279-0053 Rec 5/27/81

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CLASSIFICATION

PROJECT EVALUATION SUMMARY (PES) — PART I

Report Symbol U-447

1. PROJECT TITLE	2. PROJECT NUMBER	3. MISSION/AID/W OFFICE
Basic Education Development Primary Teacher Training Subproject	279-0053	Sanaa, Y.A.R.

4. EVALUATION NUMBER (Enter the number maintained by the reporting unit e.g., Country or AID/W Administrative Code, Fiscal Year, Serial No. beginning with No. 1 each FY) 81-1

☒ REGULAR EVALUATION ☐ SPECIAL EVALUATION

5. KEY PROJECT IMPLEMENTATION DATES	6. ESTIMATED PROJECT FUNDING	7. PERIOD COVERED BY EVALUATION
A. First PRO-AG or Equivalent FY 79	A. Total $ 18,656,860	From (month/yr.) 9/79
B. Final Obligation Expected FY 80	B. U.S. $ 10,023,400	To (month/yr.) 9/80
C. Final Input Delivery FY 86		Date of Evaluation Review

8. ACTION DECISIONS APPROVED BY MISSION OR AID/W OFFICE DIRECTOR

A. List decisions and/or unresolved issues; cite those items needing further study. (NOTE: Mission decisions which anticipate AID/W or regional office action should specify type of document, e.g., airgram, SPAR, PIO, which will present detailed request.)	B. NAME OF OFFICER RESPONSIBLE FOR ACTION	C. DATE ACTION TO BE COMPLETED
Planning and Implementation		
Detailed Life-of-Project Implementation Plan to be prepared as specified in PP and PIO/T. All activities postponed from first year to be implemented during second year, including inservice and MOE management system components.	EMU:Nazzaro	31 Jan 81
Staffing		
Project to be immediately and fully staffed in accordance with PP and PIO/T, including Administrative Officer and Arabic speaking Teacher Trainer.	EMU:Porretta	31 Jan 81

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9. INVENTORY OF DOCUMENTS TO BE REVISED PER ABOVE DECISIONS

- ☐ Project Paper
- ☐ Financial Plan
- ☐ Logical Framework
- ☐ Project Agreement
- ☒ Implementation Plan e.g., CPI Network
- ☐ PIO/T
- ☐ PIO/C
- ☐ PIO/P
- ☐ Other (Specify) _____
- ☐ Other (Specify) _____

10. ALTERNATIVE DECISIONS ON FUTURE OF PROJECT

- A. ☐ Continue Project Without Change
- B. ☐ Change Project Design and/or ☒ Change Implementation Plan
- C. ☐ Discontinue Project

11. PROJECT OFFICER AND HOST COUNTRY OR OTHER RANKING PARTICIPANTS AS APPROPRIATE (Names and Titles)

John E. Dean, Chief HRO, Project Manager

Harry T. Johnson, Program Officer

12. Mission/AID/W Office Director Approval

Signature

Typed Name: Robert W. Beckman

Date: 1/18/81

AID 1330-18 (2-78)

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13. SUMMARY

The Primary Teacher Training Institute (PTTI) subproject's first year was a qualified success. Quantitatively, the contractor achieved the goal of providing incountry training and sending the first group of 35 participants to Eastern Michigan University (EMU) for graduate training and began incountry training for the second group. Qualitatively, it fell short in six particulars, as summarized below. These shortfalls are attributed to a complex of factors including contractor performance and decisions made by the contractor, AID and the Ministry of Education.

(1) Shortened Training Cycle. The contractor had only eight months, instead of twelve, to prepare participants for the EMU training phase. This truncated training cycle for the first group was foreseen in the project design and approved by USAID in order to permit immediate implementation, and any shortcoming resulting therefrom must be accepted.

(2) Participant Qualifications. The Ministry of Education did not (perhaps could not) provide highly-ranked Sanaa University graduates to participate in the training program. Further, there were not enough applicants to allow reasonable standards for selectivity.

(3) English Training. The participants' incountry English language instruction was inadequate, due to the uncontrollable factors (1) and (2) above to the quality of the English language training program. There was no trained and experienced English as a Second Language (ESL) administrator, and two of the five instructors had no ESL background. As a consequence, the contractor sent participants to EMU who were not prepared to undertake graduate training in English.

(4) Staffing. The Contractor failed to provide a field staff of adequate size to fully implement either the instructional or administrative component of the subproject. Project Team members are commended for doing so well in bearing the extra load, but they could not completely compensate for the lack of planned professional staff. The staff shortage was apparently the result of a joint decision by the EMU Office of International Programs and AID/Washington.

(5) Inservice Training. The inservice training component is an imperative, and its non-implementation is seen as a major program shortcoming of the first year. The Ministry of Education (MOE) General Director of Teacher Education suggested that it be postponed because of pending UNICEF support for inservice training of underqualified primary school teachers, one of the target groups for which training under the subproject was intended. Given the subproject's understaffing, it is doubtful that an effective inservice training program could have been designed and implemented in any case.

(6) Management System. The planned first-year development of a primary education management and evaluation system also was not accomplished.

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14. EVALUATION METHODOLOGY

The purpose of the first annual evaluation was to assess progress of the PTTI subproject, address any problems of concern to agencies represented on the evaluation committee, and reaffirm or modify the thrust of the subproject.

The evaluation committee consisted of nine members:

Yemen Arab Republic

Mr. Ibrahim al-Houthy, MOE, General Director of Teacher Education
Mr. Ali al-Khafari, Ministry of Education
Mr. Ahmed Hamoud al-Hagg, Ministry of Education
Mr. Fadel al-Khorbani, Central Planning Organization

Eastern Michigan University

Dr. Louis Porretta, Director, Office of International Programs
Dr. Andrew Nazzaro, Chief-of-Party
Dr. N. Sam Moore, PTTI Subproject Team Leader

USAID/Sanaa

Dr. Diane S. Ponasik, Behavioral Science Advisor
Dr. John E. Bean, Chief HRO; Chairman, Evaluation Committee

Formal evaluation proceedings consisted of four committee meetings held during the latter part of August 1980: an organizational meeting where the evaluation was discussed and about 25 items listed for discussion (60% requested by YARG), two work sessions where all items were discussed, and a reporting session held at the Ministry of Education on August 27. Other EMU team members were available as needed during the work sessions. The USAID Evaluation Officer participated in the first and last meetings. The President of Eastern Michigan University, USAID Director, Deputy Director and Program Officer also attended the reporting session. Dr. John W. Porter, President of EMU, also held meetings with the Project Team and with USAID management to critique the subproject's first year of operation and discuss directions for future development.

Informal evaluation procedures utilized by USAID committee members included study of the project files, analysis of pertinent documents, interviews with students and EMU team members, and follow-up discussions with EMU Team Leader, Chief-of-Party, and MOE General Director of Teacher Education.

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15. EXTERNAL FACTORS

There have been no significant changes in socio-economic conditions or host government priorities. All major assumptions relating to YARG support of the project remain valid. The assumption that procurement would be done efficiently and on schedule was unduly optimistic. The contract was not signed in AID/W until September 1979, so there was no way for vehicles, office equipment, instructional materials, and other items to be ordered and obtained from the U.S. prior to project implementation. Most arrived in mid-year. All instructional materials needed at the outset of project implementation should have been hand-carried to Yemen by the EMU Project Team (as excess baggage, if necessary).

Two external factors are worthy of mention:

(1) The State Department travel freeze and personnel drawdown incident to the Iran crisis delayed the arrival of two EMU contractor ESL technicians (one short-term and one long-term) from January until March.

(2) In cooperation with the Ministry of Education, UNICEF representatives have agreed to provide short-term training for personnel from the MOE Department of Inservice Education and long-term (5 years) support to underwrite the cost of training underqualified primary school teachers. This will affect the development of the inservice training component of the PTTI subproject. The nature and degree of this impact have not yet been assesed by the Project Team. Because MOE/UNICEF discussions were underway during the year, the MOE General Director of Teacher Education asked that planning and implementation of project inservice activities be postponed. The EMU Project Team reported no MOE response to their requests for further information and inclusion in the discussions.

16. INPUTS

1. This project has established a record for speed of implementation The first draft of the PTTI Subproject Paper was prepared by USAID in March 1979 and given to the contractor for fuller development. The final PP was approved in AID/W in June, the Program Agreement signed in August, the contract signed in September, and in October 1979 the contractor had the Project Team in Yemen and the subproject underway. This rapid deployment is appreciated by both USAID and YARG. It is also a significant factor to the subproject's first year shortcomings. It allowed minimal time for contractor mobilization of resources. To compensate, the contractor should have made correspondingly greater effort to anticipate and fill all material, personnel and training requirements at the outset of training for the first group of participants.

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2. The project is, and has been, seriously understaffed. This has resulted, despite the long hours and conscientious work of individual EMU team members, in a dilution of program impact - particularly with the first group of trainees, who had the additional (though expected) handicap of missing the first four months of the training cycle. The contractor was remiss in not fully supporting a project as ambitious and costly as this one. Seven full-time positions were planned and budgeted for the first year of this project; four were filled initially, and the fifth during the year.

- The Administrative Officer and Science Education/Teacher Trainer positions were never filled, with a consequent overload on available team members. The decision not to fill these positions was reportedly made by the EMU Office of International Programs and the AID/Washington contracting office. Decisions that have a substantive and deleterious effect on project implementation should be made only with the counsel and concurrence of the contractor's Chief-of-Party and US AID Project Manager.

- The Chief-of-Party was forced to spend a large part of his time performing the duties of an Administrative Officer. The professional responsibilities for which he was employed were therefore not given adequate time. This impacted negatively on project management and was a source of constant frustration to him.

- The Teacher Training Coordinator has been primarily a classroom teacher, a task not mentioned in his job description, which left him insufficient time to carry out fully the major tasks for which he was responsible.

- The Teacher Trainer Inservice served full-time as a classroom teacher, a much heavier time committment than foreseen in the position description, to the virtual exclusion of specified inservice training activities inherent in her title. This lack of invlovement in inservice tasks derives partly from the Ministry's desire to postpone implementation of project inservice activities.

- The senior English Language Trainer (and ESL program administrator) first selected for the position became unavailable during the summer of 1979. It took about six months for the contractor to locate and nominate a replacement, and the vacancy was prolonged two additional months by the State Department travel restriction. The junior English Language Trainer directed most of the first year's English instruction. He was assisted by a former PCV English teacher hired locally and part-time services of the other three EMU team members on site, none whom were trained in ESL. Such makeshift arrangements should not have been necessary. The USAID/Yemen staff in late summer 1979

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provided the Project Director with the names of three qualified and experienced ESL teachers who were immediately available, none of whom apparently were contacted. A conscientious contractor with the resources of EMU should have been able to provide a second full-time ESL instructor for the October 1979 beginning of project classes, plus competent supplementary assistance if needed.

- The contractor's proclaimed ability to provide bilingual instruction for inccuntry training (and for EMU campus training, if necessary) was a major criterion in the selection of EMU. The bilingual Teacher Trainer did not return from 1980 summer vacation (for medical reasons), and there was no one to teach professional education courses in Arabic to the second group of participants in the fall of 1980. This is a serious shortcoming, because the students' language facility is not adequate for instruction in English at the beginning of the academic year and the Project Team is not staffed to provide full-time ESL training until the necessary level of language competence is reached. It appears that the contractor lacks the necessary depth in potential staffing (or commitment to the Project Team, or both). This can and must be rectified.

The contractor should employ an Administrative Officer immediately plus whatever teacher training personnel are necessary in order for the Teacher Training Coordinator and Teacher Trainer Inservice to carry out the full range of their prescribed duties.

3. The PTTI subproject is the first of several subprojects to be designed and implemented by the contractor under the umbrella of the Basic Education Development Project. There was a slippage of many months from the contractor's promised delivery date of PID/PPs, due largely to overcommitment of the Project Team in Yemen and undercommitment of campus resources at EMU. Two subproject designs were completed and approved by AID/W in July 1980: (1) the Core Subproject, with an Educational Planning and Administration Element and an EMU Project Management Element, and (2) the Primary and Science Education Subproject. Progress towards the implementation of these subprojects will be addressed in the second annual evaluation of the Project 279-0053 next fall.

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17. OUTPUTS

The Project Paper defines five outputs: Personnel, Primary Teacher Training, Inservice Programs, Management System, and Primary Student Retention. Each will be addressed.

1. Personnel. The Master's Degree program for training PTTI instructors is on schedule, with the first group of 35 trainees at EMU and incountry training of the second group underway. Only one student from the first group failed to make the trip, and we are concerned that MOE/EMU pressures to send the projected number of 35 participants may have an adverse effect on the program. Our concern is three-fold: first, because several students did not reach the minimum English language competency normally required of foreign students at EMU and will be able to take few, if any, professional courses during the fall semester; second, because the consistent "C" grades earned by several students in professional courses taught incountry suggest their inability to achieve the "B" average required for graduation; and third, because it established a precedent of accepting underqualified participants for project training at EMU. The extra help being provided on-campus at EMU can only partially compensate for the inadequate English language instruction received in Yemen.

   The Director of the EMU campus English Training Program, following a month's site visit to Yemen, recommended in mid-May that eight students out of 36 in the first group not be sent to EMU because of current and projected severe language deficiencies. The Project Team considered other criteria also, and informed the USAID Project Manager in response to query that six students had been tentatively selected to remain. The subsequent decision to retain only one student was made by the Project Team without consulting the Project Manager.

   The output was originally set at 25 participants to be trained per year. The number to be enrolled was subsequently raised to 35 to allow for attrition and selectivity, and then became enshrined in the Project Paper as a new output goal. It is worth noting that the official Ministry of Education Program Announcement (Annex L) correctly states that 150 persons (25 per year) were to be trained under the subproject, and that 35 would be enrolled to begin the fisrt year's training cycle. If the training cycle is now 175 persons (35 per year) - which, at this point, appears to be the case - then it would seem that a group of 40 to 45 persons should be selected to begin each training cycle to allow for attrition and selection.

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One disconcerting fact brought out during the evaluation was that the academic quality of participants has not been as high as expected. Sanaa University graduates are ranked in four groups: Excellent, Very Good, Good, and Pass. Of those participants for whom data are available, none came from the two top groups. The Ministry has promised to provide more highly ranked University graduates for future groups.

The Yemeni directors of the 11 consolidated PTTIs are to receive special training in school administration. No time schedule has been established and training has not yet begun, although the Ministry has requested that four participants now at EMU be prepared to assume administrative positions upon their return.

2. Primary School Teacher Training. Training for pre-service primary school teachers is not scheduled until the third year of the project.

"Inservice programs for primary school teachers designed and field tested by the Division of Inservice Education of the Ministry of Education will begin in 1980...." This has not occurred.

3. Inservice Programs. "The Inservice Training Division of the Eastern Michigan University with the project technical assistance team will design and develop an inservice program for unqualified teachers consisting of content, primary teacher education, methods of instruction, classroom management, use of audiovisual materials and teaching strategies. The program will be phased over a period of time...." No implementation schedule has been prepared, and no planning has been done.

"Beginning with project activities in September 1979, the technical assistance team will assist the Ministry's Inservice Division in the creation of inservice education models which will then be field tested, evaluated, and further refined as necessary." This has not been done, for reasons cited previously.

In order to train selected Ministry of Education staff members, "...the project team will beginning in September, 1979, develop plans for summer inservice programs to be initiated in the summer of 1980...." This also has not been done.

Failure to develop inservice training programs is a serious Output shortcoming. The MOE request that it be postponed is seen as fortunate for EMU, though not necessarily for the [illegible]: it does not appear that the overextended Project Team ha[illegible] to develop the inservice component in any case.

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4. Management System for Primary Education. The Ministry was to release the General Director of Teacher Education for an M.A. training program at the end of the first project year, the major focus of which was to be the contractor's first year "...development and trial of procedures and management systems, a key element of which will be on-going evaluation." Neither MOE nor EMU have met the commitment.

5. Methodology for Greater Retention of Primary Students. One of the projected Project Team activities is "...to undertake educational studies and research. One of the areas to receive early attention will be the retention of students in primary schools, with special emphasis on girls in primary schools." No implementation timetable was given, and research has not yet begun.

The five projected Outputs are still appropriate, and all but pre-service teacher training must be pursued during the second year of the project.

18. PURPOSE

The subproject purpose is given in the body of the Project Paper: "The establishment of a more efficient and effective education system." In the Project Design Summary Logical Framework, however, a narrower purpose is stated: "Improve professional capability of primary school teachers," with a sub-purpose: "Improve quality and quantity of Yemeni PTTI staff." The Logframe statement appears more appropriate for the subproject design and the End of Subproject Status (EOSS) conditions reviewed below. Most EOSS indicators are by their nature observable only towards the end of the project period.

EOSS 1: Primary Teacher Training Institute Staff Trained. This is on schedule, with ramifications discuscussed under "Outputs."

EOSS 2: Localization of Primary Teacher Training Institutes. This is but an expansion of EOSS 1, with the additional activities not yet undertaken.

EOSS 3: Increase in the Quantity and Quality of PTTI Graduates with Greater Participation of Females. Any impact on the quality of PTTI graduates is at least two years away, and the quantity is primarily influenced by the YARG rather than the Project Team. With only one female trainee in the first group and two in the second, the anticipated favorable impact of qualified female PTTI teachers is not likely to be realized. The Project Team has conscienticously sought female participants, and has been frustrated by cultural obstructions and an apparent lack of YARG commitment. The development of model programs to test the feasibility of multiple-grade instruction in primary schools (for the purpose of retaining more girls through grade six in village schools) has not yet been initiated.

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EOSS 4: Primary School Teachers Certified. This cannot be evaluated until the participants have returned, staffed PTTIs, and trained their graduating classes.

EOSS 5: Improved Quality of Primary School Instruction. This is to be achieved through the "integrated training and program development components of the subproject."

19. GOALS

"The goal of the Primary Teacher Training Subproject is to accelerate the development of the Yemen Arab Republic human resources within the framework of its national development goals by increasing the quality availability of primary education." The goal as stated is valid. With only one year elapsed toward a seven-year subproject, however, it is premature at present to distribute any credit for progress among various causal factors.

20. BENEFICIARIES

To date they are 70 direct beneficiaries: 35 now in training at EMU and 35 in Yemen. This is on schedule. There have been no indirect beneficiaries yet, though they are anticipated.

21. UNPLANNED EFFECTS

There were no unplanned effects evident during the first year of the subproject.

22. LESSONS LEARNED

1. There is considerable disparity among LDCs regarding (1) the availability of qualified local staff to assist in project implementation, and (2) the magnitude of logistical problems (local procurement of goods and services, shipping time for commodities, host government clearances, customs procedures, etc). Where the former is minimal and the latter is maximal, as in Yemen, important activities may be delayed or else dependent on makeshift arrangements. A system that works well in one LDC is not fully transferable to another.

2. If a contractor is not already established in the host country, the USAID Mission should provide some initial logistical support plus entrée to government offices and local suppliers. An adversary relationship must not be allowed to develop between USAID and the contractor's field staff.

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3. The "Administrative Analysis" annex to the Project Paper specifies the following "USAID Monitoring Responsibilities."

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

The collaborative assistance mode is new to the Mission, and relatively new to the Agency. In principle, it sounds good; in practice, the USAID Project Manager must monitor closely until the contractor has been proven effective and the three-way collaborative process is working well.

23. SPECIAL COMMENTS

Contractor technicians and their families had been in Yemen slightly less than two months when the State Department began evacuating "nonessential" Americans from most Middle Eastern countries during the Iran crisis. Entirely voluntary in late November, the State Department pressed for more and more people to leave in December. A mandatory evacuation was anticipated, and most USAID direct hire dependents left the country. Mission management encouraged the Project Team to remain on the job, but the disparity between example and precept was obvious. They came to work each day wondering when and if they and their families would be ordered to leave, and as the crisis appeared to abate in early 1980 they wondered why the evacuees were not allowed to return. This uncertainity inevitably spread to the program participants, who needed constant assurance that the project and their training were going to continue as scheduled. It was difficult during those months for the Project Team to concentrate wholly on the important training tasks at hand, and they performed admirably. We both appreciate and commend them.

Attachments

"Primary Teacher Training Sub-project Report of Activities, September 1979 to August 1980," 15 pages.

"Evaluation Summary Submitted by YARG/MOE," 3 pages (attachments omitt

Excerpts from "Consultant's Field Report" dated June 16, 1[illegible], 2 pages (Author of 49-page report is Director of EMU English Language Training Center).

J. Bear

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ATTACHMENT 2
TO PES 81-1
SUBMITTED BY
USAID/YEMEN
ON 10/1/81

Basic Education Development Project (053)
Primary Teacher Training - Subproject

Evaluation Summary Submitted by YARG/MOE
Corrections and Comments

Page 2 Section 3 Paragraph 2 the program for Group I started on schedule as provided in the PP and did arrive in the U.S. at the designated time.

Paragraph 3 the Intensive English Language Program in the U.S. was carried out in accordance with PP.

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Summary of the evaluation of the First year of the Program for Development of Basic Education

According to the decision of his honor, the Minister of Education (#191 1980) pertaining to the manner of implementation of the Ministry's commitment in regard to the signed agreement between the Arab Republic of Yemen and the United States of America concerning educational development, and in view of the completion of the First year of the programs execution and the implementation of the agreement ratified by the two parties, (specifically) the Fifth clause, paragraph A 5, the two parties to the agreement have formed a committee in order to examine the difficulties and problems that have hindered the program this past year as well as to appraise some positive aspects of the programs implementation. The evaluating committee comprises personnel from both parties and includes the following members.

Yemen:

1. Ibrahim Al-Houthy - General Director of Teacher Training
2. Ali Ali Al-Ghafari - Co-Director of program from the Ministry's side
3. Ahmad Ismail Al-Kabs - Assistant to General Director of Financial and Administrative Affairs.
4. Ahmad Hamad Al-Haj - Director of Purchases and Supplies
5. Fadal Al-Gharbani - Representative of Central Planning Organization

U.S.A.:

1. Dr. John Bean - Representative of AID
2. Mr. Bruno Koshalof - Representative of AID
3. Dr. Diane Ponasik - Representative of AID
4. Ms. Nancy Wall - Secretary/AID
5. Dr. Louis P. Porretta - Representative of Eastern Michigan University
6. Dr. Andrew Nazzaro - Representative of Eastern Michigan University
7. Dr. Sam Moore - Representative of Eastern Michigan University

The committee held its first meeting on August 23, 1980, at 9:30 at the Training Center. During the meeting, issues which the committee would include in its evaluation were determined and each party posed a number of questions.

The committee dealt with its internal integration, organizational layout and a proposal to form a sub-committee to investigate these matters and answer its questions.

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On Tuesday and Wednesday, October 28-29, the Sub-committee held a meeting in which it pursued its discussion pertaining to questions raised, and their answers in the following fashion:

1. During the committee's consideration of the aspects and fundamental elements (of program) the following answer was obtained: Thirty-six students were enrolled in the First group. Thirty-two of them are in the U.S. As for the other four an examination of the circumstances of their situation has been completed: Three of them (eventually) went (to the U.S.) and the fourth was seperated out due to frequent absences. Concerning the three who went later than their colleagues; they were given the opportunity to improve their language skills in summer courses held in Yemen. After this, they were able to join their classmates in the first week of September, 1980. Thus, the goal of sending thirty-five students to America for completion of advanced studies in accordance with the agreement and the enclosed list was achieved.

The selection procedure of students enrolled in the program's special courses will be undertaken according to the requests made by the qualified sections of the Ministry to the General Administrations of the provinces to elect who they deem suitable from among the graduates of the School of Education who have worked and are working in Education. After the applications have been collected and considered by the Ministry, the selection of the required number of candidates will take place according to the special provisions made in this connection.

2. In response to the second question pertaining to students' levels, it was stated that all of the students have University diplomas from the College of Education at the University of Sana'a or from other Universities.

3. The Sub-committee also investigated the content of the curriculum of the progress as well as that of the University of Sana'a (in-service training) and Eastern Michigan University in accordance with the enclosed list.

The First group of students had a late start because the program did not start at the time specified by the agreement done to delays in signing the agreement and the completion of legal measures needed for its implementation. Consequently, the First group of students did not arrive in the states at the designated time.

The First group of students in the U.S. enrolled in the curriculum that had been decided upon in Yemen. However, as a result of the students weakness in English language skills it was decided to provide them with specially designed intensive English language courses, and to authorize summer courses in Yemen and the United States for subsequent groups.

4. Concerning the student's performance in the first period (studies in Yemen) a question arose concerning procedures to test the students' level of knowledge. On this issue, it was made clear to the evaluation committee that the instructional board holds examinations in every subject studied by the students and compiles reports on each student's academic performance, behavior and attendance. This should enable the evaluation committee to closely follow the progress of each student. The committee affirmed the need for sending the students' academic and behavioral performance evaluations arising from their studies in North Yemen and in U.S. to the Ministry so that the latter can be aware of each student's difficulties.

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5. In response to a question concerning the monitoring of the students in America, and the transformance of reports to the committee it was explained that the Director of International Projects at the University of Michigan is generally responsible for the students. The American side of the program has also appointed a supervisor charged with monitoring the academic status of the students as well as their living conditions. The supervisor is also responsible for collecting reports from various quarters and sending them to the program's administration. and then to the Ministry. (supervisors name: John Waidley)

6. As for the question that concerned the training of a Director for the Teachers Training Institute (II), and Five administrators for the Training Center. The Ministry decided that it will be the party responsible for choosing candidates for these positions from among the Teacher Trainees. The candidates will join the Teacher Trainees for the period of the program in order for them to receive comprehensive training.

7. Regarding the question that pertained to the application of practical specialties in the first phase, it was mentioned that the application has been achieved in eight of the capital's schools in addition to the International School and the school connected to the University of Sana'a. However, this has not been the case in the schools in the countryside. The committee considers the extension of Teacher Training to the countryside as a necessity, in so far as it is feasible because of the advantage in spreading teaching skills beyond model settings.

8. As for the problems and difficulties which the program has so far encountered, the committee is agreed on the containment of such problems and difficulties in the future, as well as discussing problems with the Ministry and the Programs Administration. This outlook was contained in a report sent to the Central Planning Organization with the feeling that presently no problems exist which could jeopardize the programs course.

9. Eastern Michigan University has undertaken clarificatory measures on these issues and will issue a study to the Ministry.

YEMEN BASIC EDUCATION DEVELOPMENT PROJECT
#279-0053
English-as-a-Foreign-Language Program
Consultant's Field Report
June 16, 1980

ATTACHMENT 3
TO PES 81-1
SUBMITTED BY
USAID, YEMEN
ON 1/10/81

[Excerpts from report of by Director of English Language Training Center, Eastern Michigan University]

I recommended that those [8] participants whose English proficiency level continued to be at a very basic level in mid-May, after seven and a half months of intensive English study with the EMU-Yemen team, not be sent to Eastern Michigan University in Ypsilanti. Participants who have shown little or no progress in seven and a half months have very little probability of improving their English skills at two months at EMU sufficiently to be able to participate in academic education classes conducted in English in September....Even if these participants were to study six months of intensive English here on the EMU campus, it is unlikely that their English level would exhibit sufficient proficiency to study academic courses conducted in English. (pp. 12-13)

The fact that none of the participants in groups 1 and 2 qualified for CEN 110/111 and that only 5 of them even approached it, is related to factors other than the number of hours or months of English instruction. (p. 18)

Clearly, the intensive English instruction should have been scheduled at the beginning of the program rather than at the end, especially since some proficiency in English was necessary to have access to the information in the education courses which were taught in English. ...If English had been taught intensively at the beginning of the program and instruction in education delayed, the task of teaching and learning education concepts in English would have been facilitated. (p. 1

The lack of a clearly stated policy on the stature of English in the Yemen Basic Education Program has been a major factor in the poor results shown by the 1979-80 [program] in English. Nowhere in the project paper, or in the program as it functioned during the first year, is the relationship of the courses in English to the courses in education defined in detail. There was no master plan which spelled out: 1) at what level of English ability a participant could be expected to successfully participate in an academic subject class conducted partially in English and partially in Arabic (nor was there any statement as to which of the skills-listening to lectures, reading educational textbooks, discussing a specific topic, taking essay exams, writing papers--should be in the participants' native language and which should be in English); and 2) at what level of English ability a participant could be expected to successfully participate in an academic course experience conducted completely in English. Having had such a plan, established through the co-operative efforts of those in charge of the education courses and of the English [illegible] would have [illegible] participants' achievement in [illegible] their proficiency in [illegible] and their knowledge of education. (p. 20)

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Also lacking in the 1979-80 program was a master plan for the English component of the program. From my talks with the ESL staff in Yemen, it became clear that there were no stated goals or objectives established either before the program began or during the courses of the first three schedules. The existence of such a list would have been valuable to all staff members, especially those who had no training or experience in teaching English as a Foreign Language and were drafted into teaching English due to the shortage of qualified EFL staff. In addition to providing guidance for the staff members in planning their lessons and deciding what to teach, clearly stated goals and objectives would have aided the participants in directing their attention to the focus of the individual lessons that made up each English course they took. (p. 21)

Another major factor influencing the 1979-80 program was the lack of EFL materials....This lack of appropriate materials coupled with a staff who were not trained to teach English as a Foreign Language and who had had no previous experience in setting up such a program or in teaching in one contributed to the little progress shown by the 1979-80 participants in English. (pp. 21-22)

The 1979-80 English Program suffered from lack of a sufficient number of EFL teachers and from the lack of a trained and experienced EFL teacher to set up the program, select the materials and co-ordinate staff efforts. If there had been one such person on the EMU-Yemen team, he/she would have been able to provide on-the-job training and support for the education professors who were drafted into teaching English as a Foreign Language. Since English proficiency is crucial to the success of the graduate education courses, the English instruction must be effective enough to permit the participants to study education courses in English. This was not the case with the 1979-80 English program. (p. 23)

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