

AGENCY FOR INTERNATIONAL DEVELOPMENT SUB PROJECT DATA SHEET		1. TRANSACTION CODE <input checked="" type="checkbox"/> A A = Add C = Change D = Delete	Amendment Number <u>One</u>	DOCUMENT CODE <u>3</u>
2. COUNTRY/ENTITY YEMEN ARAB REPUBLIC		3. PROJECT NUMBER <u>279-0053</u>		
4. BUREAU/OFFICE NE <u>03</u>		5. PROJECT TITLE (maximum 40 characters) BASIC EDUCATION DEVELOPMENT Core Subproject		
6. PROJECT ASSISTANCE COMPLETION DATE (PACD) MM DD YY <u>09/30/86</u>		7. ESTIMATED DATE OF OBLIGATION (Under 'B.' below, enter 1, 2, 3, or 4) A. Initial FY <u>79</u> B. Quarter <u>4</u> C. Final FY <u>86</u>		

8. COSTS (\$000 OR EQUIVALENT \$1 =)						
A. FUNDING SOURCE	FIRST FY <u>80</u>			LIFE OF PROJECT		
	B. FX	C. L/C	D. Total	E. L	F. L/C	G. Total
AID Appropriated Total	864.9	175.0	1039.9	6847.7	2280.4	9,128.1
(Grant)	(864.9)	(175.0)	(1039.9)	(6847.7)	(2280.4)	(9,128.1)
(Loan)	()	()	()	()	()	()
Other U.S.	1.					
	2.					
Host Country		234.0	234.0		2814.3	2,814.3
Other Donor(s)						
TOTALS	864.9	409.7	1273.9	6847.7	5094.7	11,942.4

9. SCHEDULE OF AID FUNDING (\$000)									
A. APPROPRIATION	B. PRIMARY PURPOSE CODE	C. PRIMARY TECH. CODE		D. OBLIGATIONS TO DATE		E. AMOUNT APPROVED THIS ACTION		F. LIFE OF PROJECT	
		1. Grant	2. Loan	1. Grant	2. Loan	1. Grant	2. Loan	1. Grant	2. Loan
(1) EH	620	623		10,023.0		9,128.1		19,151.1	
(2)									
(3)									
(4)									
TOTALS				10,023.0		9,128.1		19,151.1	

10. SECONDARY TECHNICAL CODES (maximum 6 codes of 3 positions each) 660 670 680	11. SECONDARY PURPOSE CODE 690
12. SPECIAL CONCERNS CODES (maximum 7 codes of 4 positions each)	
A. Code EQTY PART TNG	
B. Amount 1/3 1/3 1/3	

13. PROJECT PURPOSE (maximum 480 characters)

The purpose of the Core Subproject is to ensure that the various components of the Basic Education Development Project become parts of a cohesive whole, which will be planned and administered by trained Ministry of Education and Sana'a University personnel. This purpose has two elements: (a) to develop an institutional capacity for educational planning and administration within the YARG, and (b) to coordinate and support the several parts of the Project.

14. SCHEDULED EVALUATIONS	15. SOURCE/ORIGIN OF GOODS AND SERVICES
Interim MM YY MM YY Final MM YY <u>07/81</u> <u>07/83</u> <u>08/86</u>	<input checked="" type="checkbox"/> 000 <input type="checkbox"/> 941 <input checked="" type="checkbox"/> Local <input type="checkbox"/> Other (Specify)

16. AMENDMENTS/NATURE OF CHANGE PROPOSED (This is page 1 of a 48 page PP ~~XXXXXX~~)
 This Subproject Paper (SPP) is submitted as Amendment One to the overall Project Paper for the Basic Education Development Project. The SPP for the Primary Teacher Training Institute was submitted as the original project document and was authorized in the amount of \$10,023,000. This SPP requests an additional authorization of \$9,128,113 to fund the Core Subproject.

17. APPROVED BY	Signature <i>Chester S. Bell, Jr.</i>	18. DATE DOCUMENT RECEIVED IN AID/W, OR FOR AID/W DOCUMENTS, DATE OF DISTRIBUTION MM DD YY <u>05/16/80</u>
	Title Acting Director	

USAID SUB-PROJECT COMMITTEE

- | | |
|------------------------------|-------------------------------------|
| 1. John E. Bean, Chairperson | Human Resources Development Officer |
| 2. Richard H. Norton | Human Resources Development Officer |
| 3. Harry R. Johnson | Program Officer |
| 4. Bruno Kosheleff | Deputy Program Officer |
| 5. Ronald R. Hammersley | Accounting Financial Analyst |

SUB-PROJECT ADVISORS AND CONSULTANTS

Eastern Michigan University	Ypsilanti, Michigan
Andrew Nazzaro	Chief of Party, Sana
N. Sam Moore	Team Leader, PTTI, Sana
Louis Porretta	Project Manager/Principal Investigator, EMU Campus
Bernard D. Wilder	Chief, NE/TECH/HRST, AID/Washington

AID/W SUB-PROJECT REVIEW COMMITTEE:

- | | |
|-----------------------------------|--------------|
| 1. Bernard D. Wilder, Chairperson | NE/TECH/HRST |
| 2. Ann M. Domidion | NE/TECH/HRST |
| 3. Mona Hammam | NE/TECH/SA |
| 4. Gary F. Towery | NE/NENA/Y |
| 5. Geraldine M. Donnelly | NE/DP |
| 6. Paul Holmes/Dorothy Kemp | NE/PD |
| 7. Stephen F. Lintner | NE/PD |
| 8. Kathryn Cunningham | SER/CM |
| 9. Franklin H. Moulton | SER/CM |
| 10. Donald Foster-Gross | PPC/PDPR |
| 11. Theodore Carter | GC/NE |
| 12. Patsy Layne | DS/ED |

USAID/Y SUB-PROJECT APPROVAL OFFICER

Chester S. Bell, Jr.	Acting Director
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TABLE OF CONTENTS

	<u>Page</u>
I. PREFACE	1
II. INTRODUCTION AND SUMMARY	2
A. Introduction	2
B. Background	3
C. Basic Education Program	4
D. Project Implementation	7
E. Project Inputs	7
F. Results	7
III. OVERALL PROJECT DESCRIPTION	9
A. Background	9
B. Program Description	14
C. Project Analyses	20
D. Project Monitoring and Evaluation	24
E. Project Issues	25
IV. CORE SUBPROJECT	29
A. Introduction	29
B. Educational Planning and Administration Element	30
1. Background	30
2. Description of Program	31
3. Implementation	35
4. EMU Workplans	38
5. Issues	39
6. Inputs	40
7. Working Relationships with Other Donors.	41
C. EMU Project Management Element	42
1. Introduction	42
2. Description of Management System	43
3. Inputs	47

ATTACHED ANNEXES

ANNEX A	Project and Subproject Logical Frameworks
ANNEX B	Budget Tables
ANNEX C	Project Management Charts
ANNEX D	YARG Letters of Request for Assistance
ANNEX E	Statutory Checklists
ANNEX F	Education Sector Analysis Development Activity
ANNEX G	Administrative Structure of the Ministry of Education
ANNEX H	Implementation Schedule
ANNEX I	Preliminary First Annual Workplan
ANNEX J	Environmental Clearance
ANNEX K	Conditions Precedent and Covenants
ANNEX L	NEAC Approval Cable

UNATTACHED ANNEXES

Education Sector Study

Primary Teacher Training Subproject

Primary and Science Education Subproject

Study of Education in Yemen: T. H. Elias

Manpower Survey of the Women's Project: C. Myntti

Evaluation of the Three Year Program in Education

Education Sector of the Five Year Plan, Yemen

I. PREFACE

Project 279-0053, Basic Education Development, is comprised of a series of component subprojects. The Project was initially established with the submission of the Primary Teacher Training(PTT) component. This Subproject Paper for the Core component of the Project is added as Document Amendment One.

The purpose of this Amendment is to seek approval for the Core Subproject of a comprehensive program in basic education development for the Yemen Arab Republic. An overall description of the total Basic Education Development Project (BEDP) is included as Part III of this Subproject and provides the content for the detailed presentation of the Core Subproject in Part IV.

Although submitted as an Amendment to the Project, this document, as its predecessor, stands on its own as the Subproject Paper for the Core component of the Basic Education Development Project.

II. INTRODUCTION AND SUMMARY

A. Introduction

In its struggle to modernize, the Yemen Arab Republic Government (YARG) has recognized the necessity of meeting basic human needs within Yemen. In addition to food, shelter, health and security, education has been properly identified as being essential. Although the rudiments of a public education system have been implemented, the need to provide the population with basic educational skills is still largely unmet. If overall economic and social development are to accelerate, greater understanding and competence in reading, writing, mathematics, science applications and the critical appraisal of cause and effect relationships must be developed. These basic education skills can best be inculcated with lasting effect through a properly functioning primary education system.

An ultimate goal of the Government, as supported by the Five Year Plan, is universal primary education. However, a number of constraints operate to impede progress toward this goal.

Constraints in the current system

1. Unequal access to education, particularly among women.
2. Inadequate and insufficient teacher training programs, particularly at the primary level.
3. General lack of appropriate instructional materials.
4. Reliance upon traditional and theoretical approaches to learning, as opposed to practical and applied learning.
5. Inadequacy in data collection, analysis, dissemination and application.
6. Lack of research and development efforts at all levels; no experimentation with instructional alternatives.

3.

The YARG goal of universal primary education by the year 1996 cannot be met unless constraints to the achievement of the goals are directly addressed. The scarcity of trained personnel within the education sector is the most serious constraint. Teachers will be needed to replace the impermanent expatriate teaching force of the country. In addition, underqualified Yemeni teachers must be trained or replaced. These newly trained teachers will need appropriate teaching materials and their professional activities will need to be supported and directed by qualified local and central administrative personnel. It will not suffice to deal with any single constraint in isolation. The entire problem must be attacked concurrently in all of its parts.

The subprojects of project 279-0053 form a cohesive and inter-related set of direct responses to the problems facing basic education development in Yemen.

B. Background

The YARG reports a per capita Gross National Product (GNP) of about \$475. This accrues principally from remittances from Yemeni workers working abroad. It has an overall literacy rate of approximately 13 percent, with a male literacy rate of 25 percent and a female literacy rate of two percent.

The YARG efforts within the education sector since 1971 have been substantial, but remain unequal to the task of establishing universal primary education. Between 1970 and 1978, the number of primary schools doubled and primary school enrollment tripled. Despite this, only 28 percent of the Yemeni children between ages six and eleven are enrolled in some form of primary schooling. The lack of adequately trained primary level teachers has frustrated the government's attempts to offer quality education to a larger number of students. Thirty-nine percent of the permanent primary school teachers presently employed in Yemen are themselves primary school dropouts.

Twelve Primary Teacher Training Institutes (PTTIs) are currently in operation in Yemen. However, the 181 staff members assigned to these institutes include only 15 Yemeni. The remaining 166 are expatriate

teachers from other Arab countries. Expatriate staff are limited to four years of service; thus, continuity is denied and dependence is perpetuated.

Yemen primary education lacks (1) qualified Yemeni teachers and teacher trainers, (2) a strong educational administration to lead and direct the system's growth and development, and (3) appropriate and available high quality instructional materials.

Efforts to improve primary education are further complicated by curricula designed principally to prepare students for general academic programs in secondary school. Vocational applications of the curricula are noticeably absent.

The Ministry of Education and Sana'a University must develop their capacities to lead the nation in pursuit of the goal of universal primary education. To do this, they will need new organizational structures, new programs in teacher training and personnel trained in both educational administration and curriculum development.

C. Basic Education Program

The Basic Education Development Project is a long-term assistance program in support of the education sector of the YARG. Project activities have been designed to be consistent with overall long-range development objectives of the YARG as well as those of USAID/Yemen. This consistency was achieved through what is known as the "collaborative assistance contracting mode." In collaboration with USAID/Yemen, Sana'a University and the Ministry of Education, a team from Eastern Michigan University (EMU) is planning and implementing a comprehensive basic education program in the Yemen Arab Republic. The objective of the project is to improve the economic and social conditions of the people of the YAR by accelerating the development of the basic education system, improving its quality, increasing its efficiency and expanding its availability.

In the spring and summer of 1979, a design team from EMU visited Yemen to collect information, develop an education sector study and design a comprehensive approach to Yemen's basic education development needs (see Education Sector Study, USAID/Yemen and Eastern Michigan University, July, 1979.). The Basic Education Development Project will be comprised of a series of subprojects, each addressing a

specific aspect of basic education. At present, four sub-projects are in various stages of development and implementation. Additional subprojects will be added to the program as needs are determined. The initial four sub-projects are as follows:

1. Core Subproject

In response to a request from the YARG for major long-term technical assistance within the education sector, Basic Education Development Project (BEDP) No. 279-0053 was designed. The Core Subproject, for which approval and funding is requested in this subproject paper, is comprised of two elements. The elements are summarized below and detailed in Part IV of this subproject paper. The first is the educational planning and administration element, designed to provide technical assistance and training to the Ministry of Education and Sana'a University staff. The second element consists of administrative, technical and logistical support for Eastern Michigan University's management of this and the other BEDP Subprojects.

a. Educational Planning and Administration Element

This element will address the need for planning and administration assistance within the Ministry of Education and Sana'a University for the continued development of basic education. In the development of goals and functions for planning and administrative staff, training and technical assistance will be provided for personnel in the Ministry of Education and the Faculties of Science and Education at Sana'a University. This effort will include emphasis on data collection, processing and dissemination as well as on teaching methodologies, curriculum revision and development, and constructive supervision.

b. EMU Project Management Element

This element will serve as the management nexus for the articulation of the various subprojects of the Basic Education Development Project. Although the subprojects have been designed so that each could stand as separate projects, there are economies of scale to be gained as well as a greater cost-effectiveness in managing them all through the same administrative network. The content and development inter-relationships can also be more fully articulated in this manner. In addition, a funded technical, administrative and logistic support element can serve vital mobilization functions for new subprojects as they are brought to implementation stage.

6.

2. Primary Teacher Training Subproject

This subproject will train approximately one hundred and seventy-five primary teacher trainers for placement within the teacher training institutes. It is a phased program which has discrete elements: (1) intensive English language training in-country, (2) extensive in-country training extending over a nine month period and including graduate level work in human growth and development, primary school curriculum, and a concentrated workshop in Yemeni education, (3) a fifteen month program of graduate studies carried on at the host university in the U.S. (EMU) and terminating with the completion of the M.A. degree in Elementary Education and Teacher Training, and (4) a full year of on-the-job supervision during the initial year that the returned teacher trainers are working in the PTTIs.

This program was initiated in October, 1979. In June, 1980, the first cohort of program participants will depart for EMU, and the second group of approximately thirty-five will begin the program in Yemen.

3. Primary and Science Education Subproject

This subproject will provide technical assistance to the Faculties of Science and Education, Sana'a University, in establishing both short-range and long-range development plans and in setting these plans in motion. Primary teacher training, curriculum and science education will be elements of this subproject. The training of Yemeni staff, needed to carry out the programs and curricula developed under this program and to staff a Department of Primary Education at the University, will be accomplished through this subproject.

4. Instructional Materials Center Subproject

This subproject will train Yemeni technicians to carry on the purposes of the presently existing IMC of the Ministry of Education. The design and production of high quality instructional materials and the design and implementation of effective delivery systems for such materials will result from this subproject.

D. Project Implementation

In accordance with the intent of the collaborative assistance mode, considerable flexibility will be given to Eastern Michigan University in the implementation of the Basic Education Development Project. In addition to monitoring responsibilities, USAID will participate with the host country government in approval of annual workplans, external evaluations conducted at the end of the third year of project implementation and every second year thereafter, and annual in-country evaluations.

E. Project Inputs

The life of project costs spread over seven years for the Core Subproject is estimated at \$9,106,748 (including U.S. and Yemen inflation factors). This activity is a subproject of the Basic Education Development (279-0053) project and will be implemented using the collaborative assistance mode through an existing contract with Eastern Michigan University.

Following is a summary obligation and implementation schedule for the various subprojects of the Basic Education Development Project.

<u>Subproject</u>	<u>Cost Estimate*</u>	<u>Start</u>	<u>End</u>
Core	\$ 9,128.1	9/80	7/86
Primary Teacher Training ^{1/}	10,023.0	9/79	7/86
Primary Education & Science	9,141.2	8/80	7/85
Instructional Materials Center	1,900.0	2/82	5/86

*Thousands

^{1/} Started Sept. 10, 1979

F. Results

The following are the foreseen results of the Basic Education Development Project. By the end of the project there will be administrative structures and regular procedures within the Ministry of Education and the Faculty of Education at Sana'a University which support primary education. Trained staff to implement the above procedures will also be in place.

Teacher trainers, primary education administrators, inservice teachers will have been trained, or retrained to a higher level of capability than before the Project began. These individuals will have the training to set up and run inservice programs.

8.

Trained science educators will be available at preparatory, secondary and university levels to impact on teaching basic science principles in Primary Teacher Training Institutes, and ultimately in primary schools. Model programs will have been established and implemented.

Sana'a University will have established a Primary Education Department in order to assume the role of training Primary Teacher Trainers. Trained staff at the University will continue to build upon the outputs of the Primary Teacher Training subproject.

The Instructional Materials Center will be producing prototype educational materials as well as field-testing them for applicability in Yemen. The linkages among the IMC and user-agencies such as the Ministries of Education, Health, and Agriculture will be developed and functioning.

III. OVERALL PROJECT DESCRIPTION

A. Background*

The Yemen Arab Republic is a country with limited natural resources, limited agricultural land, limited water and a rugged and challenging terrain. Its most abundant and valuable resource is its people, who enjoy the reputation of being hard-working and industrious. If the country is to achieve its goals of economic and social growth, it must be through the development of its human resources.

While the Yemen Arab Republic reports a per capita Gross National Product (GNP) of about \$475 (generated mainly by remittances from Yemeni workers abroad), it still ranks as one of the world's more underdeveloped nations. Characteristic of an LDC, it has a literacy rate of approximately 25 percent males, 2 percent for females and an average literacy rate of 13 percent. Quality of life indicators in other sectors such as health, life expectancy, etc. are also depressed. While remittances from Yemeni workers abroad have provided a respectable per capita GNP which can be viewed as a positive force in development, the absence of these workers from home has created a major development issue for the country. It is estimated that 30 to 40 percent of the Yemen Arab Republic's male labor force is working in the neighboring oil producing countries. Labor scarcities of both skilled and unskilled workers exist throughout the economy but are particularly critical in the public sector where the pay scale falls far below the private sector. Central to addressing these problems and developing needed human resources is the establishment of a sound basic education system capable of equitably providing literacy, mathematical understanding and skills, scientific knowledge (including health, nutrition and sanitation), and work skills required for higher level productivity in all sectors of the economy.

The Yemen Arab Republic Government's efforts in the education sector since 1970 are substantial and indicate a commitment to and an appreciation of the importance of educational development to the country. During the period 1970-1978, the number of primary schools increased from approximately 800 to 1,604, and primary school enrollment increased from 82,000 to 252,490 pupils. Preparatory and secondary school

*For additional information, see

World Bank Publications, Yemen Arab Republic: Development of a Traditional Economy, January 1979.

Eastern Michigan University/USAID, Education Sector Study, July 1979.

USAID/Yemen, Country Development Strategy Statement, Sana'a, Yemen, 1979.

enrollments increased from 1,250 to 29,400. In 1970-1971, Sana'a University was established through the assistance of the State of Kuwait. The coeducational institution with faculties in Arts, Science, Law and Sharia, Commerce and Education currently enrolls approximately 4,000 students.

In spite of these efforts, the quality and availability of schooling remains minimal at all levels. The resident population in the YAR age five through nineteen accounts for 37.6 percent of the total population. Of the total school-age group, about 880,000 fall into the six to eleven-year-old range, the age group corresponding to primary school education. Although there is a growing awareness and demand to expand educational opportunities within the nation, the hard fact remains that in 1976 only 28 percent of Yemeni children of primary school age were enrolled in school. Ironically, it is not entirely a shortage of school buildings which accounts for this situation. In 1977, it was reported by MOE that 466 schools, or 30.5 percent of all schools in the country, were closed due to the lack of teachers. In 1978, only 363 primary schools or 22.6 percent had programs including all six primary grades. The remaining 1,241 schools, or 77.4 percent, had an average of only three grades in operation. A conspicuous lack of qualified primary teachers has severely retarded the growth of educational opportunities for Yemeni children, and this has resulted in the widespread utilization of primary teachers with sub-standard qualifications.

The majority of the primary school teachers in Yemen (85.5 percent) are Yemeni. A third of these are short term, usually recent secondary school graduates, doing their compulsory primary school teaching prior to entry into the university. Expatriates make up the remaining 14.5 percent. Among the long-term primary school teachers in Yemen (total of 3,687), 1,439 or 39 percent are themselves primary school dropouts. The shortage of teachers and the unsupervised cadre of unqualified teachers is a major handicap to provision of quality education and the continued development of the educational system. The immediate problem is a lack of preservice training and a lack of sufficient and qualified staff to offer inservice training.

There are twelve Primary Teacher Training Institutes (PTTIs) in Yemen. While the institutes are mostly administered by Yemeni directors, some of whom are university graduates, the Institutes are staffed almost entirely by expatriate teachers. The latest report from the Ministry of Education list 166 expatriates and 15 Yemenis working in PTTIs. The maximum period of an expatriate staff contract

is four years, which means that there is frequent staff turnover, thus providing no base for institution building nor for continuity of curriculum development or implementation. The World Bank is financing the construction of five new PTTIs, two for girls to be located in Taiz and Hodeidah, two for boys in the same cities, and one for boys in Sana'a. The existing girls' PTTI in Sana'a is considered adequate. The Ministry of Education plans a limited consolidation program when construction of these facilities is completed. The new facilities will be able to accommodate 960 boys and 840 girls altogether, with a potential graduating class of 300 qualified primary teachers a year. In spite of this increased physical capacity, however, the problem of providing the quantity and quality of primary teachers will remain. Highly trained teacher trainers and administrators for the PTTIs are not currently available in the YAR.

The present formal education system in the YAR is based on four stages: six years of primary education (grades 1-6), three years of preparatory education (grades 7-9), three years of secondary education (grades 10-12), and four years of higher education. The Ministry of Education and Sana'a University (the only higher education institution in the YAR) are primarily responsible for education in Yemen. Religious and private schools play a minor role.

This present formal system of education has been developed without sufficient funds of trained personnel. Schools lack modern teaching materials and facilities. As a result, the system is restricted and outmoded in curricula and unable to meet the current more diversified training and social needs of the country. In addition, it lacks (1) a sufficient number of qualified Yemeni teachers at every educational level, (2) a strong educational administration to lead and direct the system's growth, and (3) relevant high quality textbooks and instructional materials.

Despite the problems of the Yemeni educational system, the demand for education is increasing. Many Yemeni communities have responded to this demand by constructing new schools, mostly at the primary level. These schools frequently have been developed by the Local Development Associations (LDAs) which are organized through local funds sent to families in Yemen by Yemenis working abroad. In such instances the Ministry of Education assumes, but frequently cannot fulfill, a commitment to staff the schools with qualified teachers and administrators.

The Yemen Arab Republic Government intends to pursue educational development for the next decade per the

objectives identified in the first Five-Year Plan (1976-1981). These are stated as follows.

1. The realization of social equity and justice by the implementation of universal education in the YAR.
2. The development of human resources at all levels to meet the needs of the education sector and those of other sectors.
3. The localization of teaching staff at all levels, to attain self-sufficiency throughout the education system.
4. The development and improvement in the standard of financial, administrative and organizational efficiency in the Ministry of Education, the governorates and the educational and training institutions.
5. The development and improvement of the university system in a manner which will result in more effective training and education for men and women and efficiency in financial, organizational and administrative procedures.

Specifically, the long range YARG commitment is (a) to provide primary schooling for all Yemeni youth by 1996, thus eradicating initial illiteracy, to expand secondary schooling by new construction throughout the country, and to emphasize education for females; (b) to improve the quality of schooling by upgrading unqualified teachers, by improving materials and equipment and by reducing dropout rates; (c) to stress national culture and Islamic traditions; (d) to develop a range of training schools with emphasis on teacher training at all levels, including vocational training and agricultural training; (e) to improve central and regional administration through the training of directors, inspectors and administrators, and to prepare and produce educational materials with a Yemeni orientation; and (f) to expand facilities at Sana'a University.

These broad policy objectives appear sound and give emphasis to the country's socio-economic goals. To achieve these goals, there is a clear recognition that the YARG will have to rely to a considerable degree on external assistance. In this regard the Ministry of Education has demonstrated the capacity to absorb and integrate into the

educational system those technical assistance projects related to the goals and objectives established for the education sector.

Although some quantitative and physical gains have been made in the education sector, the government is still unable to deal adequately with human resource development needs in Yemen. As YARG authorities proceed to implement the education components of their Five-Year Plan, they are faced with a number of serious problems. These problems are related to a lack of qualified Yemeni teachers at every educational level, a lack of strong educational administrators to work out and direct the system's growth, and absence of relevant instructional materials. These shortcomings are addressed in the BEDP subproject papers.

A limiting factor in the improvement of education has been the lack of effective administration within the Ministry of Education and Sana'a University. Inadequate training of staff and lack of a carefully defined organizational structure are two main deficiencies of the system. Of those educated to the university level, few have been trained in education administration. Administrative difficulties are further compounded by the absence of accurate data, statistical analysis and related educational research. As a result, educational planning and decisions cannot be based on professional analysis.

Central to basic education development is availability of appropriate teaching materials and methodologies for their use. Although a new instructional materials production center was established in the second IDA Education Project, it is not yet operational due to the lack of trained personnel to create high quality instructional materials and to develop distribution systems to make them widely and inexpensively available.

Finally, problems have been encountered in the few attempts to implement nonformal education programs and other training activities for adults and out-of-school youth. These problems include difficulties in staffing the District Training Centers (DTC), the unavailability of transportation between the DTCs and the surrounding villages, the shortage of qualified literacy teachers; the shortage of relevant teaching materials and the lack of facilities for literacy programs, especially in urban communities. As a result, what nonformal education programs there are are also inadequate to the needs of the nation. Nonformal education is of serious concern to USAID and YARG, but beyond the present scope of the Basic Education Development Project.

Because of the lack of an adequately functioning basic education system, the policy of USAID/Yemen, as expressed in the CDSS, is to focus upon those inputs which would encourage a measurable improvement of basic education. In particular, the need for supporting the development at institutions capable of designing, implementing, and administering future growth in the education sector is recognized. Understanding and competence in reading, writing, mathematics, scientific applications, and the critical appraisal of cause and effect relationships can become a continuing part of Yemen's educational system only by a sustained commitment by the YARG. To encourage that commitment, USAID/Yemen and Eastern Michigan University have designed a multifaceted program involving basic education which will be implemented through a series of inter-related subprojects. Following is a description of that program and its components.

B. Program Description

1. Goal

The goal of the Basic Education Development Project is to accelerate development of the Yemen Arab Republic's human resources within the framework of its national goals. This will be accomplished by increasing the quality, availability and efficiency of basic education.

To achieve this goal, a basic education system must be developed that is capable of equitably providing literacy, mathematical understandings and skills, basic survival skills for optimum productivity in agriculture, public service, and other sectors.

2. Purpose

The purpose of the BEDP is to assist in the generation and development of the components necessary to meet the needs of basic education within a formal education system. Most critical are the four subproject components currently included in the project. They are (1) improvement of the capability for educational administration, planning and implementation in the Ministry of Education and Sana'a University, (2) expansion and improvement of primary education through an increase in the quality and quantity of trained primary teacher trainers, (3) development at Sana'a University of the capability to offer programs in primary teacher training and science education, and (4) creation of the capacity of the Instructional Materials Center to design and produce instructional materials as well as delivery systems

relevant to Yemen. These four components will be supplemented by additional subprojects as needs are determined.

a. Core Subproject

Purpose

The purpose of the Core Subproject is to ensure that the various components of the Basic Education Development Project become parts of a cohesive whole, which will be planned and administered by trained Ministry of Education and Sana'a University personnel. This purpose has two elements, (a) to develop an institutional capacity for educational planning and administration within the YARG, and (b) to coordinate and support the various activities of the Basic Education Development Project. Only the first element is addressed in this section, while the second is developed in Section IV of this subproject paper. The following narrative refers only to element (a).

EOSPS

At the end of the project, the Ministry of Education and Sana'a University's Faculties of Education and Science will be effectively administered to support programs furthering the development of basic education in Yemen, through data collection and analysis, planning, leadership, logistic support and supervision.

Strategy

Ministry of Education and Sana'a University staff will receive advanced academic training to the M.A. level and some to the Ph.D. Training will be carried out in both the United States and Yemen. This plan will minimize the time spent by the trainees outside Yemen. Individuals will go to the United States in two shifts so that project implementation in Yemen can continue uninterrupted. Ph.D. students will complete their course work and return to Yemen to engage in dissertation research. English language training will be provided to program participants to the level appropriate for successful pursuit of graduate studies.

Inservice programs for MOE personnel will be designed cooperatively by the EMU Education Administration Planner and MOE staff and will emphasize the development of administrative models, management systems and implementation of trial procedures.

Outputs

During the life of this subproject, four Directors General and sixteen department heads of the Ministry of Education will receive academic, inservice, and on-the-job training to provide or upgrade skills necessary for effective administration and planning, data gathering and analysis, and the application of educational technology. Approximately 100 Ministry of Education personnel will receive job upgrading and training through workshops and seminars on administration, management and research conducted during the life of the subproject. Ministry of Education personnel in appropriate departments will receive training in data collection and analysis techniques as well as the potential applications of continuing Educator Sector Analyses (see Annex F).

To coordinate the overall implementation of the BEDP, a council for Basic Education Development will be established. This council, consisting of representation from the Ministry of Education, Sana'a University, USAID, Eastern Michigan University and other donor agencies will propose and review basic policies and priorities and provide communication linkages between the various administrative units concerned with basic education development in Yemen.

Implementation

A collaborative implementation process will be applied in this project. Both long and short-term technical staff, working with Yemeni personnel, will define the responsibilities and functions of the administrative offices in the Ministry of Education structure and develop appropriate handbooks or manuals of operation. Assistance will be provided in defining Ministry of Education positions and the training programs required to carry them out.

b. Primary Teacher Training Subproject

Purpose

The purpose of the Primary Teacher Training subproject is to improve the professional capability of primary school teachers. The project sub-purpose is to improve the quality and quantity of Yemeni Primary Teacher Training Institute staff.

EOSPS

At the end of the project, the PTTIs will be staffed with qualified teachers training primary school teachers for the schools of Yemen. Qualified administrators will be directing institutes with higher enrollments, particularly among females, and inservice training for primary teachers will be provided on a regular basis.

Strategy

A six phase training program will be conducted over a four year period in Yemen and in the United States. The six phases are (a) external supervision of participants during first year assignments in a PTTI; (b) summer intensive English language training in-country; (c) in-country academic training up to six graduate credits during September - June; (d) intensive English at EMU; (e) one-year academic training in the United States (to complete M.A. degree requirements; and (f) assignment to PTTI staff, with follow-up and supervision.

Outputs

Academic training programs in primary education, including curriculum, teaching methodologies and evaluation will be provided for approximately 175 Yemeni who are graduates of Sana'a University. These participants will become PTTI staff. Eleven persons will receive training in education administration to qualify as headmasters of PTTIs. Additionally, five Yemeni staff assigned to the Ministry of Education inservice training division will receive training through seminars and workshops conducted by the technical assistance staff. Six special topics workshops focusing on research and development will be conducted for selected Yemen administrators, teachers, and Ministry of Education personnel.

Eleven Yemeni participants will be selected for M.A. level training in administration. Appropriate English language training will be provided within the PTTI staff development program.

Inservice education programs for primary school teachers will be jointly developed by project staff and Ministry of Education inservice personnel. Model programs will be designed, field tested, evaluated and refined as necessary.

Implementation

Four long term EMU technical assistance staff personnel plus short term consultants will work collaboratively with the MOE Director General of Teacher Training and the AID Project Manager to direct and monitor the four year practical experience/academic study program.

c. Primary and Science Education Subproject

Purpose

The purpose of this subproject is to develop within the Faculty of Education a new Department of Primary

Education (DPE) to support and provide leadership for all aspects of primary education (grades 1-6) in Yemen, and to improve science education in Yemen schools. Science curriculum and teaching will be improved through the development of a new program of science education at Sana'a University, and through the inservice training of existing science teachers.

ECSPS

At the end of this project, a new Department of Primary Education will be created, staffed, and functioning in the Faculty of Education at Sana'a University. The DPE will be training instructors for the PTTIs, primary school administrators, professional personnel in curriculum development, and primary education supervisors.

Also, at the end of this project a new program of science education will be developed and functioning within Sana'a University. It will be staffed by qualified Yemeni science educators. Science content courses designed specifically for science teachers in Yemen will be in use in physical and life sciences. Laboratories equipped for these courses will be in full use.

A curriculum and instructional materials laboratory in primary education will be established and functioning in Sana'a University to support the SPE instructional programs, and to strengthen evaluation and research and development activities.

Strategy

The strategy combines short and long-term planning in the Faculties of Science and Education, assisted by EMU technical assistance staff assigned to the project during the initial period of its operation. It includes the identification and training of Yemeni science education and primary education staff, with both in-country and United States based components.

The utilization of short-term consultants is built into the implementation strategy for areas of the program that may require them.

A more detailed and descriptive discussion of the implementation strategy (by output) appears in the SPP for the Primary and Science Education Subproject.

Outputs

Both long and short-range plans for the Faculty of Education, Department of Primary Education, and for science education.

Trained staff for the DPE and science education program, including six in primary education methods, four in science education methods, and two in science content areas for teachers.

Curriculum plan and discrete courses to prepare physical science teachers, life science teachers, primary teacher trainers, primary teachers, primary education administrators, and curriculum and instructional materials specialists.

Functioning Primary Education Curriculum and Instructional Materials Laboratory.

Tested inservice training programs in science education and primary education methods.

d. Instructional Materials Center Subproject

Purpose

The purpose of this subproject is to develop (1) the capability and capacity of the Ministry of Education Instructional Materials Center staff to design and produce instructional materials and (2) effective delivery systems for formal and nonformal basic education programs.

EOSPS

The Instructional Materials Center, through well established administrative and communication linkages, will identify and meet the instructional materials needs of the primary schools and the NFE programs of the MOE and other Ministries such as Agriculture and Health.

Strategy

Both long and short-term training will be offered to IMC staff members. Advanced degree (M.A. and possibly Ph.D.) training will be provided for the senior staff and specialized technical training will be utilized for upgrading junior staff. Operational manuals will be developed, and potential linkages with user agencies will be explored, tested, and evaluated. During the subproject life,

inservice workshope will be conducted for user agencies, with an emphasis on selecting and training personnel within those agencies to use instructional materials effectively.

Outputs

At least six Yemeni staff trained in the design and production of instructional materials appropriate to the needs of primary and nonformal education. Administrative and operating procedures established for the design and production of instructional materials. The capacity within the IMC to design and conduct workshops. Functional linkages between the IMC and the user institutions established to insure that materials produced are appropriate to user needs. As part of the communication linkages and to provide for effective implementation of instructional materials, inservice training programs will be provided for user institutions.

Implementation

Technical assistance personnel will be assigned to the IMC for a period of four years. Working with the Yemeni staff, an analysis of the IMC functions will be carried out, job descriptions proposed, and training programs will be designated for each of the identified IMC personnel.

Both short and long-term personnel will be assigned to specific tasks of the subproject. Whereas the analysis of IMC functions may require long-term assistance, the design and implementation of specific workshops may be done best by short-term consultants.

C. Project Analyses

The Basic Education Development Project is designed to meet immediate needs (i.e. lack of teachers) as well as provide support for longer-term institution building. The objectives are consonant with the Mission's CDSS in human resource development. The EMU-prepared Education Sector Study provides baseline data from which the program strategy has been developed. In addition, the Primary Teacher Training subproject goals, as outlined in the PTTI SPP, are complementary to both elements of this Core subproject. Extensive use has been made of the World Bank's January 1979 country study of Yemen. The following project analyses reflect the findings and recommendations of the above-named documents, as well as EMU and USAID research.

1. Economic Analysis

Conventional economic analysis, measuring the rate of return or benefit cost ratios, is not always an appropriate method for demonstrating project economic viability. The quantifiable and measurable benefits that ultimately will accrue to Yemen from more and better education programs are far downstream and too much subject to influences of other variables to use them to demonstrate economic benefits of specific education activities.

Nevertheless, the basic education program can be seen to be a cost effective means of reducing, over the long term, Yemen's comparative paucity of trained people. In the more immediate term, the training of Yemeni personnel at all levels of the education sector is viewed as more cost effective than the present widespread practice of utilizing expatriates to perform the educational functions which Yemenis should do for themselves.

The consideration of training alternatives resulted in rejecting, among various proposals, a wholly in-country apprenticeship and counterpart scheme. Conversely, pursuing a traditional scholarship program, which removes participants from the education sector for prolonged periods of time, was also rejected because such a program would lack the unity and cohesiveness of the program proposed by this subproject paper. The training scheme chosen for this project is thought to be the most cost effective and efficient, given the needs of Yemen's educational system.

2. Administrative Analysis

The primary coordination and management instruments are the project's logical framework, implementation schedule, and the contractor's annual workplans. The workplan spells out in detail the tasks which will lead to the project objectives. The workplan will be developed each year in collaboration with the Ministry of Education and USAID.

This project will operate under the collaborative assistance mode. USAID, Eastern Michigan University, and the Yemen Arab Republic Government will share in the responsibilities associated with the total conduct of the project. Each, however, will have rather clearly defined inputs into the overall scheme for the project administration.

USAID's role will be primarily one of providing a monitoring service for the project. They will cooperate with the contractor and with the YARG in establishing priorities for project elements, will assist in the assessment and evaluation of outcomes, and will contribute assistance

in the form of personnel from the HRD section when this assistance is deemed appropriate.

The contractor will supply personnel to the project both for on-campus administration at the host university (EMU) and the administration of the project in the field. A Project Director assigned at the host university will have full time responsibility for coordinating and developing all support services necessary for the field team, including the provisions for supplies, personnel, commodities, and equipment necessary to carry out the purposes of the project. A Campus Advisory Council will assist the Project Director in all matters related to establishing policies and procedures relevant to the conduct of the project. Included in the composition of the EMU Campus Advisory Council will be the Dean of the Graduate Division, the Dean of the College of Education, the Director of International Projects, and Department Heads from selected departments within the University. Assisting the Campus Project Director will be a Campus Training Coordinator and an Administrative Officer.

The Chief-of-Party will have overall field responsibility for supervising the subproject activities and personnel. Each subproject will operate under the direction of a Team Leader who will answer directly to the Field Coordinating Committee to insure that the subprojects operate smoothly and that the best utilization of all project staff and materials is assured.

The Ministry of Education will assign a liaison person at the level of Deputy Minister of Education to represent the Ministry of Education in all matters related to administration of the in-country aspects of the program. Other key personnel who will contribute to the administrative aspects of the project include the Deans of the Faculties of Science and Education, Sana'a University, and the four Directors General of the Ministry of Education.

The Chief-of-Party, Ministry of Education representatives, and selected USAID personnel will join with Sana'a University personnel to form a Council for Basic Education Development in Yemen. This group will be advisory to the Chief-of-Party and will deal with both short-range and long-range goals for Yemen's educational sector.

3. Social Soundness Analysis

As a project aimed at the improvement of basic education within the country of Yemen, it is difficult to assess in advance the total social impact which will result. It is possible to quantify the numbers of personnel who

will receive direct benefit from training elements of the various subprojects; however, it is more difficult to predict the ways in which these trained personnel will impact upon the country totally.

Certainly educational opportunities available to Yemeni youth will be substantially increased through the addition of primary teacher trainers. A multiplier effect is built into the PTTI subproject, and as well into the Primary Education and Science subproject. The Core and Instructional Materials Center subprojects are, in one sense, both institution building and ancillary to the subprojects related entirely to teacher training.

Ultimate beneficiaries of the project will be the students at all levels of Yemeni education who will have made available to them more teachers, better trained teachers, and greatly expanded educational opportunities. The quality of life for future generations of Yemeni citizens will be upgraded.

Benefits accruing especially to women will be seen in the inclusion of women in all of the subprojects, in numbers which are far behind their present ratio. A concerted effort will be made to recruit women for inclusion in each of the subprojects. (See Annex G, GIRLS AND WOMEN IN EDUCATION in the Primary Teacher Training Subproject Paper.)

This project does not conflict with the traditional values of Yemeni society. Rather, it is entirely consistent with the stated goals of the YARG Five-Year Plan and the USAID CDSS.

4. Environmental Analysis

This project will not have an adverse or harmful effect on the physical and human environment. Since educational programs such as the one described herein have been determined not to be federal actions having a significant effect in the environment, no additional environmental examination is required. (See ANNEX J.)

5. Technical Analysis

Supportive data for the technical analysis will be found mainly in the Education Sector Study which was prepared by the EMU Design Team in 1979. Additionally, reports and evaluation of projects conducted by other donor agencies such as UNESCO and UNDP contribute to these data.

The Eastern Michigan University project staff will play a critical role in assisting the Ministry of Education to meet its expressed goals in overall educational development. In fact, at all levels of the project's operation and extending throughout all of the subprojects, it is critical that the contract staff employed possess the training and experience to fill specialized role needs. As an institution committed to teacher training and to the development of public education both within the United States and LDCs, Eastern Michigan University is able to provide such personnel as are required for the project.

Where equipment such as computers are required for data processing and data storage and retrieval, the field team will be adequately backed up by the EMU on-campus group assigned to the overall project. EMU has a fully functional Instructional Computer Center which will be available to the field staff, and the need for in-country development of such facilities will be held to a minimum.

There appear to be no substantial limiting factors in reference to technological considerations for the project. An element of the training component of each subproject deals with assisting Yemeni personnel to more fully grasp the significance of the problems which confront education in Yemen, and to develop the approaches to problem solving which are most likely to contribute to the solution of these problems. In so doing the Yemeni personnel will be trained to assess and apply those technologies most appropriate to their country's needs.

D. Project Monitoring and Evaluation

The collaborative assistance mode of project design and implementation will be used in the Basic Education Development Project. This approach provides for closer relationships among host country leadership, USAID and the contractor in the planning and implementation of technical assistance projects. While this approach places greater responsibility upon the contractor and permits flexibility in project day-to-day implementation, it does not diminish the monitoring responsibility of USAID. Its basic objective is to maximize and make optimal use of the particular skills and resources of the host country, contractor and USAID in achieving project goals.

Central to this effort is the requirement for continuous assessment and evaluation of the project. Under this program, assessment and evaluation of project goals, strategies and accomplishments will be ongoing throughout the seven

years of the project. The overall scheme is based on several levels of evaluation which will be employed during the life of the project as detailed below.

A semi-annual review and assessment of project progress will be made jointly by the Eastern Michigan University Team, the Ministry of Education, Yemen Arab Republic Government, and the United States Agency for International Development. The purpose of these reviews will be to identify strengths and weaknesses in operational approaches, and to examine the need for changes in strategies in those areas observed to be deficient. Semi-annual reviews will be incorporated in other periodic reviews when appropriate.

An annual review and assessment will be made of project accomplishments with reference to overall project goals. Again, the parties involved in this review will include the project team and designated representatives from the Ministry of Education and USAID. Project implementation strategies, work plans and budgets will be carefully reviewed and modifications will be made where the need for such becomes evident. The need for new inputs in the form of personnel, materials, and resources will also be reviewed at this time.

At the end of the first eighteen months of the Project's operation, the project team, the Ministry of Education, and USAID will again review and evaluate the project implementation strategies, work plans and budgets.

At the conclusion of the third year of the Project and every second year thereafter, an in-depth evaluation will be carried out. This evaluation will be undertaken by external evaluators from the United States.

The continuous assessment and evaluation activities will be coordinated by the Chief-of-Party through the Eastern Michigan University management element. Each of the sub-projects will be evaluated with respect to stated specific purposes, outputs and inputs as they relate to the objectives of that activity and as modified during the annual review. Additionally, the independent evaluation of the total program will place particular emphasis on the progress made toward goal and purpose achievement and the effectiveness of overall program management.

E. Project Issues

1. Development of the Collaborative Assistance Mode

This project will be the first education project to be implemented by USAID under a collaborative assistance

mode. Despite the fact that this means of approaching the design and implementation of the project appear to offer the best prognosis for success, there are questions which are unanswerable at this time. There must be commitment and cooperation among all parties included in the collaborative assistance scheme: the Ministry of Education, Sana'a University, both field-based and campus components of the contractor university. USAID/Yemen and AID/Washington are all involved in a different approach to planning and problem solving. The balance of inputs into the overall project will need to be equalized, and the goals, objectives, and accomplishments of the project will need to be constantly monitored by all cooperating groups and agencies.

A feature of the collaborative assistance mode is a built-in system of "self-correcting strategies." This is based upon regular and systematic assessment of outcomes by all parties concerned, carried out through joint effort. This central feature of the collaborative assistance mode will need constant attention.

2. Equitable Distribution of Development Benefits

Inasmuch as the Ministry of Education, Sana'a University, the Instructional Materials Center, and the site for the in-country training phase of the PTTI subproject are all centered in Sana'a, the problem of possible urban bias in the dissemination of project outcomes will need to be reviewed constantly. The outreach capabilities of project outcomes will need careful attention to ensure that educational practitioners and students located in rural and relatively inaccessible areas also benefit from the project.

In upgrading the Ministry of Education, particular care will need to be taken so that an urban-oriented monolithic central structure does not emerge. Yemen needs basic education development in all regions and in all geographic areas. Delivery systems and liaison with more remote areas of the republic will need to be developed, particularly where these seem not to be abundantly present at this time.

3. Relationships Between the MOE and Sana'a University

It is somewhat typical of LDCs that there is minimal cooperation between the Ministries of Education and institutions of higher education. Yemen appears not to be an exception to this generalization.

The outcomes of this project will impact upon the entire education sector, and great care must be taken

to insure that processes are developed and adhered to which diminish competition and enhance cooperation between the Ministry of Education and Sana'a University.

For example, it will be the responsibility of Sana'a University to train staff for the PTTIs when this project is terminated. However, the PTTIs will likely remain under the administrative control of the Ministry of Education. The potential for a conflict of purposes is best avoided in situations where parties contributing to a joint program have joint responsibility in the development and execution of that program.

The project implementation plan addresses this issue. The Council on Basic Education Development will include representatives from both the Ministry of Education and Sana'a University. This should provide a vehicle for coordination of project efforts between these important participating agencies.

4. YARG Incentives to Retain Trained Personnel

Both the commercial sector and other Ministries need personnel with advanced training. In order to retain those persons within the education sector, the Ministry of Education will have to provide wage and benefit incentives. The interorganizational project teams will be in a position to advise the Ministry of Education on this matter.

The YARG has taken recent actions to make teaching a more attractive profession. These include increases in teaching salaries and exemption from compulsory military service for teachers.

5. Appropriate Utilization of Trained Personnel

This project will train specialists for rather specifically defined roles within the education sector. This is quite different from training generalists in education. Care must be taken to ensure that project-trained personnel are utilized in the positions for which they are trained.

6. Achievement of the YARG Literacy Goals

The literacy rate in the YAR is very low and varies among governorates as well as between urban and rural areas.- (See page 2 of the Education Sector Study.) This Basic Education Development Project will significantly reduce the percentage of the illiterate primary school age population. However, because of the complementary and supplementary relationship between formal and non-formal education, the YARG

goal of eradicating illiteracy among those who do not have the opportunity to attend primary school will not be achieved unless the non-formal education programs (now in the planning stage) are implemented in all parts of the country in the near future.

IV. CORE SUBPROJECT

A. Introduction

The Basic Education Development Project is currently comprised of four subprojects. They are (1) the Core Subproject, (2) the Primary Teacher Training Subproject, (3) the Primary and Science Education Subproject and (4) the Instructional Materials Center Subproject. The Primary and Science Education Subproject and Instructional Materials Center Subproject are in the SPP and PID stages, respectively. The Primary Teacher Training Subproject was approved in July and contracted in September 1979. Teacher training classes began on October 15, 1979, in Sana'a, Yemen Arab Republic.

The Core Subproject, for which approval and funding is requested in this subproject paper, consists of two distinct but related elements. The first is referred to in this paper as the Educational Planning and Administration Element. This element is designed to meet the need within the Yemen education sector for a trained administrative and planning staff. In order for the impact of the other subprojects to become lasting, it is necessary for Yemen to have the institutional capacity to make reasoned decisions about educational planning and administration. It is this capacity which this element of the Core Subproject will develop.

The second part of the Core is the Eastern Michigan University Project Management Element. This element will provide administrative, logistical and technical support for all the component subprojects of the Basic Education Development Project. Although all of the subprojects have been designed so that they could stand alone conceptually, they will all be more efficiently administered through a centralized management element. Another important consideration is that a funded management element will also serve vital mobilization functions for new subprojects as they approach implementation stage.

In the interest of clarity, the two elements of the Core Subproject are discussed separately below as sections IV - B and IV - C.

B. Educational Planning and Administration Element

1. Background

The next-largest YAPG Ministry, in a government system that is only ten years old, is the Ministry of Education. It is responsible for the administration, development and planning for all elements of public education in Yemen with the exception of Sana'a University. It employs over 8,000 Yemeni personnel plus more than 5,500 expatriate teachers in a rapidly expanding sector in the economy. (See Education Sector Study 1979:13).

The capacity of the MOE to support the development of the education sector in Yemen is severely hampered by a lack of qualified education administrators. Less than 20% of the administrators have university degrees, and few of these are in education. The majority of the MOE staff lacks secondary education. Most of the department directors and directors general are recent college graduates.

Sound educational planning and decision-making is based on accurate data and data analysis, neither of which exists in sufficient quantity in Yemen today.

The Ministry of Education was supported by a UNESCO Task Force of expatriate educators who arrived in 1974 and reached a peak of 26 experts in 1976. The purpose of the Task Force was to form a comprehensive national education policy, reorganize the MOE (including the establishment of a planning unit) and strengthen all operating components of the Ministry. The Task Force has had a positive impact, but not as great as anticipated. Its efforts were hampered by the difficulty of recruiting, a serious shortage of funds dating from 1976, due to United Nations Development Program financial crisis, and a lack of suitable Yemeni counterparts.

There exists on paper a schematic representation of the organization of the Ministry of Education (See Annex G). Clear delineation of responsibility at all levels of educational administration are not well established, the critical linkages between the governorates and the Ministry of Education are not developed, and an efficient and workable set of administrative procedures which would bind together the elements of the education sector are not in evidence. Unless the Ministry of Education receives the support and assistance necessary to direct the total educational effort of Yemen, fragmentation and isolation are most likely to continue.

The four subprojects of the Basic Education Development Project will each depend upon continued Ministry of Education involvement and support. For this reason, there must be a concerted effort to develop the structure, personnel and delivery systems for the MOE even as these subprojects are being implemented. Until the MOE is fully capable of directing educational development in Yemen, reliance upon foreign donor assistance will continue to be required. Each of the BEDP subprojects contributes to an overall institution-building effort in Yemen.

2. Description of Program

a. Goal

The goal of the Educational Planning and Administration Element is to establish an effective administrative, planning and management capability in the Ministry of Education and Sana'a University. Trained personnel capable of providing professional leadership, coordinating programs and directing logistic support are needed at all levels if the basic education system is to be effective. Personnel trained in data collection, analysis and dissemination are also needed if planning is to proceed on a sound, scientific basis. To insure maximum utilization of trained personnel and effective communication among various administrative and planning units, a well designed and documented administrative structure is required.

b. Purpose

The purpose of this element of the subproject is to improve the administrative, planning and development capabilities of the Ministry of Education.

Central to the success of YAR efforts to expand and improve basic education is its ability to provide, through its own personnel, an effective leadership, management, planning and development capability. As enrollments, education personnel, schools and expenditures continue to increase, the management of education becomes a task of formidable magnitude and complexity. As in most LDCs, Yemen has a limited number of trained personnel, and most of those given the responsibility to manage a new system and to plan and expedite its expansion are themselves new to administration. Expatriates can help identify problems, design solutions and provide assistance and at times they can fill administration and planning positions. In the final analysis, however,

these are but stop-gap measures. Education will not reflect the goals and aspirations of the YAR until the Yemeni themselves are totally responsible for its planning and implementation.

c. End-of-Subproject Status

At the completion of this subproject, the Ministry of Education and Sana'a University Faculties of Education and Science will be administered adequately to support programs to further develop basic education in Yemen through data collection and analysis, planning, leadership, logistic support and supervision.

d. Strategy for Achieving EOSPS

The Ministry of Education has, as a result of UNDP/UNESCO Task Force work, an existing organizational structure. However, the Ministry is encountering difficulties with this structure because individuals assigned to key positions do not have adequate training. Clear job descriptions and qualification/training requirements do not exist. This project's strategy is to assist individuals within the Ministry to define their positions more clearly and to provide additional training opportunities.

The strategy has two elements:

(1) Assist the MOE to define and implement its organizational structure; and (2) Train MOE personnel to carry out their assigned tasks.

The organizational refinement will be carried out by an education planner providing long-term technical assistance within the Ministry.

Training will be carried out both within the country and in the U.S., allowing people to earn degrees at the M.A. and Ph.D. levels, preparing MOE personnel in areas of educational measurement, evaluation, statistics, research, technology, planning and related areas of educational administration.

Subproject strategy allows for the best training while minimizing the participants' time out of country. As the Faculty of Education and Sana'a University as a whole improve their ability to offer appropriate degrees, a shift to offering training entirely within the country may be suggested.

The Education Sector Study will need continual updating and expansion to provide a baseline of data for planning and decision making in the education sector. Training will be provided for MOE personnel in the acquisition and analysis of data necessary for the sector study. Short term technical assistance will be provided to work with MOE personnel to develop the capability of carrying on this task independently.

A Council for Basic Education Development will be established, consisting of representation from the MOE, Sana'a University, AID, EMU and other donor agencies. The Council will function to (a) provide effective implementation of the collaborative assistance approach that insures the development of institutional linkages as the basis for long-term involvement of the contractor and the YAR, (b) develop effective policies for the efficient and timely implementation of project resources coordinated with other agency and donor inputs, and (c) establish an effective communication network between the various administrative units.

e. Outputs

1) Professionally Trained Staff

To increase Ministry of Education capability to provide adequate leadership and administrative support to the basic education sector, advanced academic training to the Ph.D. level will be provided for the four persons from Finance and Administrative Affairs, Education, Technical Affairs, and Teacher Training. The degree programs will focus on three broad areas of training and study: (a) high quality education service and leadership, (b) systematic study of educational problems and continuous evaluation of programs and processes to improve education and determine appropriate applications of new findings to benefit all sectors of Yemen society, and (c) improvement of educational services of the departments. Individual programs of study will be collaboratively designed with each director, with emphasis on the unique needs of education improvement in the YAR.

Formal academic training to the M.A. level will be provided for sixteen personnel to staff eight Ministry of Education sub-departments: Planning, Research, Statistics, Curricula, Examination, Inspectorates, Primary Education and Preparatory and Secondary Education.

2) Upgraded Existing Staff

In all phases of the implementation of this subproject, close communication will be maintained with administrators in the Ministry of Education. Key project personnel responsible for this effort will be the Chief-of-Party, the Education Planner/Administrator, and Team Leaders of the subprojects. As part of this articulation, continual on-the-job reference will be given to the development of administrative models and trial of procedures and management systems. The Education Planner will be responsible for designing an implementation schedule phasing in short-term consultants in each of the administrative areas to be developed.

3) Administrator/Research Seminars and Workshops

A minimum of two seminars and/or workshops will be conducted each year during the life of the project. The objective of the seminars/workshops will be the improvement of Ministry technical support to PTTIs and primary schools, particularly those in rural and remote areas of the country. The design and content of the seminars/workshops will be developed by project personnel and Ministry of Education officials. Full utilization will be made of contractor personnel working in the various components of the Basic Education Development Project as well as short-term consultants. Additionally, the seminars will examine means to improve articulation between the Ministry of Education, Sana'a University and other agencies involved in education activities.

4) Ministry of Education Administration Structure

This output will establish the foundation for effective administrative structure and procedures in the Ministry of Education. In collaboration with MOE personnel, EMU personnel will analyze Ministry functions and procedures through model building, testing and evaluation. Program design in this sector will be closely coordinated with inservice, on-the-job and formal academic training activities.

5) Education Planning Unit of the MOE

Special attention will be given to developing the capacity of the MOE planning unit for gathering and analyzing data, preparing education sector studies

and preparing short and long-term education plans. Yemeni personnel will receive long-term, short-term and on-the-job training in the necessary skills.

The Education Sector study developed as an element of the Basic Education Development Program will be updated and expanded by this unit. The document will be a major guide for planning and research activities in the Ministry of Education. Initial efforts will focus on: (a) the financial analysis section; (b) evaluation of the effectiveness of the organizational structure system in the YAR; (c) a systematized process of data gathering and analysis; and (d) the development of computer software which can be used in the Computer Center of the CPO. The sector analysis is both an urgently needed document for sound education planning and a training tool which will be used to develop the planning unit.

3. Implementation

The Educational Planning and Administration Element will be implemented through a collaborative assistance mode involving YARG, EMU and USAID. The program includes both in-country and United States based training.

To assist the Ministry of Education to develop its capability to provide adequate leadership and administrative support to basic education, training to the Ph.D. level will be provided for the four MOE Directors General and Masters Degree level training will be provided for sixteen persons to staff the eight MOE sub-departments.

The details of the training program for the Directors General and the implementation schedule will be developed in Yemen and coordinated by the Education Administration Planner, Ministry of Education administrative staff, USAID Project Manager and the Chief-of-Party. It is anticipated that the general procedures will be similar to those presented here for the personnel of the eight MOE sub-departments.

Sixteen Yemeni educators identified by the MOE will earn graduate credits and prepare a Master's thesis in an area appropriate to his/her role within the MOE. This will culminate in the Master's Degree. Specific program elements include the following:

(1) The participants will receive English language training in Yemen and in the U.S. to develop proficiency at the level required for graduate students.

(2) The program will be tailored to the needs of the participants. At least five graduate credits will be taken in-country. Each participant's Master's thesis will be guided by the need to expand the depth and breadth of his skills and to apply these skills to the needs of Yemen.

(3) The program is designed to minimize each participant's time out of the country. Participants will be away from post for one year.

(4) Continual collaboration between graduates and the contractor University will be provided so that participants are not "abandoned" after receiving their degrees.

Assistance will be provided to help the MOE define the role of the Offices of Planning, Research, Statistics, Primary Education, Curricula, Examinations, Inspectorates, and Preparatory and Secondary Education, to help the graduates apply their technical skills to the particular problems identified by each office.

The support component will proceed as follows:

After their year of graduate study, participants will assume posts as predetermined by the MOE. Initial activities in these positions will include clarification of the responsibilities of their office, definition of goals and objectives and planning to achieve these objectives. The contractor will provide a senior staff specialist to collaborate with and support the efforts of the Yemeni EMU graduates in their posts within the MOE.

The emphasis of this component is on a collaborative effort to help local staff members develop and implement their plans. Questions of philosophy and objectives as well as important technical considerations must be addressed as a part of this process. The contractor will also help the MOE staff to identify the resources necessary to implement programs directed toward the realization of MOE objectives.

Activity Schedule for the Educational Planning and
Administrative Element.

- | | |
|-----------------------|---|
| Fall, 1980 | -- Identification of participants for the program. |
| January-May, 1981 | -- Intensive in-country English language instruction for participants. |
| June-July, 1981 | -- Participants enroll in EDP 621; Descriptive Statistics, offered in Yemen. |
| August, 1981 | -- Selection of 16 participants for the program, assigned to two groups of 8 participants each. |
| Sept., December, 1981 | -- Fall semester at EMU. First group of 8 participants enroll for 10 hours of graduate study. |
| January-April, 1982 | -- Winter semester at EMU. Students enroll for 10 hours of graduate study. |
| May-June, 1982 | -- Spring semester at EMU. Students enroll for 8 hours of graduate study including work on the Master's Thesis and Graduate Seminar. |
| July-August, 1982 | -- First group of students returns to Yemen with an EMU professor to complete their thesis requirements.
-- Second group of students reviews statistical concepts and departs for EMU. |
| Sept.-December, 1982 | -- First group of students assumes responsibilities within the MOE.
-- EMU senior faculty member on site in Yemen to work with participants in their MOE assignments.
-- Second group of students takes 10 hours of graduate study at EMU during Fall semester. |

- | | |
|---------------------|---|
| January-April, 1983 | -- Second group of students enrolls in 10 hours of graduate study for the Winter semester. |
| May-June, 1983 | -- Second group of students completes 8 hours of graduate study during the Spring semester including work on the Master's Thesis and Graduate Seminar. |
| July-August, 1983 | -- Second group of students completes their Master's Thesis in-country under the supervision of a member of EMU faculty |
| September, 1983 | -- Second group of students assumes responsibilities within the MOE and begins work on theses.

-- Collaborative efforts move to a full implementation phase. |

The Activity Schedule shown above will be revised as appropriate with Annual and Life of Subproject workplan revisions.

4. EMU Workplans

Three types of workplans will be developed by EMU in collaboration with USAID. The first is the Life of Project Workplan which will address questions of overall strategy for achieving the Basic Education Development Project goals, as well as the levels of effort required. This workplan will be updated annually with inputs from the various subproject workplans. The overall LOP Workplan will serve as a general frame of reference for specific implementation and mobilization scheduling. The development of this workplan will be supported by an ongoing education sector study (See Education Sector Study 279-0053, USAID/Yemen and Eastern Michigan University, 1979), which will be updated annually. The overall workplan will be submitted at the completion of the annual evaluation scheduled for July 1980.

The second type is the Life of Subproject Workplan. This will serve as the principal planning document for achievement of Subproject objectives. The Life of Subproject Workplan for the Core will show a projection over

seven years of the Subproject activities, technical assistance, commodities and outcomes. This workplan is scheduled for completion in July 1980, after findings of the annual budget evaluation have been reviewed.

The Annual Subproject Workplan is the third type. This workplan is a direct result of collaborative inputs from EMU, USAID and YARG. These workplans will be reviewed and approved at the time that annual program reviews are held. These workplans will include detailed budgets and implementation plans which will specify types and levels of inputs for the following year. The first annual subproject workplan will be submitted for approval as a part of the first annual project review in July 1980. A full workplan for the Core Subproject is not being submitted at this time because the findings of the first annual evaluation should indicate the most effective inputs of technical assistance, commodities and levels of participant training for the first year.

In order to fund and begin to implement the Core Subproject, a preliminary Implementation Schedule and a Workplan are attached as ANNEXES H, I. Spending levels will be limited to those identified in the Preliminary Workplan until the Life of Subproject workplan is submitted and approved.

5. Issues

a. Role of Contract Technicians

One issue is the expectation common in LDC's that Technical Assistance staff (foreign experts) are assigned to perform the functions of the office to which they are attached. Although some of the work of a particular position may well be done by the contract technician, it must be clearly understood by Ministry personnel that his principal role is to train the Ministry staff.

b. Selection of MOE Participants for Training

Another issue is the identification and selection of the MOE staff to receive advanced training under this project. Will MOE staff who are currently assigned be the recipients of this training, or will the persons to receive training be selected from among new Sana'a University graduates? Decisions regarding this issue will have to be made with care and sensitivity.

c. Ministry Organizational Structure

The MOE is presently operated under an overall organizational structure developed by personnel from an earlier UNDP/UNESCO Task Force in Education. Efforts to alter or improve this structure may be resisted by the MOE. The Technical Assistance staff will need to be fully informed about the nature, successes and failures of previous donor assistance.

d. Advisory Group Liaison

It has recently been announced that the YARG is establishing a Higher Commission on Education to review the status of the overall education sector, and to recommend modifications of existing programs and development of new programs. Great care will be required to establish a positive working relationship between the project Council on Basic Education Development and the YARG Higher Commission project on Education. It is anticipated that outputs such as the Education Sector Analysis will be of value to the Commission. Effective communication will be necessary for useful exchange of information between the two groups.

6. Inputs

a. AID Inputs

1) Technical Assistance

AID will provide four person years of professional field assistance through an Education Administrative Planner to be assigned on a long-term basis and up to four person years of short-term professional staff assistance to the Educational Planning and Administration Element of the Core.

2) Training

The following training inputs will be financed under the project by AID:

Academic training to the Ph.D. level for four Ministry of Education Directors.

Academic training to the Master's Degree level for sixteen Ministry of Education Department Heads.

41.

On-the-job training as needed for Ministry of Education employees.

Workshops, in-country seminars, special training courses and conferences, a minimum of sixteen to be conducted during the life of project.

3) Operational Support

AID will finance operational and logistical support including travel and transportation for administrative unit and housing for the U.S. professional staff, following standard AID regulations.

b. YARG Inputs

The YARG will provide office space and supplies for the support of EMU personnel assigned to the Educational planning and Administration Subproject. In addition, liaison personnel will be assigned from the Ministry to the Subproject. The YARG will also continue to pay the full salaries of Subproject participants while they are in the training cycle.

7. Working Relationships with Other Donors

Educational activities are currently sponsored by a significant number of foreign donors and international agencies. Major contributions by other donors in relation to the Educational Planning and Administration element of the Core Subproject are as follows:

a. Funds provided by Arab countries to the Yarg to hire expatriates to staff some of the technical positions in different departments of the Ministry of Education.

b. Technical assistance provided by the UNESCO Task Force to set up a comprehensive educational policy for the country, reorganize the MOE, and sponsor eighteen fellowships, some of which were related to developing the technical capabilities for Yemeni personnel in the MOE. Many of these UNESCO activities have had to be condensed and/or curtailed due to a reduction in UNDP's financial resources.

Activities related to this Educational Planning and Administration Element of the Core Subproject are designed to supplement and interface with the previous and current efforts of other donors. This will be achieved through the collaborative approach among the Administrative Planner(EMU), the Deputy Minister of Education, and the UNESCO Chief Advisor to the MOE. The method is based on the cooperative effort previously established during the design phase of the BEDP and by the establishment of a Council for Basic Education Development. (See Section 2.d., page 32, under Description of Program.)

C. EMU Project Management Element

1. Introduction

The Basic Education Development Project (No. 279-0053) is made up of several interrelated components. The implementation of a complex program requires an efficient management system that maintains direction and control of all subproject activities. The purpose of the EMU management element is to provide a management system that insures effective implementation of the administrative and technical requirements of the Basic Education Development Project.

Inasmuch as the four subprojects have separate goals and objectives, each could be administered as discrete elements. Each subproject would then require a Chief-of-Party and separate administrative, clerical and logistical support. Equipment and other commodities would be required to support each activity independently, and campus support would be affected as well. Each project would require at least a half-time campus coordinator plus separate clerical support, materials, supplies and equipment. It is estimated that campus support for the separate subproject approach

would cost \$100,000 more per year if implemented in this manner, and in-country administrative costs would rise approximately \$93,000 annually.

The collaborative mode - that is, the process of joint AID/YARG/EMU input in all phases of the BEDP - will be most effective if a single voice represents the university. For efficiency, economy and effective management control, EMU proposes a single administrative support unit on campus and one in Yemen, charged with total project responsibility.

2. Description of Management System

The BEDP will be implemented over a seven year period, applying the collaborative assistance process. This process provides for inputs and participation on a timely basis in the design, implementation and evaluation of the project by USAID/Y, AID/W, EMU and the YARG.

To maximize efficiency and to be most cost effective, the BEDP and its four separate but inter-related subprojects will be managed and administered by the EMU administrative element comprised of a US-based component on the EMU campus, headed by the Project Manager/Principal Investigator, and the field-based team, led by the Chief-of-Party. (See Figure 1, Project Management Overview.)

a. Campus-Based Project Management

(1) Project Manager: 50% of Time

The campus unit of the administrative element provides both technical and logistical support, programmatic planning, and direction of the various subprojects and personnel are the central responsibilities of the Project Manager/Principal Investigator. Specifically, his/her duties include the following:

- (a) Coordinate and provide direction for the BED Project implementation.
- (b) Select and recruit candidates for project staff positions.
- (c) Forecast and plan financial needs.
- (d) Serve as the primary liaison with AID/Washington.
- (e) Participate in all project evaluation activities.
- (f) Oversee and approve all formal reports.

- (g) Supervise campus personnel assigned to the project.
- (h) Supervise and direct the Chief-of-Party.
- (i) Stimulate campus-wide interest in the project.

(2) Administrative Officer: 100% of Time

The campus-based administrative Officer's role is focused on logistical support. The position is designed to oversee the administrative and fiscal activities of the project. His/her duties are as follows:

- (a) Serve as back-stop to the Project Manager. (Note: The PM/PI will be in Yemen approximately three months annually.)
- (b) Furnish the on-campus administrative support for the Basic Education Development Project in Yemen.
- (c) Maintain regular liaison with appropriate officials at AID/Washington.
- (d) Assist in the planning and implementation of appropriate orientation programs for the individuals chosen to work on the BED Project in Yemen.
- (e) Manage budgets for the project.
- (f) Assist in all project planning.
- (g) Supervise on-campus clerical support assigned to the project.
- (h) Assist in the preparation of regular reports and project evaluations.

(3) Campus Training Coordinator: 100% of Time

Each of the subprojects includes campus-based participant training, beginning in June, 1980, when the initial group of participants from the PTT Subproject will arrive. It is envisioned that 35 - 45 Yemeni will be on the campus annually during most of the project years. A key element in the implementation strategy is the Campus Training Coordinator. This person will have the responsibility for coordinating and monitoring the training programs of more than 200 Yemeni scholars participating in the BEDP and earning graduate degrees at EMU. The person assigned to this position will be a faculty member of the College of Education.

Included in the overall coordinating responsibilities are the following:

(a) Design and implement a training profile for each participant.

(b) Administer financial details of the training program, such as tuition, per diem, book allowances, travel etc.

(c) Serve as general program advisor and maintain communication with academic advisors.

(d) Design and implement the orientation program for each group of participants.

(e) Work closely with the campus director of the English Language Training Program.

(f) Design and implement an on-going education seminar. (An Independent Studies Course for 2 semester hours of graduate credit)

(g) Prepare AID Training Office reports as required.

(n) Prepare annual reports and evaluations of the training program.

(i) Plan and coordinate appropriate field experiences.

(j) Direct student pre-departure activities.

(4) Secretary: 100% of Time

b. Field-Based Project Management

(1) US Professional Staff

(a) Chief-of-Party

The Chief-of-Party will serve as the on-site central authority for all BEDP activities. Each subproject will have a designated team leader who will serve on the Project Coordinating Council. The Project Coordinating Council(PCC) will be established to insure efficient and effective project operation and articulation among the subprojects, provide for the timely and best utilization of total project personnel, provide for on-going evaluation of project activities, and coordinate and maximize usage of project equipment and materials. All field-based operations will be managed through a central project office, headed by the Chief-of-Party, whose duties are as follows:

(i) Serve as the University's representative in the YAR.

(ii) Supervise the performance and activities of the University technical assistance and support staff.

(iii) Serve as chairperson of the Project Coordinating Council (PCC), consisting of the team leaders from each of the subprojects, to provide leadership, planning and coordination in achieving project objectives.

(iv) Administer local operating funds.

(v) Review and approve participant training programs.

(vi) Advise the Ministry of Education regarding all aspects of the project.

(vii) Supervise the preparation of all project reports.

(viii) Establish and maintain communication with appropriate agencies and institutions in the YAR.

(ix) Coordinate field logistical support activities.

(x) Maintain regular communication with USAID/Yemen and the Office of International Projects, EMU.

(b) Administrative Officer

The magnitude of the project, combined with the logistical difficulties involved in working in Yemen, require an experienced Administrative Officer. Communications and transportation difficulties, such as lack of telephones, poor mail service and unreliable cable traffic, make otherwise routine procedures highly complicated and time-consuming activities. A position to coordinate Yemen-based logistical activities, staffed by a US-trained Administrative Officer will include the following duties:

(i) Provide necessary administrative/logistical support for the BEDP in Yemen.

(ii) Maintain regular liaison with appropriate officials at USAID/Yemen and the Ministry of Education.

(iii) Manage budgets for the project.

(iv) Assist in procuring and maintaining housing for project personnel.

- (v) Assist in project planning.
- (vi) Supervise clerical support assigned to the project.
- (vii) Assist in the preparation of regular reports and evaluations.

(2) Local Hire Staff

(a) Administrative Assistant

A Yemeni Administrative Assistant will back-stop the Administrative Officer in order to provide efficient and effective logistical support. Arabic/English language proficiency is mandatory. He/she will perform the following services:

- (i) Assist the Administrative Officer in providing logistical support.
 - (ii) Coordinate the dispatching and maintenance of project vehicles and their drivers.
 - (iii) Coordinate maintenance and guards for project houses.
 - (iv) Inventory project supplies and equipment and supervise their maintenance and use.
- (b) Secretary
 - (c) Clerk/Typist
 - (d) Two Drivers

3. Inputs

Each component of the Basic Education Development Project will be detailed in a subproject paper. While each of the SPPs will provide for specific inputs, the single administrative element will maximize efficiency, cost effectiveness and coordination of the total resources applied to the overall project. Host country inputs will be provided through the Ministry of Education and are viewed as important to institution building and insuring maximum Yemeni participation.

a. AID Inputs

(1) Personnel

- (a) Long Term: AID will finance 15½ years of home office technical assistance consisting of Project

Manager/Principal Investigator(50%), Campus Training Coordinator, Administrative Officer, and seven years of secretarial support staff. The field will require thirteen years of technical assistance staff, the Chief-of-Party and the Administrative Officer (\$1,828,638).

The field will also require thirty-five years of local hire support staff, including an Administrative Assistant, Secretary, Clerk/Typist, and two Drivers (\$312,914).

(b) Short Term: In order to involve the Ministry of Education personnel most effectively in the collaborative assistance mode and thereby more nearly guarantee full subproject implementation, it is proposed that consultants be placed with the Ministry to aid in the definition of development needs. This will also provide for the timely development of new project elements as they become recognized and defined. For these purposes, a total of seven person years of short technical assistance will be provided (\$814,191).

(2) Commodities

USAID will provide funds(\$298,200) for commodities required for operational support of the project staff. These will include seven vehicles plus spare parts. Four vehicles have been purchased under the PTT Subproject. One vehicle will be charged to the Primary and Science Education Subproject, and two vehicles will be managed under the Core Subproject (\$70,000).

(3) Operational Support Costs

USAID will finance operational and logistical support, including travel and transportation, and will finance the administrative unit and housing for the US professional staff per standard AID regulations (\$1,157,459).

b. Host Country Inputs

In accordance with the Project Grant Agreement between the YARG and USAID, dated August 28, 1979, YARG inputs include the following:

- (1) The assignment of a senior officer of the Ministry of Education to the project.
- (2) The provision of office and classroom space and other facilities necessary to carry out project activities.
- (3) The payment of regular salaries of Yemeni participants during their training phase.

ANNEXES

**PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK**

Life of Project:
From FY 79 to FY 86
Total U.S. Funding \$7,101,872
Date Prepared: May 2, 1980

Project Title & Number: Basic Education Development Project 279-0053-Core Subproject

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p><u>Programs or Sector Goal: The broader objective to which this project contributes:</u> Project or Sector Goal: The broader objective to which this project contributes: Improve economic and social conditions of people of YAR through accelerating the development of the basic education sector by improving its quality, making it more efficient and increasing its availability.</p>	<p>Measures of Goal Achievement: Measures of Goal Achievement;</p> <ol style="list-style-type: none"> 1. General level of quality of life indicators. 2. Basic education indicators. Enrollment ratios Retention rates Female participation General literacy rates 	<ol style="list-style-type: none"> 1. General socio-economic studies by COP, University, and donors. 2. Routinely collected school statistics. 	<p><u>Assumptions for achieving goal targets:</u></p> <ol style="list-style-type: none"> 1. Continued YARG support of education system. 2. Donor agencies continue to provide assistance at current levels. 3. Yemeni leaders and citizens will remain committed to development and utilization of basic education.
<p><u>Project Purpose:</u></p> <ol style="list-style-type: none"> 1. To improve admin., planning and implementation capability of Sanaa University and Ministry of Ed. 2. Expand and improve Primary Ed. by increasing number and quality of primary teachers. 3. Develop the capability in the Faculty of Science to serve the evolving science education needs in Yemen. 4. Develop College of Education programs to support primary education in Yemen. 5. Develop IMC's capability to design and produce instructional material and effective delivery systems. 	<p><u>Conditions that will indicate purpose has been achieved: End of project status.</u></p> <ol style="list-style-type: none"> 1. Effective admin. structure functioning in College of Education, Faculty of Science and Ministry of Education with trained personnel and management systems. 2. Staffed PTI s training primary teachers appropriate to the needs of Yemen. 3. A trained science faculty is providing leadership, instruction and developing programs appropriate to Yemen's science education needs. 4. A Department of Primary Education is providing training leadership and support to primary education in Yemen. 5. IMC is serving needs for instructional materials for formal and non-formal education. 	<ol style="list-style-type: none"> 1. On-site observations and project evaluation reports. 2. MOE and Sanaa University reports. 3. Annual program reviews as per-collaboration assistance mode contracting guidelines. 	<p><u>Assumptions for achieving purpose:</u></p> <ol style="list-style-type: none"> 1. Cooperation between MOE, Sanaa University, CPO and other donors. 2. MOE and Sanaa University will develop and support long term relationship with EMU. 3. MOE and Sanaa University will provide viable incentives to hold trained personnel. 4. MOE and Sanaa University will provide adequate budget support.

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATIONS	IMPORTANT ASSUMPTIONS
<p>Outputs:</p> <ol style="list-style-type: none"> 1. Documented admin. structure and procedures, trained staff and necessary support element at Faculties of Science and Education and the MOE. 2. Teacher trainers, administrative personnel, upgraded inservice teachers and functioning programs. 3. Trained science educators at preparatory, secondary and university level with programs in place continue training. 4. Primary Education Department established and staffed at Sanaa University. 5. Trained personnel, operating linkages to users and institutionalized design and production capabilities the IMC. 	<p>Magnitude of Outputs:</p> <ol style="list-style-type: none"> 1. 20 trained administrators, 100 inservice training. 2. 175 teacher trainers, 12 administrators and 2,000 receive inservice training. 3. 6 inservice educators, 2 curricula developed, 240 prep. and sec. school science teachers, 250 inservice teachers received short-term training. 4. 8 staff trained, long range plan 4 degree curricula. 5. Trained staff: 2 long-term and 10 short-term OJI, operating with 4 ministries. 	<ol style="list-style-type: none"> 1. Program records. 2. MOE and Sanaa University Records. 3. Internal and External Evaluation. 4. EMU transcripts and records. 5. Annual program review throughout collaboration mode. 	<p>Assumptions for achieving outputs:</p> <ol style="list-style-type: none"> 1. Qualified personnel available for training. 2. Training programs completed on schedule. 3. Qualified professional TA's in Yemen on a timely basis. 4. Yemeni teachers (male and female) will participate in inservice programs.
<p>Inputs:</p> <p>U.S. Inputs: total \$7,101,872</p> <p>Management Element</p> <p>a. Technical assistance \$2,642,829</p> <ol style="list-style-type: none"> 1. Campus Staff 15.5 P/Y 2. Field Staff 13. P/Y 3. Short-term Adv. 7. P/Y <p>b. Travel/transport. \$ 308,600</p> <p>c. Allowances \$ 285,004</p> <p>d. Equip/Vehicles/ODC \$ 368,200</p> <p>e. Housing \$ 491,190</p> <p>f. In-county travel/Mail/Supplies \$ 106,400</p> <p>g. Local hire staff 35 P/Y \$ 312,914</p> <p>h. Infl. U.S. Cost \$1,198,415</p> <p>i. Infl. Yemen Costs \$1,050,135</p> <p>j. Contingency \$ 338,185</p>	<p>IMPLEMENTATION TARGET (Type & Quantity)</p> <p>Subprojects: Start/End</p> <p>EMU Management: 7,101,872 9/79-7/86</p> <p>Ed. Admin. Dev 2,126,241 7/80-7/84</p> <p>PIT 10,123,000 9/79-7/86</p> <p>Primary/Sci. Ed. 9,141,210 8/80-7/86</p> <p>IMC : 1,900,000 2/82-5/86</p> <p style="text-align: right;">30,192,323</p>	<ol style="list-style-type: none"> 1. Contractor's Reports 2. On-Site visitations 3. AID PAR Reports 4. YARG Records 	<p>ASSUMPTIONS FOR PROVIDING INPUTS:</p> <ol style="list-style-type: none"> 1. Timely AID funding available 2. YARG budgets increased as required 3. Continued high priority to BED by cooperating country. 4. EMU Administration and Faculty maintain high level of commitment. 5. TA personnel with appropriate qualifications available on timely basis.

**PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK**

Life of Project:
From FY 80 to FY 84
Total U. S. Funding 2,026,241
Date Prepared: May 2, 1980

Project Title & Number: BEDP 279-0053: Education Administration Development-Core Subproject

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p>Program or Sector Goal: The broader objective to which this project contributes: Project or Sector Goal: The broader objective to which this project contributes: Improve economic and social conditions of people of YARG through accelerating the development of the basic education sector by improving its quality, making it more efficient and increasing its availability.</p>	<p>Measures of Goal Achievement: 1. General level of quality of life indicators. 2. Basic education indicators. Enrollment ratios Retention rates Female participation General literacy rates</p>	<p>1. General socio-economic studies by CPO, University and donors. 2. Routinely collected school statistics.</p>	<p>Assumptions for achieving goal targets: 1. Basic education development remains a priority concern to which YARG commits adequate resources.</p>
<p>Project Purpose: To improve the administration, planning and implementation capability of the University of Sana Faculties of Science and Education and the Ministry of Education.</p>	<p>Conditions that will indicate purpose has been achieved: End of project status. 1. MOE and University of Sana Colleges of Science and Education being administered to adequately support programs to further development of basic education programs in Yemen through data collection and analysis, planning, leadership, logistic support and supervision.</p>	<p>1. Contractors Reports 2. Annual Project Reviews 3. MOE and Sanaa University Reports 4. On-site Visits 5. External Evaluation at End-of-Project</p>	<p>Assumptions for achieving purpose: 1. People trained remain in jobs trained for. 2. Modern administrative and management systems compatible with present or traditional system can be designed. 3. System in 2 above will be adopted.</p>
<p>Outputs: 1. Training a. Staff for key positions. b. Upgraded existing staff 2. Education Development Planning and Coordinating Council 3. Established and documented administrative structures including job descriptions, personnel and training requirements.</p>	<p>Magnitude of Outputs: 1. Training a. 20 long term b. 100 short term and in-service 2. Council to be composed of major units working in basic education 3. Documentation/manuals covering all sections.</p>	<p>1. Program Records 2. MOE and Sanaa University Records 3. Program Evaluation 4. Publications</p>	<p>Assumptions for achieving outputs: 1. People are available with adequate background to receive training. 2. Interdepartmental MOE and Sanaa University cooperation possible 3. Completion of all training programs on schedule.</p>
<p>Inputs: 1. U.S. Inputs: Total \$2,026,241 a. Technical assistance \$ 789,664 1. Admin Planner 4 P/Y 2. Short-term Consul. 4 P/Y b. Participant training \$ 427,500 1. Doctoral Level 12 P/Y 2. Masters Level 16 P/Y c. Commodities/ODC \$ 111,400 d. Transportation Allow. \$ 132,750 e. T.A. Housing \$ 136,528 f. Infl. factor U.S. cost 267,232 g. Infl. factor Yemen \$ 64,680 h. Contingency \$ 96,487</p>	<p>Implementation Target (Type and Quantity) 1. Implementation targets, time frame are included on PP. 2. Graduate training MA level 16 persons PhD level 4 persons. 3. Internal and external evaluation per PP. 4. YARG as provided in PP discussion.</p>	<p>1. AID Records 2. MOE and Sanaa University Records 3. Project Analysis 4. Contractor Reports</p>	<p>Assumptions for providing inputs: 1. Recruitment and timely arrival of staff. 2. MOE and Sanaa University budgets increased as required. 3. Continued high priority to BEDP by YARG and cooperating institutes.</p>

ANNEX B
Budget Tables

A. A.I.D. Costs

1. Budget Summary

A detailed budget summary is presented on the following pages. A Life of Project summary using rounded figures is presented below. Actual expenditures against the requested Life of Subproject total will be in accordance with approved annual workplans. A preliminary First Annual Workplan is included in this SPP as Annex I. The Educational Planning and Administration element is funded for four years. The EMU Project Management element is funded for seven years as this element will be providing support to other subprojects, some of which have not started yet. The rounded LOP total of \$9,107,000 provides a modest contingency of \$43,000. As actual expenditures are contingent upon approval of annual workplans, a precise fiscal year obligation requirements have not been identified.

BUDGET SUMMARY BY PROJECT YEAR
(\$000)

	Planning/Admin.	EMU Management	TOTAL
Year 1 (commencing o/a 7/1/80)	335.90	705.00	1,040.90
Year 2	506.90	742.90	1,249.80
Year 3	572.90	895.50	1,468.40
Year 4	462.50	1,202.40	1,664.90
Year 5	92.20	1,139.10	1,231.30
Year 6	-----	1,202.20	1,202.20
Year 7	55.80	1,214.70	1,275.50
Totals	2,026.20	7,101.90	9,128.10

BUDGET SUMMARY BY COST COMPONENTCORE SUBPROJECT

1. Technical Assistance	\$ 3,432,493
2. Participant Training	427,500
3. Travel and Transportation	387,800
4. Allowances	338,554
5. Commodities and Vehicles	469,600
6. Local Costs including Housing	1,057,032
7. Inflation Factor - Local Costs	1,114,815
8. Inflation Factor - U. S. Costs	1,465,647
9. Contingency	434,672
	<hr/>
Total	\$ 9,128,113

B. YARG Costs

The costs of the YARG input have not been precisely identified. The YARG contribution to this subproject will be considerably less than 25 per cent of total costs due to the nature of the subproject, particularly the fact that most AID funding is for the EMU Subproject Management Element. However, the total YARG contribution to the total project will exceed 25 per cent of the total Basic Education Development Project costs. The YARG contribution to the Core Subproject will include staff salaries, salary support of participant trainees and provision of facilities for offices and classrooms.

CORE SUB-PROJECT
COST SUMMARY - TOTAL

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Total
Personnel								
Campus Staff	157,260	157,260	157,260	157,260	157,260	95,418	95,418	977,136
Field Staff	211,391	211,391	211,391	211,391	129,743	129,743	73,044	1,178,094
Short-Term Advisers	232,081	232,081	232,081	232,081	116,313	116,313	116,313	1,277,263
Travel and Transportation								
U.S.	5,400	2,400	5,400	2,400	5,400	2,400	2,400	25,800
International	22,400	14,400	38,400	28,800	16,000	22,400	12,800	155,200
Effects	31,100	28,300	40,200	40,200	26,800	26,800	13,400	206,800
Allowances	50,722	48,772	57,772	57,772	44,572	43,372	35,572	338,554
Equipment	86,800	48,000	48,000	136,800	28,000	28,000	24,000	399,600
Vehicles	20,000			50,000				70,000
Participant Training	7,500	150,000	150,000	30,000	60,000		30,000	427,500
Sub-Total Current Prices	824,654	892,604	940,504	946,704	584,088	464,446	402,947	5,055,947
Sub-Total + 10% Inflation	824,654	981,865	1,138,009	1,260,063	855,163	747,995	713,845	6,521,594
<hr/>								
Local Staff	44,702	44,702	44,702	44,702	44,702	44,702	44,702	312,914
Housing	100,522	100,522	100,522	100,522	67,470	67,470	67,470	604,498
Temporary Lodging	3,780	3,780	3,780	3,780	2,700	2,700	2,700	23,220
Vehicle Maintenance	10,000	10,000	10,000	10,000	10,000	10,000	10,000	70,000
In-Country Travel	4,000	4,000	4,000	4,000	4,000	4,000	4,000	28,000
Materials & Supplies	3,700	3,700	3,700	3,700	1,200	1,200	1,200	18,400
Sub-Total Current Prices	166,704	166,704	166,704	166,704	130,072	130,072	130,072	1,057,032
Sub-Total + 25% Inflation	166,704	208,380	260,476	325,596	317,559	396,948	496,185	2,171,847
<hr/>								
Grand Total	991,358	1,190,245	1,398,485	1,585,658	1,172,722	1,144,943	1,210,030	8,693,441
Grand Total + 5% Contingency	1,040,926	1,249,757	1,468,409	1,664,941	1,231,358	1,202,190	1,270,532	9,128,113

UNITED STATES COSTS

LOCAL COSTS

CORE SUB-PROJECT
MANAGEMENT ELEMENT
COST SUMMARY

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Total
Personnel								
Campus Staff	157,260	157,260	157,260	157,260	157,260	95,418	95,418	977,136
Field Staff	129,743	129,743	129,743	129,743	129,743	129,743	73,044	851,502
Short-Term Advisers	116,313	116,313	116,313	116,313	116,313	116,313	116,313	814,191
Travel and Transportation								
U.S.	5,400	2,400	5,400	2,400	5,400	2,400	2,400	25,800
International	12,800	11,200	28,800	25,600	16,000	22,400	12,800	129,600
Effects	17,700	14,900	26,800	26,800	26,800	26,800	13,400	153,200
Allowances	36,772	35,572	44,572	44,572	44,572	43,372	35,572	285,004
Equipment & ODC	45,400	28,000	28,000	116,800	28,000	28,000	24,000	298,200
Vehicles	20,000			50,000				70,000
Sub-Total Current Prices	541,388	495,388	536,888	669,488	524,088	464,446	372,947	3,604,633
Sub-Total + 10% Inflation	541,388	544,927	649,634	891,089	767,317	747,995	660,698	4,803,048
Local Staff								
Local Staff	44,702	44,702	44,702	44,702	44,702	44,702	44,702	312,914
Housing	67,470	67,470	67,470	67,470	67,470	67,470	67,470	472,290
Temporary Lodging	2,700	2,700	2,700	2,700	2,700	2,700	2,700	18,900
Vehicle Maintenance	10,000	10,000	10,000	10,000	10,000	10,000	10,000	70,000
In-Country Travel	4,000	4,000	4,000	4,000	4,000	4,000	4,000	28,000
Materials & Supplies	1,200	1,200	1,200	1,200	1,200	1,200	1,200	8,400
Sub-Total Current Prices	130,072	130,072	130,072	130,072	130,072	130,072	130,072	910,504
Sub-Total + 25% Inflation	130,072	162,590	203,238	254,047	317,559	396,948	496,185	1,960,639
Grand Total	671,460	707,517	852,872	1,145,136	1,084,876	1,144,943	1,156,885	6,763,687
Grand Total + 5% Contingency	705,033	742,893	895,516	1,202,393	1,139,120	1,202,190	1,214,727	7,101,872

UNITED STATES COSTS

LOCAL COSTS

BUDGET NARRATIVE
CORE/MANAGEMENT SUB-PROJECT

YEAR ONE

1. UNITED STATES COSTS

1.a. U.S. based home office personnel

- | | |
|---|-------------------------|
| 1) Project Manager/Principal Investigator - 50% time
Dr. Louis P. Porretta, Director, International Projects
Salary: $\$39,635 \times .50 = \$19,817$ | \$19,817 |
| 2) Administrative Officer - 100% time
Martha Reesman, Administrative Associate II
Salary: 12 months, \$17,642 | \$17,642 |
| 3) Campus Training Coordinator - 100% time
Dr. John Waidley, Associate Professor
Salary: Academic base: $\$23,089 \times 1.44$ (annualized)
- \$33,248 | \$33,248 |
| 4) Senior Secretary - 100% time
Arlene Phillips
Salary: 12 months = \$13,080 | \$13,080 |
| 5) Overseas Incentive and Overtime | \$ 761 |
| 6) Fringe Benefits, 24% of salaries
.24 x 84,548 = \$20,292 | \$20,292 |
| 7) Indirect Costs on-campus rate
.62 x 84,548 = \$52,420 | \$52,420 |
| 8) Estimated costs per year at current rates | <u>\$157,260</u> |

1.b. Field Based - U.S. Personnel

(Salary derivation: base salary (academic)
x 1.44 (annualization) x 1.35 (.25 post
differential, .05 C.O.L.A., .05 Sunday)

- | | |
|---|-----------------|
| 1) Chief-of-Party - 100% time
Dr. Andrew Nazzaro
Salary: \$43,478
$20,822 \times 1.44 = \$29,984 \times 1.35 = \$40,478 + 3,000$
administrative increment per university policy | \$43,478 |
| 2) Administrative Officer - 100% time
Undesignated - Administrative Associate II
Salary: $\$25,000 \times 1.35 = \$33,750$ | \$33,750 |
| 3) Fringe Benefits, including overseas Workman's
Compensation, 25% of salaries .25 x \$77,228
= \$19,307 | \$19,307 |
| 4) Indirect Costs, off-campus rate
.43 x \$77,228 = \$33,208 | \$33,208 |

5) Estimated costs per year at current rates		<u>\$129,743</u>
2. <u>Short-Term Advisers - 12 months per year</u>		
Total Costs: Salaries; including fringe benefits, idc.	\$66,528	
Travel: 6 round trips @ \$1,600	\$ 9,600	
Per diem: 365 days x \$109	\$39,785	
Visas, Passports, Exams, Etc.	\$ 400	
	<u>\$116,313</u>	
Approximate cost per two month TDY, \$19,385		<u>\$116,313</u>
3. <u>Travel and Transportation</u>		
3.a. U.S. Travel		
1) Home Office Personnel Washington, D.C. = 15 x 160		\$ 2,400
2) Personnel Recruitment		\$ 3,000
	Total U.S. Travel	<u>\$ 5,400</u>
3.b. International Travel		
1) Home Office Personnel Yemen = 6 x \$1,600 Project Manager - 3 Other staff and Exec. travel - 3		
2) Field Staff: (6) Chief-of-Party and Spouse (R&R only) Admin. Officer + 3 dependents		
Yemen - 4 x \$800		\$ 3,200
R&R - 6 x \$1,600		\$ 9,600
	Total International Travel	<u>\$ 12,800</u>
3.c. Transportation and storage of household effects, (COP household effects have already been shipped)		
Baggage & Vehicles (to Yemen)		
1) Personal effects and household goods Employee with dependents (2500 pounds)		\$ 3,500
2) Unaccompanied baggage Employee 250, 1st dependent, 200 2nd dependent, 150, 3rd dependent 100 Total 700 pounds shipped air freight		\$ 2,500
3) Excess baggage allowance Employee + 3 dependents @ 150 x 2		\$ 600
4) One time consumables freight allowance per employee (2500 pounds) Prorated over - years x 2		\$ 3,600

- 5) Transportation charges of one privately-owned vehicle per employee \$ 2,500
- 6) Storage of household effects and vehicles \$ 5,000
Storage - transportation charges in U.S.,
1 year, employee and dependents x 2

Total Household Effects \$ 17,700

4. Allowances

- 4.a. Education - Travel and Allowance \$ 18,600
2 out-of-country = \$9,300 x 2
- 4.b. Per Diem \$ 15,972
 - 1) Home Office
 - a. U.S. - D.C. (15) \$15 x 1.5 days @\$1,238
 - b. U.S. - Misc days \$1,000
 - c. Yemen (6 x \$109 x 21 days @\$13,734
 - 2) Field Staff
 - a. Orientation on-campus/Washington \$1,200
 - b. Misc. \$1,200

Total Allowances \$ 36,772

5. Equipment and Other Direct Costs

- 5.a. Equipment
 - 1) A great deal of the CORE equipment has already been purchased under the PTTI sub-project at an estimated cost of \$53,000 including: typewriters, photocopiers, automotives, furniture, appliances and the corresponding freight charges.
 - 2) Household: \$ 21,400
 - Furniture \$10,000
 - Appliances \$1,400
 - Freight \$10,000
- 5.b. Materials and Supplies \$ 12,000
 - Office: \$500 month x 12
 - Field: \$500 month x 12
- 5.c. Project Vehicles - Two Chevrolet Suburban Type); Including Freight \$ 20,000
- 5.d. Materials and Supplies \$ 12,000
 - Office: \$500 month x 12
 - Field: \$500 month x 12
- 5.e. Other Direct Costs: Visas \$ 12,000
Passports, Immunizations, Communications, etc.

Total Equipment & Other Costs	<u>\$ 65,400</u>
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Total U. S. Costs	<u><u>\$541,388</u></u>
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CORE/MANAGEMENT SUB-PROJECT

YEAR TWO

1. UNITED STATES COSTS

1.a. U.S. based home office personnel

1) Project Manager/Principal Investigator - 50% time Dr. Louis P. Porretta, Director, International Projects Salary: \$39,635 x .50 = \$19,817	\$19,817
2) Administrative Officer - 100% time Martha Reesman, Administrative Associate II Salary: 12 months, \$17,642	\$17,642
3) Campus Training Coordinator - 100% time	\$33,248
4) Senior Secretary - 100% time Arlene Phillips Salary: 12 months = \$13,080	\$13,080
5) Overseas Incentive and Overtime	\$ 761
6) Fringe Benefits, 24% of salaries .24 x 84,548 = \$20,292	\$20,292
7) Indirect Costs on-campus rate .62 x 84,548 = \$52,420	\$52,420
8) Estimated costs per year at current rates	<u>\$157,260</u>

1.b. Field Based - U.S. Personnel
(Salary derivation: base salary (academic)
x 1.44 (annualization) x 1.35 (.25 post
differential, .05 C.O.L.A., .05 Sunday)

1) Chief-of-Party - 100% time Dr. Andrew Nazzaro Salary: \$43,478 20,822 x 1.44 = \$29,984 x 1.35 = \$40,478 + 3,000 administrative increment per university policy	\$43,478
2) Administrative Officer - 100% time Undesignated - Administrative Associate II Salary: \$25,000 x 1.35 = \$33,750	
3) Fringe Benefits, including overseas Workman's Compensation, 25% of salaries .25 x \$77,228 = \$19,307	\$19,307
4) Indirect Costs, off-campus rate .43 x \$77,228 = \$33,208	\$33,208
5) Estimated costs per year at current rates	<u>\$129,743</u>

2. Short-Term Advisers - 12 months per year

Total Costs: Salaries; including fringe benefits, idc.	\$66,528
Travel: 6 round trips @ \$1,600	\$ 9,600
Per diem: 365 days x \$109	\$39,785
Visas, Passports, Exams, Etc.	\$ 400
	<u>\$116,313</u>

Approximate cost per two month TDY, \$19,385 \$116,313

3. Travel and Transportation

3.a. U.S. Travel

1) Home Office Personnel Washington, D.C. - 15 x 160	\$ 2,400
2) Personnel Recruitment	
Total U. S. Travel	<u>\$ 2,400</u>

3.b. International Travel

1) Home Office Personnel Yemen - 6 x \$1,600 Project Manager - 3 Other staff and Exec. travel - 3	\$ 9,600
2) Field Staff: (6) Chief-of-Party and Spouse (R&R only) U. S. from YAR - 2	\$ 1,600
Total International Travel	<u>\$11,200</u>

3.c. Transportation and storage of household effects

1) Personal effects and household goods Employee with dependents (2500 pounds)	\$ 3,500
2) Unaccompanied baggage Employee 250, 1st dependent, 200 2nd dependent, 150, 3rd dependent 100 Total 700 pounds shipped air freight	\$ 2,500
3) Excess baggage allowance Employee + 3 dependents @ 150 x 2	\$ 300
4) One time consumables freight allowance per employee (2500 pounds) Prorated over - years x 2	\$ 3,600
5) Storage of household effects and vehicles Storage - transportation charges in U.S., 1 year, employee and dependents x 2	\$ 5,000
Total Household Effects	<u>\$14,900</u>

BUDGET NARRATIVE
CORE/MANAGEMENT SUB-PROJECT

YEAR THREE

1. UNITED STATES COSTS

1.a. U. S. based home office personnel

- | | |
|--|------------------|
| 1) Project Manager/Principal Investigator - 50% time
Dr. Louis P. Porretta, Director, International Projects
Salary: \$39,635 x .50 - \$19,817 | \$19,817 |
| 2) Administrative Officer - 100% time
Administrative Associate II
Salary: 12 months, \$17,642 | \$17,642 |
| 3) Campus Training Coordinator - 100% time | \$33,248 |
| 4) Senior Secretary - 100% time | \$13,080 |
| 5) Overseas Incentive and Overtime | \$ 761 |
| 6) Fringe Benefits, 24% of salaries
.24 x 84,548 - \$20,292 | \$20,292 |
| 7) Indirect Costs on-campus rate
.62 x 84,548 = \$52,420 | \$52,420 |
| 8) Estimated costs per year at current rates | <u>\$157,260</u> |

1.b. Field Based - U.S. Personnel

(Salary derivation: base salary (academic)
x 1.44 (annualization) x 1.35 (.25 post
differential, .05 C.O.L.A., .05 Sunday)

- | | |
|--|------------------|
| 1) Chief-of-Party - 100% time
(second tour) | \$43,478 |
| 2) Administrative Officer - 100% time
Administrative Associate II
Salary: \$25,000 x 1.35 = \$33,750 | \$33,750 |
| 3) Fringe Benefits, including overseas Workman's
Compensation, 25% of salaries .25 x \$77,228
= \$19,307 | \$19,307 |
| 4) Indirect Costs, off-campus rate
.43 x \$77,228 = \$33,208 | \$33,208 |
| 5) Estimated costs per year at current rates | <u>\$129,743</u> |

2. Short-Term Advisers - 12 months per year

Total Costs: Salaries; including fringe benefits, idc.	\$66,528
Travel: 6 round trips @ \$1,600	\$ 9,600
Per diem: 365 days x \$109	\$39,785
Visas, Passports, Exams, Etc.	\$ 400
	<u>\$116,313</u>

Approximate cost per two month TDY, \$19,385

\$116,313

3. Travel and Transportation

3.a. U.S. Travel

1) Home Office Personnel Washington, D.C. = 15 x 160	\$ 2,400
2) Personnel Recruitment	\$ 3,000

Total U.S. Travel \$ 5,400

3.b. International Travel

1) Home Office Personnel Yemen = 6 x \$1,600 Project Manager - 3 Other staff and Exec. travel - 3	
2) Field Staff: (6) Chief-of-Party and Spouse (R&R only) Admin. Officer + 3 dependents U.S. from YAR - 4 x 800 (Admin.) Yemen - 4 x \$800 R&R - 6 x \$1,600	\$ 3,200 \$ 9,600

Total International Travel \$12,800
\$28,800

3.c. Transportation and storage of household effects,
Baggage & Vehicles

1) Personal effects and household goods Employee with dependents (2500 pounds)	\$ 7,000
2) Unaccompanied baggage Employee 250, 1st dependent, 200 2nd dependent, 150, 3rd dependent 100 Total 700 pounds shipped air freight	\$ 5,000
3) Excess baggage allowance Employee + 3 dependents @ 150 x 2	\$ 1,200
4) One time consumables freight allowance per employee (2500 pounds) Prorated over - years x 2	\$ 3,600
5) Transportation charges of one privately- owned vehicle per employee x 2	\$ 5,000

6)	Storage of household effects and vehicles		\$ 5,000
	Storage - transportation charges in U.S.,		
	1 year, employee and dependents x 2		
		Total Household Effects	<u>\$26,800</u>
4. <u>Allowances</u>			
4.a.	Education Travel and Allowance		\$26,400
	2 - out-of-country = \$9300 x 2		
	2 - in-country = \$3900 x 2		
4.b.	Per Diem		
	1) Home Office		\$15,972
	a. U.S. - D.C. (15) x 1.5 days @ 55	@1,238	
	b. U.S. - Misc.	1,000	
	c. Yemen (6) x \$109 x 21 days	@\$13,734	
	2) Field Staff		\$ 2,200
	a. Orientation on-campus/Washington		
		\$1,200	
	b. Misc.	\$1,000	
		Total Allowances	<u>\$44,572</u>
5. <u>Equipment and Other Direct Costs</u>			
5.a.	Equipment		\$ 4,000
	1) A great deal of the CORE equipment has already been purchased under the PTII sub-project at an estimated costs of \$53,000 including: typewriters, photocopiers, automobiles, furniture, appliances and the corresponding freight charges.		
5.b.	Materials and Supplies		\$12,000
	Office: \$500 month x 12		
	Field: \$500 month x 12		
5.c.	Other Direct Costs; Visas, Passports, Immunizations, Communications, etc.		\$12,000
		Total Equipment and Other Costs	<u>\$28,000</u>
	Year Three Total U.S. Costs		<u>\$536,888</u>
	Added Inflation Factor		<u>\$649,634</u>

BUDGET NARRATIVE
CORE/MANAGEMENT SUB-PROJECT

YEAR FOUR

1. UNITED STATES COSTS

1.a. U. S. based home office personnel

- | | |
|---|------------------|
| 1) Project Manager/Principal Investigator - 50% time
Dr. Louis P. Porretta, Director, International Projects
Salary: $\$39,635 \times .50 = \$19,817$ | \$ 19,817 |
| 2) Administrative Officer - 100% time
Administrative Associate II
Salary: 12 months, \$17,642 | \$ 17,642 |
| 3) Campus Training Coordinator - 100% time | \$ 33,248 |
| 4) Senior Secretary - 100% time | \$ 13,080 |
| 5) Overseas Incentive and Overtime | \$ 761 |
| 6) Fringe Benefits, 24% of salaries
.24 x 84,548 = \$20,292 | \$ 20,292 |
| 7) Indirect Costs on-campus rate
.62 x 84,548 = \$52,420 | \$ 52,420 |
| 8) Estimated costs per year at current rates | <u>\$157,260</u> |

1.b. Field Based - U. S. Personnel
(Salary derivation: base salary (academic)
x 1.44 (annualization) x 1.35 (.25 post
differential, .05 C.O.L.A., .05 Sunday)

- | | |
|---|-----------|
| 1) Chief-of-Party - 100% time | \$ 43,478 |
| 2) Administrative Officer - 100% time
Administrative Associate II
Salary: $\$25,000 \times 1.35 = \$33,750$ | \$ 33,750 |
| 3) Fringe Benefits, including overseas Workman's
Compensation, 25% of salaries .25 x \$77,228
= \$19,307 | \$ 19,307 |
| 4) Indirect Costs, off-campus rate
.43 x \$77,228 = \$33,208 | \$ 33,208 |

5) Estimated costs per year at current rates		\$129,743
2. <u>Short-Term Advisers - 12 months per year</u>		
Total Cost: Salaries; including fringe benefits, idc.	\$66,528	
Travel: 6 round-trips		
\$1,600 @	9,600	
Per diem: 365 days x \$109	\$39,785	
Visas, Passports, Exams, Etc.	\$ 400	
	<u>\$116,313</u>	
Approximate cost per two month TDY, \$19,385		<u>\$116,313</u>
3. <u>Travel and Transportation</u>		
3.a. U.S. Travel		
1) Home Office Personnel		\$ 2,400
Washington, D.C. - 15 x 160		
	Total U.S. Travel	<u>\$ 2,400</u>
3.b. International Travel		
Home Office Personnel		\$ 9,600
Yemen - 6 x \$1,600		
Project Manager - 3		
Other staff and Exec. travel - 3		
2) Field Staff: (8)		
Chief-of-Party + 3 dependents		
Admin. Officer + 3 dependents		
U.S. From YAR 4 x \$800 (COP)		\$ 3,200
Yemen - 4 x \$800		\$ 3,200
R&R - 8 x \$1,600		\$ 9,600
	Total International Travel	<u>\$ 25,600</u>
3.c. Transportation and storage of household effects, baggage and vehicles		
1) Personal effects and household goods		\$ 7,000
Employee with dependents (2500 pounds) x 2		
2) Unaccompanied baggage		\$ 5,000
Employee 250, 1st dependent, 200		
2nd dependent 150, 3rd dependent, 100		
Total 700 pounds shipped air freight x 2		
3) Excess baggage allowance		\$ 1,200
Employee + 3 dependents @150 x 2		
4) One time consumables freight allowance		\$ 3,600
Per employee (2500 pounds)		
Prorated over - years x 2		

5)	Transportation charges of one privately-owned vehicle per employee x 2	\$ 5,000
6)	Storage of household effects and vehicles Storage - transportation charges in U.S., 1 year, employee and dependents x 2	\$ 5,000
	Total Household Effects	<u>\$ 26,800</u>
4.	<u>Allowances</u>	
4.a.	Education - Travel and Allowance	\$ 26,400
	2 - out-of-country - \$9300 x 2	
	2 - in-country - \$3900 x 2	
4.b.	Per Diem	
1)	Home Office	\$ 15,972
	a. U.S. - D.C. (15) x 1.5 days @1,238	
	b. U.S. - Misc. \$1,000	
	c. Yemen (6) x \$109 x 21 days @\$13,734	
2)	Field Staff	\$ 2,200
	a. Orientation on-campus/Washington \$1,200	
	b. Misc. \$1,00	
	Total Allowances	<u>\$ 44,572</u>
5.	<u>Equipment and Other Direct Costs</u>	
5.a.	Equipment	
1)	A great deal of the equipment has already been purchased under the PTTI originally sub-project including: typewriters, photocopiers, furniture, appliances and the corresponding freight charges will be replaced this year	\$ 50,000
2)	Household: (2)	\$ 42,800
	Furniture \$10,000	
	Appliances \$ 1,400	
	Freight \$10,00	
5.b.	Materials and Supplies	\$ 12,000
	Office: \$500 month x 12	
	Field: \$500 month x 12	
5.c.	5-Project vehicles replaced	\$ 50,000
5.d.	Other Direct Costs; Visas Passports, Immunizations Communications, etc.	\$ 12,000
	Total Equipment and Other Costs	<u>\$166,800</u>
	Total U.S. Costs	<u>\$669,488</u>
	Year Four Added Inflation Factor	<u>\$891.089</u>

BUDGET NARRATIVE
CORE/MANAGEMENT SUB-PROJECT

YEAR FIVE

1. UNITED STATES COSTS

1.a. U. S. based home office personnel

- | | |
|---|-----------|
| 1) Project Manager/Principal Investigator - 50% time
Dr. Louis P. Porretta, Director, International Projects
Salary: $\$39,635 \times .50 = \$19,817$ | \$ 19,817 |
| 2) Administrative Officer - 100% time
Administrative Associate II
Salary: 12 months, \$17,642 | \$ 17,642 |
| 3) Campus Training Coordinator - 100% time | \$ 33,248 |
| 4) Senior Secretary - 100% time
Salary: 12 months = \$13,080 | \$ 13,080 |
| 5) Overseas Incentive and Overtiem | \$ 761 |
| 6) Fringe Benefits, 24% of salaries
.24 x 84,548 - \$20,292 | \$ 20,292 |
| 7) Indirect costs on-campus rate
.62 x 84,548 = \$52,420 | \$ 52,420 |
| 8) Estimated costs per year at current rates | |

1.b. Field Based - U.S. Personnel

(Salary derivation: base salary (academic)
x 1.44 (annualization) x 1.35 (.25 post
differential, .05 C.O.L.A., .05 Sunday)

- | | |
|---|-----------|
| 1) Chief-of-Party - 100% time | \$ 43,478 |
| 2) Administrative Officer - 100% time
Administrative Associate II
Salary: $\$25,000 \times 1.35 = \$33,750$ | \$ 33,750 |
| 3) Fringe Benefits, including overseas Workman's
Compensation, 25% of salaries .25 x \$77,228
= \$19,307 | \$ 19,307 |
| 4) Indirect costs, off-campus rate
.43 x \$77,228 - \$33,208 | \$ 33,208 |

5) Estimated costs per year at current rates		<u>\$129,743</u>
2. <u>Short-Term Advisers - 12 months per year</u>		
Total Costs: Salaries; including fringe benefits, idc.	\$66,528	
Travel: 6 round trips @ \$1,600	\$ 9,600	
Per diem: 365 days x \$109	\$39,785	
Visas, Passports, Exams, Etc.	\$ 400	
	<u>\$116,313</u>	
Approximate cost per two month TDY, \$19,385		<u>\$116,313</u>
3. <u>Travel and Transportation</u>		
3.a. U.S. Travel		
1) Home Office Personnel Washington, D.C. = 15 x 160		\$ 2,400
		\$ 3,000
Total U.S. Travel		<u>\$ 5,400</u>
3.b. International Travel		\$ 9,600
1) Home Office Personnel Yemen = 6 x \$1,600 Project Manager - 3 Other staff and Exec. travel - 3		
2) Field Staff: (6) Chief-of-Party and Spouse (R&R only) Admin. Officer + 3 dependents		
Yemen - 4 x \$800		\$ 3,200
R&R - 2 x \$1600		\$ 3,200
Total International Travel		<u>\$ 16,000</u>
3.c. Transportation and storage of household effects, Baggage and Vehicles		
1) Personal effects and household goods Employee with dependents (2500 pounds)		\$ 7,000
2) Unaccompanied baggage Employee 250, 1st dependent, 200 2nd dependent, 150, 3rd dependent 100 Total 700 pounds shipped air freight		\$ 5,000
3) Excess baggage allowance Employee + 3 dependents @ 150 x 2		\$ 1,200
4) One time consumables freight allowance per employee (2500 pounds) Prorated over - years x 2		\$ 3,600

5) Transportation charges of one privately-owned vehicle per employee x 2	\$ 5,000
6) Storage of household effects and vehicles Storage - transportation charges in U.S., 1 year, employee and dependents x 2	\$ 5,000
Total Household Effects	<u>\$ 26,800</u>
4. <u>Allowances</u>	
4.a. Education - Travel and Allowance	\$ 26,400
2 - out-of-country = \$9300 x 2	
2 - in-country \$3900 x 2	
4.b. Per Diem	
1) Home Office	\$ 15,972
a. U. S. - D.C. (15) x 1.5 days	\$1,238
b. U.S. - Misc.	\$1,000
c. Yemen (6) x \$109 x 21 days @	\$13,734
2) Field Staff	\$ 2,200
a. Orientation on-campus/Washington	\$1,200
b. Misc.	\$1,000
Total Allowances	<u>\$ 44,572</u>
5. <u>Equipment and Other Direct Costs</u>	
5.a. Equipment	\$ 4,000
1) A great deal of the CORE equipment has already been purchased under the PTTI: typewriters, photocopiers, automobiles, furniture, appliances and the corresponding freight charges.	
5.b. Materials and Supplies	\$ 12,000
Office: \$500 month x 12	
Field : \$500 month x 12	
5.c. Other Direct Costs; Visas Passports, Immunizations Communications, etc.	\$ 12,000
Total Equipment and Other Costs	<u>\$ 28,000</u>
Total U.S. Costs	<u>\$524,088</u>
Year Five Added Inflation Factor	<u>\$767,317</u>

BUDGET NARRATIVE

CORE/MANAGEMENT SUB-PROJECT

YEAR SIX

1. UNITED STATES COSTS

1.a. U.S. based home office personnel

- | | |
|---|-----------|
| 1) Project Manager/Principal Investigator - 50% time
Dr. Louis P. Porretta, Director, International Projects
Salary: $\$39,635 \times .50 = \$19,817$ | \$ 19,817 |
| 2) Administrative Officer - 100% time
Administrative Associate II
Salary: 12 months, \$17,642 | \$ 17,642 |
| 3) Senior Secretary - 100% time
Salary: 12 months = \$13,080 | \$ 13,080 |
| 4) Overseas Incentive and Overtime | \$ 761 |
| 5) Fringe Benefits, 24% of salaries
.24 x 84,548 = \$20,392 | \$ 20,292 |
| 6) Indirect Costs on-campus rate
.62 x 84,548 = \$52,420 | \$ 52,420 |
| 7) Estimated costs per year at current rates | \$ 95,418 |

1.b. Field Based - U. S. Personnel

(Salary derivation: base salary (academic)
x 1.44 (annualization) x 1.35 (.25 post
differential, .05 C.O.L.A., .05 Sunday)

- | | |
|---|-------------------|
| 1. Chief-of-Party - 100% time | \$ 43,478 |
| 2. Administrative Officer - 100% time
Administrative Associate II
Salary: $\$25,000 \times 1.35 = \$33,750$ | \$ 33,750 |
| 3. Fringe Benefits, including overseas Workman's
Compensation, 25% of salaries .25 x \$77,228
= \$19,307 | \$ 19,307 |
| 4. Indirect Costs, off-campus rate
.43 x \$77,228 = \$33,208 | \$ 33,208 |
| 5. Estimated costs per year at current rates | <u>\$ 129,743</u> |

2. Short-Term Advisers - 12 months per year

Total Costs: Salaries; including fringe benefits, idc.	\$66,528
Travel: 6 round trips @ \$1,600	\$ 9,600
Per diem: 365 days x \$109	\$39,785
Visas, Passports, Exams, Etc.	\$ 400
	<u>\$116,313</u>

Approximate cost per two month TDY, \$19,385 \$116,313

3. Travel and Transportation

3.a. U. S. Travel

1) Home Office Personnel \$ 2,400
Washington, D.C. - 15 x 160

Total U. S. Travel \$ 2,400

3.b. International Travel \$ 9,600

1) Home Office Personnel
Yemen - 6 x \$1,600
Project Manager - 3
Other staff and Exec. travel - 3

2) Field Staff: (6)
Chief-of-Party and Spouse (R&R only)
Admin. Officer + 3 dependents \$ 3,200
U.S. from YAR 4 x \$800 (Admin) \$ 3,200
Yemen - 4 x \$800 \$ 6,400
R&R - 6 x \$1,600

Total International Travel \$ 22,400

3.c. Transportation and storage of household effects, baggage and vehicles

1) Personal effects and household goods \$ 7,000
Employee with dependents (2500 pounds)

2) Unaccompanied baggage \$ 5,000
Employee 250, 1st dependent, 200
2nd dependent, 150, 3rd dependent 100
Total 700 pounds shipped air freight

3) Excess baggage allowance \$ 1,200
Employee + 3 dependents @ 150 x 2

4) One time consumables freight allowance \$ 3,600
per employee (2500 pounds)
Prorated over - years x 2

5) Transportation charges of one privately-owned vehicle per employee x 2 \$ 5,000

6)	Storage of household effects and vehicles	\$ 5,000
	Storage - transportation charges in U.S.,	
	1 year, employee and dependents x 2	
	Total Household Effects	<u>\$ 26,800</u>
4.	<u>Allowances</u>	
4.a.	Education - Travel and Allowance	\$ 26,400
	2 - out-of-country = \$9300 x 2	
	2 - in-country = \$3900 x 2	
4.b.	Per Diem	
1)	Home Office	\$ 15,972
	a. U.S. - D.C. (15) x 1.5 days @\$1,238	
	b. U.S. - Misc. \$1,000	
	c. Yemen (6) x \$109 x 21 days @\$13,734	
2)	Field Staff	
	a. Misc. \$1,000	\$ 1,000
	Total Allowances	<u>\$ 43,372</u>
5.	<u>Equipment and Other Direct Costs</u>	
5.a.	Equipment	\$ 4,000
5.b.	Materials and Supplies	\$ 12,000
	Office: \$500 month x 12	
	Field: \$500 month x 12	
5.c.	Other Direct Costs; Visas	\$ 12,000
	Passports, Immunizations	
	Communications, etc.	
	Total Equipment and Other Costs	<u>\$ 28,000</u>
	Total U.S. Costs	<u>\$464,446</u>
	Year Six Added Inflation Factor	<u>\$747,995</u>

BUDGET NARRATIVE
CORE/MANAGEMENT SUB-PROJECT

YEAR SEVEN

1. UNITED STATES COSTS

1.a. U. S. based home office personnel

- | | |
|---|-----------|
| 1) Project Manager/Principal Investigator - 50% time
Dr. Louis P. Porretta, Director, International Projects
Salary: $\$39,635 \times .50 = \$19,817$ | \$ 19,817 |
| 2) Administrative Officer - 100% time
Administrative Associate II
Salary: 12 months, \$17,642 | \$ 17,642 |
| 3) Senior Secretary - 100% time
Salary: 12 months = \$13,080 | \$ 13,080 |
| 4) Overseas Incentive and Overtime | \$ 761 |
| 5) Fringe Benefits, 24% of salaries
.24 x 84,548 = \$20,292 | \$ 20,292 |
| 6) Indirect costs on-campus rate
.62 x 84,548 = \$52,420 | \$ 52,420 |
| 7) Estimated costs per year at current rates | \$ 95,418 |

1.b. Field Based - U. S. Personnel
(Salary derivation: base salary (academic) x 1.44 (annualization) x 1.35 (.25 post differential, .05 C.O.L.A., .05 Sunday))

- | | |
|--|------------------|
| 1) Chief-of-Party - 100% time | \$ 43,478 |
| 2) Fringe Benefits, including overseas
Workman's Compensation, 25% of salaries
.25 x 43,478 = \$10,870 | \$ 10,870 |
| 3) Indirect Costs, off-campus rate
.43 x \$43,478 = \$18,696 | \$ 18,696 |
| 4) Estimated costs per year at current rates | <u>\$ 73,044</u> |

2. Short-Term Advisers - 12 months per year

Total Costs: Salaries; including fringe benefits, idc.	\$66,528
Travel: 6 round trips @ \$1,600	\$ 9,600
Per diem: 365 days x \$109	\$39,785
Visas, Passports, Exams, Etc.	\$ 400
	<u>\$116,313</u>

Approximate cost per two month TDY, \$19,385

\$116,313

3. Travel and Transportation

3.a. U. S. Travel

1) Home Office Personnel
Washington, D.C. = 15 x 160 \$ 2,400

Total U. S. Travel 2,400

3.b. International Travel

1) Home Office Personnel \$ 9,600
Yemen = 6 x \$1,600
Project Manager - 3
Other staff and Exec. travel - 3
2) Field Staff: (6)
Chief-of-Party and Spouse (R&R only)
U. S. from YAR 4 x \$800 \$ 3,200
R&R - 6 x \$1,600

Total International Travel \$ 12,800

3.c. Transportation and storage of household effects,
baggage and vehicles

1) Personal effects and household goods \$ 3,500
Employee with dependents (2500 pounds)

2) Unaccompanied baggage \$ 2,500
Employee 250, 1st dependent, 200
2nd dependent, 150, 3rd dependent 100
Total 700 pounds shipped air freight

3) Excess baggage allowance \$ 600
Employee + 3 dependents @ 150 x 2

4) One time consumables freight allowance \$ 1,800
per employee (2500 pounds)
Prorated over - years x 2

5) Transportation charges of one privately-
owned vehicle per employee \$ 2,500

6) Storage of household effects and vehicles \$ 2,500
Storage - transportation charges in U.S.
1 year, employee and dependents

Total Household Effects \$ 13,400

II. YEMEN - LOCAL COSTS - DURATION OF PROJECT

1. Local Staff

- a. Administrative Assistant \$13,000
Per USAID YR 52,900-60000
- b. Secretary \$12,000
Per USAID GS-4 - Federal pay scale
- c. Clerk-typist \$10,000
Per USAID - YR 45,000
- d. Drivers (2) \$ 9,702
Per USAID - YR 26,343
\$4,851 x 2 = \$9,702

\$44,702

- 2. Housing - U.S. Technicians \$67,470
Rent: \$25,000
Utilities: \$ 5,000
Guard: \$ 3,735
\$33,735 x 2

- 3. Temporary Lodgings: \$ 2,700
(Actual hotel bill + \$5/person for
food per USAID)
EST. \$90 day x 30 days

- 4. Vehicle Maintenance \$10,000
\$10,000 per year

- 5. In-Country Travel - per year \$ 4,000

- 6. Materials and Supplies \$ 1,200
\$100 month x 12

Total - Yemen Local Costs
Year One \$130,072

Inflation Factor 25% annually

Costs Year Two	\$162,590
Year Three	\$203,238
Year Four	\$254,047
Year Five	\$317,559
Year Six	\$396,948
Year Seven	\$367,496

Total LOP Cost including inflation \$1,831,950 490,1

CORE SUB-PROJECT
 EDUCATIONAL PLANNING AND ADMINISTRATION ELEMENT
 COST SUMMARY

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Total
Field Staff	81,648	81,648	81,648	81,648				326,592
Short-Term Advisers	115,768	115,768	115,768	115,768				463,072
Travel & Transportation International	9,600	3,200	9,600	3,200				25,600
Effects	13,400	13,400	13,400	13,400				53,600
Allowances	13,950	13,200	13,200	13,200				53,550
Equipment and ODC	41,400	20,000	20,000	20,000				101,400
Participant Training	7,500	150,000	150,000	30,000	60,000		30,000	427,500
Sub-Total	283,266	397,216	403,616	277,216	60,000		30,000	1,451,314
Sub-Total + 10% Inflation	283,266	436,938	488,375	368,974	87,846		53,147	1,718,546
<hr style="border-top: 1px dashed black;"/>								
Housing	33,052	33,052	33,052	33,052				132,208
Temporary Lodging	1,080	1,080	1,080	1,080				4,320
Materials and Supplies	2,500	2,500	2,500	2,500				10,000
Sub-Total	36,632	36,632	36,632	36,632				146,528
Sub-Total + 25% Inflation	36,632	45,790	57,238	71,548				211,208
Grand Total	319,898	482,728	545,613	440,522	87,846		53,147	1,929,754
Grand Total + 5% Contingency	335,893	506,864	572,894	462,548	92,238		55,804	2,026,241

UNITED STATES COSTS

LOCAL COSTS

EDUCATION ADMINISTRATIVE DEVELOPMENT SUB-PROJECT

COST ANALYSIS

YEAR ONE

1. U.S. Costs

1. U.S. Personnel

(Salary derivation: base salary (academic)
x 1.44 (annualization) x 1.35 (.25 post
differential .05 C.O.L.A., .05 Sunday)

1.a. Field Based Personnel

1) Education Administration Planner 1980-84) 100%	\$48,600
Salary: \$48,600	
25,000 x 1.44 = 36,000 x 1.35 = \$48,600	
2) Fringe Benefits including overseas	\$12,150
Workman's Compensation 25% of Salaries	
.25 x \$48,600	
3) Indirect Costs.. Off-Campus rate	\$20,898
.43 x \$48,600	
4) Estimated costs per year at current rates	<u>\$81,648</u>

2. Short-Term Advisers - 12 months per year \$115,768

Total Cost: Salaries; including fringe	\$66,528
benefits, ids., etc	
Travel: 6 round trips	
\$1,600 @	\$ 9,600
Per diem 360 x \$109	\$39,240
Visas, Passports, Exams, etc.	\$ 400
	<u>\$115,768</u>

Approximate cost per two month TDY \$19,295

3. Travel and Transportation

3.a. International Travel

Personnel and 3 dependents	
Yemen - 4 x \$800	\$ 3,200
R&R - 4 x \$1,600	\$ 6,400
	<u>\$ 9,600</u>

Total Travel

3.b. Transportation of Household Effects	\$ 3,500
Baggage & Vehicles, Personal effects and	
household goods	
Employee with dependents (2500 pounds)	

Unaccompanied baggage	\$ 2,500
Employee 250, 1st dependent, 200	
2nd dependent 150, 3rd dependent, 100	
Total 700 pounds shipped air freight	
Excess baggage allowance	\$ 600
Employee + 3 dependents \$150	
One time consumables freight allowance	\$ 1,800
per employee (2500 pounds)	
Prorated over 2 years	
Transportation charges of one privately-	\$ 2,500
owned vehicle per employee	
Storage of household effects and vehicles	\$ 2,500
Storage - transportation charges in U.S.,	
1 year, employee and dependents	
Total household effects	<u>\$13,400</u>
 4. <u>Allowances</u>	
4.a. Education - Travel and Allowance	\$13,200
1 - In-Country \$3,900	
1 - Out-of-Country \$9,300	
4.b. Per diem	\$ 750
Orientation and Misc.	
	<u>\$13,950</u>
 5. <u>Equipment and Other Direct Costs</u>	
5.a. Training, Equipment and Materials	\$20,000
(Total LOP cost \$80,000)	
5.b. Household	\$21,400
Furniture: \$10,000	
Appliances: \$ 1,400	
Freight: <u>\$10,000</u>	
\$21,400	
Total Equipment and Other Direct Costs	<u>\$41,400</u>
 6. <u>Participant Training (In-Country only)</u>	\$ 7,500
Year One Total U.S. Costs	<u>\$283,266</u>

EDUCATION ADMINISTRATIVE DEVELOPMENT SUB-PROJECT

COST ANALYSIS

YEAR TWO

1. U.S. Costs

1. U.S. Personnel

(Salary derivation: base salary (academic)
x 1.44 (annualization) x 1.35 (.25 post
differential .05 C.O.L.A., .05 Sunday)

1.a. Field Based Personnel

- | | |
|--|-----------------|
| 1) Education Administration Planner 1980-84 100% | \$48,600 |
| Salary: \$48,600 | |
| 25,000 x 1.44 = 36,000 x 1.35 = \$48,600 | |
| 2) Fringe Benefits including overseas | \$12,150 |
| Workman's Compensation 25% of Salaries | |
| .25 x \$48,600 | |
| 3) Indirect costs, Off-Campus rate | \$20,898 |
| .43 x \$48,600 | |
| 4) Estimated costs per year at current rates | <u>\$81,648</u> |

2. Short-Term Advisers - 12 months per year \$115,768

Total Costs: Salaries; including fringe	\$66,528
benefits, idc., etc.	
Travel: 6 round trips	
\$1,600 @	\$ 9,600
Per diem 360 x \$109	\$39,240
Visas, Passports, Exams, etc.	\$ 400
	<u>\$115,768</u>

Approximate cost per two month TDY \$19,295

3. Travel and Transportation

- | | |
|---|-----------------|
| 3.a. International Travel | \$ 3,200 |
| Personnel and 3 dependents | |
| U.S. from YAR 4 x \$800 | |
| Total Travel | <u>\$ 3,200</u> |
| 3.b. Transportation of Household Effects, | \$ 3,500 |
| Baggage and Vehicles, Personal Effects | |
| and household goods | |
| Employee with dependents (2500 pounds) | |

Unaccompanied baggage Employee 250, 1st dependent, 200 2nd dependent 150, 3rd dependent, 100 Total 700 pounds shipped air freight	\$ 2,500
Excess baggage allowance Employee + 3 dependents \$150	\$ 600
One time consumables freight allowance per employee (2500 pounds) Prorated over 2 years	\$ 1,800
Transportation charges of one privately- owned vehicle per employee	\$ 2,500
Storage of household effects and vehicles Storage - transportation charges in U.S., 1 year, employee and dependents	\$ 2,500
Total household effects	<u>\$13,400</u>
4. <u>Allowances</u>	
4.a. Education - Travel and Allowance	<u>\$13,200</u>
1 - In-Country \$3,900	
1 - Out-of-Country \$9,300	
5. <u>Equipment and Other Direct Costs</u>	
5.a. Training, Equipment and Materials (Total LOP cost \$80,000)	<u>\$20,000</u>
6. Participant Training (10 at \$15,000 year)	\$150,000
Year Two: Total U.S. Costs	<u>\$397,216</u>
Added Inflation Factor	<u>\$436,938</u>

EDUCATION ADMINISTRATIVE DEVELOPMENT SUB-PROJECT

COST ANALYSIS

YEAR THREE

1. U.S. Costs

1. U.S. Personnel

(Salary derivation: base salary (academic)
x 1.44 (annualization) x 1.35 (.25 post
differential .05 C.O.L.A., .05 Sunday)

1.a. Field Based Personnel

- | | |
|---|-----------------|
| 1) Education Administration Planner 1980-84) 100% | \$48,600 |
| Salary: \$48,600 | |
| 25,000 x 1.44 = 36,000 x 1.35 = \$48,600 | |
| 2) Fringe Benefits including overseas | \$12,150 |
| Workman's Compensation 25% of Salaries | |
| .25 x \$48,600 | |
| 3) Indirect Costs, Off-Campus rate | \$20,898 |
| .43 x \$48,600 | |
| 4) Estimated costs per year at current rates | <u>\$81,648</u> |

2. Short-Term Advisers - 12 months per year \$115,768

Total Cost: Salaries; including fringe	\$66,528
benefits, ids., etc	
Travel: 6 round trips	
\$1,600 @	\$ 9,600
Per diem 360 x \$109	\$39,240
Visas, Passports, Exams, etc.	\$ 400
	<u>\$115,768</u>

Approximate cost per two month TDY \$19,295

3. Travel and Transportation

3.a. International Travel

Personnel and 3 dependents	
Yemen - 4 x \$800	\$ 3,200
R&R - 4 x \$1,600	\$ 6,400
Total Travel	<u>\$ 9,600</u>

3.b. Transportation of Household Effects \$ 3,500

Baggage & Vehicles, Personal effects and
household goods
Employee with dependents (2500 pounds)

Unaccompanied baggage \$ 2,500
Employee 250, 1st dependent, 200
2nd dependent 150, 3rd dependent, 100
Total 700 pounds shipped air freight

Excess baggage allowance \$ 600
Employee + 3 dependents \$150

One time consumables freight allowance \$ 1,800
per employee (2500 pounds)
Prorated over 2 years

Transportation charges of one privately- \$ 2,500
owned vehicle per employee

Storage of household effects and vehicles \$ 2,500
Storage - transportation charges in U.S.,
1 year, employee and dependents

Total household effects \$13,400

4. Allowances

4.a. Education - Travel and Allowance \$13,200
1 - In-Country \$3,900
1 - Out-of-Country \$9,300

5. Equipment and Other Direct Costs

5.a. Training, Equipment and Materials \$20,000
(Total LOP cost \$80,000)

6. Participant Training (10 at \$15,000/year) \$150,000

Year Three: Total U.S. Costs \$403,616

Added Inflation Factor \$488,375

EDUCATION ADMINISTRATIVE DEVELOPMENT SUB-PROJECT

COST ANALYSIS

YEAR FOUR

1. U.S. Costs

1. U.S. Personnel

(Salary derivation: base salary (academic)
x 1.44 (annualization) x 1.35 (.25 post
differential .05 C.O.L.A., .05 Sunday)

1.a. Field Based Personnel

- | | |
|---|-----------------|
| 1) Education Administration Planner 1980-84) 100% | \$48,600 |
| Salary: \$48,600 | |
| 25,000 x 1.44 = 36,000 x 1.35 = \$48,600 | |
| 2) Fringe Benefits including overseas | \$12,150 |
| Workman's Compensation 25% of Salaries | |
| .25 x \$48,600 | |
| 3) Indirect Costs, Off-Campus rate | \$20,898 |
| .43 x \$48,600 | |
| 4) Estimated costs per year at current rates | <u>\$81,648</u> |

2. Short-Term Advisers - 12 months per year \$115,768

Total Cost: Salaries; including fringe	\$66,528
benefits, ids., etc	
Travel: 6 round trips	
\$1,600 @	\$ 9,600
Per diem 360 x \$109	\$39,240
Visas, Passports, Exams, etc.	\$ 400
	<u>\$115,768</u>

Approximate cost per two month TDY \$19,295

3. Travel and Transportation

3.a. International Travel

Personnel and 3 dependents	
Yemen - 4 x \$800	<u>\$ 3,200</u>

3.b. Transportation of Household Effects	\$ 3,500
Baggage & Vehicles, Personal effects and	
household goods	
Employee with dependents (2500 pounds)	

Unaccompanied baggage Employee 250, 1st dependent, 200 2nd dependent 150, 3rd dependent, 100 Total 700 pounds shipped air freight	\$ 2,500
Excess baggage allowance Employee + 3 dependents \$150	\$ 600
One time consumables freight allowance per employee (2500 pounds) Prorated over 2 years	\$ 1,800
Transportation charges of one privately- owned vehicle per employee	\$ 2,500
Storage of household effects and vehicles Storage - transportation charges in U.S., 1 year, employee and dependents	\$ 2,500
Total household effects	<u>\$13,400</u>

4. Allowances

4.a. Education - Travel and Allowance	<u>\$13,200</u>
1 - In-Country \$3,900	
1 - Out-of-Country \$9,300	

5. Equipment and Other Direct Costs

5.a. Training, Equipment and Materials (Total LOP cost \$80,000)	<u>\$20,000</u>
---	-----------------

6. Participant Training (2 at \$15,000/year)	<u>\$30,000</u>
--	-----------------

Year Four: Total U.S. Costs \$277,216

Added Inflation Factor \$368,974

U.S. Costs - Participant Training only

Year Five

Participant Training - 4 at \$15,000/Year	<u>\$60,000</u>
Added Inflation	<u>\$87,846</u>

Year Six

No U.S. Training

Year Seven

Participant Training - 2 at \$15,000/year	<u>\$30,000</u>
Added Inflation	<u>\$53,147</u>

II. <u>Yemen - Local Costs</u>	\$33,052
1. Housing - U.S. Technician	
Rent:	\$25,000
Utilities:	\$ 5,000
Guards:	\$ 3,052
	<u>\$33,052</u>
2. Temporary Lodging	\$ 1,080
(Actual hotel bill + \$5/person	
for food, per USAID)	
EST. \$90 day x 12 days	
3. Materials and Supplies	\$ 2,500
	Total Yemen Costs
	<u>\$36,632</u>
	Added 25% Local Inflation
	Year Two: \$45,790
	Year Three: \$57,238
	Year Four: \$71,548
	Total Local Costs
	<u>\$211,208</u>

PARTICIPANT COSTS

On-Campus

Tuition: Academic Program: \$105 credit x 30 credits	\$ 3,150
Fees	100
English Language Training: \$72 credit x 12	\$ 864
Set-up Funds: \$45 day x 30 days	\$ 1,350
Monthly Stipend: Housing and Subsistences \$493 per month x 11 months	\$ 5,423
Books: \$35 month maximum	\$ 420
Conferences:	\$ 250
Typing:	\$ 125
Insurance:	\$ 300
Freight:	\$ 60
Travel:	<u>\$ 1,750</u>
Total	\$13,792

Off-Campus

Tuition: \$65 credit x 8 credits	\$ 520
Registration Fees	\$ 20
Books:	<u>\$ 100</u>
Total	<u>\$ 640</u>

Total Participant Costs
with Contingency: \$15,000

BASIC EDUCATION DEVELOPMENT PROJECT NO 279-0053

CORE SUB-PROJECT

YARG COSTS

BY YEAR (\$ X 000)

Line Items	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
1. Professional Staff Counterparts	137.9	137.9	142.7	146.5	147.4	151.3	863.7
2. Offices and Secretarial Support	15.0	15.0	15.0	15.0	15.0	15.0	90.0
3. Travel and Other	70.0	70.0	70.0	70.0	70.0	70.0	420.0
Sub-total Current Prices	222.9	222.9	227.7	231.5	232.4	263.3	1373.7
Sub-Total Plus 25% Inflation	222.9	278.6	355.8	452.1	567.4	803.5	2680.3
Total plus 5% Contingency	234.0	292.5	373.6	474.7	595.8	843.7	2814.3

BASIC EDUCATION DEVELOPMENT PROJECT NO 279-0053

CORE SUB-PROJECT

YARG COSTS

BY YEAR (\$ X 000)

Line Items	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
1. Professional Staff Counterparts	137.9	137.9	142.7	146.5	147.4	151.3	863.7
2. Offices and Secretarial Support	15.0	15.0	15.0	15.0	15.0	15.0	90.0
3. Travel and Other	70.0	70.0	70.0	70.0	70.0	70.0	420.0
Sub-total Current Prices	222.9	222.9	227.7	231.5	232.4	263.3	1373.7
Sub-Total Plus 25% Inflation	222.9	278.6	355.8	452.1	567.4	803.5	2680.3
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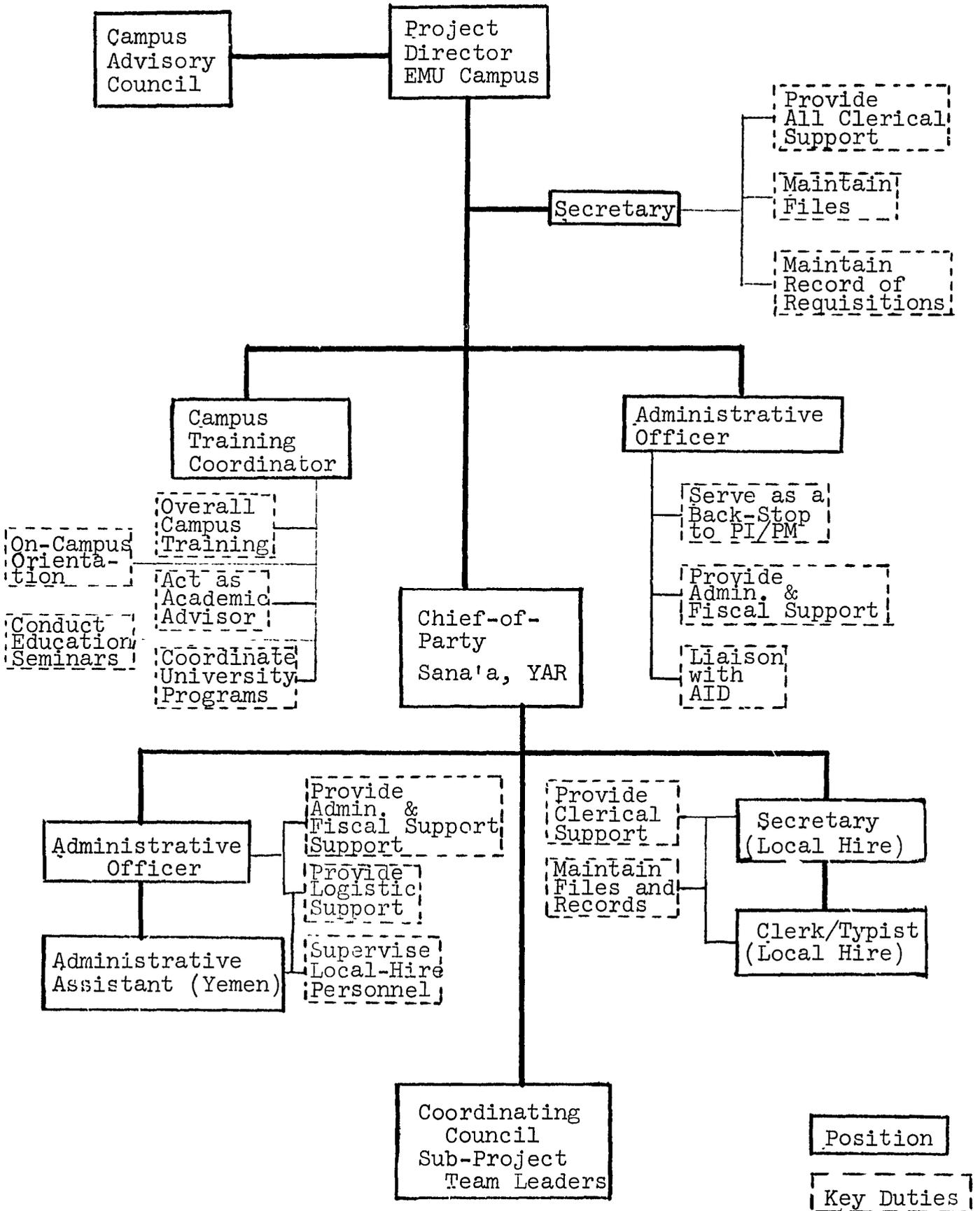
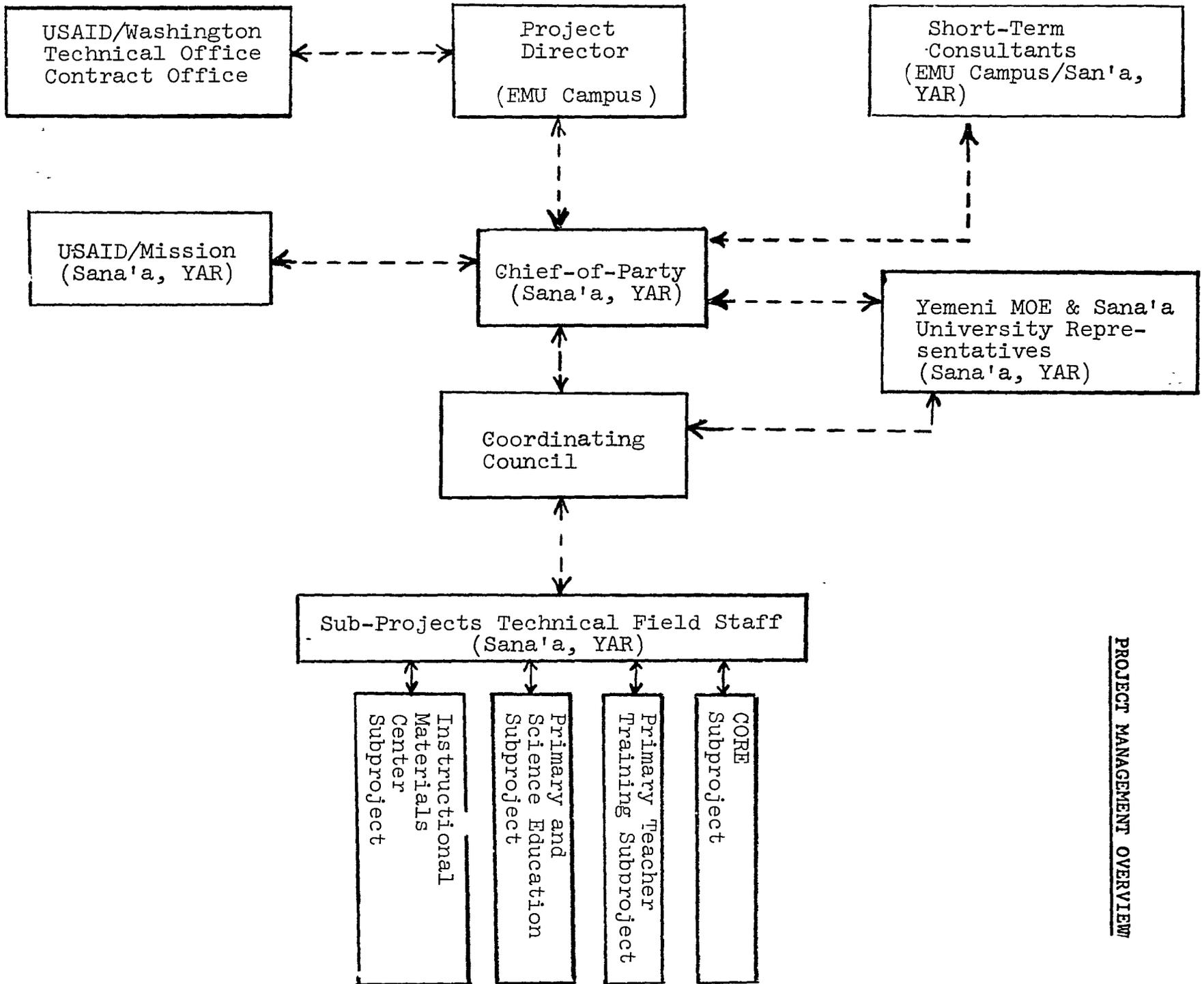


FIGURE 1 - PROJECT MANAGEMENT OVERVIEW



PROJECT MANAGEMENT OVERVIEW

ANNEX D

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



YEMEN ARAB REPUBLIC

MINISTRY OF EDUCATION

MINISTER OFFICE

الجمهورية العربية اليمنية

وزارة التربية والتعليم

مكتب الوزير

نمبراً في 1977-6-29

بشأن

رقم القيد 50/0

رقم الملف 9

عدد المرفقات

Mr. Chester S. Bell, Jr.
Acting Director
USAID/Yemen

Subject: AID Project 279-0053
Core Subproject

Dear Mr. Bell:

We have reviewed the draft Core Subproject Paper and are in agreement with the objectives and goals of the proposed project. We request, therefore, that the U.S. Government, through the Agency for International Development (USAID), provide technical and commodity assistance, as well as participant training, pursuant to the project design.

The Government of the Yemen Arab Republic (YARG) for its part will furnish the usual assistance in customs clearance, rights of access, security of personnel, and equipment/commodities. Furthermore, the YARG will assign to the project the personnel called for and will make available the financial contribution as detailed in the draft project paper.

Sincerely yours,

Mohamed al-Khadem al-Wajih
Minister of Education



ANNEX E

CORE SUBPROJECT
PROJECT CHECKLIST

A. GENERAL CRITERIA FOR PROJECT

1. FY 79 App. Act Unnumbered; FAA Sec. 634A; Sec. 653(b). (a) Describe how authorizing and appropriations Committees of Senate and House have been or will be notified concerning the project; (b) is assistance within (Operational Year Budget) country or international organization allocation reported to Congress (or not more than \$1 million over that figure)?
(a) Notified in FY 80 Congressional.
(b) yes.
2. FAA Sec. 611(a)(1). Prior to obligation in excess of \$100,000, will there be (a) engineering, financial, and other plans necessary to carry out the assistance and (b) a reasonably firm estimate of the cost to the U.S. of the assistance?
(a) yes.
(b) yes.
3. FAA Sec. 611(a)(2). If further legislative action is required within recipient country, what is basis for reasonable expectation that such action will be completed in time to permit orderly accomplishment of purpose of the assistance?
No further action is required.
4. FAA Sec. 611(b); FY 79 App. Act Sec 1017. If for water or water-related land resource construction, has project met the standards and criteria as per the Principles and Standards for Planning Water and Related Land Resources dated October 25, 1973?
N/A
5. FAA Sec. 611(e). If project is capital assistance (e.g., construction), and all U.S. assistance for it will exceed \$1 million, has Mission Director certified and Regional Assistant Administrator taken
N/A

into consideration the country's capability effectively to maintain and utilize the project?

6. FAA Sec. 209. Is project susceptible of execution as part of regional or multilateral project? If so, why is project not so executed? Information and conclusion whether assistance will encourage regional development programs. No.
7. FAA Sec. 601(a). Information and conclusions whether project will encourage efforts of the country to: (a) increase the flow of international trade; (b) foster private initiative and competition; (c) encourage development and use of cooperatives, credit unions, and savings and loan associations; (d) discourage monopolistic practices; (e) improve technical efficiency of industry, agriculture and commerce; and (f) strengthen free labor unions. N/A. Subproject is not susceptible to encouraging such efforts.
8. FAA Sec. 601(b). Information and conclusion on how project will encourage U.S. private trade and investment abroad and encourage private U.S. participation in foreign assistance programs (including use of private trade channels and the services of U.S. private enterprise). Small commodity component of subproject will be procured primarily from U.S. private enterprise.
9. FAA Sec. 612(b); Sec. 636(h). Describe steps taken to assure that to the maximum extent possible, the country is contributing local currencies to meet the cost of contractual and other services, and foreign currencies owned by the U.S. are utilized to meet the cost of contractual and other services. Yemen will provide a substantial amount of local currency for subproject purposes.
10. FAA Sec. 612(d). Does the U.S. own excess foreign currency of the country and, if so, what arrangements have been made for its release? No.

11. FAA Sec. 601(e). Will the project utilize competitive selection procedures for the awarding of contracts, except where applicable procurement rules allow otherwise? Yes.
12. FY 79 App. Act Sec. /608 7. If assistance is for the production of any commodity for export, is the commodity likely to be in surplus on world markets at the time the resulting productive capacity becomes operative, and is such assistance likely to cause substantial injury to U.S. producers of the same, similar or competing commodity? N/A

B. FUNDING CRITERIA FOR PROJECT

1. Development Assistance Project Criteria

- a. FAA Sec. 102(b); 111; 113; 281a. Extent to which activity will (a) effectively involve the poor in development, by extending access to economy at local level, increasing labor-intensive production and the use of appropriate technology, spreading investment out from cities to small towns and rural areas, and insuring wide participation of the poor in the benefits of development on a sustained basis, using the appropriate U.S. institutions: (b) help develop cooperatives, especially by technical assistance, to assist rural and urban poor to help themselves toward better life, and otherwise encourage democratic private and local governmental institutions; (c) support the self-help efforts of developing countries; (d) promote the participation of women in the national economies of developing countries and the improvement of women's status; and (e) utilize and encourage regional cooperation by developing countries?
- (a) N/A
- (b) N/A
- (c) The subproject is to help Sana'a University and the Ministry of Education.
- (d) Yes. Women will participate.
- (e) No.

b. FAA Sec. 103, 103A, 104, 105, 106, 107. Is assistance being made available: (include only applicable paragraph which corresponds to source of funds used. If more than one fund source is used for project, include relevant paragraph for each fund source.)

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

N/A

(2) 104 for population planning under Sec. 104(b) or health under Sec. 104(c); if so, (a)

N/A

extent to which activity emphasizes low-cost, integrated delivery systems for health, nutrition and family planning for the poorest people, with particular attention to the needs of mothers and young children, using paramedical and auxiliary medical personnel, clinics and health posts, commercial distribution systems and other modes of community research.

(3) [105] for education, public administration, or human resources development; if so, extent to which activity strengthens nonformal education, makes formal education more relevant, especially for rural families and urban poor, or strengthens management capability of institutions enabling the poor to participate in development; and (b) extent to which assistance provides advanced education and training of people in developing countries in such disciplines as are required for planning and implementation of public and private development activities.

yes. Subproject will develop an institutional capacity for educational planning and administration within the host government.

(4) [106] for technical assistance, energy, research, reconstruction, and selected development problems; if so, extent activity is: (i) (a) concerned with data collection and analysis, the training of skilled personnel, research on and development of suitable energy sources, and pilot projects to test new methods of energy production; and (b) facilitative of geological and geophysical survey work to locate potential oil, natural gas, and coal reserves and to encourage exploration for potential oil, natural gas, and coal reserves.

N/A

(ii) technical cooperation and development, especially with U.S. private and voluntary, or regional and international organizations;

(iii) research into, and evaluation of, economic development processes and techniques;

(iv) reconstruction after natural or manmade disaster;

(v) for special development problems, and to enable proper utilization of earlier U.S. infrastructure, etc., assistance;

(vi) for programs of urban development, especially small labor-intensive enterprises, marketing systems, and financial or other institutions to help urban poor participate in economic and social development.

c. [107] is appropriate effort placed on use of appropriate technology? (relatively smaller, cost-saving, labor using technologies that are generally most appropriate for the small farms, small businesses, and small incomes of the poor.)

N/A

d. FAA Sec. 110(a). Will the recipient country provide at least 25% of the costs of the program, project, or activity with respect to which the assistance is to be furnished (or has the latter cost-sharing requirement been waived for a "relatively least developed" country)?

yes.

e. FAA Sec. 110(b). Will grant capital assistance be disbursed for project over more than 3 years? If so, has justification satisfactory to Congress been made, and efforts for other

yes, "relatively least developed."

financing, or is the recipient country "relatively least developed"?

f. FAA Sec. 281(b). Describe extent to which program recognizes the particular needs, desires, and capacities of the people of the country; utilizes the country's intellectual resources to encourage institutional development; and supports civil education and training in skills required for effective participation in governmental processes essential to self-government.

The AID program in Yemen concentrates on development of human resources, providing a variety of education and training opportunities for the country's citizens. This project responds to the needs, desires and capacities of Yemenis by expanding the country's capacity to design and administer an active education program designed to meet the particular needs of Yemen at its present juncture in development.

g. FAA Sec. 122(b). Does the activity give reasonable promise of contributing to the development of economic resources, or to the increase of productive capacities and self-sustaining economic growth?

Subproject provides support for an extensive education sector development effort which is expected, in the long run, to positively influence the development of all of Yemen's economic resources and contribute to economic growth of the country.

2. Development Assistance Project Criteria (Loans Only)

a. FAA Sec. 122(b). Information and conclusion on capacity of the country to repay the loan, at a reasonable rate of interest.

N/A

b. FAA Sec. 620(d). If assistance is for any productive enterprise which will compete with U.S. enterprises, is there an agreement by the recipient country to prevent export to the U.S. of more than 20% of the enterprise's annual production during the life of the loan?

N/A

3. Project Criteria Solely for Economic Support Fund

a. FAA Sec. 531(a). Will this assistance promote economic or political stability? To the extent possible, does it reflect the policy directions of section 102?

N/A

b. FAA Sec. 531(c). Will assistance under this chapter be used for military, or paramilitary activities?

N/A

BASIC EDUCATION DEVELOPMENT (298-0053) - CORE SUB-
PROJECT STANDARD ITEM CHECKLIST

A. Procurement

1. FAA Sec. 602. Are there arrangements to permit U.S. small business to participate equitably in the furnishing of goods and services financed? yes.
2. FAA Sec. 604(a). Will all commodity procurement financed be from the U.S. except as otherwise determined by the President or under delegation from him? yes
3. FAA Sec. 604(d). If the cooperating country discriminates against U.S. marine insurance companies, will agreement require that marine insurance be placed in the U.S. on commodities financed? There is no such discrimination.
4. FAA Sec. 604(e). If offshore procurement of agricultural commodity or product is to be financed, is there provision against such procurement when the domestic price of such commodity is less than parity? N/A
5. FAA Sec. 608(a). Will U.S. Government excess personal property be utilized wherever practicable in lieu of the procurement of new items? yes.
6. FAA Sec. 603(a). Compliance with requirement in section 901(b) of the Merchant Marine Act of 1936 as amended, that at least 50 percentum of the gross tonnage of commodities (computed separately for dry bulk carriers, dry cargo liners, and tankers) financed shall be transported on privately owned U.S.-flag commercial vessels to the extent that such vessels are available at fair and reasonable rates. Privately-owned U.S.-flag commercial vessels do not call at Yemen's ports on any regular or scheduled basis.

- FAA Sec. 621. If technical assistance is financed, will such assistance be furnished to the fullest extent practicable as goods and professional and other services from private enterprise on a contract basis? If the facilities of other Federal agencies will be utilized, are they particularly suitable, not competitive with private enterprise, and made available without undue interference with domestic programs.
- The contractor for technical services is a U.S. state institution of higher education and was selected on a competitive basis. Commodities will be procured from private suppliers.
8. International Air Transport. Fair Practices Act, 1974. If air transportation of persons or property is financed on grant basis, will provision be made that U.S.-flag will be utilized to the extent such available? yes.
9. FY 79 App. Act Sec. 105. Does the contract for procurement contain a provision authorizing the termination of such contract for the convenience of the United States? yes.
- B. Construction
1. FAA Sec. 601(d). N/A
2. FAA Sec 611(c). N/A
3. FAA Sec. 620(k). N/A
- C. Other Restrictions
1. FAA Sec. 122(e). N/A
2. FAA Sec. 301(d). N/A
3. FAA Sec. 620(h). yes.
4. FAA Sec. 636(i) Is financing not permitted to be used, without waiver, for purchase, long-term lease, or exchange of motor vehicle manufactured outside the U.S., or guaranty of such transaction? yes.
5. Will arrangements preclude use of financing:
- a. FAA Sec. 104(f). To pay for performance of abortions or to N/A

motivate or coerce persons to practice abortions, to pay for performance of involuntary sterilization, or to coerce or provide financial incentive to any person to undergo sterilization?

b. FAA Sec. 620(g). To compensate owners for expropriated nationalized property? N/A

c. FAA Sec. 660. To finance police training or other law enforcement assistance, except for narcotics programs? N/A

d. FAA Sec. 662. For CIA activities N/A

e. FY 79 App. Act Sec. 104. To pay pensions, etc. for military personnel? N/A

f. FY 79 App. Act Sec. 106. To pay U.N. assessments? N/A

g. FY 79 App. Act Sec. 107. To carry out provisions of FAA sections 209(d) and 251(h)? (Transfer of FAA funds to multilateral organizations for lending.) N/A

h. FY 79 App. Act Sec. 112. To finance the export of nuclear equipment, fuel, or technology or to train foreign nations in nuclear fields? N/A

i. FY 79 App. Act Sec. 601. To be used for publicity or propaganda purposes within the United States, not authorized by Congress? N/A

Annex F

Education Sector Analysis Development Activity

A. Objective

The Education Sector Analysis developed as an element of the Basic Education Development Project will be updated and expanded. The document will be the major guide for planning and research activities in the Ministry of Education.

B. Modifications of the Education Sector Analysis

1. Expansion of the Financial Analysis Section:

a. by educational level (primary, preparatory, etc.)

b. by source of funding

c. by region

d. by type of expenditure

(i) Administrative salaries

(ii) Teachers salaries

(iii) Buildings

(iv) Maintenance

etc.

e. What is the salary schedule for Yemeni teachers?

f. What is the percentage of the YAR annual budget which is spent on education? Where is the emphasis?

2. Evaluation of the effectiveness of the organizational structure (central and regional) of the Educational System in the YAR. What are the problems related to its ineffectiveness? How does the MOE interact with other units: NIPA, Ministry of Health; CPO, Rural Development, etc.?

Systematized the Processes of Data Gathering and Analysis in Relation to the Education Sector.

Analysis:

- a. Identify the main users of the educational sector analysis.
- b. Identify the type of information these users will need to help them in planning education in the YAR at various education levels.
- c. Systematize the process of gathering data.
 - (i) what type of data are currently gathered? and when do they become available?
 - (ii) What additional data will be needed? and where can we get such data from?
 - (iii) What process should we use to assure us of the accuracy of data gathering and that they would be gathered on time?
- d. Develop computer software which can be used in the Computer Center of the COP--for data analysis.
- e. Results of the data analysis would be represented in two versions:
 - (i) abridged version - graphically within the text of the Education Sector Analysis
 - (ii) detailed version - in tables, to be included as an Annex to the annual Education Sector Analysis

C. Who will do the Work Related to Education Sector Analysis?

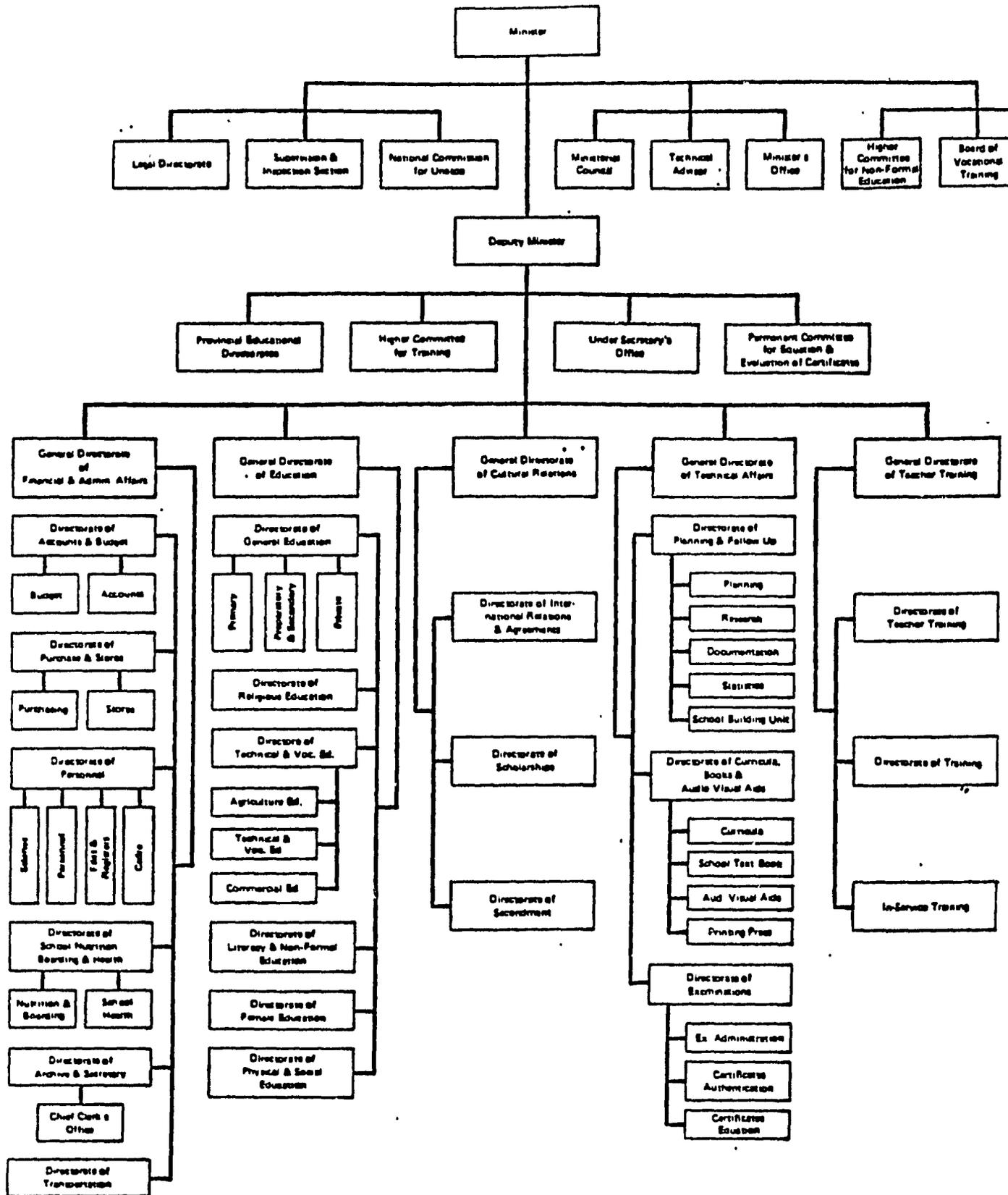
1. System Design - E.M.U. technical staff
2. System Implementation:
 - a. In the short run, it would be E.M.U. technical staff with the cooperation of Yemeni personnel.
 - b. In the long run, it would be trained Yemeni personnel who will be working in the Department of Planning, Department of Research, and Department of Statistics - (MOE)

D. Training Yemeni Personnel

1. It would be part of the Education Administration Development subproject scheduled to start in Fall, 1980.

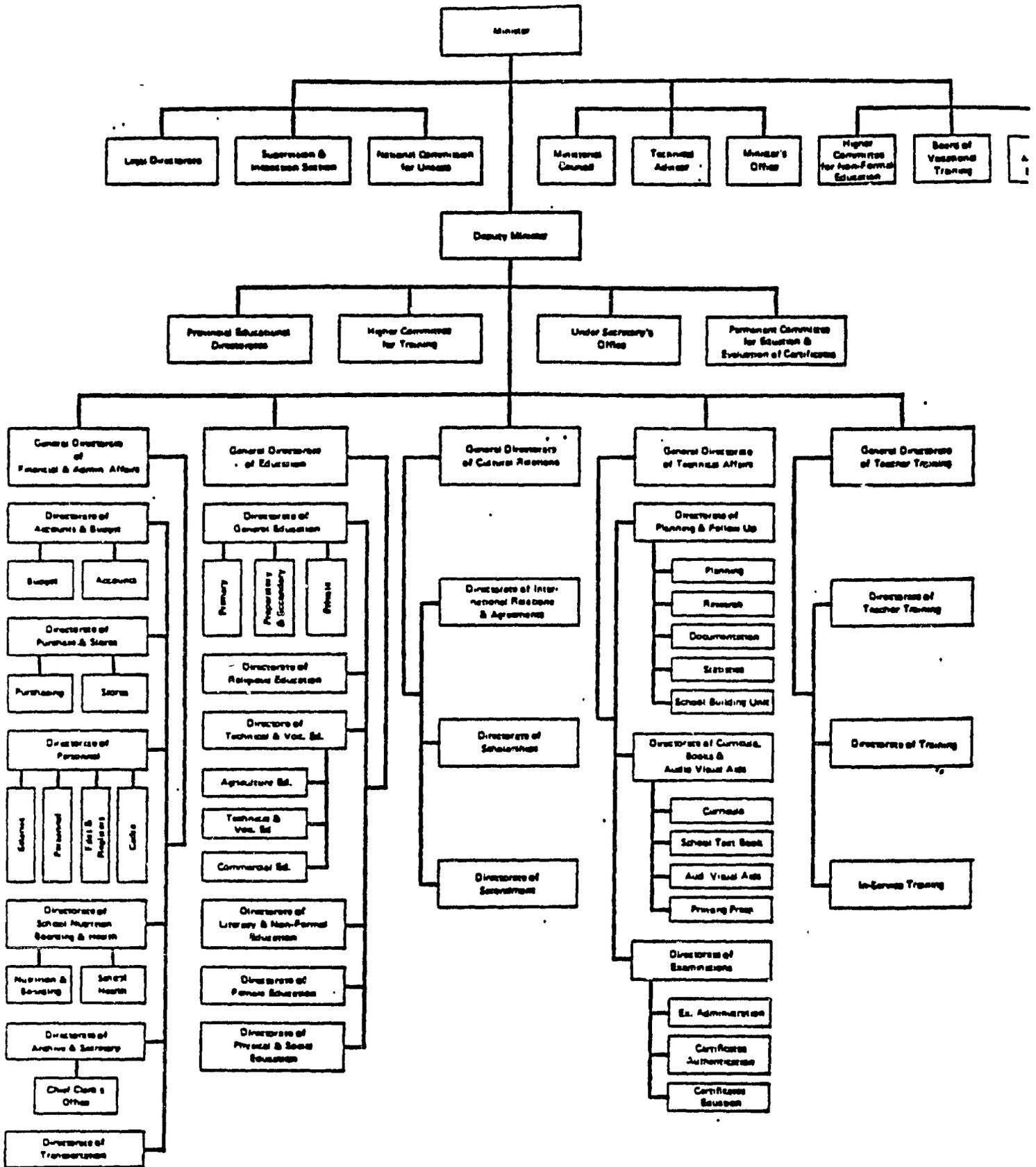
2. The objective of this training is to develop the technical capabilities of some of the graduates of the College of Education to do the work themselves. The number of Yemenis who should be trained for that would be determined later.
3. Location of Training: Sanaa and Ypsilanti.
4. Training Methodology:
 - a. Participate in data gathering and analysis with E.M.U. technical staff (on the job training)
 - b. Formal Education in Sanaa and/or Ypsilanti. This would be done by offering courses in:
 - (i) Research Methodology
 - (ii) Statistics
 - (iii) Public Administration and Management
 - (iv) Public Accounting.
 - (v) Financial Analysis
 - (vi) Data processing and some computer programming.
 - c. Gradual delegation of the responsibilities related to the Education Sector Analysis to trained Yemenis.

YEMEN ARAB REPUBLIC III
ADMINISTRATIVE STRUCTURE OF THE MINISTRY OF EDUCATION



ANNEX C

YEMEN ARAB REPUBLIC III
ADMINISTRATIVE STRUCTURE OF THE MINISTRY OF EDUCATION



Wang Sana -

ANNEX H

BASIC EDUCATION DEVELOPMENT PROJECT - 279-0053
CORE SUBPROJECT
IMPLEMENTATION SCHEDULE

<u>ACTION</u>	<u>TIME FRAME</u>	<u>RESPONSIBLE AGENCY</u>
1. SPP Mission Approval	13 May 1980	AID/Y
2. Project Review	15 May 1980	AID/W
3. NEAC Review	22 May 1980	AID/W
4. Authorization	15 July 1980	AID/W
5. Contract Amendment	1 September 1980	AID/Contracts
6. Furniture and Appliances for Staff Housing Ordered	30 June 1980	EMU
7. Administrative Officer Arrives Sana'a	31 July 1980	EMU
8. Three Project Vehicles Ordered	1 August 1980	EMU
9. Housing Procured for Long Term T.A.	15 August 1980	EMU
10. Manual of Procedures Coordinating Council Completed	30 August 1980	EMU
11. Short Term T.A. for Sector Study Arrives Sana'a	15 September 1980	EMU
12. Education Administration Planner Arrives Sana'a	30 September 1980	EMU
13. MOE Administration Partici- pants Identified	15 November 1980	EMU/MOE
14. Overall Schedule for MOE Administrative Develop- ment Approved	15 December 1980	EMU/MOE
15. In-country English Language Training Begins	2 January 1981	EMU
16. Council for Basic Educa- tion Development Established	30 January 1981	EMU/MOE S.U./AID
17. First Administrator Workshop	28 February 1981	EMU/MOE

<u>ACTION</u>	<u>TIME FRAME</u>	<u>RESPONSIBLE AGENCY</u>
18. In-country-Academic Training	1 June 1981	EMU
19. Second Administrator Workshop	30 July 1981	EMU/MOE
20. Annual Project Review	30 July 1981	EMU/AID/MOE
21. Second Sector Study Update	25 August 1981	EMU/MOE
22. Eight Participants Group I Depart for Academic Training U.S.	30 August 1981	
23. Group I Participants Return to Sana'a	1 July 1982	EMU
24. Annual Project Review	30 July 1982	EMU/AID/MOE
25. Group II Participants Depart for Academic Training U.S.	30 August 1982	EMU
26. Group II Participants Com- plete Studies - Return Sana'a	1 July 1983	EMU

ANNEX I
FIRST ANNUAL WORKPLAN
SEPTEMBER 1980 - AUGUST 1981

I. Introduction

The Core Subproject is one of four subprojects being designed and implemented under the Basic Education Development Project, 279-0053. The Core Subproject, for which this workplan is submitted, consists of two distinct but related elements. The first has been referred to as the Educational Planning and Administration Element, while the second has been termed the Eastern Michigan University Project Management Element. The first is designed to meet the need within the Yemen education sector for a trained administrative and planning staff. The second element will provide administrative, logistical, and technical support for all the component subprojects of the BED Project as well as serving important mobilization functions for these and new subprojects as they approach implementation stage.

Section B of this workplan outlines the progress to be achieved, during the first 12 months, in meeting the Subproject's year goals. Section C is concerned with the description of tasks to be performed during the workplan period. Section D details the inputs required for the first year, while Section E contains the job descriptions for currently identified key personnel in the Core Subproject as well as the Summary Budget for the first year of the Subproject.

II. Outputs

During the first year of the Core Subproject, the contractor is expected to make the following progress toward achievement of the 7 year output goals.

A. Establishment of the Council for Basic Education Development

A Council for Basic Education Development will be established, consisting of representation from the Ministry of Education, Sana'a University, USAID, Eastern Michigan University, and other donor agencies. The allocation of representation, frequency of meetings, procedures for maintaining an active dialogue and the development of Council goals statements will be achieved in the first 12 months. Collaborative assistance in the promulgation of Basic Education Development goals will be articulated through this Council.

B. Coordinating Council of the Basic Education Development Project Formed

In order to insure efficient and effective project operation and articulation among the subprojects, the Coordinating Council of the BED Project will be established. This Council will be comprised of the Chief-of-Party, the team leaders of each of the subprojects, the counterparts of those team-leaders, as well as representation from USAID/Yemen. The operation of this Council will provide for the timely and optimum utilization of project personnel, an ongoing evaluation of project activities, and coordination and maximal utilization of project equipment and materials.

C. Counterpart Training for Personnel in the Ministry of Education

As many as twenty participants will be identified within the Ministry of Education and targeted for specialized training. The training will focus on three broad areas: (a) high quality education service and leadership, (b) systematic study of educational problems and continuous evaluation of programs to improve education within the context of Yemeni society, and (c) improvement of educational services in the departments of the Ministry. The participants will be enrolled in intensive English classes where the need is indicated.

D. Education Administration Planner Installed and Developing Training Program

The Education Administration Planner will design a detailed training program for the selected Ministry of Education personnel. The design will be achieved incorporating the inputs of the counterparts. Training will focus on planning, research, statistics curricula, examinations, inspectorate operations, and primary, preparatory and secondary education.

E. The Education Sector Study Will Be Updated and Training Offered to MOE Personnel.

The Education Sector Study which was developed in 1979 will be updated and expanded under the direction of a specialist on short-term assignment to Yemen. Some modifications in the Sector Study are already foreseen concerning, in particular, an expansion of the Financial Analysis section. The consultant will work with selected graduates of the faculty of Education to develop their capacity to develop future Education Sector Studies.

F. Detailed Plans for the Subdepartments in the Ministry of Education: Research, Statistics, Curricula, Examinations, Inspectorates, Primary Education, Preparatory and Secondary Education.

Detailed plans will be developed for the subdepartments (Research, Statistics, Curricula, Examinations, Primary Education, Preparatory and Secondary Education), including the review and updating of manuals of operation.

G. Administration/Research Seminars and Workshops in Support of Primary Education and Primary Teacher Training

During the first 12 months, no less than two seminars or workshops will be planned and held. These seminars/ workshops will be designed to address questions of how primary education and primary teacher training may be supported and furthered in Yemen, particularly in remote and rural areas of the country. The design and implementation of these seminars/workshops will be effected through cooperation between Eastern Michigan University short and long term staff and Ministry of Education personnel.

III. Scope of Work

Eastern Michigan University shall undertake, but not be limited to, performance of the following tasks during the period 1 September 1980 to 30 June 1981.

A. The technical assistance team, Yemeni counterparts and administrators from the Ministry of Education and Sana'a University will cooperate in the preparation of a detailed Life-of-Subproject Workplan. Linkages between this and other subprojects of the Basic Education Development Project will be stressed.

B. Logistic support for various subprojects will be continued under the Management Element of this Subproject. Such activities as leasing houses, receiving materials and supplies and other support items for the scheduled long term advisors, as specified in the subproject papers, will be effected.

C. English language training requirements for all of the subprojects, of the Basic Education Development Project, will be assessed. Forward planning will be done to meet the English language training needs in the most effective manner.

D. Both long and short term personnel for implementation of identified subproject tasks, will be selected.

E. The procurement of materials and equipment, required for each of the subprojects, will be coordinated. This will ensure against unnecessary duplication of supplies.

IV. Inputs

The inputs for the Educational Planning and Administration Element are detailed here. One Education Administration Planner will be required in the first 12 months of the Subproject. In addition, short term consultants will be utilized in the first year as indicated by evolving needs. It is anticipated that a minimum of 12 person months of short term consultant time will be required in the first year.

Other inputs required during this period include support, materials, and equipment needs for two seminar/workshops in the first year.

The job descriptions for all of the positions are detailed in the Subproject paper with the exception of the Education Administration Planner. That job description appears in Section E of this workplan.

For the first year of the Core Subproject, the inputs for the Eastern Michigan University Management Element are as shown here. The personnel in this element are assigned both to the home office as well as to the field. At the U.S. based home office, the following positions are necessary: (1) Project Manager, 50%-time; Administrative Officer, 100%-time; Campus Training Coordinator, 100%-time; Senior Secretary, 100%-time. See the attached Budget Summary for the costs of those assignments. The field based personnel of the EMU Project Management Element are the Chief-of-Party, 100%-time; the Administrative Officer, 100%-time (U.S.-hire); the Administrative Assistant, 100% (local-hire); Project Secretary, 100%-time (local-hire), and Clerk-Typist, 100%-time (local-hire).

Other inputs include the support of personnel in the field through standard USAID regulations. They are detailed in the attached budget summaries for the two elements during year one.

V. Education Administration Planner

A. Qualifications: This person must possess an earned Doctorate in Education and have extensive experience in Educational Administration and Planning. Strong inter-personal skills are a requirement as this individual must work at all levels of the Ministry of Education. S/he will report to the Chief-of-Party of the BEDP.

- B. Responsibilities: This person will be responsible for establishing and documenting the MOE's administrative structure including job descriptions, personnel and training requirements by performing the following:
1. Working with all MOE departments to define their internal structure, purpose and inter-relationships.
 2. Assisting MOE staff in defining their duties and interrelationships.
 3. Organizing inservice workshops for the MOE staff in planning, research methods, statistics, curricula, testing and supervision.
 4. Coordinating the in-country training element for 20 MOE staff, four of whom will complete the Ph.D., sixteen the Master's Degree.

UNITED STATES GOVERNMENT

memorandum

DATE: May 15, 1980

REPLY TO
ATTN OF: NE/PD/PDS, Stephen F. Lintner, Environmental Coordinator *SFL*

SUBJECT: YEMEN - Basic Education Development Project (279-0053), Core/Education
Administration Development Subproject - Environmental Clearance

TO: NE/TECH/HRST, Ann Domidion, Project Chairperson

I have reviewed the environmental documentation submitted for the subject project and concur with the conclusion of the Mission that the action will have no adverse effect on the environment.

It should be noted that, except to the extent designed to result in activities directly affecting the environment (such as construction of facilities, etc.), educational programs have been determined not to be Federal actions having a significant effect on the environment. Such actions require only an explanatory paragraph on the environment in the Project Identification Document (PID) and Project Paper (PP) and do not require an Initial Environmental Examination.

cc: GC/NE, T. Carter
AID/Sana, F. Pavich, Mission Environmental Officer



Buy U.S. Savings Bonds Regularly on the Payroll Savings Plan

ANNEX K

Conditions Precedent and Covenants

The following Conditions Precedent and Covenants are recommended for inclusion in the Project Grant Agreement.

A. Conditions Precedent

Conditions Precedent to Disbursement of Funds for Core Subproject

Prior to any disbursement or the issuance of commitment documents under the Project for the Core Sub-Project activities, the Y.A.R. shall, except as A.I.D. may otherwise agree in writing, furnish in form and substance satisfactory to A.I.D.:

1. Names of persons who will act as the representatives of the Y.A.R. for this Sub-Project together with evidence of their authority and the specimen signature of each;
2. A list of program participants who begin participant training under this Sub-Project in 1981;
3. Evidence of availability of sufficient office and classroom space and facilities necessary to carry out the Sub-Project activities;
4. Names of Sanaa University/Ministry of Education designated counterparts to work with Core Sub-Project technicians;
5. Evidence of establishment of participant selection procedures, acceptable to A.I.D., which shall include final endorsement of program participants by the Dean of the Faculty of Education at Sanaa University..

B. Covenants

Special Covenants for the Project Core Subproject

The cooperating country, after consultation with USAID, shall:

1. Grant appropriate salary increases to program participants upon notification of the successful completion of the MA (PhD) degree;

2. Hold all degree documents in order to guarantee that participants will complete their service agreement;
3. Require at least five years of service to the Ministry of Education or Sanaa University following long-term training programs;
4. Continue full salaries and benefits to participants during all phases of the subproject;
5. Set up a Basic Education Development Council to advise policy on all subprojects;
6. Agree to discuss with AID various additional alternatives and incentives for retaining and/or assigning program participants and shall endeavor, to the maximum extent possible, to increase the participation of women in every phase of the project.

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ANNEX L

PAGE 01 OF 02 STATE 150558
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ORIGIN OFFICE NETC-BA
INFO NEPD-03 AANE-01 NEDP-01 NENA-03 PPCE-01 PPPB-02 GC-01
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DRAFTED BY AID/NE/TECH/HRST: AMDOHIDION:BF

APPROVED BY AID/AA/NE: AWHITE

NE/TECH/HRST: THCDONOUGH (DRAFT)

NE/TECH: LREADE (DRAFT)

NE/PD: RBELL (DRAFT)

NE/PD: BLANGMAID

GC/NE: TCARTER (DRAFT)

NE/HENA: MHUNTINGTON (DRAFT)

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NEAC CABLE

AIDAC

E.O. 12065: N/A

TAGS:

SUBJECT: BASIC EDUCATION DEVELOPMENT: 279-0059; CORE SUP-
PROJECT AND PRIMARY AND SCIENCE EDUCATION SUBPROJECT

REF: A. STATE 124284 B. SANA 3318

1. THE NEAR EAST ADVISORY COMMITTEE REVIEWED SUBJECT SUB-
PROJECTS ON MAY 22, 1980, WITH CHIEF-OF-PARTY, EMU, AND
CAMPUS PROJECT MANAGER, EMU, PRESENT. THE NEAC APPROVED
BOTH SUBPROJECTS. ISSUES COVERED IN BOTH SPS AND THOSE
SUBMITTED BY PROJECT REVIEW COMMITTEE CHAIRPERSON WERE DIS-
CUSSED. THOSE CONSIDERED OF PARTICULAR INTEREST AND
CONCERN ARE AS FOLLOWS:

A. DO SUFFICIENT LINKAGES/COOPERATION EXIST BETWEEN
MINISTRY OF EDUCATION AND SANA UNIVERSITY? THE PRIMARY
AND SCIENCE SP AMENDMENT WILL BE EXECUTED ON THE YARG SIDE
BY BOTH THE GOVERNMENT AND THE UNIVERSITY BUT WILL BE
IMPLEMENTED BY THE UNIVERSITY. THE PTTI SP WILL BE PHASED
OVER FROM MOE IMPLEMENTATION TO SANA UNIVERSITY DURING
COURSE OF PROGRAM. ALTHOUGH MINIMUM DIFFICULTIES ARE
EXPECTED BECAUSE THE MINISTER OF EDUCATION IS ALSO PRESI-
DENT OF UNIVERSITY GOVERNING COUNCIL, SUBPROJECT

ACTIVITIES MUST BE IMPLEMENTED IN SUCH A WAY AS TO BUILD
COOPERATION BETWEEN THE TWO INSTITUTIONS. ANNUAL BASIC
EDUCATION DEVELOPMENT PROGRAM (BEDP) EVALUATIONS AND WORK-
PLAN REVIEWS AND PLANNED COUNCIL FOR BASIC EDUCATION
DEVELOPMENT SHOULD SUPPLY FORUMS FOR JOINT PLANNING. THE
HIGHER COMMISSION ON EDUCATION, WHEN ESTABLISHED, WOULD BE
ANOTHER ADVISORY GROUP TO EXAMINE AND HELP MODIFY THE
EDUCATION SECTOR IN YEMEN AND WORK CLOSELY WITH COUNCIL FOR
BED.

B. PRIMARY AND SCIENCE EDUCATION SPP SUGGESTS A SEPARATION
BETWEEN SCIENCE TEACHING METHODS AND SCIENCE CONTENT

COURSES. NEAC DISCUSSED DESIRABILITY OF HAVING SCIENCE
METHODS AND CONTENT COURSES CLOSELY RELATED, NOT TAUGHT AS
COMPLETELY SEPARATE ENTITIES. A SCIENCE LAB OUTSIDE THE
CLASSROOM WAS SUGGESTED AS AN EXCELLENT WAY TO LINK
CURRICULA TO BASIC PROBLEMS, THEREBY EVOLVING INTO A TYPE
OF FIELD SCIENCE.

C. JOINTLY DEVELOPED CRITERIA FOR PARTICIPANT SELECTION/
PARTICIPATION/YARG APPLICATION HAVE BEEN WORKING WELL IN
THE PTTI SP. SINCE EMU HOLDS INDEPENDENT CONTROL OVER WHO
IS ADMITTED TO ITS PROGRAMS AND CAN REJECT ANY UNQUALIFIED
PARTICIPANTS, THERE SHOULD BE LITTLE OR NO DIFFICULTY UNDER
THESE TWO SPS.

D. MISSION SHOULD BE CONSTANTLY ALERT TO INSURE THE
EQUITABLE DISTRIBUTION OF DEVELOPMENT BENEFITS UNDER THESE
SUBPROJECTS SO THAT RURAL AREAS WILL BE ADEQUATELY COVERED,
THAT WOMEN ARE ENCOURAGED TO PARTICIPATE WHENEVER POSSIBLE,
AND THAT OUTREACH CAPABILITIES OF THE ACTIVITIES ARE
MAXIMIZED.

E. MISSION PARTICIPATION IN BED COUNCIL SHOULD BE THAT OF
AN EX OFFICIO NON-VOTING MEMBER ONLY. USAID SHOULD KEEP
ITSELF INFORMED OF BED COUNCIL ACTIVITIES BUT REFRAIN FROM
PARTICIPATION IN COUNCIL DECISIONMAKING.

F. CONSIDERABLE CONCERN WAS EXPRESSED ABOUT OTHER DONOR
INTERACTION, PERCEPTION OF DONOR ROLES, AND EMU'S WORKING
RELATIONSHIPS WITH OTHER DONOR-FINANCED EXPATRIATES. NEAC
REQUESTED THAT DONOR ASSISTANCE BE DISCUSSED IN EACH SPP TO
REVEAL THE LEVELS OF INFLUENCE, COOPERATION, AND RELATION-
SHIP TO THOSE SPS. FOR EXAMPLE, NEAC WAS PARTICULARLY
INTERESTED IN ROLE OF UNDP/UNESCO IN MOE AND KUWAIT IN SANA
UNIVERSITY. AID/W AND EMU WILL ATTEMPT TO ADDRESS THIS
ISSUE IN BOTH SPPS.

G. NEAC DISCUSSED QUESTION OF FIELD SUPPORT FOR VEHICLES
AND CONCLUDED THAT MISSION, EMU AND CID SHOULD DEVELOP A
PROCEDURE WHEREBY EMU COULD OBTAIN VEHICLE MAINTENANCE
SERVICES FROM SOON-TO-BE-DEVELOPED CID VEHICLE MAINTENANCE
FACILITY ON A REIMBURSEMENT BASIS.

H. STATEMENT CONCERNING UNIVERSAL LITERACY IN YEMEN SHOULD
BE REVISED (SEE P. 27 OF CORE SP). IT DOES NOT REFLECT
ACTUAL SITUATION OR EXPRESS A REALISTIC GOAL. EMU AND
NE/TECH WILL REVISE PARAGRAPH AND CABLE BY SEPTEL.

I. ADEQUACY OF YARG BUDGET PLANNING AND ATTENTION TO NEW
SOURCES OF FINANCING AT LOCAL AND NATIONAL LEVELS TO MEET
COSTS OF EXPANSION OF BASIC EDUCATIONAL SYSTEM IS IMPLICIT
IN PROJECT GOAL. CONCLUSION WAS THAT LONG-TERM AND ANNUAL
PROJECT WORKPLANS SHOULD COVER IN DETAIL THE BUDGETARY
LEVELS REQUIRED TO ACHIEVE PROJECT GOALS AND SPECIFICALLY
ADDRESS ALTERNATIVES FOR GENERATING NEEDED RESOURCES, IN-
CLUDING OPPORTUNITIES FOR LOCAL FINANCING AND FEES FOR
EDUCATIONAL SERVICES AS WELL AS NATIONAL TAX AND FEE FOR
SERVICE PROGRAMS.

2. FOLLOWING ITEMS (SECTIONS) WILL REQUIRE MISSION ACTION,
COMMENTS OR CLEARANCE BEFORE SUBPROJECTS CAN BE AUTHORIZED:

A. SEPARATE YARG LETTERS OF REQUEST FOR ASSISTANCE ARE
NECESSARY FOR EACH SP AS REQUESTED IN REF A. WHEN MISSION
HAS RECEIVED THEM, PLEASE NOTIFY AID/W BY CABLE, INCLUDING
TEXT OF EACH. UPON RECEIPT, COPIES OF CABLED TEXT WILL BE
INCLUDED IN AUTHORIZATION PACKAGES. FORMAL LETTERS WILL
LATER BE INCLUDED IN PRINTED COPIES OF SPPS.

B. SEPARATE STATUTORY CHECKLISTS ARE NEEDED FOR EACH SPP
AS REQUESTED IN REF A. TO SAVE TIME, NE/TECH WILL PREPARE

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PAGE 02 OF 02 STATE 150550
THOSE WITH CHESTER BELL'S ASSISTANCE.

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EDUCATION SUBPROJECT AS FOLLOWS:

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C. IN PRIMARY AND SCIENCE SP, THERE IS NO SUMMARY BUDGET FOR PROPOSED COMMODITY/EQUIPMENT TO SHOW HOW TOTAL FIGURES WERE COMPUTED. THESE BASIC DATA MUST BE INCLUDED IN SPP PRIOR TO AUTHORIZATION OF FUNDS. LOCAL COST ANALYSIS DOES NOT SHOW ANY ADDITIONAL AMOUNT FOR COMMODITIES. ALTHOUGH AID IS AWARE OF MATERIALS AND EQUIPMENT LISTS IN UNATTACHED ANNEXES FOR SCIENCE AND EDUCATION LABS, AID WILL REQUIRE ADDITION OF A COVENANT IN THE PROJECT AGREEMENT REQUIRING THE GRANTEE TO SUBMIT A DETAILED LISTING OF NECESSARY COMMODITIES, TOGETHER WITH A PLAN FOR PROCUREMENT OF THOSE COMMODITIES, WITHIN NINE MONTHS FROM DATE OF SIGNING OF PRIMARY AND SCIENCE EDUCATION SUBPROJECT AMENDMENT. A SUMMARY BUDGET USING DATA FROM UNATTACHED ANNEXES WILL ALSO BE ADDED TO SPP FINANCIAL PLAN, SHOWING BASIS FOR TOTAL COMMODITY/EQUIPMENT COST OF DOLLARS 0.9 MILLION.

D. BECAUSE OF INACCURATE COMPUTATION OF INFLATION FACTOR AND HOST COUNTRY CONTRIBUTIONS, BUDGET FIGURES IN BOTH SPPS NEED REVISION. YARG INPUTS SHOULD BE SHOWN ON AN SP-BY-SP BASIS. REVISED LOP COSTS ARE DOLLARS 8,347,000 FOR CORE AND DOLLARS 9,111,500 FOR PRIMARY AND SCIENCE EDUCATION. AID/W WILL MAKE NECESSARY REVISIONS ON BUDGET PAGES IN BOTH SPPS AND REVISE FACESHEETS TO REFLECT RECOMPUTED FX AND L/C FIGURES.

E. NEAC SUGGESTED THAT MISSION ASSURE THAT FIRST YEAR WORK-PLAN INCLUDE PROVISIONS FOR DEVELOPMENT OF A PROCEDURE TO ASSURE THAT YARG AND AID INPUTS FOR SUPPORT COSTS IN CORE SPP THAT RELATE TO OTHER SPS CAN BE IDENTIFIED. THOSE COSTS SHOULD THEN BE INCLUDED IN COST FIGURES FOR SPS WHEN SUBMITTED FOR APPROVAL/AUTHORIZATION.

3. SINCE THERE WERE NO CONDITIONS PRECEDENT OR COVENANTS IN CORE SUBPROJECT, AID/W RECOMMENDS THE FOLLOWING:

A. CONDITIONS PRECEDENT: THE YARG WILL PROVIDE (1) A LIST OF NAMES OF PERSONS WHO WILL ACT AS REPRESENTATIVES OF THE YARG FOR THIS SP, TOGETHER WITH EVIDENCE OF THEIR AUTHORITY AND SPECIMEN SIGNATURE OF EACH; (2) A LIST OF PROGRAM PARTICIPANTS WHO WILL BEGIN PARTICIPANT TRAINING UNDER CORE SP IN FY 81; (3) EVIDENCE OF AVAILABILITY OF SUFFICIENT OFFICE AND CLASSROOM SPACE AND FACILITIES NECESSARY TO CARRY OUT THE SP ACTIVITIES; (4) SANA UNIVERSITY/ MINISTRY OF EDUCATION DESIGNATED COUNTERPARTS TO WORK WITH

CORE SP TECHNICIANS; AND (5) EVIDENCE OF ESTABLISHMENT OF PARTICIPANT SELECTION PROCEDURES, ACCEPTABLE TO MISSION, EMU, DEAN OF FACULTY OF EDUCATION, AND SANA UNIVERSITY.

B. SPECIAL COVENANTS FOR IMPLEMENTATION WILL INCLUDE THE FOLLOWING: THE YARG, AFTER CONSULTATION WITH MISSION, (1) SHALL GRANT APPROPRIATE SALARY INCREASES TO PROGRAM PARTICIPANTS UPON NOTIFICATION OF SUCCESSFUL COMPLETION OF THE MA OR PHD DEGREE; (2) HOLD ALL DEGREE DOCUMENTS IN ORDER TO GUARANTEE THAT PARTICIPANTS WILL COMPLETE THEIR SERVICE AGREEMENT; (3) REQUIRE AT LEAST FIVE YEARS OF SERVICE TO MINISTRY OF EDUCATION OR TO SANA UNIVERSITY FOLLOWING LONG-TERM TRAINING PROGRAMS; (4) CONTINUE FULL SALARIES AND BENEFITS TO PARTICIPANTS DURING ALL PHASES OF SUBPROJECT; (5) SET UP A BASIC EDUCATION DEVELOPMENT COUNCIL TO ADVISE POLICY ON ALL SUBPROJECTS; (6) AGREE TO DISCUSS WITH MISSION VARIOUS DIFFERENT (ADDITIONAL) ALTERNATIVES AND INCENTIVES FOR RETAINING AND/OR ASSIGNING PROGRAM PARTICIPANTS; AND (7) SHALL ENDEAVOR, TO MAXIMUM EXTENT POSSIBLE, TO INCREASE THE PARTICIPATION OF WOMEN IN EVERY PHASE OF SUBPROJECT.

4. TWO COVENANTS WERE ADDED TO THE PRIMARY AND SCIENCE

A. A LONG RANGE PLAN FOR DEVELOPMENT OF THE FACULTY OF EDUCATION ACCEPTABLE TO AID WILL BE APPROVED BY SANA UNIVERSITY WITHIN NINE MONTHS FROM THE DATE OF THE ARRIVAL OF THE LONG-TERM FACULTY OF EDUCATION ADVISOR.

B. UNLESS AID OTHERWISE AGREES IN WRITING, THE GRANTEE, WITHIN NINE MONTHS FROM DATE OF SIGNING THE PROJECT GRANT AGREEMENT MAKING FUNDS AVAILABLE FOR THE PRIMARY AND SCIENCE EDUCATION SUBPROJECT, SHALL FURNISH A DETAILED EQUIPMENT PROCUREMENT PLAN WITH COST ESTIMATES BASED ON PROCUREMENT FOR LAB FACILITIES (LIFE SCIENCES, PHYSICAL SCIENCES, CURRICULUM/INSTRUCTIONAL MATERIALS) IN FORM AND SUBSTANCE SATISFACTORY TO AID.

5. AID/W WILL MAKE EVERY EFFORT TO PREPARE AUTHORIZATION PACKAGES ASAP. REQUEST MISSION CABLE COMMENTS/CONCURRENCES ASAP. MUSKIE

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ANNEX G

APPROVAL MESSAGES

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PAGE 01 OF 02 STATE 118450
ORIGIA AID-42

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STATE 118450

INFO OCT-01 /043_B

DRAFTED BY NE/MENA/YR:EAGLAESER:ACB
APPROVED BY AA/NE:JHEELER
NE/MENA:JKNOLL (DRAFT)
SER/CM/ROO/NE:FHMOULTON (DRAFT)
NE/GC:GBISSON (DRAFT)
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AIDAC

E.O. 11652: N/A

TAGS:

SUBJECT: NEAC REVIEW OF PIDS FOR PRIMARY TEACHER
TRAINING (273-8854) AND IMPROVEMENT OF the Faculty of Science (0053)

REF: (STATE 082672; (B) SAMA 1963

1. THE NEAC REVIEWED AND APPROVED SUBJECT PIDS ON APRIL 26 AND RECOMMENDS THAT THE MISSION PROCEED TO DEVELOP THE PROJECT(S) TO PP STAGE. HOWEVER, NEAC IDENTIFIED, AS NOTED FOLLOWING PARAS, A NUMBER OF ISSUES WHICH NEED TO BE RESOLVED, PLUS SEVERAL SUGGESTIONS FOR MISSION CONSIDERATION.
2. NEAC RECOGNIZED THAT UNDER NORMAL CIRCUMSTANCES IT WOULD BE HIGHLY DESIRABLE TO HAVE A HUMAN RESOURCE DEVELOPMENT STRATEGY WELL ARTICULATED PRIOR TO CONSIDERATION OF THESE AND OTHER HRD PROJECTS. HOWEVER, WE ALSO

APPRECIATE MISSION/YARG CONCERN FOR EXPEDITIOUS PROJECT DEVELOPMENT AND CONSEQUENTLY RECOMMEND THAT THE MISSION ARRANGE TO INCORPORATE STRATEGY, INCLUDING SECTOR ANALYSIS REQUIRED TO SUPPORT THE STRATEGY IN THE PP(S). WE HOPE THAT MANY OF THE CONCERNS OUTLINED IN REF (A) CAN BE ADDRESSED IN THAT EFFORT. WE ALSO SUGGEST THE STRATEGY INCLUDE (A) ANALYSIS OF YEMEN'S HUMAN RESOURCE REQUIREMENTS; (B) THE ANTICIPATED ROLE, DEFICIENCIES, AND PRIORITIES OF YAR EDUCATION SYSTEM; (C) EDUCATION POLICIES; (D) ANTICIPATED IMPACT OF U.S. INPUTS; (E) NATURE AND RELEVANCE OF EXISTING CURRICULUM, FACILITIES, EQUIPMENT AND MATERIALS; (F) IMPLICATIONS OF SUCH THINGS AS COSTS AND ABSORPTIVE CAPACITIES ASSOCIATED WITH INDICATED APPROACHES; (G) OTHER DONOR INPUTS AND HOW THEY RELATE TO AID PROJECTS, (H) ROLE OF LARGE NUMBERS OF EXPATRIATE TEACHERS AND RELATIONSHIP TO AID INPUTS. WE ARE NOT HOWEVER ASKING FOR DETAILED EDUCATION SECTOR ASSESSMENT BUT RATHER AN ANALYTICAL OUTLINE OF THE YAR EDUCATIONAL STRATEGY SITUATION, PLANS, AND THE ROLE OF PROPOSED MISSION SUPPORT.

3. IN LIGHT OF TYPE OF PROJECT DEVELOPMENT CONTEMPLATED WHICH, AS INDICATED PARA 2 ABOVE INCLUDES STRATEGY OUTLINE,

THE NEAC SUGGESTS MISSION MAY WISH TO CONSIDER COMBINING THESE TWO PROJECTS. WE BELIEVE THERE MAY BE ADEQUATE RATIONALE FOR THIS, INCLUDING THE ANTICIPATED EFFECT ON OVERALL IMPROVEMENT OF TEACHING AT PRIMARY, SECONDARY AND UNIVERSITY LEVELS. WE NEED SOONEST YOUR VIEWS ON THE POSSIBILITY OF A SINGLE CONSOLIDATED PROJECT AND WHATEVER OTHER DESIGN MODIFICATIONS OR ADDITIONS YOU MAY WISH TO PROPOSE, SOME OF WHICH PERHAPS SURFACED IN THE COURSE OF MISSION'S RECENT FIELD CONSULTATION WITH THE IBRD APPRAISAL TEAM. OBVIOUSLY, WHETHER WE ARE DEALING WITH TWO PROJECTS OR A SINGLE CONSOLIDATED PROJECT, THE SCOPE OF THEIR OR ITS COMPONENT PARTS WILL BEAR ON THE OPERATION OF THE COLLABORATIVE ASSISTANCE EVALUATION PANEL DESCRIBED PARA 6. WE LOOK FORWARD TO YOUR COMMENTS ON THE MATTER.

4. NEAC RECOMMENDS USAID CONSIDER DESIGN ALTERNATIVES SUCH AS SHORTENING TIME FRAME OF PROJECTS, PERHAPS INCREASING SPEED OF TEACHER TRAINING, ETC. NEAC BELIEVES A BETTER DELINEATION OF INTERMEDIATE OBJECTIVES AND OUTPUTS NEEDED: DURING ADVISORY MEETINGS AND IN SEPARATE

DISCUSSIONS WITH DR. NEVILLE, VIEW EXPRESSED THAT THE MISSION MIGHT BE HARRIED PREMATURELY TO SOME TRADITIONAL LONG TERM SOLUTIONS AND THAT PROJECT GOALS MIGHT BETTER BE MET BY THE ADDITION OF ACTIVITIES DESIGNED TO HAVE NEARER TERM IMPACT. SPECIFICALLY, CONCERN WAS EXPRESSED THAT GIVEN LEVEL OF STUDENTS IN PTTIS (I.E., 7TH-9TH GRADES AND 10TH TO 12TH GRADES) LOW QUALITY OF PRIMARY SCHOOL TEACHERS, AND URGENT NEED FOR NEW TEACHERS, FIVE YEAR TRAINING PROGRAM FOR PTTI STAFF TO MA LEVEL APPEARS EXCESSIVE AT LEAST FOR NOW. RE SCIENCE FACULTY, QUESTION RAISED WHETHER IN LIGHT KUWAIT FINANCING OF SAMA UNIVERSITY CONSTRUCTION AND EQUIPMENT, IT WOULD BE MORE APPROPRIATE FOR YARG TO SEEK KUWAIT RATHER THAN AID FUNDING FOR ADDITIONAL SCIENCE EQUIPMENT.

5. WE ANTICIPATE THAT AS A MATTER OF COURSE, THE PORTIONS OF PID(S) CURRENTLY LACKING, SUCH AS INITIAL ENVIRONMENTAL EXAMINATION PER AID REG 13, BENEFICIARY ANALYSIS, IMPLEMENTATION PLAN, CONDITIONS PRECEDENT, AND RELATION OF PROJECT TO OVERALL CDSS, WILL BE DEVELOPED IN THE PP(S). ALSO GIVEN THE MISSION'S CDSS PROPOSAL TO MOVE HEAVILY INTO THE EDUCATION SECTOR AND THE OBVIOUS NEED FOR A GREAT DEAL OF ATTENTION TO MOVING PROJECT(S) THROUGH DESIGN AND INTO IMPLEMENTATION, NEAC REQUESTS MISSION VIEWS RE HRD STAFFING.

6. NEAC AWARE OF MISSION/YARG INTENTION TO UTILIZE AN ACADEMIC INSTITUTION TO DEVELOP AND IMPLEMENT PROJECT(S) UNDER A COLLABORATIVE-ASSISTANCE ARRANGEMENT. THE NEAC SUPPORTS THIS CONCEPT AND IN ACCORDANCE WITH AID W.R.7-4-58) PROCEDURES WILL ESTABLISH AN EVALUATION PANEL TO MAKE APPROPRIATE DETERMINATION AS TO FEASIBILITY OF A COLLABORATIVE ASSISTANCE APPROACH. PANEL IS TO BE CHAIRED BY NE/TECH AND INCLUDES REPRESENTATIVES FROM DESK, DSB, CONTRACT MANAGEMENT, NE/GC. PANEL'S FUNCTIONS: (A) DETERMINE WHETHER COLLABORATIVE ASSISTANCE WITH AN EDUCATIONAL INSTITUTION REQUIRED AND JUSTIFIED AND, IF SO, (B) PREPARE EVALUATION AND SELECTION CRITERIA AND TECHNICAL SPECIFICATIONS AGAINST WHICH ELIGIBLE INSTITUTIONS ARE TO BE JUDGED; (C) PREPARE INITIAL SOURCE LIST OF POTENTIAL SOURCES KNOWN TO HAVE REQUIRED CAPABILITIES AND EXPERTISE; (D) EVALUATE SOURCE LIST AGAINST EVALUATION CRITERIA AND MAKE

WRITTEN DETERMINATION OF SOURCES CONSIDERED MOST CAPABLE; (E) PREPARE MEMORANDUM CITING LIKELY SOURCES AND REQUESTING CONTRACTING OFFICER TO PREPARE REQUEST

PAGE 02 OF 02 STATE 118450

FOR EXPRESSIONS OF INTEREST FROM THE SOURCES; (F) EVALUATE EXPRESSIONS OF INTEREST; (G) PREPARE WRITTEN RECOMMENDATION ASKING THAT NEGOTIATIONS COMMENCE WITH PREFERRED SOURCE. - SER/CM REVIEWS RECOMMENDATIONS AND THEN OBTAINS COST AND OTHER DATA AND NEGOTIATES CONTRACT.

7. AS AN ADJUNCT TO YOUR RESPONSE PER PARA 3 ABOVE, WE WOULD APPRECIATE MISSION'S CABLED SUGGESTIONS RE PARA 6 (B) ABOVE FOR EVALUATION AND SELECTION CRITERIA, I.E., PRECISELY WHAT CAPABILITIES AND EXPERTISE IN WHAT AREAS ARE REQUIRED BY POTENTIAL SOURCES.

8. RE REF B, THE TYPE COLLABORATIVE ARRANGEMENT MISSION DESCRIBES--OPEN ENDED, SIMILAR TO IQC AND AND DESIGNED TO NOT PRECLUDE COLLABORATING INSTITUTION FROM ALSO BEING ELIGIBLE FOR EVENTUAL IMPLEMENTATION-- DOES NOT APPEAR FEASIBLE UNDER PRESENT PROCUREMENT REGULATIONS. WE ARE AGREEABLE, NOW-V-R, TO CONSIDERING A PROJECT PROPOSAL ALONG LINES INDICATED IF MISSION PREPARED TO OFFER CONTRACT COMPETITIVELY, IF THE SCOPE OF ACTIVITIES COULD BE IDENTIFIED WITH SOME CERTAINTY AND IF THE MISSION CAN ACCEPT POSSIBILITY THAT CONTRACTOR SELECTED WOULD NOT BE ELIGIBLE FOR OTHER PROJECTS THAT MIGHT GROW OUT OF THIS.

9. GIVEN NATURE PROJECT DESIGN PROCESS AND AID/W CONCERNS/ QUERIES EXPRESSED ABOVE, IT IS DESIRABLE USAID AND AID/W EXCHANGE VIEWS PRIOR TO AND DURING P; PREPARATION TO ASSURE ALL OF US ARE ON SAME WAVE LENGTH. INTERIM REPORT AT SOME STAGE OF DESIGN PROCESS WOULD BE USEFUL. DEPENDING ON MISSION RESPONSE THIS MESSAGE, IT MAY BE DESIRABLE TO DESIGN THE SCOPE OF THE SECTOR/PP (S) PREPARATION STUDY TO SERVE THE PURPOSE-- I.E., TO PROVIDE SECTOR ANALYSIS PLUS SUFFICIENT ANALYTIC/DESCRIPTIVE MATERIAL TO PROVIDE BASIS FOR RAPID FINALIZATION OF PPS AFTER REVIEW OF THE STUDY. VANCE

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OUTGOING
TELEGRAM ANNEX G
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PAGE 01 OF 02 STATE 150550
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ORIGIN OFFICE NETC-04
INFO NEPD-03 AANC-01 NECP-01 NENA-03 PPCE-01 PPPB-02 GC-01
PPEA-01 GCNE-01 AADS-01 C-01 CMGT-02 CPP-01 CPS-02
DSST-01 ED-01 CHS-01 RELO-01 PDPR-01 /030 A4 8

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DRAFTED BY AID/NE/TECH/HRST:AMDOMIDION:BF

APPROVED BY AID/AA/NE:AWNITE

NE/TECH/HRST:THCDONOUGH (DRAFT)

NE/TECH:PEAOE (DRAFT)

NE/PD:RBELL (DRAFT)

NE/PD:LANGMAID

GC/NE:TCARTER (DRAFT)

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AIDAC

E.O. 12865: N/A

TAGS:

SUBJECT: BASIC EDUCATION DEVELOPMENT: 279-0053; CORE SUP-
PROJECT AND PRIMARY AND SCIENCE EDUCATION SUBPROJECT

REF: A. STATE 124284 B. SANA 391J

1. THE NEAR EAST ADVISORY COMMITTEE REVIEWED SUBJECT SUB-PROJECTS ON MAY 22, 1988, WITH CHIEF-OF-PARTY, EMU, AND CAMP'S PROJECT MANAGER, EMU, PRESENT. THE NEAC APPROVED BOTH SUBPROJECTS. ISSUES COVERED IN BOTH SPS AND THOSE SUBMITTED BY PROJECT REVIEW COMMITTEE CHAIRPERSON WERE DISCUSSED. THOSE CONSIDERED OF PARTICULAR INTEREST AND CONCERN ARE AS FOLLOWS:

A. DO SUFFICIENT LINKAGES/COOPERATION EXIST BETWEEN MINISTRY OF EDUCATION AND SANA UNIVERSITY? THE PRIMARY AND SCIENCE SP AMENDMENT WILL BE EXECUTED ON THE YARG SIDE BY BOTH THE GOVERNMENT AND THE UNIVERSITY BUT WILL BE IMPLEMENTED BY THE UNIVERSITY. THE PTTI SP WILL BE PHASED OVER FROM MOE IMPLEMENTATION TO SANA UNIVERSITY DURING COURSE OF PROGRAM. ALTHOUGH MINIMUM DIFFICULTIES ARE EXPECTED BECAUSE THE MINISTER OF EDUCATION IS ALSO PRESIDENT OF UNIVERSITY GOVERNING COUNCIL, SUBPROJECT

ACTIVITIES MUST BE IMPLEMENTED IN SUCH A WAY AS TO BUILD COOPERATION BETWEEN THE TWO INSTITUTIONS. ANNUAL BASIC EDUCATION DEVELOPMENT PROGRAM (BEDP) EVALUATIONS AND WORKPLAN REVIEWS AND PLANNED COUNCIL FOR BASIC EDUCATION DEVELOPMENT SHOULD SUPPLY FORUMS FOR JOINT PLANNING. THE HIGHER COMMISSION ON EDUCATION, WHEN ESTABLISHED, WOULD BE ANOTHER ADVISORY GROUP TO EXAMINE AND HELP MODIFY THE EDUCATION SECTOR IN YEMEN AND WORK CLOSELY WITH COUNCIL FOR BED.

B. PRIMARY AND SCIENCE EDUCATION SPP SUGGESTS A SEPARATION BETWEEN SCIENCE TEACHING METHODS AND SCIENCE CONTENT

COURSES. NEAC DISCUSSED DESIRABILITY OF HAVING SCIENCE METHODS AND CONTENT COURSES CLOSELY RELATED, NOT TAUGHT AS COMPLETELY SEPARATE ENTITIES. A SCIENCE LAB OUTSIDE THE CLASSROOM WAS SUGGESTED AS AN EXCELLENT WAY TO LINK CURRICULA TO BASIC PROBLEMS, THEREBY EVOLVING INTO A TYPE OF FIELD SCIENCE.

C. JOINTLY DEVELOPED CRITERIA FOR PARTICIPANT SELECTION/PARTICIPATION/YARG APPLICATION HAVE BEEN WORKING WELL IN THE PTTI SP. SINCE EMU HOLDS INDEPENDENT CONTROL OVER WHO IS ADMITTED TO ITS PROGRAMS AND CAN REJECT ANY UNQUALIFIED PARTICIPANTS, THERE SHOULD BE LITTLE OR NO DIFFICULTY UNDER THESE TWO SPS.

D. MISSION SHOULD BE CONSTANTLY ALERT TO INSURE THE EQUITABLE DISTRIBUTION OF DEVELOPMENT BENEFITS UNDER THESE SUBPROJECTS SO THAT RURAL AREAS WILL BE ADEQUATELY COVERED, THAT WOMEN ARE ENCOURAGED TO PARTICIPATE WHENEVER POSSIBLE, AND THAT OUTREACH CAPABILITIES OF THE ACTIVITIES ARE MAXIMIZED.

E. MISSION PARTICIPATION IN BED COUNCIL SHOULD BE THAT OF AN EX OFFICIO NON-VOTING MEMBER ONLY. USAID SHOULD KEEP ITSELF INFORMED OF BED COUNCIL ACTIVITIES BUT REFRAIN FROM PARTICIPATION IN COUNCIL DECISIONMAKING.

F. CONSIDERABLE CONCERN WAS EXPRESSED ABOUT OTHER DONOR INTERACTION, PERCEPTION OF DONOR ROLES, AND EMU'S WORKING RELATIONSHIPS WITH OTHER DONOR-FINANCED EXPATRIATES. NEAC REQUESTED THAT DONOR ASSISTANCE BE DISCUSSED IN EACH SPP TO REVEAL THE LEVELS OF INFLUENCE, COOPERATION, AND RELATIONSHIP TO THOSE SPS. FOR EXAMPLE, NEAC WAS PARTICULARLY INTERESTED IN ROLE OF UNDP/UNESCO IN MOE AND KUWAIT IN SANA UNIVERSITY. AID/W AND EMU WILL ATTEMPT TO ADDRESS THIS ISSUE IN BOTH SPPS.

G. NEAC DISCUSSED QUESTION OF FIELD SUPPORT FOR VEHICLES AND CONCLUDED THAT MISSION, EMU AND CID SHOULD DEVELOP A PROCEDURE WHEREBY EMU COULD OBTAIN VEHICLE MAINTENANCE SERVICES FROM SOON-TO-BE-DEVELOPED CID VEHICLE MAINTENANCE FACILITY ON A REIMBURSEMENT BASIS.

H. STATEMENT CONCERNING UNIVERSAL LITERACY IN YEMEN SHOULD BE REVISED (SEE P. 27 OF CORE SP). IT DOES NOT REFLECT ACTUAL SITUATION OR EXPRESS A REALISTIC GOAL. EMU AND NE/TECH WILL REVISE PARAGRAPH AND CABLE BY SEPTEL.

I. ADEQUACY OF YARG BUDGET PLANNING AND ATTENTION TO NEW SOURCES OF FINANCING AT LOCAL AND NATIONAL LEVELS TO MEET COSTS OF EXPANSION OF BASIC EDUCATIONAL SYSTEM IS IMPLICIT IN PROJECT GOAL. CONCLUSION WAS THAT LONG-TERM AND ANNUAL PROJECT WORKPLANS SHOULD COVER IN DETAIL THE BUDGETARY LEVELS REQUIRED TO ACHIEVE PROJECT GOALS AND SPECIFICALLY ADDRESS ALTERNATIVES FOR GENERATING NEEDED RESOURCES, INCLUDING OPPORTUNITIES FOR LOCAL FINANCING AND FEES FOR EDUCATIONAL SERVICES AS WELL AS NATIONAL TAX AND FEE FOR SERVICE PROGRAMS.

2. FOLLOWING ITEMS (SECTIONS) WILL REQUIRE MISSION ACTION, COMMENTS OR CLEARANCE BEFORE SUBPROJECTS CAN BE AUTHORIZED:

A. SEPARATE YARG LETTERS OF REQUEST FOR ASSISTANCE ARE NECESSARY FOR EACH SP AS REQUESTED IN REF A. WHEN MISSION HAS RECEIVED THEM, PLEASE NOTIFY AID/W BY CABLE, INCLUDING TEXT OF EACH. UPON RECEIPT, COPIES OF CABLED TEXT WILL BE INCLUDED IN AUTHORIZATION PACKAGES. FORMAL LETTERS WILL LATER BE INCLUDED IN PRINTED COPIES OF SPPS.

B. SEPARATE STATUTORY CHECKLISTS ARE NEEDED FOR EACH SPP AS REQUESTED IN REF A. TO SAVE TIME, NE/TECH WILL PREPARE

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Department of State

OUTGOING
TELEGRAM

39b

PAGE 02 OF 02 STATE 150558
THOSE WITH CHESTER BELL'S ASSISTANCE.

#03706 AID0020

STATE 150558
EDUCATION SUBPROJECT AS FOLLOWS:

#03706 AID0020

C. IN PRIMARY AND SCIENCE SP, THERE IS NO SUMMARY BUDGET FOR PROPOSED COMMODITY/EQUIPMENT TO SHOW HOW TOTAL FIGURES WERE COMPUTED. THESE BASIC DATA MUST BE INCLUDED IN SPP PRIOR TO AUTHORIZATION OF FUNDS. LOCAL COST ANALYSIS DOES NOT SHOW ANY ADDITIONAL AMOUNT FOR COMMODITIES. ALTHOUGH AID IS AWARE OF MATERIALS AND EQUIPMENT LISTS IN UNATTACHED ANNEXES FOR SCIENCE AND EDUCATION LABS, AID WILL REQUIRE ADDITION OF A COVENANT IN THE PROJECT AGREEMENT REQUIRING THE GRANTEE TO SUBMIT A DETAILED LISTING OF NECESSARY COMMODITIES, TOGETHER WITH A PLAN FOR PROCUREMENT OF THOSE COMMODITIES, WITHIN NINE MONTHS FROM DATE OF SIGNING OF PRIMARY AND SCIENCE EDUCATION SUBPROJECT AGREEMENT. A SUMMARY BUDGET USING DATA FROM UNATTACHED ANNEXES WILL ALSO BE ADDED TO SPP FINANCIAL PLAN, SHOWING BASIS FOR TOTAL COMMODITY/EQUIPMENT COST OF DOLLARS 0.9 MILLION.

D. BECAUSE OF INACCURATE COMPUTATION OF INFLATION FACTOR AND MOST COUNTRY CONTRIBUTIONS, BUDGET FIGURES IN BOTH SPPS NEED REVISION. YARG INPUTS SHOULD BE SHOWN ON AN SP-BY-SP BASIS. REVISED LOP COSTS ARE DOLLARS 8,347,000 FOR CORE AND DOLLARS 9,111,500 FOR PRIMARY AND SCIENCE EDUCATION. AID/W WILL MAKE NECESSARY REVISIONS ON BUDGET PAGES IN BOTH SPPS AND REVISE FACESHEETS TO REFLECT RECOMPUTED FX AND L/C FIGURES.

E. NEAC SUGGESTED THAT MISSION ASSURE THAT FIRST YEAR WORK-PLAN INCLUDE PROVISIONS FOR DEVELOPMENT OF A PROCEDURE TO ASSURE THAT YARG AND AID INPUTS FOR SUPPORT COSTS IN CORE SPP THAT RELATE TO OTHER SPS CAN BE IDENTIFIED. THOSE COSTS SHOULD THEN BE INCLUDED IN COST FIGURES FOR SPS WHEN SUBMITTED FOR APPROVAL/AUTHORIZATION.

3. SINCE THERE WERE NO CONDITIONS PRECEDENT OR COVENANTS IN CORE SUBPROJECT, AID/W RECOMMENDS THE FOLLOWING:

A. CONDITIONS PRECEDENT: THE YARG WILL PROVIDE (1) A LIST OF NAMES OF PERSONS WHO WILL ACT AS REPRESENTATIVES OF THE YARG FOR THIS SP, TOGETHER WITH EVIDENCE OF THEIR AUTHORITY AND SPECIMEN SIGNATURE OF EACH; (2) A LIST OF PROGRAM PARTICIPANTS WHO WILL BEGIN PARTICIPANT TRAINING UNDER CORE SP IN FY 81; (3) EVIDENCE OF AVAILABILITY OF SUFFICIENT OFFICE AND CLASSROOM SPACE AND FACILITIES NECESSARY TO CARRY OUT THE SP ACTIVITIES; (4) SANA UNIVERSITY/ MINISTRY OF EDUCATION DESIGNATED COUNTERPARTS TO WORK WITH

CORE SP TECHNICIANS; AND (5) EVIDENCE OF ESTABLISHMENT OF PARTICIPANT SELECTION PROCEDURES, ACCEPTABLE TO MISSION, EMU, DEAN OF FACULTY OF EDUCATION, AND SANA UNIVERSITY.

B. SPECIAL COVENANTS FOR IMPLEMENTATION WILL INCLUDE THE FOLLOWING: THE YARG, AFTER CONSULTATION WITH MISSION, (1) SHALL GRANT APPROPRIATE SALARY INCREASES TO PROGRAM PARTICIPANTS UPON NOTIFICATION OF SUCCESSFUL COMPLETION OF THE MA OR PHD DEGREE; (2) HOLD ALL DEGREE DOCUMENTS IN ORDER TO GUARANTEE THAT PARTICIPANTS WILL COMPLETE THEIR SERVICE AGREEMENT; (3) REQUIRE AT LEAST FIVE YEARS OF SERVICE TO MINISTRY OF EDUCATION OR TO SANA UNIVERSITY FOLLOWING LONG-TERM TRAINING PROGRAMS; (4) CONTINUE FULL SALARIES AND BENEFITS TO PARTICIPANTS DURING ALL PHASES OF SUBPROJECT; (5) SET UP A BASIC EDUCATION DEVELOPMENT COUNCIL TO ADVISE POLICY ON ALL SUBPROJECTS; (6) AGREE TO DISCUSS WITH MISSION VARIOUS DIFFERENT (ADDITIONAL) ALTERNATIVES AND INCENTIVES FOR RETAINING AND/OR ASSIGNING PROGRAM PARTICIPANTS; AND (7) SHALL ENDEAVOR, TO MAXIMUM EXTENT POSSIBLE, TO INCREASE THE PARTICIPATION OF WOMEN IN EVERY PHASE OF SUBPROJECT.

4. TWO COVENANTS WERE ADDED TO THE PRIMARY AND SCIENCE

A. A LONG RANGE PLAN FOR DEVELOPMENT OF THE FACULTY OF EDUCATION ACCEPTABLE TO AID WILL BE APPROVED BY SANA UNIVERSITY WITHIN NINE MONTHS FROM THE DATE OF THE ARRIVAL OF THE LONG-TERM FACULTY OF EDUCATION ADVISOR.

B. UNLESS AID OTHERWISE AGREES IN WRITING, THE GRANTEE, WITHIN NINE MONTHS FROM DATE OF SIGNING THE PROJECT GRANT AGREEMENT MAKING FUNDS AVAILABLE FOR THE PRIMARY AND SCIENCE EDUCATION SUBPROJECT, SHALL FURNISH A DETAILED EQUIPMENT PROCUREMENT PLAN WITH COST ESTIMATES BASED ON PROCUREMENT FOR LAB FACILITIES (LIFE SCIENCES, PHYSICAL SCIENCES, CURRICULUM/INSTRUCTIONAL MATERIALS) IN FORM AND SUBSTANCE SATISFACTORY TO AID.

5. AID/W WILL MAKE EVERY EFFORT TO PREPARE AUTHORIZATION PACKAGES ASAP. REQUEST MISSION CABLE COMMENTS/CONCURRENCES ASAP. MUSKIE

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149

ANNEX H

Project Identification Document

PID Faculty of Science Yemen - 053

AGENCY FOR INTERNATIONAL DEVELOPMENT PROJECT IDENTIFICATION DOCUMENT FACESHEET TO BE COMPLETED BY ORIGINATING OFFICE				1. TRANSACTION CODE <input type="checkbox"/> A A = ADD C = CHANGE D = DELETE		PID 2. DOCUMENT CODE 1	
COUNTRY/ENTITY Yemen Arab Republic				4. DOCUMENT REVISION NUMBER <input type="checkbox"/>			
PROJECT NUMBER (7 DIGITS) 279-0053		6. BUREAU/OFFICE A. SYMBOL NE		B. CODE 03		7. PROJECT TITLE (MAXIMUM 40 CHARACTERS) Improvement of the Faculty of Science	
3. PROPOSED NEXT DOCUMENT A. <input type="checkbox"/> 2 = PRP <input type="checkbox"/> 3 = PP				B. DATE 09/7/8		10. ESTIMATED COSTS (\$000 OR EQUIVALENT, \$1 =)	
ESTIMATED FY OF AUTHORIZATION/OBLIGATION a. INITIAL FY 79				b. FINAL FY 79		FUNDING SOURCE	
						A. AID APPROPRIATED 2,675	
						B. OTHER 1. U.S. \$ 2. U.S. \$	
						C. HOST COUNTRY 910	
						D. OTHER DONOR(S)	
						TOTAL 3,585	
11. PROPOSED BUDGET AID APPROPRIATED FUNDS (\$000)							
A. APPROPRIATION	B. PRIMARY PURPOSE CODE	PRIMARY TECH. CODE		E. FIRST FY 79		LIFE OF PROJECT	
		C. GRANT	D. LOAN	F. GRANT	G. LOAN	H. GRANT	I. LOAN
1) E/HR	620			2,675		2,675	
2)							
3)							
4)							
TOTAL				2,675		2,675	
12. SECONDARY TECHNICAL CODES (maximum six codes of three positions each)							
640	680						
13. SPECIAL CONCERNS CODES (MAXIMUM SIX CODES OF FOUR POSITIONS EACH)						14. SECONDARY PURPOSE CODE	
EQTY	TNG	PART				NA	
15. PROJECT GOAL (MAXIMUM 240 CHARACTERS) The improvement of the basic education system throughout Yemen							
16. PROJECT PURPOSE (MAXIMUM 480 CHARACTERS) To improve the capability of the University of Sana's Faculty of Science to prepare secondary school science teachers							
17. PLANNING RESOURCE REQUIREMENTS (staff/funds) Feasibility study in April-May including assistance in PP preparation. To be funded from regional PD&S							
18. ORIGINATING OFFICE CLEARANCE Signature: R. Guermann Director, USAID/Yemen				19. DATE DOCUMENT RECEIVED 1: AID/W, OR FOR AID/W DOCUMENTS, DATE OF DISTRIBUTION			
				Date Signed M MM DD YY A R 2 2 7 8		MM DD YY	

IMPROVEMENT OF THE FACULTY OF SCIENCE-0053

Problem/Background

Public education in Yemen, as a social institution, is still in its infancy having only been partly operational over the past few years. It has not had either the time or ability to develop a system by which education could become an effective instrument for social change. Although foreign scholarships have been available from a number of donors--the United States significantly among them--the number of students to date who have completed their training programs, and returned to Yemen, has been insufficient to provide the infrastructure of a basic education system.

This fact is nowhere more evident than in the area of the sciences in all fields and at all levels. With the poor, both rural and urban, there is almost a complete lack of understanding of modern scientific principles as they deal with areas such as personal hygiene, food, agriculture, health, nutrition, maternal health and child care. Even for the ten percent of school age population who receive some type of formal education, (almost all males) this training consists in general of antiquated, theoretical instruction with almost no practical (laboratory) work in the basic sciences.

An analysis of human resources development in Yemen leads to the conclusion that if the country is to take its place in the modern world it must establish an effective system of educating its people in the basic principles of modern science. Such a program of social change is the responsibility of an educational system and should be undertaken primarily by and through the schools. An essential element in the system of basic education is the capability to provide adequate and relevant teacher education. Because of the critical role of basic education to undergird advancement in areas which accelerate development, e.g., agriculture, medicine, pre-engineering, applied science and technology, this project will be directed at the improvement of curriculum and instruction in Yemen's only facility which prepares teachers of secondary school science. This facility is Sanaa University Faculty of Science which cooperates with the Faculty of Education. The project is expected to produce positive outcomes such as the following:

1. As instructors in the Faculty of Science become better prepared in scientific knowledge, practical work in the laboratory, and the scientific method of problem solving, their improved knowledge, understanding and skills will have an immediate impact on their students, and these students will be teachers of science in secondary schools.
2. As the quality of teacher preparation and performance and the content of curriculum in secondary school science improve, there will be an improvement in the understanding

- and skills of the secondary school students and those with whom they interact, particularly their families, especially in those practices that concern health, agriculture and income production.

USAID Program Strategy

This project is designed to assist Yemen's human resources development through the improved basic science education, founded on a modern, need-oriented program to prepare secondary school teachers of science. The initial thrust of this activity will be the development of a well-prepared science faculty. This faculty will provide the locus for development of improved secondary school science teachers trained in a new curriculum.

The premise here is that human resource potential can be improved most effectively through educational programs and in addition, cultural change, which is a requisite supporting factor, can be best influenced in this way. In a developing country the modern governmental/foreign donor facilities which are present are often more accessible to the rich than to the poor. A nation's schools are perhaps the only institutions through which a large part of its poorest population can be reached. By the infusion of modern scientific knowledge, principles and practices, the poor will have increased access to the economy, to the mainstream of life, and to cultural advancement. Experience indicates that social and economic advancement and upward mobility are directly related to quality curriculum in which science plays the basic role.

Project Description

The purpose of this project is to develop an improved undergraduate program of curriculum and instruction in Sanaa University's Faculty of Science, Yemen's only capability for the preparation of secondary school teachers of science. To date, primarily due to the extreme youth of the University, the faculty is exclusively staffed by foreign professors. This staff is composed of 27 members, all possessing Ph.Ds--some from the United States. Most of these degrees, however, were earned at least a decade ago and opportunities to stay abreast of current scientific thought have been extremely limited.

As a result there exists a largely theoretical curriculum not sufficiently relevant to the needs of a developing country. The concept that all science education needs are centered around appropriate laboratory experiences has yet to be realized. The three existing laboratories (physics, biology and chemistry) are inadequate with respect to staffing and equipment, and the laboratory program is not sufficiently coordinated with course content. Through this project a strong direct effect will be produced upon the teaching of secondary school science and thereby upon the entire educational system because of the crucial role of basic science in education.

The project will consist of two full-time consultants for a period of two years, required laboratory equipment for at least four science disciplines, and supporting library material, as well as participant training. The specialists will be in daily contact with members and students of the faculty of Science. They will provide consultative services in areas essential to overall development of the faculty including administration, course offerings, content, sequence, examinations and equipment utilization in the laboratories. Decisions related to commodity procurement, i.e., type, amount and other-donor inputs will be addressed in the Project Paper.

The overall objective relates to a permanently improved faculty that will produce well-prepared science teachers for secondary schools. In FY 79, funding will be made available for a total of 20 participants to be trained at the Master's Degree level to become members of the science faculty. These returnees will serve as a nucleus of an increasingly Yemeni staff and will be capable of institutionalizing within the faculty a capability for science curriculum development at pre-university levels. Particular attention in this regard, would be given to the improvement of secondary school science.

Issues

1. Is the Government of the Yemen Arab Republic aware of the need for this project and committed to its implementation?

Comment - Dr. Eryani, who is both Minister of Education and President of Sanaa University, identified teacher training and preparation of teaching materials as two of the three greatest needs of Yemen's educational system. Furthermore, he stated that the areas of science and mathematics offer the greatest potential for initial work in curriculum development. Similarly, the Dean and senior professors in the Faculty of Science believe that a project of this type is essential to enable the Science Faculty to provide adequate preparation for secondary school teachers of science.

2. Does assistance to Sanaa University Faculty of Science address the needs of the poor?

Comment - Based on our CDSS, in order to maximize development of human resource potential in Yemen, effort must be made to improve the primary schools where we realize the percentage of poor is greater than in the secondary schools or in the university.

This will require a dual approach; one--improvement of knowledge and content of basic science curriculum and two, implementation of this improved curriculum, methodology and instructional materials in the schools. Because science is so crucial vis-a-vis the development of the country and because the content of modern sciences changes so rapidly, there must be an in-country capability to which teacher educators and teachers can turn to keep abreast of new knowledge and technologies. We believe this capability resides only with the Science Faculty and

their ability to prepare secondary school science teachers.

Furthermore, as stated earlier, basic science is essential to undergird the key areas of development -- agriculture, engineering, health, nutrition, applied science and technology. In addition, improved knowledge of science relates directly to every day life at home as secondary school students interact with their immediate families in terms of hygiene, health, nutrition and child care. In Yemen, people are not poor, for the most part, in monetary terms, but in knowledge. In this sense, the project will have a direct effect on the quality of life in the home of secondary school students, regardless of family income.

3. Why implement this project through the Faculty of Science rather than the Faculty of Education?

Comment - The faculty of Education relies entirely upon the other faculties for instruction in the individual disciplines. The Faculty of Education has no full-time faculty members of its own, other than the Dean. In-depth discussions have been held with him, and he will be actively involved in implementation of the project.

4. Will the Yemen Arab Republic Government's commitment to the project idea continue when substantial expenditures become necessary to implement a laboratory/experimental approach to science education?

Comment - Arab OPEC countries will undoubtedly continue to give financial support directly to Sanaa University. The real issue relates to the spending of money in the most beneficial manner. USAID is convinced that the Ministry of Education and University officials recognize their merits of this project and it will receive the necessary financial support.

5. Will there be an adequate supply of university students to receive training under the project?

Comment - In the Faculty of Science there are currently 300 students in the education stream, i.e., prospective secondary school science teachers. In June 1978, the Faculty of Science will graduate 20 secondary school science teachers. The number of graduates will increase by 20 to 40 each year for the next few years. In relation to the number of secondary schools in existence and planned, this output will be more than sufficient for the purpose of the project.

Project Development

This document should be reviewed by AID/Washington during late March/early April. Assuming approval, we propose contracting with AUB to examine the capability of the Science Faculty to prepare secondary school science teachers for the unique needs of Yemen. Depending on the outcome of the study, a decision will be made on whether to proceed with the project. If the decision is positive; TDY assistance from AID/W will probably be required. A definitive schedule of project implementation will be included in the PP.

Financial Plan (\$000)

	<u>1979</u>	<u>1980</u>	<u>1981</u>	<u>Total</u>
<u>AID (all contract financed)</u>				2,675
Technical Services/Follow-on consultancies/Annual evaluations	700	-	-	700
Commodities/instruction materials, exact requirements to be addressed by the Project Paper team	1,300	-	-	1,300
Participants	600			600
Other Costs	75			75
<u>Host Country</u>				<u>910</u>
Personnel salaries	100	300	300	700
Office related	15	20	25	60
Housing	30	35	40	105
Other	10	15	20	<u>45</u>
	Total Project Costs			3,585

IIE Statement

This project will not have an adverse or harmful effect on the physical or human environment in Yemen or in the biosphere.

WID Statement

This project will help modernize the Science Faculty and better train secondary school science teachers. To the extent that women are

graduates and students of the secondary schools, they will directly benefit from the project. However, because of modernizing trends in Yemen and projects like 0054 Teacher Training for Primary Schools the number of women both going to secondary schools and Sanaa University is steadily increasing.

LOG FRAME

Sector Goal

Improvement of the basic education system throughout Yemen.

Objectively Verifiable Indicators:

Increased income, access and social mobility of secondary school students who have received improved science teaching made possible by this project's inputs into the Faculty of Science vs. those students who have not received this improved instruction.

Means of Verification:

A random sampling comparing the lives of those who have received the improved science teaching vs. those who have not.

Assumption:

That basic science education does have a beneficial impact on the quality of one's life.

Project Purpose

To improve the capability of Sanaa University Faculty of Science to prepare secondary school science teachers.

Objectively Verifiable Indicators:

1. The capability, qualifications, publications and experience plus examples of contributions of faculty members outside the scope of their regular University duties to improve science teaching at pre-university levels in Yemen.
2. The level of awareness, knowledge and ability to teach of graduating science teachers as compared to earlier graduates.

Means of Verification:

Evaluation by an independent team (similar to accreditation teams used in U.S. universities) at the end of each year for four years.

Assumptions:

1. That an improved undergraduate program including course content and laboratory work will result in more effective faculty performance.
2. That such improvements will increase teacher and student interest and performance.
3. That ability to use new course content, the scientific method, capability and skills required in practical work and in the laboratory can be improved, and that there is a carryover into other subject areas.

Outputs

1. Improved course content
2. Improved library materials
3. Improved laboratory, instructional and experimental program
4. Increase in practical work
5. Improved examination and evaluation program
6. Effective coordination of the above to produce better qualified more motivated graduates
7. M.A. trained professional Yemeni science educators to staff the Faculty of Science

Magnitude of Outputs:

The above outputs will be produced in at least four departments of the Science Faculty, e.g., mathematics, chemistry, physics, biology and earth science. The question of magnitude will be further addressed by the feasibility team.

Means of Verification:

Contractor reports, monitoring and the annual evaluation by an independent team.

Assumptions:

1. That the Contractor can provide extremely dedicated, professional personnel well qualified, experienced and effective in applied science.
2. That the Science Faculty will work effectively with the project consultants.
3. That Yemeni Master's Degree holders will return to staff the Faculty of Science.

InputsImplementation TargetUSAID

Contractor specialists	2 a year for 4 years
Follow-on consultancies	As required during 18 months after contractor services cease
Annual evaluation	1 a year for 4 years
Master's Degrees	20
<u>Commodities</u>	
Lab equipment	As required
Teaching materials	As required
Library material	As required
Other costs	As required

YARG

Personnel salaries	5 for first year and 30 by 1981
Office related	As required
Housing	As required
Text books and reference materials	As required
Other	As required

ANNEX I

CRITERIA FOR SELECTION OF PROGRAM PARTICIPANTS

Annex I

- Criteria for Selection of Program Participants

1. Well qualified program participants will be selected among both men and women candidates;
2. Program participants must be Yemeni; each must have at least an earned baccalaureate degree from a university; first consideration will be given to those who hold Master's degrees;
3. As a candidate for inclusion in the program, participants must have had a minimum of one year teaching experience;
4. Applicants will be screened for academic competency. Both academic records from Sanaa University and recommendations from the University faculty will be used in the selection process;
5. Applicants will be screened for English language proficiency; all other things being equal, those with the best English will be selected;
6. Participants will be screened for commitment to career teaching in Yemen; and
7. The final selection of program participants will reflect the needs for specially trained personnel within the primary and science education sector of the Yemen Arab Republic;
8. The endorsement of the Deans of the Faculty of Science and of the Faculty of Education at Sanaa University will be necessary as a condition for final selection of program participants. In addition, endorsement by the Chief-of-Party of the Basic Education Development Project of USAID/ Yemen and Eastern Michigan University will be required.

ANNEX J

SOCIAL SOUNDNESS ANALYSIS

ANNEX J

SOCIAL SOUNDNESS

The origination of the current overall Basic Education Development Project may be traced to several sources, including the identification of educational needs by the Yemen Arab Republic Ministry of Education, a proposal from UNESCO/UNDP field officers in Yemen, a draft proposal to fulfill basic education needs from AID/Yemen, and the field testing and design of the Eastern Michigan University design team. The data base from which the EMU design team began its progress in the formulation of effective strategies for encouraging basic education improvement in Yemen is one that has accumulated through the efforts of a variety of independent researchers. Although objectivity is difficult to achieve whenever one deals with social goals, the very independence of observers more nearly guarantees objectivity.

Data employed in the design of the Basic Education Development Project were generated by, among others, World Bank researchers, UNESCO education planning specialists, Yemen Arab Republic Central Planning Office personnel, Ministry of Education employees, USAID/YEMEN research and design personnel and the Eastern Michigan University team in Yemen. Much of the data collected previous to fielding the EMU team were only indirectly relevant to the needs of a Basic Education Design and only tangentially addressed the question of soundness within the Yemen social milieu. Besides attempting to synthesize and bring up to date the information extant on education and educational needs in Yemen, the EMU team also made a serious collaborative attempt to assess the advisability of proceeding with the purposes and design developed within this project paper. The collaboration mentioned above refers to the assistance and advice that were available from USAID/Yemen.

With the advice of AID personnel in Yemen, avenues of information were explored that helped to complete the EMU team's efforts to achieve a socially relevant and acceptable design. There is no doubt that the sort of educational development project herein described is bound to elicit social change. That has always been an underlying assumption of development aid. What is being approached in this particular project is the long term value of social sensitivity in the design of development aid. The team was fortunate in being able to refer to written documentation of social needs in Yemen present in the USAID document collection at Sanaa. In addition team members conferred with USAID/Yemen personnel whose collective experience in the impacts of development in general and the particular situation in Yemen were helpful in the formulation of some of the team's procedures.

The published data were reviewed by the team, after which individuals were asked to submit questions which they felt had either been unanswered or only partly answered. The team members were instructed to try to design questions that transcended purely numerical considerations; questions that lead the respondent to carefully consider his

answer. In particular the team attempted to design questions that approached concerns about current educational efficacy, the nature of current educational successes and failures, the advisability of change, the directions of change, priorities of educational development, the nature of capital and service support of education, the perceived value of both formal and nonformal education, and sex differentiated roles in education. A crucial element in the design of the questionnaires was the necessity to pose the questions in such a way as to avoid predisposing the respondent.

One set of questionnaires was field-tested in two schools, followed by a second visit to the same schools to double check the information and the acceptability of the questions. As a result of the field-test and follow-up, some questions were deleted and others modified. Several team members then arranged to meet with Dr. D. Ponasik (Cultural Anthropologist) of the USAID/Yemen staff to consult with her on the questionnaire design. The team incorporated Dr. Ponasik's observations and advice in the questionnaires.

A total of three interview schedules were designed; one for schools, one for Teacher Training Institutes, and the third for Local Development Associations. In addition to personnel targeted in these questionnaires, many of the questions were submitted in more informal circumstances to Ministry of Education personnel, Sanaa University faculty and students, and Confederation of Yemeni Development Associations employees. The team's rationale for asking similar questions of these various groups was based on the concern each has with education in Yemen. It is clear that primary and secondary schools, Teacher Training Institutes, Sanaa University and the Ministry of Education have vital interests in the state of education in Yemen, but what might be less clear to the reader is the nature of interest and interaction in education that the Local Development Associations have demonstrated. In the data analysis section below this relationship will be further explored.

In the questionnaires, the team built in a number of cross-cutting questions which served as nexus points for the common educational interests of the respondents. An example which occurred in the several sections of the same questionnaire as well as in the other questionnaires is the question: "If you could change one thing in the school to help students, what would that one thing be?" All questions were administered in Arabic by at least one of the team's Arabic speakers, and great care was taken to stress in the question that one thing, the most important in the view of the respondent, was being solicited. The team was pleased to receive thoughtful, carefully conceived responses to this particular question. Often the respondent would give several directions of change that he or she perceived as important (and these were noted by the team), but the interviewers persisted in stressing the need for a first priority statement. In every case the interviewer's patience was rewarded. Another question which was asked in nearly the same words in each questionnaire was: "Do you think that what the children learn in school will help them when they leave school?" This was followed by the question: "Are there other courses that would benefit the children? If so what are they?" When asked of the Teacher Training Institutes, the

question was modified. Copies of the information questionnaires are attached as Annex "K" of the PTTI Sub-project.

After preliminary testing of the interview schedules in the area of Sanaa and consulting with USAID/Yemen's specialist in social soundness analysis, the EMU team sent a delegation around the country to administer the questionnaires as well as to informally interview. The team was greatly assisted in its efforts by the Ministry of Education. Mr. Ibrahim Hafuth of the Ministry, whose position entails inservice operations accompanied the team members. Mr. Hafuth managed to introduce us to individuals, in every place we visited, who were knowledgeable and willing to answer our questions. The route of our visitations proceeded from Sanaa to Hodeida, to Taiz, back to Sanaa, occurred between 18 May and 22 May, 1979 inclusive. The team's visitation schedule included five Teacher Training Institutes, nine primary and secondary schools, two Local Development Associations, Governorate education personnel, an agricultural demonstration farm and the Governor of Taiz. Without exception the team members were received as professionals whose research aims deserved support.

Another purpose in team visitations was to inform people, at every level we approached, of the development of the EMU/AID Basic Education Development Project and to solicit their input in the overall soundness of the project, but at higher levels of the Governorate hierarchy notice had been received at least by telephone. When the goals of the project were detailed and carefully explained, expressions of interest and requests for application materials were immediately forthcoming.

It is the Yemen Arab Republic Government's intention to provide primary schooling for all males and females in Yemen by the year 2006. This goal is highly laudable given an approximate illiteracy rate of 85 percent in the country. Since the Revolution of 1962, great strides have been made but much remains to be done. All the published data, as well as reports sponsored by AID and UNESCO appear to agree on at least one point; basic education can be significantly upgraded through more rigorous and relevant teacher training, inservice capability expansion, improved non-formal educational opportunities, educational administration training, as well as the development of on-going educational research facilities. The Yemen Ministry of Education and Sanaa University both appear to be committed to the ideals of the Education Sector of the Five Year Plan.

Lower in the hierarchy of social policy articulation, the Local Development Associations have also become integrally involved in economic development activities. The LDAs' concerns and activities have generally fallen within five sectors: (1) Economic, (2) Social, (3) Educational, (4) Agricultural, and (5) Health. It is with the following goals in the Education sector that LDAs have been most centrally concerned:

- (a) To identify appropriate methods of adult education and occupational rehabilitation,

- (b) To participate in construction of schools and provide teachers, books, and equipment, in cooperation with the Ministry of Education,
- (c) To establish dormitories where necessary, in cooperation with the Ministry of Education,
- (d) To encourage all efforts in the education sector, including provision of specialized education for local cooperative workers, either locally or outside with cooperation of the Ministry of Education.

(J. W. Green 1975:58)

It is clear from the investment of time and local money (see Table) through the Local Development Associations that education is highly valued at the grass roots level. Within the time period between 1963 and 1977, LDA s were responsible (in part, i.e., funding is shared with local contributions and the central government) for the construction of 580 schools, including 1596 classrooms nationwide. In 1975, Green commented that "the number of new schools presently constructed by the LDA s and the oil states appears to have exceeded the capacity of the Ministry of Education to supply trained Yemeni teachers, causing the large scale importation of foreign teachers, mostly Egyptians. Even so, insufficient numbers are available to man all of the new schools." (J. W. Green 1975:20) Exhibiting once again the ability to innovate, the LDA s have responded to teacher shortages by building housing with water supplies for teachers (again largely foreign) as well as supplementing teacher salaries in rural and remote areas in order to entice teachers to those areas. (N.B.! - data illustrating this trend are presently being assembled under the supervision of Mr. Ali Mohammed el-Emad, Director of LDA s at the Confederation of Yemeni Development Associations. When completed the data will be appended to this document).

What is patently evident from all the data already developed is that education is seen at all levels as being a necessary precursor to sustained economic development in Yemen. Because the need has been so great, expatriot teachers have been brought in and have played an important intermediary role. Seeking to achieve self sufficiency, in the long run, the Yemenis are now attempting to increase their in-country training capabilities. It is in this effort that the EMU team has sought to assess the sort of technical assistance it can offer. In designing strategies to serve Yemeni educational needs, the team made use of already developed data bases, but also carried on a number of formal and informal interview sessions. It is to the results of these sessions that this report now turns.

The EMU team was particularly interested in determining educational needs as perceived by teachers and directors who are presently active in the schools and Teacher Trainer Institutes. A word of

caution may be necessary here. One incontrovertible truth, that was demonstrated to the team while making its visitation, is that the basic research necessary to plan for continuous and sustained educational development in Yemen has not yet been done. The sampling that the team performed cannot pretend to be random, but it certainly offers a wide area distribution of what the team perceived to be independent observation. One of the team's design features, as illustrated in the Project Paper, is the creation of a basic educational research capability which can be transferred to Yemeni nationals during the life of the project.

When asked about the one change they would implement given the ability to do so, the directors of schools gave an interesting range of assessments. One statement which was repeated with variations was that better qualified teachers were required. The ways to provide more qualified teachers were believed to include more training and higher teacher salaries. The differential between expatriot and Yemeni teacher salaries appeared to be a deterrent to attracting better qualified Yemeni teachers. The same question posed to Teacher Training Institute personnel was most often answered with a statement about raising teacher salaries. Upon elaboration of the answer, it was clear that this was perceived as a way to retain better teachers. In both Hodeida and Taiz the team was told that teacher cooperation was the most necessary ingredient. This was seen as especially valuable in the introduction of new, young Yemeni administrators into the system. Physical facility improvements were also mentioned as important but the team consensus is that the three most important variables mentioned as possible changes were (1) higher qualified teachers, (2) raising teacher salaries (particularly Yemeni teachers), and (3) encouraging cooperation among teachers.

The question about one change implemented in the schools if possible, when posed to the LDA officers, was referred to school officials. Upon further elaboration it became clear that the LDA s tried to avoid prescribing change in the schools but focussed their attention on facilitating the implementation of policy generated by the cooperation of the schools and the Ministry of Education. It was the interpretation of the EMU team that a continued contact with the LDA s in the future would be fruitful in terms of assessing the evolution of locally perceived educational needs.

Many of the collected statistics indicate that students who enroll, too often drop out. In the team's visitations it tried to determine the reasons students leave school. The responses from primary and secondary schools were different for why boys leave compared to why girls leave. Essentially boys appear to leave school because they can see no financial advantage of remaining. They perceive work as more important than school and are often encouraged by their fathers in this view. The most often recorded response regarding girl school-leavers can be summed up as: "When girls have learned enough to be able to pray, they are encouraged by their families to leave school." The responses given to the school leaving questions illustrate the necessity of educating two generations synchronously. One interesting response vis a

vis encouraging girls to attend school was that an improved water supply would-free girls from the time consuming task of bringing water from the well and therefore more time would be available to choose school attendance; increased opportunity, yes, increased motivation, not necessarily.

There is a corps of parents who are active supporters of schools in Yemen, but interestingly they appear to have been galvanized into purposeful action only in those schools which had the most dynamic and active principals (and teachers). The principal can play an important and effective role in linking the school to the community. In several schools that we visited this linkage was expressed through the LDA. The kind of aid offered by parents (whether through the LDA, or not) may be listed in three categories: school supplies, teacher salary supplements, and student aid. In discussions with LDA members at Beit al Faqih, the team discovered that the members there had allocated money to aid rural students who needed transportation to attend secondary school in the towns. The need was expressed to the local community and they responded positively.

Among the fourteen different educational institutions visited by the team a staff survey was also conducted. In the five Teacher Training Institutes, the team enumerated 117 total instructional/administrative staff. Of that number 106 or 90.6 percent were expatriots. The Yemeni teacher/administrators numbered 11 or 9.4 percent of the total. It is this large differential that the Teacher Trainer Sub-Project seeks to reduce. While visiting the primary and secondary schools the team solicited information on number of years teaching experience the school administrators have had. Totaling for eight of the nine schools in which the administrators were present the collective number of years they had been involved in education was 83.5. The average number of years in teaching was 10.4. As a general rule those administrators with more than the average years of service had certification only at the secondary diploma level. Those with less time in service were recipients of high education certification, including Sanaa University degrees. The collective length of administrative service in their current positions amounted to 40.5 years with an average individual service of 5.06 years. Many of the administrators who talked with the team were anxious to know more about the EMU/AID Project and expressed the desire to become involved at least through possible future in-service arrangements.

The administrators of the Teacher Training Institutes were comparatively young, reflecting the age of the institution to some degree. Using data from four of the five, the team visited (the fifth has not opened its doors to students yet), the collective experience Teacher Training Administration amounted to 11.3 years with an average of 2.8 years service. Experience in education in general of the administrators totaled 27 years for an average of 6.75 years experience. Without exception the T.T.I. administrators expressed an interest in knowing more about the Basic Education Project.

The EMU team ended its visitation schedule to schools, Teacher Training Institutes, Local Development Associations, Ministry of Education personnel, USAID development experts, and United Nations development experts, for the most part, on the 26th of May. After drawing together all the data available (both previously collected and EMU team generated), two major questions were asked. First, is this project, with its emphasis on human resource development, appropriate in the social context of the Yemen Arab Republic? And second, has the team learned anything from the interviews conducted in country that will help it to develop educational strategies that offer the "best fit"?

Much of the development aid tendered by the World Bank as well as UNESCO had laid the groundwork for a sustained effort in the direction of human resource development. The people and the Yemen Arab Republic Government are committed to educational development, and in particular wish to increase their capacity to train their own educational personnel. The underlying theme in the identification of critical areas in basic educational development meets those desires. Therefore the EMU team consensus is that human resource development as detailed in this project paper is an appropriate scheme for the Yemen Arab Republic.

The information and insights gained by the EMU team through the extensive cooperation of the groups and individuals mentioned above have played an important role in the evolution of the project implementation strategies. The phasing in the various sub-projects in a way that builds upon previous successes and sustains the efforts of Yemenis to direct the fulfillment of their own development goals is seen as highly desirable by the EMU team. The "best-fit" project is one that builds in the capacity for research and self evaluation. The Basic Education Development Project will undergo continuous assessment for the purpose of recognizing the evolution of new, or heretofore unrecognized, needs and strategies to meet them.

ANNEX K

GIRLS AND WOMEN IN EDUCATION

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GIRLS AND WOMEN IN EDUCATION

A. Overview

Viewed within the historical context of Yemeni society, public education of girls and women is a recent import. Before 1960 the only schools that existed in Yemen were religious ones attended almost exclusively by men. Apart from the few girls who attended religious school, any others who received instruction were taught at home privately. For, with the exception of two famous queens, most women did not have public roles; rather, their contacts and labor were kept within the confines of the family.

These traditional ways continued unchallenged through the first half of the twentieth century. Then after the Revolution, the Republican Government sponsored development programs for the country. These programs, which are aimed at strengthening the economy and providing basic services, require large numbers of trained people. A requisite for most training is basic literacy. In a country with 87 percent illiteracy (Statistical Yearbook, 1976-77, p. 59), there is a great need for elementary teachers, among other trained personnel. For the first time in Yemen's history, there are job openings for women in the public sector. But the social acceptability, and in some cases the economic possibility, of women receiving public training and filling these jobs has not been established throughout the society.

Certain areas of Yemen have historically been more open to change and outside influence. It is in these regions that girls and women have been able to take greater advantage of public education. Other geographically more isolated and independent areas have resisted change, and there girls have had little chance for public education. Examples of these different areas are Taiz, whose primary school enrollment was 17 percent female in 1977-78, and Saadah, where primary school enrollment was 2 percent female.

For the country as a whole, only 12.6 percent of the total primary enrollment in 1977-78 was female (see Table V). To control for the fewer number of girls' schools at upper elementary levels, it is useful to look at first grade enrollments where boys and girls can study together. In 1976-77, the percentage of total first grade enrollment that was female was 13.3 percent (Statistical Yearbook, 1976-77, p. 222). This means that where enrollment is possible, that is, where schools exist, girls do not generally attend.

Even if girls are allowed to begin primary school, that doesn't mean they will be able to continue through sixth grade. High dropout rates are a feature of primary education for both boys and girls in Yemen.

The following table illustrates the percentage of female students who continued from one grade to the next higher one, from 1976-77 to 1977-78:

<u>1st to 2nd Grade</u>	<u>2nd to 3rd Grade</u>	<u>3rd to 4th Grade</u>	<u>4th to 5th Grade</u>	<u>5th to 6th Grade</u>
50.3%	81.1%	79.4%	89.3%	96.7%

The main dropout period is between first and second grade. More research needs to be done on this phenomenon. A second dropout time is between third and fourth grade. This can be accounted for by social reasons, for it is at this time that people feel girls and boys should be separated. If a girls' school is too far away, then formal education stops. Also, by this time some parents feel their daughters have learned enough, that they are growing, and to remain in school would be both useless and shameful. However, if a girl continues to fourth grade, then her chances of continuing to the fifth and sixth grade are very high.

Stepping back from these figures, it is important to recall that the greatest winnowing occurs before first grade, when most parents who live in areas where there are schools elect not to send their daughters there.

A major researcher on the role of women in Yemen, Cynthia Myntti, sees the absence of a tradition of educating females as the biggest constraint to participation of women in education (Myntti, C., 1978, p. 6). In other words, the mere building of schools has not established the motivation or appropriateness of sending girls there. Despite changes in government since the Révolution, subsistence agriculture, housework, and rearing of children remain the main tasks of women in Yemen. While outside agencies have tried to encourage other options such as nursing and secretarial work, social restrictions have militated against them. The traditional Islamic values which permeate Yemeni society put the protection of girls and women before the development of their minds. This should not be seen as a conscious degradation of women, but rather an attempt to insure for them the good life of marriage and family security.

Any unsupervised contacts are possible sources of gossip. A girl who is gossiped about has had her marriage prospects decreased. Most parents know little about school except that it is a meeting ground for children from many different families and that it is beyond their control. As such, it is highly suspect. Hence the comment is heard that it is "shameful" for a girl to go to school after the age of eight, if at all.

Countering these traditional values are development needs for a literate trained citizenry. These development needs come from the government as well as from the people themselves. The large number of men who go outside Yemen to work come back with a broader view of the

world, new ideas on agricultural methods, new economic schemes, the different plans for their children's future. They also send back money that buys radios, TVs, and other consumer goods for those at home, and that helps fund local projects. These internal pressures for change are joined by outside countries' willingness to work with the Government in development projects.

There are many signs of change in the society including increased enrollments of female students at all levels. At the higher end of the educational scale is Sanaa University. In 1972 four female students were first allowed to attend. By 1978, there were 200 women there, with the greatest number of them in education, followed by arts and commerce (Myntti, 1978, Table 4).

Between the university and elementary schools, Women's Teacher Training Institutes have played an important role in allowing girls to continue their education. Until 1976 the only option for girl students above the elementary level was attending a teacher training institute. This showed government support for women's education at least in this direction. It also reflected the need for elementary teachers as well as reflecting certain social attitudes. If a woman is allowed to work outside the home, then teaching is the most acceptable profession. As all secondary education is segregated by sex, and women do not teach in boys' schools, parents know that as teachers, their daughters will be working either with young children or with girls. And unlike offices which often have strangers walking in, elementary schools or girls' schools are relatively closed settings. Thus teaching is seen as a way in which women can work without sacrificing the social norm of keeping them in a protected environment.

Another advantage in sending a girl to a Women's Teacher Training Institute is the government allowance of 200 YR per month, the two sets of clothing, and the food given to girls while they study in the Institute. In poorer families, or families not convinced of the importance of education for girls, the government stipend is an added incentive to allow girls to continue schooling. It also gives a girl a sense of pride in her position, and she is prepared to earn a regular salary as early as age fifteen when she has finished her first diploma.

Data on girls' attendance at Women's Teacher Training Institutes reflects the relative acceptability of this direction. Of total enrollment in Teacher Training Institutes, 45 percent is made up of girls and women. This figure is high partly because until recently girls lacked other options. The figure is also high because education is clearly the main option for women who desire to work. Employment figures from the Manpower Survey of the Women's Project (Myntti, 1978: Table 8), show the Ministry of Education to be the largest employer of women with 1,000 female employees as teaching staff in 1977-78. The next largest employer of women is the Chinese Textile Factory in Sanaa with 600 female employees, followed by the Ministry of Health with 300 women employees.

In summary, despite present low literacy rates and high dropout

rates, education is playing an increasingly important role in Yemen's development. The extent to which women will be trained and allowed to participate in this depends on how those in authority sponsor economic options for women, and how schools show their programs to be both useful and socially acceptable. At present, teacher training appears to be the main route for allowing women to continue their education and enter the public work force.

B. Replies of School Administrators and Teachers Regarding Girls' Education

To better understand Yemeni public schools and the position of girls and women in education, members of the Eastern Michigan University Design Team visited over 15 schools - primary, preparatory, secondary, Teacher Training Institutes, and the University, located in Sanaa, Hodeidah and Taiz areas during May of 1979. These visits were facilitated by the Ministry of Education. A questionnaire was developed by the Eastern Michigan University team for school visits. The questions that relate to women in education include: questions on male and female enrollment; reasons that girls leave school before graduation; number of girls who graduated the previous years; profiles of female administrators and teachers; what they found most difficult in their jobs; what they found most rewarding; and what they would change in the schools to help their students.

The responses to the questionnaire confirmed low initial enrollment of girls, particularly in rural areas, and high dropout rates for girls in primary but not preparatory, secondary, or university levels. A question that elicited most interesting answers was the one asking for reasons that girls drop out of school.

At the elementary level, two different male directors of schools said that some fathers feel that as soon as a girl knows how to pray she needs no more school. Another director said that after third grade some fathers will only allow their daughters to study in an all girls' school. When such a school is far away, education for the girls stops. A teacher from a rural school said that work, particularly carrying water and helping in the fields, was a more pressing need than school. This teacher also added that cost of clothes, shoes, and notebooks for several children were sometimes excessive, and that, even if a father allowed his daughter to go on in school and become a teacher, he would have paid the expenses, but the money the girl made would go to her husband.

At the preparatory and secondary level schools, the main reason given for girls leaving school was marriage (48% of girls between 15 and 19 are married). Some directors of girls' schools, all of whom are women, stated that often the girls prefer to stay and study, but the parents insist they marry. With the consent of their husbands, girls do continue to study after marriage, and pregnant girls are allowed to continue as well. However, the extra duties at home make school work difficult. Two other reasons for girls' dropping out of school were the amount of work at home and the difficulty of lessons.

The profiles of the female directors were also interesting. Excepting a naturalized Yemeni citizen, all were Yemenis from the southern areas of the Republic (Taiz, Rida, Hodeidah) which are known for their exposure to outside culture. Three had received some education abroad in Esmara, in Cairo, and two had received all their education within Yemen. Those who had received all their education in Yemen had been students in the particular Girls' Teacher Training Institutes that they were presently directing.

Regarding teachers, almost all the Yemeni ones were teaching at the elementary level. Expatriates fill most secondary level teaching positions in schools. The schools that employed the most Yemeni women teachers were elementary schools connected with Girls' Teacher Training Institutes. Here students studied half the day for their second diploma and taught elementary school for the other half of the day.

When Yemeni women teachers were asked about career plans, several mentioned the university; one said she should only go to the university if it were for girls alone, but most planned to teach for just a few years. Besides elementary schools, another teaching situation for Yemeni women is in Adult Training Centers working with women. As evidence of support for this, in May of 1978, 15 female students from teacher training institutes in Taiz, Ibb and Sanaa attended a week long workshop, sponsored by the Ministry of Education, (Non-formal Branch) where they were instructed in methods of teaching basic literacy and arithmetic to women in Adult Centers.

Problems in Girls' and Women's Education

Several problem areas in girls' and women's education in Yemen, such as social constraints and motivation, have already been mentioned. However, the Eastern Michigan University Team felt it was important to ask Yemeni school staff what they felt to be the problems in education of girls.

Typical answers such as low salaries for staff, low student stipends from the Government, crowded classrooms and facilities, lack of books and teachers at the beginning of the school year, problems of availability of schools, of transportation to schools, and of school/home communication, are not peculiar to education of girls alone. It was in elaborating their answers that the specific case of girls was brought out.

A frequently mentioned problem was that of home/school communication. It is interesting that the female staff did not see social constraints as unsurmountable barrier to girls' education: rather, they saw the need to explain what they were doing in school. This is not unusual, for all the female staff members had themselves overcome these social constraints.

As the school staff explained, most parents had never been to school and had little idea of what went on there. Some did not realize

that their children had to attend school regularly, or that homework required study outside school. When asked if and how parents supported the school, most staff referred to the Parent Council. In seven out of 14 schools, the Parent Councils were active. They contributed financially toward buying supplies like furniture, typing machines, musical instruments and other needs not covered by the Ministry. Staff were grateful for the help but the main communication seemed to be regarding materials needs. Only one school said that the Council was a means of explaining to the parents what their daughters were doing and how they could help them. A director of a school in Taiz said it was most difficult to communicate with parents on any subject as many of the fathers were out of the country. Two women directors mentioned going on their own to houses of students to explain about not overloading girls with housework on top of school work, and one said she went to the Adult Training Center where she talked with mothers.

Besides communication between home and school, transportation was mentioned as a main problem. The Teacher Training Institutes in Hodeidah and Sanaa have busses, but the busses breakdown and time involved is also great. Again, it is not merely a matter of moving people from home to school, but making sure it is done in a chaperoned manner. Transportation is also a problem for Yemeni teachers who are paid relatively low salaries, and who often have to walk great distances to school.

This problem of transportation was mentioned in the urban context as all Girls' Teacher Training Institutes are located in cities (Sanaa, Ibb, Hagga, Hodeidah, Taiz). A teacher in a rural area did not see transportation as a problem. She said that both boys and girls often walked up to two hours to school. But obviously the options for attending a teacher training institute or the university were not present. This however, is more a problem of accommodation than transportation.

Finally, an area of concern to the Eastern Michigan University Team that was not brought up by Yemeni school staff was that of appropriateness of curriculum to community needs. Questions relative to curriculum were generally seen by school staff as something beyond their control. In the official curriculum, sewing and cooking, which the Eastern Michigan University Team thought parents would see as directly useful for their daughters, are to be offered starting with the fourth grade. But in elementary schools visited, these courses were not always offered. In fact, two city schools and one rural school didn't make a pretext of offering them. Another rural school had only begun this year to offer such courses in the sixth grade. Partly the omissions were due to lack of space, of time, and of staff. But it is also unlikely that such courses are offered in schools without female teachers, which in the case of most rural schools.

C. Projected Affect of Primary Teacher Trainer Programs on Education for Girls and Women

The Basic Education Development Project is designed to improve educational opportunities for girls and women in Yemen. The main means for facilitating this includes selection of women participants, research projects on girls and women in education, and inservice conducted by the newly awarded Masters students. The determined effort to have, female participants in every group of the Master's program testifies to the importance given to educating Yemeni women at the graduate level. During the in-country year of the Master's program, both male and female participants will conduct basic research on problems of primary education in Yemen. Clearly, consciousness of both men and women must be raised if greater participation of women in education is to take place. Upon returning from the year at Eastern Michigan University, the participants will be assigned to Primary Teacher Training Institutes. As mentioned earlier, Primary Teacher Training Institutes have a special role to play in encouraging education of girls and women. At present they are more socially acceptable than other training options; so the returnees will be in a position to influence many of the future trained female work force of the country.

Seen from another perspective, the program takes Yemeni women who are already remarkable in that they have graduated from Sanaa University, and have taught at least one year, and gives them a broader view of educational problems in Yemen and a deeper view of primary school education. It also awards them a Master's Degree which is a distinction in their society. Then the Ministry places them in Girls' Primary Teacher Training Institutes where they pass on their expertise and serve as models for other girls and women who will be primary teachers themselves. It is also hoped that, with the shortage of educators trained at the graduate level, some of the women will be appointed to administrative positions in the Primary Teacher Training Institutes as well as in the Ministry and Sanaa University.

To encourage participation by women in the program, each group will include more than a few women so that they have each others' company and will not feel alone or isolated during the year in Sanaa and especially in the United States. There will also be female staff members who will work closely with them in academic counseling and social supervision in Ypsilanti. The staff will also meet with the families of the prospective participants to reassure them as to the content and supervision of the program.

A final comment on the effect of the Teacher Trainer Program relates to the education of girls and women in rural areas. While it is not possible to specify that participants come from rural areas, one of the selection criteria is that participants do come from different regions of Yemen. After graduation they will be sent back to their region where they will be expected to help in inservice workshops for local teachers. These women with increased self-confidence, expertise,

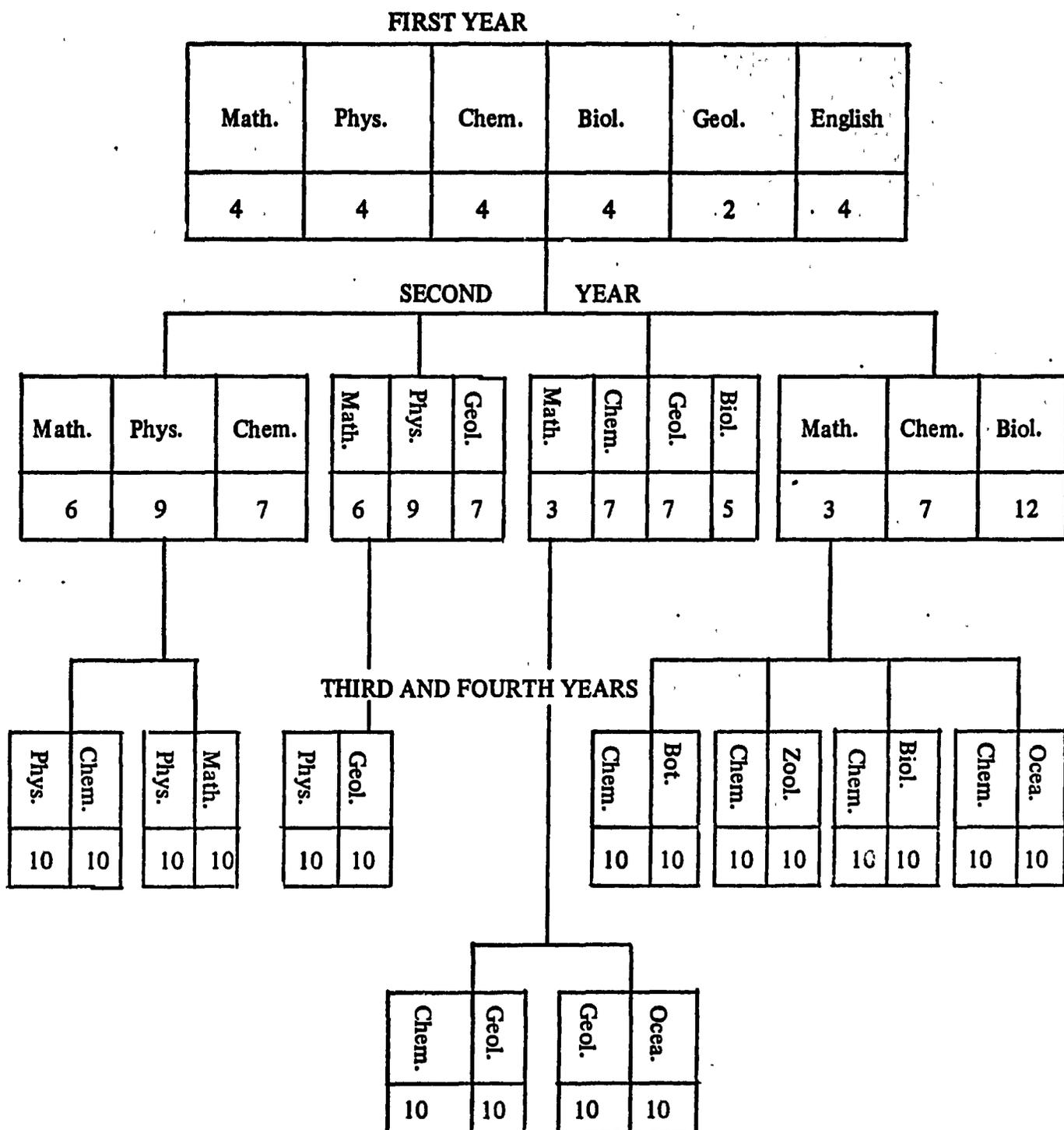
and research skills, will be able to talk with parents, to find out what needs the local area schools should serve, and to communicate these needs to those in a position to implement them, all the while serving as models for other women in the area.

ANNEX L
FIGURES AND TABLES

ANNEX LLIST OF FIGURES AND TABLES

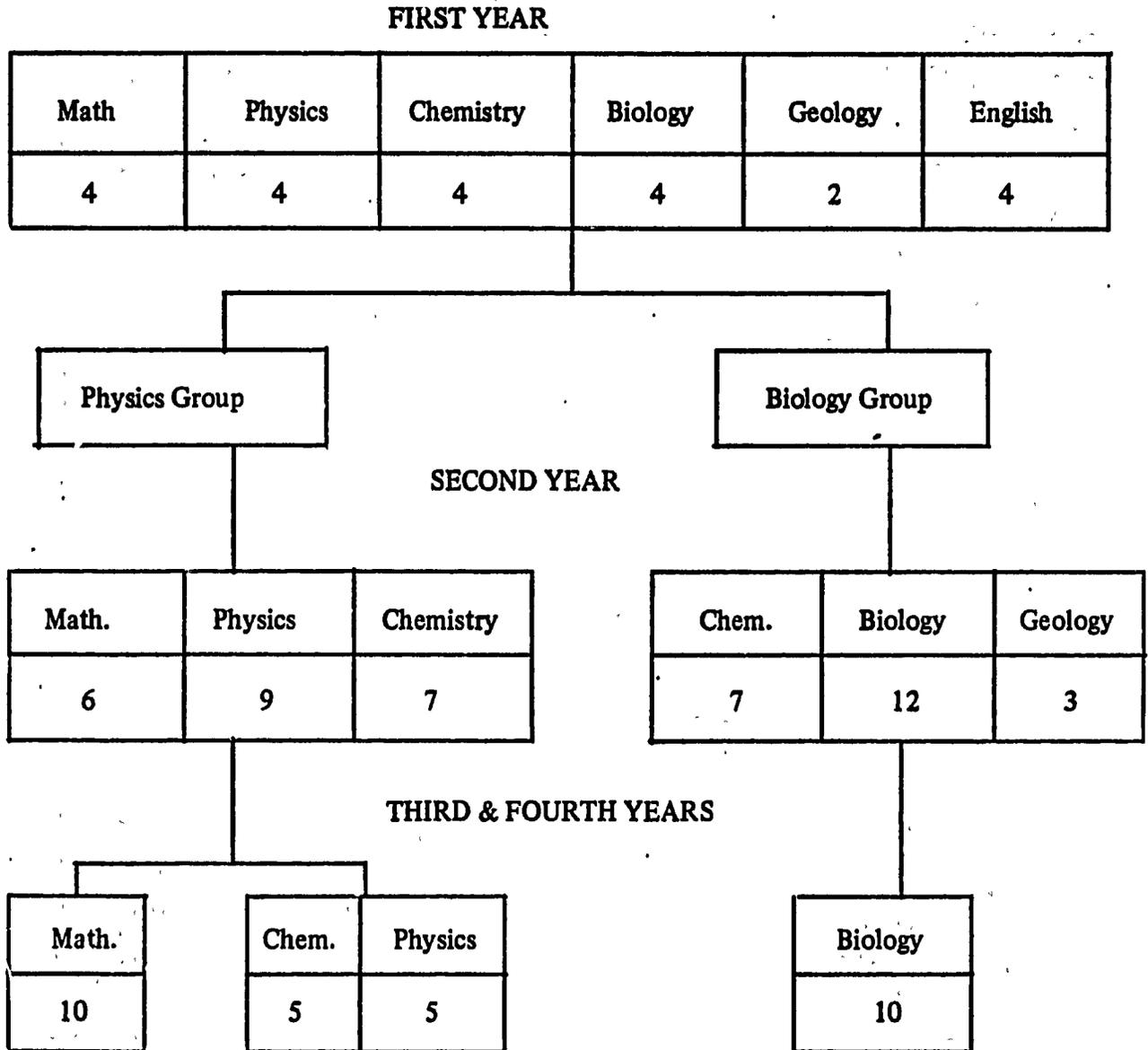
1. Figure 1. Science curricula of the Faculty of Science at the University of Sanaa and the number of credit hours for the various subjects.
2. Figure 2. Science program for science major students in the Faculty of Education, University of Sanaa. The number of credit hours for the various subjects is shown.
3. Table 1. Pre-college student enrollment, 1978/1979.
4. Table 2. Science and health education program in primary, preparatory schools, 1978/1979.
5. Table 3. Primary student enrollment, 1978/1979.
6. Table 4. Students enrolled at the University of Sanaa in the Faculty of Science and Faculty of Education, 1978/1979.
7. Table 5. Student enrollment in the different colleges at the University of Sanaa, 1977/1978.
8. Table 6. Science students at the University of Sanaa, Faculty of Education, 1978/1979.
9. Table 7. Student enrollment at the University of Sanaa, Faculty of Science, 1978/1979.
10. Table 8. Number and rank of Faculty of Science at the University of Sanaa, 1979.

Figure I: Science Curricula of the Faculty of Science at the University of Sanaa and the number of credit hours for various subjects.



1 hour of lecture = 1 credit hour
2 hours of laboratory - 1 credit hour

Figure II: Science program for science major students in the Faculty of Education, University of Sanaa. The number of credit hours for the various subjects is shown.



1 hour of lecture = 1 credit hour
 2 hours of laboratory = 1 credit hour

TABLE 1
 PRE-COLLEGE STUDENT ENROLLMENT
1978/1979

Level	Number of Schools	Sections	Boys	Girls	Total	Number of Teachers
Primary	1604	7052	219,765	31,521	251,286	6,968
Preparatory	104	470	18,590	2,673	21,263	711
Secondary	30	186	7,115	858	7,973	344
Secondary Commerce	4	10	240	16	256	
Secondary Technical	11	10	267	-	267	
TTI	8	35	705	469	1,174	
TTI-General	8	26	211	232	443	
Primary (Religious)	9	27	790	22	812	
Preparatory (Religious)	11	29	819	-	819	
Secondary (Religious)	5	11	203	-	203	
Primary (Private)	1	24	708	496	1,204	
Preparatory (Private)	1	3	84	80	164	
Non-Formal Ed.	51	267	5,024	3,620	8,644	
Totals	2,037	8,150	254,521	39,987	294,508	

TABLE 2

**SCIENCE AND HEALTH EDUCATION PROGRAM IN
PRIMARY, PREPARATORY AND SECONDARY SCHOOLS
1978-1979**

Primary Schools

	<u>1st</u>	<u>2nd</u>	<u>3rd</u>	<u>4th</u>	<u>5th</u>	<u>6th</u>
Natural & Social Environment	3*	3	-	-	-	-
Science & Health Education	-	-	3	3	4	4

Preparatory Schools

	<u>7th</u>	<u>8th</u>	<u>9th</u>
General Science	3	3	3
Health Education	1	1	1

Secondary Schools

	<u>10th</u>	<u>11th</u>	<u>12th</u>
General Science	4	-	-
Physics	-	3	3
Chemistry	-	3	3
Natural History	-	3	3

*Times per week - 45 minutes

TABLE 3
PRIMARY STUDENT ENROLLMENT
1978/79

Number Of Schools	Highest Grade Taught	Sections	Boys	Girls	Total
363	Sixth	2900	110,869	25,275	136,144
216	Fifth	1123	29,767	3,300	32,067
280	Fourth	1145	26,914	1,314	28,233
376	Third	1174	30,871	1,040	31,921
273	Second	560	16,928	487	17,415
19	First	98	4,411	105	4,516
1,604			219,760	31,521	251,286

TABLE 4
STUDENTS ENROLLED AT THE UNIVERSITY OF SANAA
IN THE FACULTY OF SCIENCE &
FACULTY OF EDUCATION
1978-1979

Academic Year	Faculty of Sciences			Faculty of Education		
	M	F	Total	M	F	Total
70/71	5	-	5	-	-	-
71/72	9	-	9	-	-	-
72/73	17	1	18	-	-	-
73/74	23	4	27	28	5	33
74/75	40	7	47	55	8	63
75/76	46	12	61	112	10	122
76/77	75	16	91	166	24	190
77/78	148	27	175	210	26	236
78/79	170	23	198	188	28	216

TABLE 5
STUDENT ENROLLMENT IN THE DIFFERENT COLLEGES
AT THE UNIVERSITY OF SANAA 1977/78

	First Year				Second Year				Third Year				Fourth Year				Total		
	New		Repeat		New		Repeat		New		Repeat		New		Repeat		M	F	All
	M	F	M	F	M	F	M	F	M	F	M	F	M	F					
Faculty of Commerce & Economics	151	8	256	26	212	22	151	11	106	11	45	5	80	12	11	5	1,121	103	1,224
Faculty of Arts	223	42	102	33	52	14	35	11	34	17	8	6	32	22	4	3	490	148	638
Faculty of Science	92	13	16	3	12	5	5	2	9	2	2	1	12	1	-	-	148	27	175
Faculty of Law Sharia	188	9	156	14	147	7	21	1	72	3	9	1	29	1	4	-	626	36	662
Faculty of Education	154	14	127	25	155	27	51	7	187	25	14	2	130	14	3	2	821	114	935
Total	808	86	687	101	578	75	263	32	448	59	89	17	310	50	23	8	3,206	428	3,634

*These students registered and attended few classes or did not attend at all in the first year.

In the following year, they are considered repeats.

TABLE 6
SCIENCE STUDENTS AT THE UNIVERSITY OF SANAA
FACULTY OF EDUCATION 1978/1979

Class	Subjects	New	Repeat	Total	
1st	General Science	57	12	69	69
2nd	Physics	30	4	34	
	Biology	30	7	37	71
3rd	Mathematics	23	-	23	
	Physics & Chemistry	8	-	8	
	Biology	12	-	12	
	Geology	1	-	1	44
4th	Mathematics	9	2	11	
	Physics & Chemistry	10	-	10	
	Biology	5	-	5	
	Geology	6	-	6	32
Total		191	25	-	216

TABLE 7
STUDENT ENROLLMENT AT THE UNIVERSITY OF SANAA
FACULTY OF SCIENCE 1978/1979

Class	Subjects	New	Repeat	Total	
1st	General Science	80	20	105	
	Medical Lab.	9	-	9	114
2nd	Physics	10	1	11	
	Biology	17	-	17	
	Geology & Physics	12	-	12	
	Geology & Chemistry	17	-	17	57
3rd	Physics & Chemistry	2	1	3	
	Physics & Math	4	-	4	
	Chem. & Bio-Chemistry	3	-	3	
	Chem. & Geology	3	-	3	
	Oceanography & Geography	2	-	2	15
4th	Physics & Math	1	-	1	
	Physics & Chemistry	1	-	1	
	Chem. & Zoology	2	-	2	
	Chem. & Geology	3	1	4	
	Chem. & Oceanography	2	-	2	
	Ocean. & Geology	2	-	2	12
Total		170	28	-	198

TABLE 8
NUMBER AND RANK OF FACULTY OF SCIENCE
AT THE UNIVERSITY OF SANAA, 1979

Subject	Prof.	Assoc. Prof.	Asst. Prof.	Inst.	T. Asst.	Total
Math	2	3	1	-	2	8
Physics	1	2	4	1	2	10
Chemistry	4	4	-	2	3	13
Geology	3	1	2	1	4	10
Botany	2	-	1	1	2	6
Zoology	2	2	1	-	3	8
Oceanography	-	2	1	-	1	4
Total	13	14	10	5	17	59

ANNEX M

CONDITIONS PRECEDENT AND COVENANTS

ANNEX MConditions Precedent and Covenants

The following Conditions Precedent and Covenants are recommended for inclusion in the Project Grant Agreement.

A. Conditions Precedent

Conditions Precedent to Disbursement of Funds for Primary and Science Education Sub-Project

Prior to any disbursement or the issuance of commitment documents under the Project for Primary and Science Education Sub-Project activities, the Y.A.R. shall, except as A.I.D. may otherwise agree in writing, furnish in form and substance satisfactory to A.I.D.:

1. Names of persons who will act as the representatives of the Y.A.R. for this Sub-Project together with evidence of their authority and the specimen signature of each;

2. A list of program participants who begin participant training under this Sub-Project in 1980;

3. Evidence of availability of sufficient office and classroom space and facilities necessary to carry out the Sub-Project activities;

4. Evidence of establishment of participant selection procedures, acceptable to A.I.D., which shall include final endorsement of program participants by both A.I.D. and Deans of the Faculty of Science and Faculty of Education at Sanaa University.

B. Covenants

Special Covenants for the Implementation Primary and Science Education Sub-Project.

1. The Cooperating Country, after consultation with A.I.D. shall agree to provide appropriate salary and professional incentives to encourage full participation of secondary school science teachers and inspectors participating in the planned in-service program.

2. The Cooperating Country shall endeavor to complete a study of teacher retention problems at all educational levels in the Yemen Arab Republic.

3. The Cooperating Country shall agree to provide salaries, school supplies, teaching materials, furniture, logistical support and other goods and services as required to meet the demands created by the expansion of primary and science education as a result of project.

4. The Y.A.R. shall agree to discuss with A.I.D. various additional alternatives and incentives for retaining program participants such as furnishing housing, bonuses for teaching in remote locations and accelerated promotion schedules.

5. The Y.A.R. shall grant appropriate salary increases to program participants upon notification of successful completion of the graduate degree.

6. The Y.A.R. shall continue full salaries and benefits to participants during all phases of the project.

7. The Y.A.R. shall require at least five years of service to Sana University following completion of graduate degree program.

8. The Y.A.R. shall hold all degree documents in order to guarantee that participants will complete the service agreement.

9. A long range plan for development of the Faculty of Education acceptable to A.I.D. will be approved by Sana University within nine months from the date of the arrival of the long-term Faculty of Education advisor.

10. Unless A.I.D. otherwise agrees in writing, the grantee, within nine months from date of signing the Project Grant Agreement making funds available for the Primary and Science Education Subproject, shall furnish a detailed equipment procurement plan with cost estimates based on procurement

for lab facilities (Life Sciences, Physical Sciences, Curriculum/Instructional Materials) in form and substance satisfactory to A.I.D.

11. The Y.A.R. shall endeavor, to the maximum extent possible, to increase the participation of women in every phase of the project.

ANNEX N

EVALUATION OF THE THREE YEAR DEVELOPMENT PROGRAM

ANNEX N

EVALUATION OF THE THREE YEAR DEVELOPMENT PROGRAM 1973-74-1975-76

Ministry of Education

The three year program concentrated on basic structures, and education was one of these; and total investments allotted to it amounted to 195 Million Rial, i.e., a ratio of 20.86 percent out of the three year program total investments. The allotments of this sector come second in size after transport and communications sector which allotments amount to 31.23 percent out of total investments of the three year program.

The sector's allotments were divided as the following:

- Project of developing education and educational books, 72 Million Rial, representing 36.6 percent out of the sector's total investments.
- Project of supporting teaching staff, 70 Million Rial, representing 35.65 percent out of the sector's total investments.
- Project of school buildings, 40 Million Rial, representing 20.8 percent out of the sector's total investments.
- Project of developing Sanaa University, 11 Million Rial representing 5.65 percent out of the sector's total investments.
- Project of training and illiteracy eradication, 1.5 Million Rial representing 1 percent out of the sector's total investments.
- Project of supporting and modernizing the Ministry, 528 Thousand Rial, representing 0.35 percent out of the sector's total investment.

1. Project of Developing Education:

This project is composed of two parts:--

The educational and organizational part: which is represented in a technical assistance from the U.S. executed by the UNESCO, at six year duration aiming at: the improvement of planning and administration (reorganizing the Ministry of Education, control of education at central and local levels, and develop the curricula.

The constructions and equipment part: which is represented in building 13 educational institutions, 3 out of which for training primary schools teachers, a faculty of education,

three secondary schools, two agricultural training centres, in addition to equipping nine institutions located in the three main cities, with 3 colleges for training primary schools women teachers, 3 preparatory schools, and three secondary schools.

A draft of organizational framework for the Ministry of Education was put, and another for the system of training colleges was put also.

In the sphere of constructions, a Swedish firm was chosen for designing works, and a bidding was carried out for supplying necessary tools and equipment.

The project contributed to a number of training courses, one of which for training women teachers in Sanaa University for 10 weeks, and a similar course in Taiz. The IDA is contributing to this project (loan) in addition to assistance from the United Arab Emirates, the Federal Germany and UNIDO. The expenditure on the project amounted to 4.1 Million Rial, which represents a small proportion of the three year program, and could be attributed to unclear vision during the preparation of the program. As for loans, withdrawing from IDA was satisfactory in comparison with what have been achieved.

2. Project of Supporting Teaching Staff:

The aim of the project was the increase of technical assistance in the field of teaching in all stages, by Arab states. 18 Million Rial were spent up to academic year 73-74, and about 1,000 teachers arrived from brethren states; in the academic year 74-75, 20 Million Rial were spent on the same project.

3. Project of Schools Building:

The aim of the project was to build a number of schools, training colleges, and houses for non Yemeni teachers. During the academic year 72-72, 11 primary schools and 3 preparatory schools were built by the government and the citizens, in addition to the completion of 38 primary schools, and 9 schools of two sections primary and preparatory, and a secondary schools, with a point finance from the government, the citizens and the brethren countries in the academic year 74-75.

4. Project of Training:

This project was amalgamated with the project of developing education.

5. Project of Supporting and Modernizing the Ministry:

This project aimed at constructing a building for examinations directorate with all its requirements. 528 Thousand Rial were allotted for the project, and 218 Thousand were spent from government sources, where the building was completed, and its equipment were provided from bilateral sources.

The project included as well, another project for school books aiming at raising the standard of educational process, through writing the books, printing them, and importing other books. In this respect, the following was achieved: -

-735 Thousand books for primary of education and 12,320 books for secondary education was received.

These books were financed by various sources.

34 Written books were prepared, 22 out of which for the primary education, 3 for preparatory education, and 9 for secondary education, in addition to receiving the printing mill and its equipment.

Total expenditure until the third year of the program amounted to 2,491 Thousand Rial.

As for the project of schools equipment, the aim of which was to supply schools with their needs of equipment, explanatory tools and scientific equipment. During the second year of the program, equipment for three secondary schools, and three preparatory schools were received from the Iraqi government, and equipment for a number of primary schools and preparatory schools from Kuwait office, and total expenditure on equipment amounted to 327 Thousand Rial from the government and 238 Thousand from foreign financing, apart from equipment offered by the Iraqi and Kuwait governments. During the third year of the program, expenditure on the project amounted to 1,085 Thousand Rial.

6. Project of Illiteracy Eradication and Adult Education

The aim of the project was eliminating the illiteracy of 5,000 citizens (male and female), and qualifying 100 teachers in the subject of illiteracy eradication and adult education, 1,418 participants registered in these centres, and 52 teachers were trained in cooperation with UNESCO and UNICEF during 73-74. In the second year, 1,550 male participants and 2,504 females were registered and 50 classes were opened in cooperation with armed forces.

103 Thousand Rial from government financing were spent, and 15,75 Thousand form UNESCO on the project which fulfilled its objectives fully.

Sanaa University

Project of Developing Sanaa University:

The aim of the project was to strengthen existing faculties, opening new courses, and constructing required buildings and laboratories. During academic year 73-74, 8 classes, the general administration building, the first storey of faculty of science workshops, and a theatre were built. In 74-75 a site was chosen for the buildings of the faculty of education, faculty of economics and commerce, and faculty of jurisprudence and law; houses for the university teaching staff were built, in addition to residential halls for male and female undergraduates, and a club; and the university administration was supplied with necessary equipment.

Total expenditure from government sources amounted to 3.7 Million Rial for buying lands for the expansion of university departments, this is apart from what the Kuwait government spent during that period.

The National Institute for Public Administration

The Institute was given the task of improving the standard of performance in the departments of public service, and qualifying workers in the administrative, financial and public service branches at all levels and in all sectors, in addition to carrying out studies, organizational and administrative consultations, and setting up a library and a notation centre. The Institute realized the following during the program:

- 64 training courses were arranged, the duration of the course was between one month and nine month, and the number of participants, was 1,783 officials (male and female) in the fields of public administration organization and systems, research and developments, administration of individuals, financial administration, librarianship, typewriting, modern languages, libraries and notations.
- The Institute prepared 15 various topics in the sphere of administration as well as the translation of eight topics from English and German languages.
- The Institute offered sixteen consultations to ministries and government institutions.
- The library of the Institute was supplied with 3,500 books, and 130 basic reference books.

Investments allotted for the Institute in the Program amounted to 5,721 Thousand Rial, 4,342 Thousand out of which U. N. finance.

Expenditure on the project during the Program reached 1,469 Thousand Rial, the largest part of which from the U. N. assistance.

ANNEX 0EDUCATION SECTOR: YAR FIRST FIVE YEAR PLAN 1976-77-1980-81

The education sector is considered one of the services sectors which is productive in the medium and long run, owing to this nature, it has not been given the importance it deserves because its product is intangible in the short run, and its effect is indirect. On the other hand, the educational process is an integrated operation of direct functional connection with the various economic and social sectors.

The creation of qualified personnel of different levels, and training them on modern technology necessary for running the developed society, has become the responsibility of modern education. In the light of this view, ascribing an important position in the first five years plan for educational sector is a logical and decisive conclusion for the success of the plan.

Ministry of Education and Sanaa UniversityThe Objectives:

1. Realizing social justice in the general educational stages, where education becomes available for all people, young and old by completing the application of obligatory primary education in twenty years time for males and thirty years for females, expanding in preparatory and secondary education of different kinds, setting up the centres of informal education, providing equal opportunities for everyone, adopting free education, giving importance to female education and spreading education in the countryside.

It was the fate of the generation which was born before the revolution to succumb under the yoke of illiteracy. It is the duty of the state at the present stage to stop adding new groups to the number of illiterates, i.e., working in the direction of eradicating illiteracy from the root by the application of obligatory education gradually and in increased proportions year after year in companion with a plan for eradicating the illiteracy of the very young who lost the opportunity of entering primary schools.

2. Raising the standard of education especially primary education by providing qualified teachers, reducing the proportion of dropouts at this stage, equipping schools with assisting means, and distributing books free.
3. Giving importance to the Islamic belief and spiritual value, and the national culture, and using them as a main crop for directing education in the country.

4. Giving important to the education of females in an equal proportion with educating males wherever possible.
5. Creating a reserve of various human qualifications and at all standards in order to provide the requirements of the educational sector itself, and the requirements of other sectors through the increase and support of training schools and different vocational schools, equipping them, and the proper distribution of pupils at these schools according to their abilities, and availing the opportunity for the proficients in these branches to continue their studies in university faculties and high institutes.
6. Giving importance to the training of vocational teachers, and concentrating on dropouts from the educational system to absorb them in the vocational training centres.
7. Building reserve Yemeni agricultural technical qualifications to cater for the needs of the agricultural and animal sector in consistence with the development plan and spreading agricultural education through training and qualifying all personnel who shall work in this sector.
8. Working for the realization of self-sufficiency in providing teachers and women teachers in all stages of education.
9. Improving the return of education its various stages by creating the suitable educational atmosphere at school, putting programs for liberal activities in it, evolving the curricula to cope with modern advancement, and conditioning them with the requirements of Yemeni life, and improving school books in content and shape.
10. Developing training methods, and using audio-visual means for this purpose.
11. Developing the guiding system in the Ministry and in the governorates, and providing enough number of educational inspectors and instructors, and choosing educational leaderships in schools and training them.
12. Putting a long term plan for building the necessary schools to house all new entrants in various educational stages, according to fixed styles and specifications, encouraging the popular effort in building schools, and removing variations in the regional distribution of schools among governorates, by concentrating on building schools in backward regions.
13. Evolving the standard of university regulations in order to raise educational, financial, organizational and administrative efficiency in various activities of the university, directing undergraduates to specialize in sciences, and striking a kind of balance between scientific and theoretical

faculties in consistence with the needs of development plan, and the Yemeni Arab Society.

14. Expanding Sanaa University by establishing faculties for medicines, engineering and agriculture.

The Strategy:

1. Mobilizing the administrative and technical departments of the Ministry of Education, the University, and the training and educational institutions in the Republic in order to execute projects of the plan at their proper time, and working at the same time to raise the productive efficiency of these departments.
2. Strengthening technical, financial and administrative coordination with different ministries and government institutions, especially in connection with the execution and working of vocational training and teaching projects (industrial, agricultural, veterinary), and connecting the specialization in these institutes and the preparation of trainees in them, with the requirements of development projects.
3. Strengthening coordination and control over the execution of financial agreements signed with different financing organizations for the execution of educational projects.
4. Developing educational stages and modernizing them in consistence with the development plan.
5. Advancing in the execution and working of projects avoiding the rising of administrative and financial bottlenecks in the Ministry itself, and in other concerned ministries and government institutions.
6. Arising the national and popular conscience to support educational projects, and to accept voluntary participation in the execution and succeeding these projects, and cooperating closely in this context with the General Union of Development Committees.
7. Using incentives and all attracting means to encourage people to send their children of age 6 to 11 to primary schools, and encouraging them to complete their primary education.
8. Setting up a specialized organ for planning in the Ministry of Education and the university. This organ shall be given the task of putting programs for the execution of plans and following them up, altering them, and coordinating among different departments working in educational sector.

9. Establishing a fixed cadre for different groups of teachers and lectures within the educational institutions, and a system for promotion, provided that the main salary is remunerative and compatible with the dignity of teacher, and giving teachers in isolated areas an additional recompense, and giving inspectors and instructors a recompense for nature of work.
10. Standardizing school buildings in different stages, and coordinating the efforts of all parties sharing in school building under the supervision of one authority responsible for school building in the Republic.
11. Allowing excellent students graduates of vocational schools and institutes to continue their education in the suitable faculty.
12. Gathering and centralizing internal residency of students to save costs.
13. Giving the counterside preference in feeding pupils and students.

The National Institute for Public Administration

The Objectives:

1. Concentrating on training and qualifying workers in financial administrative sphere in different sectors and at various levels.
2. Providing the required scientific personnel for training purposes and enabling it to rely on local labour force in the second year of the plan.
3. Completion of required technical equipment.
4. Stimulation of research and administrative consultations which lead to modernize ministries and government institutions.
5. Supporting the library and notation for serving various ministries and government institution.
6. Expanding the scope of the institute activity for the capital to all governorates by supporting the institute two branches in Taiz and Al Hodaidah.

The Strategy:

1. Concentrating on the library in field of general administration where the circumstances of the Yemeni life will be taken into consideration.

2. Noting the legislation and administrative code by micro-film method.
3. Setting up a workshop for audio-visual equipment.
4. Supporting the institute by scientists, especially in the sciences of statistics, analytical economics, organization and accountancy and administrative staff.
5. Supporting the institute by a number of experts in the following branches: Planning and coordination, public administration, systems and methods of work, administration of personnel affairs, financial administration, administration of libraries, typewriting and shorthand.

Yemeni Studies Centre

The Objectives

1. Collecting the scientific material connected with the human activity in the country from oldest ages.
2. Collecting detailed and statistical information about the nature of the country.
3. Preparing research, scientific studies, and lists of books which deal with all human and natural aspects.
4. Encouraging writing and translation, and publishing research studies and scientific compiling which could be in building the Yemeni Society.
5. Safeguarding popular arts and following various means for their development.

The Strategy:

1. Completion of the administrative centre structure by specialists and administrative efficiencies.
2. Carrying out studies and research by eight specialized committees consisting of Yemeni scientists and researchers, with the help of visiting scientists and researchers who are earnest and scientifically faithful, these committees are: Committee of history and antiquity; committee of economics, statistics and surveying; committee of literature and cultural decorative, architectural arts and town planning; committee of manuscripts and documents committee of Islamic and social studies; committee of legal and Islamic law studies; committee of conventions and traditions; committee of translation and publishing

Long Term Objectives:

1. Constructing the Yemeni human being who is armed with education and faith, and who will carry lantern of modern Yemeni civilization.
2. Spreading consciousness in the country which denied education for a long time, and making it to reach every corner in the country.
3. Keeping the Islamic Arabic Yemen feature whether in towns out in countryside, safeguarding the home culture.
4. Opening the door of education to the new generation in all aspects of life, in order to dip up knowledge from all sources and ensuring the correlations in sciences and knowledge.

The Determined Objectives:

1. Spreading the Arabic religious scientific institutes in the centres of governorates, and in densely popular areas to enable people to learn religious, Arabic and social subjects with other sciences.
2. Creating the efficient teacher in religious, Arabic and social sciences, to cover the current deficiency, and reach self-sufficiency in the future.
3. Putting the suitable curricula for the three stages of education, primary, preparatory and secondary, planning for university education in cooperation with the Ministry of Education.

The Strategy:

1. Expanding gradually in education according to possibilities available to the commission.
2. Following up the flowing of education in the commission's regulating their order, and urging supervisors to give more importance to delivering their sacred message, in order to give students the utmost benefit from time.
3. Classifying scientific institutes into three kinds: number 1, the principal in the capital, number 2, the standard institute, in governorates centres, and number 3, for some institutes which will be set up in some Yemeni places famous for their long scientific history.
4. Setting up new institutes especially in Sanaa, Taiz, Thamar, Sa'ada and others.

5. Providing the required administrative and teaching cadres, and building a headquarter for the commission.
6. Opening boarding sections for students from far way areas after ascertaining that they are unable to finance their studies.
7. Coordinating with the Ministry of Education in training teachers, and putting the curricula.
8. Publishing a scientific magazine.

ANNEX P

UNITED STATES GOVERNMENT

memorandum

DATE: May 15, 1980

REPLY TO
ATTN OF: NE/PD/PDS, Stephen F. Lintner, Environmental Coordinator *SFL*

SUBJECT: YEMEN - Basic Education Development Project (279-0053), Primary and
Science Education Subproject - Environmental Clearance

TO: NE/TECH/HRST, Ann Domidion, Project Chairperson

I have reviewed the environmental documentation submitted for the subject project and concur with the conclusion of the Mission that the action will have no adverse effect on the environment.

It should be noted that, except to the extent designed to result in activities directly affecting the environment (such as construction of facilities, etc.), educational programs have been determined not to be Federal actions having a significant effect on the environment. Such actions require only an explanatory paragraph on the environment in the Project Identification Document (PID) and Project Paper (P⁷) and do not require an Initial Environmental Examination.

cc: GC/NE, T. Carter
AID/Sana, F. Pavich, Mission Environmental Officer



Buy U.S. Savings Bonds Regularly on the Payroll Savings Plan

OPTIONAL FORM NO. 10
(REV. 7-76)
GSA FPMR (41 CFR) 101-11.6
5010-112

ANNEX Q
DRAFT PROJECT AGREEMENT

ANNEX R
DRAFT PIO/T