what extent USAID's early training assistance to the target institutions had given rise to either an improved level of performance or to the need for higher levels of more targeted training in the later years of the project, or possibly both. These changes are key assumptions underlying USAID's decision to offer assistance to the institutions. The results of this evaluation will be useful in revising this project's activities, if necessary, in preparation for the follow-on project, Development Training IV.
- d. Separate evaluation of USAID assistance to the Faculty of Agriculture at Sana'a will be carried out under ADSP: a mid-term evaluation in 1992 and an end of project evaluation in 1996.

## Annex I

### Logical Framework

#### I. Narrative Summary

a. Project Goal: To improve the production and productivity of Yemen's economy through increased efficiency and effectiveness of Yemeni public and private institutions in the analysis, planning, policy formulation, administration and evaluation of public-sector development programs of high national priority and private sector investments.

b. Project Purpose: To increase the number of trained Yemenis in the public and private sectors at policy, planning, managerial, technical, and administrative levels.

#### c. Project outputs (this amendment)

1. 80 undergraduate degrees
2. 59 masters degrees
3. 34 PhDs
4. 157 Yemenis receiving short-term U.S. training
5. 100 short-term third country trainees
  
6. 1,100 short-term in-country trainees
7. 10 studies, analysis and planning exercises completed

#### d. Project inputs (this amendment)

1. 320 person-years of undergraduate training
2. 148 person-years of masters training
3. 400 person-years of PhD training
4. 314 person-months of short-term U.S. training
5. 200 person-months of short-term third country training
6. 1,100 person-months of short-term in-country training
7. Preparation of at least ten studies, analyses, and planning exercises
8. Ongoing English language training at YALI preparing scholarships candidates for study abroad.

#### II. Objectively Verifiable Indicators

a. Project Goal: More favorable policies from target institutions. More private investment in productive enterprises. Targetted private and public sector institutions staffed by larger number of trained personnel.

- b. Project Purpose: Number of Yemenis trained under program in relevant positions in various areas and institutions supported by the project.
- c. Project Outputs: See above.
- d. Project Inputs: See above.

### III. Means of Verification

- a. Evaluations; monitoring through a Mission MIS and PTMS
- b. YARG personnel files; USAID-AID/W records
- c. USAID-AID/W records based on reports from U.S. and other universities and contractors.
- d. USAID-AID/W records.

### IV. Assumptions

- a.
  - 1. YARG and private sector institutions place returned participants in appropriate jobs and will give them the managerial support they need to function effectively.
  - 2. Returned participants find a critical mass of colleagues with comparable skills and experience with whom to put into practice the skills acquired in training.
  - 3. Returned participants are able to make the transition from skills acquired in an academic setting to those needed in the workplace.
- b.
  - 1. YARG salaries, incentives, and benefits are adequate to attract and retain returned participants.
  - 2. YARG and private sector institutions place returned participants in appropriate jobs and will give them the managerial support they need to function effectively.
  - 3. Law 19 continues in full operation and provides the best qualified candidates for training.
- c.
  - 1. Adequate numbers of qualified candidates can be found.

2. Adequate numbers of women can be identified and nominated.
- d.
    1. USAID's OYBs will be adequate to fund the required numbers of participants.

ANNEX II: Statutory Check List

5C(2) - PROJECT CHECKLIST

Listed below are statutory criteria applicable to projects. This section is divided into two parts. Part A includes criteria applicable to all projects. Part B applies to projects funded from specific sources only: B(1) applies to all projects funded with Development Assistance; B(2) applies to projects funded with Development Assistance loans; and B(3) applies to projects funded from ESF.

CROSS REFERENCES: IS COUNTRY CHECKLIST UP TO DATE? HAS STANDARD ITEM CHECKLIST BEEN REVIEWED FOR THIS PROJECT?

A. GENERAL CRITERIA FOR PROJECT

1. FY 1989 Appropriations Act Sec. 523; FAA Sec. 634A. If money is sought to obligated for an activity not previously justified to Congress, or for an amount in excess of amount previously justified to Congress, has Congress been properly notified?

Initial obligation will be through a deob/reob action, the CN for which has been submitted to Congress and has expired.
2. FAA Sec. 611(a)(1). Prior to an obligation in excess of \$500,000, will there be (a) engineering, financial or other plans necessary to carry out the assistance, and (b) a reasonably firm estimate of the cost to the U.S. of the assistance?

(a) Yes  
(b) Yes
3. FAA Sec. 611(a)(2). If legislative action is required within recipient country, what is the basis for a reasonable expectation that such action will be completed in time to permit orderly accomplishment of the purpose of the assistance?

No additional legislative action appears to be required.

4. FAA Sec. 611(b); FY 1989 Appropriations Act Sec. 501. If project is for water or water-related land resource construction, have benefits and costs been computed to the extent practicable in accordance with the principles, standards, and procedures established pursuant to the Water Resources Planning Act (42 U.S.C. 1962, et seq.)? (See A.I.D. Handbook 3 for guidelines.) Not Applicable.
5. FAA Sec. 611(e). If project is capital assistance (e.g., construction), and total U.S. assistance for it will exceed \$1 million, has Mission Director certified and Regional Assistant Administrator taken into consideration the country's capability to maintain and utilize the project effectively? Not Applicable.
6. FAA Sec. 209. Is project susceptible to execution as part of regional or multilateral project? If so, why is project not so executed? Information and conclusion whether assistance will encourage regional development programs. Project 0080 is a bilateral training project, not susceptible to multilateral financing or execution.
7. FAA Sec. 601(a). Information and conclusions on whether projects will encourage efforts of the country to:  
 (a) increase the flow of international trade;  
 (b) foster private initiative and competition;  
 (c) encourage development and use of cooperatives, credit unions, and savings and loan associations;  
 (d) discourage monopolistic practices;  
 (e) improve technical efficiency of industry, agriculture and commerce; and  
 (f) strengthen free labor unions.  
 (a) Private sector training component may support international trade.  
 (b) See above.  
 (c) The project envisages work with financial institutions and/or policy related to them.  
 (d) Competitive free enterprise is supported
8. FAA Sec. 601(b). Information and conclusions on how project will encourage U.S. private trade and investment abroad and encourage private U.S. participation in foreign assistance programs (including use of private trade channels and the services of U.S. private enterprise).  
 (e) Such efficiency is supported by training.  
 (f) Not applicable in this training project.  
 Such vehicles are promoted through training and technical assistance.

- FY 1989 Secs. 612(b), 636(h). Describe steps taken to assure that, to the maximum extent possible, the country is contributing local currencies to meet the cost of contractual and other services, and foreign currencies owned by the U.S. are utilized in lieu of dollars. Not applicable
- FY 1989 Sec. 612(d). Does the U.S. own excess foreign currency of the country and, if so, what arrangements have been made for its release? No
- FY 1989 Appropriations Act Sec. 521. If assistance is for the production of any commodity for export, is the commodity likely to be in surplus on world markets at the time the resulting productive capacity becomes operative, and is such assistance likely to cause substantial injury to U.S. producers of the same, similar or competing commodity? Not applicable
- FY 1989 Appropriations Act Sec. 549. Will the assistance (except for programs in Caribbean Basin Initiative countries under U.S. Tariff Schedule "Section 807," which allows reduced tariffs on articles assembled abroad from U.S.-made components) be used directly to procure feasibility studies, prefeasibility studies, or project profiles of potential investment in, or to assist the establishment of facilities specifically designed for, the manufacture for export to the United States or to third country markets in direct competition with U.S. exports, of textiles, apparel, footwear, handbags, flat goods (such as wallets or coin purses worn on the person), work gloves or leather wearing apparel? No
- FY 1989 Sec. 119(g)(4)-(6) & (10). Will the assistance (a) support training and education efforts which improve the capacity of recipient countries to prevent loss of biological diversity; (b) be provided under a long-term agreement in which the recipient country agrees to protect ecosystems or other

Not applicable

- wildlife habitats; (c) support efforts to identify and survey ecosystems in recipient countries worthy of protection; or (d) by any direct or indirect means significantly degrade national parks or similar protected areas or introduce exotic plants or animals into such areas?
14. FAA Sec. 121(d). If a Sahel project, has a determination been made that the host government has an adequate system for accounting for and controlling receipt and expenditure of project funds (either dollars or local currency generated therefrom)? Not applicable.
15. FY 1989 Appropriations Act. If assistance is to be made to a United States PVO (other than a cooperative development organization), does it obtain at least 20 percent of its total annual funding for international activities from sources other than the United States Government? If such assistance is provided under the project, this provision will be met.
16. FY 1989 Appropriations Act Sec. 538. If assistance is being made available to a PVO, has that organization provided upon timely request any document, file, or record necessary to the auditing requirements of A.I.D., and is the PVO registered with A.I.D.? If such assistance is provided under the project, such registration and any appropriate documentation will first be obtained.
17. FY 1989 Appropriations Act Sec. 514. If funds are being obligated under an appropriation account to which they were not appropriated, has prior approval of the Appropriations Committees of Congress been obtained? The CN for the proposed deob/reob has expired without objection. Both projects involved are funded from the same appropriation account.
18. State Authorization Sec. 139 (as interpreted by conference report). Has confirmation of the date of signing of the project agreement, including the amount involved, been cabled to State L/T and A.I.D. LEG within 60 days of the agreement's entry into force with respect to the United States, and has the full text of the agreement been pouched to those same offices? (See Handbook 3, Appendix 6G for agreements covered by this provision). A signing date has not yet been set. Appropriate notifications will be undertaken as indicated.

B. FUNDING CRITERIA FOR PROJECT1. Development Assistance Project Criteria

- a. FY 1989 Appropriations Act Sec. 548 (as interpreted by conference report for original enactment). If assistance is for agricultural development activities (specifically, any testing or breeding feasibility study, variety improvement or introduction, consultancy, publication, conference, or training), are such activities (a) specifically and principally designed to increase agricultural exports by the host country to a country other than the United States, where the export would lead to direct competition in that third country with exports of a similar commodity grown or produced in the United States, and can the activities reasonably be expected to cause substantial injury to U.S. exporters of a similar agricultural commodity; or (b) in support of research that is intended primarily to benefit U.S. producers?
- Not Applicable
- b. FAA Secs. 102(b), 111, 113, 281(a). Describe extent to which activity will (a) effectively involve the poor in development by extending access to economy at local level, increasing labor-intensive production and the use of appropriate technology, dispersing investment from cities to small towns and rural areas, and insuring wide participation of the poor in the benefits of development on a sustained basis, using appropriate U.S. institutions; (b) help develop cooperatives, especially by technical assistance, to assist rural and urban poor to help themselves toward a better life, and otherwise encourage democratic private and local governmental
- (a) Training participants will come from throughout the country and assist in the overall economic development of Yemen.
- (b) Not directly applicable, though some participants will undoubtedly learn skills useful in the development of cooperatives.

- institutions; (c) support the self-help efforts of developing countries; (d) promote the participation of women in the national economies of developing countries and the improvement of women's status; and (e) utilize and encourage regional cooperation by developing countries.
- (c) Training is intended to promote self help.  
(d) A special component to promote female participants and promote WID in general is included in this Amendment.  
(e) Some training will be in the region, thereby promoting regional cooperation.
- c. FAA Secs. 103, 103A, 104, 105, 106, 120-21; FY 1989 Appropriations Act (Development Fund for Africa). Does the project fit the criteria for the source of funds (functional account) being used?  
Yes
- d. FAA Sec. 107. Is emphasis placed on use of appropriate technology (relatively smaller, cost-saving, labor-using technologies that are generally most appropriate for the small farms, small businesses, and small incomes of the poor)?  
Yes, where applicable.
- e. FAA Secs. 110, 124(d). Will the recipient country provide at least 25 percent of the costs of the program, project, or activity with respect to which the assistance is to be furnished (or is the latter cost-sharing requirement being waived for a "relatively least developed" country)?  
No. Yemen is a relatively less developed country (RLDC) and a waiver has been requested. and signed.
- f. FAA Sec. 128(b). If the activity attempts to increase the institutional capabilities of private organizations or the government of the country, or if it attempts to stimulate scientific and technological research, has it been designed and will it be monitored to ensure that the ultimate beneficiaries are the poor majority?  
The project has been designed to address human resource deficiencies in key Yemeni institutions and should lead to improved policies and services directly benefitting the country's poor.

- g. FAA Sec. 281(b). Describe extent to which program recognizes the particular needs, desires, and capacities of the people of the country; utilizes the country's intellectual resources to encourage institutional development; and supports civil education and training in skills required for effective participation in governmental processes essential to self-government. The project aims directly at improving educational levels and strengthening key Yemeni institutions.
- h. FY 1989 Appropriations Act Sec. 536. Are any of the funds to be used for the performance of abortions as a method of family planning or to motivate or coerce any person to practice abortions? No.
- Are any of the funds to be used to pay for the performance of involuntary sterilization as a method of family planning or to coerce or provide any financial incentive to any person to undergo sterilizations? No.
- Are any of the funds to be used to pay for any biomedical research which relates, in whole or in part, to methods of, or the performance of, abortions or involuntary sterilization as a means of family planning? No.
- i. FY 1989 Appropriations Act. Is the assistance being made available to any organization or program which has been determined to support or participate in the management of a program of coercive abortion or involuntary sterilization? No.
- If assistance is from the population functional account, are any of the funds to be made available to voluntary family planning projects which do not offer, either directly or through referral to or information about access to, a broad range of family planning methods and services? Not Applicable.

- j. FAA Sec. 601(e). Will the project utilize competitive selection procedures for the awarding of contracts, except where applicable procurement rules allow otherwise? Yes.
- k. FY 1989 Appropriations Act. What portion of the funds will be available only for activities of economically and socially disadvantaged enterprises, historically black colleges and universities, colleges and universities having a student body in which more than 40 percent of the students are Hispanic Americans, and private and voluntary organizations which are controlled by individuals who are black Americans, Hispanic Americans, or Native Americans, or who are economically or socially disadvantaged (including women)? Institutions to provide training and technical assistance will be selected during the course of project implementation. Where appropriate, this concern will be addressed at that time.
- l. FAA Sec. 118(c). Does the assistance comply with the environmental procedures set forth in A.I.D. Regulation 16? Does the assistance place a high priority on conservation and sustainable management of tropical forests? Specifically, does the assistance, to the fullest extent feasible: (a) stress the importance of conserving and sustainably managing forest resources; (b) support activities which offer employment and income alternatives to those who otherwise would cause destruction and loss of forests, and help countries identify and implement alternatives to colonizing forested areas; (c) support training programs, educational efforts, and the establishment or strengthening of institutions to improve forest management; (d) help end destructive slash-and-burn agriculture by supporting stable and productive farming practices; (e) help conserve forests which have not yet been degraded by helping to increase As a training activity, the project is entitled to a "categorical exclusion" under Section 216.2 of Regulation 16. Nonetheless, specific training activities may address some of the concerns expressed herein.

production on lands already cleared or degraded; (f) conserve forested watersheds and rehabilitate those which have been deforested; (g) support training, research, and other actions which lead to sustainable and more environmentally sound practices for timber harvesting, removal, and processing; (h) support research to expand knowledge of tropical forests and identify alternatives which will prevent forest destruction, loss, or degradation; (i) conserve biological diversity in forest areas by supporting efforts to identify, establish, and maintain a representative network of protected tropical forest ecosystems on a worldwide basis, by making the establishment of protected areas a condition of support for activities involving forest clearance or degradation, and by helping to identify tropical forest ecosystems and species in need of protection and establish and maintain appropriate protected areas; (j) seek to increase the awareness of U.S. government agencies and other donors of the immediate and long-term value of tropical forests; and (k)/utilize the resources and abilities of all relevant U.S. government agencies?

- m. FAA Sec. 118(c)(13). If the assistance will support a program or project significantly affecting tropical forests (including projects involving the planting of exotic plant species), will the program or project (a) be based upon careful analysis of the alternatives available to achieve the best sustainable use of the land, and (b)/take full account of the environmental impacts of the proposed activities on biological diversity?

Not Applicable

- n. FAA Sec. 118(c)(14). Will assistance be used for (a) the procurement or use of logging equipment, unless an environmental assessment indicates that all timber harvesting operations involved will be conducted in an environmentally sound manner and that the proposed activity will produce positive economic benefits and sustainable forest management systems; or (b) actions which will significantly degrade national parks or similar protected areas which contain tropical forests, or introduce exotic plants or animals into such areas? No.
- o. FAA Sec. 118(c)(15). Will assistance be used for (a) activities which would result in the conversion of forest lands to the rearing of livestock; (b) the construction, upgrading, or maintenance of roads (including temporary haul roads for logging or other extractive industries) which pass through relatively undegraded forest lands; (c) the colonization of forest lands; or (d) the construction of dams or other water control structures which flood relatively undegraded forest lands, unless with respect to each such activity an environmental assessment indicates that the activity will contribute significantly and directly to improving the livelihood of the rural poor and will be conducted in an environmentally sound manner which supports sustainable development? No.
- p. FY 1989 Appropriations Act. If assistance will come from the Sub-Saharan Africa DA account, is it (a) to be used to help the poor majority in Sub-Saharan Africa through a process of long-term development and economic growth that is equitable, participatory, environmentally sustainable, and self-reliant; (b) being provided in accordance with the policies contained in section 102 of the FAA; Not Applicable.

(c) being provided, when consistent with the objectives of such assistance, through African, United States and other PVOs that have demonstrated effectiveness in the promotion of local grassroots activities on behalf of long-term development in Sub-Saharan Africa;

(d) being used to help overcome shorter-term constraints to long-term development, to promote reform of sectoral economic policies, to support the critical sector priorities of agricultural production and natural resources, health, voluntary family planning services, education, and income generating opportunities, to bring about appropriate sectoral restructuring of the Sub-Saharan African economies, to support reform in public administration and finances and to establish a favorable environment for individual enterprise and self-sustaining development, and to take into account, in assisted policy reforms, the need to protect vulnerable groups;

(e) being used to increase agricultural production in ways that protect and restore the natural resource base, especially food production, to maintain and improve basic transportation and communication networks, to maintain and restore the renewable natural resource base in ways that increase agricultural production, to improve health conditions with special emphasis on meeting the health needs of mothers and children, including the establishment of self-sustaining primary health care systems that give priority to preventive care, to provide increased access to voluntary family planning services, to improve basic literacy and mathematics especially to those outside the formal educational system and to improve primary education, and to develop income-generating opportunities for the unemployed and underemployed in urban and rural areas?

- q. FY 1989 Appropriations Act Sec. 515. If deob/reob authority is sought to be exercised in the provision of DA assistance, are the funds being obligated for the same general purpose, and for countries within the same general region as originally obligated, and have the Appropriations Committees of both Houses of Congress been properly notified?
- The deob/reob CN for this activity has been submitted to Congress and expired without objection. Funds are being used for the same general purpose and the same country as the original project.
2. Development Assistance Project Criteria (Loans Only)
- a. FAA Sec. 122(b). information and conclusion on capacity of the country to repay the loan at a reasonable rate of interest.
- Not applicable.
- b. FAA Sec. 620(d). If assistance is for any productive enterprise which will compete with U.S. enterprises, is there an agreement by the recipient country to prevent export to the U.S. of more than 20 percent of the enterprise's annual production during the life of the loan, or has the requirement to enter into such an agreement been waived by the President because of a national security interest?
- Not applicable.
- c. FAA Sec. 122(b). Does the activity give reasonable promise of assisting long-range plans and programs designed to develop economic resources and increase productive capacities?
- Not applicable.

3. Economic Support Fund Project Criteria

- a. FAA Sec. 531(a). Will this assistance promote economic and political stability? To the maximum extent feasible, is this assistance consistent with the policy directions, purposes, and programs of Part I of the FAA? Not Applicable
  
- b. FAA Sec. 531(e). Will this assistance be used for military or paramilitary purposes? Not Applicable
  
- c. FAA Sec. 609. If commodities are to be granted so that sale proceeds will accrue to the recipient country, have Special Account (counterpart) arrangements been made? Not Applicable

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## 5C(3) - STANDARD ITEM CHECKLIST

Listed below are the statutory items which normally will be covered routinely in those provisions of an assistance agreement dealing with its implementation, or covered in the agreement by imposing limits on certain uses of funds.

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

A. PROCUREMENT

- |    |  |                |
|----|--|----------------|
| 1. | <u>FAA Sec. 602(a)</u> . Are there arrangements to permit U.S. small business to participate equitably in the furnishing of commodities and services financed?   | Yes            |
| 2. | <u>FAA Sec. 604(a)</u> . Will all procurement be from the U.S. except as otherwise determined by the President or determined under delegation from him?  | Yes            |
| 3. | <u>FAA Sec. 604(d)</u> . If the cooperating country discriminates against marine insurance companies authorized to do business in the U.S., will commodities be insured in the United States against marine risk with such a company?  | Yes            |
| 4. | <u>FAA Sec. 604(e); ISDCA of 1980 Sec. 705(a)</u> . If non-U.S. procurement of agricultural commodity or product thereof is to be financed, is there provision against such procurement when the domestic price of such commodity is less than parity? (Exception where commodity financed could not reasonably be procured in U.S.) | Not applicable |

5. FAA Sec. 604(q). Will construction or engineering services be procured from firms of advanced developing countries which are otherwise eligible under Code 941 and which have attained a competitive capability in international markets in one of these areas? (Exception for those countries which receive direct economic assistance under the FAA and permit United States firms to compete for construction or engineering services financed from assistance programs of these countries.) No
6. FAA Sec. 603. Is the shipping excluded from compliance with the requirement in section 901(b) of the Merchant Marine Act of 1936, as amended, that at least 50 percent 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 such vessels are available at fair and reasonable rates? No
7. FAA Sec. 621(a). If technical assistance is financed, will such assistance be furnished by private enterprise on a contract basis to the fullest extent practicable? Will the facilities and resources of other Federal agencies be utilized, when they are particularly suitable, not competitive with private enterprise, and made available without undue interference with domestic programs? Yes
8. International Air Transportation Fair Competitive Practices Act, 1974. If air transportation of persons or property is financed on grant basis, will U.S. carriers be used to the extent such service is available? Yes
9. FY 1989 Appropriations Act Sec. 504. If the U.S. Government is a party to a contract for procurement, does the contract contain a provision authorizing termination of such contract for the convenience of the United States? Yes

10. FY 1989 Appropriations Act Sec. 524. If assistance is for consulting service through procurement contract pursuant to 5 U.S.C. 3109, are contract expenditures a matter of public record and available for public inspection (unless otherwise provided by law or Executive order)? Yes

B. CONSTRUCTION

1. FAA Sec. 601(d). If capital (e.g., construction) project, will U.S. engineering and professional services be used? Not applicable
2. FAA Sec. 611(c). If contracts for construction are to be financed, will they be let on a competitive basis to maximum extent practicable? Not applicable
3. FAA 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 (except for productive enterprises in Egypt that were described in the CP), or does assistance have the express approval of Congress? Not applicable

C. OTHER RESTRICTIONS

1. FAA Sec. 122(b). If development loan repayable in dollars, is interest rate at least 2 percent per annum during a grace period which is not to exceed ten years, and at least 3 percent per annum thereafter? Not applicable
2. FAA Sec. 301(d). If fund is established solely by U.S. contributions and administered by an international organization, does Comptroller General have audit rights? Not applicable

3. FAA Sec. 620(h). Do arrangements exist to insure that United States foreign aid is not used in a manner which, contrary to the best interests of the United States, promotes or assists the foreign aid projects or activities of the Communist-bloc countries? Yes
4. Will arrangements preclude use of financing: Yes
- a. FAA Sec. 104(f); FY 1989 Appropriations Act Secs. 525, 536.  
 (1) To pay for performance of abortions as a method of family planning or to motivate or coerce persons to practice abortions; (2) to pay for performance of involuntary sterilization as method of family planning, or to coerce or provide financial incentive to any person to undergo sterilization; (3) to pay for any biomedical research which relates, in whole or part, to methods or the performance of abortions or involuntary sterilizations as a means of family planning; or (4) to lobby for abortion?
- b. FAA Sec. 483. To make reimbursements, in the form of cash payments, to persons whose illicit drug crops are eradicated? Yes
- c. FAA Sec. 620(q). To compensate owners for expropriated or nationalized property, except to compensate foreign nationals in accordance with a land reform program certified by the President? Yes
- d. FAA Sec. 660. To provide training, advice, or any financial support for police, prisons, or other law enforcement forces, except for narcotics programs? Yes
- e. FAA Sec. 662. For CIA activities? Yes

- f. FAA Sec. 636(i). For purchase, sale, long-term lease, exchange or guaranty of the sale of motor vehicles manufactured outside U.S., unless a waiver is obtained? Yes
- g. FY 1989 Appropriations Act Sec. 503. To pay pensions, annuities, retirement pay, or adjusted service compensation for prior or current military personnel? Yes
- h. FY 1989 Appropriations Act Sec. 505. To pay U.N. assessments, arrearages or dues? Yes
- i. FY 1989 Appropriations Act Sec. 506. To carry out provisions of FAA section 209(d) (transfer of FAA funds to multilateral organizations for lending)? Yes
- j. FY 1989 Appropriations Act Sec. 510. To finance the export of nuclear equipment, fuel, or technology? Yes
- k. FY 1989 Appropriations Act Sec. 511. For the purpose of aiding 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? Yes
- l. FY 1989 Appropriations Act Sec. 516; State Authorization Sec. 109. To be used for publicity or propaganda purposes designed to support or defeat legislation pending before Congress, to influence in any way the outcome of a political election in the United States, or for any publicity or propaganda purposes not authorized by Congress? Yes
5. FY 1989 Appropriations Act Sec. 584. Will any A.I.D. contract and solicitation, and subcontract entered into under such contract, include a clause requiring that U.S. marine insurance companies have a fair opportunity to bid for marine insurance when such insurance is necessary or appropriate? Yes

## 3(A)2 - NONPROJECT ASSISTANCE CHECKLIST

The criteria listed in Part A are applicable generally to FAA funds, and should be used irrespective of the program's funding source. In Part B a distinction is made between the criteria applicable to Economic Support Fund assistance and the criteria applicable to Development Assistance. Selection of the criteria will depend on the funding source for the program.

CROSS REFERENCES: IS COUNTRY CHECKLIST UP TO DATE? HAS STANDARD ITEM CHECKLIST BEEN REVIEWED?

A. GENERAL CRITERIA FOR NONPROJECT ASSISTANCE

1. FY 1989 Appropriations Act Sec. 523; FAA Sec. 634A. Describe how authorization and appropriations committees of Senate and House have been or will be notified concerning the project. Not applicable
2. 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? Not applicable
3. FAA Sec. 209. Is assistance more efficiently and effectively provided through regional or multilateral organizations? If so, why is assistance not so provided? Information and conclusions on whether assistance will encourage developing countries to cooperate in regional development programs. Not applicable

4. FAA Sec. 601(a). Information and conclusions on whether assistance will encourage efforts of the country to:  
 (a) increase the flow of international trade; (b) foster private initiative and competition; (c) encourage development and use of cooperatives, credit unions, and savings and loan associations; (d) discourage monopolistic practices; (e) improve technical efficiency of industry, agriculture, and commerce; and (f) strengthen free labor unions. Not applicable
5. FAA Sec. 601(b). Information and conclusions on how assistance will encourage U.S. private trade and investment abroad and encourage private U.S. participation in foreign assistance programs (including use of private trade channels and the services of U.S. private enterprise). Not applicable
6. FAA Secs. 612(b), 636(h); FY 1989 Appropriations Act Secs. 507, 509. Describe steps taken to assure that, to the maximum extent possible, foreign currencies owned by the U.S. are utilized in lieu of dollars to meet the cost of contractual and other services. Not applicable
7. FAA Sec. 612(d). Does the U.S. own excess foreign currency of the country and, if so, what arrangements have been made for its release? Not applicable
8. FAA Sec. 601(e). Will the assistance utilize competitive selection procedures for the awarding of contracts, except where applicable procurement rules allow otherwise? Not applicable
9. FAA Sec. 121(d). If assistance is being furnished under the Sahel Development Program, has a determination been made that the host government has an adequate system for accounting for and controlling receipt and expenditure of A.I.D. funds? Not applicable
10. FY 1989 Appropriations Act. Will assistance be designed so that the percentage of women participants will be demonstrably increased? Not applicable

B. FUNDING CRITERIA FOR NONPROJECT ASSISTANCE

1. Nonproject Criteria for Economic Support Fund

- a. FAA Sec. 531(a). Will this assistance promote economic and political stability? To the maximum extent feasible, is this assistance consistent with the policy directions, purposes, and programs of Part I of the FAA? Not applicable
- b. FAA Sec. 531(e). Will assistance under this chapter be used for military or paramilitary activities? Not applicable
- c. FAA Sec. 531(d). Will ESF funds made available for commodity import programs or other program assistance be used to generate local currencies? If so, will at least 50 percent of such local currencies be available to support activities consistent with the objectives of FAA sections 103 through 106? Not applicable
- d. FAA Sec. 609. If commodities are to be granted so that sale proceeds will accrue to the recipient country, have Special Account (counterpart) arrangements been made? Not applicable
- e. FY 1989 Appropriations Act. If assistance is in the form of a cash transfer: (a) are all such cash payments to be maintained by the country in a separate account and not to be commingled with any other funds? (b) will all local currencies that may be generated with funds provided as a cash transfer to such a country also be deposited in a special account to be used in accordance with FAA Section 609 (which requires such local currencies to be made available to the U.S. government as the U.S. determines necessary for the requirements of the U.S. Government, and which requires the remainder to be used for programs agreed to by the U.S. Government to carry out the purposes for which new funds authorized by the FAA Not applicable

would themselves be available)? (c) Has Congress received prior notification providing in detail how the funds will be used, including the U.S. interests that will be served by the assistance, and, as appropriate, the economic policy reforms that will be promoted by the cash transfer assistance?

2. Nonproject Criteria for Development Assistance

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

Not applicable

b. FAA Secs. 103, 103A, 104, 105, 106, 120-21. Is assistance being made available (include only applicable paragraph which corresponds to source of funds used; if more than one fund source is used for assistance, include relevant paragraph for each fund source):

(1) [103] for agriculture, rural development or nutrition; if so (a) extent to which activity is specifically designed to increase productivity and income of rural poor; [103A] if for agricultural research, account shall be taken of the needs of small farmers, and extensive use of field testing to adapt basic research to local conditions shall be made; (b) extent to which assistance is used in coordination with efforts carried out under Sec. 104 to help improve nutrition of the people of developing countries through encouragement of increased production of crops with greater nutritional value; improvement of planning, research, and education with respect to nutrition, particularly with reference to improvement and expanded use of indigenously produced foodstuffs; and the undertaking of pilot or demonstration programs explicitly addressing the problem of malnutrition of poor and vulnerable people; and (c) extent to which activity increases national food security by improving food policies and management and by strengthening national food reserves, with particular concern for the needs of the poor, through measures encouraging domestic production, building national food reserves, expanding available storage facilities, reducing post harvest food losses, and improving food distribution.

Not Applicable

- (2) [104] for population planning under Sec. 104(b) or health under Sec. 104(c); if so, extent to which activity emphasizes low-cost, integrated delivery systems for health, nutrition and family planning for the poorest people, with particular attention to the needs of mothers and young children, using paramedical and auxiliary medical personnel, clinics and health posts, commercial distribution systems, and other modes of community outreach. Not applicable
- (3) [105] for education, public administration, or human resources development; if so, (a) extent to which activity strengthens nonformal education, makes formal education more relevant, especially for rural families and urban poor, and strengthens management capability of institutions enabling the poor to participate in development; and (b) extent to which assistance provides advanced education and training of people of developing countries in such disciplines as are required for planning and implementation of public and private development activities. Not applicable
- (4) [106] for energy, private voluntary organizations, and selected development problems; if so, extent activity is: Not applicable
- (i)(a) concerned with data collection and analysis, the training of skilled personnel, research on and development of suitable energy sources, and pilot projects to test new methods of energy production; and (b) facilitative of research on and development and use of small-scale, decentralized, renewable energy sources for rural areas, emphasizing development of energy resources which are environmentally acceptable and require minimum capital investment; Not applicable

- (ii) concerned with technical cooperation and development, especially with U.S. private and voluntary, or regional and international development, organizations; Not applicable
- (iii) research into, and evaluation of, economic development processes and techniques; Not applicable
- (iv) reconstruction after natural or manmade disaster and programs of disaster preparedness; Not applicable
- (v) for special development problems, and to enable proper utilization of infrastructure and related projects funded with earlier U.S. assistance; Not applicable
- (vi) for urban development, especially small, labor-intensive enterprises, marketing systems for small producers, and financial or other institutions to help urban poor participate in economic and social development. Not applicable
- (5) [120-21] for the Sahelian region; if so, (a) extent to which there is international coordination in planning and implementation; participation and support by African countries and organizations in determining development priorities; and a long-term, multidonor development plan which calls for equitable burden-sharing with other donors; (b) has a determination been made that the host government has an adequate system for accounting for and controlling receipt and expenditure of projects funds (dollars or local currency generated therefrom)? Not applicable

- c. FY 1989 Appropriations Act. Have local currencies generated by the sale of imports or foreign exchange by the government of a country in Sub-Saharan Africa from funds appropriated under Sub-Saharan Africa, DA been deposited in a special account established by that government, and are these local currencies available only for use, in accordance with an agreement with the United States, for development activities which are consistent with the policy directions of Section 102 of the FAA and for necessary administrative requirements of the U. S. Government? Not applicable
- d. FAA Sec. 107. Is special emphasis placed on use of appropriate technology (defined as relatively smaller, cost-saving, labor-using technologies that are generally most appropriate for the small farms, small businesses, and small incomes of the poor)? Not applicable
- e. FAA Sec. 281(b). Describe extent to which the activity recognizes the particular needs, desires, and capacities of the people of the country; utilizes the country's intellectual resources to encourage institutional development; and supports civic education and training in skills required for effective participation in governmental and political processes essential to self-government. Not applicable
- f. FAA Sec. 101(a). 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? Not applicable

Listed below are statutory criteria applicable to: (A) FAA funds generally; (B)(1) Development Assistance funds only; or (B)(2) the Economic Support Fund only.

A. GENERAL CRITERIA FOR COUNTRY ELIGIBILITY

1. FY 1989 Appropriations Act Sec. 578(b). No  
 Has the President certified to the Congress that the government of the recipient country is failing to take adequate measures to prevent narcotic drugs or other controlled substances which are cultivated, produced or processed illicitly, in whole or in part, in such country or transported through such country, from being sold illegally within the jurisdiction of such country to United States Government personnel or their dependents or from entering the United States unlawfully?
  
2. FAA Sec. 481(h); FY 1989 Appropriations Act Sec. 578; 1988 Drug Act Secs. 4405-07. Not Applicable  
 (These provisions apply to assistance of any kind provided by grant, sale, loan, lease, credit, guaranty, or insurance, except assistance from the Child Survival Fund or relating to international narcotics control, disaster and refugee relief, narcotics education and awareness, or the provision of food or medicine.) If the recipient is a "major illicit drug producing country" (defined as a country producing during a fiscal year at least five metric tons of opium or 500 metric tons of coca or marijuana) or a "major drug-transit country" (defined as a country that is a significant direct source of illicit drugs significantly affecting the United States, through which such drugs are transported, or through which significant sums of drug-related profits are

laundered with the knowledge or complicity of the government): (a) Does the country have in place a bilateral narcotics agreement with the United States, or a multilateral narcotics agreement? and (b) Has the President in the March 1 International Narcotics Control Strategy Report (INSCR) determined and certified to the Congress (without Congressional enactment, within 45 days of continuous session, of a resolution disapproving such a certification), or has the President determined and certified to the Congress on any other date (with enactment by Congress of a resolution approving such certification), that (1) during the previous year the country has cooperated fully with the United States or taken adequate steps on its own to satisfy the goals agreed to in a bilateral narcotics agreement with the United States or in a multilateral agreement, to prevent illicit drugs produced or processed in or transported through such country from being transported into the United States, to prevent and punish drug profit laundering in the country, and to prevent and punish bribery and other forms of public corruption which facilitate production or shipment of illicit drugs or discourage prosecution of such acts, or that (2) the vital national interests of the United States require the provision of such assistance?

3. 1986 Drug Act Sec. 2013; 1988 Drug Act Sec. 4404. (This section applies to the same categories of assistance subject to the restrictions in FAA Sec. 481(h), above.) If recipient country is a "major illicit drug producing country" or "major drug-transit country" (as defined for the purpose of FAA Sec 481(h)), has the President submitted a report to Congress listing such country as one (a) which, as a matter of government policy, encourages or facilitates the production or distribution of illicit drugs; (b) in which any senior official of the

Not applicable

government engages in, encourages, or facilitates the production or distribution of illegal drugs; (c) in which any member of a U.S. Government agency has suffered or been threatened with violence inflicted by or with the complicity of any government officer; or (d) which fails to provide reasonable cooperation to lawful activities of U.S. drug enforcement agents, unless the President has provided the required certification to Congress pertaining to U.S. national interests and the drug control and criminal prosecution efforts of that country?

4. FAA Sec. 620(c). If assistance is to a government, is the government indebted to any U.S. citizen for goods or services furnished or ordered where (a) such citizen has exhausted available legal remedies, (b) the debt is not denied or contested by such government, or (c) the indebtedness arises under an unconditional guaranty of payment given by such government or controlled entity? No
5. FAA Sec. 620(e)(1). If assistance is to a government, has it (including any 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? No
6. FAA Secs. 620(a), 620(f), 620D; FY 1989 Appropriations Act Secs. 512, 550, 592. Is recipient country a Communist country? If so, has the President determined that assistance to the country is vital to the security of the United States, that the recipient country is not controlled by the international Communist conspiracy, and that such assistance will further promote the independence of the recipient country from international communism? Will assistance be provided No

- either directly or indirectly to Angola, Cambodia, Cuba, Iraq, Libya, Vietnam, South Yemen, Iran or Syria? Will assistance be provided to Afghanistan without a certification, or will assistance be provided inside Afghanistan through the Soviet-controlled government of Afghanistan?
7. FAA Sec. 620(j). Has the country permitted, or failed to take adequate measures to prevent, damage or destruction by mob action of U.S. property? No
  8. FAA Sec. 620(l). Has the country failed to enter into an investment guaranty agreement with OPIC? No
  9. FAA Sec. 620(o); Fishermen's Protective Act of 1967 (as amended) Sec. 5. (a) Has the country seized, or imposed any penalty or sanction against, any U.S. fishing vessel because of fishing activities in international waters? (b) If so, has any deduction required by the Fishermen's Protective Act been made? No
  10. FAA Sec. 620(q); FY 1989 Appropriations Act Sec. 518. (a) Has the government of the recipient country been in default for more than six months on interest or principal of any loan to the country under the FAA? (b) Has the country been in default for more than one year on interest or principal on any U.S. loan under a program for which the FY 1989 Appropriations Act appropriates funds? No
  11. FAA Sec. 620(s). If contemplated assistance is development loan or to come from Economic Support Fund, has the Administrator taken into account the percentage of the country's budget and amount of the country's foreign exchange or other resources spent on military equipment? (Reference may be made to the annual "Taking Into Consideration" memo: "Yes, taken into account by the Administrator at time of approval of Not applicable

Agency OYB." This approval by the Administrator of the Operational Year Budget can be the basis for an affirmative answer during the fiscal year unless significant changes in circumstances occur.)

12. FAA Sec. 620(t). Has the country severed diplomatic relations with the United States? If so, have relations been resumed and have new bilateral assistance agreements been negotiated and entered into since such resumption? Diplomatic relations were severed between 1967 and 1973. In April 1974, U.S. economic assistance resumed with the signing of a new economic agreement
13. FAA Sec. 620(u). What is the payment status of the country's U.N. obligations? If the country is in arrears, were such arrearages taken into account by the A.I.D. Administrator in determining the current A.I.D. Operational Year Budget? (Reference may be made to the "Taking into Consideration" memo.) No (see taking into consideration memo)
14. FAA Sec. 620A. Has the President determined that the recipient country grants sanctuary from prosecution to any individual or group which has committed an act of international terrorism or otherwise supports international terrorism? No
15. FY 1989 Appropriations Act Sec. 568. Has the country been placed on the list provided for in Section 6(j) of the Export Administration Act of 1979 (currently Libya, Iran, South Yemen, Syria, Cuba, or North Korea)? No
16. ISDCA of 1985 Sec. 552(b). Has the Secretary of State determined that the country is a high terrorist threat country after the Secretary of Transportation has determined, pursuant to section 1115(e)(2) of the Federal Aviation Act of 1958, that an airport in the country does not maintain and administer effective security measures? No

17. FAA Sec. 666(b). Does the country object, on the basis of race, religion, national origin or sex, to the presence of any officer or employee of the U.S. who is present in such country to carry out economic development programs under the FAA? NO
18. FAA Secs. 669, 670. Has the country, after August 3, 1977, delivered to any other country or received nuclear enrichment or reprocessing equipment, materials, or technology, without specified arrangements or safeguards, and without special certification by the President? Has it transferred a nuclear explosive device to a non-nuclear weapon state, or if such a state, either received or detonated a nuclear explosive device? (FAA Sec. 620E permits a special waiver of Sec. 669 for Pakistan.) NO
19. FAA Sec. 670. If the country is a non-nuclear weapon state, has it, on or after August 8, 1985, exported (or attempted to export) illegally from the United States any material, equipment, or technology which would contribute significantly to the ability of a country to manufacture a nuclear explosive device? NO
20. ISDCA of 1981 Sec. 720. Was the country represented at the Meeting of Ministers of Foreign Affairs and Heads of Delegations of the Non-Aligned Countries to the 36th General Assembly of the U.N. on Sept. 25 and 28, 1981, and did it fail to disassociate itself from the communique issued? If so, has the President taken it into account? (Reference may be made to the "Taking into Consideration" memo.) See Taking into Consideration Memo
21. FY 1989 Appropriations Act Sec. 527. Has the recipient country been determined by the President to have engaged in a consistent pattern of opposition to the foreign policy of the United States? NO

22. FY 1989 Appropriations Act Sec. 513. Has the duly elected Head of Government of the country been deposed by military coup or decree? If assistance has been terminated, has the President notified Congress that a democratically elected government has taken office prior to the resumption of assistance? No
23. FY 1989 Appropriations Act Sec. 540. Does the recipient country fully cooperate with the international refugee assistance organizations, the United States, and other governments in facilitating lasting solutions to refugee situations, including resettlement without respect to race, sex, religion, or national origin? Yes

B. FUNDING SOURCE CRITERIA FOR COUNTRY ELIGIBILITY

1. Development Assistance Country Criteria

FAA Sec. 116. Has the Department of State determined that this government has engaged in a consistent pattern of gross violations of internationally recognized human rights? If so, can it be demonstrated that contemplated assistance will directly benefit the needy? No

FY 1989 Appropriations Act Sec. 536. Has the President certified that use of DA funds by this country would violate any of the prohibitions against use of funds to pay for the performance of abortions as a method of family planning, to motivate or coerce any person to practice abortions, to pay for the performance of involuntary sterilization as a method of family planning, to coerce or provide any financial incentive to any person to undergo sterilizations, to pay for any biomedical research which relates, in whole or in part, to methods of, or the performance of, abortions or involuntary sterilization as a means of family planning? No

2. Economic Support Fund Country Criteria

FAA Sec. 502B. Has it been determined that the country has engaged in a consistent pattern of gross violations of internationally recognized human rights? If so, has the President found that the country made such significant improvement in its human rights record that furnishing such assistance is in the U.S. national interest? Not applicable

FY 1989 Appropriations Act Sec. 578(d). Has this country met its drug eradication targets or otherwise taken significant steps to halt illicit drug production or trafficking? Not applicable

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- j. FAA Sec. 601(e). Will the project utilize competitive selection procedures for the awarding of contracts, except where applicable procurement rules allow otherwise? Not applicable
- k. FY 1989 Appropriations Act. What portion of the funds will be available only for activities of economically and socially disadvantaged enterprises, historically black colleges and universities, colleges and universities having a student body in which more than 40 percent of the students are Hispanic Americans, and private and voluntary organizations which are controlled by individuals who are black Americans, Hispanic Americans, or Native Americans, or who are economically or socially disadvantaged (including women)? Not applicable
- l. FAA Sec. 118(c). Does the assistance comply with the environmental procedures set forth in A.I.D. Regulation 16? Does the assistance place a high priority on conservation and sustainable management of tropical forests? Specifically, does the assistance, to the fullest extent feasible: (a) stress the importance of conserving and sustainably managing forest resources; (b) support activities which offer employment and income alternatives to those who otherwise would cause destruction and loss of forests, and help countries identify and implement alternatives to colonizing forested areas; (c) support training programs, educational efforts, and the establishment or strengthening of institutions to improve forest management; (d) help end destructive slash-and-burn agriculture by supporting stable and productive farming practices; (e) help conserve forests which have not yet been degraded by helping to increase

g. FMA Sec. 281(b). Describe extent to which program recognizes the particular needs, desires, and capacities of the people of the country; utilizes the country's intellectual resources to encourage institutional development; and supports civil education and training in skills required for effective participation in governmental processes essential to self-government. Not applicable

h. FY 1989 Appropriations Act Sec. 536. Are any of the funds to be used for the performance of abortions as a method of family planning or to motivate or coerce any person to practice abortions? Not applicable

Are any of the funds to be used to pay for the performance of involuntary sterilization as a method of family planning or to coerce or provide any financial incentive to any person to undergo sterilizations?

Are any of the funds to be used to pay for any biomedical research which relates, in whole or in part, to methods of, or the performance of, abortions or involuntary sterilization as a means of family planning?

i. FY 1989 Appropriations Act. Is the assistance being made available to any organization or program which has been determined to support or participate in the management of a program of coercive abortion or involuntary sterilization? Not applicable

If assistance is from the population functional account, are any of the funds to be made available to voluntary family planning projects which do not offer, either directly or through referral to or information about access to, a broad range of family planning methods and services?

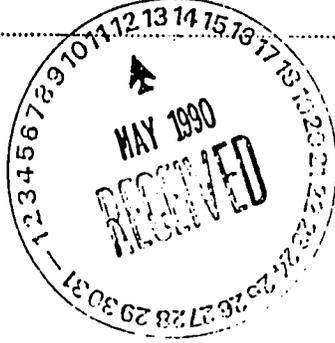
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الجمهورية العربية اليمنية  
رئاسة مجلس الوزراء  
الجهاز المركزي للتخطيط

الرقم : ٢٠٩٧٠  
التاريخ : ١٩٩٠/٥/١٩  
المرفقات :

الموضوع : التعاون الفني - التدريب والمنح



السيد/ مدير الوكالة الامريكيه للتنميه الدوليه المحترم  
بعد التحية :-

نظرا لتنفيذ مخصصات المخصصات السابقه للمشروع التنموي الثالث (٨٠) ورغبة  
منا في تجديد واستمرار التعاون في هذا المجال  
يرجى رفع مخصصات المشروع الى (٧٥) مليون دولار اي بزيادة قدرها (٢٥)  
مليون دولار ، وذلك لاستمرار المشروع في اداء مهامه للسنوات القادمه .  
شاكرين تعاونكم المستمر .

وتقبلوا تحياتنا

نائب رئيس الوزراء  
وزير التنميه  
رئيس الجهاز المركزي للتخطيط  
عضو اللجنة الدائمه

محمد سعيد العطار

عل/١٢٣٦/١١



Annex IV:

Approval Cables

1. State 256930 (1986) Approving T3I

TAOS: N/A  
SUBJECT: YEMEN DEVELOPMENT TRAINING III (279-0080)  
AMENDMENT

REFERENCE: SCHWARTZ-LUKOMSKI TELCON JULY 29, 1986

1. SUMMARY: THE ANPAC MET ON JULY 31, 1986 TO REVIEW THE PROJECT PAPER FOR THE YEMEN DEVELOPMENT TRAINING III PROJECT (279-0082) AMENDMENT. THE ANPAC RECOMMENDED THAT THE PROJECT AMENDMENT APPROVAL BE DEFERRED, WITH THE EXCEPTION OF AUTHORIZING THE EXPENDITURE OF FUNDS FOR THE TECHNOLOGY TRANSFER AND TRAINING INSTITUTE, WHICH IS CONDITIONALLY APPROVED.

2. THE ANPAC REVIEWED THE PROJECT PAPER FOR THE YEMEN DEVELOPMENT TRAINING III PROJECT (279-0082) AMENDMENT CONCENTRATING ON THE ISSUES RAISED BY THE PRC. THESE ISSUES WERE DISCUSSED IN REF TELCON WITH ACTI'S MISSION DIRECTOR LUKOMSKI AND THE MISSION'S EDUCATION OFFICER, WHO REPRESENTED THE MISSION AT THE PRC.

3. ALTHOUGH THE PROJECT CONFORMS TO THE CDSS SINCE THE TIME OF REVIEW, THERE HAS BEEN MAJOR CHANGE IN THE LEVEL OF FUNDS AVAILABLE FOR OBLIGATION OVER THE NEXT SEVERAL FISCAL YEARS. GIVEN THIS FACT, THE ANPAC DEEMED IT INADVISABLE TO AUTHORIZE ADDITIONAL FUNDS INCREASING THE AUTHORIZED LIFE OF PROJECT FUNDING BEYOND DOLS 40 MILLION WHILE THE OBLIGATION STAND AT DOLS 17.5 MILLION AND THE MORTGAGE AT ABOUT DOLS 22.5 MILLION.

4. THE MISSION ARGUMENT THAT A LARGER AUTHORIZATION WILL PERMIT IT TO CONTINUE FUNDING GRADUATE DEGREES AND AT THE SAME TIME FUND ADDITIONAL UNDERGRADUATE STUDENTS, AND THAT THE YARG MAY NOT AGREE TO A SHIFT OF FUNDS FROM THE GRADUATE PROGRAMS TO THE UNDERGRADUATE PROGRAMS WAS REJECTED. THE ANPAC NOTED THAT CURRENT AND PROJECTED CONSTRAINT IS A LACK OF FUNDS TO OBLIGATE, NOT AUTHORIZATION LIMITS, AND CONCLUDED THAT THE USE OF AN AUTHORIZATION AS A BARGAINING TACTIC WAS NOT APPROPRIATE.

THE ANPAC AGREED THAT THE PROGRAM IS VALUABLE AND

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THAT UNDERGRADUATE EDUCATION IS IMPORTANT. THE ANPAC THOUGHT THAT THE SHIFT OF CURRENTLY AVAILABLE FUNDS FROM MASTERS TO UNDERGRADUATE PROGRAMS CAN AND SHOULD BE MET WITHIN THE CURRENT AUTHORIZATION RATHER THAN TO EXPAND THE AUTHORIZATION IN THE KNOWLEDGE THAT THERE IS NO CONCOMITANT INCREASE IN AVAILABLE FUNDING. THEREFORE, IT RECOMMENDED THAT THE MISSION NEGOTIATE WITH THE YARG THE POSSIBILITY OF INCREASING THE NUMBER OF UNDERGRADUATE SCHOLARSHIPS WITHIN CURRENT AUTHORIZATION LEVELS, I.E., SHIFT MORE FUNDS FROM THE MASTERS AND DOCTORATE PROGRAMS TO THE UNDERGRADUATE PROGRAM

6. THE ANPAC APPROVED THE CONCEPT OF DEVELOPING THE TECHNOLOGY TRANSFER AND TRAINING INSTITUTE. GIVEN THE NEED FOR COORDINATION BETWEEN THOSE PEOPLE WHO KNOW HOW TO USE ADVANCED TECHNOLOGY AND THOSE WHO NEED THE RESULTS OF SUCH TECHNOLOGY THE TECHNOLOGY TRANSFER AND TRAINING INSTITUTE IS TIMELY AND INNOVATIVE. HOWEVER THE ANPAC WAS OF THE OPINION THAT UNLESS THERE IS A SOUND BUSINESS PLAN, A MUTUAL UNDERSTANDING OF THE SOURCES AND USES OF FUNDS, AND A MUTUAL GRASP OF THE ANTICIPATED ORGANIZATIONAL STRUCTURE FOR THE INSTITUTE THE GOALS MAY NOT BE ACHIEVED. THE ANPAC ALSO NOTED THAT FIRM IMPLEMENTATION AND RESULT ORIENTED BENCHMARKS OUGHT TO BE ESTABLISHED TO ENABLE A MID-TERM EVALUATION TO BE CONDUCTED TO MEASURE PROGRESS AND ENSURE THAT MID COURSE CORRECTIONS ARE MADE, IF REQUIRED. THE ANPAC SUGGESTED THAT THE MISSION FULLY DEVELOP OPERATING MECHANISMS AND BUSINESS PLANS INCLUDING INSTITUTIONAL, FINANCIAL AND IMPACT OBJECTIVES.

THE MISSION DIRECTOR IS HEREBY AUTHORIZED TO APPROVE,

THE TECHNOLOGY TRANSFER AND TRAINING INSTITUTE AS AN AMENDMENT TO THE YEMEN DEVELOPMENT TRAINING III PROJECT WHEN THESE PLANS HAVE BEEN DEVELOPED AND AGREED UPON.

THE MISSION IS COMMENDED ON BOTH THE PP AND THE INTELLIGENT, INFORMATIVE PRESENTATION OF ITS POSITION. THE ANPAC WISHES TO COMMEND MR. SCHWARTZ FOR A CLEAR PRESENTATION AND HIS CLEAR DESCRIPTION OF THE YEMEN ENVIRONMENT WHICH SURROUNDS THE MISSION REQUEST  
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TABLE 1A : DEVELOPMENT TARGETS AND PROJECT MODULES (PARTICIPANT STARTS)  
(EXCLUDES YALI AND TJI GRANT)

Date Run : 06/03/89

DEVELOPMENT TARGETS	PUBLIC SECTOR				PRIV. SECTOR				MID			
	N	D	H	D	H	P	P	M	C	E	O	T
TR/ LT PND (US)	0	10	4	4	12	0	0	0	0	0	4	34
TR/ LT MA (US)	0	9	9	9	9	4	4	4	4	4	4	59
TR/ LT BA/BS (US)	80	0	0	0	0	0	0	0	0	0	0	80
TR/ ST (US) (PERSON MONTHS)	0	42	40	41	41	12	41	22	18	40	18	315
TR/ ST (TC) (PERSON MONTHS)	0	14	19	14	18	16	19	18	19	17	20	176
TR/ ST (IC) (PERSON MONTHS)	0	79	79	79	79	78	78	79	77	79	70	777
TA ST (S/ A/ P)	0	12	12	12	12	12	12	12	18	31	9	142

O B O A M E N D M E N T

FY 1989-1996

NOTES

A. General Development Training  
cooper competition among high school graduates for  
US BA/BS scholarships - both private and public sectors.

B. Public Sector  
1. Development Policy and Planning Institutions - CPD, CBY, Min. Fin, NEST  
2. Human Resource Policy and Planning Institutions - MOCSAR, MOE.  
3. Development Services Institutions - MDMR, CLCCD.  
4. Human Resource Training Institutions - SU, NIPA.

C. Private Sector  
1. Technology Transfer and Training Institute, university-based R&D providing  
adapted modern technology for the Private Sector.  
2. Policy Development - with the Public Sector.  
3. Production Support - Fed. of Chambers of Commerce and Regional Chambers of Commerce.  
4. Marketing Support - Fed. of Chambers of Commerce and Regional Chambers of Commerce.

D. Women in Development (W.I.D.)  
1. Policy Development  
2. Employment/ Enterprise  
3. Other Issues

A. PhD training : average scholarship 60 months  
B. MA training : average scholarship 30 months  
C. BA/BS training : average scholarship 48 months  
D. ST training US : average scholarship 2 months  
E. ST training TC : average scholarship 2 months  
F. Person Months

TABLE 1B : DOLLAR COSTS : ALL YEARS

Date Run : 06/03/89

DEVELOPMENT TARGETS	G E N E R A L I N I T I A L S	PUBLIC SECTOR				PRIV. SECTOR				M I D			
		D E V P O L I C Y	H R P O L I C Y	D E R V I C E S	H R A I N I N G	T J I	P O L I C Y D E V	P R O D U C T I O N	M A R K E T I N G	P O L I C Y	E M P L O Y M E N T	D O C U M E N T A T I O N	T H E R E S E A R C H
A TR/ LT PHD (US)	0	1,782,604	704,837	704,837	2,114,511	0	0	0	0	0	0	704,837	6,011,626
B TR/ LT M4 (US)	0	687,172	768,071	768,071	768,071	333,870	333,870	333,870	333,870	333,870	333,870	333,870	6,994,605
C TR/ LT (A/B5) (US)	10,595,642	0	0	0	0	0	0	0	0	0	0	0	10,595,642
D TR/ ST (US)	0	265,722	256,004	261,622	261,622	74,363	211,265	140,785	113,171	254,104	112,159	2,002,017	
E TR/ ST (TC)	0	80,076	106,965	80,076	103,218	91,779	116,965	102,195	108,578	108,578	113,236	1,001,666	
F TR/ ST (IC)	0	101,572	101,572	101,572	101,572	100,512	100,512	101,572	99,452	101,572	90,090	999,998	
G TA/ ST (S/ A/ P)	0	252,837	252,837	252,837	252,837	252,837	252,837	252,837	378,532	654,119	128,378	2,990,888	
H YAL (ENGLISH LANGUAGE)	1,383,022	358,212	349,193	355,984	355,984	107,155	333,119	187,460	154,074	324,451	152,851	4,061,515	
I GRANTS	0	0	0	0	0	1,000,000	0	0	0	0	0	1,000,000	
J EVAL./ AUDIT/ CONTINGENCY												350,000	
K T O T A L S	11,978,664	3,529,395	2,539,479	2,524,999	3,957,815	1,000,000	960,516	1,388,568	1,118,719	1,187,677	1,776,704	1,695,421	134,007,957

BALANCE BETWEEN TOTAL AND \$35 MILLION = CONTINGENCY

TABLE 2 : SUMMARY OF PARTICIPANTS STARTS BY MODULE BY FISCAL YEAR

Date Rec : 06/03/89

MODULES	FY 1989	1990	1991	1992	1993	1994	1995	1996	TOTAL
A TR/ LT PHD (US)	0	8	8	9	9	0	0	0	34
B TR/ LT MA (US)	0	10	13	18	15	0	0	0	56
C TR/ LT BA/BS (US)	0	19	20	20	21	0	0	0	80
D TR/ ST (US)	0	40	45	48	49	45	44	43	315
E TR/ ST (IC)	0	22	27	27	29	26	23	20	176
F TR/ ST (IC)	0	105	100	118	118	118	118	100	777
G TA/ ST (S/ A/ P)	0	24	24	23	23	24	13	11	142
H YALI (ENGLISH LANGUAGE)	0	28	29	31	32	6	6	6	137
I GRANTS	0	0	0	0	0	0	0	0	0

TABLE 3A : PARTICIPANT STARTS PER DEVELOPMENT TARGET AREA BY FISCAL YEAR

TARGET AREA : GENERAL DEVELOPMENT TRAINING

Date Recd : 06/03/89

MODULES	FY 1989	1990	1991	1992	1993	1994	1995	1996	TOTAL
A TR/ LT PRG (US)	0	0	0	0	0	0	0	0	0
B TR/ LT MA (US)	0	0	0	0	0	0	0	0	0
C TR/ LT BA/EE (US)	0	19	20	20	21	0	0	0	80
D TR/ ST (US)	0	0	0	0	0	0	0	0	0
E TR/ ST (IC)	0	0	0	0	0	0	0	0	0
F TR/ ST (IC)	0	0	0	0	0	0	0	0	0
G TR/ ST (S/ A/ P)	0	0	0	0	0	0	0	0	0
H YALI (ENGLISH LANGUAGE)	0.0	19.0	20.0	20.0	21.0	0.0	0.0	0.0	80.0
I GRANTS									0

TABLE 3B : PARTICIPANT STARTS PER DEVELOPMENT TARGET AREA BY FISCAL YEAR

TARGET AREA : PUBLIC SECTOR DEVELOPMENT POLICY

Date Run : 06/03/89

MODULES	FY 1989	1990	1991	1992	1993	1994	1995	1996	TOTAL
A TR/ LT PhD (US)	0	2	2	3	3	0	0	0	10
B TR/ LT MA (US)	0	1	1	3	3	0	0	0	8
C TR/ LT BA/BS (US)	0	0	0	0	0	0	0	0	0
D TR/ ST (US)	0	6	6	6	6	6	6	6	42
E TR/ ST (TC)	0	2	2	2	2	2	2	2	14
F TR/ ST (IC)	0	11	10	12	12	12	12	10	79
G TR/ ST (S/ A/ P)	0.00	2.00	2.00	2.00	2.00	2.00	1.00	1.00	12.00
H YALI (ENGLISH LANGUAGE)	0.0	6.3	6.3	6.8	6.8	6.0	6.0	6.0	44.0
I ERANTS									0

TABLE 3C : PARTICIPANT STARTS PER DEVELOPMENT TARGET AREA BY FISCAL YEAR

TARGET AREA : PUBLIC SECTOR HUMAN RESOURCES POLICY

Date Run : 06/03/89

MODULES	FY 1989	1990	1991	1992	1993	1994	1995	1996	TOTAL
A TR/ LT PHD (US)	0	1	1	1	1	0	0	0	4
B TR/ LT MA (US)	0	1	2	3	3	0	0	0	9
C TR/ LT BA/BS (US)	0	0	0	0	0	0	0	0	0
D TR/ ST (US)	0	5	5	6	6	6	6	6	40
E TR/ ST (TC)	0	3	3	3	3	3	2	2	19
F TR/ ST (IC)	0	11	10	12	12	12	12	10	79
G TR/ ST (S/ A/ P)	0.00	2.00	2.00	2.00	2.00	2.00	1.00	1.00	12.00
H YALI (ENGLISH LANGUAGE)	0.0	0.3	0.5	0.8	0.8	0.0	0.0	0.0	2.3
I GRANTS									0

TABLE 3D : PARTICIPANT STARTS PER DEVELOPMENT TARGET AREA BY FISCAL YEAR

TARGET AREA : PUBLIC SECTOR DEVELOPMENT SERVICES

Date Run : 06/03/89

MODULES	FY 1989	1990	1991	1992	1993	1994	1995	1996	TOTAL
A TR/ LT P&D (US)	0	1	1	1	1	0	0	0	4
B TR/ LT MA (US)	0	1	2	3	3	0	0	0	9
C TR/ LT BA/BS (US)	0	0	0	0	0	0	0	0	0
D TR/ ST (US)	0	5	6	6	6	6	6	6	41
E TR/ ST (TC)	0	2	2	2	2	2	2	2	14
F TR/ ST (IC)	0	11	10	12	12	12	12	10	79
G TR/ ST (S/ A/ P)	0.00	2.00	2.00	2.00	2.00	2.00	1.00	1.00	12.00
H YALT (ENGLISH LANGUAGE)	0.0	0.3	0.5	0.8	0.8	0.0	0.0	0.0	2.3
I GRANTS									0

TABLE 3E: PARTICIPANT STARTS PER DEVELOPMENT TARGET AREA BY FISCAL YEAR

TARGET AREA : PUBLIC SECTOR HUMAN RESOURCES TRAINING

Date Run : 06/03/89

MODULES	FY 1989	1990	1991	1992	1993	1994	1995	1996	TOTAL
A TR/ LT PHD (US)	0	3	3	3	3	0	0	0	12
B TR/ LT MA (US)	0	1	2	3	3	0	0	0	9
C TR/ LT BA/BS (US)	0	0	0	0	0	0	0	0	0
D TR/ ST (US)	0	5	6	6	6	6	6	6	41
E TR/ ST (TC)	0	2	3	2	3	3	3	2	18
F TR/ ST (IC)	0	11	10	12	12	12	12	10	79
G TA/ ST (S/ A/ P)	0.00	2.00	2.00	2.00	2.00	2.00	1.00	1.00	12.00
H YALI (ENGLISH LANGUAGE)	0.0	0.3	0.5	0.8	0.8	0.0	0.0	0.0	2.3
I GRANTS									0

TABLE 3F : PARTICIPANT STARTS PER DEVELOPMENT TARGET AREA BY FISCAL YEAR

TARGET AREA : PRIVATE SECTOR POLICY DEVELOPMENT

Date Run : 06/03/89

MODULES	FY 1989	1990	1991	1992	1993	1994	1995	1996	TOTAL
A TR/ LT PhD (US)	0	0	0	0	0	0	0	0	0
B TR/ LT MA (US)	0	1	1	1	1	0	0	0	4
C TR/ LT BA/BS (US)	0	0	6	0	0	0	0	0	6
D TR/ ST (US)	0	2	2	2	2	2	1	1	12
E TS/ ST (TC)	0	2	2	2	3	3	2	2	16
F TR/ ST (IC)	0	10	10	12	12	12	12	10	78
G TA/ ST (S/ A/ P)	0.00	2.00	2.00	2.00	2.00	2.00	1.00	1.00	12.00
H YALI (ENGLISH LANGUAGE)	0.0	0.3	0.3	0.3	0.3	0.0	0.0	0.0	1.0
I GRANTS									0

TABLE 36 : PARTICIPANT STARTS PER DEVELOPMENT TARGET AREA BY FISCAL YEAR

TARGET AREA : PRIVATE SECTOR PRODUCTION

Date Run : 06/03/89

MODULES	FY 1989	1990	1991	1992	1993	1994	1995	1996	TOTAL
A TR/ LT PHD (US)	0	0	0	0	0	0	0	0	0
B TR/ LT MA (US)	0	1	1	1	1	0	0	0	4
C TR/ LT BA/BS (US)	0	0	0	0	0	0	0	0	0
D TR/ ST (US)	0	5	6	7	5	6	6	6	41
E TR/ ST (TC)	0	3	3	3	3	3	2	2	19
F TR/ ST (IC)	0	10	10	12	12	12	12	10	78
G TA/ ST (S/ A/ P)	0.00	2.00	2.00	2.00	2.00	2.00	1.00	1.00	12.00
H YALI (ENGLISH LANGUAGE)	0.0	0.3	0.3	0.3	0.3	0.0	0.0	0.0	1.0
I GRANTS									0

TABLE 3H: PARTICIPANT STARTS PER DEVELOPMENT TARGET AREA BY FISCAL YEAR

TARGET AREA : PRIVATE SECTOR MARKETING

Date Run : 06/03/89

MODULES	FY 1989	1990	1991	1992	1993	1994	1995	1996	TOTAL
A TR/ LT PND (US)	0	0	0	0	0	0	0	0	0
E TR/ LT MA (US)	0	1	1	1	1	0	0	0	4
C TR/ LT BA/BS (US)	0	0	0	0	0	0	0	0	0
D TR/ ST (US)	0	2	3	3	5	3	3	3	22
E TR/ ST (TC)	0	2	3	3	3	3	2	2	18
F TR/ ST (IC)	0	11	10	12	12	12	12	10	79
G TA/ ST (S/ A/ P)	0.00	2.00	2.00	2.00	2.00	2.00	1.00	1.00	12.00
H YAL: (ENGLISH LANGUAGE)	0.0	0.3	0.3	0.3	0.3	0.0	0.0	0.0	1.0
I GRANTS									0

TABLE 31 : PARTICIPANT STARTS PER DEVELOPMENT TARGET AREA BY FISCAL YEAR

TARGET AREA : MID POLICY DEVELOPMENT

Date Run : 06/03/89

MODULES	FY 1989	1990	1991	1992	1993	1994	1995	1996	TOTAL
A TR/ LT PhD (US)	0	0	0	0	0	0	0	0	0
B TR/ LT MA (US)	0	1	1	1	1	0	0	0	4
C TR/ LT BA/BS (US)	0	0	0	0	0	0	0	0	0
D TR/ ST (US)	0	2	3	3	4	2	2	2	16
E TR/ ST (TC)	0	2	3	3	3	3	3	2	19
F TR/ ST (IC)	0	9	10	12	12	12	12	10	77
G TA/ ST (S/ A/ P)	0.00	3.00	3.00	3.00	3.00	3.00	2.00	1.00	18.00
H YALI (ENGLISH LANGUAGE)	0.0	0.3	0.3	0.3	0.3	0.0	0.0	0.0	1.0
I GRANTS									0

TABLE JJ : PARTICIPANT STARTS PER DEVELOPMENT TARGET AREA BY FISCAL YEAR

TARGET AREA : MID EMPLOYMENT/ ENTERPRISE

Date Run : 06/03/89

MODULES	FY 1989	1990	1991	1992	1993	1994	1995	1996	TOTAL
A TR/ LT PhD (US)	0	0	0	0	0	0	0	10	0
B TR/ LT MA (US)	0	1	1	1	1	0	0	0	4
C TR/ LT BA/BS (US)	0	4	0	0	0	0	0	0	0
D TR/ ST (US)	0	5	6	6	6	6	6	5	40
E TR/ ST (IC)	0	2	3	3	3	3	3	2	19
F TR/ ST (IC)	0	11	10	12	12	12	12	10	79
G TA/ ST (S/ A/ P)	0.00	5.00	5.00	5.00	5.00	6.00	3.00	2.00	31.00
H YALI (ENGLISH LANGUAGE)	0.0	0.3	0.3	0.3	0.3	0.0	0.0	0.0	1.0
I GRANTS									0

TABLE JK : PARTICIPANT STARTS PER DEVELOPMENT TARGET AREA BY FISCAL YEAR

TARGET AREA : MID OTHER ISSUES

Date Run : 06/03/89

MODULES	FY 1989	1990	1991	1992	1993	1994	1995	1996	TOTAL
A TR/ LT PhD (US)	0	1	1	1	1	0	0	0	4
B TR/ LT MA (US)	0	1	1	1	1	0	0	0	4
C TR/ LT BA/BS (US)	0	0	0	0	0	0	0	0	0
D TR/ ST (US)	0	3	3	3	3	2	2	2	18
E TR/ ST (TC)	0	2	3	4	4	3	2	2	20
F TR/ ST (IC)	0	10	10	10	10	10	10	10	70
G TA/ ST (S/ A/ P)	0.00	2.00	2.00	1.00	1.00	1.00	1.00	1.00	9.00
H YALI (ENGLISH LANGUAGE)	0.0	0.3	0.3	0.3	0.3	0.0	0.0	0.0	1.0
I GRANTS									0

TABLE 4 : SUMMARY DOLLAR COST BY MODULE BY FISCAL YEAR

Date Run : 06/03/89

MODULES	FY 1989	1990	1991	1992	1993	1994	1995	1996	TOTAL
A TR/ LT PhD (US)	0	1,288,960	1,365,296	1,629,306	1,727,064	0	0	0	6,011,626
B TR/ LT MA (US)	0	763,200	1,051,687	1,543,554	1,636,164	0	0	0	4,994,605
C TR/ LT BA/BS (US)	0	2,295,960	2,561,800	2,715,520	3,022,362	0	0	0	10,595,642
D TR/ ST (US)	0	212,000	258,428	285,840	309,288	301,095	312,092	323,274	2,002,017
E TR/ ST (TC)	0	104,940	136,512	144,720	164,749	165,616	146,809	135,320	1,001,666
F TR/ ST (IC)	0	111,300	123,400	140,538	149,034	157,894	167,442	150,400	999,998
G TA/ ST (S/ A/ P)	0	432,480	458,424	465,681	493,626	546,000	313,495	281,182	2,990,888
H YALI (ENGLISH LANGUAGE)	0	595,423	701,152	779,794	852,990	364,011	377,262	390,862	4,061,515
I GRANTS	0	0	0	0	0	0	0	0	0
TOTALS	0	5,804,263	6,657,699	7,704,953	8,355,277	1,537,606	1,317,120	1,281,038	32,657,957

TABLE SA-4 DOLLAR COST PER DEVELOPMENT TARGET BY FISCAL YEAR

TARGET AREA : GENERAL DEVELOPMENT TRAINING

Date Run : 06/03/89

MODULES	FY 1989	1990	1991	1992	1993	1994	1995	1996	TOTAL
A TR/ LT PhD (US)	0	0	0	0	0	0	0	0	0
B TR/ LT MA (US)	0	0	0	0	0	0	0	0	0
C TR/ LT BA/BS (US)	0	2,295,960	2,561,800	2,715,520	3,022,362	0	0	0	10,595,642
D TR/ ST (US)	0	0	0	0	0	0	0	0	0
E TR/ ST (TC)	0	0	0	0	0	0	0	0	0
F TR/ ST (IC)	0	0	0	0	0	0	0	0	0
G TA/ ST (S/ A/ P)	0	0	0	0	0	0	0	0	0
H YALI (ENGLISH LANGUAGE)	0	299,683	314,391	354,442	394,506	0	0	0	1,383,022
I GRANTS									0
TOTALS	0	2,595,643	2,895,191	3,069,962	3,416,868	0	0	0	11,978,664

TABLE 5B : DOLLAR COST PER DEVELOPMENT TARGET BY FISCAL YEAR

TARGET AREA : PUBLIC SECTOR DEVELOPMENT POLICY

Date Rec : 06/03/89

MODULES	FY 1989	1990	1991	1992	1993	1994	1995	1996	TOTAL
A TR/ LT PhG (US)	0	322,240	341,574	543,102	575,699	0	0	0	1,782,604
B TR/ LT HA (US)	0	76,320	80,899	257,259	272,694	0	0	0	687,172
C TR/ LT BA/BS (US)	0	0	0	0	0	0	0	0	0
D TR/ ST (US)	0	31,800	33,709	35,730	37,672	40,146	42,558	45,109	266,922
E TR/ ST (TC)	0	9,540	10,112	10,720	11,362	12,044	12,766	13,532	80,076
F TR/ ST (IC)	0	11,660	12,340	14,292	15,156	16,056	17,028	15,040	101,572
G TA/ ST (S/ R/ P)	0	36,040	38,202	40,494	42,924	45,500	24,115	25,562	252,837
H YALI (ENGLISH LANGUAGE)	0	42,389	44,931	56,492	59,879	48,535	51,448	54,539	358,212
I GRANTS									0
TOTALS	0	529,989	561,766	958,089	1,015,575	162,281	147,915	153,781	3,529,795

TABLE SC : DOLLAR COST PER DEVELOPMENT TARGET BY FISCAL YEAR

TARGET AREA : PUBLIC SECTOR HUMAN RESOURCES POLICY

Date Rmn : 06/03/89

MODULES	FY 1989	1990	1991	1992	1993	1994	1995	1996	TOTAL
A TR/ LT P&D (US)	0	161,120	170,787	181,034	191,896	0	0	0	704,837
B TR/ LT MA (US)	0	76,320	161,799	257,259	272,694	0	0	0	768,071
C TR/ LT BA/BE (US)	0	0	0	0	0	0	0	0	0
D TR/ ST (US)	0	26,500	28,090	35,730	37,672	40,146	42,558	45,108	256,004
E TR/ ST (TC)	0	14,310	15,168	16,080	17,043	18,066	12,766	13,532	106,965
F TR/ ST (IC)	0	11,660	12,340	14,292	15,156	16,056	17,028	15,040	101,572
G TR/ ST (S/ A/ P)	0	36,040	38,202	40,494	42,924	45,500	24,115	25,562	252,837
H YALI (ENGLISH LANGUAGE)	0	35,982	42,319	56,492	59,879	48,535	51,448	54,539	349,193
I GRANTS									0
TOTALS	0	361,932	468,704	601,381	637,464	168,303	147,915	153,781	2,539,479

TABLE 5D : DOLLAR COST PER DEVELOPMENT TARGET BY FISCAL YEAR

TARGET AREA : PUBLIC SECTOR DEVELOPMENT SERVICES

Date Run : 06/03/89

MODULES	FY 1989	1990	1991	1992	1993	1994	1995	1996	TOTAL
A TR/ LT PhD (US)	0	141,120	170,787	181,034	191,896	0	0	0	704,837
B TR/ LT MA (US)	0	74,320	141,798	257,259	272,694	0	0	0	748,071
C TR/ LT BA/BS (US)	0	0	0	0	0	0	0	0	0
D TR/ ST (US)	0	24,500	33,708	35,730	37,872	40,146	42,558	45,108	261,622
E TR/ ST (TC)	0	9,540	10,112	10,720	11,362	12,044	12,766	13,532	80,076
F TR/ ST (IC)	0	11,660	12,340	14,292	15,156	16,056	17,028	15,040	101,572
G TA/ ST (S/ A/ P)	0	34,040	38,202	40,494	42,924	45,500	24,115	25,562	252,837
H YALI (ENGLISH LANGUAGE)	0	35,982	49,111	54,492	59,879	48,535	51,448	54,539	355,984
I GRANTS									0
TOTALS	0	357,162	476,058	596,021	631,783	162,281	147,915	153,781	2,524,999

TABLE SE : DOLLAR COST PER DEVELOPMENT TARGET BY FISCAL YEAR

TARGET AREA : PUBLIC SECTOR HUMAN RESOURCES TRAINING

Date Run : 06/03/89

MODULES	FY 1989	1990	1991	1992	1993	1994	1995	1996	TOTAL
A TR/ LT PhD (US)	0	483,360	512,361	543,102	575,688	0	0	0	2,114,511
B TR/ LT MA (US)	0	76,320	161,798	257,259	272,694	0	0	0	768,071
C TR/ LT BA/BS (US)	0	0	0	0	0	0	0	0	0
D TR/ ST (US)	0	24,500	33,708	35,730	37,872	40,146	42,558	45,108	261,622
E TR/ ST (TC)	0	9,540	15,168	10,720	17,043	18,066	19,149	13,532	103,218
F TR/ ST (IC)	0	11,660	12,340	14,292	15,156	16,056	17,028	15,040	101,572
G TA/ ST (S/ A/ P)	0	36,040	38,202	40,494	42,924	45,500	24,115	25,562	252,837
H YALI (ENGLISH LANGUAGE)	0	35,982	49,111	56,492	59,879	48,535	51,440	54,539	355,984
I GRANTS									0
TOTALS	0	679,402	822,688	958,089	1,021,256	168,303	154,298	153,781	3,957,815

TABLE 5F : DOLLAR COST PER DEVELOPMENT TARGET BY FISCAL YEAR

TARGET AREA : PRIVATE SECTOR POLICY DEVELOPMENT

Date Run : 06/03/89

MODULES	FY 1989	1990	1991	1992	1993	1994	1995	1996	TOTAL
A TR/ LT PhD (US)	0	0	0	0	0	0	0	0	0
B TR/ LT MA (US)	0	76,320	80,899	85,753	90,898	0	0	0	333,870
C TR/ LT BA/BS (US)	0	0	0	0	0	0	0	0	0
D TR/ ST (US)	0	10,600	11,236	11,910	12,624	13,382	7,093	7,518	74,353
E TR/ ST (TC)	0	9,540	10,112	10,720	17,043	18,066	12,766	13,532	91,779
F TR/ ST (IC)	0	10,600	12,340	14,292	15,156	16,056	17,028	15,040	100,512
G TA/ ST (S/ A/ P)	0	36,040	38,202	40,494	42,924	45,500	24,115	25,562	252,837
H YALI (ENGLISH LANGUAGE)	0	16,759	17,763	18,831	19,960	16,178	8,575	9,090	107,155
I GRANTS									0
TOTALS	0	159,859	170,552	182,000	198,605	109,182	69,577	70,742	960,516

TABLE 36-7 DOLLAR-COST-PER DEVELOPMENT TARGET BY FISCAL YEAR

TARGET AREA : PRIVATE SECTOR PRODUCTION

Date Run : 06/03/89

MODULES	FY 1989	1990	1991	1992	1993	1994	1995	1996	TOTAL
A TR/ LT P&D (US)	0	0	0	0	0	0	0	0	0
B TR/ LT MA (US)	0	76,320	80,899	85,753	90,898	0	0	0	333,870
C TR/ LT BA/BS (US)	0	0	0	0	0	0	0	0	0
D TR/ ST (US)	0	26,500	33,708	41,885	31,560	40,146	42,558	45,108	261,265
E TR/ ST (TC)	0	14,310	15,168	16,080	17,043	18,065	12,766	13,532	106,965
F TR/ ST (IC)	0	10,500	12,340	14,292	15,156	16,056	17,028	15,040	100,512
G TA/ ST (S/ A/ P)	0	36,040	38,202	40,494	42,924	45,500	24,115	25,562	252,837
H YALI (ENGLISH LANGUAGE)	0	35,982	44,931	54,831	42,854	48,535	51,448	54,539	333,119
I GRANTS									0
TOTALS	0	199,752	225,248	273,135	240,435	168,303	147,915	153,781	1,388,568

TABLE 5H: DOLLAR COST PER DEVELOPMENT TARGET BY FISCAL YEAR

TARGET AREA : PRIVATE SECTOR MARKETING

Date Rec : 06/03/89

MODULES	FY 1989	1990	1991	1992	1993	1994	1995	1996	TOTAL
A TR/ LT PRD (US)	0	0	0	0	0	0	0	0	0
B TR/ LT MA (US)	0	74,320	80,899	85,753	90,898	0	0	0	333,870
C TR/ LT BA/BS (US)	0	0	0	0	0	0	0	0	0
D TR/ ST (US)	0	10,600	16,854	17,865	31,560	20,073	21,279	22,554	140,785
E TR/ ST (TC)	0	9,540	15,168	16,080	17,043	18,065	12,766	13,532	102,195
F TR/ ST (IC)	0	11,660	12,340	14,292	15,150	16,056	17,028	15,040	101,572
G TA/ ST (S/ A/ P)	0	35,040	38,202	40,494	42,924	45,500	24,115	25,562	252,837
H YALI (ENGLISH LANGUAGE)	0	16,759	24,555	26,031	42,814	24,267	25,724	27,269	187,460
I GRANTS									0
TOTALS	0	160,919	182,018	200,515	240,435	123,962	100,912	103,957	1,118,719

TABLE 513 DOLLAR COST PER DEVELOPMENT TARGET BY FISCAL YEAR

TARGET AREA : MID POLICY DEVELOPMENT

Date Run : 06/03/89

MODULES	FY 1989	1990	1991	1992	1993	1994	1995	1996	TOTAL
A TR/ LT PhD (US)	0	0	0	0	0	0	0	0	0
B TR/ LT MA (US)	0	76,320	80,899	85,753	90,898	0	0	0	333,870
C TR/ LT BA/BS (US)	0	0	0	0	0	0	0	0	0
D TR/ ST (US)	0	10,600	16,854	17,865	25,248	13,382	14,186	15,036	113,171
E TR/ ST (TC)	0	9,540	15,163	16,080	17,043	18,065	19,149	13,532	108,578
F TR/ ST (IC)	0	9,540	12,340	14,292	15,156	16,056	17,028	15,040	99,452
G TR/ ST (S/ A/ P)	0	54,060	57,303	60,741	64,386	68,250	48,230	25,562	378,532
H TR/ ST (ENGLISH LANGUAGE)	0	16,759	24,555	26,031	35,223	16,178	17,149	18,180	154,074
I GRANTS									0
TOTALS	0	176,819	207,119	220,762	247,954	131,932	115,742	87,350	1,187,677

TABLE 53.4 DOLLAR COST PER DEVELOPMENT TARGET BY FISCAL YEAR

TARGET AREA : MID EMPLOYMENT/ ENTERPRISE

Date Run : 06/03/89

MODULES	FY 1989	1990	1991	1992	1993	1994	1995	1996	TOTAL
A TR/ LT PhD (US)	0	0	0	0	0	0	0	0	0
B TR/ LT MA (US)	0	74,320	80,899	85,753	90,899	0	0	0	333,870
C TR/ LT BA/BS (US)	0	0	0	0	0	0	0	0	0
D TR/ ST (US)	0	26,500	33,708	35,730	37,872	40,146	42,552	37,590	254,104
E TR/ ST (TC)	0	9,540	15,148	16,080	17,043	18,066	19,149	13,532	108,578
F TR/ ST (IC)	0	11,660	12,340	14,292	15,156	16,056	17,028	15,040	101,572
G TA/ ST (S/ A/ P)	0	90,100	95,505	101,235	107,310	136,500	72,345	51,124	654,119
H YAL! (ENGLISH LANGUAGE)	0	35,982	44,931	47,631	50,486	48,535	51,448	45,449	324,461
I GRANTS									0
TOTALS	0	250,102	282,551	300,721	318,765	259,303	202,528	162,735	1,776,704

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TABLE SK : DOLLAR COST PER DEVELOPMENT TARGET BY FISCAL YEAR

TARGET AREA : MID OTHER ISSUES

Date Recd : 06/03/89

MODULES	FY 1989	1990	1991	1992	1993	1994	1995	1996	TOTAL
A TR/ LT Ph2 (US)	0	141,120	170,787	191,034	191,895	0	0	0	704,837
B TR/ LT MA (US)	0	76,320	80,899	85,753	90,898	0	0	0	333,870
C TR/ LT BA/ES (US)	0	0	0	0	0	0	0	0	0
D TR/ ST (US)	0	15,900	16,854	17,865	18,934	13,392	14,186	15,036	112,159
E TR/ ST (TC)	0	9,540	15,168	21,440	22,724	18,066	12,766	13,532	113,236
F TR/ ST (IC)	0	10,600	12,340	11,910	12,630	13,360	14,190	15,040	90,090
G TA/ ST (S/ A/ P)	0	36,040	38,202	20,247	21,462	22,750	24,115	25,562	188,378
H YALI (ENGLISH LANGUAGE)	0	23,166	24,555	26,031	27,591	16,178	17,149	18,180	152,851
I GRANTS									0
TOTALS	0	332,686	358,805	364,280	386,133	82,756	82,406	87,350	1,695,421

TABLE 6 : SUMMARY OF DOLLAR COSTS PER PARTICIPANT BY MODULE BY FISCAL YEAR.

Date Enn : 06/03/89

MODULES	FY 1989	1990	1991	1992	1993	1994	1995	1996	TOTAL
A TR/ LT PhD (US)	0	1,288,960	1,366,296	1,629,306	1,727,054	0	0	0	6,011,626
B TR/ LT MA (US)	0	763,200	1,051,687	1,543,554	1,636,164	0	0	0	4,994,605
C TR/ LT BA/BS (US)	0	2,295,960	2,561,800	2,715,520	3,022,362	0	0	0	10,595,642
D TR/ ST (US)	0	212,000	258,428	285,840	309,298	301,095	312,092	323,274	2,002,017
E TR/ ST (TC)	0	104,940	136,512	144,720	164,749	168,616	146,809	135,320	1,001,666
F TR/ ST (IC)	0	111,300	112,400	140,538	149,934	157,884	167,442	150,400	988,998
G TR/ ST (S/ A/ P)	0	432,480	458,424	465,681	493,626	546,000	313,495	281,182	2,990,888
H YALI (ENGLISH LANGUAGE)	0	595,423	701,152	779,794	852,990	364,011	377,282	390,862	4,061,515
GRANTS ARE A FIXED AMOUNT EACH YEAR SO THERE IS NO NEED FOR CALCULATIONS									
I GRANTS	0	0	0	0	0	0	0	0	0
TOTALS	0	5,804,263	6,646,699	7,704,953	8,355,277	1,537,606	1,317,120	1,281,038	32,646,957

11/1/89