

PD-ABH-611

**YEMEN EDUCATIONAL DEVELOPMENT SUPPORT PROJECT
EDSP**

(USAID/Sana'a Contract # 279-0074-C-00-9006-00)

SEMI-ANNUAL REPORT # 9

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Submitted by:

**EDUCATION DEVELOPMENT CENTER, INC.
Washington, D.C.**

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EXECUTIVE SUMMARY

The period from January to June 1993 was filled with activity and accomplishment for the Education Development Support Project (EDSP). The major technical efforts involved the field testing of the first grade instructional materials and the writing of the second grade materials. EDSP hosted one consultant from the U.S., Dr. Saouma Boujaoude, in both January and June of 1993 to work with the science team. Three Jordanian subject area consultants, Dr. Musa Al-Nazar, Dr. Ahmed Taqi and Dr. Nihad Al-Musa, worked with the task forces in May on writing the third grade instructional materials. Workshops on field testing of the first grade materials continued to take place. By April, 80% of the field testing had taken place, in spite of the fact that the schools closed earlier than usual this year.

Ms. Helen Boyle from the EDC Washington office arrived in Sana'a on January 22, 1993 to work with the field office staff in improving project administration, record keeping and accounting. A housing inventory with USAID was also conducted while she was in Sana'a. The EDSP Chief of Party, Dr. Khalil Elaian, made his consultation to the home offices in Washington and Boston in March of this year as well. The field office staff was busy in March, April and May with the change of offices. EDSP's previous office space did not afford enough room for the task forces to work so new offices were located, and under the auspices of the Ministry of Education (MOE) the project moved into these larger accommodations.

The project was extended under Modification #4, to continue until December 31, 1993. The extension became official in June of this year, as USAID was awaiting a commitment from the MOE to develop a comprehensive curriculum plan.

(Note: As all activities under Module 1 have been completed, this report starts with Module 2. All activity numbers in this report refer to the Revised Workplan for Contract Extension (The Third Workplan), submitted as part of the proposal to extend the project until December of 1993.)

MODULE TWO

Module Two

Evaluating the present curriculum (grades 1-3) in math, reading and science.

Module Objectives:

The objectives of this module include evaluating the present curriculum, including a content analysis of textbooks and an analysis of educational practices used by teachers, principals, and supervisors in the field and evaluation of the curriculum as a result of its impact on pupil achievement. Comprehensive tests to measure pupil achievement will be developed in order to identify the strengths and weaknesses of the present curriculum and the test results obtained will be taken into account in the development of the new instructional materials.

The overall methods to evaluate the current curriculum consist of the following:

1. Evaluating the content of textbooks in math, science, and reading for grades one through three.
2. Evaluating the educational practices used in the field.
3. Evaluating the effects of the curriculum on pupil achievement.

Module Activities:

2.1. Administering the seven achievement tests.

In light of a strike by the ERDC staff, the original administration plan was revised and three teams of EDSP task force members were formed to administer the tests. The teams began administering the tests in December 1992 to second, third and fourth graders in the pilot schools. The task force members, along with the teachers of these pilot schools finished administering the tests in Aden, Lahj, Baida, Dhamar and Sana'a governorates.

In early April EDSP was taken by surprise when the MOE announced that the academic year for first graders would end on April 27th, due to the upcoming elections on April 17. EDSP contacted all the pilot schools and made arrangements for readministering most of the tests in April and a few in May. By the end of April, 85% of the tests had been readministered.

2.2 Analyze data from tests and write a final report.

EDSP developed a four-part plan for preparing the data for item analysis. The four parts include:

1. Classifying the 7 criterion achievement tests booklets according to governorate, school, grade, gender, and subject matter. An identification number was assigned to each booklet.
2. Coding student responses onto a computer sheet especially designed for this purpose.
3. Inputting the data into the computer.
4. Writing a software program to be used in analyzing the data.

In March, this plan was put into action and, for the first set of criterion achievement tests, the four above steps were completed by June of 1993.

In June, a similar plan to the one above was developed to begin coding and inputting the data from the readministration of the tests in April. EDSP plans to finish analyzing the data by August of 1993. A report will be written that outlines the findings of the test and item analysis.

2.3 Write a Final Report Evaluating the Present Curriculum

This activity will focus on integrating the three sub-reports completed under this activity. Reports completed under earlier workplans include: 1) the textbook content analysis report and 2) the survey of educational practices report. These will be integrated with the test and item analysis report later this year to form one comprehensive, major report on the present curriculum in Yemen.

MODULE THREE

Module Three

Producing a simplified Outcome Based Education Curriculum in math, reading and science for grades 1 - 3.

Module Objectives

Under the current, third workplan, the remaining objectives of this module include the following:

1. Prepare instructional materials and teacher guides for grades two and three in math, science and reading.
2. Complete the field testing of first grade instructional materials and teacher guides.
3. Revise and produce a final camera-ready copy of the first grade materials for production and dissemination.
4. Begin field testing second grade instructional materials and teacher guides in pilot schools.

Module Activities

3.1 Produce Student Textbooks and Teacher Guides.

Task forces will cluster instructional objectives for reading, math and science for grades two and three into units and write the instructional materials for these units. In addition, task forces will do language and technical editing of the materials and design, illustrate and produce drafts of camera-ready copies of student textbooks and teacher guides for grades one, two and three.

3.1.1 Produce First Grade Student Textbooks and Teacher Guides.

3.1.1.a Produce First Grade Student Textbooks and Teacher Guides.

All of the instructional materials for grade 1 have been written.

3.1.1.b Design and Produce Camera-Ready Copies of Reading, Math and Science Instructional Materials for Grade 1.

Task force members finished the design and illustration work for the first grade materials in April. According to the pilot school teachers and others in the field testing workshops, about 20% of the camera-ready drafts need modification. The project design members started doing the revisions on their own as the plan to recruit designers and illustrators from Jordan as program assistants had to be put on hold, (along with approval of the fourth modification to the project) while USAID waited for the MOE to fulfill certain agreed upon prerequisites to the project extension.

In June USAID approved EDSP's plan to recruit six textbook designers and illustrators from Jordan. Four of them worked with the members of the design unit of the project to revise the draft camera-ready copies originally produced and field tested, to reflect comments and remarks provided by the participants in the field testing process.

3.1.2 Produce Second Grade Student Textbooks and Teacher Guides.

3.1.2.a Write Reading, Math and Science Instructional Materials for Grade 2.

Reading The Yemeni reading consultants, Dr. Amatt and Dr. Mekhlafi, finished reviewing the second grade materials at the end of May. The draft materials (student textbook and teacher guide) were sent to Dr. Nihad Al-Musa in Amman, Jordan and he was asked to evaluate them and make the necessary revisions. The process of typing the materials and doing some of the technical editing was also started in May.

Science The science task force members worked with Dr. Saouma Boujaoude during late December of 1992 and early January of 1993 on reviewing the second grade materials. They worked on this during the months of Feb., March and April along with Dr. Dawood, the Yemeni science consultant. Typing and technical editing started in May. Dr. Saouma Boujaoude arrived in Sana'a on June 10 and worked further with Dr. Dawood and the science task force members on reviewing and

revising the final drafts of the second grade materials. (See Dr. Boujaoude's reports in Appendix 1.)

Math During January, February and March, the task force members continued to discuss and review the second grade materials. Typing and technical editing of the materials started in May. In June, Dr. Shakeeb, the Yemeni math consultant worked jointly with the math task force members to produce the final draft of the grade two materials.

3.1.2.b Design and Produce Drafts of Reading, Math and Science Student Textbooks and Teacher Guides for Grade 2.

In May, EDSP contracted Mr. Jameel Torky to do the illustrations for the second grade materials.

In June, EDSP prepared a plan for typing the three drafts of the grade two teacher guides. This task is expected to reach completion in late July.

3.1.3 Produce Drafts of Reading, Science, and Math Student Textbooks and Teacher Guides for Grade 3.

3.1.3.a Write Reading, Math and Science Instructional Materials and Teacher Guides for Grade 3.

As soon as the task forces finished the drafts for grade 2, they were asked to start the grade 3 materials. Although the three task forces started writing the materials in April, they decided that there was a need for structural revision. This need was most urgently expressed by the reading task force. Task Force members worked jointly with the Yemeni and Jordanian consultants on this task. (See Appendix 1 for Jordanian consultants' reports.)

3.1.3.b Design and Produce Drafts of Reading, Math and Science Instructional Materials for Grade 3.

This activity is scheduled to begin in September of 1993.

3.2 Field Testing Grade 1 and Grade 2 Instructional materials and Teacher Guides.

Three committees (reading, math and science) were be formed to conduct the initial field testing of the new instructional materials for grade one. Each committee will review and evaluate each of the instructional units and teacher guides. The criteria for evaluation were prepared by the committees themselves. A report providing the primary findings will be submitted by each subject matter committee. Preparation for field testing began in September and the work started in October, 1992.

3.2.1 Field Testing of Grade 1 Instructional Materials and Teacher Guides.

Three teacher training workshops were held in January, two in Aden (Jan. 5-7 and Jan. 24-27) and one in Al-Baida (Jan. 28-30). The participants of these workshops were teachers, principals, and supervisors of the pilot schools, and officials from the supervision department in the MOE, in addition to some specialists from in-service teacher training institutes and the ERDC. Some professors from Sana'a University acted as trainers for the workshop. The objectives of these training workshops was to collect and discuss the participants' feedback on the second unit of the reading, math and science instructional materials and to train them on implementing and managing the third and fourth units of the first grade instructional materials.

A training workshop was held in Sana'a from May 22 - May 27, 1993. Fifty participants took part in the workshop along with four Yemeni consultants. The workshop focused on 1) discussing feedback on units 7 and 8 after the field testing, 2) introducing and discussing units 9 and 10 of the grade 1 teacher guide, 3) introducing and discussing the last two units of the first grade textbook, 4) discussing and evaluating the whole textbook and teacher guide for grade 1, and 5) having the participants fill out a questionnaire to document their evaluation and make recommendations regarding the materials and the field testing process.

3.2.2 Field Testing of Grade 2 and 3 Instructional Materials and Teacher Guides.

Field testing of the grade two instructional materials is scheduled to begin in September of 1993, at the start of the school year.

MODULE FOUR

Module Four

Training Ministry of Education officials, educators and technical staff on the philosophy and management of Outcome Based Education Curriculum.

Module Objectives

The success of any educational system depends to a great extent on the understanding of all concerned of the importance of the system and their knowledge of its strengths and weaknesses. This module will provide MOE officials, educational leaders, teachers, supervisors, administrators and other technical MOE staff with short-term training and study tours in OBC outside and inside Yemen. The training aims at providing these officials and educators with the skills, knowledge and attitudes necessary to understand the philosophy and elements of outcome based education, and to be able to develop, implement, manage and evaluate outcome-based education systems.

This module will differ from the training module included in the First Workplan. While module four of the First Workplan included only training outside Yemen, this module will include training both outside and inside Yemen.

Module Activities

4.1. Conduct a Short Training Program for Sixteen Educational Leaders in the Area of Curriculum Development, in Amman and Cairo.

The aim of this program will be to expose Yemeni educational leaders to the Egyptian and Jordanian experiences in curriculum development. A focus will be put on the areas of methodologies and curricula development processes in these countries, their experiences with educational reform and school curriculum reform in particular and issues and difficulties they encountered in the reform process.

This activity is scheduled to take place in during the first two weeks of July, 1993.

4.2. Conduct a Seminar for 65 Yemeni curriculum Specialists and Educational Leaders to Establish the Foundations and Criteria for Developing a General, Comprehensive Plan for Developing Curricula in Yemen.

The seminar will work towards adopting one methodology for writing instructional materials. Towards that end, discussion will focus on establishing the foundations for the development of a comprehensive plan for curriculum development, and authorship manuals for writing textbooks, teacher guides and math, reading and science instructional materials. This seminar will take place in August of 1993.

4.3 Conduct a Training Workshop for Social Science and Islamic Education Curriculum Specialists.

The aim of this workshop is to familiarize curriculum specialists in the areas of social sciences and Islamic education with the EDSP methodology in writing instructional materials. Another aim of the workshop will be to put together a plan for developing student textbooks and teacher guides in accordance with the comprehensive plan. Thirty five participants will take part in this workshop, scheduled for July of 1993.

4.4 Train Second and Third Grade Teachers, Principals and Supervisors in the Skills Needed for Successful Implementation and Management of the New Second and Third Grade Instructional Materials.

Two training workshops will be held in both Aden and Sana'a. The concept and philosophy of OBC and the process of developing and evaluating the new curricula will be introduced. The training workshops will also include sessions on how to implement and manage all of the units of the new instructional materials and teacher guides in the three subject areas. Three more follow-up sessions will be held for participants and authors to share comments and feedback regarding the implementation and management of the first three units. These workshops will take place in August and September of 1993.

MODULE FIVE

Module Five

Research on school efficiency and effectiveness

Module Objectives

This module aims at conducting primary school effectiveness research and studies to determine the level of effectiveness and efficiency of primary education in Yemen. This research also aims to determine the strengths and weaknesses of primary schools in Yemen and identify current problems and bottlenecks in the delivery and support system for primary education. School locations, classroom sizes, teachers, supervisors, and principals training, school and community relation, teaching and learning materials and processes, available facilities and resources will all be examined.

Furthermore, the school effectiveness studies aim at determining factors that distinguish effective schools from ineffective ones and pinpoint factors that lead schools to be ineffective and inefficient. These research studies and surveys will identify solutions to current problems in the delivery system for primary education. This should lead to plans for modifying the current system in order to support the new curricula and improve the quality of primary education in Yemen.

Module Activities

5.1 Produce a final report on the school effectiveness study.

A review of available school effectiveness research that has been published in the international journals during the last fifteen years was undertaken. A review of Yemeni school effectiveness research and other relevant, available research was also completed. These literature review activities were completed by February of 1991.

Also, school observations, interviews and data collection were conducted in order to determine what factors in the current context significantly contribute to school effectiveness. This activity will also include data analysis and the writing of a final report. It should be mentioned that the questionnaire developed through Module 2 was used to collect data on school characteristics, since teacher capability is a determining factor in school effectiveness. The results from this activity have been taken into consideration regarding the variables which contribute to school effectiveness. This activity was completed in late April/early May of 1992.

Copies of the draft of the school effectiveness study were sent to the study committee members, including Dr. Soofi and Dr. Abdulrahman from the University of Aden. The committee members were asked to review and comment on the draft. Since, by June, time was running short, Dr. Soofi was asked to revise the draft report. He will work jointly with the Chief of Party to finish the report by August 1993.

5.2 Conduct a seminar with MOE officials and Yemeni educational leaders to discuss the findings, suggestions and recommendations of the research studies.

A plan for modifying the current system in order to support the new curricula and improve the quality and efficiency of primary education in Yemen will be developed. This activity will take place in the second half of 1993.

PROJECT MANAGEMENT

January

Andra Herriott and EDC's Chief of Party, Dr. Khalil Elaian, met with Dr. Salem Baselm, the Vice Minister of Education and Mr. Abbas Aiderous, counterpart to the Chief of Party at the ERDC, in the Aden Hotel on January 6, 1993. Andy raised the following concerns of USAID:

- The importance of getting MOE comments on the fourth project amendment documents.
- The importance to USAID of the MOE's ability and inclination to meet the conditional precedents set up by USAID if the project extension is to take place. The conditions are as follows:
 - a. Evidence that the government has appointed all members of the project trained task forces to the ERDC unit of the MOE.
 - b. Evidence that the MOE has developed a comprehensive curricula plan to sustain and expand the project's interventions thus far.

The terminal date for meeting these conditions is April 30, 1993. The Vice Minister assured Andy that the MOE would like the project extension to take place and that the MOE will respond in writing to the concerns and comments voiced at the meeting within two weeks.

A meeting of the implementation committee was held on January 13, 1993 in the presence of Dr. Elaian (EDC Chief of Party), Mr. Herriott (USAID), Mr. Aiderous (ERDC) and Mr. Anees (Assistant Head of the Curriculum Development Unit). An update on the field testing of the first grade instructional materials given by the Chief of Party. One of the major issues encountered in field testing the materials was the lack of supervisor involvement in the process.

Andy Herriott gave a briefing on USAID concerns with the new amendment. The Yemenis expressed their desire to amend the project for a longer time than what was proposed by USAID. Andy explained the factors behind the decision to extend the project only until December 1993.

Lastly, the Chief of Party gave a brief update on the involvement of EDSP field office staff with Ms. Helen Boyle from the EDC/Washington, D.C. offices in reorganizing the field office files, and improving the accounting system and finalizing the housing inventories. (See trip report in Appendix 2.)

February

The Minister of Education and his Deputy for the Supervision and Guidance sector visited the EDSP offices and met with the Chief of Party and the Task Forces. The Minister and his Deputy were briefed on the progress of the project and on some of the issues encountered. The Minister expressed appreciation for the work which has been done so far and spoke of his hope that the Task Force members will be responsible for developing future Yemeni curriculum on a scientific basis. The Minister also mentioned that EDSP was the first project in the history of the ministry to last until its agreed upon completion date.

A meeting was held between USAID and the MOE to discuss the fourth modification to the project. In addition, George Flores and Andy Herriott represented AID and the Minister of Education, Mr. Abbas Aiderous and Mr. Mohammed Hatim Al-Mekhlafi represented the ministry. EDSP's chief of party, Dr. Khalil Elaian represented EDC. The evaluation of the project on the part of both parties was very positive. George Flores suggested to the minister that he write a letter to his counterpart in Jordan requesting that Dr. Elaian be allowed to remain at his post in Yemen until the end of the project in Dec. 1993. The minister agreed.

Also this month, EDSP moved to new office space. There was tremendous work associated with the move and many things, including security measures, computer installation and cleaning and repairs had to be undertaken by the field office staff. Much of this work carried over into March.

March

Three meetings were held between the Chief of Party and his counterpart to discuss issues such as the conditional precedents set by the USAID mission for developing a comprehensive curriculum development plan and the integration of EDSP project personnel. On March 24th, the Chief of Party left for Washington, D.C. for his consultation visit with the EDC home office. On his return trip to Yemen, he stopped in Jordan to contact the Ministry of Education there about recruiting Jordanian program assistants to work on the project.

April

The Chief of Party returned from his consultation trip to the EDC home offices in Washington and Boston. While in the U.S., he met with Mr. De Ghosman of the World Bank in Washington, D.C. to discuss the issue of having the EDSP task forces continue working on developing curricula and instructional materials after EDSP ends. A phasing out plan was discussed with EDC staff in Washington and Boston. In addition to that, some technical issues were discussed with EDC curriculum specialists in Boston. The COP stopped in Jordan on his way back to Yemen and interviewed some candidates to participate in the September seminar on developing a comprehensive curriculum plan.

In Yemen, the Chief of Party was involved, jointly with Andy Herriott of USAID, in preparing the documents needed for the fourth amendment to the project. He also spent some time contacting people within the Ministry of Education for the purpose of encouraging them to meet the conditions set by USAID for extension of the project. The EDSP office staff was

still occupied during April with finalizing the security measures and the installation of computers associated with the new offices. Lastly, the EDSP staff were busy with preparing for the May field testing workshops.

May

The Chief of Party met with Mr. Abbas Aiderous of ERDC to discuss recruitment of more members for the design unit. ERDC send three illustrators to EDSP but one did not continue with the project. The COP explained the importance of recruiting at least 10 illustrators in this unit if the ministry wants to be efficient in developing the curricula. Mr. Aiderous promised to recruit more people. The Chief of Party also talked with Mr. Aiderous about nominating some social science and religion education curriculum specialists to work with the EDSP task forces in developing the third grade instructional materials, for the purpose of exposing them to the simplified outcome based curriculum development method and to encouraging them to adopt it in developing the curricula in their respective subject areas.

June

An orientation meeting was held for 14 participants scheduled to go on the study tour to Amman and Cairo. The Chief of Party and his counterpart, in the presence of a representative of USAID, discussed with the participants the goals, plans and financial arrangements for the tour. The meeting lasted for two hours and a great deal of discussion took place regarding these topics. It was also agreed that EDSP would take responsibility for providing transportation to and from the airport in Sana'a. The Chief of Party and his administrative assistant were engaged in preparing for the study tour and for the evaluation meetings concerning the field testing of the first grade instructional materials.

The Chief of Party met with Mr. Aiderous, his counterpart, and Dr. Al-Mekhlafi on many occasions this month to discuss the issue of disseminating the first grade materials. Three options were put on the table: 1) disseminate the materials to Aden and Sana'a first graders, 2) disseminate the materials to more pilot schools in the selected governorates and 3) wait for the decision of the newly appointed Minister of Education.

Modification # 4 was officially signed, extending the project until December of 1993.

ISSUES

1. Lack of Participation on the Part of Pilot School Supervisors

In the Dhamar and Sana'a governorates, supervisors play a very minimal role in overseeing the field testing process. EDSP continues to encourage these supervisors to play a more active role.

Supervisors in Al-Baida have complained that their pilot teachers, all of whom are women, cannot attend the pilot teacher training workshops because they cannot get permission from their husbands to travel to Sana'a and stay overnight. EDSP is considering several options to address this issue, including having the supervisors attend the workshops and put them in charge of training the teachers in Al-Baida or sending EDSP task force members to Al-Baida to train the teachers there.

2. Cashing money from the bank

The Yemen banks have had a chronic shortage of local currency, which has made it difficult to pay vendors and local staff. When the bank has sufficient funds, it is often in notes of 5 rials, which are too cumbersome to use effectively. The administrative assistant has to carry a briefcase full of stacks of notes, just pay off relatively small expenses. This method is not secure. As there is nothing EDSP can do to rectify this situation, the project will continue to try to pay its bills with checks and to be patient until the shortage is past.

3. Office Space

Office space was a big issue in the early part of this year. The task forces did not have sufficient space in which to work and there was not enough space for extra computers and consultants. This problem was rectified when the project relocated to larger office space on the campus of the technical and vocational school in Sana'a.

4. Completion of the field testing and dissemination of the first grade textbooks

The Ministry of Education expressed a desire to disseminate the first grade instructional materials in April. This meant that EDSP had to have these textbooks ready by then. Due to the shortness of this time frame, and the strikes which delayed the process as well, the field testing and revision for all of the units could not be completed. EDSP worked extra hard during this period to get as much done as possible and did manage to manage to complete almost 80% of the materials.

5. Quality of textbook production not satisfactory

Although EDSP did send seven people to Jordan last summer for training in textbook design and illustration, comments from the field testing workshops indicate that the quality of their production is not satisfactory. EDSP has decided to employ program assistants from Jordan to assist in the design and illustration process.

In addition, the field testing process also illuminated the need to modify the text production process at EDSP. Under the new procedure the textbooks will receive technical and language editing before going to the designers. Also, EDSP will arrange meetings between the technical editor and the textbook designers before the design process is started.

6. Computer shortage

Due to the shortness of time left for completing the work required under the project, EDSP determined that the number of Macintosh computers available are insufficient. Also, it was determined that a professional typist familiar with the use of a Macintosh should be employed on a temporary basis to enter and format some of the task forces' materials.

7. Lack of training in curriculum planning and management for key MOE decision makers

EDSP has done an excellent job of training a cadre of curriculum developers. However, attention is still needed in the area of training people to plan and manage the whole process of developing curricula. The process of developing curricula is a very sophisticated one and without intensive training on the skills needed for planning and managing that curriculum, the whole process of developing the basic education materials will slow and be ineffective. Although EDSP has arranged for some study tours for curriculum planners and policy makers in the past, more are needed, specifically in the area of management. Thus, curriculum administrators from ERDC in Sana'a and Aden will participate in an EDSP sponsored study tour to the National Center for Educational Research and Development in Amman and the Center for Curriculum and Materials Development in Cairo. This trip will take place in July of 1993. On many occasions, EDSP did ask the MOE to create a management unit under the project to participate in planning and management, but these requests have not been granted. EDSP will continue to pursue this matter.

8. Lack of a comprehensive plan for curriculum development

EDSP has on many occasions tried to push the MOE to develop a comprehensive plan for curriculum development. As of yet, these efforts have not been fully addressed. In August, EDSP is planning on hosting a workshop on the issue of developing a comprehensive curriculum development plan.

9. Interruptions in the schedule of meetings of the Higher Technical Committee

Due to the elections in April, meetings of the Higher Technical Committee have frequently been postponed or delayed. This practice has continued, even after the elections took place in April. EDSP has diligently encouraged the Higher Technical Committee to resume the meetings.

APPENDIX 1

Consultant Reports--Saouma Boujaoude

REPORT ON DR. SAOUMA BOUJAOUDE'S ASSIGNMENT IN YEMEN

DEC. 18, 1992 - JANUARY 9, 1993

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Date Prepared: January 1993

The following pages present a report on my three week (December 18, 1992 - January 9, 1993) assignment in the Republic of Yemen.

Flight Schedule:

Friday Dec. 18, 92	Leave Syracuse at 7:15 am Arrive Washington, DC, National Airport at 8:15 am. Arrive EDC Office at 9:00 am Leave Washington, DC at 1:50 pm Arrive JFK Airport, New York at 3:00 pm Leave JFK Airport, New York at 6:00 pm
Saturday Dec. 19, 92	Arrive Damascus, Syria at 6:00 pm
Sunday Dec. 20, 92	Leave Damascus, Syria at 11:40 pm Arrive Sana'a, Yemen at 3:40 pm
Saturday Jan. 9, 93	Leave Sana'a, Yemen at 2 am
Saturday Jan. 9, 93	Arrive Syracuse, New York, at 7:00 pm

Work Schedule:

Monday Dec. 21, 1992 - Friday Jan. 8, 1993

Work in Sana'a with EDSProject Chief of Party and Science Task Force members to accomplish the following tasks:

1. Review Units 1 - 9 of the Grade 2 Science Instructional Materials produced by the EDSProject science Task Force members.
2. Daily meetings with the Science Task force members to review and revise the Grade 2 instructional materials. This was accomplished according to the following schedule:

Yemen Assignment, BouJaoude 2

<u>Date</u>	<u>Dr. BouJaoude with Science Task Force Members (morning)</u>	<u>Dr. BouJaoude (Afternoon)</u>
Dec. 20	Since a number of units had to be reviewed prior to meeting with the task force members, I picked up the Unit 1 materials on my way from the Airport to start reviewing these materials in preparation for meeting the Task Force members the next day.	
Dec. 21	Review parts of unit 1 with a number of task force members (3 of the task force members were in Aden piloting Grade 1 science instructional materials)	Review parts of unit 1 and unit 2
Dec. 22	Review remaining part of Unit 2 and Unit 3	Review remaining part of Unit 2 and Unit 3.
Dec. 23	Review and revise Lessons 1 and 2 of Unit 2 with all task force members	Review first part of Unit 4
Dec. 24	Review and revise remaining part of Unit 2	Review Remaining part of Unit 4
Dec. 26	Review and revise Unit 1	Review Unit 5
Dec. 27	Review and revise Unit 3	Review first part of Unit 6
Dec. 28	Review and revise first part of Unit 4	Review remaining part of Unit 6
Dec. 29	Review and revise remaining part of Unit 4	Review first part of Unit 7
Dec. 30	Review and revise first part of Unit 6	Review second part of Unit 7
Dec. 31	Review and revise remaining part of Unit 6	Review first part of Unit 8
January 2	Review what has already been re-written by Science Task Force Members (Units 2 and 3). This was an all day job that I did myself since Science Task Force members were on New year vacation.	
January 3	Review and revise first part of Unit 5	Review remaining part of Unit 8

Yemen Assignment, BouJaoude 3

<u>Date</u>	<u>Dr. BouJaoude with Science Task Force Members (morning)</u>	<u>Dr. BouJaoude (Afternoon)</u>
January 4	Review remaining part of Unit 5	Review first part of Unit 9
January 5	Review and revise first part of Unit 7	Review remaining part of Unit 9
January 6	Review and revise remaining part of Unit 7	Review re-written units 1 and 4
January 7	* Review Unit 9 * Discuss introduction, references, and guidelines to be included in Grade 2 Teachers' guide.	* Review rewritten units 5 and 6 * Review Unit 8 with Dr. Saleh Nasr

General comments:

1. During the morning meetings with the Science Task Force members to review and revise the units, consensus was reached regarding the changes in the unit. The specific changes were recorded and a copy of these changes was provided to the author of the unit. Each one of the authors was charged with revising his or her unit to reflect the changes. The units that were revised during my stay in Sana'a were reviewed to make sure that they conformed with the agreed changes. Then these units were submitted for typing.
2. Task Force members apportioned the writing of Grade 3 instructional materials among each other. The EDS Project Chief of Party will authorize officially each of the Science Task Force members with writing his or her assigned unit.
3. When the Science Task Force members were writing the Grade 1 Instructional materials, they wrote individual lessons, discussed these lessons, then one person was charged with writing the whole unit based on group comments. While this process was necessary during the training, it is a very time consuming process. Consequently, the Task Force members

were assigned full units for the Grade 2 instructional materials. My evaluation is that the Grade 2 instructional materials were satisfactory with the following weaknesses:

- a. It seems that the Task Force members are writing the individual lessons with very little consideration to the relationships between the lessons and the objectives of the whole unit.
- b. A number of the objectives did not have corresponding activities in some cases, and evaluation items in other cases.
- c. A number of evaluation items were not aligned with the objectives.
- d. A number of the remediation, reinforcement, and enrichment activities were not aligned with lesson or unit objectives.
- e. There was a lack of consistency in the use of units and lessons headings and subheadings.

As a result of identifying these weaknesses, the major thrust of the daily meetings with the Task Force members included the following:

- a. Emphasizing the alignment of objectives, activities, and evaluation within each lesson, but more importantly within each unit as a whole.
- b. Writing new objectives, activities, and evaluation items so that all these were aligned in each lesson.
- c. Checking each evaluation items against the objectives for which it was written to make sure that all objectives were taught and evaluated.
- d. Rewriting new remediation, reinforcement, and enrichment activities and revising a number of existing ones to make sure that each accomplished its objectives.
- e. Making sure that lesson and unit headings and subheadings were consistent across lessons, units

and authors.

4. All the Grade 2 Instructional materials were reviewed and revised with the Task Force members and the Yemeni consultant (Dr. Dawood) when he was available. The Grade 2 instructional materials will be rewritten by the Science Task Force members as follows:

<u>Unit #</u>	<u>Name</u>	<u>Status</u>
Unit 1	Omar BaFadel, Yassin, Um-Al-Saad, and Yassmin	Yassin and Um-Al-Saad completed their lessons while Yassmin and Omar are in the process of writing these lessons.
Unit 2	Yass...	Completed
Unit 3	Mohammed Abraham	Completed
Unit 4	Yassmin	Being Re-written
Unit 5	Omar BaFadel	Being Re-written
Unit 6	Mohammed Abraham	Completed
Unit 7	Um Al-Saad	Being Re-written
Unit 8	Dr. Saleh Nasr	Being Re-written
Unit 9	Dr. Saleh Nasr	Being Re-written

5. The team leader or one of the Task Force members has to write an introduction, guidelines, and references for the Grade 2 textbook. These were discussed and agreed upon in a team meeting on Thursday January 7, 1993. The textbook introduction should include a preface, Description of the teachers guide, description of the textbook, instructions and guidelines for the teacher, scope and sequence chart, objectives of Grades 1-3 as well as year objectives, list of materials, equipment and instructional aids, and list of references. The task of producing a description of these elements was given to Mohammed Ibrahim. Each task force

member will be assigned the writing of the contents of each of these components for final discussion by all the Task force members.

NOTE: It is my estimate that all these units as well as the textbook introduction, including a preface, Description of the teachers guide, description of the textbook, instructions and guidelines for the teacher, scope and sequence chart, objectives of Grades 1-3 as well as year objectives, list of materials, equipment and instructional aids, and references will be finalized and given to the Chief of party by the end of January 1993 as specified in the Science Task Force Plan. This expectation was communicated to all Task Force members.

Recommendations:

1. The practice of assigning whole units to individual Task Force members should be continued since it has proved to be more time efficient and more closely aligned with the actual method used in curriculum writing. However, it is essential that the Task Force members meet often as a group to discuss each others work to make sure that the textbook as a whole is not disconnected.
2. Task Force members should follow the guidelines agreed upon regarding the steps needed to write units. The guidelines were made available to all the Science Task force members in writing during August 1992.
3. The team leader should read all the finished units to assure the consistent use of terms and the soundness of the scientific terms used in these units.

REPORT

JUNE 10 - JUNE 30, 1993

SANA'A, REPUBLIC OF YEMEN

Report Prepared by: Dr. Saouma BouJaoude
Dept. of Science Teaching
101 Heroy Geology Bldg.
Syracuse University
Syracuse, NY 13244-1070
(315) 443-9137 (Office)
(315) 424-1167 (Home)

Tuesday June 8

2:30 pm Left Syracuse
4:00 pm Arrived Washington, DC (Dallas Airport)
5:00 pm Left Washington, DC

Wednesday June 9

7:30 pm Arrived Sanaa

Scope of Work:

1. Work with the Science Task Force Members to review and Finalize Grade 1 Science textbook and Teachers Guide.
2. Write the pilot testing reports for math, reading and Science.
3. Analyze written transcripts from school effectiveness study and incorporate it in the School effectiveness report.

Thursday June 10

1. Met with Dr. Elaian to go over the scope of work.
2. Met with Science Task Force. They updated me on their field testing work and provided me with Units 1-6 of Grade 1 textbook. These units have been rewritten based on comments from the field.

Saturday June 12

1. Started reviewing Grade 1 materials. I reviewed and wrote reports on Units 1, 2 and half of Unit three.
2. Met with the Science Task Force members to discuss results of reviews of units 1 and 2

Sunday June 13

1. Reviewed Units 3, 4, and 5
2. Discussed proposed changes on Units 3, 4, and 5 with Science Task Force members

Monday June 14

Left to Aden to participate in workshop on field testing

Tuesday June 15

1. Met with representatives from different areas to discuss science unit

Wednesday June 16

1. Met with representatives from different area to continue discussion of units.

Thursday June 17

Left to Sanaa

Saturday June 19

1. Analyzed School effectiveness data including written responses by teachers and students.
2. Met with Science Task Force members to discuss proposed changes in Units 1 and 2 of the Grade 1 science textbook.

Sunday June 20

1. Analysis of administrators, and subject matter supervisors responses written to school effectiveness questionnaire.
2. Met with two of the Task Force members to discuss proposed changes on Units 3 and 4 of Grade 1 science textbook, especially the changes proposed by the participants of Aden Field Testing Workshop.
3. Met with Dr. Dawood to discuss proposed changes on Unit 7 of Grade 1 science textbook

Monday June 21, 1993

1. Analysis of data from school effectiveness study
2. Read background material for the written report on the school effectiveness study
3. Meet with Dr. Dawood to discuss proposed changes on Unit 8 of Grade 1 science textbook.

Tuesday June 22

1. Analysis of School effectiveness data and visiting Educational Development and Research Center to acquire Yemeni School Statistics as background for school effectiveness study.
2. Met with members of the Pilot Testing Report Committee to discuss math, science and reading reports.
3. Met with Dr. Dawood and Science Task Force members to discuss final changes on Units 1-5 in the Grade 1 science textbook
4. Began writing the pilot testing/field testing report (Math report).

Wednesday June 23

1. Met with Dr. Mikhlafy, Dr. Anis and Mr. Al-Aydarous to discuss acquiring Statistics on Southern Governorates since they were not included in the Statistics provided by the Ministry of Education
2. Wrote the Math Task force report on Pilot Testing
3. Met with members of the Science Task Force to discuss proposed changes in Unit 5 of the Grade 1 science textbook and date for final copy of Grade 1 science textbook. The decision was that the final copies of the Textbook and teachers guides will be

with Dr. Elaian on July 10, 1993

Thursday June 24

1. Met with Dr. Dawood to discuss the revisions and teachers' feedback on Unit 6 of Grade 1 Science Textbook.
2. Met with Mr. Gharama in the Statistics Division of the Ministry of Education to acquire statistics for school effectiveness study.
3. Wrote the science pilot testing report

Saturday June 26

1. Wrote the reading Pilot testing reports.
2. Discussed Unit 6 of the Grade 1 science textbook with the Science Task Force members.
3. Reviewed Unit 3 of the Grade 3 science textbook with the Science Task Force Members.

Sunday June 27

1. Met with Science Task Force members to discuss proposed changes on Unit 7 of the Grade 1 science textbook
2. Analyzed written transcripts by administrators in school effectiveness study.

Monday June 28

1. Met with Science Task Force to discuss proposed revisions on Units 7 and 8 of the grade 1 science textbook

Tuesday June 29

1. Discussed revisions on Unit three of Grade three science textbook and teachers' guide with Science Task Force members.
2. Wrote the results of the written transcripts of the school effectiveness study -- teachers and administrators.

Wednesday June 30

1. Final review for Grade 1 science textbook and Teachers manual -- met with Dr. Dawood and Task force members to finalize revisions.
2. Wrote the results of the written transcripts of the school effectiveness study -- students and supervisors.

Thursday July 1

1. Leave Sana'a at 3:05 am
2. Arrive Washington DC 3:00 pm
3. Arrive EDC office 3:45 pm

Friday July 2

1. Leave Washington DC, 10:35 am
2. Arrive Syracuse 11:30 am.

GENERAL COMMENTS

1. The science task force members seem to be on task in producing the Grade 2 and Grade 3 textbooks. Their only concern was that these two books will not be field tested prior to final dissemination. However, the Educational Research and Development Center officials think that there will be widespread field testing prior to final dissemination of the textbooks.
2. The Issue of including science in the curriculum in Grades 1 and 2 in the previous northern governorate has not been solved yet. This issue needs to be addressed prior to field testing and dissemination.
3. The science task force members have acquired a number of very essential and important skills in layout and design in addition to writing instructional materials. These members will be a very important asset to the future development of textbooks and curricula in the Republic of Yemen.

1. The following is a detailed report on the Field Testing Workshop conducted in Aden.

**Field testing Workshop in Aden
June 15 and 16, 1993**

- A. Participants:** Twenty four participated in the science workshop. These included:
- 1 Yemeni Science Consultant (Sanaa University)
 - 1 Non-Yemeni Science Consultant
 - 4 teachers
 - 6 supervisors
 - 3 administrators.
 - 4 Members of the faculty of In-service Institute.
 - 2 Educational Research and Development Center (Aden)
 - 3 Educational Research and Development Center (Sana'a)
- B. Comments on field testing:**
1. The textbook was very effective with teachers especially that it emphasized the Yemeni environment in all its aspects.
 2. Parents and administrators were very supportive during the field testing.
 3. What happens to students who used the new textbook this year, will they use the new second grade textbook in the coming academic year?
 4. Training is essential for the success of field testing and implementation of the textbook: a one- to two-week workshop should be sufficient for training.
 5. There was some concern about the methods of using the re-teaching exercises and extension exercises. This needs to be clarified in the introduction/preface to the textbook.
 6. There was some concern about the number of period per week for science. While a number of participants said that the two periods/week were sufficient, others said that at least three are needed.

C. General comments on First Grade Science Textbook

1. There is a need for a general preface to the textbook
2. There is a need to include a general comment in the introduction/preface giving the teachers direction on how to accomplish the attitudinal objectives.
3. There is a need for a general comment in the introduction/preface informing the teacher that more activities or different activities may be used as long as they accomplish the stated goals
4. Sequencing of the units: A number of participants suggested sequencing the units differently. The major change is to place the Unit on Health and Cleanliness as the second unit.
5. One of the participants suggested that one of the lessons should include a time line for implementation to give the teachers an idea of how much time to spend on each of the lesson parts.
6. A list of resources should be included with the Textbook. Administrators should be asked to furnish teachers with as many of the resources as possible.
7. One of the major hurdles for implementing the curriculum is the materials and equipment needed in the classroom. It was suggested that kits containing these materials should be provided to the teacher
8. Pictures need to be colored and clear
9. Teachers should be provided with guidelines about using the student textbook, especially if all the work should be done in the classroom or the book could be sent home with students.

Consultant Reports--Nihad Al-Musa

REPORT
ON THE READING CONSULTANCY MISSION
AND ITS ACCOMPLISHMENTS DURING THE PERIOD
MAY 13 - 21, 1993

NAME: Dr. Nihad Al-Musa , Reading Consultant

DATE: May 20, 1993.

This seven-days mission-as was planned accomplished the following:

- Finalizing a structural framework for the Third Grade Book, verifying the Topic Domains of the Ten Units of which the Book will be consisted, showing specifically the main topic of every unit, the titles of the lessons and other elements to be included in every unit according the out-come based curriculum i.e evaluation, exercises and free reading etc.,
- Finalizing the structural framework of every unit including-in detail- its items specifically.
- Finalizing the structural framework of every lesson including-in detail-its elements and components which are to be covered or dealt with.

Charts exemplifying the former strictiral frameworks have been produced and distributed and displayed as writing guidance.

- Choosing the texts to be used in preparing most of the lessons and the units.
- Writing three lessons as models and examples to be followed by the Yemeni Reading Team.

It is believed that the Yemeni team can follow a clear course in working out the rest of the book. The work has been distributed and the assignments have been made very clear. It will-no doubt-need to be reviewed thoroughly afterwards.

- Revising and correcting the proofs of the first grade book.

The Yemeni Teams are responding positively. They show a developing understanding, interaction and enthusiastic participation.

Reading Consultant
Prof. Dr. Nihad Al-Musa

June 1993

Date 3 July, 1993

To: Dr. Khalil Elaian
Director, EDSP

From: Dr. Nihal Al-Almosa

RE: A report about the assignment I worked at in Amman

Tasks Accomplished:

1. Reading ,revising and modifying the drafts of the second grade instructional materials.
2. Writing instructional objectives for some of the units and lessons
3. Develop introductions for some of the units and lessons.
4. Write lots of training exercises especially for vocabulary
5. Modify some of the cexts for some lessons.
6. Replace some of the lessons by new ones such as lesson twenty six.
7. Develop some evaluation techniques for units 1 and 8.
8. Write introductions for some units.
9. Write introduction for the second grade student textbook and teacher guide
10. Develop the content list for both student textbook and teacher guide.

The total working days spent to accomplish these tasks were twenty eight (20/6- 1/7, 1993).

11

التاريخ: ٣ يوليو/١٩٩٣م

الى : د. خليل عليان
مدير مشروع دعم تطوير التعليم

من :خبير تعليم القراءة
د. نهاد الموسى

الموضوع: تقرير عن التعيين الذي كلفت به في
كتاب القراءة للصف الثاني

بيان العمل الذي انجزه

- ١ - قراءة المسودات التي كانت اعدت من كتاب الصف الثاني ومراجعتها وتصحيحها وتعديلها.
- ٢ - استكمال الاهداف في كثير من الدروس ومراجعة العلاقة بينها وبين خطوات تنفيذ الدرس (في كتاب المعلم).
- ٣ - تطوير معظم "التمهيدات المقترحة" للدروس في كتاب المعلم، ذلك انها كانت في معظمها طرحا مباشرا لموضوع الدرس لا مدخلا مستمدا من خبرات التلاميذ يشوقهم الى موضوع الدرس.
- ٤ - استكمال تدريبات الدروس وخاصة تدريب المفردات وتدريب التعبير الشفوي فانه اغفل في غالب الاحيان، ومعالجتها في كتاب المعلم.
- ٥ - تعديل مادة بعض الدروس ونموذجها (في الوحدة السادسة) ووضع دليل لها على وفق التعديل.
- ٦ - تغيير بعض الدروس كما في الدرس السادس والعشرين من الوحدة السادسة لانه مكرر تقريبا في الدرس الثاني والعشرين من الوحدة الخامسة واعداد دليل له.
- ٧ - اعداد تقويم وتدرجات للوحدتين الاولى والثامنة.
- ٨ - كتابة مقدمات عدد من الوحدات لم تكن كتبت لها مقدمات.

٩ - كتابة مقدمة للكتاب.

١٠ - وضع فهرس الكتاب.

وصفوة القول ان العمل المنجز الذي تم تسليمه اليكم كان مراجعة
واستكمالا للكتاب اعدادا لطباعته، ولقد استغرق انجاز العمل المذكور
ثمانية وعشرين يوم عمل (٦/٢٠ حتى ١/٧/٩٣٩١م)

Consultant Report--Musa Al-Nazar

Report on The Mission
During the Period
May 13 - May 26, 1993

Name of Consultant: Musa Z. Nazer

Number of Nights in Sana'a: 15

Number of Working Days: 13

Brief Description of Work:

1. Reviewed all units of Third Grade Science Book and held discussion meetings with the science team to discuss notes common to all units. Separate meetings were also held with each member of the team to discuss specific notes related to units prepared by the member.

The team members are asked to prepare a second draft to incorporate the outcome of the discussions.

2. Reviewed amended units of First Grade Science books in which the science team incorporated the results of field trials. The units

(2)

should be ready for final design and production after minor amendments are made.

3. Studied the manuscript of the Guide on 'Authorship and Preparation of School Books' which was written by some members of the teams. The manuscript was completely rewritten.
4. Reviewed some units of the Second Grade Science book.

Recommendations and future work for the Science

- Team:
1. Finalize Grade one books for production.
 2. Rewrite units of Grade three and have the Yemeni expert review them, prior to final review by consultant.
 3. Final amendments on Second Grade book.

May 26/1993

M. J. Y.

Consultant Report--Ahmed Taqi

Date: May 20, 1993

Subject of the Report:

The work done by the math consultant on the period 12 - 21 May, 1993.

Submitted to :

Educational Development Center Inc.,

From: Ahmed Al- Taki.

The consultant has accomplished the following activities in the above period with the of the math yemeni group.

- 1) Revision of units 1 - 8 of student's textbook for grade 1 to be taken care of in the second print.
- 2) Revision of units 2 - 10 of student's textbook for grade 2.
- 3) Planning for the production of teacher's guide for the math textbook of grade 2.
- 4) Scanning special needs and specifications in writing the different units in math textbook for grade 3.

Math Consultant

Ahmed Al-Taki

APPENDIX 2

TRIP REPORT

HELEN BOYLE

JANUARY 22 - FEBRUARY 5, 1993

EDSP PROJECT

SANA'A, YEMEN

Presented to: **Dr. Samira Strickland, EDC/DC**
 Dr. Khalil Elaian, EDC/Sana'a

TRIP REPORT
HELEN BOYLE
JANUARY 22 TO FEBRUARY 5, 1993
EDSP

Three main areas of concern Dr. Elaian discussed with me when I arrived were: the filing system, the accounts and the inventories. I have worked in all three areas with both Mohammed Abdulrahman, the project administrative assistant and Samira Kerim, the project secretary, and I feel that we have made a great deal of progress in organizing/improving and straightening out matters in these three areas. In addition, Mohammed and I developed an outline of items to address during my stay which incorporates the above mentioned three issues that Khalil raised, as well as a few other related ones. In general, we addressed most of the things on the list; actual implementation of certain items remain for Mohammed or Samira. (See attachment 1)

Samira and Mohammed and I worked in a very cooperative manner. I consulted them on everything and tried not to impose my own preferences on the process or reorganization as I feel that would not have led to any sort of sustained improvement. I do feel that things were more organized when I left and that Mohammed and Samira had a better idea of how to proceed with various aspects of their jobs--i.e. tackling the technical files or doing the monthly accounts etc.

I have detailed below the things we did together and I have made recommendations at the end of each section. A certain amount of follow-up will be required on the part of everyone in the office to see that the reorganization is sustained.

1. The Filing System

When I arrived, all of the administrative files were arranged in a rather haphazard fashion. There seemed to be no large, general categories set up, under which to organize the various sub-categories of files in the cabinets. In addition, many files were crammed with various documents which should have been sorted into separate files, to maintain a degree of specificity and precision within the system. Many documents were misfiled and the files were not centralized--Mohammed, Samira and Khalil all had files in their cabinets, some of which needed consolidation.

Samira and I completely reorganized all of the office administrative files. Our goal in doing this was to make project documents easier to locate for the field office staff and to make project records more organized and complete, especially as the end of the project approaches.

Samira and I emptied all of her administrative files, set up filing categories, sorted through the materials, created new file folders and hanging files for the documents

and refiled most of the materials in the files into more precise and appropriate categories and sub-categories. Samira then typed an index for these files in order to assist Khalil and Mohammed in finding items they are looking for. (See attachment 2.)

In addition, I emptied Mohammed's files and we integrated all of his administrative forms, and files into the central files. Mohammed and I threw out a lot (a lot!!) of outdated forms and other unnecessary materials in an effort to unclutter (to a certain degree) his workspace. We brought in another desk for him, on which to put his computer, cleaned off his bookcase and, in general, tried to make better use of his space. The monthly account files (in labeled binders on his bookcase) remain with Mohammed. We also took the personnel files from Khalil's file cabinet and integrated those into a personnel section, under the category of administrative files. (The consultant files and consultant forms will remain with Khalil in his office.)

This process was very time consuming as it involved reading and sorting through a great deal of material to determine where it belonged. Samira is very organized but often not sure where to put certain items. My role in this sorting process was twofold. I offered strong guidance to Samira in creating the new system and suggesting to her some more effective and efficient ways to organize the material; I also explained to her some aspects of the project activities or structures that I felt she needed to understand better in order to decide where material would go. I aided her in the actual sorting and making of new files quite a lot at first, in order to get the process up and moving quickly, but I gradually left most of it to her so she would get to know the system she was creating and what was in her newly organized administrative files. I found that

Samira is also responsible for keeping the technical files as well. These consist mainly of drafts (in various stages) of the curriculum units that the task forces are working on. Khalil told me that one of the problems in filing these unit drafts is that there is often confusion over which is the latest or most recent draft. Samira and I did not have time to empty these files and organize them. In addition, most of them are in Arabic, which would preclude me from actually sorting through them. After discussion during a meeting with Khalil, Mohammed and Samira mid-way through my stay, we agreed on the need to set up a better process for filing the units. I drafted a system after we discussed the matter, and gave it to Khalil and Samira to look at. Both agreed to it. I went over it with Samira and as we agreed in our final staff meeting before I left, she will take responsibility for implementing it after I leave. (See attachment 3.) In addition, it was decided in our final meeting that Samira would be the primary person to retrieve and refile documents for the office, in an effort to avoid having documents misfiled, mixed up.

Recommendations:

- a. Refile documents right away. It might be a good idea to set aside a few hours of Samira's schedule one or two days a week for filing alone. A time (or times) should be agreed upon by all in the office and, except in emergencies, Samira should not be asked to do anything else but file during those times.
- b. Remove whole file folders, do not just pull documents out of a file. When documents are pulled out singly, it is too easy to forget which file they came from.
- c. A complete index to the filing system should be finished and copies distributed to office personnel. This index should list every file folder within each hanging file holder and should list the categories on each hanging file folder. This index should be updated monthly. When new files are created, they should be noted, and added to the index when it is updated. Office personnel should be familiar with the index so they can direct specific requests for files to Samira. (Another idea would be to number the files. One drawback to this system is that when new files are created the numbering (or lettering) sequence will be interrupted or thrown off unless all the files are physically renumbered. This is an option though.)
- d. In creating new files, stick to the color codes so that the major divisions stay clear in everyone's mind. (Green--EDC, Blue--USAID, Yellow--MOE, Pink(Red)--Administration) Similar color codes can be set up for the technical files as well--for example a different color for each subject area or something like that.)
- e. The technical files should be reorganized according to the system we talked about when I was there. (See attachment 3.) Specific time should be set aside for Samira in her schedule to allow her to do this. Saouma's file cabinet could be emptied and used to hold some of the technical files. A sign in/out book should be purchased, as we agreed upon in our last meeting, to track the movement of these files. Samira should be in charge of signing files in and out and the task forces should be aware of this.
- f. The grey file cabinet Mohammed uses does not accommodate hanging files. If it is not needed it should be moved out. (It should not be used for storing things that should be filed.) In general, with the administrative files consolidated, Mohammed does not need to (and should not) keep separate administrative files. He should keep the accounting files and files for things that he needs or uses on a daily basis. Shelves or another bookcase to keep the account binders neatly displayed might be a good idea.
- g. Don't keep multiple copies of the same thing (i.e. I came across at least six copies of Saouma's letter to AID requesting approval to buy a computer and

AID's response). These copies just take up space. Make sure you have one copy of things (two if something needs to be cross filed) and stop there. Throw out forms, notices etc. that are outdated or peripheral to the project. Make sure you can see the top of Mohammed's desk at all times. If you can't, make him stop what he is doing (except in an emergency, of course) and organize his space and his papers again. (Things should be filed, not just moved to another location; it is very easy to lose things when there is too much clutter.)

2. The Accounting System

Mohammed and I sat down on my second day here to process the December field accounts. (These accounts had been sent to me in DC, but since I did not have time to process them before I left, I brought them with me to Yemen to go over with Mohammed.) We spent an entire day, using the December accounts as an example, going over the processes for documenting money spent from the field office. Mohammed was not completely clear on the different sub-accounts (A60-0010, 0020, 0030, 0040), so I explained to him how to use these designations. We also discussed how to determine which items fall under which expense codes, how to store receipts (Mohammed has bought three large plastic envelopes for this), and how to process the accounts so that the expenditures are clearly explained and documented for both the Newton and DC offices. We also discussed how to account for money spent on workshops or training activities--i.e. that it still needs to be broken down and coded within each trip and that training trips and technical trips (i.e. field testing trips) need to be differentiated as they fall under two different categories (0040 and 0030 respectively). We went over the bank statements and I explained how to check the field accounts against the bank totals. I explained how I process the accounts in DC when I receive them and how Mohammed should adjust his balances accordingly if changes are made in the accounts in DC or Newton, so that his books will match ours. We also set up a schedule for processing the accounts in a timely manner so that they will be received in Newton on time. On my last day, when we sat down with Khalil, we revised this schedule to go from the 15th of one month to the 15th of the next month, since the bank statements come out on or around (inshalla) the 15th of the month.

The petty cash system used by Khalil and Mohammed seems to be quite adequate. Khalil keeps the petty cash money in a strong box in his desk. He disburses a certain sum to Mohammed, who uses this money to pay cash bills or make needed purchases. Khalil signs this money out to him in a petty cash ledger. When the books are closed each month, Mohammed presents receipts for the money he has spent. The only problem with this system is that Mohammed always carries the money in his briefcase. I believe a strong box like Khalil's would be better for storing the money. In addition, a money bag of some sort would be good to use when Mohammed goes out to pay bills so that the money would not just be loose

inside his briefcase. (One problem in Yemen is that the bank seems to be perpetually out of higher denomination bills; thus, the field office is continually dealing with ten and twenty rial notes to pay big bills and this is very cumbersome.)

The project is still submitting receipts for car repairs and gasoline in the monthly field expenses. Strictly speaking, LASO has assumed all responsibility for gasoline and maintenance. I understand, from my time in Yemen, that the project does have an arrangement with USAID, especially for technical trips, to rent a car and thus save money. I also understand that the arrangement with the MOE bus for the task forces has not always worked out as planned, as the Ministry does not seem to pay for the gas as it should. Without further explanation (in writing) there could be problems with continuing to submit car maintenance and gasoline receipts.

Related to doing the field accounts, I showed Mohammed how to properly fill out a travel expense report. In general, he just needs to make his information a bit more explicit so that Newton can follow it. He should note nightly rates for hotels, per diem amount if standard USAID per diem is not used, currency used for transaction, exchange rate used. I reminded him that travel expense reports need to be filled out for every consultant who gets money from the project for expenses, travel etc.

We talked to Kim on the phone (twice with Mohammed, once Helen alone) to try to resolve discrepancies in the balances for the field and the Newton office. There are a few issues outstanding that should clear up these matters in the \$ and YR accounts. (i.e. the consultants who were disallowed based on my calculations and sent back to the field; these will be resubmitted in January. Also, the four Jordanian consultants who were underpaid by about \$90. last spring. They need to be paid the additional amount, or the account in Newton needs to be adjusted because payment for these consultants has already been booked. I will send the field the adjusted travel expense reports for these consultants indicating the exact amount they are owed. (Checks can be cut from the Newton office; they do not need to be paid out of the field expenses.) Kim pointed out an error in the October petty cash accounts for 1992. (A withdrawal of YR 40,000 was recorded from YR account for deposit in the petty cash account but was not recorded on the cover sheet as being added to the petty cash.) Mohammed fixed this in his balance and adjusted November and December accordingly. Kim pointed out an addition mistake on the Dec. accounts which Mohammed also fixed on his books. Lastly, a discrepancy exists between the ending balance in Oct. and the beginning balance in Nov. This could be the result of disallowed expenses and we will check into it further from this end and the DC end. Kim gave us her balances for all three accounts. In other matters, Kim's books show an advance to Mohammed of \$3,251.90. This represents \$2,000. paid out with check 459089 in August, listed on the August coversheet as "consultant." The check was written out to Mohammed and he in turn paid it out to the recipient, but did not turn in a receipt from the recipient, thus it was coded as an advance to him. The rest of the \$3,251.90 represents the money left over after processing all the expenses

from the Amman trip in August. (All of the money withdrawn from the \$ account in August for the Amman trip was done so in Mohammed's name.) There is no documentation that this money was redeposited in the dollar account. Two possibilities exist: 1) the money was changed into rials and deposited in petty cash but never recorded or 2) some Amman expenses were not coded correctly and thus not subtracted against the sum withdrawn from the bank for the trip. When I was in Yemen, Mohammed seemed to think the money had ended up in petty cash. When I talked to him on the phone last week (after I sent him a fax also pertaining to this matter) he seemed to think that the latter was more likely. The matter is still pending, but we do need to clear it up. On a more positive note, Khalil is owed \$122.99 by EDC for errors discovered on his expense reports. Newton will cut a check to him for this amount and send it to the DC office. Aside from these few items, Kim said the accounts seemed in good shape overall.

Both Khalil and Mohammed identified banking as a very involved process in Yemen. Due to the fluctuations in the exchange rate and the central bank's desire to control this fluctuation, it has been very difficult to get rials. Frequently, a whole morning can be spent at the bank just trying to cash a check. Since the project operates largely out of its petty cash fund (many people in Yemen do not trust checks and demand cash for goods and services), keeping enough rials in petty cash is a problem.

Another issue involved in keeping accurate accounts is storing past months' field accounting. Mohammed keeps the field accounts in binders which are now stored on the bookcase behind his desk. Until last year, he kept separate binders for the dollar, rial and petty cash accounts. Last year he changed this system to keep all of the accounts for one month together; the binders usually hold about three months of accounts each. While either system is actually o.k., the latter seems preferable to me, since money is usually transferred from one account to another (i.e. withdrawn from the dollar account and deposited into the rial account and then withdrawn and put into petty cash), it seems less cumbersome to have the three accounts for each month close together.

Mohammed and I filed a lot of the field accounts that were not particularly well organized (mostly from earlier on in the project). We switched over all of the account from 1992 from the separate dollar, rial and cash binders to month by month binders. Mohammed will purchase more binders and make sure to keep exact copies of all the receipts and cover sheets sent to the DC office. (For the most part, this is already done.) There are still some papers in the third drawer of Mohammed's file cabinet that need to be integrated into these binders. Mohammed says he will do this.

In working with Mohammed, I felt that my role was to clarify certain points about doing the field accounts for him and to offer him suggestions on how to be, physically, better organized, and help him get the process of cleaning up his

workspace going by emptying his files, getting him to go through some of the stuff on his desk and in his drawers etc. (We did write up a procedure for doing the field office accounts (see attachment 4) while I was in Sana'a.)

Recommendations:

- a. The field office should close its books on a designated date each month and immediately count up the petty cash to figure out exactly how much is left on that day. (They are currently doing this at the end of each month.) Bank statements should be obtained when they become available (usually on or around the 15th of the following month). The expenses should be totaled up for all of the accounts and reconciled with the bank statements. Copies should be kept of everything and the accounts sent to the DC office.

Regarding the timetable for this, I would like to add one note about our revised decision to do the field accounts on the 15th of each month in order to obtain the bank statements. This is an issue for the field office to decide, but, upon reflection, I believe that it might be better to stick to the original schedule of closing the books at the end of the calendar month. Bank statements are issued for the calendar month on the 15th of the following month. If we close the books on the 15th of each month, our bank statements will only cover the last half of the accounting period. I would recommend closing the books on the 30th or 31st of the month, obtaining the bank statements on the 15th of the subsequent month, doing up the accounts and putting them in the Aramex by the 24th or 25th of the month. A model would be:

Close the books for December on December 31. Obtain the bank statements for December on January 15 (inshalla). Do the accounts, Aramex them by January 24th or 25th. They will arrive in DC by January 30th or 31st. I will look at them and send them to Newton, whose books usually close sometime during the first week of the month (in this case the first week of Feb.).

- b. Where possible, vendors and consultants should be paid with checks, as they make for easier accounting. Although I realize this is next to impossible in Yemen, checks should be used over petty cash, especially for large amounts.
- c. Dr. Elaian should write a memo documenting the reasons that the project still submits receipts for gasoline and car repairs and the understanding he has with USAID/Sana'a concerning this matter.
- d. Mohammed needs a strong box in which to lock the petty cash money Khalil disburses to him while he is in the office. When going to vendors to pay bills, the money should be carried in some kind of a pouch in Mohammed's

briefcase, not in piles of loose, uncovered bills.

- e. Receipts must be collected in an orderly fashion. They should not be tossed in drawers or left laying around. Mohammed has bought three large plastic envelopes in which to store unpaid bills, check copies and petty cash receipts.
- f. Accounts should be looked on as a kind of chronology or history. Without adequate detail and explanation, they make no sense to people outside of the immediate context of the project (i.e. those of us not based in Sana'a). There should be sufficient explanation for everything--i.e. coversheets should include names of who received money and for what, especially with consultants; charges made to the A60-0030 and 0040 accounts should have a notation as to which module activity they fall under in the workplan; travel expense reports should include the name of the hotel, the exchange rate if applicable (i.e. if coming from Aden or Jordan), the nightly rate, the amount of advance received (if any), etc. (I covered all of this with Mohammed, as indicated above, but it bears repeating.)

3. Inventory

Mohammed and I went to visit Paula and Hussein Khan at LASO to discuss the matter of the inventory of the two Haddah apartments that the project rents. Mr. Khan did not have a printed inventory and pointed out that a lot of the furniture is owned by the project. He said that a complete inventory could be done by Mr. Yahya if we agreed to pay him overtime for his time plus his taxi fare. We agreed and he came at 8:00 the following morning first to the consultant apartment and then to Khalil's apartment. He noted everything in the apartments, who they belonged to, what condition they were in and the quantity. He will send these inventory forms to Khalil to sign and then they will be send back to USAID. We also wanted to turn over to her the keys to a storage container on the AID grounds that contains furniture from house #9 (Saouma's old house). Khan accepted the keys and told us that AID will auction off the property during their next auction and credit our project with the money.

Recommendations:

- a. When Mr. Khan send the new inventories, make a 1993 Haddah Apts. Inventory file folder and file these in the inventory files so they will be accessible. Send copies to the DC office.
- b. When the furniture from Saouma's house is auctioned off and the money credited to the project, please send documentation to the DC office.

4. Curriculum Unit Production

Mohammed and I sat down with Omar and discussed a system for keeping track of how many units he duplicates. Mohammed bought a ledger book for him. Under the system we set up, he will divide the book into three sections for the three subject areas. Each day he will enter, under the appropriate subject, how many copies he produced of a given unit. We checked back with him after a few days and the system seemed to be working o.k. Mohammed said that tracking the distribution of the units to schools is also a problem at times.

- a. Omar must use the ledger faithfully. If he omits any entries, the count of what has been produced will immediately become inaccurate.
- b. A log book should be set up to track the distribution of units to the schools.

ATTACHMENT 1

**FIELD OFFICE ADMINISTRATIVE ISSUES
TO BE ADDRESSED**

I. General Administration

- | | |
|---|--|
| 1. Revise filing system (a general reorganization of all files including those listed below) <ul style="list-style-type: none">- labeling- chronology- make an index | DONE FOR
ADMINISTRATIVE
FILES |
| 2. Update the personnel system for permanent and temporary staff <ul style="list-style-type: none">- reorganize personnel files (update with current data)- medical insurance usage and information needs to be added to personnel files (already done on computer files)- add EDC personnel forms to files, to be used to submit for salary increases after yearly evaluations. (Evaluation checklist could also be made up) | THE RECORDS
ARE UP TO DATE
ON
MOHAMMED'S
COMPUTER
FILES;
PERSONNEL
FILES HAVE
BEEN
REORGANIZED
AND ARE IN THE
ADMINISTRATIVE
FILES; EDC
PERSONNEL
FORMS WILL BE
SENT FROM DC
OFFICE |
| 3. LASO <ul style="list-style-type: none">- create a more specific LASO file system for LASO information such as fax requests (communications services) and car requests | DONE; SEE
ADMINISTRATIVE
FILES |
| 4. Inventory--houses and office <ul style="list-style-type: none">- determine what is in warehouse container at LASO and turn over keys to container to LASO- update inventory for Khalil's house, and spare apartment | DONE

DONE FOR THE
TWO
APARTMENTS;
USAID WILL
FORWARD LIST
TO KHALIL |

5. Maintenance (equipment and office)

- construct shelves for Mohammed
- empty Saouma's file cabinet and move out to front for Samira or Mohammed
- renew maintenance contract for computers, copier, duplicator and other office equipment (IBM should come, according to contract, for regular and preventative maintenance)

**WE DECIDED
THESE WERE
NOT HIGH
PRIORITY AND
MOHAMMED
COULD DO THEM
AFTER I LEAVE**

II. Finance

1. Field Office Accounts

- Develop plan for greater efficiency in processing accounts.

DONE

2. Banking

- Try to pay more bills with checks if possible (push people to accept checks, especially for amounts over YR 2,000)

**ASIDE FROM THE
SUGGESTIONS AT
THE LEFT,
THERE IS NOT
MUCH THAT CAN
BE DONE ABOUT
THE BANKING
SYSTEM IN
YEMEN**

III. Technical

1. Printing technical materials (curriculum units)

- Set up record book for production schedule and dissemination schedule (in an effort to plan better the time use of the admin. asst. and to eliminate waste; it is cheaper to produce more copies in a single printing)

**DONE FOR THE
PRODUCTION
END; A LEDGER
SHOULD BE
DEVELOPED FOR
TRACKING THE
DISTRIBUTION
OF THE
MATERIALS**

55

2. Filing technical materials

- Set up better system for filing the drafts and final copies of educational/technical materials (joint effort by personnel and task forces--see below)

A SYSTEM WAS DEVELOPED AND APPROVED; SAMIRA WILL TAKE CHARGE OF IMPLEMENTING IT

3. Consultants--arrangements, approvals etc.

- need all consultant forms from EDC (updated ones)
- need to decide on a procedure (who will send forms (DC or Sana'a office), develop a consultant letter; if Sana'a office does part of this, they must have a procedure to keep the DC office better informed of consultants' arrivals, work, advances etc. (see consultant tracking forms)

DONE--FORMS ARE NOW IN FILES

DC OFFICE WILL TAKE OVER THE ADMINISTRATIVE WORK OF FIELDING CONSULTANTS; FIELD OFFICE NEEDS TO LET THE DC OFFICE KNOW WELL IN ADVANCE WHO THEY WILL BE NEEDING AND WHEN

5. Develop a procedure for tracking task force members field work (in administrative terms).

- who is going?
- when are they going?
- where are they going?
- for how long are they staying?
- what is their assignment? (Which module and activity?)
- how much will they be paid or compensated and how much of an advance did they receive?

WE DID NOT ADDRESS THIS ISSUE DUE TO TIME CONSTRAINTS; SUGGESTIONS WOULD BE TO USE A MODIFIED VERSION OF THE CONSULTANT TRACKING FORMS FOUND IN THE FORMS FILES OR THE CONSULTANT FILES; NOTE ON ANY PAPERWORK FOR TASK FORCE MEMBERS THE MODULE NUMBER AND ACTIVITY NUMBER UNDER WHICH THEY ARE WORKING ACCORDING TO THE WORKPLAN.

ATTACHMENT 2

EDC CORRESPONDENCE 1993
 EDC CORRESPONDENCE 1992
 EDC CORRESPONDENCE 1991
 EDC CORRESPONDENCE 1990
 EDC CORRESPONDENCE 1989

EDC CORRESPONDENCE

EDC MISCELLANEOUS CORRESPONDENCE

EDC CONTRACT WITH USAID
 EDC CONTRACT
 EDC CONTRACT AMENDMENTS

WORK PLAN AGREEMENT
 EDC WORKPLAN #1
 EDC WORKPLAN #2 (ENGLISH)
 EDC WORKPLAN #2 (ARABIC)
 EDC WORKPLAN #3

EDC WORKPLAN

EDC BUDGET WORKPLAN #1
 EDC BUDGET WORKPLAN #2
 EDC BUDGET WORKPLAN #3

EDC BUDGET

WORKPLAN BUDGETS

EDC YEMEN OFFICE BUDGET PROJECTION

FIELD OFFICE BUDGET PROJECTION

EDC VOUCHERS TO USAID

EDC VOUCHERS

MONTHLY PROGRESS REPORTS 1993
 MONTHLY PROGRESS REPORTS 1992
 MONTHLY PROGRESS REPORTS 1991
 MONTHLY PROGRESS REPORTS 1990
 MONTHLY PROGRESS REPORTS 1989

EDC MONTHLY PROGRESS REPORTS

REPORTS- TRIP REPORTS (DR. STRICKLAND)
 REPORTS PROGRESS SUMMARY REPORTS

REPORTS MISCELLANEOUS

EDC SEMIANNUAL REPORTS 93
 EDC SEMIANNUAL REPORTS 92
 EDC SEMIANNUAL REPORTS 91
 EDC SEMIANNUAL REPORTS 90
 EDC SEMIANNUAL REPORTS 89

EDC SEMIANNUAL PROJECT REPORTS

SUB CONTRACT WITH DESTINATION UNLIMITED
 EDC MODEL SUBCONTRACT

QUARTERLY IMPLEMENTATION REVIEW
 EDC ANNOUNCEMENT
 EDC SUBCONTRACT

MODEL SUBCONTRACT

AMERICAN UNIVERSITY OF BEIRUT

AMERICAN UNIVERSITY OF BEIRUT

EDUCATION DEVELOPMENT GROUP

EDUCATION DEV. GROUP

EDUCATION TESTING SERVICES

USAID CORRESPONDENCE

USAID CORRESPONDENCE 1993
USAID CORRESPONDENCE 1992
USAID CORRESPONDENCE 1991
USAID CORRESPONDENCE 1990
USAID CORRESPONDENCE 1989

USAID APPROVALS

USAID MISSION DIRECTIVES
USAID/MOE CORRESPONDENCE

USAID POLICY INFORMATION

USAID PERDIEM REGULATIONS
USAID PERDIEM INTERNATIONAL

USAID PERDIEM RATES

USAID LOCAL COMPENSATION PLAN

CONTRACTING INFORMATION

USAID TRAVEL REGULATION
USAID POLICY MISCELLANEOUS

USAID PROJECT PAPER

USAID PROJECT PAPER

USAID RECEIPTS

USAID REQUISITION RECEIPTS
USAID REQUISITION FORMS

M O E CORRESPONDENCE

MOE CORRESPONDENCE 1993
MOE CORRESPONDENCE 1992
EDC CORRESPONDENCE 1991
MOE CORRESPONDENCE 1990
MOE CORRESPONDENCE 1989

MEETINGS

HIGHER TECH. COMMITTEE

MINUTES OF H.T.C. 1993
اجتماع اللجنة الفنية العليا ٩٣
MINUTES OF H.T.C. 91 - 1992
اجتماع اللجنة الفنية العليا ٩١ - ٩٢

IMPLEMENTATION COMMITTEE

MINUTES OF IMPLEMENTATION COM. 1993
اجتماع اللجنة التنفيذية ١٩٩٣
MINUTES OF IMPLEMENTATION COM. 91 - 1992
اجتماع اللجنة التنفيذية ٩١ - ١٩٩٢
ERA MEETING
MINUTES OF MEETING EDC
MINUTES OF MEETING USAID

ADMINISTRATION

GOVERNMENT TO GOVERNMENT AGREEMENT
PROJECT GRANT AGREEMENT

GOVERNMENT TO GOVERNMENT AGREEMENT

GOVERNMENT TO GOVERNMENT AGREEMENT
ECON. TECH. AND RELATED ASST. AGR.

GOVERNMENT TO GOVERNMENT AGREEMENT
CUSTOMS AGREEMENT

GOVERNMENT TO GOVERNMENT AGREEMENT
PERSONAL PROPERTY AGREEMENT

SANAA OFFICE POLICIES
HOLIDAY SCHEDULE
LOCAL COMPENSATION PLAN

SANAA OFFICE POLICIES

EDC EXPENSES CODES

FILE OFFICE EXPENSES

MONTHLY CASH BALANCE SHEET 1993
MONTHLY CASH BALANCE SHEET 1992
MONTHLY CASH BALANCE SHEET 1991

CASH BALANCE SHEETS

ARAMEX RECEIPTS
TELEPHONE CONTRACT
TELEPHONE BILLS

UTILITIES
ARAMEX

BILLS FOR COLLECTION FOR USAID

USA, BILLS FOR COLLECTION

PRICE QUOTATIONS FOR COMPUTER
QUOTATIONS

PRICE QUOTATION

P.O.BOX CONTRACT
OFFICE BUILDING CONTRACTS

OFFICE CONTRACTS

LASO - COMMUNICATION SERVICES NOTICES POLICY
LASO - POLICY/FUNCTIONS
LASO - VEHICLE NOTICES POLICY
LASO - FILE NOTICES (GENERAL)
CONTRACT SUPPORT SERVICES

L A S O

MONTHLY CASH BALANCE SHEET 1993

PERSONNEL
KHALIL ELAIAN
KHALIL ELAIAN C.V.S.
NASRIN, RAMI & FIRAS ELAIAN

PERSONNEL SANA'A

PERMANENT PERSONNEL

PERSONNEL, MOHAMED ABDUL HAMID
PERSONNEL, SAMIRA KARIM
PERSONNEL, SAMIRA STRICKLAND

**TEMPORARY EMPLOYMENT
FORMER PERSONNEL SANA'A**

MOHAMED NAGI
AHMED JAMIL
AHMED NASSER
YEHYA AMRANI
AHMED ALAWI

SOUMA BOJEODA
MOHAMED HASSAN
NAIM SEFEIN

SALARY SHEET 1993
SALARY SHEET 1992
SALARY SHEET 1991
SALARY SHEET 1990
LOCAL COMPENSATION RATES

TIME SHEETS

PERSONNEL, KHALIL ELAIAN
PERSONNEL, MOHD ABDULHAMID
PERSONNEL, SAMIRA KARIM
PERSONNEL, AHMED JAMIL
PERSONNEL, MOHAMED NAGI
PERSONNEL, AHMED NASSER

YEMEN OFFICE POSITION ANNOUNCEMENT

POSITION ANNOUNCEMENT

RESUMES # 1.
RESUMES # 2.

RESUMES

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ATTACHMENT 3

TECHNICAL FILES TRACKING PROCEDURES

Model:

SUBJECT**Unit****Draft**

Revisions (each file date stamped to keep track of which is latest revision)

1st revision

2nd revision etc.

Illustration

Design

Production of completed,
revised draft

FIELD TESTING

Final Revisions after field testing

Final copy

Printed copy ready for dissemination

1. Create a sign in and sign out book. Task forces should turn in completed drafts when they are ready and sign them in with Samira.
(Draft file under appropriate unit and subject))
2. When task forces make changes, they should turn in another completed draft to Samira and it should be put in new revision file (not in the same file as the previous draft) and date stamped. This way, there will be no confusion over which is the most updated draft. This process should be followed for each revision and for the illustrated and design drafts as well. Essentially, the files should tell a story of the progress the draft has made, from first draft to final form.
3. After field testing of the finished drafts, if there are to be changes made, the same system should be followed. Each new draft should go in its own file, behind the other revision files, until a final copy is produced and printed.

ATTACHMENT 4

PROCEDURE FOR HANDLING FIELD OFFICE ACCOUNTS

1. A photocopy should be made of every check written for both the rial and the dollar account. A receipt should be obtained for each check where possible. If the check is written out to the admin. asst. for anything other than petty cash, **a receipt must accompany the check or the Boston office will look on the check as an advance to the admin. asst.** Check should be used whenever possible:
 - paying any ammount exceeding yr 2000 in check.
 - paying regular payments (water, elecricity, telephone) in checks
2. Receipts for any purchase, but especially cash purchases should be stored in an organized fashion, and not simply kept loose in desk drawers, pockets etc.
3. Bank statements should be obtained as soon as the bank has them ready (on or around the 15th of each month); they should be checked over to see which checks have cleared the bank. To check the bank balance with the field office balance, take the bank balance, and subtract all the checks that have not yet cleared the bank; this balance should be the same as the field office balance. On the field expenses, do not forget to subtract bank charges for money transfers and to add interest payments. Bank statements should always be sent with the field accounts.
4. Petty cash should be carried in a pouch or something like this; it should not be carried loose in someone's briefcase.
5. A proposed schedule is as follows:
 - a. Close the field books for the month on the 15th of the month.
 - b. Go to the bank and get the bank statements.
 - c. Prepare the field office accounts the week of the 15th. Send them to DC no later than the 25th of the month.

(Note: International project accounts usually run one month behind. This is normal and it is o.k. The important thing is not to skip a month. The Boston office gets very nervous when projects get two months behind.

Model:

Field office books closed for the period from December 15 to January 15 on January 15. The bank statement is obtained on or around the 15th as well hopefully. **The bank statement will only cover the calander month (from December 1 to December 31!)*** The accounts are prepared and sent to the DC office by January 25. They arrive in the DC office by January 30. They are checked over and sent on to

Boston by Feb. 1st. The books in Boston close during the first week of each month, so they arrive in the Boston office in time to be checked over and booked. In the middle of February, Boston sends a voucher to USAID for the expenses incurred from December 15 to January 15.

*** As I mentioned in my report, after thinking about this a bit, I think that it might be better to keep the accounts running on the calendar month schedule, since the bank statements are issued for a calendar month as well.**

6. Matching records with both DC and Boston up to the end December 1992. (Copies of Boston/DC balance sheets should be filed on top of field office accounts, to explain any difference in balance that results from changes made in either the DC or Boston office) The field office should adjust its accounts accordingly. A file of cash balance sheets should be kept. These should be faxed to the field from the DC office monthly when they arrive, along with the DC office cover sheets if there were any changes made.
7. Pray regularly that the bank does not go on strike, that it will have 100 rial bills instead of only 10 or 20 rial bills and that it will not take more than two hours to cash a check.