

YEMEN

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WOMEN IN DEVELOPMENT PROJECTS
IN THE YEMEN ARAB REPUBLIC

000218

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ABBREVIATIONS

1. BOCD: British Organization for Community Development
2. CDSS: Country Development Strategy Statement
3. CID: Consortium for International Development
4. CPO: Central Planning Organization
5. CYDA: Confederation of Yemeni Development Associations
6. IDA: International Development Association
7. LBA: Local Birth Attendant
8. LDA: Local Development Association
9. MOAF: Ministry of Agriculture and Fisheries
10. MLSA: Ministry of Labor and Social Affairs
11. MOE: Ministry of Education
12. MOH: Ministry of Health
13. PCV: Peace Corps Volunteer
14. PHCW: Primary Health Care Worker
15. SIP: Social and Institutional Profile of Yemen
16. SURDP: Southern Uplands Rural Development Project
17. UNICEF: United Nations International Children's
Fund
18. USAID: United States Agency for International
Development
19. YAR: Yemen Arab Republic
20. YARG: Yemen Arab Republic Government
21. YFPA: Yemen Family Planning Association

INTRODUCTION

PROJECT DEFINITION AND GOALS

The purpose of this project was to produce a document dealing in depth with ongoing activities of AID in the WID area, ways of enhancing WID activities, and identifying other topics concerning WID. The goal was to identify how to better include women in USAID-funded development projects.

Since the development process is in its very beginning stages in Yemen and little research or experience exists concerning women in development projects, this study concentrated on the following:

1. Identifying current activities of USAID projects in the WID area.
2. Identifying the constraints developers associate with including women in development projects.
3. Determining what has successfully been done in the development community to involve women and how it was done.
4. Evaluating how USAID projects are involving women and making suggestions for enhancing this involvement.
5. Setting up a dialogue between USAID and women in the Government to act as a basis for future institutional building efforts, and to provide an accessible, relevant advisory body for USAID and contractors on issues concerning women

Information for this report was collected by examining documents relating to WID in Yemen including USAID project and policy documents, and other relevant documents related to Yemen development, and WID; interviewing and working with USAID personnel, contractors, other relevant donor staff, other foreign experts and relevant Yemeni contacts; and field trips and observations to sites where WID activities are in progress, planned or possible. A Yemeni woman counterpart was an integral part of this project. She was invaluable in creating and promoting working relationships with Yemeni women and men in the Government as well as helping to provide a relaxed atmosphere for interviewing villagers.

INTRODUCTION TO YEMEN

The Yemen Arab Republic, located in the southwestern corner to the Arabian peninsula, is bordered by Saudia Arabia on the north and northeast, by the People's Democratic Republic of Yemen on the south and southeast, and by the Red Sea on the west. It is approximately 75,000 square miles or 195,000 square kilometers in size and has an estimated resident population of 6.5 million with approximately 740,000 short-term emigrants working outside the country -- almost one third of the potential male labor force. The life expectancy is about 44 years, annual population growth is 2.5 to 3.1 percent, and infant mortality is approximately 41 per thousand (Yemen Arab Republic Population and Development -- The Futures Group). The national religion is Islam, the national language is Arabic, and the literacy rate is approximately 20 percent for men and 2 percent for women. About 90 percent of the population is rural and approximately 75 percent of the people are directly engaged in agriculture (Social and Institutional Profile of Yemen -- Dan Varisco).

Before the 1962 revolution, Yemen was an Islamic country loosely ruled by a religious leader in collaboration with the leaders of many different tribes. The country was then disrupted by civil war until 1970 when the country was stabilized by a predominantly military government.

Since no central institutions, except the military, linked the Government with the people in Yemen until after 1970, the Yemen Government is still in the process of building institutions that can implement the country's development plans. The rural population, separated by mountains from the Government and each other, have traditionally been independent and self-sufficient and are often suspicious of Government personnel and strangers.

Since 1970, Yemen has been dependent on receiving most of its income from outside the country in the form of military and development aid - the majority coming from Arab oil states. Taxes on imported goods provide additional income but income and corporate taxes provide very little revenue at this time. As a result of remittances from Yemenis working outside the country, mostly in the Arab oil states, the per capita income of Yemenis is high, officially \$400 -- but this is considered a low estimate (SIP). There is a downward trend in the Yemeni economy due to a decrease in remittances from Arab oil states, lessening of work opportunities for Yemenis in the Arab oil

states, and a decrease in investments in Yemen by Yemeni laborers (Country Development Strategy Statement). Due to the lessening work opportunities outside the country, a labor surplus in Yemen is expected in the future, where now there is a labor shortage.

Yemen is in the process of tremendous change. A people isolated from the outside world, and essentially from each other until 10 years ago, is now experiencing increased mobility through new roads and new forms of transport -- taxis are available even in the most remote places and scheduled airplane flights operate from the four largest cities. Imported foods and other consumables of all types, from powdered milk to shampoo can be purchased all over the country. It is estimated that 85 percent of the people have access to a television set, that shows among other things, national and international news and Egyptian soap operas. Although the health standards of the country are still very low, the Yemen Government, the Local Development Associations and developers are making gains in providing potable water, health clinics, and trained health personnel. Schools are being built, the university is expanding, vocational, technical and literacy training is being offered and participants are being trained outside the country. In the area of agriculture, extension, research, education and income programs are helping to develop potentials of the Yemeni Government and private sectors. There is no one in Yemen that is not affected by the changes which have occurred in the last 10 years and that are occurring at an ever faster rate year by year.

The people of Yemen are a very diverse group. Generalizations cannot be applied from area to area or even village to village. Yemenis share the same religion, Islam, but there are at least three distinct sects represented: the Zaydis or Shias of the central and northern highlands, the Shafi'i or Sunnis of the southern highlands and coastal region, and the Ismailis of central Yemen. They also share the same language - Arabic - but there are different dialects in different areas. People living in different environments, near the sea, in the mountains, in the desert, in villages and cities all have different life styles, ways of thinking, and customs, and are in different stages of development. Successful methods of working with such a heterogenous group of people in the development process will necessarily be many.

Implications for including women in development projects based on the rapid changes occurring in Yemen and the diversity of the population are many. The developer can assume that roles of women as well as men are subject to change and are, in fact, changing. Actively involving women in the development

process will ensure positive changes for women instead of the negative ones associated with colonial programs in Africa and South Asia. The other major area to be aware of is that in such a diverse society as Yemen, there will be villages and people who are receptive to change and those who are not yet ready. There are women who want and are able to study overseas, just as there are women who are not allowed out of their houses. Also there are women who make major decisions in the family and those who do not. There are women who are economically active, earning their own incomes and controlling it, and those who are not. So, for any development program, there will be women who can actively take part and women who cannot or will not. There is no general rule governing what women can and cannot participate in, whether it is training away from home, attending primary school, learning new skills, or increasing income. While it can be assumed that some women can be included in all aspects of development projects in Yemen, it also must be understood that there will be women and villages that will not be ready to include women in development programs. Guidelines for including women in development that could be useful if applied in Yemen that had led to success in development projects in other countries include:

1. Include staff women in the design, implementation, evaluation and research of the project to aid in contacting Yemeni women and gathering reliable information.
2. Make sure the leaders and men of the community or family are included in design, implementation, It may be advantageous for a man to deal with them of the community or family, but it is not absolutely necessary.
3. Involve women from the very beginning as part of the target group of the project if at all possible. For instance, in a rural water project -- if the village women are included from the very beginning as a natural part of the project, they will be receptive to learning about the project through-out the process. This will increase the women's confidence, self worth, decisionmaking ability, and consequently, learning ability. Being involved from the beginning is essential. Leaving out women in the initial process and subsequent training can only increase feelings of helplessness and dependence besides, in this example, removing control of a resource women once possessed -- water.
4. Women must be actively recruited for training programs and employment opportunities. In Yemen the lives of

men and women have essentially been separate ones in that men and women hold different roles in the subsistence economy and do not socialize. There is also a tendency for people in control of hiring to employ friends and relatives. At this point in Yemen's development, most of the people employed by developers are men and most of those involved in hiring and interviewing for training programs are men. They naturally tell their friends, who are men, about available jobs and programs and they hire and train their friends. There is currently no way for women to even find out about available opportunities unless they have rare contacts within the system.

Women in Agriculture in Yemen
and
Inclusion in USAID Projects

Women are vitally involved in agriculture in Yemen. In her book on Women in Development in the Yemen Arab Republic, Cynthia Myntti states: "It can be said that women are the crucial element in the agricultural work force." There is data to show that primarily women care for poultry and livestock (except plowing animals -- camels, oxen), they are involved in most aspects of crop and horticulture production, they are in charge in all things related to maintaining a household --cleaning, fuel gathering, washing clothes, fetching water, and all phases of food preparation, and storage.

More research is needed to determine how and to what extent women are involved in decisions regarding agricultural production, and how and to what extent they control agricultural surpluses and the income from these. It is expected that this would vary from region to region, and even area to area. In one village visited by this study near Rada, women decided which crops they would plant and when, and sold the excess from the crops as well as eggs, clarified butter and milk. In other villages, it is reported that women do not work in the fields and confine themselves to household duties.

Agriculture currently is allocated 48 percent of the funds in the USAID/Yemen development budget. USAID's involvement in the agriculture sector centers around the Agriculture Development Support Program (ADSP) being implemented under a long term Title XII arrangement with the Consortium for International Development. The ADSP began in 1979 and is expected to continue for a 10-15 year period and consist of

several subprojects in priority areas. The goal of the ADSP is to increase income and improve the quality of life of rural inhabitants through improving the capacity of the YAR Government and Yemen's agriculture producers to develop the agriculture sector. A key objective of the Program is institutional development through human resource education and training.

There are currently four ADSP subprojects in progress and one proposed subproject:

1. CORE is responsible for providing technical assistance and training to the central administration of the Ministry of Agriculture and Fisheries, (MOAF) and coordinating broad administrative and logistical support for the ADSP subprojects.
2. PETS (Poultry Extension and Training Subproject) is expected to contribute to the increase of egg and poultry meat production in the YAR through the short-and long-term training of MOAF extension agents and specialists, private farm managers and small and medium poultry producers.
3. HITS (Horticulture Improvement and Training Subproject) is expected to provide MOAF with an institutional capacity to support increasing fruit production and provide plant protection services for rural producers through education and training.
4. ISAI (Ibb Secondary Agriculture Institute) is a 3 year agriculture training high school that prepares students as mid-level agriculture technicians who will enter public or private sector services or who are eligible for university training.
5. The proposed Faculty of Agriculture Subproject (FOA) would establish a Faculty of Agriculture at Sanaa University that would train students to the B.S. level in agriculture sciences. The Subproject would provide non degree and advanced degree training in the U.S. for qualified Yemeni who would form the staff of the Faculty of Agriculture upon their return to the YAR

Because women are so obviously involved in all aspects of agriculture in the YAR it is important that they be actively included in agriculture development projects. USAID/Yemen and CID have made progress in this direction during the 4 years of the ADSP and are expecting to continue this progress over the life of the Project. A major accomplishment has been the

negotiation of a training policy between CID/CORE and MOAF that gives women priority over men in all training. This policy has resulted in 40 percent of students receiving long-term training in Egypt being women and 50 percent of the Poultry students nominated for long-term training in the U.S. being women. Other USAID projects and subprojects train from 0 percent - 20 percent women in their long-term training programs with an average of about 5 percent.

USAID Agriculture subprojects have also actively involved women in short-term training. In 1983, USAID/Yemen and CID sponsored two Yemeni women to attend a 3 week training course on beekeeping in the United States. This was the first time that Yemeni women participated in a USAID funded short-term training session in the United States. The two trainees, who are currently back at their agriculture extension jobs, felt that the training was valuable and both stated that they enjoyed their training programs. Administratively, effort was put forth by CID, USAID and the U.S. Embassy in Sana to plan and implement the training session. The success of involving women in this type of training can be used as an example for all USAID projects and subprojects. It proves that there are women who are willing and able to participate in this type of program and that the YAR Government will support them.

Agriculture subprojects have also been involved in extension work with women. ISAI sponsored a workshop on beekeeping for 13 women extension agents from Taiz. The workshop was taught by an American man and the women travelled from Taiz to Ibb, an hour away, to attend the class. The success of this workshop should be an encouragement for this and other subprojects to plan agriculture workshops for women.

It is reported that women also attend other mostly male extension classes held at Ibb school. This implies that there are women who are interested in learning about agriculture and are ready, culturally, to attend coeducational extension classes. Specifically letting it be known in the community that women are welcome to attend such extension classes could lead to greater participation by women.

PETS has involved women in two other types of activities. As part of the poultry distribution to replace flocks lost in the recent Dhamar earthquake, 191 women received instruction on poultry care. This training was given by male Yemeni poultry students. Although this shows that women can receive training from men, the PETS staff involved stated that the vast majority of women involved in the distribution did not receive training for the birds they received. They stood at a distance or stayed in their homes while men purchased the birds for them

and received instructions for their care. The PETS staff concluded that a woman instructor would be an effective addition to this type of training.

PETS is involved in the first USAID funded income generating program for women. In cooperation with the Rada Integrated Rural Development Project (RIRDP) and MOAF staff, PETS staff identified two villages to participate in this program. On one trip to the villages, male PETS staff held discussions with male villagers and female RIRDP and MOAF staffers held discussions with and conducted poultry training for female villagers. During the next visit, PETS and RIRDP staff and male villagers built chicken houses in the two villages. Further organization training of the women and marketing plans for eggs will be conducted before actual distribution of the birds. Careful documentation of this program will add much knowledge to this aspect of development and have broad implications for other areas involving income-generating projects for women.

Clearly, in the 4 short years of its existence, the USAID supported ADSP has done much to support the inclusion of women in its subprojects. The training policy encouraging women negotiated between CID and MOAF and the resulting success of obtaining female trainees is an especially strong example for other projects and subprojects.

Women in Education in Yemen
and
Inclusion in USAID Projects

The idea of formal education is a new one in Yemen. Prior to the 1962 Revolution, the only formal education that existed in Yemen was in a few religious schools attended almost exclusively by men. Since then, the Yemen Government has placed a high priority on education of its people. Schools are being built in villages where none existed before, teachers are being trained here and abroad, the Faculty of Education at Sanaa University is expanding, and vocational training schools are in operation in major centers.

Although women's education is in its early stage, the number and percentage of women attending all levels of education is rising every year. Viewpoints on the education of women in Yemen range from the very conservative, which advocates little or no education for women to the more liberal

ones of educating women in coed high schools and universities and encouraging women to study overseas, with many opinions in between. There is no data to compare how many people feel one way and how many another, but the fact that the number and percentage of women receiving education in all areas is increasing -- definitely including overseas study, indicates that although ultra conservative ideas definitely exist in Yemen, they are not the only ones.

Vocational training is also new in Yemen. So far, women have been receiving training in typing, sewing, handicrafts and some economics but they have not been encouraged to participate in other areas such as carpentry and plumbing. Developers should not assume that women cannot participate in an activity because it is viewed as a man's job in Western society. The skill being taught could instead be viewed as an extension of traditional duties, such as water pump and generator maintenance, which could be viewed as controlling water resources -- traditionally a woman's job.

Education is a high priority in USAID/Yemen development strategy. Thirty-six percent of USAID's budget is allocated to education development programs. Current education projects include: Development Training II and III, administered by USAID/Yemen, and the Basic Education Development Project, implemented by Eastern Michigan University.

Development Training III will begin in 1984 and is a continuation of Development Training II which trained 300 students to the B.S. and Ph.D. levels in the United States. Development Training III will train 305 students in the United States as well as provide short-term training in the YAR and in third countries. The goal of the project is institutional development through human resources training and education. Students are nominated by the Ministry of Education and the Central Planning Organization and are required to fill positions in the Government or private sector upon their return to the YAR from the United States.

The Basic Education Development Project with Eastern Michigan University is a 15-year project through a contract which began in 1979 and is designed to develop the Yemen educational system in several areas through four subprojects:

1. Administrative Support Subproject is responsible for establishing an effective administration, planning and management capability in the Ministry of Education (MOE) through long-and short-term training and workshops.

2. The Primary Teacher Training Subproject (PTT) is designed to improve primary education in Yemen through training teachers to the MA level in the U.S. who will then return to Yemen to teach in the Primary Teacher Training Institutes.
3. The purpose of the Primary Science and Education Subproject is to help strengthen the Faculty of Education at Sanaa University through training students in the U.S. who will return to staff the Faculty, establish curriculum, instructional materials, and science laboratories at Sanaa University and provide inservice training to teachers, administrators and supervisors.
4. The CORE Subproject provides administrative and logistical support to the other Subprojects.

Actively including women in education projects has been a slow process but progress is being made especially in light of the newness of formal education for women as well as men in the YAR.

From experiences gained in Development Training Projects I and II, specific plans for better including women in the Development Training III Project have been designed. Many Yemeni women are unable to leave their families to study in the U.S. so this project provides funds for training participant spouses in the U.S. at whatever level they can study. USAID is also strongly encouraging MOE to nominate women participants for this project and is considering the possibility of hiring a Yemeni woman staff personnel to recruit and counsel women participants.

A major achievement of the Basic Education Development Project has been the establishment of a working relationship with women in the Ministry of Education. The women of the Ministry of Education were asked by USAID and Eastern Michigan University to cooperate in an orientation for Yemeni women accompanying their husbands to the United States as part of the Primary Teachers Training Subproject. The Director of the Women's Section made a special effort to come and talk to the Yemeni husbands about the orientation. She lent a credibility and respectability to the idea of an orientation and used culturally relevant arguments to convince the participants to bring their wives to such an orientation. At the actual orientation, the MOE women virtually conducted the meeting. It was clear that the inclusion of the MOE women in this orientation made the difference between success and failure.

There are also plans for a workshop on women's education as a part of this Project and a continuing relationship with women in the MOE. Other projects and subprojects could use this project's experience with women in the Government as an example of how to better include women in their own projects and subprojects.

Women In Health in Yemen
and
USAID Projects

Health standards in Yemen are extremely low. Life expectancy at birth according to the 1975 census was 37.5 years for males and 38.3 years for females. Nearly one half of all children die before the age of 15 due to poor nutrition, communicable disease, and accidents, the majority in the first year of life. The Government is instituting a health plan for the country, but the majority of the people do not have ready access to modern health facilities or trained health personnel.

Where modern facilities do exist, women do not have access to direct health care, because it is not socially acceptable for a woman to consult a male health practitioner. Women usually do not leave the village to obtain health care for themselves or their children, or go to health clinics. There are traditional midwives and other traditional female healers that women have access to but there are extremely few trained medical women they can refer to except in large towns and cities. In severe cases or more often in large towns where medical facilities are available, their husbands will go to the male practitioner, describe the woman's illness and receive advice on what to do for them, usually in the form of a prescription. When women are alone, as they often are when their men are away working, they are forced to watch their children die because it is not acceptable for them to seek male medical care.

The Yemen Government currently has a program to train female Local Birth Attendants (LBA) to work in villages and programs that began, in 1981, to train nurses and midwives. Village clinics financed by the Yemen Government, other donors, and the villagers are also being built. The largest component of the YARG's plan for training, though, is devoted to the training of male Primary Health Care Workers (PHCW) who are trained to work in prevention health and referral in villages

USAID/Yemen is involved in one current health project and one proposed project. The Tihama Primary Health Care Project (TPHCP) is supporting the development of primary health care services in the Tihama region of the YAR, through the training of PHCW and LBAs, establishing and upgrading Primary Health Care Centers in the Tihama, and developing and implementing a radio/TV information and education system on primary and preventive health care. A family planning project that would involve training and working with women's organizations and women in the Government is planned for the future.

Due to administrative problems within the TPHCP, and between the contractor and the Ministry of Health, a new contractor, Management Science for Health (MSH), has recently begun working with this project. MSH staff, including a female Public Health Administrator, are in the process of developing relationships with women in the Government, including village women in the selection process for LBA trainees from their villages, and encouraging the training of women through providing housing for their families at the training site so it is more socially acceptable for the women to receive training outside their villages.

The Ministry of Health's Primary Health Care Program has only been training PHCW and LBAs since 1981, and MSH has only just begun working with the TPHCP. Through working with women in the Government, emphasizing the training of women, and following the successful examples of others this project will make a valuable contribution to women's and children's health in the YAR by successfully including women in the project.

Women in Rural Development In Yemen
and
USAID Projects

Many parts of Yemen were completely isolated by mountains from each other until after the 1962 Revolution. Since then roads have been built, new water systems are being installed, school and clinics built. Electric generators are becoming common place and television is accessible to the majority of the rural community.

The Central Government and outside donors are working with local representative bodies, called Local Development Associations, (LDAs), and the National Confederation of Yemeni

Development Associations to bring about positive changes in rural communities. The LDAs tax the agricultural production in their areas and use this money to make improvements in their communities -- such as roads, schools, etc.

It is not yet known to what extent women are or can be involved in the development of rural areas of Yemen. Research needs to be conducted to determine how to better involve women in development associations, income-generating projects, and vocational training. It is also important to determine the areas women control and how they control them -- inheritances, credit, land use privileges and ownership, etc., -- so that opportunities in these areas can be expanded and the possibility of lowering the status and productivity of women through projects that reduce their control and authority can be avoided.

Currently USAID is involved in two Rural Development Projects - Small Rural Water Systems implemented by the New TransCentury Foundation in coordination with the YARG, and Local Resources for Development (LRD), a project that will be completed in 1984 and has been implemented by Chemonics and the YARG.

Local Resources for Development has concentrated on developing the capacity of the LDAs (Local Development Associations), CCs (Coordinating Councils of the LDAs) and CYDA (Confederation of Yemeni Development Associations). LRD worked with these organizations in organizing and providing matching funds for local projects such as water systems, schools, and in one case, a Maternal-Child Health Clinic. LRD also contained a training component aimed at improving the planning and management of local organizations and providing vocational skills for those directly involved with the local projects.

The purpose of the Small Rural Water Systems Project is to assist 55 selected rural villages, through the Rural Water Department (RWD) of the Ministry of Public Works, to construct, maintain, and manage their own water supply systems. Short-term training is provided for basic pumps and motor maintenance, water quality, and water-related sanitation. On the job technical training and long-term training for four candidates is also a part of the project.

Both of these projects have successfully used women Peace Corps professionals in their projects. These women, an Architect and a Sanitary Engineer, work with Yemeni Government officials, Yemeni and expatriate coworkers and Yemeni villagers - male and female - on an equal basis with these other professionals. Besides doing their regular job and .

implementing mainly water projects in villages they have been responsible for helping to increase the benefits for women in their projects. In one case, the Peace Corps Sanitation Engineer who works on the Small Rural Water Systems Project encouraged and participated in the construction of a women's "hammam" (shower and toilet) that otherwise might not have been built. The Peace Corps Architect who works with Chemonics on the Local Resources for Development Project is directly responsible for the planning, organization and implementation of a women's garden project in one village that will use the run off water for irrigation from their new water system. Both women attribute their success in working with Government officials and village projects to their own professionalism and support from other staff, and credit their success in working with village women to the fact that they are themselves women.

As a part of the Small Rural Water Systems Project, villages select a person to be trained to maintain and operate the new water systems they receive. The training lasts for 3 weeks and is conducted in Sanaa. Women have not been encouraged to receive this training and, in fact, are effectively discouraged by the design of the training. They would have to leave their villages and families to attend this training, which is generally socially unacceptable for village women. In spite of this, two water systems are being operated and maintained by women who learned the necessary skills from men trained by the project. They evidently took over the jobs from male relatives. It is reported by the Contractor that these women do an excellent job and are accepted in their communities. It is not known if they receive or control any of the salary associated with these jobs. These examples indicate that it is socially acceptable for women to learn and use technical skills that have been thought by western developers to be only acceptable for men. This could have broad implications for better including women in all projects involved in technical training, especially if the training itself is designed to attract women

The two major accomplishments of these projects concerning the inclusion of women have been the successful use of expatriate women to increase the involvement of women in projects and a demonstration of the social acceptability and effectiveness of training women in non-traditional areas. These accomplishments can serve as examples for increasing the inclusion of women in other projects in all areas.

YARG AND USAID STRATEGIES AND WID

YARG Strategies

In Yemen's Second Five Year Plan, the development constraint stressed most highly was the "crucial scarcity of both trained manpower and skilled and unskilled labor" (Second Five Year Plan, II., page 2). In the strategy for increasing manpower to help solve this problem, the plan stressed "encouraging Yemeni women in general, and the educated ones in particular, to participate in the country's labor force. Suitable training opportunities should be provided for them, and kindergartens and child nurseries should be established to facilitate the participation of married women and mothers in the fields of productive work." (III, p. 45). Another objective is "promoting the welfare of women and encouraging them to participate in the country's economic activities." (II, p. 26).

USAID Strategies

USAID/Yemen's Country Development Strategy Statement stresses institutional development, technology transfer, and participant training especially in the areas of agriculture and education. USAID/Yemen is currently involved in development projects in the areas of agriculture, education, rural development, and health/family planning. USAID, general strategy on WID stresses incorporating women into the total development process by identifying actual and potential roles of women and design and implement progress

In keeping with the YARG and USAID strategies for WID in Yemen, this project focused on determining how women could be better included in: training and education programs, the labor force and income-generating activities, and the process of institution building

RESEARCH IN YEMEN

There is a great lack of reliable data concerning Yemen society. Researchers have only been allowed to study in Yemen for the last 10 years and even then they have been severely restricted as to areas and subjects. Cynthia Myntti and Najwa Adra, as well as a few others, have done research involving women in Yemen but so much more needs to be known to determine how women can and should be included in development projects.

There has been a tendency in the past for developers in many countries to stereotype the roles of women in developing countries without adequate research. Their roles concerning child care and household tasks have been emphasized and their roles concerning the economic activities they perform -- in the labor force, agriculture, trading, water, processing and preserving foods, and other areas have been ignored. If only men are promoted in upgraded training and income projects (as well as other types of projects), the status and productivity of women is sometimes lowered due to the reduction of their control and authority over areas they formerly governed. Adequate research is necessary to help promote and create opportunities for women in the development process as well as prevent the failure of projects due to ignorance of vital roles and activities of women in the development process.

The diversity of Yemen makes generalization impossible and makes it necessary for developers to conduct preliminary research before designing development projects to be able to avoid mistakes and implement the project in the most constructive manner. Recording ongoing research during the life of the project would help determine the impact of the project -- how to improve the project along the way -- and provide information for other developers. It would also be helpful for developers when researching the possibilities for including women in development projects in Yemen to:

1. Use a female researcher when contacting women. Often it is not socially acceptable for men to deal directly with women. Also, much of the most relevant information may be gained during social gatherings that are traditionally segregated.
2. Define tasks involved in the project gender specifically. Determine how women as well as men are currently involved in the project area and how their skills and knowledge can be used and improved upon the project responsibilities.

USAID/WID PROJECT SUCCESS

The following positive lessons have been learned concerning successfully including women in USAID/Yemen projects and have implications for all areas of development in Yemen:

1. A written policy between the concerned YARG office and the project implementers specifying priority for women trainees has led to an equitable number of female training participants.
2. Women project implementers increase the inclusion of women in development projects.
3. Village women are interested in and capable of learning through extension programs and workshops.
4. Involving women in the Government in project implementation can increase the inclusion of women who benefit from the project.
5. There are women in Yemen interested in becoming involved in income-generating projects.
6. It can be socially acceptable for women to learn and practice non-traditional skills.
7. Women need to be specifically encouraged to participate in development projects.

CONSTRAINTS ASSOCIATED WITH INCLUDING WOMEN IN
DEVELOPMENT PROJECTS IN YEMEN

All developers working in Yemen have had problems as well as success in including women in development projects. Developers currently implementing projects associated with USAID/Yemen identified the following constraints for including women in development projects in Yemen.

1. Lack of knowledge concerning women's roles and needs.
2. Lack of qualified Yemen women for training both within and outside the country, and for employment as counterparts and employees with development projects and donor agencies.
3. Mobility: Women are constrained from traveling outside their home environment to attend school, extension programs, health centers.
4. Coeducation: It is not considered respectable by some Yemenis for men and women, boys and girls to study in the same room.
5. Possibilities of nonsupport from conservative Government officials that could result in jeopardizing other aspects of a project.
6. Possibilities of resistance and hostility from conservative village men that could result in jeopardizing other aspects of a project.
7. Inability of expatriate women to work effectively in Yemen.

Many of the successes of USAID projects identified in the last section could be applied to solve these problems. In the following section, a description of how other donors have handled these problems is given.

CONSTRAINTS INVOLVING WOMEN IN YEMEN:
HOW THESE PROBLEMS HAVE
BEEN DEALT WITH BY OTHER DONORS.

The purpose of this section is to examine how other donor projects have dealt specifically with the problems identified in the previous section. The following donor projects were chosen on the basis of their successful inclusion of women in their projects and their relevance to current USAID projects. All of these projects have been operating in Yemen much longer than current USAID projects (3-10 years compared to 1-4 years for USAID projects). This is not a complete list of donor projects including women in Yemen nor have the problems and failures other projects have encountered been emphasized, although they certainly exist. What is presented here are other donor experiences, points of view, and successes in dealing with the inclusion of women in development projects as related to the constraints identified by USAID project implementers.

USAID/Yemen development projects are currently divided into the areas of agriculture, rural development, health/population, and education. Within these areas USAID/Yemen's fundamental strategy for Yemen is to promote institutional development, especially within the Government. The following projects and experiences with WID in Yemen are classified according to these categories.

AGRICULTURE/RURAL DEVELOPMENT

SURDP: Women's Extension Program
Southern Uplands Rural Development Project

This project began in 1976 and is funded by the World Bank and IDA. The goals of the project include: increasing agricultural production, improving per capita income, and reducing dependence on imports for essential foodstuffs. Part of the project consists of a women's extension program which has been operating for over 3 years.

The goal of the program is to establish women's centers in villages run by women of the village, dedicated to the education and improvement of women and their villages. When a village reaches the level where the women of the village can take over the extension program, the SURDP agents begin in

another village. Two villages have reached this level in the 3 years of the project.

Extension classes in agriculture, health, handicrafts, and literacy are currently being held in nine villages, three times a week in each village. The classes range in size from 30 to 50 women and are held in private homes, with the exception of one village where the LDA has built a women's center. The extension agents stated that they have had to contact many villages before one could be persuaded to participate in the program. Now, though, as the program has become more established, villages are requesting that they be involved.

There are 12 women extension agents and two Egyptian experts in the extension program. The extension agents are either in high school and work a half day, or have finished high school and work full days. Prior to beginning work they receive a 3-month training course and periodic refresher courses. Sometimes the courses are in Taiz, and sometimes they will be at another location -- such as the workshop on beekeeping that they attended at Ibb School in Ibb.

1. Knowledge of Women:

Ongoing research is conducted by the extension women in cooperation with the village women. Women have been and are involved in all phases of the design, implementation and evaluation of the project to determine the roles and needs of the women and develop plans to satisfy those needs.

2. Qualified Women:

Women extension agents are recruited from high schools in Taiz through talking to the high school teachers and students.

3. Mobility:

The mobility problem is dealt with by having the women travel always in twos, escorted by a male driver.

4. Coeducation:

Extension classes for the village women are only taught in the respective villages and the classes are for women only.

5. Government Support:

6. Village Support:

Many villages are contacted before one is chosen to participate in the project. Only those that are enthusiastic and totally committed to the project are chosen. Only women from the project contact women from the villages. The LDAs and male leaders of the villages are contacted and are involved in the project from the beginning.

7. Expatriate Women:

The expatriate women involved in the project are from the Muslim culture and speak fluent Arabic.

Rada Integrated Rural Development Project: Women's Extension Component

This project was started by the Dutch Government in 1977 and has emphasized action-oriented research into agricultural practices and the society in the Rada area. The women's section has conducted research and extension training in the areas of adult education, agriculture, livestock and poultry production, health, and handicrafts.

The women's section is currently operating with two Yemeni extension agents and one American advisor.

1. Knowledge of Women:

A main emphasis of the Rada project is research, so ongoing research concerning the roles and needs of women has been an integral part of this project. Women have been the researchers, implementers and evaluators of this program.

2. Qualified Women:

Yemeni extension agents have been recruited through personal contacts. Trained female personnel from the donor community are used for training and to make short presentations in the villages.

3. Mobility:

Two women extension agents usually travel together. It was found that women from villages would not attend classes at the extension centers built by the main project where men also went. Therefore, a mobile health clinic was started, and extension programs are now held in the villages.

4. Coeducation:

Women are taught separately from men, by women.

5. Government Support:

There was no reported nonsupport from Government officials. One very conservative official stated that the project was going well and he preferred that the women take care of it. There has been some pressure from Egyptian advisors to put more emphasis on "Home Economics" activities such as cooking and cleaning.

6. Village Support:

The fact that the Rada project has been operating in the area for several years has built up a rapport with local leaders and a good reputation appears to contribute to the acceptance of the women's extension program. The villages that have received the most exposure to the project and the most benefits -- roads, water systems, etc., seem to be the most committed to the women's extension program and the most open to new ideas. Two such villages have recently become enthusiastically involved in women's income-generating poultry projects.

HEALTH

British Organization for Community Development

The BOCD, a private organization, started training Yemeni health workers in 1975 in the village of Jabal Raymah. They have started since then training projects in Al-Jabin, in the Tihama, and in Abs near the Saudi border in the Tihama. They started training Primary Health Care Workers and Local Birth Attendants as a private program and merged into the Government's health program when they started their efforts in 1981. The BOCD program has been more of a program to find out how to train and work with mountain and Tihama people rather than a training program with strictly specified outputs. The ideas developed in their programs have been incorporated into the official Yemen Government PHCW and LBA training manuals and other now official documents.

The staff of BOCD are essentially volunteers with an administrator in Sanaa, a rural development researcher who works in the villages, a doctor, midwives, and other health professionals who work in the villages and run the training programs.

1. Knowledge of Women:

A basic part of the BOCD program is research which is stressed in all phases of their projects. All research on women is done by women. Designs for programs are produced from baseline research and modified according to ongoing research findings.

2. Qualified Women:

BOCD has developed a trainee recruitment program for women LBAs based on intensive contact with the villages in which they are recruiting. They first find out who the traditional birth attendants are in the village and try to recruit them as well identifying other outstanding women who might be interested. They then ask the community to request that the LDAs recommend them to the Government for nomination. Yemeni women counter-parts have been identified through advertising in the newspapers and through personal contact.

3. Mobility:

LBA classes are taught within walking distance of the women's homes at a time when they are free of most household work. BOCD stresses that it is vital that the classes be held in a socially acceptable place. This would have to be determined through research. Trainees and LBAs travel within their village areas on foot to contact pre- and post-natal women as a normal part of their job. They usually travel with a female friend or a child.

4. Coeducation

All classes are segregated. Women's classes are taught only by women. A woman also teaches the men's PHCW classes.

5. Government Support:

Government conservatism was not considered a limiting factor in the projects.

6. Village Support:

BOCD works with villagers by building trust through involving local leaders and men as well as women in the projects in a slow, orderly manner. Women only contact the village women, but women and men contact village men.

7. Expatriate Women:

British women have successfully worked in remote villages in this project since 1975. They credit their success to:

- a. Intensive 6-month language and cultural training.
- b. Having at least two expatriate women per village, and no expatriate men unless they are married to one of the women. Yemenis do not consider a single woman who associates with men socially to be a respectable woman -- certainly not one they would let their wives or daughters associate with. Active socializing with the village women.
- c. Expert women in these projects also teach male PHCWs (and are in charge of the project) and deal regularly and successfully with male villagers and Government officials with no problems due to their sex.

EDUCATION

Ali Othman School -- Taiz

Ali Othman is a private coeducational, English medium school with approximately 1,000 students in grades preschool through 12. The school is funded through student tuition and private donations. Approximately one third of the students are on scholarship through the school based on need. Thirty eight percent of the students are women. The staff consists of expatriate and Yemeni men and women teachers, administrators and workers.

The presence of Ali Othman School demonstrates that coeducation can and does exist on a large scale in Yemen. Boys and girls study side by side in all classes with no unusual problems. The Yemen Government condones its operation by allowing it to exist.

German Volunteers: Women's Literacy Program

Three female German volunteers, at the request of the Ministry of Education District Training Centers, are teaching home economics and handicrafts as a part of the women's literacy programs in Amran and Sada. The program is a Government program, organized and operated by the Yemen Government.

a. Knowledge of Women:

Work is currently being done to revise the curriculum and literacy material so it is geared more to the needs of women. It was found that the materials used for men's classes were not appropriate for women's classes.

b. Qualified Women:

Women are recruited for the classes by advertising information about the classes in the markets with a microphone, and through word of mouth.

c. Mobility:

The classes in Amran are held in the primary school in the village in the afternoon after the children have left, and the classes in Sada are held in a girls' primary school within the city walls in the afternoon. No women's classes are held in the District Training Centers where men's classes are held.

d. Coeducation:

All classes are for women only and are taught by women.

e. Government Support:

This project is supported by the Ministry of Education and is an integral part of the Government's educational programs.

f. Village Support:

Villages requested through their LDAs that the MOE provide women's literacy training before a program is started.

g. Expatriate Women:

German women volunteers have been working in Amran in Womens's literacy program for 3 years and in Sada for several months. They feel that for a woman to work successfully in a village or in very conservative Sada it helps to:

- (1) Have extensive language and cultural training -- the German Volunteers have 6 months of this.
- (2) Maintain impeccable respectability: live only with a husband or another woman; do not socialize with men; behave as Yemeni women do in public.
- (3) Socialize with Yemeni women.

INSTITUTION BUILDING AND WOMEN

UNICEF: Preschool Project, Sanaa

In the UNICEF preschool project the emphasis is on strengthening the women's section of the Ministry of Labor and Social Affairs and providing service to working women in Sanaa. The project was requested by this section of the MLSA to provide child care for working mothers. UNICEF staff act as facilitators and advisors.

a. Women' needs:

Women requested, designed and implemented this project with women's needs in mind.

b. Qualified Women:

Through this project, the women in the Ministry of Labor and Social Affairs will gain organizational and administrative experience, making them more qualified to participate in the development process.

c. Mobility:

UNICEF provides transportation for implementers of the project, and women using the facilities provide their own transportation.

d. Coeducation:

The preschool is coeducational and staffed by women.

e. Government Support:

The Yemen Government officially supports this program.

f. Village Support:

Working women of Sana'a use this facility and it is supported by them and their families.

g. Expatriate Women:

There are no expatriate women involved in the project.

Institution Building and USAID/WID Activities

In keeping with the fundamental strategy of USAID/Yemen, this study put particular emphasis on institution building and how women could be included in that process. Effort was put into establishing a dialogue between USAID and women in the Government which resulted in the following:

a. The women in the Yemen Government that were contacted all expressed an interest in contributing to and learning about USAID development projects. Women at the Central Planning Organization requested that a description of USAID projects and a letter asking for their comments on how to better include women be sent to the CPO so that they could form a committee of women in YARG to make recommendations on this subject. In a response to the description and letter the Deputy Director of CPO stated that a committee had been formed that would issue a report on how to better include women in USAID projects. With continued support, this committee could be a valuable asset to the USAID development planning, implementation, and evaluation process in Yemen.

b. A week long Family Planning/Family Health Workshop sponsored by USAID and held recently in Sanaa revealed the organization and implementation ability, accessibility, and effectiveness of Yemen women in Government related agencies. Main organizers of the workshop were women, and women moderators expertly controlled all levels of the workshop - composed of over 100 men and women from all levels of Government. The women in the workshop were outspoken, direct, and interacted freely with men and women involved in discussion groups, informal sessions, and large groups. This indicates

that men and women in the Government can and do work together, a situation that could be encouraged by specifically requesting that Yemeni Government women be included in development activities when possible.

c. Women from many Yemen Governmental Ministries and organizations met with project and design and evaluation team members for the purpose of extending advice, information, and support. Teams included a Family Planning Project Design Team, a Faculty of Agriculture Design Team, and a Rural Development Evaluation Team.

INGREDIENTS FOR SUCCESS IN WID IN YEMEN:

Based on the previous examples, the following can be concluded concerning how to deal with problems identified as being associated with including women in development projects in Yemen.

1. Lack of knowledge concerning women's roles and needs:
 - a. Research: Identify the roles and needs of women as they specifically relate to each project, maintain ongoing research and records during the project specifically related to women, and evaluate the impact of the project on women.
 - b. Design and implement the project to specifically include and meet the needs of women, based on previous research and update according to ongoing research findings.
 - c. Include women staff in the design, implementation and evaluation of the project to act as contacts, information gatherers and implementers in situations where a man would not be acceptable and to form relationships with Government and influential women.
2. Lack of Qualified Women:
 - a. Actively recruit Yemeni women for project participants, counterparts and employees. Effective recruitment methods might include:
 - 1) Advertising; newspapers and television -- specifying gender or genders;
 - 2) Through personal relationships: develop contacts with women in Government, and relevant organizations, and institutions; and
 - 3) Limit sexual harrassment by using female interviewers and coworkers when possible.

b. Institution Building:

- 1) Develop and maintain relationships with women in the Government;
- 2) Encourage the formation of an advisory committee of women in the Government to act as a support and advisory group for USAID development projects in Yemen and women in the Government;
- 3) Support women's groups by actively involving them in participant training programs, workshops and conferences, and field trips;
- 4) Encourage Government assignment of female counterparts for development projects; and
- 5) Encourage the Government to place returning participant trainee women in positions corresponding to their skills and the needs of the country.

3. Mobility:

- a. Recruit and encourage those who can travel for programs and projects that require it, such as training in Sana'a and outside the country and extension visits to demonstration farms.
- b. Design programs for women that do not require them to travel away from their homes, when necessary.

4. Coeducation:

- a. Recruit and encourage those who can attend coeducational training, especially for long-term educational institutions, and overseas training of Government personnel. There are those who are ready now, and the numbers will increase.
- b. Provide segregated training where appropriate.

5. Government Support:
 - a. Identify and encourage men and women in the Government who support the inclusion of women in development projects.
 - b. Actively support the idea of including women in development projects so there will be no confusion as to where USAID stands on the issue.
6. Village Support:
 - a. Hire women employees and staff to contact and work with women in the village.
 - b. Include men and women in all projects from the beginning.
 - c. Choose villages that are ready to support the inclusion of women in the development process, don't try to force the issue on anyone. Villages that have had experience with developers, such as receiving aid for road building, schools, etc., may be more accepting of new ideas than villages that are not familiar with the development process.
7. Western Women Working in Yemen: Orient women staff to the cultural aspects of successfully working in cities and villages in Yemen. For example,
 - (a) Do not socialize with Yemeni or Western men outside official functions.
 - (b) Wear proper dress.
 - (c) Speak the language.
 - (d) Actively socialize with women of the villages.
 - (e) Support women in what they want to do -- don't try to force them to change
 - (f) Peace Corps Volunteers, with their extensive language and cultural training and hardiness could be effective village workers.
 - (g) Do not socialize with Yemenis outside official functions.

- (h) Dress modestly in loose clothes.
- (i) Develop relationships with and support women in the Government.
- (j) Provide an example of a professional woman and do not be offended if sometimes treated otherwise -- some Yemeni men may not be comfortable with foreigners. They will change at their own speed.
- (k) Yemeni men may be less threatened by women than men.
- (l) Women may be able to work more effectively in Government offices as it is not considered proper to make a woman stand around waiting in places where they can be stared at.
- (m) In order to work successfully with a Yemeni woman, it is often necessary to be a woman.

SUGGESTIONS FOR ENHANCING THE INVOLVEMENT OF WOMEN IN
USAID/YEMEN PROJECTS

POSSIBLE WID STRATEGIES FOR USAID YEMEN

Priority # 1: Institutionalization, including Women in the Government.

1. Project officers and contract personnel, identify women from ministries involved in USAID projects to act as a supporting group for including women within these projects. Activities of these women may include:
 - Input in project design, implementation and evaluation.
 - Aid in recruiting women for project training, staff and advisors.
 - Accompanying USAID and contractor personnel (especially women) on field trips for project research, evaluation, design and implementation purposes.
2. Project officers and contract personnel recruit women from the Government for training in administration, management, advanced degrees, international workshops, etc., as an integral part of upgrading personnel within the Government.
3. Project officers and contract personnel open discussion with appropriate Ministry personnel for the purpose of negotiating a written policy favoring the inclusion of women in each USAID-funded project.
4. Project officers, and Contractor personnel, identify areas in the project where Yemeni women's group could effectively be involved to strengthen the institutional organization of women in Yemen.
5. Assign a USAID female staff person or persons to work with women in the Government, USAID staff, and contractor personnel on the above.

Priority # 2: Involving Women in USAID Projects.

1. Each project contractor in collaboration with USAID/Yemen present a workshop in the next 2 years on an aspect of WID in Yemen for the purpose of increasing the involvement of women in their specific project or development projects in general. Example of workshop topics are:
 - Developing short term training for women.
 - Recruiting women trainees.
 - Vocational training opportunities for women.
 - Working with village women.
 - Effective educational methods for teaching illiterate women.
2. USAID develop an orientation program for USAID and Contractor personnel for the purpose of learning about development in Yemen. Topics to include but not be limited to:
 - History of development in Yemen.
 - Current development projects.
 - Ingredients for success.
 - The inclusion of women in development projects

The following suggestions for WID strategies of USAID/Yemen and enhancing the involvement of women in specific USAID projects are based on the successes experienced by USAID projects and other donors including women in development projects in Yemen, and discussions with the USAID/WID committee, other USAID project personnel and USAID contractors.

It is understood that the YAR is going through rapid changes in all areas. Some suggestions may be able to be implemented sooner than expected as opportunities arise and some may be delayed due to unforeseen circumstances.

It is recommended that an informal review of progress on these suggestions be conducted by USAID/Yemen after 6 months, and an indepth review be conducted after 1 year to identify:

- How recommendations have been implemented by USAID/Yemen
- How recommendations have been implemented in each project and subproject.
- Problems encountered.
- Successes.
- Implications for future involvement of women in projects.

Priority #3: Long-term Goal: Encouraging and Creating Opportunities for Women in the Development Process in Yemen.

1. Require the inclusion of research data in each project and subproject paper identifying how women are currently involved in a project area and opportunities for involving them in the project; and develop specific programs for their inclusion.
2. Promotion of Primary Education for Girls.

In order for women to contribute to and take advantage of future opportunities related to the development process, they must have the knowledge and ability that an education can provide to understand new ideas and concepts in areas such as health, agriculture, and income generation, to name a few. The major problems associated with primary education for girls in Yemen include a lack of schools and a lack of female teachers. Primary education for girls as well as boys is a vital step in the overall development process and might be encouraged by:

- a. Project/Contractor personnel conducting a study to identify the real constraints involved with female primary education and possible solutions.
- b. Identifying women and men in the Government who support primary education for women and work with them for the purpose of proposing a comprehensive plan to provide primary education for girls as well as boys.

- c. Types of projects that might be considered include:
- (1) Working with the Ministry of Education and LDAs to promote the building of schools in villages that encourage coeducation.
 - (2) Working with the Ministry of Education to encourage more women to teach in villages through providing scholarships and salary incentives for women who agree to teach in a village for a certain amount of time, and guaranteeing security by providing appropriate housing for the woman and a relative or friend.
 - (3) Working with the Ministry of Education to establish in-village teacher training programs for women willing to become teachers in their villages.

SUGGESTIONS FOR ENHANCING THE INVOLVEMENT OF WOMEN IN SPECIFIC USAID PROJECTS.

Following project descriptions and evaluations, suggestions for enhancing the involvement of women in each project has been proposed.

Based on the ingredients of success of other WID projects in Yemen, the following criteria were applied to the projects to determine how USAID projects are currently including women:

1. How were women involved in the design, implementation and evaluation of the project?
2. How were the needs and roles of women identified in the project?
3. How was the project designed specifically to meet the needs of women?
4. How have women directly benefited from the project?

EDUCATION

1. Project #279-0080, Development Training III.

Contractor: To be determined.
Starting Date: 1984.

This project is a continuation of Project 279-0040, Development Training II, in which 300 Yemeni participants nominated by the Central Planning Organization and the Ministry of Education received university undergraduate and graduate degrees in the United States in a variety of fields. Fifteen of the 300 students were women.

In Development Training III, 75 students will be nominated to study for Bachelor's degrees, 140 for Master's degrees and 90 for Ph.D. degrees in the United States. English language training will also be provided. Other training under this project will include short-term training in the United States and third countries for 280 participants, and short-term in country training for 1,210 participants. All of them will be nominated by the Yemen Arab Republic Government.

Two USAID staff women were part of the design team for this project and certain aspects of the project have been structured to specifically encourage the participation of women. Women who accompany their husbands to the U.S. under this project will be offered any type of training they qualify for in the United States as part of the project. They may also receive up to 1 year of project-financed English language training at the Yemen-American Language Institute in Sanaa, or in the United States. Financing for childcare will also be provided under this project.

In the first participant nominating session, 30 men and one woman were nominated by the Ministry of Education. The near absence of women was questioned by USAID and Central Planning Organization personnel and the recommendation that more women be nominated was made.

Suggestions for enhancing the involvement of women in this project include:

1. Developing an active recruitment program through women in the Government, university, and high schools to attract women participants by:
 - a. Distributing a written description of the training opportunities available through the project to these women.
 - b. Developing relationships with women in the MOE and Sanaa University to work with contract personnel implementing the project.
 - c. Organizing workshops or information sessions conducted by these Government women at high schools where girls attend, at Sanaa University, at women's association meetings, and other places suggested by YARG counterparts to explain this project.
2. Explain the educational opportunities for spouses associated with this project to participants and encourage them to bring their spouses to USAID for career counselling. Provide a female career counselor, possibly in cooperation with the women's section of MOE or Sanaa University.
3. Develop an ongoing, current list of conferences and short-term training programs of interest to women in Yemen. Distribute this list to representative women in each Ministry, Women's Associations, Sanaa University and high schools.

2. PROJECT #279-0053, Basic Education Development Project

Contractor: Eastern Michigan University
Starting Date: 1979
Final Obligation: 1990

a. Administrative Support Subproject

The subproject paper states that the goal of this project is to establish an effective administrative, planning, and management capability in the Ministry of Education and Sana'a University. Sixteen participants are to be nominated by the Ministry of Education to study for Master's degrees in Administration in the United States, and four are to be nominated to study for Ph.D. degrees in Administration. English language training is also included. The subproject also includes seminars and workshops that will lead to increased levels of Ministry technical support to Primary Teacher Training Institutes and Primary Schools.

Women have been involved in the design and evaluation of this project but there are currently no women on the implementation team. Six participants are currently being trained in the United States under this subproject--all men. No women have been nominated to study under this subproject. There is no specific design to include women in this particular subproject.

Suggestions for enhancing the involvement of women include:

Actively recruit women participants, staff and counterparts by:

1. Developing working relationships with women in the Ministry of Education, Sanaa University, Secondary and Primary schools, and Teacher Training Institutes and informing them of opportunities within the project.
2. Encourage those responsible for nominating participants and counterparts to nominate women.

b. Primary Teacher Training Subproject.

In this Subproject, 150 participants nominated by the Ministry of Education will study for master's degrees in Primary Education at Eastern Michigan University in the United States. Upon their return to the Yemen Arab Republic, these teachers will then teach in Primary Teacher Training Institutes.

Women have been included in the design and evaluation of this Subproject and women were on the implementation staff of the Subproject both in Yemen as the team leader, and in the United States. The Subproject specifically identified women as a target group for training and some plans were made for specifically including them such as "including more than a few women (in each group) so that they will have each other's company and will not feel alone. Female staff will work closely with them at EMU." Twenty percent of the participants were to be women and it was expected that returning female participants would replace existing male staff which would in return lead to more female teacher graduates and consequently, more girls in primary schools.

It was reported by the Subproject team leader that an effort was made to recruit women through contacts with female school headmistresses and men in the Ministry of Education, and through written memos to the Ministry of Education requesting female participants -- with the reply that they would respond to the problem of female participants. Out of 116 participants graduated or studying in the United States, seven are women. Of the three women who have returned, one was assigned to be the headmistress of a primary school and two are teaching in Teacher Training Institutes.

Another way that women have been included in this Subproject, includes an orientation put on cooperatively by the contractor, USAID and the women's section of the Ministry of Education for wives of male participants going to study under this Subproject. This was the start of a working relationship between this Subproject and women in the Ministry of Education.

Recommendations for enhancing the inclusion of women in this subproject includes:

1. Working with women in the Ministry of Education, Sanaa University, secondary and primary schools, and Teacher Training Institutes to recruit women for the last classes or participants for this Subproject.
2. Strongly encouraging the Ministry of Education to nominate women participants for this Subproject.

c. Primary Science Subproject

The purpose of this Subproject is to help create the new Department of Primary Education at Sanaa University which will have an undergraduate program in General Primary Education and three graduate programs in specialized primary education areas. Participants nominated by the Ministry of Education will receive graduate degree training in the United States in Primary Education areas. After they return, they will join the teaching staff of the Faculty of Primary Education at Sana'a University.

Other components of the Subproject include curriculum development, establishment of a curriculum and instructional materials laboratory, establishment and equipping science labs at Sana'a University, and inservice training to teachers, administrators, and supervisors.

Women were involved in the design of the subproject and background material was provided on women and education in the Subproject paper. No specific plans for including women in this Subproject were emphasized except for a statement that they will be encouraged. Of the 15 participants nominated and studying in the U.S., two are women.

Suggestions for enhancing the participation of women in this subproject include:

1. Working with women in the government, Sana'a University, secondary and primary schools, and Teacher Training Institutes to recruit participants to train in the United States and to attend the university as students.
2. Encourage the Ministry of Education and Sana'a University to designate female counterparts to participate in the further design, implementation and evaluation of this Subproject.

AGRICULTURE

1. Project 279-0052, Agriculture Development Support Project.

Contractor: Consortium for International
Development
Starting Date: 1979
Project Completion Date: 1994

a. CORE Subproject

This Subproject will provide technical, administrative and institution building expertise and support over the entire life of the Agriculture Development Support Project. It provides for technical/administrative inservice training for the Ministry of Agriculture staff, academic degree training for 24 members of the Central Ministry of Agriculture staff at the bachelor's, master's and Ph.D. levels, and specialized academic and nonacademic training for 40 staff members.

Women were involved in the design and evaluation of the Subproject but no women have been involved in its implementation as advisors. A woman social scientist researched and wrote the Social Soundness Analysis for this Subproject and recommended:

(1) An ongoing research component to analyze social changes accompanying agricultural development projects.

(2) That the involvement of women in projects must be carefully considered and planned.

(3) That both men and women be engaged as program personnel.

The active role women play in agriculture was recognized in the Subproject document and further research on how they can be involved in agriculture development was stressed.

The Subproject was not structured specifically to include women beyond recommending more research.

In the implementation of the Subproject, no women have yet been given inservice training or academic training in the U.S. under this Subproject. Eight men have received nonacademic training and six men and four women are receiving academic training in a third country. Four women have been nominated to receive short-term training in library science in preparation for staffing a documentation and learning center within the Ministry of Agriculture and Fisheries.

Suggestions for enhancing the involvement of women include:

1. Ensure that at least one CID/Core staff member has access to and can work effectively with Yemeni women (under existing circumstances this usually implies that women deal with women) to:
 - a. Identify and develop working relationships with women in the Ministry of Agriculture and other Ministries for the purpose of: encouraging the institutionalization of women within the Ministry of Agriculture; providing input to the design, implementations, evaluation and research of agriculture projects; providing government support for the inclusion of women in agriculture projects; and providing a base for the recruitment of women trainees, students, employees, and counterparts for agriculture projects.
 - b. Conduct ongoing research on women and agriculture and how they can be appropriately included in agricultural development and prepare a report on aspects of the project that can involve women now.
2. Identify and encourage Ministry of Agriculture policies and personnel that are supportive of the inclusion of women in agriculture and development projects.

b. Ibb Secondary Agricultural Institute Subproject.

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

Ibb School offers classes to high school students in many aspects of agriculture such as crop production,

poultry and livestock production, food processing and storage, and horticulture production besides basic high school science classes.

As a part of this Subproject, 30 Yemeni teaching staff members from Ibb School are to be sent to the United States for master's degree training and 12 Yemenis will be trained to the B.S. level. A program of short courses and inservice training for farmers and extension workers will also be a part of the Subproject.

Women were included in the design and evaluation teams and two women have taught English at the school. The Subproject paper recognizes that women are involved in agriculture, and it states that every effort will be made to provide an outreach program for women involved in agriculture, but no specific plans were provided for this. The paper also states that, "Ultimately, it will be possible to enroll female students in the 3-year secondary school program."

There were two women in the first class of high school students who were supported by their families, the other students, and many of the teachers but were forced to quit by the Ministry of Education for vague reasons. Fifty students have graduated and 135 are currently attending the school -- all men. Nine men are in the United States studying for master's degrees who will return to staff the school. One extension program for the women extension agents in Taiz was presented and two women have been sponsored to attend a short-term conference in the United States since the Subproject began in 1979. It is also reported that women have been present on more than one occasion at other extension programs.

Suggestions for enhancing the inclusion of women in this project include:

1. USAID and Contractor personnel negotiate an agreement with the Ministry of Education as part of the Grant Agreement Amendment stipulating that MOE will no longer prohibit the inclusion of women in the 15 A 1 subproject and will support and encourage women as full time students at Ibb School and other secondary agriculture institutions that receive support from USAID.

2. Make arrangements for housing for women students. Options could include:

a. Building dormitories on campus for women similar to the men's dormitories.

b. Providing housing for women off-campus in private homes.

c. Renting available housing for use as women's quarters.

3. Develop a program for the recruitment of women students and staff for Ibb School that would include:

-Developing relationships with women in the Ministry of Education and other Ministries, and inform them of the subproject, in cooperation with CORE.

-Developing relationships with women high school teachers, extension agents, and other women donors and inform them about the subproject.

- Actively recruiting women students at high schools and junior high schools.

-Encouraging Ministry of Education personnel to nominate women staff and students for the Ibb School.

4. Hire a woman staff member to:

a. implement the recruitment program for women students and staff; b. develop and implement an extension program that would respond to the needs of women in the Ibb area; and c. conduct research on women in agriculture in the Ibb area.

c. Poultry Extension and Training Subproject.

The purpose of this subproject is to establish an extension and training program within the Livestock Division of the Ministry of Agriculture that will contribute to an increase of egg and poultry meat production for small producers in the traditional sector and for small and medium-scale producers. The subproject will provide long and short-term poultry training for the Ministry of Agriculture extension agents and specialists, private farm managers and small and medium poultry producers.

A woman social scientist was involved in the design of the project and a woman Ministry counterpart was involved in the implementation of one training exercise. The subproject recognizes the traditional involvement of women in poultry production in Yemen and structured the project to specifically include women. The training of women extension agents and techniques for working in the village is specifically outlined and a complete design for a women's cooperative is presented.

During a poultry distribution, 191 women were given instructions on how to care for the improved birds they had purchased, and women's poultry cooperatives have been started in two villages. After the women and men in these two villages expressed an interest to their women extension agents in this type of project, this Subproject was contacted and a male poultry technician and female counterpart travelled to the villages where the technician discussed the project with the men of the village and the counterpart gave a poultry class to the women. On the next trip, the chicken houses were built by the technician and the men of the village.

Also as a part of this project, eight students will study for Bachelor's Degrees in poultry in the United States, two students will study in the United States. There are also plans for training women extension agents; five each in 1983, 1984 and 1985. New women extension agents have been recruited to be trained in 1983.

Suggestions for enhancing the inclusion of women in this project include:

1. Examine and redesign the in country poultry training program to assure that women can effectively participate. This might include:
 - a. Consulting with women extension agents in Rada Ibb, Taiz, and Hodeidah to obtain their input on how to best design such a program for women;
 - b. Providing short-term poultry training for women extension agents in their area for those unable to participate in longer term training in Sanaa;
 - c. Providing adequate and socially acceptable housing for female trainees.

d. In cooperation with MOAF actively recruit women for training through contacts with women in Government ministries, women extension agents, and through other projects.

2. Develop relationships with women in MOAF and other ministries in cooperation with CORE for the purpose of supporting the inclusion of women in this project and appropriate ministry positions.
3. Ensure that a woman staff member or ministry employee is available for the purpose of facilitating the training of village women and extension agents.
4. Work with women extension agents in Rada, Ibb, Taiz, and Hodeidah to identify and implement women's poultry cooperatives in interested villages.

d. Horticulture Improvement and Training Subproject

This Subproject includes the establishment of horticulture training and improvement training stations where demonstrations of fruit culture and production will be conducted and improved varieties will be tested. Formal training in Yemen, other countries and in the United States will be provided for the Ministry of Agriculture personnel, and extension programs aimed at Yemeni farmers, nurserymen and private sector suppliers will be conducted.

No women were involved with the design of this project and no women have been involved as yet in its implementation. How women are involved in horticulture in Yemen was not identified and no specific plans for including women have been built into the Subproject. The Subproject paper states that women extension agents are expected to participate in this project, and if necessary, special arrangements can be made for them. The Subproject paper also states that: "It is anticipated that women farmers can benefit from the mass media outreach program to be developed by this project."

Suggestions for enhancing the involvement of women in this subproject include:

1. Conduct research to identify how women are involved in horticulture production in Yemen to determine how they can best benefit from this Subproject.

2. Design a program for including women in this Subproject based on the above information.
3. In cooperation with CORE, develop relationships with women in the Ministry of Agriculture and other ministries, and Yemeni women extension agents for the purpose of recruiting women participants, counterparts, staff, and advisors.
4. Hire a woman or obtain female TDY personnel to accomplish the above.

PROPOSED AGRICULTURE SUBPROJECTS

a. Faculty of Agriculture Subproject.

The design team, which includes a woman, is currently designing this subproject. It will provide nondegree internship training in the U.S. for three Yemeni administrators, and training for 20 future faculty members to the Ph.D. level in the United States. Upon their return to Yemen, these participants will form the staff of the new Faculty of Agriculture at the University of Sanaa.

It is proposed that the Faculty of Agriculture will train students to the B.S. level in agricultural sciences, and that the curriculum will be responsive to the agricultural training needs of the Yemen Arab Republic including small traditional farmers, women, commercial farmers, and the institution/agencies that provide agricultural support services.

Suggestions for enhancing the inclusion of women in this project include:

1. In cooperation with CORE, develop relationships with women in Sanaa University, the Ministry of Agriculture, and other ministries to promote and support the recruitment and nomination of women for short-and long-term training, both as faculty and students.
2. Encourage the employment of female interim expatriate teaching staff and their participation in the above activities.

3. Actively support the inclusion of women in agriculture high schools in Yemen.

b. On-Farm Water Management Subproject

Start Date: 1984.

The goal of this Subproject is to "increase agricultural productivity through improved irrigated farm practices" which would in turn increase rural incomes. The Subproject plans to do this through training Yemeni specialists and extension agents in improved farm practices, establishing irrigation demonstration units in three areas of Yemen, and establishing an effective irrigation extension program to teach rural farmers improved irrigation methods

No women were involved in the design of this project and the roles or possible roles of women related to this project were not identified. No specific plans to include women in this program were outlined.

Suggestions for enhancing the inclusion of women in this project include:

1. Conducting research on the involvement of women and water use.
2. Make specific, detailed plans for including women in the project, such as:
 - a. Providing training for women extension agents at the demonstration farm, at other locations, or both.
 - b. Encourage the assignment of female extension counterparts for activities relating to women.
 - c. Plan field demonstration days at the demonstration sites for women only, put on by women.
 - d. Identify a female staff position to coordinate activities involving women.
 - e. Detailing other specific training programs, extension classes, income-generating programs, etc., for women as identified in project research as being relevant to women and the project goals.

3. In cooperation with CORE, establish working relationships with women in the Government to support at the inclusion of women in aspects of the project.
4. Encourage the Government to nominate women for long-and short-term training.

HEALTH

a. Project #279-0065, Tihama Primary Health Project.

Contractor: Management Science for Health
Starting Date: 1980
Final Obligation: 1987

The purpose of this project is to support the development of primary health care services in the Tihama region of the Yemen Arab Republic according to the Basic Health Services plan developed by the Ministry of Health and the World Health Organization.

The objectives of the project include the training of Primary Health Care Workers (PHCWs) and Local Birth Attendants (LBA), establishing and upgrading Primary Health Care Centers in the Tihamah, and developing and implementing a radio/TV information and education system on primary and preventive health care

The design, implementation and evaluation teams for this project have all included women. Currently there is one woman Public Health Administrator and seven technical female staff. The project paper expresses the need for training and upgrading the health of women. There is a plan to conduct in-depth health research in villages in the Tihamah as part of the project. The paper identifies problems associated with training female Local Birth Attendants and gives possible solutions. In the 3 years of the project, 12 LBAs have been trained. PHCWs are defined as being male, preventive health care workers, and LBAs are defined as female local midwives.

Suggestions for enhancing the inclusion of women in this project include:

1. Actively support the training of women Primary Health Care Workers, and lobby the Ministry of Health and Health Manpower Institute concerning this issue. Open discussion with the YARG for creating a written policy encouraging the training of female PHCWs. Female Primary Health Care Workers would be accessible to women, where male PHCWs are not. LBAs are also important but they don't have the scope of work for practicing general preventive medicine that the PHCWs have.
2. Change the training emphasis from the city (Hodeidah and Zedia) to the villages.
 - a. Provide public health and maternal health services in village clinics, and informally in villages as a major part of LBAs and PHCWs training. This would give the trainees more experience--which they are not getting now in the city clinics, and would provide health services to women who would not otherwise receive any.
 - b. Develop an in-village training program for training Traditional Birth Attendants. Possibilities include individual, informal, theoretical and practical sessions; an informal, small group class, one a week followed by home visits or visits to clinics and hospitals.
3. Female Health Care Recruitment
 - a. Meet with women of villages as well as men when discussing a trainee recruitment. It may be necessary for a woman to meet separately with the women of the village.
 - b. Encourage the participation of female members or women's sections of village health committees
 - c. Encourage families to accompany their women trainees to the training site. Make provisions for housing and child care.
 - d. Form relationships of trust with villagers by visiting often, sometimes staying overnight.

4. Focus part of the health research specifically on the needs, practices, and opportunities for women in the health field.
 5. Develop and maintain relationships with women in the Ministry of Health, Ministry of Education, women in the Ministry of Agriculture extension service, and other Government agencies to act as an advisory and support group for inclusion of women in this project.
- b. Proposed Project #279-0075, Family Planning.

This project is in the process of being designed.

Suggestions for involving women in this project include:

1. Develop a training program to provide short-term on site training to:
 - a. Midwife, Female Nurse, and Local Birth Attendant students.
 - b. Women extension agents.
 - c. Women in Teacher Training Institutes.
 - d. Women studying in literacy and vocational schools--these can be very informal classes.
 - e. Women's groups that invite such information.
2. Further involve women in the Ministries of Health, Education, Agriculture, Information, Labor and Social Affairs, Sanaa University, and other government organizations in the design, implementation and evaluation of this project.
 - a. Distribute a written description of the proposed project to these women for information and discussion purposes.
 - b. Ask for suggestions and propose ideas for including these women in the implementation of specific programs within the project.

RURAL DEVELOPMENT

a. Project #279-0044, Small Rural Water Systems.

Contractor: New TransCentury Foundation
Starting Date: 1979
Final Obligation: 1984, Extension of this Project
is being considered

The long-term goal of this project is to "improve the quality of life of rural Yemenis." The project proposes to do this by assisting 55 rural villages to construct, maintain, and manage their own water supply systems. Short-term training is provided for basic pump and motor maintenance, water quality, and water-related sanitation. On-the-job training is provided for all Yemeni technicians. Long-term training for four candidates is also provided.

There were no women on the design team, but there have been women on evaluation teams and there is a woman Peace Corps Volunteer staff member who is a Sanitation Engineer and a woman Research and Sanitation Education Advisor on a part-time contract. There has also been a part-time Yemeni woman counterpart working with the project. The activities of women and water use were recognized. The project paper states that one of the expected end-products of the project is "a significant number of women-days of labor released from drawing and carrying water to pursue other more productive activities." Also a plan for teaching villagers, particularly women, receiving new water systems about basic water sanitation methods, hygiene, etc. is planned.

The project involves building "hammams" (toilets and showers) at some sites and a women's "hammam" has been built in one village. The women in the village were actively involved in the choice of the location and the actual construction of the "hammam". All the people trained under this project have been men, except two women who learned how to maintain the well pump and generator second hand from men who had been trained by the project. A TransCentury engineer stated that the maintenance they do is excellent. The equipment they are responsible for is always in good condition, and their work is socially acceptable in the community. It is reported that male relatives collect the salary for this job, and it is not known if they control any of this money or not.

Suggestions for enhancing the involvement of women in this project includes:

1. Provide positions for a staff woman and Yemeni woman counterpart to act as an integral part of each water project to maintain an ongoing dialogue with village women and consult them on all aspects of planning, construction training, and evaluation of the water system.
2. Since women are already actively involved in the actual construction of the water system, provide needed on-the-job training, especially in maintenance techniques. Women are already involved in the construction and maintenance aspects of this project and need more training opportunities to progress. Men are often not around to do this due to migration and other jobs.
3. Encourage the villages to select a woman to learn how to operate and maintain the water system pumps, generators, etc. Again, men are often not around the village, and water, especially domestic water, is traditionally in the realm of women.
4. Conduct training in the village.
5. Develop working relationships with women in the appropriate Ministries of Education, Health, Agriculture (especially extension) and other Government agencies so they can support the inclusion of women in rural development projects by providing advice in the design, and evaluation of projects, and being active in their implementation.
6. Encourage the Government agencies responsible to nominate women for long-and short-term in-country and out-of-country training positions.

b. Project #279-0045, Local Resources for Development.

Contractor: CHEMONICS
Starting Date:
Final Obligation: 1984

This project was designed as a complex, integrated rural development project with the goal of contributing to "increased production, income and quality of life in rural Yemen" by strengthening institutions at all levels: national (CYDA), regional (the "Coordinating Councils",) and local (the LDAs, agriculture cooperatives, informal women's groups, and youth organizations). It was conceived as an experimental project based on the assumption that the local organizations targeted could productively work with and benefit from this type of program.

Besides providing matching grant funds for local projects there is a great emphasis on training in this project. Areas that are stressed include: planning and management, technical staff development, vocational skills, and family health and nutrition. The project paper also states that "women will be included in training programs, including agriculture and other more obvious categories for women's participation."

There were no women on the design of this project, but women have been involved in the evaluation and implementation of the project. There is currently a female architect Peace Corps Volunteer on the Chemonics staff who is working with village women along with designing and construction water systems and other projects.

This project originally planned to have a Health/Nutrition Peace Corps Volunteer who would be active in areas specifically related to women. The project design was later considered unrealistic and the plan was cancelled. The reason cited was that village discussion requires better language and community development skills than most Volunteers possess.

One specific plan including women is being planned and implemented by the female PCV in one village. A garden which is being planned, will be maintained by the village women that will use the run off water from their water system for irrigation. A maternal-child clinic in Abs in the Tihama is also being planned by the project. Women have not been included in any of the short, long, or on-the-job training components of this project

This project is in the last stage. The following suggestions should be applied to future projects of this type.

Suggestions for enhancing the inclusion of women in this project include:

1. All the recommendations for the Small Rural Water systems project apply equally to this project.

Recommendations for Future Projects.

The role that women play and could play in strengthening institutions at the local level, as well as regional and national levels should be researched and plans for specifically including them in this process should be designed and implemented--particularly in a project of this type. Ways that this could be done might include:

- a. Developing counterpart and working relationships with and encouraging the training of women in all levels of Government.

- b. Encouraging the inclusion of women in local committees and in LDAs--either as members or as part of separate women's groups to integrate them more fully in the development process.

RESOURCE PERSONS INTERVIEWED AND CONTACTED

I. USAID Personnel

1. Charles F. Weden, Jr., Mission Director
2. Thomas L. Rose, Deputy Director
3. Dave Frederick, Program Officer
4. Theodor Bratrud, Deputy Program Officer
5. Donald Muncy, Assistant Program Officer
6. Hans P. Peterson, Agriculture Officer
7. G. Tracy Attwood, Assistant Agriculture Officer
8. Dwane E. Hammer, Project Manager, Agriculture
9. Howard B. Keller, Health Officer
10. Howard C. Thomas, General Development Officer
11. John J. Giusti, Program Analyst
12. Patsy P. Layne, Education and Human Resources Officer
13. Patricia Oliver, Participant Information Assistant
14. Ali Hugairi, Participant Training Assistant
15. Bobby W. Allen, Controller
16. Beverly C. Morton, Executive Officer
17. Michael E. Hase, Budget and Accounting Officer
18. Abdullah El-Saydi, Program Assistant
19. Hussein Ahmed Saleh, Clerk, General Development Office
- 20 Thia Abdurazak, TDY, Rural Development Evaluation
21. Lynn Carter, Project Assistant
22. Emily Hughes Leonard, TDY, Rural Development Evaluation
Team

23. Julie Weissman, TDY, Family Planning Design Team
24. Antoinette Ford, Administrator, NE Bureau, Washington, D.C
25. Edwin Thomas Chapman, TDY, Education Officer, AID/Washington
26. Sarah Seims, TDY, Family Planning Design Team
27. Roslyn King, TDY, Family Planning Design Team
28. Tom Dichter, TDY, Rural Development Evaluation Team

II. USAID Contractors

A. Consortium for International Development

1. Mr. Robert Witters, Chief-of-Party
2. Royal Brooks, Acting Chief-of-Party
3. George Arscott, PETS, OSU
4. Donald Helfer, PETS Project Director, OSU
5. David Francis, PETS, Poultry Specialist
6. Carson Coleman, PETS, Poultry Technician
7. Paul Heidloff, PETS, Poultry Technician
8. Edward Barnes, HITS, Acting Specialist, Hort.
9. Mel Belcher, HITS, Project Director, Cal Poly
10. Robert Martin, Ibb School Team Leader
11. Texas Swanjord, Ibb School, English Teacher
12. Lou Eisgruber, Director, Int. Programs, OSU
13. Thomas LaQuey, Agricultural Advisor
14. Craig Runyan, Farm Manager
15. Jack Law, TDY, Participant Training Specialist

16. Dr. Issa, Jaruba Farm
 17. Mousa Abugali, Horticulture Teacher, Ibb Secondary Agriculture Institutte
- B. Eastern Michigan University
1. Juanita Garfield, Teacher Trainer
 2. James Hale, Teacher Expert
 3. Saad Noor, Acting Chief-of-Party
 4. Susan Watson, English Teacher
 5. Morell Boone, Acting Chief-of-Party
- C. CHEMONICS
1. Paul McVey, Chief-of-Party
 2. Beth Ganser, Architect, PCV
 3. Frank Devlin, Hodeidah
 4. Jon Swanson, Anthropologist
 5. James Ginther, Acting Chief-of-Party
- D. New TransCentury Foundation
1. Mohamed Sediq, Chief-of-Party
 2. Jack Henry, Engineer
 3. Cullen Ryder, Sanitary Engineer
 4. Susan Hoops, Sanitary Engineer, PCV
 5. David Garner, Chief of Operations, New TransCentury Foundation
- E. Management Science for Health
1. William Emmet, Chief-of-Party
 2. Rachel Feilden, Public Health Administrator
 3. Fathia Ibrahim, Midwife Trainer, TPHCP

- III. Other Foreign Experts and Donor
- A. British Organization for Community Development
1. Robert Grose, Director
 2. John Rodgers, Administration
 3. Mrs. Garung, Midwife
 4. Gillian Chapman, LBA Trainer, BOCD
 5. Elizabeth Aubert, PHCW Trainer, BOCD
 6. Marion Titley, PHCW Trainer, BOCD
 7. Katherine Johnson, Health Care Researcher, BOCD
 8. Lavina Moxey, Midwife Trainer
- B. Southern Uplands Rural Development Project
1. Mr. Ghazi Nasser Mohammed, Project Manager, SURDP
 2. Mr. Ismail Amara, Project Advisor, SURDP
 3. Zeunab Ali Ali Mohammed, Women's Extension Advisor, SURDP
 4. Raja Adu Fatah Asubai, Asst. Women's Extension Advisor, SURDP
- C. Rada Integrated Rural Development Project
1. Sharon Hart, Rada Integrated Rural Development Project, Women's Extension Advisor
 2. Evelyn Khbar, Dutch Volunteer Service, Rada
 3. S.A.F. El-Shimy, Agricultural Extension Advisor Rada Integrated Rural Development Project
- D. German Volunteer Service
1. D. Eckhard Emmel, German Volunteer Service Director
 2. Petra Brixel-Krimmel, Women's Handicraft Teacher, Sada

E. UNICEF

1. George Kassis, UNICEF, Program Officer, Education
2. Kathryn Beckley, UNICEF, Program Officer, Health

F. American Institute of Yemeni Studies

1. Lealan Swanson, Resident Director

G. OXFAM

1. Elizabeth Gascoigne, Yemen Representative

H. U.S. Peace Corps

1. Joe Ghougassian, Director
2. Lynn Carter, Associate Director

I. Catholic Relief Services

John Long, Construction Supervisor, PCV

J. Norwegian Save the Children, Ibb

1. Terje Thoedson, Norwegian Clinic, Ibb Director
2. Two Norwegian Midwives, Norwegian Clinic, Ibb

K. FAO, Yemen

1. Najwa Arda, Researcher, FAO, Women in Agriculture in Yemen

L. Other Experts

1. Christine Ansell Moyer, Nutritionist
2. Rakia Dawelbeit, Midwife, Ministry of Health
3. Dr. Margarita Dobert, Independent Journalist

IV. YEMENIS CONTACTED

A. Ministry of Agriculture and Fisheries (MOAF)

1. Dr. Sufa, Horticulturist, Ministry of Agriculture and Fisheries

2. Naira Abdul Amin, Extension Assistant, MOAF
 3. Abdul Rahman, Extension Office, MOAF
 4. Mohammed Ariani, Extension Director, MOAF
 5. Rayisa, Horticulture Worker, MOAF, Horticulture Farm
 6. Nadia Saleh Saif, Women's Extension Specialist, Rada Integrated Rural Development Project
 7. Sabah Ali Hasara, Extension Agent, SURDP Project
 8. Muktara Husain Ibrahim, Extension Agent, SURDP, participant (052 long-term training)
 9. Huna Abdul Jalil Shamson, Extension Agent, SURDP, participant (052 long-term training)
 10. Jamila Abdrabu, Extension Agent, SURDP
- B. Ministry of Education (MOE)
1. Fatima Fadal, Director General, Women's Education, MOE
 2. Fozia Numan, Director, Women's Secondary Education, MOE
 3. Nigat al Yarimi, Director of Primary Education for Women, MOE
 4. Ashwak Ashabi, Director of Home Economics for Women, MOE
 5. Horia Al-Ariani, Headmistress, Girls Primary School
- C. Ministry of Health (MOH)
1. Dr. Najiba Abdulgani, Maternal and Child Health, MOH
 2. Dr. Halim, Tihama Primary Health Care Project, MOH
 3. Dr. Badul Wahab Mekki, Primary Health Care, MOH
 4. Rowia Ashabi, Translator, MOH
 5. Rasheido Al Asadi, Health Extension, MOH
 6. Abdo Ali Al Reyashi, MOH, Office of Health Affairs
- D. Ministry of Labor and Social Affairs (MLSA)

1. Atica Shami, Director, Women's Association, MLSA
 2. Fatia Jerafi, Women's Association, MLSA
 3. Malka Othman Abdulgani, Women's Section, MLSA
 4. Aomat Al Razak Mohammed, Women's Development Center, MLSA
- E. Central Planning Organization (CPO)
1. Nabila Jerafi, Project Development, CPO
 2. Asma Basha, Legal Affairs, CPO
 3. Ina Al Fudaly, Architect, CPO, Potential 080 participant
 4. Bilquis Athubi, Planning Dept., CPO
 5. Nadia Athubi, CPO
 6. Abdulkadas Al Marwani, CPO
- F. Sanaa University (S.U.)
1. Wahiba Farah, Instructor, S.U.
- G. Yemen Center for Studies and Research (YCSR)
1. Bilquis Hadrani, Yemeni Center for Studies and Research
 2. Afrab Al Hamammi, YCSR
- H. Yemen Family Planning Association (YFPA)
1. Mehtab Omar, Project Officer, YFPA
 2. Ferial Sulaili, Sociologist, YFPA
- I. Other Yemeni Contacts
1. Men and Women of Hadda Asafla Village
 2. Men and Women of Senan Village
 3. Men and Women of Suk Rabua Village

4. Men and Women of the village of Dar al-Kadi, in Beni Matar
5. Men and women of the village of Zakum, near Rada
6. Wives of participant trainees going to study in the U.S. with the 053 Project.
7. Susan Salem Mohammed, Yemen Women's Association, Taiz
8. Abdulkani Abdulla, Swedish Health Center, Taiz
9. Sultana Sultan, Registrar, Ali Othman School, Taiz
10. Saleh Zokari, Principal, Ali Othman School, Taiz
11. Malook al Fudaly, Central Grain Organization, Potential 080 participant
12. Intesar Abdulgani, Potential 080 participant
13. Abdul Bassar, Participant Trainee, 040 Project
14. Mohammed Al Kanah, Student Participant, 040 Project
15. Ilham Rodwan Ahmed, Potential participant trainee, Rada

FIELD TRIPS AND OBSERVATIONS TO SITES WHERE WID ACTIVITIES
ARE IN PROGRESS, PLANNED, OR POSSIBLE.

1. June 28, 1983 -- Trip to Yemen-American Language Institute. Trip to American Institute for Yemeni Studies
2. June 29, 1983 -- Trip to Yemeni Center for Studies and Research
3. July 12, 1983 -- Field trip to Ibb Secondary Scholl, Project 052, by Koukab Abdullah, Project Assistant, to gather information on women and beekeeping.
4. Aug. 15, 1983 -- Orientation for wives of participants in the 053 Project going to the U.S. Organized by E.M.U. and Susan Coleman/USAID
 - Organized by Fozia Numan, Ministry of Education, and Susan Coleman/USAID
 - Five women participated.
5. Aug. 27, 1983 -- Field trip to Dar Al-Kadi village in Beni Matar.
 - Site of TransCentury women's hamman project.
 - Accompanied by Susan Hoops, TransCentury Sanitary Engineer.
6. Aug. 29, 1983
Aug. 30, 1983 -- Field trip to Rada, Rada Integrated Rural Development Project.
 - Visited Zakum village, site of women's extension project.
 - Accompanied by Sharon Hart, Women's Extension Advisor, Nadia Saleh Saif, Women's Extension Specialist, Evelyn Khbar, Dutch Volunteer Service, Rada and Hooda Saleh Saif, potential participant trainee.

7. Sept. 10, 1983-- Field trip to Ibb Secondary Agricultural Institute.
 -- Talked with project team leader and an instructor.
 -- Conducted self-tour of institute.
8. Sept.11, 1983 -- Field trip visit to SURDP office, Taiz.
 -- Talked with project director, projector advisor and women in Women's Extension Project.
 -- Field trip to Hajda Asafla village to participate in women's extension classes.
 -- Field trip to Senan village to participate in women's extension classes.
 -- Field trip to Norwegian Health Clinic, Ibb.
 -- Talked with clinic administrator, midwives, other health personnel.
- 9 Sept.12, 1983 -- Field visit to Ali Othman Coeducational High School, Taiz.
 -- Talked with school principal, registrar, librarian, other teachers.
 -- Toured school.
 -- Follow-up field visit to SURDP Women's Extension Offices, Taiz.
 -- Field visit to Jaruba Horticulture Farm, Tihama
 -- Toured farm with Dr. Issa.
 -- Talked to women and men villagers.
10. Sept.13, 1983 -- Field trip to Suk Rabua village, site of Chemonics water project.
 -- Accompanied by Beth Ganzer, Architec, PCV.
 -- Met with women of village.
 -- Toured village and project site.
- 11.Sept.14, 1983 -- Field visit to Tihama Primary Health Care Project offices, Hodeidah.
 -- Talked with project personnel.
 -- Field visit to Hodeidah Clinic, Tihama Primary Health Care Project.
 -- Toured facility.
 -- Talked with medical staff, students, teachers.

- 12.Sept.24, 1983 -- Organized, conducted a luncheon to discuss WID issues. Those attending included: Antoinette Ford, USAID/Washington; Yemeni Government women; and expatriate women working in the area of WID in Yemen.
- Organized, attended informal Yemeni women's party. Those attending included: Antoinette Ford, USAID/W; Yemeni Government women; and expatriate women working in the area of WID in Yemen.
- 13 Oct.1-6, 1983 -- Attended Family Planning/Family Health Workshop in Sanaa.
- Organized, facilitated women's advisory committee meeting for proposed USAID Family Planning Project.

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 3. 042. Land Class and Soil Survey
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 1. 040, Development Training II
 2. 080, Development Training III
 3. 053, Basic Education Development
 - C. Rural Development Projects
 1. 028, Water Supply Systems Management
 2. 031, Community Based Rural Development
 3. 039, Taiz Water and Sewerage
 4. 043, Water Resources Planning and Management
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AGENCY for INTERNATIONAL DEVELOPMENT
UNITED STATES AID MISSION TO YEMEN ARAB REPUBLIC

الولايات المتحدة الأمريكية بعثة وكالة التنمية الدولية إلى الجمهورية العربية اليمنية

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مركز
البعثة

February 14, 1984

Mr. Thomas H. Reese, III, Director
Office of Near Eastern/North African Affairs
Bureau for Near East (Rm 4729 NS)
Agency for International Development
Washington, D. C. 20523

Dear Tom:

Enclosed is an analysis of AID's present and prospective Women in Development activities in Yemen which was undertaken for us recently by Susan Coleman. Susan's contract with us essentially asked her to undertake three tasks: (1) survey existing WID activities among our project portfolio, (2) suggest steps that might be taken to strengthen those activities and (3) identify other potential WID activities.

During the next few weeks, we will be examining this report from the standpoint of what we might do to enhance WID activities in Yemen within the framework of our present program and overall strategy. Meanwhile, we would welcome AID/W suggestions and comments on WID activities.

There are a number of steps which we have already taken or are taking to increase the role of women in Yemen's development, both within our own organization and in collaboration with the Government. Internally, we have appointed a WID officer (Gerry Donnelly) to follow-up on recommendations in this report and other WID opportunities by various elements within USAID offices. Within our Training Office, we have hired a Yemeni female assistant who will work with women participants and help us recruit women candidates for training. In terms of our own local hiring, we have added a Yemeni female personnel assistant to assist in processing new employees and the Mission hiring committee has been asked to be alert to opportunities for hiring Yemeni women. In addition, we plan to step up the analysis of WID elements of prospective project PIDs and PPs. The Faculty of Agriculture has undergone a close review from the standpoint of WID concerns, and

Mr. Thomas H. Reese, III
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the designs of Project 044 extension, the Irrigated Farm Practices Subproject, our population project and the redesign of the Basic Education Development Project will be analyzed closely from this perspective.

More broadly, we have asked the YARG to review our existing project portfolio from the standpoint of WID concerns. While not much of substance has come from this exercise thus far, it has raised YARG consciousness of these issues. We have been working with the Central Planning Office in setting up a formal participant selection committee (which in itself should broaden participant training opportunities) and have suggested that a woman be put on the committee. On its own, the CPO has hired a female Yemeni staff member who, inter alia, has been assigned participant training activities. Finally, we plan to propose shortly a centrally-funded activity in which, together with UNDP, we would sponsor a RAPID type presentation which would attempt to demonstrate to YARG decisionmakers graphically the importance of women to Yemen's development and the practical developmental consequences of forward-looking policies toward women in such areas as health, education and agriculture.

These are some of the WID activities which we are presently pursuing. As mentioned earlier, we are also looking at some of the project-specific recommendations made in the Coleman report. Naturally, we would appreciate any suggestions which AID/W might wish to offer.

Regards,

Enclosure
WID Paper


Charles F. Weden, Jr.
Director

cc: PPC/PB:EHLeonard (w/o encl)