

CLASSIFICATION
PROJECT EVALUATION SUMMARY (PES) - PART I

Report Symbol U-447

1. PROJECT TITLE BASIC EDUCATION DEVELOPMENT			2. PROJECT NUMBER 279-0053	3. MISSION/AID/W OFFICE Sanaa, Y.A.R.
5. KEY PROJECT IMPLEMENTATION DATES			4. EVALUATION NUMBER (Enter the number maintained by the reporting unit e.g., Country or AID/W Administrative Code, Fiscal Year, Serial No. beginning with No. 1 each FY) <u>82-87</u>	
A. First PRO-AG or Equivalent FY <u>79</u>	B. Final Obligation Expected FY <u>90</u>	C. Final Input Delivery FY <u>91</u>	6. ESTIMATED PROJECT FUNDING A. Total \$ <u>66 M (Est)</u> B. U.S. \$ <u>36 M (Est)</u>	
			7. PERIOD COVERED BY EVALUATION From (month/yr.) <u>September 1980</u> To (month/yr.) <u>December 1981</u> Date of Evaluation Review	
<input type="checkbox"/> REGULAR EVALUATION <input type="checkbox"/> SPECIAL EVALUATION				

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

A. List decisions and/or unresolved issues; cite those items needing further study. (NOTE: Mission decisions which anticipate AID/W or regional office action should specify type of document, e.g., program, SPAR, PIO, which will present detailed request.)	B. NAME OF OFFICER RESPONSIBLE FOR ACTION	C. DATE ACTION TO BE COMPLETED
<u>COORDINATE ACTIVITIES</u> 1. Convene Basic Education Advisory Council 2. EMU/MOE/USAID hold monthly meetings 3. Submit all documents to MOE in Arabic	MOE/COP MOE/COP USAID/PO EMU/COP	September On-going On-going
<u>ISSUE PLANNING AND IMPLEMENTATION DOCUMENTS</u> 1. Revised Life of Project Implementation Plan 2. Annual Work Plans and Budgets for FY 82 3. Instructional Materials Subproject PID 4. PILS for implementation 5. Amend Contract to show four active subprojects	EMU/COP EMU/COP USAID/PO USAID/PO EMU/On-Campus	September Done October On-going September
<u>REVISE FISCAL ACCOUNTING AND REPORTING PROCEDURES</u> 1. Accounting by subproject 2. Monthly copies to USAID/Yemen in approved format 3. Conduct study on increasing participation of women 4. Improve participant selection and monitoring system	USAID/EMU EMU/COP EMU/COP EMU/MOE/AID	Complete August December September
<u>REVIEW AND REVISE PTTI TRAINING PROGRAM</u> 1. Lengthen period of study 2. Provide undergraduate level courses 3. Establish system to regularly evaluate field personnel	EMU/MOE EMU/MOF EMU/On Campus	Completed Completed December

8. INVENTORY OF DOCUMENTS TO BE REVISED PER ABOVE DECISIONS

<input type="checkbox"/> Project Paper	<input checked="" type="checkbox"/> Implementation Plan e.g. CPI Network	<input checked="" type="checkbox"/> Other (Specify) <u>PIL'S</u>
<input type="checkbox"/> Financial Plan	<input type="checkbox"/> PIO/T	<input type="checkbox"/> Other (Specify) _____
<input type="checkbox"/> Logical Framework	<input type="checkbox"/> PIO/C	<input type="checkbox"/> Other (Specify) _____
<input type="checkbox"/> Project Agreement	<input type="checkbox"/> PIO/P	

10. ALTERNATIVE DECISIONS ON FUTURE OF PROJECT

A. <input type="checkbox"/> Continue Project Without Change
B. <input checked="" type="checkbox"/> Change Project Design and/or <input type="checkbox"/> Change Implementation Plan
C. <input type="checkbox"/> Discontinue Project

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

MOE: A. Al-Kobati, Dir. Gen for Teacher Trng.
USAID: P. Layne, HRDO
EMU: L. Porretta, Chief of Party
CPO:

12. Mission/AID/W Office Director Approval

Signature: 

Typed Name: Charles F. Weder

Date: October 27, 1982

13. SUMMARY

A more detailed discussion of the project evaluation is found in Appendix E.

Now in its third year, the overall goals and purposes of the project were deemed valid and the general strategy sound. In spite of many problems that must be resolved the EMU team has achieved considerable and significant success in implementing some of the components of the subprojects in coordination with USAID and YARG. The collaborative mode of assistance, though imperfectly utilized, promises to be a flexible and effective management tool for development. Three of the four subprojects are now being implemented. An important EMU achievement is the excellent rapport of its present staff with the Ministry of Education, Sanaa University and USAID and the relationships among USAID, EMU and the MOE are excellent. YARG is generally pleased with the project's results and the MOE has given complete and competent cooperation in implementing it.

The Primary Teacher Training (PTT) Subproject is training its third group of participants and implementation of the Administrative Support/Core (AS/C) and Primary/Science Education (P/SE) Subprojects has just begun. Implementation of the Instructional Materials Center (IMC) Subproject was postponed because of budgeting constraints. However, planning now indicates an FY 1984 start.

The PTT Subproject which began in 1979, was examined in depth. While many recommendations were made for improving the PTT, in general it is on schedule toward one of its major goals of fully staffing the PTTIs with qualified YEMENI. It is not, however, educating women teacher trainers to the extent planned. Unless the project design is altered significantly it will be impossible to increase women's participation above the present 4 percent. Thirty-five Yemeni (group I) have returned to Yemen with M.A. degrees and are working in primary teacher training. Thirty-one (Group II) are at EMU/Ypsilanti, and twenty-six (Group III) are studying English at EMU/Sanaa.

The number of participants has decreased with each successive group, however, the YARG has granted a substantial raise in salary for PTTI teachers and it is expected that there will be a larger pool of candidates for future groups. EMU and USAID concurred with the MOE request that the LOP total of scholarships be made available by increasing the size of Groups IV and V and/or adding Group VI.

No classroom teacher inservice activities have taken place as yet but EMU and UNICEF have worked out a collaborative plan to begin inservice workshops in June 1983. EMU is to train the returned participants to design, implement and evaluate inservice workshops and materials and those participants will assist in conducting the UNICEF/MOE sponsored workshops for primary teachers.

The action decisions from the 1981 PES were:

- "A. PLANNING AND IMPLEMENTATION: Detailed Life-of-Project Implementation Plan to be prepared as specified in PP and PIO/T. All activities postponed from first year to be implemented during second year, including inservice MOE management system components.
- B. STAFFING: Project to be immediately and fully staffed in accordance with PP and PIO/T, including Administrative Officer and Arabic speaking Teacher Training."

The action decisions have been partially fulfilled, and status is as follows:

1. On June 12, the field (EMU/S, MOE and AID/Y) approved the FY 82 work plans. An overall LOP implementation plan, inter-relating all subjects, is to be submitted for approval during the annual field review in October 1982.
2. Plans for coordinating with UNICEF to implement the inservice component were initiated.
3. With the arrival of a team leader for the A/S Subproject, it is expected that the development of an improved MOE management system will get underway.
4. The PTT Subproject was fully staffed with the assignment of an administrative officer in July 1981 and an Arabic speaking teacher trainer to the EMU field staff. However, when the Chief-of-Party completed his tour on September 16, 1981 a replacement had not been hired, and reliance on three different acting Chiefs of Party during the ensuing five month gap created serious implementation problems. The Arabic speaking Teacher Trainer that had been recruited in response to the PES was transferred in January to the ADM/S Subproject. No qualified candidate has been nominated to replace him.

The following required actions were identified during this evaluation:

- A. Ensure that AID, EMU and the YARG collaboratively manage and monitor the project.
- B. Facilitate improved coordination among Sanaa University, the MOE and the Central Planning Organization (CPO).
- C. Increase the participation of women in the project.
- D. Ensure that U.S. academic degree programs are relevant to the needs of Yemen and have credibility in the eyes of the Yemeni.

- E. Keep the project fully staffed with qualified people who are Arab speakers, in positions where that is required.
- F. Reach the objectives of the inservice component of the PTT Subproject.
- G. Secure timely submission of appropriate financial reports and annual work plans by EMU.
- H. Ensure that returned graduates are utilized effectively.

During the evaluation process, several implementation issues were resolved, these included:

- A. Establishment of more stringent selection and monitoring procedures.
- B. The YARG fulfilled its covenant to raise the salaries of M.A. degreed teachers in PTTI's.
- C. The YARG responded positively to EMU requests to improve project facilities and to assist with securing country clearances.
- D. The decision was made to extend training time for participants, in order to improve the quality of training.
- E. Agreement was reached among UNICEF, MOE and EMU to collaborate on inservice training for classroom teachers.
- F. Four counterparts were assigned to the MOE inservice unit and the project staff.

One issue that EMU and AID could not successfully resolve was the YARG request for assistance to dependants to accompany participants to the U.S. While it was agreed that in many ways this was a valuable aspect of the program, it is impossible for either AID or EMU to subsidize this activity in any way.

14. EVALUATION METHODOLOGY

The external evaluation of the BEDP was carried out from October 20, 1981, through December 16, 1981. This second annual evaluation had the following purposes:

- A. To assess the extent to which the overall project design was still valid.
- B. To assess project implementation
- C. To identify problems and make recommendations for the LOP implementation and for the FY 82 annual work plans.

The evaluation procedures followed were, first, to collect information by examining documents, and by site visits (EMU campus at Ypsilanti, Michigan; Yemeni schools, PTTs and project classrooms) to observe and interview participants and staff; second to present information and identify issues; and third, to make decisions and recommend action through a series of collaborative work sessions by EMU/Sanaa, EMU/Ypsilanti, the MOE and USAID. Dr. Anna Chandler visited the EMU campus at Ypsilanti, Michigan, prior to coming to Yemen. On campus she interviewed faculty and Yemeni students, observed classes and examined student records and other documents.

Each of the team members submitted a report to Dr. Patsy Layne which contained major issues identified, decisions reached and recommendations made. Dr. Layne compiled a draft report and submitted it to the Yemen Arab Republic Government, to EMU/Sanaa and to USAID/Yemen. The MOE, Chandler, Westerman, Carney and Layne reports are appended. The Ministry of Education gave complete cooperation to the evaluation task. Both Mr. Al-Ghafari and Mr. Al-Shami had participated in the first year evaluation and were knowledgeable about the project. Mr. Al-Kobati, who had recently replaced Mr. Al-Houthi as Director General of Teacher Education, had taken advantage of every opportunity to become familiar with the project. The MOE was pre-occupied initially with the PTT Subproject and said frankly that they needed more information about the proposed subprojects. Both EMU and the MOE were creative and flexible in seeking solutions to problems identified. It is clear that EMU, AID and the MOE believe the project has great potential and are committed to making it work.

Two kinds of external consultants with evaluation expertise were used;

- a. one with management of development education projects; and
- b. the second with expertise in primary teacher training.

The evaluation team consisted of external evaluators and resource persons.

External Evaluators

Dr. Joseph Carney, Human Resources Development Officer, USAID/Lesc;
 Dr. Anna Chandler, Elementary Education Evaluation Specialist,
 Pontiac, Michigan

Yemen Arab Republic - Ministry of Education

Mr. Abdo A. Al-Kobati, Director General for Teacher Education
 Mr. Zayd Ali Famid Al-Shami, Director General for General Education
 Mr. Ali Ghafari, Associate Director of Education and Coordinator
 of Foreign Assistance

Eastern Michigan University

Dr. Louis Porretta, Director, Office of International Projects
Dr. Scott Street, Acting Chief-of-Party
Dr. James Hughes, Team Leader, PTT Subproject
Dr. Saad Noor, PTT Subproject
Dr. W. Scott Westerman, Jr., Dean, College of Education, EMU

USAID/Sanaa

Dr. Patsy P. Layne, Project Officer

Due to difficulties in securing the services of the external evaluators and USAID schedule, different phases of the evaluation took place from October 20 through December 16, 1981:

- | | |
|--------------------------|---|
| October 20 - 31: | Assessment of overall project in Yemen - Chaired by:

Dr. Joseph Carney, External Evaluator
Mr. Ali Ghafari, MOE |
| October 31 - November 8: | Assessment of academic program of PTT in Yemen - Chaired by:

Dr. Scott Westerman, EMU
Dr. Ali Ghafari, MOE |
| November 16 - 20: | Assessment of EMU academic program at Ypsilanti Campus - Chaired by:

Dr. Anna Chandler, External Evaluator |
| December 15 - 16: | In-House evaluation of TESL Program in Yemen - Chaired by:

Dr. Patsy P. Layne |

15. EXTERNAL FACTORS

There have been no major changes in project setting which impact on the project. However, the assumption that the project, as designed, could involve a significant number of women was not valid.

Unless the PTT Subproject is altered, it is unlikely that the goal of 20 percent female participants will be reached. Group I had one woman graduate, Horaya Al-Iryani, who was valedictorian of the group. Group II had only two females, as does Group III. Unless the husbands of the two women in Group III receive scholarships within commuting distance of EMU, the women will not be allowed to go to EMU. The pool of Yemen women with B.A. degrees, who are able to participate, given the current project strategy,

is not sufficient to enable the MOE to compete successfully with opportunities in other sectors.

Interviews with Headmistresses and Headmasters of PTTs have convinced AID and EMU field staff that if the project is to succeed, given the cultural constraints, sexually segregated undergraduate level education for women within commuting distance of their homes must be provided. Failure to make these changes in project strategy would be an implicit abandonment of the project goal of increasing educational opportunities for women.

Although Sanaa University has admitted women for the past few years, only 12 percent of the students are women, and more than half of those are of non-Yemen origin. Most Yemeni women are not permitted to be in situations where men are present, or to stay in dormitories. Opportunities are there for females, but only the unusual few can take advantage of them.

The recommendation is that the PTT program be revised to offer teacher trainer education opportunities that enable more Yemen women to participate in settings that are culturally acceptable and at whatever levels are required.

16. INPUTS

One Director-General and three of the in-service training staff of the MOE have gone to the U.S. for graduate degrees. One technical advisor is working with the MOE, and one with Sanaa University to improve management skills: 92 primary teacher trainers are receiving training from EMU/Sanaa and EMU/Ypsilanti. In-service and intern supervision activities have not been carried out as specified.

Securing field staff who function efficiently in Yemen is a problem shared by all contractors for AID, and EMU is no exception. EMU has not been able to staff the field unit completely with effective professionals in a timely manner. Typically, there are long delays in filling position slots. Time consuming YARG approval processes greatly exacerbate EMU's problem. While some of the delays were undoubtedly beyond the control of the contractor, a review of the situation indicates that some delays could have been avoided.

17. OUTPUTS

There is a slight shortfall in the total number of PTT participants being trained vis-a-vis the target number. The total for Groups I through III is 92, with a target number of 105. This is in part due to the MOE having raised the selection criteria, an action EMU and AID agree with.

It is anticipated that there will be more applicants, now that the salary increase for M.A.s has gone into effect. The project is failing to train women to the level specified. Group I, II, and III

contain a total of five women (about 5 percent) vis-a-vis a target of 20 percent. No MOE staff nor classroom teachers have received inservice training as planned in the PTT.

18. PURPOSE

The stated project purposes are to:

- improve administration, planning and implementation capability of Sanaa University and Ministry of Education.
- Expand and improve primary education by increasing number of quality primary teachers.
- Develop the capability in the Faculty of Science to serve the evolving education needs in Yemen.
- Develop IMC's capability to design and produce instructional materials and develop an effective delivery system."

EOPS conditions are stated as follows:

- "A. Effective administrative structure functioning in College of Education, Faculty of Science and Ministry of Education with trained personnel and management systems.
- B. Staffed PTTIs training primary teachers appropriate to the needs of Yemen.
- C. A trained science faculty is providing leadership, instruction and developing programs appropriate to Yemen's science education needs.
- D. A Department of Primary Education is providing training leadership and support to primary education in Yemen.
- E. The Instructional Materials Center is serving needs for instructional materials for formal and nonformal education."

Below is a discussion of progress towards each of the EOPS conditions:

- A. The P/SE Subproject implementation was delayed for over a year due to (1) a turnover in key MOE personnel between project planning and submitting the agreement for signature; (2) internal AID/W contracting procedures; and (3) a turnover in Sanaa University personnel that delayed implementation further. A temporary team leader has been in Yemen since February 1982 and has made good progress toward assisting the Faculty of Education to begin long-term development planning. Three Faculty of Education participants are in the U.S. beginning work toward the Ph.D., and others have begun their ESL training. Science education is now the responsibility of the Faculty of Education and this project is administered totally within the Faculty of Education. Therefore, the reference to the Faculty of Science should be deleted from the EOPs statement.

- B. It is probable that an additional 2 years will be needed to accomplish these EOPs. There are three reasons for this: (1) the amount of time needed to successfully train to the M.A. level was underestimated; (2) the number of PTTIs is increasing; and, (3) the P/SE Subproject that is supposed to mesh with the PTT Subproject and assume the training of PTTI teachers is almost 2 years behind schedule.

The approach and level of training must be changed if the program expects to train a significant number of women.

- C and D. EOPS will probably have been achieved by the end of the project if current rate of progress is maintained.

- E. This component is behind schedule. It will be funded in 1984.

19. GOAL

The goal is "to improve the economic and social conditions of the people of the YARG by accelerating the development of the basic education system, improving its quality, increasing its efficiency and expanding its availability."

It is too early to assess progress towards the goal.

20. BENEFICIARIES

Direct beneficiaries are the 3,000 teachers and administrators who will receive long and short-term training, and the 1,000 students enrolled in Primary Teacher Training Institute. Ultimately One million primary age children will benefit from access to more relevant, effective basic education.

21. UNPLANNED AFFECTS - None

22. LESSON LEARNED

The project, in general, was soundly conceived. The following points should be made however:

- A. Although the MOE stressed the necessity for a U.S. Masters degree for teachers in the PTTIs, at this stage of Yemen's development this was probably not the most needed kind of training to staff PTTIs. The MOE, AID and EMU agree, however, that for overall, long-range progress this training is appropriate. PTTIs are presently staffed primarily with expatriates with Baccalareate Degrees at most. Most headmasters, inspectors and supervisors do not have advanced degrees. It is unrealistic to think that most of the M.A. level cadre will remain on the teaching staff beyond their years of formal commitment to the MOE. In reality, the PTTI is a secondary school with add-on courses in primary education. In-Country Primary Teacher Trainer Education, at the

undergraduate level under the aegis of the Faculty of Education and assisted by EMU, should have been built into the PTT from the beginning, along with graduate work in U S institutions. There should have been alternate tracks for being trained to teach in the PTTs, that match the circumstances of the different locations, meet the peculiar cultural needs for education of women, and take into consideration varying abilities to learn to function in English. To be a good PTT teacher one does not necessarily have to be fluent in English, nor have a Masters Degree. The need to replace the 90 percent expatriate staff with trained Yemeni is sufficiently compelling to warrant alternative training tracks, at least on an interim basis.

- B. The Instructional Materials Component should have been implemented much earlier. Instructional materials are the key to improving learning. Yemen has the basic equipment and facilities. There is a quite adequate national center, and the PTTs have a plethora of mostly unused equipment of all kinds, including television production equipment. However, there is limited ability to design effective materials based on learner objectives, to operate and maintain the equipment, to manage and distribute materials, or to train teachers to use centrally produced materials. Early attention to the IMC could have pulled the separate parts of the program together more effectively and enhanced the training that is going on.
- C. It is imperative that key staff positions be filled with fluent speakers of Arabic.
- D. When a Contractor is selected, one of the criteria for selection should be the extent to which the Contracting institution's personnel policies and regulations are compatible with the reality of AID overseas situations.

23. SPECIAL COMMENTS OR REMARKS

There is a need to modify the project to include training programs at the baccalaureate level in Yemen and in population centers outside Sanaa. This will have to be done in order to train sufficient numbers of Yemeni to staff all PTTs, including those in rural areas.

ATTACHMENTS

- Appendix A (9 Pages) Ministry of Education Report on Evaluation Activities
- Appendix B (31 Pages) Dr. Joseph P. Carney's Evaluation Report
- Appendix C (17 Pages) Dr. Anna Chandler's Evaluation Report

Appendix D: (26 Pages) Dr. W. Scott Westerman, Jr.'s
Evaluation Report

Appendix E: (34 Pages) Summary Report by Dr. Patsy P. Layne

APPENDIX A

APPENDIX A

Ministry of Education
Yemen Arab Republic

REPORT ON EVALUATION ACTIVITIES
PROJECT 279-0053 BASIC EDUCATION DEVELOPMENT
October 26, 1981

Translated by: A. Abubaker, USAID

According to Article No. 5 of the agreement regarding work evaluation of basic education development conducted by concerned authorities and the implementing side, and according to the instructions of H.E. Mr. Abdo Rabu Jaradah, Deputy Minister, MOE, after the arrival of the American team, who will participate in the second annual project evaluation by USAID and EMU, the committee held its meetings in Sanaa in the period from 10/20/81-10/31/81 to evaluate the project work.

The Yemeni side was represented by:

- (1) Mr. A. Al-Kobati, Director General of Teacher Training, MOE.
- (2) Mr. Ali al-Ghafari, Chief of Party, Ministry Support Project.
- (3) Mr. Zaid Ali Hamid Al-Shamy, Director of Education.

CPO representative did not attend.

The American side was represented by:

- (1) Dr. Joseph Carney, Development Officer, USAID.
- (2) Dr. Patsy Layne, Administrative Officer, USAID.
- (3) Dr. Louis Porretta, Director of Projects, USAID.
- (4) Dr. Scott Street, Interim Director, Basic Education Development Project.
- (5) Dr. James Hughes, Project Team Leader.
- (6) Dr. Scott Westerman, Dean of Faculty of Education, EMU.
- (7) Dr. Saad Noor, Project Teaching Staff Member and Coordinator of In-Service Training.

In these meetings, discussions centered on Primary Teachers Training Subproject during five years as of September 1979. The first results of this project appeared when the first group of teachers graduated with Masters degrees in September 1981.

First: Group I

This group started in September 1979; the total number was 35. The American side reviewed the implemented training program for this group which graduated in September 1981 except two trainees who remained in the U.S. for additional training and are expected to arrive at the end of December 1981. The American side affirmed that academic program level was excellent and the group successfully completed the program despite the rigorous program and the short time. The committee evaluated the effort and comprehensiveness of both the students and teaching staff and MOE efforts to meet its obligations according to the agreement. Graduates were distributed to teacher training institutes and their degrees were approved, also balance of salaries was given to them and MOE is contacting the concerned authority to improve their salaries.

Second: Group II

The number of participants who left for USA under this project was 31. The American side confirmed that the same academic program for the first group will be applied to this group except for the English language course in YAR where the language training was given separately from the academic subjects.

Third: Group III

The committee visited this group at the project site and was briefed on training programs and saw the modern English language teaching equipment. According to the agreement, the number of participants in this group

should be 35. However, only 27 are attending class. The committee studied the cause of this shortage in number and agreed that eight additional participants will be placed among Groups 4 and 5 so that the scheduled total number of participants during the project five-year period will reach to the fixed number in the agreement, i.e., 175 teacher training, 11 teacher training institute administrators and six in-service trainers.

Fourth: Period of Training

When the issue of training period was discussed, the Yemeni side requested the extension of this period in accordance with the provisions of Article (1) Annex (1) of the agreement. For the first group suffered a lot to complete the program in Yemen and the USA in 26 months.

After long discussions, both sides agreed on the following: a) to extend the training period in the USA to 16 months instead of 14; b) to make some necessary improvements in the program itself; c) to assist graduates during the follow-up period (Phase V) for improvement of their English and provide them with educational periodicals; d) to conduct field tours during follow-up period.

The participants in the evaluation also discussed provisions of Article (5-3) Section (f) (Additional Agreements) of the agreement which states the following:

"YAR agrees to design and implement a program to improve employment conditions and salaries of employees of the educational sector upon consultations with USAID."

The Yemeni side revealed its objection on the condition of consulting USAID and requested deletion of this term as there is no relation between the

private MOE activities and USAID. The two sides agreed to delete the term "upon consultation with USAID." As far as MOE is concerned, efforts were made to improve Yemeni teachers' conditions such as issuing the teacher's law.

Fifth: Establishment of Firm Contacts Between MOE/Project/USAID

The meeting raised this important issue for discussion and agreed upon the following points:

(a) All correspondence between AID, project and the Ministry should be in Arabic as well as English.

(b) To hold monthly meetings between MOE representatives and project administrators, to review participant situations, progress achieved and the problems which face project work, and find suitable solutions for the problems.

(c) To provide the Ministry with regular reports on each student regarding his attendance, academic progress and conduct.

(d) To consult MCE representatives in decisions.

(e) MCE, through its representative, will work to provide the project with the necessary requirements (desks, shelves, telephone and water) and should contact concerned authorities to facilitate delivery of project incoming shipments such as books and furniture of staff according to the provisions of the agreement.

Sixth: MCE Supervision of Participants

The American side agreed on the importance of periodical tours by MOE representatives to the university to be acquainted with the participants' conditions and solve their problems. Tours to be conducted twice a year, travel and accommodation costs will be covered from project funds.

Seventh: Nomination Process for the Last Groups (4 & 5)

After lengthy discussions on status of the previous groups, their majors and academic programs, the two sides agreed on the following:

(a) To reduce the loss in number of each group and to achieve the best advantage from the project. B.A. degree scores should be considered carefully in nominating participants for Groups 4 and 5. Scores should not be less than a general average "good."

(b) To achieve the goals of the project by providing the teacher training institutes with integrated teaching and administrative Yemeni staff, the meeting stressed the need to observe the actual specializations of academic and educational subjects required by the institutes so that nominations in the last two groups will be made for majors actually required by the institutes.

(c) Since this project aims to develop basic education by focusing on teacher training institutes, the Yemeni side proposed the cancellation of primary institutes and the organization of new systems for developing teacher training institutes. The American side promised to make the training programs consistent with MOE's directives for the teacher training institute development by increasing the preparatory and training period for primary teachers.

Eighth: Participants' Families Travel to USA

Both sides agreed that if a participant is accompanied by his family, he will achieve best results. In this connection, the meeting agreed on the following:

(a) The Yemeni side will discuss with YARG officials the possibility of providing air tickets for participant families.

(b) The American side will consult USAID or other authorities on the possibilities of providing health and social security for the families.

(c) Both sides expressed their hope to implement this idea and any success of the effort of one side does not oblige the other side to implement.

Ninth: In-Service Training Project

As for the in-service training program, the project could not provide any technical assistance regarding designs of some programs being implemented by the training office because there is a similar project implemented by MOE in cooperation with UNICEF. In order to avoid repetition, work on this program has stopped. Studies will be conducted to find ways and possibilities of further assistance upon consultations with the present project manager. Contacts shall be made through MOE representatives in the project.

The only thing which was accomplished in this regard was the project's agreement on the nomination of two Yemeni training team members to continue their education in Michigan University within Group 3. Also, it has been agreed in the last minute to include a third one in this group so as to expedite rehabilitation of the Yemeni training team.

Summary of Subjects Discussed by Evaluation Committee

1. Work plan for teacher training project.
2. National conference for education.
3. New teaching programs for instructors.
4. Administrative subproject.
5. MOE's assistance to the project.

6. Participants' families.
7. Female teachers' participation in project programs.
8. Project implementation methods.
9. Date of completion of evaluation.

PROJECT WORK PLAN SEPTEMBER 1981-AUGUST 1982

1. Work plan will be prepared by EMU. EMU's technical division will cooperate with MOE to reach full agreement before implementation.

2. National Conference for Education - both sides agreed on the necessity of such a conference. EMU will coordinate the academic programs.

3. Administrative subproject: both sides agreed to postpone discussions on this subproject to give time for MOE representatives to conduct more studies.

4. MOE assistance:

(a) The American side praised MOE for its practical and material assistance such as desks, teaching rooms, furniture and equipment.

(b) MOE will name one person to be responsible for installing two telephone lines in the Basic Education Development Project head office.

(c) The administrative officer of EMU shall send a memorandum regarding increment of salaries of the guard and janitor in order to initiate the necessary action to solve this problem. As the agreement between YAR and USA confirms that MOE is responsible for the salaries of these employees.

(d) EMU admin officer and his deputy should meet the Director of Teacher Training to discuss ways of speeding procedures related to customs exemptions, passports, visas, etc.

(e) Necessary support will be provided by MOE to insure availability of water in the offices and teaching rooms of the project. If in case this could not be accomplished, the admin officer may buy water and bill MOE.

5. Accompanying of participant families: both sides agreed that the accompanying of families of participants (husband, wife and children) is constructive and useful. MOE will be obliged to pay the costs and EMU will arrange travel procedures at the cheapest cost possible. EMU and USAID/Sanaa promised to discuss with donors in Washington the possibility of funding^a/health insurance program for the families of the participants. If this could not be arranged, it will remain MOE's responsibility.

6. Female student participation: it has been agreed upon that MOE and EMU will cooperate in the process of selecting participants in Groups 4 and

5. Necessary endeavors will be made to enroll a greater number of participants in the said groups.

7. Project Implementation Letters: it has been agreed upon that the officials of MCE will cooperate with the HRD Officer, USAID/Sanaa, to respond in writing and sign in Project Implementation Letters as required by the agreement.

8. Date of completion of project evaluation: Thursday, 10/29/81. Both parties will exchange their views in writing on agreements or disagreements over points in the debates of evaluation committee in the period from 10/20-25/81. Reports will be made in both Arabic and English.

Saturday, 10/31/81. Parties will meet in MOE at 0900 to submit verbal reports and to reach into agreement. Mid-November 1981. The evaluation committee will discuss and accept or amend the committee's final report. Dr. Patsy Layne will write the report in its final form.

The Academic Part: Agreed Upon the Following:

Student Selection Procedures

Nominees should possess high scores of academic grades not less than (2.0) or over grade "good."

EMU/Sanaa and MOE will cooperate to improve selection procedures through meetings attended by both parties . As of November 1981, any nominee is expected to possess the following:

- (a) Average score of 2.0 or more.
- (b) Good attendance certificate.
- (c) Positive obligation to teach.
- (d) Other positive educational reputation.

Continuous Evaluation

(a) Correspondence and reports from EMU to MOE shall be in Arabic.

(b) For project progress follow-up a monthly meeting will be held between Mr. Abdu Ali Al-Kubaty, Director of Teacher Training at MOE and Dr. James Hughes Project Team Leader and Dr. Patsy Layne, HFD Officer, USAID/Sanaa.

(c) Exception period and participant expelling procedures:

1) The teaching staff should assist the participants in the best way to insure success.

2) The project must provide MOE with reports on each participant every five weeks. Report includes:

- (i) Academic progress.
- (ii) Progress made in studying English language.
- (iii) Conduct.
- (iv) Any other subject.

APPENDIX B

APPENDIX B

TO: Mr. Charles D. Ward, Director, USAID Yemen
Mr. Abdo A. al Kobati, Director General of Teacher Education
Dr. Ahmed Hubaishi, Dean, Faculty of Education, Sanaa, University
Dr. Louis Porretta, BEDP Project Manager, Eastern Michigan University

FROM: Dr. Joseph P. Carney, HRDO, USAID Lesotho

SUBJ: Second Annual Evaluation of the Basic Education Development Grant,
USAID Project No. 279-0053

DATE: October 28, 1981

The initial project agreement to implement the Primary Teacher Training (PTT) subproject under the Basic Education Development Grant was signed on August 28, 1979. The contract was signed with EMU September 10, 1979.

Total projected financing of the PTT subproject is:

1. USAID - \$10,023,000
2. Yemen Arab Republic Government (YARG) - \$8,633,000

The amendment to BEDG, No. 279-0053, to implement the CORE subproject for Management and Administrative Support of the Ministry of Education was signed on January 6, 1981. Total projected financing of the CORE subproject is:

1. USAID - \$9,128,000
2. YARG - \$2,814,300

The amendment to BEDG, No. 279-0053, to implement the Primary and Science Education subproject was signed on January 7, 1981. Its total projected funding is:

1. USAID - \$9,141,200
2. YARG - \$5,303,200

The project monitoring and evaluation system of the BEDG, No. 279-0053, as described in pages 24-25 of the CORE subproject paper calls for a semi-annual review by a team consisting of representatives of the institution implementing the project, Eastern Michigan University (EMU), the YARG Ministry of Education and its appropriate designees in relation to the subprojects and USAID. There is also to be a formal annual evaluation of the project, which will be composed of external evaluators every second year of the project.

Unfortunately, the other members of the evaluation team were not able to coordinate their arrivals with the designated schedule and it was agreed by the MCE/YARG, EMU and USAID that I would prepare this draft evaluation which is to place an emphasis on an analysis of project implementation and management of the BEDG to date, a description of major issues concerning the management of the project, achievements of targeted outputs and recommendations on future actions for YARG, EMU and USAID following a collaborative mode of implementation.

It is understood by the YARG, EMU and USAID that three other consultants will examine the Basic Education Development Grant before December 31, 1981, and add specific components to this draft evaluation. EMU will sponsor Dr. Scott Westermann, Dean of the Faculty of Education, to visit Yemen from October 23 for the following two weeks. He will report specifically on the nature and content of EMU's M.A. program in Elementary Education in which the Yemeni participants are enrolled during their

15 months in the U.S.A. He will also examine and evaluate the ESL and education orientation program and the post degree supervision program as conducted by EMU. EMU will also request that he examine their internal management/administrative policies. USAID has contracted an external advisor, Dr. Anna Chandler, to visit the EMU campus and evaluate in detail the M.A. in Elementary Education degree and its relation to the needs of teacher training programs at the Primary Teacher Training Institutes in urban and rural Yemen. The focus of her consultancy will be to examine the relevancy of the total EMU orientation program in Yemen, the degree program at EMU and the post degree supervision program.

All the components of the final evaluation will be discussed collaboratively by USAID, EMU, and MDE/YARG. Dr. Patsy Layne will submit an executive summary to the YARG and EMU for clearances and comments before final publication. Dissenting opinions, if any, will be attached as appendices to the summary.

PROJECT EVALUATION SUMMARY - BASIC EDUCATION DEVELOPMENT GRANT NO. 279-0053

13. Summary.

The Basic Education Development Grant, No. 279-0053, is a long-term sector assistance program in support of the Ministry of Education's segment of the YARG's present five-year development plan and the USAID's Country Development Strategy Statement to assist in the generation and development of the components necessary to meet the needs of basic

education in a developing country within a formal education system. The objective of the grant is to improve the economic and social conditions of the YAR by accelerating the development of the basic education system, improving its quality, increasing its efficiency and expanding its availability to the rural and urban poor. Specifically, the project is designed to achieve through an improved and properly functioning primary education system the specific targets of accelerating greater understanding and competence in reading, writing, mathematics, science applications and the critical appraisal of cause and effect relations among the majority of primary school participants. The grant is envisioned as consisting of four subprojects, of which the following three have been entered into project agreements by the YARG and USAID:

1. Primary Teacher Training Subproject
 - a. Project Agreement, August 28, 1979
 - b. EMU/AID Contract Signed - September 10, 1979
 - c. USAID - \$10,023,000
 - d. YARG - \$ 8,633,000
2. CORE Subproject: Management and Administrative Support for the Ministry of Education
 - a. Project Agreement Amendment No. 2, Jan. 6, 1981
 - b. EMU/AID Contract Amendment No. 1 Signed June 26, 1981
 - c. USAID - \$9,128,100
 - d. YARG - \$2,914,300
3. Primary and Science Education
 - a. Project Agreement Amendment No. 3, January 7, 1981
 - b. EMU/AID Contract Amendment No. 3, June 26, 1981
 - c. USAID - \$9,141,200

d. YARG - \$5,303,200

The fourth subproject is envisioned as providing technical assistance, participant training and some commodity purchases for the Instructional Materials Center. Improvement of the basic primary education delivery services is highly dependent upon the design and production of relevant instructional materials and their provision as appropriate educational tools for newly trained teacher trainers in both the EMU/USAID and UNICEF in-service teacher training programs. At present, the World Bank has funded the capital expenses of a facility for the IMC and some commodity purchases. However, the MOE/YARG must seriously address securing technical assistance to the IMC and the training of Yemeni staff to localize this instructional materials program within the context of limited future donor assistance.

Defining, understanding and implementing the "collaborative mode of assistance" between the MOE/YARG, Sanaa University, EMU and USAID has not been without serious difficulties which hindered the intended implementation of the Basic Education Development Grant over the past two years.

Nevertheless, the EMU team has achieved considerable and significant success in implementing some of the components of the three subprojects in coordination with USAID and the YARG. However, there have been a series of implementation factors or issues, which arise from a set of decisions (or non-decisions) and performances by all three parties to the collaborative mode of implementation, namely, USAID, Eastern Michigan

University, and the Yemen Arab Republic Government, which have hindered the implementation of the project. These issues are summarized below.

A. Collaborative Assistance Mode of Implementation

The development of the Collaborative Assistance Mode of Implementing the Basic Education Development Grant through the instrumentality of three subprojects was never understood in its entirety by USAID, EMU and the YARG. The CORE subproject paper on pages 25-26 acknowledges that this BEDG is the first education sector assistance project that will be implemented by USAID in the innovative style of a collaborative assistance mode and that it will require constant monitoring activity by all the cooperating agencies. The subproject paper maintains:

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

In point of fact over the past two years there has been no regular and systematic assessment of the three subprojects' outcomes by the YARG, inclusive of the MCE and Sanaa University, EMU and USAID. There has been little unified coordination or leadership of the three subprojects exercised by the MCE/YARG. USAID had not properly or closely monitored the BEDG until the recent arrival of Dr. Patricia Layne, the USAID/HRDO. Over the past two years, the EMU team has been inadequately staffed in

numbers so that it failed to fully achieve the implementation goals of the CORE subproject and the Primary Teacher Training subproject. The Chief of Party was faced with a heavy administrative burden just to implement key elements of the Primary Teacher Training subproject and the staff had no time or sense of direction on how to stimulate the question with the YARG and USAID on what exactly was the best manner of operation for the "collaborative mode of assistance." Semi-annual reviews and assessments of the BEDG by USAID, EMU and YARG as called for in the Project Monitoring and Evaluation System were never held. The first annual evaluation which was held in the Fall of 1980 addressed only the implementation of the Primary Teachers Training subproject and did not examine the Basic Education Development Grant in its entirety or the key roles that were to be played by EMU, YARG and USAID in the collaborative mode of assistance in implementing the project.

B. Basic Education Development Council

Section 5.4.e of Project Agreement, Amendment No. 1 on Special Covenants dated September 24, 1980, stipulates that the YARG, after consultation with USAID, will "set up a Basic Education Development Council to advise policy on all subprojects."

Pages 16 and 22 of the CORE subproject paper explain in detail the nature and function of this advisory council. It states that:

This council, consisting of representation from the Ministry of Education, Sanaa 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.

The preliminary report of Dr. Robert Belcher and Dr. Horace MacMahan, EMU short-term consultants, who visited Yemen from May 24 to July 3, 1980, to assist in the design of the Primary and Science Education subproject, called for the establishment of a similar council with representation from the MOE, Sanaa University, EMU and various donors to advise the MOE on the coordination of educational policies and programs, (see page 44).

Such a Basic Education Development Council has not been established. In October, 1981, USAID wrote Project Implementation Letter No. 2 under the CORE subproject requesting the YARG to establish such an advisory council, as is specified in the Social Covenants of Project Grant Agreement Amendment No. 1. The two-year delay in establishing this council has had serious negative effects in the overall planning and coordination of the three subprojects of the BEDG.

C. Project Implementation Letters

Although the Project Grant Agreement to implement the Primary Teacher Training subproject was signed on August 28, 1970, Amendment No. 1 to implement the CORE subproject was signed on January 6, 1981, and Amendment No. 3 to implement the Primary Science and Education

subproject was signed on January 7, 1981, USAID never wrote any project implementation letters to the YARG with copies to EMU and other concerned YARG ministerial parties about acceptance or rejection of the conditions precedent of the three subprojects until October 1981. Legal implications of disbursing approximately \$2,000,000 in the past two years to implement the BEDG without having accepted the conditions precedent of the three subprojects is a concern in itself. Also significant damage has been done to the implementation of the BEDG in the three subprojects by the failure to address through project implementation letters such issues as establishing who are the proper designated YARG officials to coordinate the entire grant and each subproject, the establishment of the Basic Education Development Advisory Council, the establishment of participant selection procedures acceptable to YARG, EMU and USAID, evidence of availability of sufficient office and classroom space and facilities necessary to carry out subproject activities and other matters of project concern addressed in the special covenants of the project grant agreement and amendments. USAID issued subproject implementation letters concerning these issues in October 1981.

D. The Establishment of Counterparts for the EMU Technical Assistance Team

While it seems that the YARG is about to appoint official Yemeni project coordinators for each of the three subprojects, it is also essential that it appoint a number of qualified Yemeni counterparts to work with each member of the EMU technical assistance team so that in effect the subprojects can work toward a goal of effective localization at the end of

life of project. Most recently at the urging of the USAID/HRDO and EMU, the MOE has appointed from the first group of 33 EMU returning participants two Yemeni counterparts to work with the EMU team, two counterparts to work with the UNICEF in-service teacher training program and one counterpart in the planning unit of the MOE to work with the EMU Planning Coordinator of the CORE subproject. However, with the planned arrival this coming year of five more EMU technical assistants in the three subprojects, it is necessary to constantly monitor the establishment of local posts within the MOE/YARG and Sanaa University so that these subprojects might be effectively localized at the EOPS.

E. Staffing Pattern of the EMU Team

The present EMU technical assistance team for the BEDG consists of 13 positions; an interim Chief of Party, Administrative Officer, Assistant Administrative Officer, project secretary, a clerk typist, a teacher trainer coordinator/team leader of the PTT subproject, a teacher educator and 3 English language teachers, and two drivers. The focus of their activity over the past two years has been the effective initial implementation of the Primary Teacher Training subproject. In the next year the beginning implementation of the Administrative Support subproject in the MCE and the Primary and Science Education subproject at Sanaa University will require the placing of 5 additional technical assistance staff on the EMU team. Under the CORE Administrative Support subproject an Education Administrative Planner will be located within the Planning Unit of the MCE. Under the Primary and Science Education subproject, it

is envisioned that a team leader, a life scientist, a physical scientist and a basic education planner will be located at the Faculty of Education, Sanaa University. There was a 1-1/2 year delay in defining the parameters of this subproject. EMU began a search for nominees for the four faculty positions (team leader, life scientist, physical scientist, and education planner) in May 1981, but could do nothing officially until the AID contract was received on June 6, 1981. EMU initially submitted one candidate for each of the four TA positions under the P&SE subproject without assembling a pool of candidates or alternate selections. Sanaa University/YARG with USAID's concurrence rejected all of the four candidates for not being sufficiently qualified in the required academic field. At that time, Sanaa University informed the EMU Chief of Party that Sanaa University requires a submission of at least three candidates from which to choose. (However, this procedure was not followed with the recently appointed Fulbright professor and a CPO representative said it is not a University regulation.) EMU then submitted four candidates for three of the four positions in late September 1981, but again without assembling a pool of three or four candidates for each position, as is the normal practice of many contractors. These candidates seem eminently qualified for their positions and the Sanaa University/YARG is currently evaluating their nominations. However, a serious time delay and costly process of advertising, interviewing and nominating on both EMU and Sanaa University's part might have been avoided if EMU had taken care to nominate at all times for each position a pool of at least three qualified candidates as requested by Sanaa University.

In the present year there will be a total of 13 members of the EMU technical assistance team in Yemen to implement the three subprojects of the BEDG. Much attention and supervision must be given to the role and function of the Chief of Party and the three team leaders of sub-projects, as well as their relationships of coordination with YARG officials responsible for overall coordination of the BEDG and management of the three subprojects.

It is the intention of EMU and USAID to recommend to the YARG that Dr. Saad Noor, presently the Teacher/Educator of the PTT subproject, be nominated for the position of Education Administrative Planner under the CORE A/S subproject. If the YARG agrees, this will necessitate EMU recruiting a qualified pool of candidates to replace Dr. Noor as Teacher/Educator under the PTT subproject.

After the completion of Dr. Nazzaro's two year tour as Chief of Party of the EMU team in September 1981, EMU appointed Dr. Scott Street as Interim Chief of Party until the end of December 1981. EMU is to present in the near future to the YARG and USAID a pool of qualified candidates for the position of Chief of Party. Due to the present critical nature of the project implementation policy and strategy issues mentioned above, it is essential that the next Chief of Party have qualifications and experience in teacher trainer education, educational administration, education sector assistance planning, instructional materials and curriculum development and extraordinary human gifts in coordination and

communication in the present complex and difficult implementation mode of the BEDG.

F. Financial Reporting

At present, EMU, acting through the office of the Director of International Programs and Project Manager of the BEDG, reports monthly with statements to the AID/Washington contract office.

The USAID/Yemen office has only a few of these reports and has received them in a sporadic nature from AID/Washington. The YARG has none of these financial reports. Monthly financial reports are sent by the EMU field team in Yemen to the EMU Project Manager's office in Ypsilanti, but in the past they have not been shared with USAID or the YARG.

In the past year, USAID/Yemen commissioned Executive Management Service Incorporated to provide a consultancy on a Project Financial Management System (AID/OTR-I-1771 Work Order Number 5) for the Participant Training Project 279-0040 and the Agricultural Development Support Project No. 279-0052. In analyzing the financial reporting system of the Agricultural Development Support Project, which consists of several subprojects similar to the Basic Education Development Grant, No. 279-0053, the consultancy recommended that the contractor submit to AID/W and USAID/Yemen regular expenditure reports in a prompt fashion. The consultancy further provided a Project Data Sheet for the sector grant, as well as a Subproject Data Sheet which are to be submitted by the contractor to USAID/Yemen on

a regular basis. When looking at the suitability of this procedure to other Mission projects, the conclusion was stated on page 17 that:

Basic Education Development, Project 279-0053, is a project being implemented in a manner similar to the Agricultural Development Support Project except it is being implemented by a single university rather than a consortium. The procedures and forms designed for the Agricultural Development Support Project may be used effectively in the Basic Education Development Project with minor modifications, if any.

In the near future, the USAID Controller, Program and HRDO office should meet with the EMU Interim Chief of Party and the EMU Director of International Programs and a representative of the MOE/YARG to discuss the feasibility of adopting this recommended method of financial reporting.

3. EMU M.A. In Elementary Education/ Administration Degree and English Degree Training Program

It is important that EMU and USAID clarify to the MOE/YARG and the participants sponsored by the BEDG that the M.A. degree in Elementary Education/ Administration offered by EMU is intended to train elementary teachers/administrators and trainers of teachers who will function in a Yemeni environment where the lingua franca of teaching will be Arabic. This M.A. degree is so designed that six credits of the M.A. program are to be taught in Arabic and English in Sanaa during the English and Education program. Another eight credits of the M.A. degree are to be taught in Arabic at EMU on the Ypsilanti campus. Thus, approximately 14 credits of the 30 credit M.A. degree are taught in Arabic and English.

while 16 are taught in English at the Ypsilanti campus. This M.A. degree program is constructed to achieve the purpose of educating elementary teacher-administrators, and teacher trainers who will teach in Arabic in Yemen. The participants must give concrete evidence of mastering the academic content and the theory of the M.A. degree curriculum at Ypsilanti by maintaining a 3.0 grade point average (as 32 of 35 participants of the first group did who returned to Yemen in September 1981). However, the YARG and the participants themselves must clearly understand the integral role that Arabic classes played in their M.A. degree and the goal and purpose of their degree when they return to Yemen.

The Arabic language in the M.A. degree program plays a key role in the participant nomination and acceptance process in the EMU program. The EMU Graduate School requires that all international students applying for admission demonstrate proficiency in the English language by scoring in the range of 60-80 or above on the University of Michigan English Language Institute Test (M.U. test). (Participants in the 60-80 range are required by EMU's Graduate School to take 6-12 additional hours of elementary and intermediate English.) This 60-80 range on the Michigan Test is the equivalent to 390-500 on the TOEFL test. USAID Handbook 10 indicates that the normal minimum acceptance level for USAID sponsored participants in U.S. graduate schools is 500. EMU graduate school is willing to admit foreign students in the 390-500 TOEFL range, or 60-80 Michigan Test range, if they take additional 6-12 credit hours of elementary and intermediate English courses.

The necessity to clarify the purpose and objective of the EMU degree sponsored under the BEDG grant is clear, when one realizes that the first group of participants who entered the program did not take the TOEFL or M.U. test and received an 8-month abbreviated English/Education program in Sanaa before departing for EMU. The second group of 31 participants who departed for EMU in June 1981 scored an average of approximately 48 on the M.U. test, well below the minimum requirement of 60 for entrance of foreign students into the EMU Graduate School. The intensive English program during the summer session at Ypsilanti undoubtedly enables the participants to improve their English language skills. Also, the MOE/YARG has recently encouraged the EMU team to aim at a standard of 60-80 on the M.U. test before acceptance in the M.A. program. However, this evaluation recommends that one evaluator from the Association of Accreditation for Teacher Trainer Institutes examine in detail the M.A. degree program for the BEDG program at Ypsilanti and then visit the project in Sanaa.

After this evaluator has prepared his report and using it as a tool, the EMU team should prepare a position paper on the purposes and goals of the M.A. degree in Elementary Education/ Administration sponsored under the BEDG. Participant selection procedures and acceptance guidelines should be clearly established so that the most effective participant training program which is to ultimately function within the environment and context of Arabic as the lingua franca might be implemented.

H. In-Service Training Program

The in-service training program of the PTT subproject has made significant progress in the past year in establishing a project foundation from which to assist the Ministry of Education's in-service division to carry on effective in-service programs for its primary teachers. Of the 33 participants who recently completed the M.A. degree in Elementary Education/ Administration at EMU, two have been assigned to the PTT subproject as counterparts; an additional two have been assigned to the MOE In-Service Unit which coordinates its own in-service program with UNICEF and that of the PTT subproject. One returning participant has also been assigned as a team member and counterpart of the CORE subproject. UNICEF and the PTT subproject team have jointly sponsored one seminar for the returned participants concerning their placements and modes and modes of supervision in the coming year. It is hoped that in the coming year with the establishment of the Basic Education Development Advisory Council, and the full establishment of the PTT subproject team that more coordination will be established by the MOE/YPG between UNICEF and BEDG/EMU in the implementation of MOE development plan for in-service training.

coordination between the Ministry of Education and Sanaa University. In hindsight it is instructive to read what the CORE Subproject said on this matter and realize how much time has been lost because there are not effective lines of communication and coordination established between the MOE and Sanaa University and by EMU and USAID with the both of them. The Subproject says on p. 26:

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

The outcomes of this project will impact upon the entire education sector, and great care must be taken to ensure that the processes are developed and adhered to which diminish competition and enhance cooperation between the Ministry of Education and Sanaa University.

For example, it will be the responsibility of Sanaa 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 Sanaa University. This should provide a vehicle for coordination of project efforts between these two participating agencies."

The exact opposite of this projected outcome of the subproject paper has happened. Due to the lack of the MOE/YARG's perception of the importance of the Basic Education Development Council, USAID's monitoring skills and EMU's management of the subproject, this Basic Education Development Council has never been formed, as was indicated in B. above. The Ministry of Education and Sanaa University show a minimum of cooperation and coordination on important issues which concern them both. A good example is the case of the Project Agreement Amendment No. 3, concerning this subproject. The subproject paper was reviewed by the Ministry of Education and accepted as such on June 29, 1980. The actual Project Agreement Amendment No. 3 was not signed until January 7, 1981, due to internal delay within the USAID office. The actual contract between USAID and EMU to implement the project was not signed until June 26, 1981. Again, it was a case of delay between AID/W contract's office and EMU.

The EMU team and USAID have been meeting with Sanaa University staff for the past 2 years to discuss the design and implementation of this project. The University has been represented at these meetings by the Rector, Dr. al Zin Dani and Vice-Rector Mr. M. Mutahar, the Dean of the Faculty of Education, Dr. Habaishi, and the Dean of the Faculty of Science, Dr. Quirbi. Yet when EMU and USAID began to specifically discuss the implementation of the project in July 1981, it appeared that Sanaa University had no official knowledge from the Ministry of Education, EMU or USAID that the subproject paper had been approved by the Ministry of Education and CPO and that, in fact, a project agreement amendment and a contract to implement the project had been signed. The Sanaa University administration stated they did not have any copies of the pertinent documents. The actual concern of the ISSUES section of the subproject paper about a failure to establish close cooperation became true. Since that time, USAID

has issued project implementation letters requesting the MOE and Sanaa University to clearly establish who is the official Sanaa University/YARG representative to the project. At a meeting on October 18, 1981.

Dr. Al-Zindani, Rector of the University, indicated that the official representative would be Dr. Hubaishi, Dean of the Faculty of Education. Another PIL has been written to the MOE and Sanaa University requesting the establishment of the Basic Education Development Council as soon as possible.

In the meantime, the Sanaa University administration is requesting approval of the subproject by the university senate in mid-October and is also presently evaluating four resumes for three of the TA posts within the project. Serious questions remain. The BED Advisory Council must be established. Project implementation letters must be written to confirm oral indications of YARG subproject manager and whether the subproject will be located within the Faculty of Education or the Faculty of Science or both.

X. CORE: MANAGEMENT AND ADMINISTRATIVE SUPPORT FOR MINISTRY OF EDUCATION SUBPROJECT

The Project Agreement Amendment No. 1 to implement this CORE subproject was signed on September 24, 1980. The goal of this subproject is to establish an effective administrative, planning and management capability within the Ministry of Education and Sanaa University with a view to providing effective basic education services. The implementation of the project has been delayed until October 1981 due to reasons cited above as well as those indicated on the first annual evaluation in September 1980. At a meeting on October 20, 1981, between the YARG (Mr. Ali Gharfari, Associate Director of MCE, Mr. Zayd al-Shami, Director for General Education, MCE, and Mr. Ali Abdo M. al-Kobati, Director General for Teacher Education) and EMU (Dr. Louis Porretta, Director of International Programs, Dr. Scott Street

Interim Chief of Party, and Dr. James Hughes, Team Leader, Primary Teacher Training Subproject), and USAID (Dr. Patsy Layne and Dr. Joseph Carney, HRDOs) the YARG officials requested EMU and USAID to begin this project as soon as possible. Questions were raised about the YARG establishing the Basic Education Development Advisory Council and the need for YARG/USAID implementation letters clarifying which YARG officials are responsible for each subproject as well as the overall supervision of the total Basic Education Development Grant. The YARG officials indicated that they would welcome the letters and respond with the name of the officials and the establishment of the advisory board. They indicated that by practice Mr. al-Kobati is the YARG coordinator for the PTT subproject and that it seemed Sanaa University would appoint Dr. Hubaishi as coordinator of the Primary and Science Education Subproject.

It was pointed out that EMU and USAID still needed to know the YARG official responsible for the CORE A/S Subproject and the overall coordinator of the total Basic Education Development Grant. The YARG indicated that after consultation with the Minister and senior officials of the MCE, it would respond in writing about this position also.

A key TA position in this subproject is that of education administrative planner, who for 4 years will provide professional assistance to the Education Planning Unit of the MCE. The MCE/YARG officials stressed that this position must have a practical/action orientation on effecting coordination of teacher training programs and providing basic education services between Sanaa University and the MCE, as well as between various in-services teacher training programs. The EMU staff and USAID informally suggested that Dr. Saad Noor of the PTT Subproject would be an ideal candidate for this position which will not be free until January 1982, when an UNESCO advisor departs from the MCE Planning Unit. While the MCE seems favorably inclined

to consider Dr. Noor for this position, they made clear that it was a policy decision to be made at a higher level of the MOE and CPO. Yet, the YARG request is still to fill the position early in 1982. Therefore, EMU is to assemble a pool of qualified candidates, inclusive of Dr. Saad Noor, for the position of education administrative planner and the YARG will make a selection in early 1982.

L. Primary Science and Education Subproject

The Project Agreement Amendment No. 3, to implement this subproject was signed on January 7, 1981. Various reasons for its delay in implementation have been explained above. On October 17, 1981, a meeting was held between Dr. Abdul al-Izandani and Dr. A. Huibashi (Sanaa University), Dr. Porretta and Dr. Scott (EMU), and Dr. Layne, Dr. Carney and Mr. Zachary Hahn (USAID) as was discussed above.

The practical results of that meeting is that Dr. Huibashi was orally confirmed by Dr. al-Izandani, Rector of the University, as the project coordinator for Sanaa University. This was to be confirmed by implementation letters. EMU had submitted four candidates for three positions on the P and SE Project team and while that was not a satisfactory pool of qualified candidates, the Sanaa University officials were going to consider these candidates on their merits and advise USAID and EMU of their decision as soon as possible. Sanaa University requested that EMU consider advertising in the future for suitable candidates for the BEEG TA posts at such universities as American University of both Beirut and Cairo. USAID agreed that was a good idea for a possible

recruitment source of qualified people who would be bilingual in Arabic and English. Both EMU and USAID were to examine the EMU contract to see if it were allowable for EMU to recruit Third World Nationals for EMU posts and USAID indicated that it was also possible to secure a waiver for the services of a specified Third World nominee provided there were justifying reasons.

It is anticipated that some of the TAs under the Primary and Science Education Subproject will arrive early in 1982 to begin to implement the project. EMU and USAID must clarify through implementation letters whether the project is to be located in the Faculty of Science or the Faculty of Education. While the subproject paper indicated that it was to be located within the Faculty of Science, Dr. al-Izandani and Dr. Huibaishi indicated that it should more properly be located within the Faculty of Education to achieve project goals and coordinate with the MCE in the implementation of the Basic Education Development Grant. Both EMU and USAID favored its location within the Faculty of Education.

M. Instructional Materials Center Subproject

The design of the total Basic Education Development Grant also includes mention of an Instructional Materials Center Subproject. The design and production of quality instructional materials appropriate to the Yemeni culture, language, and specific development needs is an essential component of an integrated program for Basic Education Development. The

World Bank has already funded the construction of a building for the Instructional Materials Center. There is believed to be some basic design and production equipment already located at the building. It is necessary for EMU and USAID to estimate what future funding is available for the possible subproject. The mounting expenditures of the three existing subprojections, future projections, inflation, and the present and future budget cuts and restrictions anticipated from Washington, D.C., must be calculated in examining the feasibility of an IMC subproject. The EMU/USAID evaluation team should visit the IMC in the next 2 months and examine their existing operation and future needs to provide a sound instructional materials and curriculum development program which would be an integral segment of a total Basic Education Development Program. Short-term professional consultancies from the USAID funded Lesotho Instructional Materials Resource Center could provide excellent analysis and advise, if such services are required.

N. Participation of Women in Every Phase of the BEDG

Covenant B.11. of the Project Agreement Amendment No. 3, signed January 7, 1981, indicated that "the YARG shall endeavor, to the maximum extent possible, to increase the participation of women in every phase of the project." There was one woman who participated in the first group of participants to study at EMU, Ms. Horya M. al-Aryani. She finished first in the group of 35 with a grade point index of 3.7 out of a possible 4.0. She presently is being assigned to the PTT

Subproject to work with the EMU team. There are two women presently in the second group studying for their M.A. degrees at EMU, and there are two women in the third group of participants studying in the English/Education program in Sanaa. Thus, five women out of approximately 91 Yemeni participants have taken part in the BEDG program in the past 2 years representing a percentage figure of 5.5 percent. While this is a creditable accomplishment, every effort should be made within the cultural context of Yemeni life to ensure that women are placed within the participant and technical assistance programs of the Basic Education Development Grant to the agreed upon level of 20 percent.

0. USAID Handbook 10 Regulations Concerning Participants

Handbook 10 Regulations are insistent that all USAID sponsored participants, funded by a contract institution or other contract mode, must cross the Atlantic Ocean while flying to the USA on an American carrier from the most beneficial transit point to the American carrier, i.e., Athens or Rome. USAID/Yemen has arranged with the YARG for all other AID sponsored projects that Yemeni Air will transport all USAID participants at YARG expense to Rome as an interchange point, where they then transfer to an American carrier at the expense of AID for the remainder of the journey to the USA. With USAID concurrence, the EMU team for the past 2 years have made their own group flight arrangements for the EMU participants for flights from Sanaa to Detroit, Michigan. These group flight plans were often at a reduced rate and included one free round trip ticket for an EMU team advisor accompanying Group II. The entire expense of

such a flight arrangement was presumably paid for by the BEDG. Such a practice is specifically against the regulations of USAID Handbook 10. In the future, the USAID HRDO and Controller's office should make absolutely clear to the EMU team the standard practice of flight arrangements for all participants flying from Yemen to the USA.

It is essential that Project Implementation Orders for Participants (PIO/Ps) be filled out for all EMU participants studying in the United States. For the first group of participants the Mission had copies of one PIO/P form which was filled out for 32 participants. Three other participants were later sent to the United States, but according to Mission records, the PIO/P form was never amended to add the three participants (properly an individual PIO/P form should be filled out for each participant inclusive of a detailed description of his/her study program). Because Mr. Omar Yahya, Mr. Said Ali Abdo, and Mr. Mahammed al-Khateeb were not properly added to the group of 32, there ultimately will be some accounting difficulty in adjusting participants' expenses within the project. More seriously, if these gentlemen had been seriously sick in the past year, they would not have been eligible for the standard AID insurance program which covers all participants. It is urged that there be greater coordination between the team leader of the PTT subproject and the USAID training officer on all matters concerning participants but especially the taking of M.U. and TOEFL exams, properly filling out PIO/P forms and following Handbook 10 regulations on the Fly America Act.

BASIC DOCUMENTS AND READING MATERIALS
FOR THE SECOND ANNUAL EVALUATION OF
THE BASIC EDUCATION DEVELOPMENT GRANT - NO. 279-0053

1. Basic Education Development Grant - No. 279-0053
 - A. Primary Teachers Training Subproject Paper
 - B. Project Grant Agreement, August 28, 1979
 - C. Primary Teachers Training Subproject Annual Work Plan, September 6, 1981 - September 12, 1982
 - D. Primary Teachers Training Subproject Annual Work Plan, September 1, 1980 - September 5, 1981
 - E. CORE: Management and Administrative Support for Ministry of Education Subproject
 - F. Project Grant Agreement Amendment No. 1, September 24, 1980
 - G. Primary and Science Education Subproject
 - H. Project Grant Agreement Amendment No. 3, January 7, 1981
2. Basic Education Development Grant No. 279-0053
Primary Teachers Training Subproject First Annual
Evaluation, January 10, 1981
3. Education Sector: Yemen Arab Republic First 5-Year Plan, 1976-1981
4. Eastern Michigan University/Yemen Arab Republic Education Sector
Study, July 1979
5. Yemen Arab Republic/UNICEF Project for In-Service Training of Teachers
and Educational Leaders in the Yemen Arab Republic, 1980
6. World Bank Study of Yemen Arab Republic, 1979
7. United States Agency for International Development - Yemen
Country Development Strategy Statement, 1981 and 1982
8. Report on Participant Training - Project Financial Management System
AID/CTR-C-1771, Work Order No. 5, Executive Management Services,
Inc., 1981
9. "International Students," Eastern Michigan University Bulletin Graduate
Catalog, 1981

10. J. Epstein, Project Paper Development Training II (draft), 1980
11. Horace A. MacMahan, Jr., and Robert O. Belicher, Consultancy Report on Primary and Science Education Subproject, May 24 - July 3, 1980
12. Cynthia Myntti, women and Development in the Yemen Arab Republic, Eschborn, 1979
13. Andrew Nazzaro, Chief of Party, Preliminary Report on Relations of Eastern Michigan University and Sanaa University concerning Implementation of the Primary and Science Education Subproject, 1981

INTERVIEWS AND MEETINGS

A. Yemen Arab Republic Government

1. Mr. Fati Ali Salem
Deputy Minister, Central Planning Office
2. Mr. Ali Ghafari
Associate Director - Ministry of Education
3. Mr. Zayd al-Shami
Director for General Education, Ministry of Education
4. Mr. Ali Abdo M. al-Kobati
Director General for Teacher Education
Ministry of Education
5. Dr. Abdul al-Izandani
Rector, University of Sanaa
6. Dr. Ahmed Habaishi, Dean, Faculty of Education
University of Sanaa
7. Dr. Dilniwaz Siddiqui, Director, Human Resources
Planning Unit, Central Planning Office

B. Eastern Michigan University Project Team

1. Dr. Louis Perrotta
Director of International Programs
Eastern Michigan University
2. Dr. Scott Street
Interim Chief of Party
Eastern Michigan University
3. Dr. James Hughes
Team Leader
Primary Teacher Training Subproject
4. Dr. Saad Noor
Teacher Educator
Primary Teacher Training Subproject
5. Dr. James Hanson
EMU Language Program Coordinator
Primary Teacher Training Subproject

C. USAID/Yemen

1. Mr. Charles D. Ward
Director, USAID
 2. Mr. Robert W. Beckman
Deputy Director, USAID
 3. Mr. David Fredrick
Program Officer, USAID
 4. Mr. Theodor Bratrud, Jr.
Ass't. Program Officer, USAID
 5. Mr. Zachary Hahn
Chief, General Development Office, USAID
 6. Dr. Diane Ponasik
Behavioral Scientist, USAID
 7. Mr. Dan Cox
Training Officer, USAID
 8. Dr. Patricia Layne
Human Resources Development Officer, USAID
9. Dr. George Nassis
Coordinator
UNICEF, Yemen

APPENDIX C

INTERNATIONAL DEVELOPMENT COOPERATION AGENCY
AGENCY FOR INTERNATIONAL DEVELOPMENT
Washington, DC 20523

BASIC EDUCATION DEVELOPMENT GRANT
YEMEN: PROJECT 279-0053
PRIMARY TEACHER TRAINING SUB PROJECT

FIRST BIENNIAL EVALUATION REPORT

December, 1981

Submitted by:

Anna Chandler, Ed.D.
External Evaluator

PROJECT DESCRIPTION

The project was designed to improve the quality of the overall Yemeni primary education system by training teacher trainers who have capability to deliver quality training programs to new primary school teachers. The project outlined the following objectives:

1. Provide up to a total of 175 Yemeni graduates of Sanaa University a three year program which will result in the awarding of a MA degree on primary teacher training. In addition, twelve professional personnel will be trained in administration for Primary Teacher Training Institutes and the Inservice Division of the Ministry of Education.
2. Provide for each of five years, a group of 35 participants entry into a five year cycle for Primary Teacher Training Institutes staff. The first group entered in September, 1978.
3. Provide a three year program which includes five phases:
 - (1) Three months intensive English language training in Sanaa;
 - (2) one year academic incountry training exposing the participants to primary education theory and problems as well as teaching methods and methodology;
 - (3) intensive English training and orientation to Eastern Michigan University graduate studies lasting three months at Ypsilanti;
 - (4) twelve months M.A. program at Ypsilanti in the field of primary teacher training and supervision;
 - (5) permanent assignment of primary teacher training institutes; and
 - (6) inservice assistance, follow-up, and evaluation by follow-up team.

The purposes of this report are to:

1. Assess the quality and relevance of the Masters Degree program in Teachers Education offered by Eastern Michigan University.
2. Assess the plans for inservice training and for third year in-country supervision of returned participants.
3. Make recommendations for improving project implementation, focussing on the instructional program.

EVALUATION PROCEDURES FOLLOWED

The external evaluator spent the period of 16, November, 1981, through 20, November, 1981, on the campus of Eastern Michigan University. During that time the following evaluation activities were conducted:

1. Examination of documents
 - Yemen: Project 279-0053 Basic Education Development Grants: Primary Teachers Training Sub-Project Paper
 - Semi Annual Reports: September, 1979 - February, 1980
 - Annual Reports: September, 1979 - February, 1980
 - Participants Training Progress Report: January, 1981
 - Course Descriptions
 - Supplement to textbook in Measurements Course developed by George Freydenberg
 - Report of study conducted by Dr. Sam Moore and Group 2 students in Yemen
 - Student grades
 - Student schedules
 - Student English Language Proficiency Examination Scores
2. Interviews with college officials.
 - Dr. Anthony Evans, Provost and Vice President for Academic Affairs
 - Dr. W. Scott Westerman, Dean of the College of Education
3. Interviews with Project Staff.
 - Dr. Lou Porretta, Director, International Projects
 - Dr. Hind Jacob, Campus Training Coordinator
 - Ms. Martha Reisman, Administrative Officer

4. Interviews with instructors.

Dr. Eugene E. Haddan, Professor, Educational Psychology
 Dr. Noel S. Moore, Associate Professor, Curriculum and Instruction
 Dr. Warren S. Williams, Associate Professor, Educational Psychology
 Dr. Jerome A. Weiser, Professor, Curriculum and Instruction
 Mrs. George Freydenberg

5. Interviews with Yemeni educators currently participating as students in the program.

6. Observation of classes.

Educational Psychology
 Curriculum and Instruction

7. Administration of the Teacher Education Program Evaluation Instrument to students currently enrolled at Eastern Michigan University.

8. Examination of descriptions of courses of study.

9. Examination of student records.

DEVELOPMENT AND INSTITUTIONALIZATION OF THE PROGRAM

This section will present a synthesis of the interviews with university officials. The basis for the interviews was the document "Standards for the Accreditations of Teacher Education" published by the National Council for Teacher Accreditation. A listing of the questions used in the interview is included in Appendix "A".

The course of study prescribed for participants in the Primary Teacher Training Project is a variation of the Master of Education program offered by Eastern Michigan University with an emphasis on Teacher Training. The program was presented to the Graduate Dean and was adopted by the university and followed the same governance procedures that preceded the offering of any program.

The interviewees voiced an institutional interest in international education and a continuing interest in this project. This has been evidenced by continuing interest by the Board of Regents, and visits by the President of the university and the Dean of the College Education to the field.

Further commitment to the program has been evidenced by the long and short term assignments of professors from the university to teach courses in the field. Also, all personnel assigned to teach courses at the university have been regular contract personnel with the exception of one visiting professor.

SELECTION OF PROGRAM PARTICIPANTS

Entering students to the program must have met the requirements of the university. The Ministry of Education of Yemen would not recommend students who did not have a 2.0 or better grade point average. The project paper outlined a cooperative process between the project and the Ministry of Education for the selection of participants. However, Group 1 was selected exclusively by the Ministry of Education while Group 2 was selected with the cooperation of the project. Group 3 was selected by project personnel from a pool of candidates provided by the Ministry.

PROGRAM OF STUDY

The Program of Study prescribed by the university for the students enrolled in the Primary Teacher Training Project was found to be comparable to the program of study prescribed for all full time resident students in the Masters Degree program on education at the university.

Table I indicates the number of hours required by the university to complete the degree programs for all students and for Group 1 and Group 2 students in the Primary Teacher Training Project. Appendix "B" includes the outlines of the requirements for each of the groups.

TABLE I

	DEGREE REQUIREMENTS MASTERS DEGREE IN EDUCATION		
	NUMBER OF HOURS REQUIRED		
	ALL STUDENTS	GROUP 1	GROUP 2
CORE REQUIREMENTS	16	16	8(?)
FOUNDATION	8	8	8
ELECTIVE	6	6	6
TOTAL	30	30	30

All students are expected to maintain a grade point average of 3.0 to remain in and to be graduated from the program. Table II outlines the number and percentage of students in group 1 and group 2 who had maintained the 3.0 average by grading period from August, 1980, through August, 1981.

The number and percentage of students maintaining the required grade point average increased each grading period. This may be due to the language support provided.

TABLE II

	NUMBER OF STUDENTS MAINTAINING ACCEPTABLE ACADEMIC STANDING BY GRADING PERIOD BY GROUP				
	GRADING PERIOD				
	AUG 80	DEC 80	APR 81	JUN 81	AUG 81
	N %	N %	N %	N %	N %
GROUP 1 (N = 33)	16 48	18 54	21 67	23 70	23 100
GROUP 2 (N = 33*) (31 began program July, 1981)				29 88	

* includes 31 new students and 2 returnees

Thirty-one or 94% of Group 1 students met all requirements to complete the degree of masters in education and were assigned to Teacher Training Institutes. The remaining two students remained at the university to complete the requirement in the 1980-81 academic year. Appendix "C" includes the grade point averages and the number of hours earned for Group 1 and Group 2 students for the period of August, 1980, through August, 1981.

The degree program, as outlined by the Project, was also designed to be relevant to the unique training requirements of the Yemeni participants. This relevancy and individualization of the program was accomplished through the electives component of the program. At least six hours of electives were required and these were used to individualize the course of study to fit the participants. TABLE III outlines the number of enrollees by course in core requirements, foundation courses and electives for Group 1 and Group 2.

TABLE III

ENROLLMENT BY COURSE FOR GROUP 1 AND GROUP 2			
COURSE	ENROLLMENT		
	GROUP 1		GROUP 2
<u>CORE REQUIREMENTS</u>			
CURR 550	33		33
CURR 616	33		33
EDP 631	33		
EDP 502	33		33
CUR 680	33		33
RDQ 680	33		33
EDM 552	33		
CUR 697	33		
CUR 655			33
<u>FOUNDATION COURSES</u>			
CURR 683	33		33
EDP 600	33		
EDP 677	33		
SFD 500	33		

<u>COURSE</u>	<u>GROUP 1</u>	<u>GROUP 2</u>
<u>ELECTIVES</u>		
CUR 680		33
GEO 448	5	
PHY 622	9	
PHY 623	9	
EDC 510	2	
EDL 511	1	
EDL 514	2	
EDL 695	6	
EDL 515	2	
EDL 517	2	
EDL 618	2	
EDL 512	2	
ESC 505	3	
EDC 682		10

A listing of the courses included in the program for the students enrolled and the number of students enrolled in each course in the Teacher Training Project is included in Appendix "D".

Generally, in the courses offered in the field and at the university, the students exceeded the number of contact hours required for other students. In addition, both in the field and at the university, English language instruction and bilingual support in the classroom.

One of the sub-goals of the project was to increase the opportunities for women in academic training. Group 1 had enrolled one woman while Group 2 has enrolled two women. If this trend continues 37 or 21% of the 175 graduates of the project will be female.

COURSE CONTENT

A comparison of the description of courses in the general graduate program catalog to the course descriptions included in the Primary Teacher Training Project revealed that the content of the courses was comparable. Observations in classrooms with the Yemeni program participants confirmed this.

Adjustments were made in teaching methods and materials to fit the needs of Yemeni program participants. An example of these adjustments can be found in the approach to teaching the course in Measurement and Evaluation with the assistance of the English Department, a preview guide was developed that introduced the concepts to be developed in that course. At the same time, sixteen of the students in the Measurement and Evaluation course were offered a course in English: Reading for specific purposes in which the textbook used in the area course was the basis for content. (Excerpts from the supplement for the Measurement course and an outline for the course in reading for specific purposes are included in Appendix "E") Again, a bilingual support person was provided and the number of contact hours was increased.

STUDENT ATTITUDES

In order to measure the effects of the project training on the participants, the students in Group 2 were asked to complete a questionnaire designed to ascertain measures of satisfaction with their training. The original plan was to administer the same instrument to the Group 1 participants in Yemen. This plan was not feasible due to time and scheduling restraints.

The instrument used was designed by Dr. John Fellows of the School of Education at Augusta College and was designed to aid in meeting Evaluation, Program Review and Planning Standards of the National Council for the Accreditation of Teacher Education. The instrument is designed to measure graduates' satisfaction with five dimensions of professional training. The satisfaction is measured on a five point scale with 1 = very unsatisfactory to 5 = very satisfactory. Table IV summarizes Group 2 participants' ratings. (See Appendix "F" for the instrument

and the distribution of responses and mean scores for each of the items on the instrument)

TABLE IV

TEACHER EDUCATION PROGRAM EVALUATION	
DIMENSION	MEAN SCORE
Professional Development	3.2
General Curriculum	2.9
Pre-Professional Skills	3.3
Knowledge of Teaching Materials	2.9
Sociological Foundations	4.4

EVALUATION PROCEDURES FOLLOWED

The external evaluator spent the period of 20, November, 1981, through 10, December, 1981, in the Yemen Arab Republic. During that time the following evaluation activities were conducted.

1. Examination of documents
 - Course outlines
 - Curriculum GSE
 - Secret Four (1967-500)
 - Various publications
 - English Language Development Evaluation Process - Self Study
 - Assignments of Inservice Graduates
 - Basic Education Development Project - Inservice workshop I Agenda
2. Interviews with Yemeni Officials
 - M. Al Kodati -
3. Interviews with Project Staff
 - Scott Street, Acting Chief of Party
 - James Hughes, Teacher Training Team Leader
 - Saad Noor, Teacher Training Inservice
4. Interviews with AID Staff
 - Charles Ward, AID Director
 - Patsy Lane
 - Bratrud
 - Zachary Mann

BEST AVAILABLE DOCUMENT

5. Visits to Teacher Training Institute
 - Sana'a - Boys and Girls
 - Taiz - Boys and Girls
 - Ibb - Boys
6. Observation of EMU graduates teaching
 - Sana'a - Boy TTI
7. Observation of Academic Classes for Group 3 participants
 - Curriculum 616 - James Hughes
 - Social Foundations - Saad Noor
8. Interviews with EMU graduates from Group 1
 - Boys' TTI - Sana'a
 - Boys' TTI - Taiz
 - Girls' TTI - Taiz

GROUP I

Placement

As of this writing approximately 70% of Group I participants have been assigned and are on the job. Table V summarizes the latest report from the Ministry of Education on the assignments of the graduates. (See Appendix "G" for a list of the graduates and their assignments).

TABLE V

ASSIGNMENT OF GROUP I PARTICIPANTS

ASSIGNMENT	NUMBER
PTTI - Sana'a	8
Girls' PTTI - Sana'a	2
PTTI - Taiz	6
Girls' PTTI - Taiz	2
PTTI - Al-Hodiadah	3
Girls' PTTI - Al-Hodiadah	3
PTTI - Hajja	1
PTTI - Ibb	1
Girls - PTTI - Ibb	1
Asal Modern School - Sana'a	1
GEDP - EMU - Sana'a	2
Inservice Training - MOE - Sana'a	1
Financial - MOE - Sana'a	1
TOTAL	32

While this represents the assignments made by the Ministry of Education, it does not reflect the actual assignments and number of graduates who are working.

The placement for the graduates was influenced by four major factors:

- (1) the placement was made late in the year after the PTI's had made their schedules for the year;
- (2) the majority of the graduates were from the same subject matter areas;
- (3) many of the graduates were reluctant to accept assignments away from their homes; and,
- (4) the salary adjustment agreed to in the covenant was not honored by the Ministry of Education.

Some of the headmasters/mistresses of the PTI's were flexible enough to rearrange schedules that were already in place to accommodate the graduates. However, this was done at the expense of the teachers already assigned through reduction of their teaching load. Some of the PTI's were unable to accommodate so many majors from the same subject areas. Some graduates refused to accept assignments away from their homes. The salary dispute is still the cause of many of the placement problems.

Since the evaluator was unable to contact those graduates who were refusing to work, she did interview several who are working to get an answer as to why they were working when their fellow graduates did not. A synopsis of the answers reveals that for the majority of those on the job felt it was their duty to the country to apply what they had learned in the project to the teaching situation. Others were working because a genuine effort had been made to accommodate their needs. Those that are working said they felt that they were able to use what they had learned in the project. A review of their teaching assignments supported this, as did observations in their

classrooms.

Intern Supervision

The Teacher Training Team Leader and the Teacher Trainer for In-service have developed a calendar for the 1981-1982 year. This calendar is process oriented so that it may be implemented as dynamic and evolving. The inservice training component was initiated with a workshop on October 18-19, 1981, for the graduates. At that time the plans for intern supervision were outlined. (See Appendix "H" for the agenda of the workshop) The workshop was planned in conjunction with the Inservice Training Division of the Ministry of Education.

The bases for intern supervision are monthly visits to the PTI's. The first visit in November was designed to ascertain the assignments of the graduates and which graduates had reported for work. At that time, some negotiations succeeded in increasing the number of graduates who had assignments and were reporting for work. This was done by adjusting the teaching schedules at PTI's and/or switching assignments for the graduates.

The evaluator accompanied the team on the second visit to the PTI's in Taiz and Ibb. The purpose of this visit was to follow up on assignments and to determine the inservice training needs of the graduates. Again, negotiations were necessary to guarantee assignments. Inservice training needs were identified.

The intern supervision monthly visits are designed to rely on a crash program and mini-courses on current problems identified by the graduates. In addition, two additional workshops are being planned for May and July. The programs for the workshops will evolve from the issues identified by the graduates during the monthly visits. Plans for

clude seminars conducted by on-site personnel and visiting personnel from EMU. The Directors of the PTTI's, Minister of Education for PTTI's and the Minister of Education Inservice Education Group will also be involved in the planning and conduct of the workshops.

GROUP 3

Academic Training

Group 3 participants are currently enrolled in two academic courses: Curriculum 616 and Social Foundations 500. A review of course outlines indicated that the courses are designed to follow outline provided by EMU. Observations in the classroom indicated that the students are able to grasp the concepts being taught. This is facilitated in the SFD 500 since the instructor is fluent in Arabic and English. However, this is also true in CURR 616 since the instructor is able to graphically illustrate and demonstrate the concepts.

The evaluator not only observed in the classes, but acted as a resource. The students were able to formulate questions in English for the evaluator to answer. They were very much interested in the structure of American education and the method of financing American education.

The Teacher Training Team Leader works very closely with the three English Language Trainers. This facilitates the use of the concepts being introduced in the academic courses in the English courses as well as reinforcement and applying of the concepts developed in the English courses in the Academic Courses. In addition, the Teacher Training Team Leader and the three English Language Trainers have in process an English Language Component Evaluation Self Study which is designed to serve as the basis for revision of the English Language Training Component to allow for even closer coordination. (See Appendix I for an o.v.

line of the process)

The workshop in Yemen Education will be offered in Winter and Spring, 1982. The content of this course will be revised to include speakers and intensive seminars on Yemen education.

A goal is to heighten the participants commitment to work in education. This goal was added at the specific request of the Minister of Education. This course will run concurrently with visits to schools.

CHANGES UNDERTAKEN SINCE EVALUATION TEAM VISIT

REVISION OF THE STUDENT HANDBOOK

This is an ongoing activity designed to be completed before Group 3 departs for Ypsilanti. The activity was undertaken to bring the content of the handbook more into line with actual practices in Yemen and Ypsilanti. Revisions will be made to course descriptions, rights and privileges and guidelines and procedures. The project is a joint undertaking between the TTP staff, the students and the Ministry of Education.

ADVISORY COUNCIL FOR THE TTP SUB-PROJECT

This council is designed to facilitate communication between the sub-project, the local AID office and the Ministry of Education. The council meets monthly and includes James Hughes, Patsy Layne, Saad Noor and the Minister of Education.

MONTHLY REPORT

Also as an aid to communication, a monthly report of sub-project activities was begun in October. This report is circulated to the AID Office, Sana'a, the Project Office, Ypsilanti, the Chief of Party, Sana'a, and the Director of Teacher Training at the Ministry of Education. All communica-

tion to the Director of Teacher Training is in Arabic.

FINDINGS AND RECOMMENDATIONS

GROUP 1

Placement

Findings: Placement is still a problem and it is further complicated by the salary dispute.

- Recommendations:
- (1) Start the placement process earlier in the year and include 3 phases
 - A. onsite interviews with the participants at EMU to ascertain their preferences as to subject matter and location
 - B. interviews with the directors of the PTTI's to determine teaching needs
 - C. commitment from the Ministry of Education to follow through on Project recommendations as to placement.
 - (2) More control by the Project over the third year in the Project. This may be accomplished by an incentive for honoring the level of participation in the contract or by withholding the degree until the end of the third year.

INTERN SUPERVISION

Findings: The Intern Supervision Process as outlined seems to be a workable vehicle. The training is complicated by the distance and time required to visit the PTTI's.

Recommendations: There should be a formative and summative evaluation of this process. Data should be collected on an ongoing basis as to:

- (1) the problems and concerns of the graduate
- (2) the solutions and support provided
- (3) the effectiveness of those solutions and support
- (4) the graduates perception of its worth
- (5) the perception of the staff of the worth of the program

GROUP 2

DEVELOPMENT AND INSTITUTIONAL OF THE PROGRAM

Findings: There is a commitment by EMU to develop and institutionalize the program.

Recommendation: The program should be reviewed by the National Council for Teacher Accreditation.

SELECTION OF PROGRAM PARTICIPANTS

Findings: The quality of participants in the program increased in relation to the amount of involvement by EMU, the amount of information provided on each candidate, and the larger the pool of candidates from which to select.

- Recommendations:
- (1) The selection of the candidates must begin early.
 - (2) The transcripts of all candidates should be reviewed by a person from the project staff and someone from Sana'a University and the Ministry of Education.
 - (3) The pool of candidates must be increased; this is especially crucial so as to provide for attrition during the first phase.
 - (4) Candidates should be selected from as wide a variety of subject matter as possible.
 - (5) Candidates should be selected from as many of the PTI's in the different Governates as possible.
 - (6) Every effort must be made to increase the number of females.
 - (7) There should be agreement on the final number of trainees.

ACADEMIC TRAINING AT EMU

Findings: The academic training at EMU was found to be comparable to the program of study prescribed for all full time resident students in the Masters Degree program in Education at the university both in the course of study and in the content of the courses.

- Recommendations:
- (1) Continue the program as outlined but subject it to regular review to insure that it meets the intent of the university and of the project.
 - (2) Build in more opportunities for students to apply their course work at EMU to situations they may encounter in Yemen. This may be done by having them develop plans for staffing and curriculum at a typical PTI or by developing plans for surveying the community in which they live to provide better service to the students they will teach.
 - (3) Continue to afford the students the opportunities to participate in professional meetings and conferences.
 - (4) Encourage the students to build a network of professional colleagues in the U.S. and in Yemen that

- (5) will act as a support once they are in the field. Include training in interpersonal relations and conflict resolution before the graduates return to Yemen.

STUDENT ATTITUDES

Findings: Group 2 participants rated the five dimensions on the Teachers Education Program Evaluation in this order from highest to lowest:

- (1) Sociological Foundations
- (2) Pre-professional Skills
- (3) Professional Development, and
- (4) General Curriculum and Knowledge of Teaching Materials.

Recommendations: The administration of this instrument would greatly aid in the evaluation of the project and provide data for project improvement. The timing of the administration is crucial. It should be administered when the participants are in the field and are receiving inservice training.

GROUP 3

ACADEMIC TRAINING

Findings: Current courses are following the course outline prescribed by EIU. Observations in the classroom confirmed that the content was appropriate to the courses as outlined and that the students were able to grasp the concepts. Plans for subsequent courses indicate that they will be comparable. The cooperative planning with the English Trainers was exemplary.

- Recommendations:
- (1) Continue the courses as outlined. It is especially important that the foundation courses be strong.
 - (2) It may be well to offer fewer hours in the first academic contact to help in the transition to instruction in English.
 - (3) The cooperative planning with the English trainers should be continued and strengthened to provide reinforcement and application of concepts.

Educational Evaluation and Measurement

**A resource and reference book
in simplified English**

by

Gro Frydenberg

**Office of International Projects
EASTERN MICHIGAN UNIVERSITY
1981**

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I would also like to thank Dr. Louis Porretta and Dr. Hind Jacob at the Office of International Projects. Both have been generous with their time and interest in this project, and supported my efforts unscintingly.

Last, but not least, I would like to thank Mrs. Arlene Phillips who typed and retyped the book with unfailing good cheer.

GRO FRYDENBERG

INTRODUCTION TO THE USER

This book is written for students of educational measurement and evaluation. It is especially intended for international students. For this reason, the author has tried to keep the language as simple and direct as possible. At times the language gets more difficult, and this is usually because the content itself is difficult to understand. Try to read the paragraph slowly one more time, and ask yourself "why has the author included this?" If you can answer that question, you have understood the paragraph.

The book has 20 chapters, called units. The table of contents shows which areas in the field of measurement and evaluation that are discussed in the different units. As you see, there are many other areas and questions that we could have discussed in addition to these. We had to make a selection. The author and a professor of education at Eastern Michigan University, Dr. Warren Williams, have tried to select areas that would be most useful for international students who will return to use their knowledge in their own countries. We have chosen to emphasize practical skills that a teacher or administrator can put to use immediately in his or her daily school life. Only the last four units deal with more theoretical aspects in the measurement field.

There are two main ways that you can use this book. First, you can read one or more units on a topic before you read about the same topic in your regular textbook or go to a lecture about that topic. In this way, you will be prepared for what you will read or hear, and you will understand it better. The units are short, so you don't have to spend too long preparing yourself. You may not always find units that fit your needs exactly. In that case, you may want to read others around the topic, as you know the general area that your assignment is a part of.

The second way to use the book is as a reference book late in your studies, for example, when you are studying for a test and you come across

a word or a concept that you are not entirely sure of, you may want to look at that particular unit in this book.

The author has tried to find examples of the concepts that show the application of these concepts in real life. We have also tried to create examples that are relevant not only in an American school system, but that will be understood all over the world. However, to make the examples reasonably short, we have used the American system of "grades", and the words "elementary school", "high school", and "college" or "university." The "grades" are the classes in elementary and high school. In most cases (this varies in the United States) there are eight grades in elementary school and four grades in high school. Children start first grade when they are six years old. Then they advance one grade each year. They are normally 17 or 18 when they "graduate" (finish) from high school. Then they may enter college or a vocational school or start working.

Some of the units are divided into an "A" part and a "B" part. The "A" part gives some basic information about the topic, while the "B" part contains examples or further discussion about the topic.

We hope that this book will be useful to you. Because this type of book is a new concept in aid to international students in their study of a university subject in English, we are very interested in getting your opinions about the book. We appreciate both positive and negative comments and the more specific you can be, the more we can improve the book to suit your needs and interests. If you have any comments at all about the book, please write to:

Mrs. G. Frydenberg
Office of International Projects
303 Goodison Hall
Eastern Michigan University
Ypsilanti, MI 48197

UNIT 1

THE ROLE OF EVALUATION IN TEACHING

THE ROLE OF EVALUATION IN TEACHING

Evaluation is the process of making value judgments about things. Some examples of evaluation statements are the following:

- (1) "She looks fat."
- (2) "He is aggressive."
- (3) "Lisa is more intelligent than her brother."
- (4) "Adam has limited abilities in mathematics."

The evaluation of pupil learning is one specific aspect of evaluation. It is this kind of evaluation that we will be concerned with in this book.

Evaluation is important in teaching. It is a natural part of the teaching program and it gives us information that we can use for different kinds of educational decisions.

When you evaluate a student, you evaluate his behavior. An evaluation always includes a judgment of how desirable the student's behavior is. You can use this evaluation for many different purposes. In this book we will consider two main purposes of evaluation: (1) accurate determination of a student's skills or abilities, and (2) improving the teaching/learning process.

Evaluations can be made with or without the specific information that you might get by measuring the student's skills. While most evaluations are not based on measurement, one of the purposes of this book is to encourage you to base more of your evaluations on objective measurement techniques. The four examples above of evaluation statements do not include any mention of measurement. The same examples based on the results of measurement could be:

- (1) "She is 12 kilos overweight - she is fat."
- (2) "He is in a fight every week - he is aggressive."
- (3) "Lisa scores 125 on an intelligence test while her brother scores 102. She is more intelligent than he is."

- (4) "Adam is always in the bottom third of his class in mathematics. He has limited abilities in mathematics."

You normally give a student a test to measure how well he has learned what you are testing. The measurement alone tells you nothing about how you will evaluate what you measured. A measurement is only a number. It doesn't mean anything until you compare it to something else. For example, "Mike got 7 items correct" is a statement of measurement. To evaluate whether 7 items is good or bad, you must have some set of standards so you can reach a value judgment about this score. That is the process of evaluating.

Here is another example. "Ali is 1.80 meters tall." Can you tell whether Ali is short or tall? If I say that I am talking about an ordinary man, you will say that he is tall. But what if I said that Ali comes from a group of people where most men were 2.10 - 2.50 meters tall? In comparison to that group he would not be so tall. His friends would probably think he was quite short.

We see that measurement gives us just a number. In education it is generally a number you find by testing a student. If you compare that number to some standard (for example the average score in a class), you can make an evaluation about how good or bad that number is.

APPENDIX B

EASTERN MICHIGAN UNIVERSITY
DEPARTMENT OF TEACHER EDUCATION

GRADUATE PROGRAM IN ELEMENTARY EDUCATION
Special Program for Students From Yemen Arab Republic

STUDENT NAME _____ STUDENT NUMBER _____

ADDRESS _____ ADVISOR _____

FOUNDATION COURSES (8 hours)	SEMESTER HOURS	SESSION COMPLETED	TRANSFER INSTITUTION	DEPT USE
EDR 683 Workshop in Yemen Education (2)	2		Yemen	
EDR 500 Human Development (2)	2		Yemen	
EDR 617 Research Techniques (2)				
EDR 500 Foundations in Education (2)				
REQUIRED CORE (16 Hours)				
EDR 556 Improving Instruction (2)	2		Yemen	
EDR 616 Elementary Curriculum (2)				
EDR 631 Measurement and Evaluation (2)				
EDR 517 Basic Concepts in Educ. Psych (2)				
EDR 451 Elem. Sch. Soc. Studies: Content and Methods (2)				
EDR 452 Teaching Reading in Yemen (2)				
EDR 453 Audio-Visual Instruction (2)				
EDR 697 Seminar in Education (2)				
ELECTIVES (6 Hours Minimum)				

SIGNATURES: Advisor _____ Date _____

Advisee _____ Date _____

Research in advanced curricula

What information shows that the requirements for research are relevant to the professional role for which the student is preparing?

What data show that the requirements for research are met in each student's program of study?

Use of Guidelines Developed by National Learned Societies and Professional Organizations

What guidelines has the institution considered in developing the curricula of its various advanced programs?

Student Participation in Program Evaluation and Development

What channels exist for students to express their views throughout their participation in advanced programs?

Individualization of Programs of Study

What data are used to ascertain the professional needs and interests of each candidate at the time of admission and subsequently, as necessary?

What evidence shows that programs of study have been planned to meet individual professional needs and interests?

Graduate Credit

What evidence shows that the institution's regulations for granting graduate credit are enforced?

Graduate Level Courses

What is the institution's policy with regard to the proportion of undergraduate work that may be counted toward degrees or the proportion of graduate study that must be included in degree programs at each level (master's, sixth-year, doctoral)?

Residence Study

What are this institution's precise definitions of "full-time" and "residence"?

What are the institution's stated requirements for full-time residence study for each degree program?

What evidence shows that the residence study requirement was met by those candidates who received the Master's and Specialist or sixth-year degree?

Admission to Advanced Programs

What are the admission requirements for each advanced program and at each level (master's, sixth-year, doctoral)?

What evidence indicates that the institution's requirements for admission to advanced programs are being met?

Planning and Supervision of Students' Programs of Study

What provisions ensure that each graduate student's program of study is jointly planned by the student and an official faculty advisor?

APPENDIX C

BASIC EDUCATION DEVELOPMENT PROJECT - NO: 279-0053

PRIMARY TEACHER TRAINING SUBPROJECT - EDUCATION COURSE RESULTS

STUDENT NAME	CUR 516	CUR 550	CUR 600	CUR 603	T.C.H.	GPA
Hamoud Abdullah Abdo	B+	B+		B	6	3.20
Qasim Ali Abdul	A-	B	B+	A-	8	3.43
Tarfiq Hamoud Abd-Ar-Rabb	B+	B-		B	6	3.20
Adel Ali Al-Bana	B+	B+	B+	A-	8	3.40
Muhammad Abdullah Al-Fadli	A-	A-	A	A-	8	3.78
Al-zi Muhammad Al-Jawari	B	B		B+	6	3.10
Muhammad Salim Al-Hawati	B-	B		B	6	2.89
Abdulwanab Tahir Al-Haqaleh	A-	B+	A-	A-	8	3.60
Ahmad Saeed Utman	B	B+	B+	B+	8	3.23
Abdullah Yahya As-Sadiq	B	B+	A-	B+	8	3.33
Yasee Abdul As-Sagheer	B-	B+		B	4	3.00
Ahmad Muhammad At-Tair	B+	B+		A-	6	3.43
Muhammad Hameed Alwan	B	B+		B+	4	3.20
Amin Ahmad Abdul	B	B+		B+	6	3.20
Ahmad Abd Al-Hajeed Dubwan	B	B+		B+	6	3.30
Hansour Ali Hazza	B+	B+		B	6	3.20
Muhammad Hamoud Ali	A-	A-	A-	A-	8	3.70
Muhammad Muhammad Muharram	B-	B		B+	6	3.00
Haya Zuhairi	A-	B	B		8	3.23

Isma'ul Mujallid	A-	A-	B+	A-	8	3.60
Muhammad Abdullah Haidar	B+	A-	A	A-	8	3.68
Ha'li Qasim Ruman	B	B+		B+	6	3.20
All Muhammad Saif	A	A-	B+	B+	8	3.78
Abd-Ar-Raiman Muhammad Rawih	B+	B+		B	6	3.20
Abd-Al-Latif Hashim Saeed	B-	B+		B+	6	3.10
All Jul-Wahid Aldo	B	B		B+	6	3.10
Abdul Abd-Al-Jabbar Salman	B	B		B	6	3.00
Muhammad Abd-Al-Wasih Shujah-Ad-Din	B-	B		B+	6	3.00
All Umar Tahir	A	A	A-	A	8	3.93
Abdullah Abdul Ahmed Talib	B-	B		B	6	2.89
Jalid All Qasim	B	B+		B	6	3.10

BASIC EDUCATION DEVELOPMENT PROJECT
 PRIMARY TEACHER TRAINING SUBPROJECT
 PARTICIPANT ACADEMIC STATUS REPORT

<u>Name</u>	<u>Student Number</u>	<u>June 1981 G.P.A.</u>	<u>August 1981 G.P.A.</u>	<u>Total Credit Hours</u>
Abdulla A. Al-Mohdar	549343	3.41 (32 hours)	3.37 (36 hours)	36
Mugeeb A. H. Al-Maktari	549345	3.31 (28 hours)	3.39 (35 hours)	35
Marya M. Y. Al-Aryani	549335	3.65 (28 hours)	3.67 (34 hours)	34
Abulaziz A. Al-Maktari	549344	3.47 (28 hours)	3.54 (37 hours)	37
Mansour A. Saeed	549362	3.53 (24 hours)	3.58 (30 hours)	30
Abdulkarim H. Al-Rassas	549347	3.39 (26 hours)	3.42 (32 hours)	32
Khalid A. Ali	549337	3.50 (24 hours)	3.54 (30 hours)	30
Abdulla T. A. Al-Aghbr	549334	3.41 (24 hours)	3.50 (30 hours)	30
Muhammad A. Kassam	549352	3.20 (24 hours)	3.35 (30 hours)	30
Muhamad A. Al-Kubati	549341	3.22 (24 hours)	3.38 (30 hours)	30
Samir Ali Hageb	549351	3.07 (24 hours)	3.10 (30 hours)	30
Muhamad M. Al-Mutawakef	549346	3.16 (26 hours)	3.24 (34 hours)	34
Muhamad Thabet A. Maktari	549358	3.12 (24 hours)	3.19 (30 hours)	30
Muhamad Q. Ismail	549355	3.35 (24 hours)	3.43 (31 hours)	31
Muhamad S. Tabet Hafder	549353	3.35 (24 hours)	3.36 (30 hours)	30
Muhamad M. Al-Pawag	549348	3.10 (24 hours)	3.09 (30 hours)	30
Salim A. Qassem	549361	2.77 (24 hours)	3.02 (30 hours)	30
Muhamad M. Mahnaby	549357	3.11 (26 hours)	3.23 (30 hours)	30
Abdulla A. Sultan	549364	3.02 (26 hours)	3.06 (30 hours)	30
Muhamad A. Muhssen	549360	3.13 (24 hours)	3.20 (30 hours)	30
Abdulhadi R. Al-Yousefy	549350	3.17 (24 hours)	3.22 (31 hours)	31
Mugeeb A. Al-Kabeer	549339	2.83 (24 hours)	3.00 (31 hours)	31
Muhamad A. Hazzaa	549354	2.90 (24 hours)	3.03 (30 hours)	30
Abdulhadi H. Al-Madhagi	549342	2.85 (24 hours)	3.02 (30 hours)	30
Salim A. Al-Barah	549336	2.74 (24 hours)	2.90 (32 hours)	32
Ali Abdul H. Saleh	549363	2.96 (24 hours)	3.11 (30 hours)	30
Muhamad A. Al-Khbell	549359	2.88 (24 hours)	3.02 (30 hours)	30
Abdulmalek I. Madhagi	549356	2.88 (24 hours)	3.01 (30 hours)	30
Muhamad A. Al-Shami	549349	2.82 (24 hours)	3.02 (30 hours)	30
Muhamad M. Al-Hady	549338	2.91 (24 hours)	3.04 (30 hours)	30
Muhamad R. Abduljalil	549333	2.90 (26 hours)	3.00 (30 hours)	30
Jaafar S. Al-Karski	549340	2.34 (24 hours)	2.80 (30 hours)	30

PARTICIPANT ACADEMIC STATUS REPORT (continued)

<u>Name</u>	<u>Student Number</u>	<u>June 1981 G.P.A.</u>	<u>August 1981 G.P.A.</u>	<u>Total Credit Hours</u>
Said ... Abdo	550206	3.08 (24 hours)	3.18 (30 hours)	30
Abdelrahman D. Yahya	550204	3.06 (24 hours)	3.11 (30 hours)	30
Mohamed Al-Khateeb	550205	2.94 (22 hours)	3.06 (30 hours)	30

NAME	STUDENT NUMBER	AUG. 80 - GPA	DEC. 80 - GPA	APRIL 81 - GPA	JUNE 81-GPA	AUG. 81 - GPA
Mohamed A. Huisen	549360	2.75 (8 Hours)	2.86 (10 Hours)	2.96 (16 Hours)	3.11	3.20 (30 Hours)
Abdulbari R. Al-Yousefy	549350	2.75 (8 Hours)	2.91 (10 Hours)	3.00 (16 Hours)	3.12	3.22 (31 Hours)
Hageeb A. Al-Kabeer	549339	2.68 (8 Hours)	2.80 (10 Hours)	2.75 (16 Hours)	2.72	3.00 (31 Hours)
Mohamed A. Hazzaa	549354	2.55 (8 Hours)	2.70 (10 Hours)	2.65 (16 Hours)	2.84	3.03 (30 Hours)
Ilari H. Al-Hadhagi	549342	2.40 (8 Hours)	2.58 (10 Hours)	2.62 (16 Hours)	2.78	3.02 (30 Hours)
Mi Abdul H. Saleh	549363	2.40 (8 Hours)	2.58 (10 Hours)	2.77 (16 Hours)	2.90	3.06 (30 Hours)
Mohamed A. Habbell	549359	2.40 (8 Hours)	2.52 (10 Hours)	2.70 (16 Hours)	2.80	3.02 (30 Hours)
Abdo malek I. Hadhagi	549356	2.40 (8 Hours)	2.52 (10 Hours)	2.66 (16 Hours)	2.78	3.01 (30 Hours)
Ala' A. Al-Shami	549349	2.33 (8 Hours)	2.46 (10 Hours)	2.61 (16 Hours)	2.77	3.02 (30 Hours)
Ahmed H. Al-Hady	549338	2.25 (8 Hours)	2.40 (10 Hours)	2.70 (16 Hours)	2.84	3.04 (30 Hours)
Hussein R. Abduljalil	549333	2.33 (8 Hours)	2.52 (10 Hours)	2.73 (18 Hours)	2.79	3.00 (30 Hours)
Said A. Abdo	550206		3.30 (02 Hours)	3.00 (08 Hours)	3.04	3.12 (30 Hours)
Abdelrahman D. Yahya	550204		3.30 (02 Hours)	3.28 (10 Hours)	3.26	3.11 (30 Hours)
Mohamed Al-Khateeb	550205		3.00 (02 Hours)	2.75 (08 Hours)	3.00	3.06 (30 Hours)

APPENDIX D

FACULTY WHO HAVE TAUGHT OR ARE
TEACHING YEMINI STUDENTS

GROUP I STUDENTS - (1950-1981)
COLLEGE OF EDUCATION FACULTY

TEACHER EDUCATION

Dr. Henry Corbacho	EDM 552 EDM 683	Audio Visual Instruction (A11) Workshop in Production of Instructional Materials (17)
Dr. Robert Fisher	CUR 657	The Open Classroom (11 & 3)
Dr. Bert Greene	CUR 655	Curriculum Foundations (1)
Dr. Martha Irwin	CUR 630 RDG 680	Elementary School Social Studies (A11) Teaching Reading in Yemen (A11)
Dr. Hind Jacob	**CUR 550 **CUR 683 CUR 697	Improving Instruction (A11) Workshop in Yemen Education (A11) Seminar in Education (A11)
Dr. Sam Moore	**CUR 550 **CUR 603	Improving Instruction (A11) Workshop in Yemen Education (A11)
*Mr. Thomas Tobias	RDG 670	Materials and Activities in Language Arts Instruction (8)
Dr. Jerome Weiser	CUR 616 SFD 500 CUR	Elementary Curriculum (A11) Jr. High Curriculum

EDUCATIONAL PSYCHOLOGY

Dr. Eugene Haddan	EDP 502	Basic Concepts in Educational Psychology (A11)
*Dr. Hind Jacob	**EDP 600	Human Development (A11)
Dr. Warren Williams	EDP 631 EDP 677	Measurement and Evaluation (A11) Research Techniques (A11)
Dr. Wilbur Williams	EDP 631	Measurement and Evaluation (1)

EDUCATIONAL LEADERSHIP

*Mr. Curtis Bartz	EDL 510	Educational Organization (2)
Dr. George Brower	EDL 511	Community Organization (1)
Dr. Frank Jaly	EDL 514	Educational Leadership (2)
*Dr. William Her-	EDL 695	Coping for School Administrators

FACULTY WHO HAVE TAUGHT OR ARE TEACHING YEMINI STUDENTS (Continued)

GROUP II STUDENTS - (1961-1982)

IN YEMEN

Dr. Sam Moore	**CUR 550	Improving Instruction (A11)
	**CUR 616	Elementary Curriculum (A11)
	**CUR 683	Workshop in Yemen Education (A11)
	**CUR 680	Analysis of Yemen Education (10)

AT ENI (Summer Session and Fall Semester)

Dr. Thomas Gwaltney	CUR 680	Elementary School Social Studies (A11)
Dr. Eugene Haddan	EDP 502	Basic Concepts in Educational Psychology (A11)
Dr. William Kromer	EDL 602	Workshop in Educational Leadership (10)
Dr. Jerome Weiser	CUR 655	Curriculum Foundation

ENGLISH LANGUAGE STUDY

Ms. Jo Ann Aebersold	*Ms. Ann Lindell-Hagiwara
Dr. Jean Bidwell	*Ms. Johanna Kowitz
Dr. William Cline	*Ms. Molly Mazrui
*Mr. Gro Frydenberg	Dr. John Pisoni
Dr. Eugene Gibson	Dr. Geoffrey Voght
*Ms. Christine Grosse	*Ms. Ling-Mueh Ju

* Temporary Lecturer

/sbf
10/8/81

APPENDIX E

ESP 211
Frydenberg
Winter, 1981

COURSE DESCRIPTION:

This is an ESP reading skills course based on the education textbook: Gronlund, Norman E. (1976) Measurement and Evaluation in Teaching, Third edition. New York: Macmillan Publishing Co., Inc.

The aim of this course is to make you more efficient readers and in the process we will focus on different reading techniques for different purposes, interpreting graphs and tables, vocabulary expansion (both general and subject-specific), and study skills such as dictionary use, note-taking and outlining. Reading assignments will be given both from the textbook(s) used in EDP 631 and from related texts such as educational journals and newspaper articles, etc.

Students will be graded on the basis of home assignments, a midterm and a final exam.

OVERALL OBJECTIVE OF THE COURSE:

At the end of the course, given (an) unknown text(s) in the field of education, the students should be able to:

1. Identify the main idea(s) and major supporting details;
2. Interpret a diagram or table related to a text;
3. Explain the meaning of general, technical and specialized words/phrases in context by use of: paraphrase, synonym or example.

Part of the final exam may be given as a 24 hour take-home exam.

N.B.: There is no obligation in this course to cover all or any part of the material assigned for EDP 631.

DESCRIPTION OF READING PERFORMANCE GOALS FOR ESP 211

A. STUDY SKILLS

1. Utilizing a dictionary:

alphabetized system
pronunciation key
homographs/homophones
parts of speech markers
cross-reference
syllabification

2. Utilizing the library:

Card catalog
call numbers
subject and author listings
periodicals file
microfilm reader

3. Utilizing the textbook:

indices
appendices
footnotes
bibliography
tables and diagrams

B. READING SKILLS: TEXTBOOK AND PROFESSIONAL JOURNALS

1. Skimming a chapter for main points.

2. Scanning a text for special references.

3. Close reading of important passages for critical understanding using information from:

syntax (e.g. word order in the IP)
pivotal vocabulary
rhetorical structure (e.g. anaphoric reference)

4. Vocabulary comprehension.

word structure (root and affix)
context (restatement, explanation, example, definition,
inference, situation, grammar, punctuation)

MEASURING DEVICES

A. STUDY SKILLS

1. Given a dictionary
2. Given a library assignment
3. Given a textbook

B. READING SKILLS

1. Within a certain time limit (X words per min.)
select main points of passage
write main points of passage
2. Within a certain time limit (depending on how "hidden" the references are)
write one-word or number references in response to questions
3. Show critical comprehension by:
selecting an outcome of a stated specific case from reading a text on the general theory
selecting the correct relationship of ideas based on pivotal vocabulary
selecting correct references of pronouns and articles
4. Show vocabulary comprehension by:
correctly identifying roots and affixes
selecting or writing the best paraphrase of general, specialized and technical vocabulary based on defined contextual situations

APPENDIX F

THE TEACHER EDUCATION PROGRAM EVALUATION

By checking the appropriate space for each item, please indicate the degree to which you feel your college experiences were satisfactory in equipping you with the necessary skills and understandings of the following:

	TOTAL N	Very Unsatisfactory N	Somewhat Unsatisfactory N	Neither satis- factory nor Unsatisfactory N	Fairly Satisfactory N	Very Satisfactory N
i. Your teaching personality:						
a. Ability to work with children	<u>26</u>	<u>6</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>14</u>
b. Ability to work with colleagues	<u>28</u>	<u>5</u>	<u>3</u>	<u>2</u>	<u>10</u>	<u>8</u>
c. Ability to work with members of the community	<u>27</u>	<u>5</u>	<u>2</u>	<u>1</u>	<u>9</u>	<u>10</u>
d. Ability to maintain a friendly disposition	<u>23</u>	<u>5</u>	<u>1</u>	<u>4</u>	<u>10</u>	<u>3</u>
e. Ability to lead a well-rounded life: to enjoy work and play	<u>25</u>	<u>7</u>	<u>0</u>	<u>2</u>	<u>10</u>	<u>5</u>
Your general knowledge and understanding of:						
a. The physical sciences	<u>25</u>	<u>6</u>	<u>4</u>	<u>3</u>	<u>5</u>	<u>7</u>
b. The biological sciences	<u>27</u>	<u>6</u>	<u>4</u>	<u>5</u>	<u>8</u>	<u>4</u>
c. American culture and institutions	<u>27</u>	<u>11</u>	<u>2</u>	<u>8</u>	<u>3</u>	<u>2</u>
d. Art, music, literature, philosophy	<u>25</u>	<u>6</u>	<u>7</u>	<u>7</u>	<u>2</u>	<u>1</u>
Your ability to use the English language effectively:						
	<u>28</u>	<u>5</u>	<u>8</u>	<u>4</u>	<u>9</u>	<u>2</u>
Your knowledge and understanding of the subject areas you teach:						
	<u>27</u>	<u>2</u>	<u>5</u>	<u>2</u>	<u>7</u>	<u>11</u>
ii. Your understanding of children and youth:						
a. Insight into causes of behavior	<u>26</u>	<u>6</u>	<u>4</u>	<u>1</u>	<u>11</u>	<u>4</u>
b. Skill in working with exceptional children: the bright, the dull, the handicapped	<u>22</u>	<u>6</u>	<u>1</u>	<u>6</u>	<u>11</u>	<u>4</u>
c. Skill in group work	<u>28</u>	<u>4</u>	<u>1</u>	<u>4</u>	<u>11</u>	<u>11</u>
d. Skill in maintaining discipline	<u>26</u>	<u>3</u>	<u>1</u>	<u>5</u>	<u>13</u>	<u>10</u>

THE TEACHER EDUCATION PROGRAM EVALUATION (Continued)

Your understanding of the nature of the learning process:

a. Skill in helping students determine objectives	<u>28</u>	<u>3</u>	<u>3</u>	<u>2</u>	<u>8</u>	<u>12</u>	<u>3.8</u>
b. Skill in motivating students	<u>25</u>	<u>5</u>	<u>2</u>	<u>2</u>	<u>10</u>	<u>6</u>	<u>3.4</u>
c. Skill in pupil-teacher planning	<u>26</u>	<u>3</u>	<u>5</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>3.3</u>
d. Skill in using a variety of teaching methods	<u>27</u>	<u>1</u>	<u>2</u>	<u>4</u>	<u>14</u>	<u>6</u>	<u>3.4</u>
e. Skill in evaluating pupil growth and class procedures with pupil	<u>26</u>	<u>3</u>	<u>5</u>	<u>6</u>	<u>9</u>	<u>3</u>	<u>2.8</u>
f. Ability to construct appropriate tests and learning materials	<u>27</u>	<u>3</u>	<u>2</u>	<u>6</u>	<u>10</u>	<u>6</u>	<u>3.2</u>

Your knowledge of sources of teaching materials:

a. Printed material	<u>25</u>	<u>5</u>	<u>1</u>	<u>1</u>	<u>13</u>	<u>5</u>	<u>3.4</u>
b. Audio-visual materials	<u>27</u>	<u>5</u>	<u>3</u>	<u>6</u>	<u>5</u>	<u>3</u>	<u>3.4</u>
c. Community resources and materials	<u>24</u>	<u>6</u>	<u>2</u>	<u>4</u>	<u>10</u>	<u>2</u>	<u>3.0</u>

Your ability to use teaching materials effectively:

	<u>25</u>	<u>2</u>	<u>2</u>	<u>4</u>	<u>10</u>	<u>7</u>	<u>3.0</u>
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Your knowledge and understanding of the community:

a. The purposes of the school in relation to the over-all purposes of society	<u>27</u>	<u>3</u>	<u>2</u>	<u>2</u>	<u>1</u>	<u>8</u>	<u>3.0</u>
b. The social structure of the community and its meaning for education	<u>27</u>	<u>2</u>	<u>2</u>	<u>9</u>	<u>6</u>	<u>8</u>	<u>3.0</u>
c. The institutions of the community	<u>21</u>	<u>1</u>	<u>0</u>	<u>6</u>	<u>9</u>	<u>5</u>	<u>4.0</u>
d. The different value-patterns of social-economic classes	<u>27</u>	<u>3</u>	<u>3</u>	<u>6</u>	<u>9</u>	<u>6</u>	<u>3.0</u>
e. The economic life of the community	<u>26</u>	<u>4</u>	<u>4</u>	<u>2</u>	<u>12</u>	<u>4</u>	<u>3.0</u>

Your evaluation of the following teacher preparation experiences:

a. Introduction to education	<u>28</u>	<u>5</u>	<u>2</u>	<u>5</u>	<u>12</u>	<u>4</u>	<u>3.0</u>
b. Educational psychology	<u>25</u>	<u>1</u>	<u>3</u>	<u>5</u>	<u>10</u>	<u>10</u>	<u>3.0</u>
c. Other psychology courses	<u>23</u>	<u>3</u>	<u>0</u>	<u>10</u>	<u>7</u>	<u>1</u>	<u>3.0</u>
d. Curriculum courses	<u>22</u>	<u>3</u>	<u>0</u>	<u>6</u>	<u>9</u>	<u>1</u>	<u>3.0</u>
e. Teaching methods courses	<u>24</u>	<u>3</u>	<u>1</u>	<u>3</u>	<u>10</u>	<u>1</u>	<u>3.0</u>
f. Internship	<u>20</u>	<u>3</u>	<u>2</u>	<u>7</u>	<u>7</u>	<u>1</u>	<u>3.0</u>
g. Student teaching	<u>20</u>	<u>3</u>	<u>0</u>	<u>3</u>	<u>7</u>	<u>1</u>	<u>3.0</u>

What suggestions do you have for improving your teacher education program?

APPENDIX G

LIST OF NAMES OF THE YEMENI TEACHERS WITH
MASTER DEGREE (E.M.U.)

NAME	PLACE
1. Abdul-Jalil, Hussien Radman	PTTI - Sana'a
2. Al-Aghbr, Abdulla Thabet	Girls PTTI - Al-Hodiadah
3. Al-Aryani, Horia Mohammed	BEDP - EMU - Sana'a
4. Al-Barah, Salah Aziz	*
5. Ali, Khaled Abdulla	PTTI - Sana'a
6. Al-Hadi, Ahmed Hussien	PTTI - Hajja
7. Al-Kabeer, Hageeb Abdulla	PTTI - Sana'a
8. Al-Karshi, Jaafar Saeed	*
9. Al-Kubati, Ahmed Abdulalim	PTTI - Al-Hodiadah
10. Al-Madhagi, Abdulbari Hazan	PTTI - Taiz
11. Al-Mandar, Abdulla Ahmed A.	PTTI - Sana'a
12. Al-Maktari, Abdul Aziz Abdulla	In-Service Training
13. Al-Maktari, Hageeb Ahmed	PTTI - Taiz
14. Al-Motawakel, Qassem Mohammed	BEDP - EMU - Sana'a
15. Al-Rasas, Abdulkarim Hassan L.	Financial Leadership Superintendent
16. Al-Rawag, Ahmed Mohamed	Girls - PTTI - IBB
17. Al-Shami, Abdo Ali T.	Girls - PTTI - Sana'a
18. Al-Yousefy, Abdulbari Radman	PTTI - Al-Hodiadah
19. Hageb, Darhem Ali	Girls - PTTI - Al-Hodiadah
20. Hageb, Mohamed Ali K.	In-Service Training - Sana'a
21. Haider, Mohamed Saeed T.	Girls - PTTI - Taiz
22. Hazzaa, Mohamed Abdulsalam	PTTI - Taiz
23. Ismail, Hageeb Qassem	PTTI - Sana'a
24. Madhagi, Abdulmalek Ismail	Asal Modern School - Sana'a
25. Mannaby, Dawod Mohamed	PTTI - Al-Hodiadah
26. Maktari, Hussien	PTTI - IBB

LIST OF NAMES OF THE YEMENI TEACHERS WITH MASTER DEGREE (Continued)

- | | | |
|-----|----------------------------------|----------------------------|
| 27. | Mugbel, Mohamed Abdo | PTTI - Taiz |
| 28. | Muhssen, Mohamed Abdulla | PTTI - Sana'a |
| 29. | Qassem, Sadek Abdul-Jalil | Girls - PTTI - Al-Hodladah |
| 30. | Saeed, Manssor Ahmed | PTTI - Sana'a |
| 31. | Saleh, Ali Abdo H. | PTTI - Taiz |
| 32. | Sultan, Abdulla Ali | Girls - PTTI - Taiz |
| 33. | Saeed, Ali Abdo | PTTI - Taiz |
| 34. | Muhammad, Abd-al-Baqi al-Khateeb | Girls - PTTI - Sana'a |
| 35. | Abd-ar-Bahman Umar Tahya | PTTI - Sana'a |

(2) - Still at EIU/Ypsilanti

APPENDIX H

BASIC EDUCATION DEVELOPMENT PROJECT
IN-SERVICE WORKSHOP I

"Becoming A Quality Teacher Educator"
October 18-19, 1981

OCTOBER 18

- 9:00 A.M. Registration
- 9:30 A.M. Opening and general orientation to the Workshop - Phase V of the Project and its emphasis at providing supervision and in-service assistance for program participants on site so as to make them quality teacher trainers.
- Dr. Saad Noor
- 10:15 A.M. Assessing One's Professional Strengths.
Discussing participants preceptions of their strengths and weaknesses (group activities).
- Dr. Jim W. Hughes and Dr. Saad Noor
- 11:00 A.M. Review of the graduation ceremony at the American Embassy/Sana'a.
- 12:00 P.M. Departure to the American Embassy.

OCTOBER 19

- 9:00 A.M. Teacher Education in YAR
- Mr. Abdo A. al-Kobati
Director General of Teacher Training
MOE, YAR
- 9:30 A.M. In-Service for Quality Primary School Teacher in the Yemen Arab Republic.
- Mr. Hussien Bayoumi
Director of the Teacher In-Service Center
in YAR
UNICEF
- 10:45 A.M. BREAK
- 11:00 A.M. Toward Becoming A Quality Teacher Trainer.
- Dr. Jim W. Hughes
- 11:30 A.M. Language Maintenance: Ways and Means.
- Ms. Susan Watson
- 12:00 P.M. Interests, Issues and Aspirations.
Filling out a debriefing questionnaire about the Project's success in meeting the participants' needs.
- Dr. Louis P. Porretta
Project Manager/EIU
- Dr. Scott Street
Acting Chief-of-Party/EIU
- 1:00 P.M. Conclusion

APPENDIX I

ENGLISH LANGUAGE COMPONENT EVALUATION PROCESS
....SELF-STUDY....

In line with the best goals of "the evaluation process", the total staff members of the PTTI subproject, in agreement with USAID (Dr. P. Layne) will conduct a self-evaluation of the Language component of the total project. To carry out such an evaluation, the staff conducted two planning meetings, agreeing upon a "way of working" and orderly sequence of curriculum components to maximize the evaluation-review process. The following outline was agreed upon

CURRICULUM REVIEW-EVALUATION PROCESS

- I. Overview of Existing Program Phase I (Jim Hanson)
Phase II (V. Ward and S. Watson)
- II. Results of Groups I, II, and III in each of the phases.
(During this part of the review, the Staff will also consider the sources of information, and reliability and validity of data.)
- III. Strengths and Limitations of the Program
 - (a) as perceived by Staff
 - (b) as supported by available data
 - (c) as it affects Education ... and vice-versa
 - (d) prioritization of major areas of concern
- IV. Revision --- Short Range and Long Range revision plans
At this point in review process, Staff will consider those changes most easily made by "short range efforts" and "long range efforts".
A plan for change will be established with time-line, costs, and personnel needs kept in mind.
Any revision efforts will be incorporated into this year's work plan.

APPENDIX D

Second Annual Evaluation

of the

Basic Education Development Grant

Yemen Arab Republic

(USAID Project No. 279-0053)

An Addendum Prepared by

W. Scott Westerman, Jr.
Dean, College of Education
Eastern Michigan University
Ypsilanti, Michigan

November, 1981

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I. Introduction

This report comes as an addendum to the official Second Annual Evaluation. I was not in Yemen during the formal evaluation meetings which took place on October 20, 21, 22, 24 and 25. I was able to attend the sixth and final evaluation meeting on October 31, but participated only as an observer, having just arrived in Yemen on the 28th.

This separate evaluation is offered, therefore, without the benefit of the informed discussions which characterized the evaluation meetings. It is based instead on the reading of fourteen documents and reports, visits to two schools and four teacher training institutes, and individual interviews and group meetings involving thirty persons. (Please see Attachments A, B and C for an enumeration of these references and contacts.)

I am able to provide an Eastern Michigan University perspective on this Basic Education Development Grant, although I have not been central to the project's supervision. The Vice President of Administration, who was accountable administratively for the Office of International Projects, resigned recently. Otherwise, that person probably would have represented the University in this evaluation process.

It is important to note some additional limitations which have affected my preparation of this report: I do not speak Arabic. I visited Yemen for only eleven days (arrived 6:00 a.m., October 28; departed 8:30 a.m., November 8). I am unfamiliar with the regulations and terminology which facilitate an understanding of projects sponsored by the Agency for International Projects (AID). Finally, there were some inconsistencies among the documents which I read making it difficult to know which report was accurate or current.

This report necessarily represents a broad brush approach to evaluation. As the Table of Contents indicates, it begins with a section concerning the

Collaborative Model which is fundamental to the progress of the project. Then, there are sections for each of the sub-projects. The Primary Teacher Training Sub-Project by its nature receives the most extended review. An effort is made throughout to describe achievements as well as concerns. Whenever there appears to be major discrepancies between project design and project implementation, these are noted. Specific recommendations are offered on occasion.

I want to convey my gratitude for this opportunity to become better acquainted with this significant educational mission. I am immensely impressed with the importance of the undertaking; the dedication and competence of the Yemen, USAID and EMU leadership; and the progress which has already been made in spite of the nearly overwhelming size and complexity of the challenge. The Yemen experience has affected me profoundly. I am committed to do all that I can personally to increase the prospect that the project will provide lasting benefits to the Yemen Arab Republic.

W. Scott Westerman, Jr., Dean
College of Education
Eastern Michigan University
November, 1981

II. Collaborative Model

The success of this project depends upon the close cooperation and the direct communication among YARG/MOE, USAID, EMU and the University of Sanaa. Common understandings and commitments must be developed among these four participating units which will accommodate and sometimes override separate traditions, rules and priorities.

The problems in achieving this necessary collaboration have been great. First of all, there are no tested models to draw upon since this is the first occasion to apply a collaborative mode to an international educational project. In addition, there have been changes in personnel in key leadership positions which have complicated communication. (For example, during the two years there have been five different USAID directors, three Deans of the Education faculty at the University of Sanaa and two MOE Directors of Teacher Training.) The major deterrent, however, has been the absence of a well defined mechanism for bringing together the appropriate representatives of all four of the separate organizations on a regularly scheduled basis.

Communication appears to have been very good between the MOE and EMU. The University of Sanaa has been involved least successfully. It must be incorporated more fully if its major contribution is to be realized. It is essential that all four groups develop a sense of partnership and shared responsibility.

The plans which have been developed to implement a Coordinating Council on Basic Education (the official representatives have already been nominated) deserve the highest priority. It is hoped that the prompt and effective establishment of the Council will overcome any damage which may have resulted from its absence.

In addition, the promised attention to the use of Project Implementation Letters (PILS) will assure the systematic recording and confirmation of the

agreed upon actions which chart the course of the project. These will not only improve communication, but are required according to AID regulations. Moreover, they will help to establish accountability, a matter which needs clarification in any collaborative effort. *

* It is not clear to me who should be held accountable for the delay in establishing a Coordinating Council on Basic Education. Perhaps USAID/Yemen carries that responsibility given its monitoring role.

III. Primary Teacher Training Sub-Project

The Primary Teacher Training Sub-Project describes the overall sub-project strategy as follows: (p. 1)

'This subproject will be directed at improving the quality of the overall primary education system by training teacher trainers who have the capability to deliver quality training programs to new primary school teachers. Inservice programs for primary teachers currently teaching will be designed and implemented under the subproject. In addition, the subproject will design training programs for administrators in the inservice training center and the Teacher Training Institutes. This will be done by meeting the following objectives.

1. Provide to a total of 175 Yemeni graduates of Sanaa University a three year program which will result in the awarding of a M.A. degree in primary teacher training. In addition, 12 professional personnel will be trained in administration for Primary Teacher Training Institutes and the Inservice Division of the Ministry of Education. The training schedule for these latter participants will be developed early in the project in consultation with the Ministry of Education.
2. There will be five groups of 35 participants entering the three-year training cycle for Primary Teacher Training Institutes' staff. The first group will start its training program in September 1979.
3. This three-year program includes five phases: (1) three months of intensive English language training in Sanaa; (2) one academic year incountry training, exposing the participants to primary education theory and problems as well as teaching methods and methodology; (3) intensive English training and orientation to Eastern Michigan University graduate studies lasting three months at Ypsilanti; (4) twelve months' M.A. program at Ypsilanti in the field of primary teacher training and supervision; (5) permanent assignment of primary teacher training institutes; and inservice assistance, follow-up, and evaluation by project team."

A. The Preparation of Faculty for the Primary Teacher Training Institutes

1. The Selection Process

The eight criteria for the selection of program participants which are enumerated on page 136 of the Subproject Paper have provided the frame of reference for choosing the program participants.

Group I was not nominated according to the collaborative mode. It was chosen instead by the MOE alone. However, subsequent selection procedures have incorporated Eastern Michigan University more actively in the screening activities and have reflected a more broadly based understanding of standards of quality. Regrettably, it appears that

the University of Sanaa still participates only by providing data concerning the grade point averages for its graduates.

The minimum undergraduate grade point average required for regular admission to the Eastern Michigan University Graduate School is 2.50 (4.00 equals "A"). (Some programs permit an "alternative admission" or probationary procedure which accepts a 2.00 to 2.50 standard for entry.) According to Susan Burt, Assistant Dean of the Eastern Michigan University Graduate School, the undergraduate G.P.A.'s for the thirty-five students in Group I ranged from a low of 2.82 to a high of 3.79, for an overall average of 3.48. She reports a similar level of quality for Group II. It is clear, therefore, that the Yemeni students have been selected in accordance with University GPA standards for admission.

However, no students in Group I and II have met the normal Eastern Michigan University English language prerequisite for graduate study (a score of 500 on the TOEFL or an 80 on the Michigan Test). While still in Yemen, one student was dismissed from Group I and two students were dismissed from Group II because of lack of progress in English language proficiency. Nevertheless, it has been necessary for the University to adjust its usual standard and to provide special support services to enable the remaining students to proceed with their study programs at Eastern Michigan University. (Please see the next section for more extended comments concerning the language training program.)

There is a procedural matter which needs attention. Currently the students enroll in the graduate courses in Yemen as non-matriculated special students. They are not formally admitted to the Master's program until they arrive in Ypsilanti. Only then does the Assistant Dean in the Graduate School have an opportunity to examine the students' official undergraduate transcripts. Those transcripts should be sent

in advance so that the responsible admissions officer can confirm that the students are admissible prior to their departure from Yemen. (A campus review of transcripts before the students begin their study in Yemen would be valuable, too, although final decisions concerning admissibility are affected by the students' performance in Phase I of the program.)

Before leaving this section, it should be noted that the number of students selected has been declining: 35 in Group I, 33 in Group II and 26 in Group III. This raises a fundamental question - Will there be a sufficient number of qualified applicants to achieve the goal of 175 graduates at the end of five years? The answer to this lies in the success of the MOE in persuading quality students to become trainers of primary teachers - a formidable challenge for any nation in which primary teachers have been perceived as being of low status.

A salary inducement is an important motivator. It is essential that YARG/MOE keep a perceived promise to pay the Eastern Michigan University Master's graduates at a level comparable to those who hold the M.A. and teach at the University of Sanaa. At the time of this writing, Group I students are fearful that this important benefit will not be realized.

Eastern Michigan University can help, also, by graduating Yemeni students who return with a sense of accomplishment and pride and a readiness to share their new competence with others.

2. English Language Training (Phase I and III)

Phase I

The achievements in the development of the English language training program are impressive. One staff member, James Hanson, has provided the needed continuity over an eighteen month period. Another, Susan Watson, brings a helpful Arabic competency. Veronica Ward matches the

others' excellent training and experience in teaching English as a second language, as well as professional training in education.

The visits from Joanne Aebersold and Jean Bidwell from the Eastern Michigan University program provided useful counsel and helped assure the necessary articulation between phases I and III.

The availability of tested materials of instruction, the grouping of students according to achievement and the integration of the language instruction with the graduate courses will be enhanced by the leadership of Dr. James Hughes, newly appointed Teacher Trainer Coordinator, who is already building on the progress of the first two years.

The contrast between Groups I and II is illustrated by the following: (quoted from page 23 of the Semi-Annual Report, September, 1980 - April 30, 1981) "The same test given to Group I students in the U.S. at the same time (February 3, 1981, U.S.--February 13, 1981 Yemen) indicates that Group II students were equivalent to their Group I counterparts, though Group I had 17 months of training (9 in the U.S.) and Group II had only 8 months of training, all in Yemen. The mean for both groups was 54."

The English language training staff have developed linkages with the Defense Language Institute (DLI) and the Yemen Arabic Language Institute (YALI) which have been mutually beneficial. A jointly sponsored TESOL conference illustrates this cooperation.

Phase III

The special efforts on-campus to overcome the language deficiencies in Group I were extraordinary. Both students and staff invested themselves with dedication. The fact that the students accumulated from twelve to eighteen hours of language study beyond the eight weeks of intensive training, describes the extent to which their time was committed to this activity.

The availability of a bilingual Arabic specialist, Mr. Mahmoud

al-Batal, who attended selected graduate classes with the students, helped overcome the language barrier. Also, the employment of a specialist, Ms. Frydenberg, who assisted faculty and students in anticipating and overcoming the problems of instruction relating to language, was essential for Group I.

The improved language skills of Group II alluded to earlier were immediately apparent to the instructors during the intensive training of phase III.

It is important to maintain communication between phase I and phase III faculties. The language trainers in Yemen are not always well informed about the progress of their former students. Also, they will welcome recommendations from the campus faculty for improving the phase I preparatory work.

The plan to enable Group III to report to Eastern Michigan University at the beginning of the 1982 Spring Session, thereby extending its time in the U.S. by two months, has major implications for the interrelationship between phase I and phase III. It is important to begin planning immediately for this transition. The implications for staffing and curriculum are considerable.

Members of the Phase III faculty applaud the decision to extend the time for language study on the campus. They point out the benefits of an English speaking environment, including the language learning which comes from living with English speaking roommates and from establishing contacts with American families.

The MOE appears to expect the students to achieve a level of language competence which exceeds that which the English language trainers expect. The goal of the trainers is a support proficiency which will enable the students to understand instruction as it is offered in English. The MOE seems to hope for greater mastery. If this apparent discrepancy is real,

a more common understanding should be developed.

3. In-Country Training (Phase II)

The in-country training, phase II, has proceeded in an exemplary manner. Dr. Sam Moore, chief architect of the program, provided leadership as the Teacher Trainer Coordinator throughout the two years. Dr. Hind Jacob served as an effective Arabic speaking colleague until illness resulted in her re-assignment to the campus. Dr. Saad Nour has been her able successor.

The courses have been compatible with campus expectations both in content and frequency of meetings. (In fact, Yemen classes have exceeded by a considerable margin the number of hours required on campus.)

The courses offered have varied slightly from those recommended in the Sub-Project Paper. However, the modifications have been constructive ones which have taken into account the strengths of the faculty and the needs of the students. It is especially desirable to have scheduled a fourth class for the Group II students whose needs for language instruction were not as great as the others.

A specific and innovative product of this fourth course, CURS0, Analysis of Education in the YAR, is the excellent report, "Educational Change in a Developing Nation: A Study of Government Primary, Preparatory, and Secondary Schools in the Yemen Arab Republic - 1978 to 1981." The eleven Yemeni students who contributed data to that report learned much about their schools, interviewing techniques and the practical application of research.

The non-credit supplementary activities were well chosen and complemented the language instruction in a positive manner. The synthesizing seminar was a helpful culminating experience. Also, the orientation program was highly desirable, with Group II receiving a much improved program in this regard.

The Sub-Project Paper (see page 56) describes "group contact demon-

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stration teaching in selected primary schools as a first semester culminating activity. Also, "demonstration teaching in Primary Teacher Training Institutes at selected times during the second half of the in-country year" is proposed. I found no evidence that either of these activities had occurred. It may be that logistical problems and time limitations complicated the realization of these objectives.

4. Master's Degree at Eastern Michigan University (Phase IV)

This fall, Dr. James Hughes asked the students in Group I to describe "things they could do now that they couldn't do before joining the project" and completing the Master's degree. Twenty-three respondents answered as follows:

Have greater confidence and feel more comfortable about taking on a new job.

Many new teaching methods and skills which can be adapted to Yemeni students.

Am able to build curriculum and adapt it to Yemeni students

Can deal with students in more positive ways.

now how to organize and manage child: classrooms.

Greater knowledge of subject matter.

Know better ways to construct questions for individual students in class.

Can create and use a variety of audio-visual resources.

Know how to develop different types of tests to make a better evaluation system.

Know a variety of ways to share ideas with others.

Help children solve problems for themselves.

Make learning more meaningful.

Many expressed a desire for the opportunity to try out new ideas for improving the quality of teacher education in Yemen.

These testimonials provide evidence that the Master's program did achieve many of the general objectives described for it in the Subproject

paper (see pages 22 and 58).

The following overview of admission standards, graduation standards, faculty quality and program quality will help to provide a more complete picture of the program which the Group I students experienced.

As indicated earlier, all students surpassed the undergraduate GPA standard for admission to a Master's program at Eastern Michigan University, although none met the usual criterion for English language proficiency.

Thirty-three of the 35 students in Group I completed the 30 hour degree program successfully having achieved or surpassed the graduation standard of a 3.00 GPA overall average and a 3.00 in the area of concentration. Individual overall GPA's ranged from 3.00 to 3.67 for a group average of 3.20. (The average grade for all graduate students at EMU during a typical semester approximates 3.50.) Ten of the group exceeded the 30 semester hour requirement by taking from one to seven additional hours. Two students remained on campus for an additional semester of study in an attempt to raise their GPA's (2.80 & 2.90) to the required 3.00.

The two pages which follow list all the faculty who taught Group I students. It will be noted that 21 faculty taught courses which counted on the degree program (the English language courses did not count). Of these 21, 17 hold the doctorate and 18 are members of the regular faculty. The 12 courses in which all Yemeni students were enrolled were all taught by faculty with terminal degrees, each of whom participated in orientation activities as preparation for their responsibilities with the Yemeni.

The faculty demonstrated an impressive commitment to the students. Many sought information about Yemen beyond that provided in the orientation. Most held special tutorial sessions for the students. All made efforts to adapt their course content to the needs of Yemen. The faculty's interest and dedication were evident throughout the year.

The page which follows outlines the program of study which was

EASTERN MICHIGAN UNIVERSITY
 DEPARTMENT OF TEACHER EDUCATION
 GRADUATE PROGRAM IN ELEMENTARY EDUCATION
 Special Program for Students From Yemen Arab Republic

STUDENT NAME _____ STUDENT NUMBER _____

ADDRESS _____ ADVISOR _____

FOUNDATION COURSES (8 hours)	SEMESTER HOURS	SESSION COMPLETED	TRANSFER INSTITUTION	DEPT USE
CUR 683 Workshop in Yemen Education (2)	2		Yemen	
EDP 600 Human Development (2)	2		Yemen	
EDP 677 Research Techniques (2)				
SFD 500 Foundations in Education (2)				
REQUIRED CORE (16 hours)				
CUR 550 Improving Instruction (2)	2		Yemen	
CUR 616 Elementary Curriculum (2)				
EDP 631 Measurement and Evaluation (2)				
EDP 502 Basic Concepts in Educ. Psych (2)				
CUR 687 Elem. Sch. Soc. Studies: Content and Methods (2)				
RDS 61 Teaching Reading in Yemen (2)				
EDP 552 Audio-Visual Instruction (2)				
CUR 697 Seminar in Education (2)				
ELECTIVES (6 Hours Minimum)				

SIGNATURES: Advisor _____ Date _____
 Advisee _____ Date _____

Faculty Who Taught Group I
Yemeni Students

Group I Students - (1980 - 81)
College of Education Faculty

Teacher Education

Dr. Henry Corbacho	EDM 552 EDM 683	Audio Visual Instruction (All) Workshop in Production of Instructional Materials (17)
Dr. Robert Fisher	CUR 657	The Open Classroom (11 & 3)
Dr. Bert Greene	CUR 655	Curriculum Foundations (1)
Dr. Martha Irwin	CUR 680 RDG 680	Elementary School Social Studies (All) Teaching Reading in Yemen (All)
Dr. Hind Jacob	*CUR 550 *CUR 683 CUR 697	Improving Instruction (All) Workshop in Yemen Education (All) Seminar in Education (All)
Dr. Sam Moore	*CUR 550 *CUR 683	Improving Instruction (All) Workshop in Yemen Education (All)
*Mr. Thomas Tobias	RDC 670	Materials and Activities in Language Arts Instruction (8)
Dr. Jerome Weiser	CUR 616 SFD 500	Elementary Curriculum (All) Foundations in Education (All)

Educational Psychology

Dr. Eugene Haddan	EDF 502	Basic Concepts in Educational Psychology (All)
Dr. Hind Jacob	*EDP 600	Human Development (All)
Dr. Warren Williams	EDP 631 EDP 677	Measurement and Evaluation (All) Research Techniques (All)
Dr. Wilbur Williams	EDP 631	Measurement and Evaluation (1)

Educational Leadership

*Mr. Curtis Bartz	EDL 510	Educational Organization (2)
Dr. George Brower	EDL 511	Community Organization (1)
Dr. Frank Daly	EDL 514	Educational Leadership (2)
Dr. William Hetrick	EDL 695	Coping for School Administrators
Dr. Doris Kilanski	EDL 515	Supervision of Instruction (2)

Faculty Who Have Taught or Are
Teaching Yemeni Students

Dr. Doris Kilanski	EDL 517	Evaluating Educational Services	(2)
	EDL 618	Elementary School Principalship	(2)
Dr. Jack Minzey	EDL 512	Community Education	(2)

College of Arts and Sciences Faculty

Biology

Ms. Suzanne Stevens	ESC 505	Science in the Elementary School	(261)
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Foreign Languages and Bilingual Studies

Dr. Jo Ann Aebersold	Dr. John Hubbard
Dr. Jean Bidwell	*Ms. Anne Lindell
Dr. Robert Cline	*Ms. Molly Mazrui
*Ms. Gro Frydenberg	Dr. Brigitte Muller
Dr. Eugene Gibson	Dr. John Pisoni

Courses:

CEN 100	Elementary English as a Second Language
CEN 105	Intermediate English as a Second Language
CEN 106	Intermediate English as a Second Language
CEN 108	Intermediate English as a Second Language
CEN 110	English as a Foreign Language: Oral Comprehension and Communication
CEN 111	English as a Foreign Language: Reading and Writing
CEN 210	English as a Foreign Language
CEN 211	English as a Foreign Language

Geography and Geology

Dr. Laurence Ogden	GEO 448	The Subsurface Water Resources	(5)
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Physics and Astronomy

Mr. David Ruokolainen	PHY 622	New Approaches to the Teaching of Science in the Junior High School I	(9)
	PHY 623	New Approaches to the Teaching of Science in the Junior High School II	(9)

* Temporary Lecturer

** Taught in Yemen

prescribed for the students. It is the University's Master's in Elementary Education slightly modified in accordance with the requirements of the Subproject Paper. The modifications were reviewed and approved by the Dean of the Graduate School.

The program fully meets the Graduate School expectation that there will be 1.) foundations courses which are basic to the field of study, 2.) a well defined concentration area, 3) a course which emphasizes research techniques, 4.) a seminar and 5.) an opportunity for electives.

In spite of the evidence that the students were able intellectually, that they met the requirements for graduation, that the faculty are experienced and competent and that the program meets regular Graduate School standards, there is some discussion in Yemen concerning the adequacy of the Eastern Michigan University Master's. It is difficult to determine the origin and extent of this concern. It may relate to some disappointment in the MOE concerning the level of language mastery which was attained, and a consequent judgment that 2 years in the United States would be preferred. It could be stimulated by faculty at the University of Sana'a who may not want to see the prospective 175 Eastern Michigan University Master's graduates paid at the same level as MA degree holders at the University (a promise which was made by the MOE and has not yet been realized). Students themselves could be contributors, particularly those who had hoped to have more opportunity to study in their respective subject fields. It is possible, also, that there is criticism of the degree to which the Yemeni students were taught in separate courses (a practice which has been modified for Group II).

It is important to invite criticism of the Master's program from any and all sources and to examine its justification. Perhaps the separate review of the program by an outside agency, which is scheduled as a part of this evaluation, will accomplish this goal.

There are additional concerns which need to be addressed. It is not clear that the Master's program is designed to take into account the education courses which the students complete at the University of Sanaa. Outlines or descriptions of the courses are not available at EMU. It is important to gain greater assurance that the two programs are appropriately articulated.

Of greater concern is the question of the relevance of the Master's to the responsibilities which the students will carry as primary teacher trainers in the Teacher Training Institutes. The degree program is designed to prepare "generalists" in spite of the reality that most of the graduates will spend most of their time teaching within their subject matter specializations. (According to the current TTI curriculum, only 6 out of 44 periods of instruction per week are devoted to professional education courses.)

The Sub-Project Paper does describe the expectation that the primary teacher trainers "will be competent to organize and deliver inservice training for primary teachers in their areas." (p. 59) This responsibility would draw upon their preparation as generalists.

The fact remains, however, that the chief occupation of each of the Eastern Michigan University graduates as currently defined will be the teaching of geography, mathematics, English, Arabic or one of the other subject fields.

I am not aware of any list of specific competencies which the MOE expects the students to possess as a direct result of the Master's program. Such a list would be highly desirable. It could be derived from a careful look at the responsibilities which the students will eventually carry and could serve as a set of criteria for appraising the Master's curriculum.

It is particularly urgent to develop a more precise understanding of the purposes of the Master's degree in view of the recently announced

plan of the NOE to implement four different curricula in the Teacher Training Institutes. Two of these curricula are designed to prepare classroom teachers who as generalists will be responsible for all subject areas in primary schools. A third pattern is for the purpose of training teachers for preparatory (junior high) schools. A fourth places particular emphasis on the preparation of subject matter specialists who will be assigned to urban schools.

On the occasion of the announcement of these plans (the October 25, 1981 evaluation meeting), "...it was agreed that the Eastern Michigan University staff, at both the Ypsilanti and Sanaa campuses, will utilize the ... information to adjust the academic programs of the participants to meet the needs of the four new programs." Clearly there is an obligation to undertake these adjustments as quickly as possible.

5. Concluding Year of the Program (Phase V) Anticipated

Phase V of the program is not appropriately included as a part of this two-year evaluation since it has not yet occurred. Nevertheless, reference to it is included in order to express some concerns.

The two project staff who are currently fully occupied with Phase II responsibilities in Sanaa are expected to implement Phase V activities in Sanaa, Taiz and Hodeidah. Is it realistic to add the following to their present duties? (See page 59.)

"During this final year of the training cycle, Project Staff will focus their efforts on assisting key Primary Teacher Training Institute staffs in initiating Inservice Programs. Program participants will, at the conclusion of their training, have extensive experience both in theoretical and practical dimensions of teacher training. In addition, they will have earned the Master's Degree in Primary Teacher Training, Administration, and Supervision. This should render them among the most highly qualified persons within the education sector in Yemen. It is entirely reasonable therefore, to expect that they will be competent to organize and deliver inservice training for primary teachers in their areas.

In addition, during this concluding phase of the three-year training cycle, project staff members will concentrate their efforts at providing supervision and inservice assistance for program participants on site at their Primary Teacher Training Institutes assignments.

Accompanying this supervision will be periodic workshops spread throughout the year. These workshops will serve as the capstone experience for the training program.

Entitled "Selected Problems in Primary Teacher Training in Yemen, these workshops will incorporate the following objectives:

- A. To involve program participants in a close examination of the problems and issues confronting the development and upgrading of primary education in Yemen - with particular attention paid to local situations.
- B. To assist program participants in organizing and conducting action research oriented projects; and
- C. To assist trained Primary Teacher Training Institute staff in applying models for conducting inservice assistance to primary school teachers and administrators working in proximity to the Primary Teacher Training Institute."

The placement of the Group I graduates in the Teacher Training Institutes was complicated by an imbalance between the number of subject matter specialists and the number of openings, especially since the students

expected to return to the provinces from which they came. For example, six graduates who were specialists in one of the social sciences were assigned to the Taiz Boys Teacher Training Institute while only three were needed. In addition, there was some evidence that TTI directors were a little reluctant to replace experienced Egyptians with inexperienced Yemenis.

If it were possible for TTI directors to have a role in the identification of the students to be selected for the project, that might help to create a better match between subject area needs and personnel and a more positive attitude toward the appointment of these young but promising professionals.

B. The Inservice Training Component

The general description of the inservice training component is as follows: (pp. 24 and 25)

- "(1) Inservice Programs for primary school teachers designed and field tested by the Division of Inservice Education of the Ministry of Education will begin in 1980 and will focus on improvement of teaching techniques, methodology and the development of appropriate instructional materials. These will be of the type that are inexpensive and can be teacher-made.
- (2) The Inservice Training Division of the Eastern Michigan University with the project technical assistance team will design and develop an inservice program for unqualified teachers consisting of content, primary teacher education, methods of instruction, classroom management, use of the audiovisual materials and teaching strategies."

There has been no progress in implementing these programs. The primary commitment of the MOE to the opportunities and obligations of the UNICEF inservice project has delayed the Ministry's essential participation in the planning of these activities.

It is most unfortunate that two years have elapsed without giving adequate attention to this key aspect of the overall project. The urgent need to give assistance to the large number of unqualified teachers should be addressed promptly and aggressively by the project staff.

Staff time (The Teacher Trainer for Inservice) has been diverted to other activities in the absence of an opportunity to work on inservice programs. It will be necessary to reclaim that time in order to proceed with the tasks which remain to be accomplished.

- C. The Master's Degree Program at Eastern Michigan University for Inservice Personnel
- D. The Master's Degree Program at Eastern Michigan University for PTTI Administrators

The Primary Teacher Training Sub-Project Paper describes a plan for Master's degree training for inservice personnel:

"The staff members of the existing Inservice Training Division of the Ministry of Education consisting of five professionals will be scheduled for Master's Degree training in the United States. The specific time frame of study for this group will be developed in consultation with the Ministry of Education and the technical assistance team." (p. 23)

The commitment to prepare directors of the Teacher Training Institutes at the Master's level is less clear:

"Seven of the current directors of the 15 PTTIs are university graduates. These seven directors have been nominated by the Ministry of Education to receive academic training in school administration under this project. These persons will receive training which emphasizes primary education.

The administrators for the four other PTTIs (eleven PTTIs operating after consolidation), will receive academic training as administrators under the regular program."

Will the seven be enrolled in a Master's program? If so, what will be the content of that program? What is the "regular program" to which reference is made for the other four?

Early identification of the individuals to be chosen for either the administrative or the inservice training is necessary if they are to receive the English language training which is a prerequisite to academic study in the United States.

At this point, however, the most serious deficiency is the absence of specific statements which describe the expected results of the study programs which are proposed.

IV. Primary and Science Education Sub-Project

The Primary and Science Education Sub-Project Paper describes the general purposes of this program as follows:

"This sub-project will provide assistance to the Faculties of Science and Education at Sanaa University to 1) develop, equip and staff a science education program capable of training science teachers appropriate for the preparatory, secondary and PTTIs of Yemen and 2) establish a Department of Primary Education with qualified staff offering courses in general primary education, PTTI staff training and administration and supervision. Further, the faculties will have the capability to provide inservice training as required in primary education and science methods.

To support the activities of the staff, two laboratories for science education and a curriculum materials and research and development center will be established.

Through a combination of U.S. and on-the-job training, the sub-project will train eight science educators and six primary education personnel. Technical assistance will be provided for the development of science content and science methods courses as well as professional courses at the primary education level."

Another evaluator, Dr. Joseph P. Carney (HRDO, USAID/Lesotho), has described in detail the difficulties which have been experienced in proceeding with the implementation of this critical Sub-Project. His knowledgeable criticism will appear in the main report and needs no elaboration here.

In addition, Dr. Andrew Nazzari, Chief of Party throughout the two years, has written an analysis of the relationships between Eastern Michigan University and the University of Sanaa concerning this sub-project. (That report is available through the interim CPO.)

A promising development is the recent acceptance by the University of Sanaa of Dr. David Ost, one of the nominees for the position of Science Education Adviser. However, four previous nominees had been rejected, as had two candidates for the position of Education Planning Specialist.

As indicated earlier, the absence of an effective mechanism to implement the collaborative mode has been especially harmful in developing a partnership with the University of Sanaa. It is time, however, to look to the future and to build the consortium of interests which will enable this crucial aspect of the project

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to succeed. If this does not occur, the prospects for building a national capacity to prepare primary teacher trainees is indeed bleak.

I want to express a concern about the role and administrative relationship of the Educational Planning Specialist as described in the Sub-Project Paper. The commitment to a "flexible" mode does not justify the absence of a more specific role definition. Also, the importance of the position is compromised by placing it in a subordinate relationship to the Science Team Leader. It is hoped that these shortcomings will be corrected under the leadership of the Chief of Party - using the collaborative mode.

V. Core Sub-Project

A: Educational Planning and Administration Element

The strategy for achieving this element is described in the Core Sub-Project Paper as follows: (pp. 31 and 33)

"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.

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 degree, 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."

The comments which appear in Section II of this evaluation are relevant to the proposed Council for Basic Education Development and the collaborative model which it is designed to facilitate.

Plans for updating the Education Sector Study are underway and personnel should be in Yemen within the next six months to accomplish that task.

The other aspects of this element are dependent upon the appointment of the Education Administrative Planner. If the recent nomination of Dr. Saad Noor for that position is approved, he will be able to expedite the strategies which remain to be implemented.

B. Eastern Michigan University Project Management Element

The purpose of this element is briefly described as follows: (p. 42)

"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."

All authorized positions for the Management System are filled as follows:

Campus

Project Manager/Principal Investigator (50%) - Dr. Louis Porretta
Administrative Assistant (100%) - Ms. Martha Reesman
Campus Training Coordinator (100%) - Dr. Hind Jacob
Secretary (100%) - Ms. Arlene Phillips

Field-Based (All positions are 100%)

Chief-of-Party - Dr. Scott Street (Interim)
Administrative Officer - Mr. Paul Sopchack
Local Hire Staff:

Administrative Assistant - Mr. Mohammed al-Jumley
Secretary - Romona Cruz

Clerk/Typist } These positions are filled by persons with
Drivers (2) } appropriate skills.

The appointment of an interim Chief-of-Party resulted from an inability to culminate a search process within the six months which elapsed between the resignation of the COP and the need for a replacement. (Field-based

personnel are permitted to delay a decision concerning renewal of contract until six months prior to the end of their two years.) The need for continuity makes the selection of an interim COP regrettable, although Dr. Scott Street has served in that role in an admirable manner.

There are some circumstances in the administration of the project which must be described as incredible when measured against usual standards of efficiency. The absence of telephones in the Yemen office, for example, has resulted in an inordinate waste of time. The need to drive to AID offices, the MOE or the University of Sanaa, not knowing whether the person(s) to be contacted will be available, can hardly be described as cost-efficient. Happily, the MOE has promised that telephones will be installed in the immediate future.

Another complication in communication has been the placement on the campus in the University Bookstore of the telex machine, presided over by part-time help. This has meant that urgent messages from the field have sometimes languished in the Bookstore for a day or two before being conveyed to the International Projects Office. (The recent installation of a machine in the International Projects Office has corrected this situation.)

In general, project management in the field appears to be proceeding well. The arrival last June (1981) of the Administrative Officer, Mr. Paul Sopchak, has resulted in more attention being given to logistical and administrative concerns. However, the precise definition of his duties and authority has been complicated by the fact that he has worked with three different Chiefs of Party (Dr. Nazarro, Dr. Porretta, Dr. Street) during his first six months.

Difficulties in clearing items from Customs, securing visas and licenses, obtaining water and furniture for the World Bank Building and in providing appropriate salaries for the building maintenance and security personnel are being relieved through the necessary cooperation

of the MOE.

The filing system appears to be developing satisfactorily, although the Interim Chief of Party and the Teacher Trainer Coordinator would prefer to have access to a more complete record of past memoranda and correspondence.

It is highly desirable, if not essential, to have an EMU person serving as Chief of Party. Familiarity with University policies, procedures, personnel and programs is immensely helpful in developing and maintaining an effective relationship between the field and the campus. It is hoped that the new appointee will be an experienced member of the EMU staff.

Project management on campus has been satisfactory for the most part, although when the Campus Training Coordinator position was vacant (five months) and the Project Manager was in the field, the remaining staff were overloaded.

Campus staff have had to spend a disproportionate amount of time relating to personnel search procedures. It is disheartening, therefore, whenever nominees are rejected in the field.

The International Projects Advisory Committee composed of University faculty and administrators has been helpful in offering counsel and in involving the campus more broadly in matters relating to the Basic Education Development Grant. Its effectiveness can be increased through more frequent meetings and a more specific definition of its role.

Some field staff and temporary duty personnel have wished for greater assistance from the campus office in understanding pre-departure arrangements for vaccinations, visas, travel, luggage and all those personal matters relating to an assignment in Yemen. A prepared check list or set of directions could relieve this criticism.

Campus management staff perceive communication between the campus and USAID/Washington as being excellent. However, there have been some

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occasions for concern about USAID/SANAA's interpretation of USAID/ Washington's contract regulations. This is attributed to the absence of a USAID contract officer in Sanaa, an apparent casualty of economies at the federal level.

Project staff in Sanaa and Ypsilanti have expressed a need for improved communication between the two locations. Both centers should give better definition to the information each needs. The Project Manager then should develop the necessary systems to make certain the requested information flows as required.

VI. Instructional Materials Sub-Project

The Core Sub-Project Paper describes the Instructional Materials Sub-Project as follows:

"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 the subproject." (p. 6)

"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." (p. 8)

A separate Instructional Materials Sub-Project Paper has not been prepared as yet. Apparently a judgment has been made that the prospects for a positive response to such a proposal are not good - given the current status of the U.S. economy.

VII. Summary

The progress which has been made during the two short years of this project is most impressive. All of the persons associated with this significant enterprise should be proud of their individual and collective accomplishments.

The following are brief one-sentence summaries of the recommendations which have appeared in the body of this report. (Page numbers indicate the context within which the recommendations were stated.) The prospects for achieving each are good given the excellent foundation which has been established.

1. Implement the Coordinating Council on Basic Education (pp. 3 and 22)
2. Utilize the Project Implementation Letters. (pp. 3 and 4)
3. Utilize the collaborative mode in the selection of program participants, including input from the directors of the Teacher Training Institutes concerning the subject matter specialists who are needed (pp. 6 and 17)
4. Provide for the official matriculation of students before, or at least during, Phase I. (pp. 6 and 7)
5. Implement the promised salary increment for the Master's graduates. (p. 7)
6. Improve communication between Phase I and Phase III language trainers. (p. 9)
7. Achieve greater understanding and concurrence concerning the level of language mastery which is feasible. (pp. 9 and 10)
8. Provide for demonstration teaching in primary schools and in PTTI's as a part of Phase I. (pp. 10 and 11)
9. Determine the origin, extent and validity of perceived criticism of the Master's program which was provided for Group I. (p. 13)
10. Develop descriptions of specific outcomes expected from each of the Master's programs to make certain that each is related to the work to be assigned to the graduates. (pp. 14, 15 and 19)
11. Re-assess the duties assigned to the two teacher trainers and the Chief of Party to determine whether it is feasible for them to assume responsibility for the in-service component and the Phase V program. (pp. 16 and 18)
12. Identify participants for the advanced study in administration and in-service to permit them to begin their English language study. (p. 19)
13. Implement the in-service training component (p. 18)
14. Accelerate the process for identifying and appointing the Science Education Advisors (p. 20), the Education Planning Specialist (p. 20)

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and the Education Administrative Planner. (p. 23)

15. Define the role of the Education Planning Specialist in a manner which assures the status and authority required to achieve its purpose. (p. 21)
16. Appoint an EMU staff member as COP as soon as possible. (pp. 23 and 24)
17. Utilize more fully the campus International Projects Advisory Committee. (p. 25)
18. Develop a check-list of procedures for personnel going to Yemen (p. 25)
19. Improve communication between project management staff in Sanaa and in Ypsilanti (p. 26)
20. Proceed with the preparation of an Instructional Materials Sub-Project Paper when prospects for its approval improve. (p. 27)

Attachment A

Materials Read for the Second Evaluation of
The Basic Education Development Grant

1. Primary Teacher Training Sub-Project Paper (219 pages)
2. Core Sub-Project Paper (72 pages)
3. Primary and Science Education Sub-Project Paper (89 pages)
4. Semi-Annual Report: September, 1979 - February, 1980 (95 pages)
5. Annual Report: September, 1979 - August, 1980 (188 pages)
6. Semi-Annual Report: September, 1980 - April, 1981 (269 pages)
7. Annual Report: May, 1981 - September, 1982 (Draft Report)
8. Participant Training: Group I Progress Report, January, 1981 (66 pages)
9. Preliminary Report on Relations of Eastern Michigan University and Sanaa University Concerning the Implementation of the Primary and Science Education Sub-Project, Prepared by Andrew Nazzaro Chief of Party, August 27, 1981 (10 pages)
10. Primary Teacher Training Sub-Project Annual Workplan: September 6, 1981 - September 11, 1982 (Draft) (15 pages)
11. Brief Summary of Meetings of the Second Annual Evaluation Committee: October 20, 21, 22, 24 and 25, 1981 (5 pages)
12. Report Presented by Dr. James Hughes on the Group One Participant Training Program at the October 21 Second Annual Evaluation Meeting (5 pages)
13. Specific Report on the October 25, 1981, Second Annual Education Evaluation Committee Meeting (7 pages)
14. Second Annual Evaluation of the Basic Education Development Grant, USAID Project No. 279-0053. Prepared by Dr. Joseph P. Carney, HRDO, USAID/Lesotho (Draft) (21 pages)
15. Educational Change in a Developing Nation: A Study of Government Primary, Preparatory and Secondary Schools in the Yemen Arab Republic: 1978 to 1981 by N. Sam Moore (54 pages plus Appendices)

Attachment B

Interviews and Meetings

Yemen Arab Republic Government - (YARG)

Dr. Muhammad Ahmed al-Asbahi
Minister of Education

Mr. Ali Abdo M. al-Kobati
Director General for Teacher Education
Ministry of Education

Mr. Zayd al-Shami
Director General for General Education
Ministry of Education

Mr. Ali Ghafari
Associate Director
Ministry of Education

Mr. Abdullah Said Dabwan
Director of Education
Ibb Governorate

Mr. Abdul Fattah Jamal
Director of Education
Taiz Governorate

Mr. Abdullah Hamaqy
Director of the Ibb Teacher Training Institute for Boys

Mr. Habibah al-Khairy
Director of the Ibb Teacher Training Institute for Girls

Mr. Mohamed Alwan
Director of the Taiz Teacher Training Institute for Boys

Saad Shahun
Director of the Taiz Teacher Training Institute for Girls

Horya M.Y. al-Aryani
Staff Counterpart, BEDP Headquarters

Mr. Quassem M. al-Mutawakil
Staff Counterpart, BEDP Headquarters

Attachment B (continued)

Eastern Michigan University (E.M.U.)

YEMEN

- Dr. Louis Porretta
Director, Office of International Projects
- Dr. Scott Street
Interim Chief of Party
- Dr. James W. Hughes
Teacher Training Coordinator, Primary Teacher Training Sub-Project
- Dr. Saad Norr
Teacher Trainer: In-Service, Primary Teacher Training Sub-Project
- Mr. James Hanson
English Language Trainer, Primary Teacher Training Sub-Project
- Ms. Veronica Hart
English Language Trainer, Primary Teacher Training Sub-Project
- Ms. Susan Ward
English Language Trainer, Primary Teacher Training Sub-Project
- Mr. Paul Sepchack
Administrative Officer, Basic Education Development Grant

YPSILANTI

- Ms. Martha Reesman
Administrative Assistant, Basic Education Development Grant
- Dr. Hird Jacob
Campus Training Coordinator, Primary Teacher Training Sub-Project
- Dr. N. Sam Moore
Former Teacher Training Coordinator, Primary Teacher Training Sub-Project
- Ms. Susan Burt
Assistant Dean of the Graduate School
- Dr. John Hubbard
Head of the Department of Foreign Languages and Bilingual Studies
- Dr. Leah Adams
Former Interim Head of the Department of Teacher Education

Attachment B (continued)

Eastern Michigan University E.M.U.

YPSILANTI

Dr. Jean Bidwell
Professor, Department of Foreign Languages and Bilingual Studies

Dr. Joanne Aebersold
Associate Professor, Department of Foreign Languages and Bilingual Studies

United States Agency for International Development/Yemen (USAID/Y)

Dr. Patsy Layne
Human Resources Development Officer

Attachment C

Sites Visited

Headquarters for the Basic Education Development Grant	Sanaa
Defense Language Institute	Sanaa
Ma'in School	Sanaa
Arrawa Girls' Schools	Sanaa
Boys' Teacher Training Institute	Tacc
Girls' Teacher Training Institute	Tacc
Boys' Teacher Training Institute	Ibb
Girls' Teacher Training Institute	Ibb

BASIC EDUCATION DEVELOPMENT PROJECT EVALUATION

(279-0053)

APPENDIX E

MARCH 1982

SUMMARY REPORT

**BY DR. WATSY P. LAINE
:USAID/SAHAR**

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REPORT

The evaluation process began in October and continued into early December, 1981. The synthesis of reports took place from January through early March. The Ministry of Education was represented by Mr. A. al-Kobati, the MOE Project Manager; Mr. Z. al-Shami, Director General for Teacher Training and Mr. A. al-Ghafazi, in charge of donor coordination. USAID was represented by Dr. Patsy Layne. Eastern Michigan at Ypsilanti was represented by Dr. Louis Porretta, Director of the International Programs Office; and EMU/Sanaa by Dr. Scott Street, Acting Chief of Party; Dr. James Hughes, Teacher Training Team Leader; and Dr. Saad Noor, PTTI Inservice Trainer, who served as translator. External evaluators were Dr. Anna Chandler, Primary Education Evaluation Specialist who visited EMU/Y and Yemen; and Dr. Joseph Carney, Human Resources Development Officer from USAID/Lesotho. Dr. Scott Westerman, Dean of EMU Faculty of Education also participated.

The evaluation, involving decision-makers from all concerned entities, was a dynamic, collaborative, action-oriented process.

The report, written in March, notes actions that were taken subsequently as well as recommendations for corrective action that were made during the evaluation itself. Recommendations immediately follow the discussion of each issue identified. In instances where a recommendation was not collaboratively made, the recommenders are identified.

Dr. Larry Haymen from AID/W; Steve Dean, AID/W, SER/CM and Dr. Jean Bidwell, Acting Director of International Programs, EMU/Y, were in Yemen and participated in the Field Review in late May, 1982.

It was agreed that since the second annual evaluation was comprehensive, intensive and extensive, covering eighteen months from October 1, 1980 through March, 1982, that the third evaluation, to be conducted in late August/September, 1982 will be in-house and cover only the six months from March through September, 1982.

During the Field Review, this report was thoroughly discussed, and revised on the basis of inputs from the MOE, AID/W, and Dr. Bidwell, EMU/Y.

In reviewing this synthesis report the MOE initially objected to the inclusion of items in the report not dealt with during the joint sessions with Dr. Carney, which had focussed almost exclusively on the PTTI subproject, but after consideration and discussion, agreed on most points concerning the overall project. Revisions were made in the report to reflect MOE feedback during the Field Review. An unresolved difference of opinion was the MOE objection to the USAID and EMU/Sanaa conclusion that the project is not adequately involving women. MOE was asked to supply a brief MOE position paper on female education and additional information on MOE action taken to correct this situation to include in the report.

In the process of reviewing the synthesis document, many issues were further clarified and decisions made. It has been difficult to stay within time parameters (or any other kind) in this report, since there is the pragmatic need to keep so many different people informed with current information and this report is a convenient vehicle. Therefore, the reader is asked to keep in mind the "afterthought" nature of both fact and opinion in this report.

Patey Layne
USAID/Sanaa
June 4, 1982

I. INTRODUCTION

Basic education is the variable that determines the rate at which Yemen can improve its economic well-being and overall stability. Further, a trained labor force is built from a populace with sound general education. Therefore, basic education has been given high priority by AID and the Yemen Arab Republic Government (YARG).

The public education system in the YAR started after 1962. Notwithstanding the emphasis that the YAR and donors have placed on education at all levels since 1962, the present national education system has serious problems to overcome:

- a. Lack of access to primary education by 65% of the population;
- b. Seventy-five percent of the existing primary schools do not offer a complete primary program. Many offer only grades one through three;
- c. The adult literacy rate is estimated at 18%;
- d. Secondary level training facilities are underutilized, due to several factors, one of which is low primary school input;
- e. There is a lack of Yemeni teachers for all levels, with almost total dependence on expatriate staff;
- f. Education salaries are low, vis-a-vis private sector and other government sector salaries;
- g. There is a general shortage of trained professionals in education and of candidates for donor scholarships.

The problems facing the YARG in the education sector are massive, yet they must be addressed. AID's response, through the Basic Education Development Project, is to strengthen critical leverage points through a multi-purpose program aimed at the primary education system.

The purpose of Basic Education Development Project 279-0053 (BEDP) is to provide sector-wide support to basic education through a series of subprojects. The first subproject Primary Teacher Training Institutions began in FY79. Two subprojects, CORE/ Administrative Support and Primary/Science Education began in FY82. An additional subproject Instructional Materials/Media is planned for FY84. The currently authorized LCP funding is \$28.2 million, with FY87 as the termination date. Eastern Michigan University (EMU) is the Contractor.

An external evaluation of the BEDP was carried out from October 20, 1981, through December 16, 1981. This second annual evaluation had the following purposes:

- a. To assess the extent to which the overall project design was still valid;

- b. To assess project implementation;
- c. To identify problems and make recommendations for the LCP Implementation Plan and the 1962 annual work plans.

II. EVALUATION METHODOLOGY

The evaluation procedures followed were, first, to collect information by examining documents, visiting EMU campus at Ypsilanti, Michigan, Yemeni schools, PTTIs and project classrooms to observe and interview participants and staff; second, to present information and identify issues; and third, to make decisions and recommend action through a series of collaborative work sessions by EMU, the MOE and AID. Dr. Anna Chandler visited the EMU campus at Ypsilanti, Michigan, prior to coming to Yemen. On campus she interviewed faculty and Yemeni students, observed classes and examined student records and other documents.

Each of the team members then submitted a report to Dr. Patsy Layne which contained major issues identified, decision reached and recommendations made. Dr. Layne compiled a draft report and submitted it to the Yemen Arab Republic Government, to EMU and to AID/Sanaa. Dr. Chandler's, Dr. Westerman's, Dr. Carney's and the MOE reports are appended. The Ministry of Education gave extraordinary, competent and complete commitment to the evaluation task. Both Mr. al-Ghafari and Mr. al-Shami participated in the first year evaluation and were knowledgeable about the project. Mr. al-Kobati, who had recently replaced Mr. al-Houthi as Director General of Teacher Education, had taken advantage of every opportunity to become familiar with the project. The MOE was preoccupied initially with the PTTI subproject and said frankly that they needed more information about the proposed subprojects. Both EMU and the MOE were creative and flexible in seeking solutions to problems identified. It is clear that EMU, AID and the MOE believe the project has great potential and are committed to making it work.

Two kinds of external evaluation expertise were needed:

- a. Management of development education projects; and
- b. Primary teacher training.

The evaluation team consisted of eleven members.

External Evaluators

Dr. Joseph Carney, Human Resources Development Officer, USAID/Lesotho
 Dr. Anna Chandler, Elementary Teacher Training Coordinator, Detroit, Michigan

Yemen Arab Republic - Ministry of Education

Mr. Abdo A. al-Yehawi, Director General of Teacher Education
 Mr. Zayd Ali Hamid al-Shami, Director General for General Education
 Mr. Ali Ghafari, Associate Director of Education and Coordinator
 of Foreign Assistance

Eastern Michigan University

Dr. Louis Porretta, Director, Office of International Programs
 Dr. Scott Street, Acting Chief of Party
 Dr. James Hughes, Team Leader, PTI Subproject
 Dr. Saad Noor, Instructor
 Dr. W. Scott Westerman, Jr., Dean, College of Education

USAID/Sanaa

Dr. Patsy P. Layne, Project Officer

Due to difficulties in securing the services of the external evaluators, different aspects of the evaluation took place from October 20 through December 16, 1981, chaired as follows:

October 20-31:	Assessment of overall project in Yemen: Dr. Joseph Carney, External Evaluator Mr. Ali Ghafari, MOE
October 31-November 8:	Assessment of academic program of PTI in Yemen: Dr. Scott Westerman, EMU Mr. Ali Ghafari, MOE
November 16-20:	Assessment of EMU academic program at Ypsilanti Campus: Dr. Anna Chandler, External Evaluator
December 15-16:	In-house evaluation of TESL Program in Yemen: Dr. Patsy P. Layne

III. SUMMARY OF FINDINGS

The overall goals and purposes of the project were deemed valid and the general strategy sound. In spite of many problems that need to be resolved, the EMU team has achieved considerable and significant success in implementing some of the components of the subprojects in coordination with USAID and YARG. The collaborative mode of assistance, though imperfectly utilized, promises to be a flexible and effective management tool for development. Project implementation is proceeding successfully with three of the subprojects now being implemented. USAID, the external evaluators, and EMU/S stressed the importance of implementing the IMC subproject, and USAID recommended that it include an instructional broadcasting component. The Primary Teacher Training Institution (PTTI) Subproject, which was started in 1979, was examined in depth. While many recommendations were made for improving the PTTI, in general it is on schedule toward one of its major goals of fully staffing the PTTIs with qualified Yemeni. It is not, however, educating women teacher trainers to the extent planned.

Action decisions from the first year's PES have been partially carried out as follows:

1. **PLANNING AND IMPLEMENTATION:** Detailed Life-of-Project Implementation Plan to be prepared as specified in PP and PIO/T. All activities postponed from first year to be implemented during second year, including in-service and MOE management system components.
2. **STAFFING:** Project to be immediately and fully staffed in accordance with PP and PIO/T, including Administrative Officer and Arabic speaking Teacher Trainer.

There is, to date, no approved budget and work plan for FY82 for any of the subprojects, and no IOP detailed implementation plan.

Plans for coordinating with UNICEF to implement the in-service component were initiated. With the arrival of a team leader for the A/S Subproject, it is expected that the development of an improved management system will get underway.

The PTTI Subproject was fully staffed with the assignment of an administrative officer and an Arabic speaking teacher trainer to the EMU field staff. However, there was a five month delay in replacing the Chief of Party, who completed his tour September 16, 1981. The new COP received MOE and AID concurrence in November, but did not receive YARG clearance until January 26, 1982, and arrived in Yemen in mid-February. Acting COPs were brought out from mid-September through most of December, and the PTT team leader served as acting COP from late December until the arrival of Forretta in mid-February.

There were delays in staffing the Primary and Science Education Subproject (P/SE), and the Administrative Support Subproject (A/S)

due to internal YARG procedures and to communication difficulties between EMU and Sanaa University.

There was general agreement that the BEEP is a successful project. The major issues and factors which have hindered implementation are summarized below and discussed in detail in the "Major Issues" section of this paper.

A basic reason for many of the problems that have arisen was the failure of AID, EMU and the YARG to work closely together and to develop solid professional working relations and a clear understanding about what the project was designed to accomplish. AID did not adequately fulfill its monitoring function. The communication among the three entities, AID, YARG and EMU, tended to be one-way transferrals of information rather than collaboration. Secondly, the Basic Education Advisory Council was not formed until late 1981, one year later than planned. If this had been a functioning body, as prescribed in the PP and Agreement, many issues could have been resolved before they became problems.

The evaluation process itself was a valuable mechanism for beginning the collaborative mode. The MOE, EMU and USAID worked with the external evaluators over a period of eight weeks examining documents, interviewing staff and returned participants, visiting PTIs and Yemeni schools, observing project classes, discussing in detail the problems that were identified, negotiating solutions and assigning action responsibility. Action was taken immediately on many of the issues. These are described in detail in the "Subproject Reports" section.

Since the evaluation sessions were used as a forum for resolving problems, real progress was made toward implementing the two new subprojects, improving the PTI Subprojects and identifying sector needs that must be addressed by either new subprojects or by reshaping existing subprojects. The major issues that were not so amenable to immediate solution are:

1. Ensuring that AID, EMU and the YARG collaboratively manage and monitor the project;
2. Securing coordination among Sanaa University, the MOE and the Central Planning Organization (CPO);
3. Increasing the participation of women in the project;
4. Ensuring that U.S. academic degree programs are relevant to the needs of Yemen and have credibility in the eyes of the Yemeni;
5. Keeping the project fully staffed with qualified people who are Arab speakers, in positions where that is required; and
6. Reaching the objectives of the in-service component of the project.

IV. MAJOR ISSUES

1. Collaborative Assistance Mode: AID Contracting with Eastern Michigan University

1. The Collaborative Assistance Mode: AID entered into a collaborative assistance form of contracting with Eastern Michigan University (EMU) on September 10, 1979. Through this contract, EMU is charged with the responsibility of developing a basic education program in collaboration with the Yemen Arab Republic and with USAID/Sanaa. The project is to be implemented through four subprojects. Defining, understanding and implementing the "collaborative mode of assistance" has presented difficulties. The CORE subproject paper acknowledges that this BEDP is the first education sector assistance project that will be implemented by USAID in the innovative style of the collaborative mode and that it will require constant monitoring activity by all cooperating agencies. The subproject paper states:

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

A second feature of the collaborative mode is the long-term involvement of a United States educational institution, in this case EMU, with the view to establishing a supportive relationship with the host country that will extend beyond the life of the project.

The division of responsibility is that the host country is to assume the leadership role, the contractor is responsible for implementation, and AID has the responsibility for monitoring. In practice, however, it is necessary for all three agencies to be involved to some degree in the entire process.

In point of fact over the past two years there has been no regular and systematic assessment of the project outcomes by the YARC, EMU and USAID. Nor had there been much coordination or leadership exercised by MOE/YARC. AID had interpreted its monitoring role as being more uninvolved than was advisable during the early stages of the project. Secondly, communication has been sporadic and unsatisfactory. Reports on student progress and expenditures did not reach Yemen on a regular and timely basis from the Ypsilanti campus. Mail/pouching is routinely slow and often erratic. Documents were often not distributed to all three entities, and were usually in either English or Arabic, but seldom in both languages. No regular assessment meetings had been held, as prescribed in the PP, PTO, T and agreement documents.

In fairness, each of the three responsible agencies have had staffing problems and the action officers had many other responsibilities. The MOE had a changeover in personnel, with a long time lag between the departure of Mr. Ibrahim al-Houthi, the Director General of Teacher Training, for his Ph.D. work at the University of Michigan, and his replacement, Mr. A. al-Kobati. Both Messers al-Houthi and al-Kobati assume a wide range of other MOE responsibilities, with little staff support. The AID project officer was also the Chief of the Human Resources Division of the Mission and assumed the role of the Mission Director on many occasions. Secondly, he was responsible for the Mission's overall scholarship program and during this time, the decision of the YARG to withdraw students from American University of Beirut put a tremendous extra burden on AID as efforts had to be made to place them elsewhere. EMU has had difficulty securing qualified people and getting them into the field. Until the arrival of the administrative officer in June 1981, the Chief of Party had to carry out all administrative and logistical tasks as well as direct the PTTI Subproject. He understandably had little time to devote to achieving consensus with Sanaa University, the MOE and AID.

Unfortunately, the usual pattern for all three was to decide and notify the others. Or at best, to decide and ask for concurrence.

Use of Arabic is absolutely essential for communication with the Ministry of Education, and using a hired interpreter has not been a viable solution. The matters under discussion are of a highly technical and sensitive nature and require an interpreter involved in the education process, with status in the eyes of the MOE, and a high level of general education, who is completely bilingual. AID has no such person on the staff. EMU has had Dr. Hind Jacobs and Dr. Saad Noor, but their teaching duties precluded their active participation to the extent required. Seemingly trivial differences in translation of letters, basic documents and oral messages have caused serious misunderstandings that required hours of bilingual negotiation to unravel. It is not surprising that all three entities had not engaged in three-way dialogue to the extent that was required.

a. Basic Education Development Advisory Council

Section 5.4.a. of Project Agreement, Amendment No. 1 on Special Covenants dated September 24, 1980, stipulates that the YARG after consultation with USAID will "set up a Basic Education Development Council to advise on all subprojects".

Pages 16 and 22 of the CORE Subproject paper explain in detail the nature and function of this advisory council. It states, "This council, consisting of representation

from the Ministry of Education, Sanaa 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".

Such a Basic Education Development Council was not established. In November 1981, USAID wrote Project Implementation Letter No. 1 under the CORE Subproject requesting the YARG to establish such an advisory council, as is specified in the Special Covenants of Project Grant Agreement Amendment No. 1. The two year delay in establishing this council has had serious negative effects in the overall planning and coordination of the three subprojects of the BEDG.

b. Project Implementation Letters

Although the Project Grant Agreement to implement the Primary Teacher Training Subproject was signed on August 28, 1979; Amendment No. 1 to implement the CORE Subproject was signed on January 6, 1981, and Amendment No. 3 to implement the Primary Science and Education Subproject was signed on January 7, 1981, USAID had not issued any Project Implementation Letters to the YARG with copies to EMU and other concerned YARG Ministerial parties about acceptance or rejection of the Conditions Precedent of the three subprojects until November 1981. There was no documentary evidence that Conditions Precedent had been met as required prior to disbursement of funds. Significant damage has been done to the implementation of the BEDG in the three subprojects by the failure to address through Project Implementation Letters such issues as establishing who are the proper designated YARG officials to coordinate the entire grant and each subproject, the establishment of the Basic Education Development Advisory Council, the establishment of participant selection procedures acceptable to YARG, EMU and USAID, evidence of availability of sufficient office and classroom space and facilities necessary to carry out subproject activities and other matters of project concern addressed in the Special Covenants of the Project Grant Agreement and amendments. USAID issued subproject implementation letters concerning these issues in November 1981.

c. Reporting

Reports and work plans have not been submitted regularly nor on time. Secondly, reports have not always been distributed to the MOE. There were several reasons for the delay in submitting annual work plans and budgets:

1. delays in replacing the Chief of Party and in filling the positions of team leader for two of the subprojects;
2. the desire to incorporate evaluation recommendations in the FY82 PTTI work plans; and
3. the acting COP and the administrative officer lacked expenditure information from the home office that would enable them to budget realistically.

The recommendation is that reporting requirements for FY82 be clearly identified and meet contractual obligations, and that all documents are submitted in both Arabic and English and are distributed to appropriate YARG officials.

Fiscal reporting was unsatisfactory from AID's project management standpoint. At present EMU, acting through the office of the Director of International Programs, reports quarterly with statements to AID/Washington Contract's Office. The Mission has not received expenditure statements on a regular basis. The most recent statement on file had been received eight months after the close of the quarter for which it was submitted. There were no copies of detailed vouchers on file. The YARG has none of these financial reports. Monthly impressed cash reports are sent by the EMU field team in Yemen to the EMU Project Manager's Office in Ypsilanti, but in the past they have not been shared with USAID or the YARG. Reports to the Controller's Office were for total project, not by subproject expenditure, in spite of the fact that obligations are by subproject.

In the past year, USAID/Yemen commissioned Executive Management Service Incorporated to provide a consultancy on the Project Financial Management System (AID/OTR-C-1771 Work Order Number 5) for the Participant Training Project 279-0040 and the Agricultural Development Support Project, 279-0052. In analyzing the financial reporting system of the Agricultural Development Support Project, which consists of several subprojects similar to the Basic Education Development Grant, No. 279-0053, the consultants recommended that the contractor submit to AID/Washington and USAID/Yemen regular expenditure reports in a prompt fashion. The consultancy further provided a Project Data Sheet which are to be submitted by the contractor to USAID/Yemen on a regular basis. When looking at the suitability of this procedure to other Mission projects, the consultants concluded on page 17 that:

Basic Education Development, Project 279-0053, is a project being implemented in a manner similar to the Agricultural Development Support Project except it is being implemented by a single university rather than a consortium. The procedures and forms designed for the Agricultural Development Support Project may be used effectively in the Basic Education Development Project with minor modifications, if any.

2. Decisions and Action Taken. As issues and problems were raised during the evaluation sessions, EMU, AID, and MOE.. agreed to the following resolutions and actions:
 - a. Regular monthly meetings will be held to be attended by the AID Project Officer, the Director General of Teacher Training from the MOE, the EMU Chief of Party, three subproject team leaders and their YARG counterparts.
 - b. The Advisory Council was formed with representatives designated from the Central Planning Organization, Sanaa University, EMU Chief of Party, and will be chaired by the Deputy Director of the Ministry of Education.
 - c. AID issued PILs (Project Implementation Letters) setting forth the Conditions Precedent asking for formal compliance. AID will issue other PILs as milestone implementation decisions are reached.
 - d. Henceforth, all documents are to be distributed in both English and Arabic.
 - e. The MOE protested language in the country agreement that was interpreted as giving AID prerogatives that were inappropriate from YARG's viewpoint. "YAR agrees to design and implement programs for salary improvement... after consultation with AID." Part of the problem was in translation from English to Arabic, but there were substantive disagreements, as well. These issues were resolved satisfactorily. The language which was offensive to the Ministry of Education in the Agreement Article 5-3 paragraph (f) will be changed through a PIL. The phrase "after consultation with AID" will be deleted. In fact, the YAR has already acted to improve salaries and working conditions through the enactment of the Teachers' Law and feels that it is inappropriate to be required to consult with AID on such internal matters.
 - f. The USAID Controller, Program, and GD offices will meet with the EMU Chief of Party and EMU Director of International Programs and a representative of the MOE/YARG to discuss the feasibility of adopting recommended method of financial reporting. Secondly, the YARG will receive copies of reports.

B. Coordination Among YARG Entities:

Sanaa University and the Central Planning Organization were invited to participate in the evaluation but were unable to send representatives. Sanaa University's Faculty of Education does not now deal with primary or basic education but the goal of the BEDP is to develop a Department of Primary Education which will serve the MOE by training primary educators to meet Yemen's needs.

The Central Planning Organization is charged with coordinating donor activities, and in fact, must formally nominate all participants for AID funding, and must clear on all technical advisors who come to Yemen. CPO also signs all AID/Yemen agreements. It is CPO's task to coordinate among donors, the Ministries and Sanaa University.

The joint working relationships among AID, EMU and the MOE, and among AID, EMU and Sanaa University have steadily improved since the beginning of this evaluation in late October. At the present time, AID and EMU are getting complete cooperation in trying to resolve implementation problems, as they arise. Further, AID and EMU are working well together. The MOE, CPO and Sanaa University have stated common goals and their proposed strategies are similar. It is expected that the Advisory Council will increase understanding of each other's perspectives, problems, and prerogatives.

C. Women Participants:

Unless the PTI Subproject is altered, it is unlikely that we will reach the goal of 20% female participants. Group I had one woman graduate, Harya al-Iryani, who was valedictorian of the group. Group II had only two females, as does Group III. Unless the husbands of the two women in Group III receive scholarships within commuting distance of EMU, the women will not be allowed to go to EMU. The pool of Yemen women with B.A. degrees, from nonconservative families is not sufficient for the MOE to compete successfully with opportunities in other sectors.

Interviews with Headmistresses and Headmasters of PTIs have convinced USAID and EMU/S that if we are to succeed, given the cultural constraints, we must provide undergraduate level education for women within commuting distance of their homes and segregated from men.

Although Sanaa University has admitted women for the past few years, only 12% of the students are women, and more than half of these are of non-Yemen origin. Most Yemen women are not permitted to be in situations where men are present, or to stay away from family in dormitories. Unless we are to abandon the goal of involving more women, we must offer segregated educational opportunities in Yemen, outside of Sanaa and at the undergraduate level for women.

The Ministry of Education recognizes the problem of recruiting women, and the explicit policy is to encourage woman's education. Dr. al-Khatebi visited Holaday's Women's PTI with USAID and EMU/S to discuss ideas for increasing the number of Yemeni women PTI teachers and has been most willing to consider alternative suggestions. However, no effective strategy has been implemented by the MOE, as yet. Opportunities are there for girls and women, but only the unusual few can take advantage of them. However, cultural patterns constrain all efforts to provide equal access to Yemeni females of all age groups. USAID and EMU/Sanas recommend that the PTI program be revised to offer teacher trainer education opportunities that enable more Yemen women to participate, in settings that are culturally acceptable and at whatever levels are required.

Relevance and Credibility of U.S. Degree:

Serious questions were raised about the value of the U.S. degrees. The relevance of the U.S. degree vis-a-vis the specific skills and knowledge required of the PTI teacher has the following dimensions:

1. Master degree students from the U.S., in primary education programs have undergraduate degrees in primary education and usually primary teaching experience. This is not the case with Yemeni. All of them have undergraduate preparation to teach secondary subjects. Only a few of them have primary teaching experience, prior to entering the university. They have had no courses in early childhood education, teaching reading and writing, child growth and development, or subject matter methods for primary school. Courses in graduate schools in the U.S. assume undergraduate background in the field.
2. Primary teacher education in the U.S. takes place at the undergraduate and graduate level. In Yemen there is no tested, agreed upon preservice training model. Presently, the students of a PTI in Yemen are in grades seven through 11 or 12. The task is thus to give them general content knowledge, in ways that are appropriate for adolescents, and at the same time to develop their skills to deal with primary age children and with subject matter at the primary level. The PTI's are administered by the MOE rather than the University since they are secondary schools.

The MOE Plan

For the next few years there will be different PTI programs based on local supply of potential teachers and the needs of each locale. Some programs would enroll elementary graduates, some preparatory school graduates and some secondary graduates. There will be minimal program requirements and training times for rural and women teachers.

Sanaa University Plans

First, complete regular secondary academic program. Also, primary teachers have one year of post-secondary methods and education theory. Prep school students have two years of post-secondary education courses.

3. These teachers will be teaching in Arabic. To what extent does a "regular" graduate level U.S. course in primary language arts relate to the Arabic language, its role in the culture, its literature, and its various linguistic systems: phonemic, graphemic, syntactic, and so on. Reading skill is, in Yemen as in the U.S., the key to further academic success. To what extent does the "normal" U.S. degree coursework develop skill in teaching reading?
4. Seventy-five percent of the primary schools in Yemen are incomplete: they have only the first three or four grades. To what extent does a U.S. teacher's college give teachers strategies for multi-grade classes? For the most part, the U.S. system deals with individual differences within grade.
5. The oral tradition (lecture method) is the only experience that students have had in Yemen schools. Do graduate level courses in the U.S. sufficiently model alternate learning and teaching strategies to overcome the bias toward the lecture/memorize/recite mode?

The credibility question is more complex because it has to do with beliefs and perceptions rather than objective data and because the relevance question is involved. The credibility issue has revolved around these factors:

- a. Quality of the Participants

The undergraduate grade-point average of the first groups was, as nearly as we can determine, in the "C" range, or "pass" in Sanaa University terminology. Conflicting views had been given by Sanaa University and the MOE as to the interpretation of these grades.

After discussion with Sanaa University, EMU and the MOE, it was agreed that the Sanaa University grade of "hokbul" is equivalent to a "C" by U.S. standards, that Ja'id is a "B", that "Ja'id Jiddan" is a "B+" and that "Kantaa" is an "A". For Groups IV and V, an overall undergraduate average of "Ja'id Jiddan" will be a prerequisite.

Furthermore, participants were not required to meet the usual AID TOEFL call-forward score. The rationale for this has been that this is a bilingual program with special courses for the group that meet the needs for Yemen and that many courses would be in Arabic or would

include mediation by Arabic tutors. It was felt that only survival level English fluency was needed since the participants will be working in Arabic, upon their return, and the important thing is to acquire the knowledge and skills necessary for teaching primary teachers.

b. Segregation of Yemeni on Campus

The students report that they have Yemeni roommates and that most classes are totally or predominantly Yemeni. They perceive this as being indicative of the fact that they are getting an inferior education. Whereas, in fact, except for Yemeni accompanied by spouses, participants were given American roommates. Some requested reassignment with another Yemeni, because of eating habits, and other cultural differences that make them uncomfortable with Americans. As for segregated classes, during the first months, they are in ESL classes which naturally are not attended by Americans. Only ten hours of the total thirty academic hours are in classes with the group.

During the first semester of academic work, the focus is on required education courses, related to Yemen and mediated by Arabic mediators and tutors. Since at this stage, their understanding of English is limited, this is seen as essential. This special assistance, and the relevance of a Yemen focus in the core courses, has been the justification for not requiring the 450 TOEFL score prior to departure to EMU. However, they are not convinced by the "relevance" arguments. In fact, their goal seems to be to acquire a recognized "generalizable" degree, for their own upward or outward mobility.

c. Time Spent on Campus

Both the students and the MOE want participants to spend more time in the United States. Many leaders of this country have spent as much as five years outside of Yemen working on a graduate degree. In spite of the year's course work in-country prior to going to the EMU campus and the number of hours spent in the program, the perception is that they are there for too short a time to earn a legitimate degree.

d. Grading Practices of Professors

Yemeni at EMU believe that they are not graded by the same standards as U.S. students. One student reported that a professor on the first day of class guaranteed at least a "B" for effort.

11. Success Rate

There is the general belief that once your name is on the participant list, you will not be removed, regardless of the level of your performance. No one from Group I and II who attended Phases I and II in Yemen was denied a chance to go to the United States. Nor as of March, 1982, has anyone been sent home from EMU for poor performance. Regardless of the level of performance of the participants, this fact is perceived as proving that there are lower standards for Yemeni than for "regular" students.

Dr. Chandler's report does not support these allegations. However, the beliefs persist. Dr. Chandler's report (Appendix A) states "the program of study prescribed for all fulltime resident students in the Masters Degree program on education at the University....All students are expected to maintain a grade point average of 3.0 to remain in and to be graduated from the program... The degree program was also designed to be relevant to the unique training requirement of the Yemeni participants. This relevance and individualization was accomplished through the electives component of the program...Generally, in the courses offered in the field and at the University, the students exceeded the number of contact hours required for other students...A comparison of the description of courses in the general graduate program catalog to the course descriptions included in the Primary Teacher Training Project revealed that the content of the courses was comparable. Observations in classrooms with the Yemeni program participants confirmed this".

Groups I and II were selected unilaterally by the MOE. On the other hand, the MOE was not involved in monitoring programs. Progress reports were not received by the field nor MOE in time nor with information required for them to have inputs into decisions about individual students. The following decisions were made.

1. The MOE will receive regular six week progress reports that will include assessment of progress in English, attendance records, academic grades, additional assessments and any other individual concerns from EMU field staff.
2. When special problems arise on campus with individuals, AIC will inform the MOE by letter or phone, and make recommendations. The MOE will be responsible for final decisions re to action, working jointly with AIC, EMU/S and EMU/I.

3. Mr. Ibrahim al-Horsh and Mr. Mohamed Muehler have been consulting with the EMU staff and participants and will be encouraged to continue their activity.
4. A representative from the MOE will visit the EMU campus approximately every six months to observe and counsel with students and confer with professors. This will be funded from the project.
5. Transcripts and recommendations from Sanaa University, recommendations from former supervisors, personal interviews and English placement test scores will be used to select participants. This selection will be a joint EMU field staff and MOE activity.
6. EMU/S and MOE will jointly decide on probation and deselection procedures and will make joint decisions on individual cases.
7. EMU will work with MOE and Sanaa University to develop and test a preservice teacher training model as prescribed in the PP.
8. The length of time in the U.S. has been extended from 14 to 16 months. The extra two months will be spent in ESL classes.

A key element of the credibility question is the level of English fluency and comprehension reached by the participants. The MOE believes English ability to be a measure of the value of the degree aside from the skills and knowledge acquired that are directly related to education in Yemen. The English component of the PTTI program came into question in the first annual evaluation. The following action was taken. The amount of specific English instruction has been increased for Group III to 13 weeks of 25 hours per week. The extensive holistic levels examinations have been discontinued and more emphasis is being placed on the development of specific learner objectives for lessons and units and on testing for those specific objectives. Extra tutoring sessions have been added to the program as well as library and general communication activities sessions.

Students are grouped by ability for instruction and more attention is being given to grammar and basic writing skills.

The original project strategy was based on the assumption that since graduates of Sanaa University have had ten years of required English, they would require very little time to reach the call-forward proficiency level. This has not been the case.

Either the project must provide the longer instructional time required to achieve the English level required to succeed in a mainstream classroom situation or the YARG must accept the validity of a degree acquired through the special Arabic mediated program. There are, of course, budget implications for providing the longer time and there is no guarantee that a "mainstream" degree would be as practically useful for the Yemen teacher trainer task.

With the development of a Primary Education Department at Sanaa University, it will be possible to offer an in-country master degree program by utilizing bilingual counterparts and technical advisors. The recommendation is that the degree requirements and training program be a first matter for consideration by the Advisory Council.

E. Staffing:

Securing field staff who can function efficiently in Yemen is a problem shared by all contractors for AID. EMU has achieved moderate success and all three subprojects now have team leaders with the required expertise. But there has been some difficulty in getting experts in primary education and Arabic speaking educators into the field. Delays in approval by YARG, as well as rejection of well-qualified candidates with the attendant inability to offer a firm commitment has resulted in the loss of good candidates and subsequent delays in subproject implementation. Some of these difficulties have been resolved by working more closely with YARG project managers and by learning more about the approval processes and criteria within the YARG.

The Ministry of Education has been willing to accept EMU and AID recommendations for staff. However, Sanaa University insists that selection follow their usual faculty appointment procedures which requires that a roster of candidates be submitted to their council. This, of course, puts more of the burden of responsibility on the University, which is a positive aspect of the process but it does present difficulties for the EMU recruiters who sometimes have difficulty in finding one suitable candidate for each slot and it does not fit readily into the EMU approval process which is governed by U.S. Government and union regulations. AID and EMU have been working closely with the Dean of the Faculty of Education and we sense some softening on the original inflexible guidelines, but officially, at this time, the rules prevail. Secondly, the University Council does not recognize experience as a substitute for academic credentials. Therefore, the applicant must have had a dissertation topic and majors that reflect the position to be filled. Adjusting the U.S. mode and terminology to reach understanding on this point is taking time. However, progress is being made.

One of the causes for delay in filling positions has been EMU's desire to fill slots with EMU faculty members, wherever possible. The rationale for this is that one purpose of the collaborative mode of assistance is to form a long-term relationship between the YARG and a U.S. educational institution which is strengthened and operationalized by having EMU staff members involved here in Yemen. Secondly, since EMU is responsible for the degree program and for managing the personnel, it is imperative that administrative decisions by field staff be made by someone knowledgeable about EMU procedures and regulations. However, EMU does not have a number of staff members who are qualified for the specific slots on the project who speak Arabic and are willing to come to Yemen for two or more years on the project.

There was a five month delay in replacing the Chief of Party who left in August 1981 due to a combination of EMU's determination to fulfill its long-term institutional relationship commitment by sending one of its own staff and of YARG delays in clearing the nominee. This, in part, accounts for EMU failure to produce a FY82 work plan and approved budget on schedule.

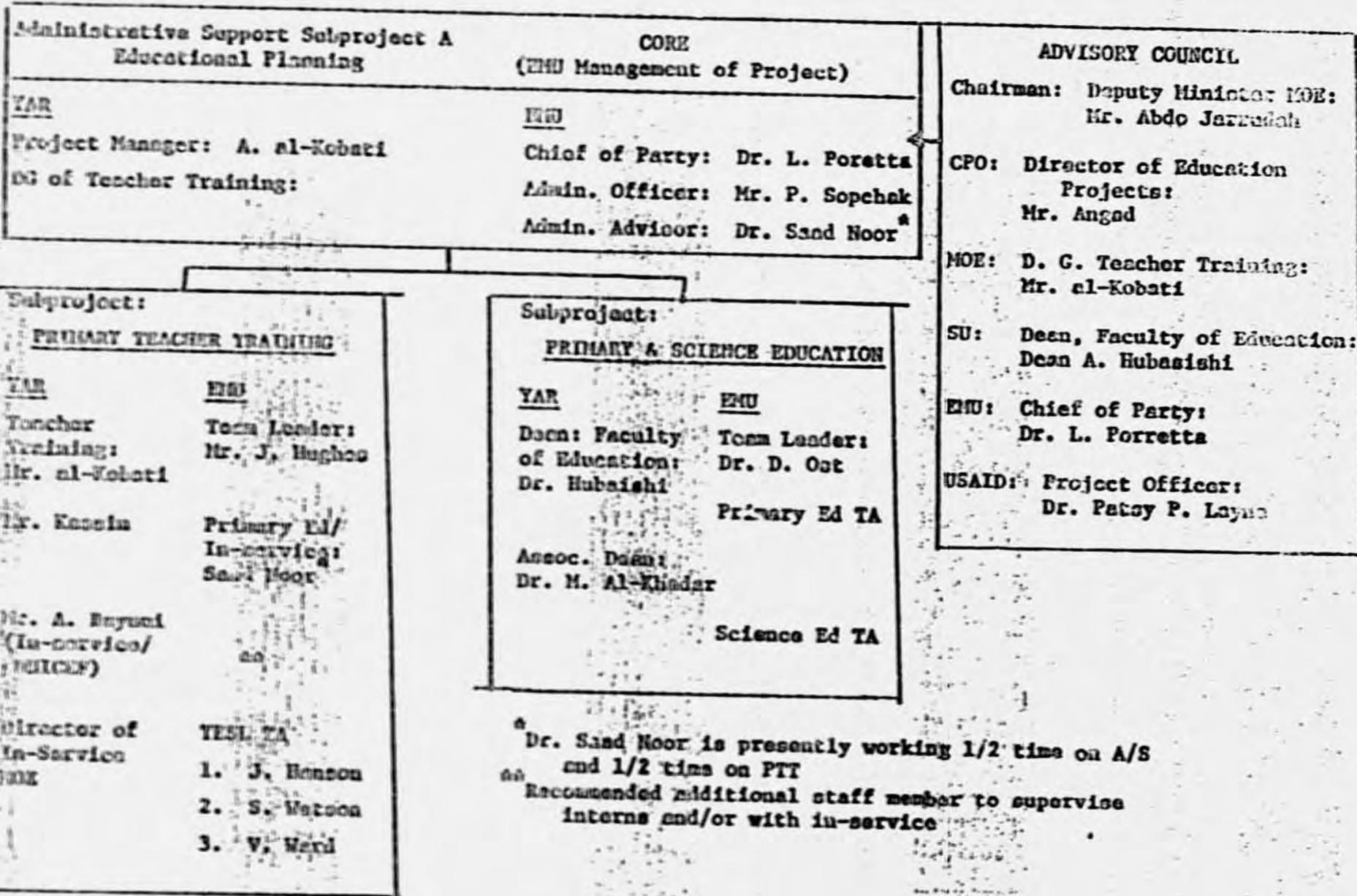
EMU failure to systematically observe, evaluate, and document field staff performance has resulted in controversy when staff members were considered for contract renewal. In the absence of documentation, there is no adequate basis for decision by the new team leader and Chief of Party. EMU has been informed that this aspect of management is unsatisfactory and has agreed to correct the situation.

The successful completion of Phase V, the supervised internship, is being compromised by lack of staff needed to supervise adequately. Due to long distances to be travelled, this is a full-time job. Dr. Saad Noor is working part-time with the PTTI Subproject as teacher trainer and part-time with the MOE as administrative support advisor. Dr. Noor also teaches an academic course to Group IV, Foundations of Education. He must frequently resort to Arabic to clarify and convey abstract and unfamiliar concepts presented in the course. He is the only Arabic speaking technical advisor on the PTTI staff. Arabic is also essential in his role of intern supervisor/teacher trainer as he works with the administrators of the PTTIs to supervise the Group I graduates teaching in the PTTIs. EMU is recruiting outside of its own staff for this position since there is no Arabic speaking teacher trainer on the EMU staff willing to come to Yemen. EMU is currently reexamining the staffing pattern of PTTI to determine the desirability of adding an additional person in view of the requirement for supervision at PTTIs, the necessity for implementing the in-service programs completely, and the possibility of doing in-country extension courses for women participants, and plans to make more effective use of short-term consultants.

As the Primary and Science Education (P/SE) Subproject gets underway, there is some question about the desirability of bringing the full complement of four technical advisers on board immediately. The team leader, Dr. Ost, is presently working with the Faculty of Education to develop a faculty development plan and it appears that a more advantageous pattern might be to bring one primary education planner now and to gradually add the other TA staff as more Yemeni are assigned to the Faculty of Education. Secondly, the task of developing and institutionalizing the Department of Primary Education will probably require more than the one TA prescribed in the PP since Sanaa University now has no expertise in that area. The development of the science education program will not require three science experts since there are qualified science professors on the faculty. Any agreed-upon changes in staffing will be reflected in the annual work plan.

The current staffing situation is illustrated below:

BASIC EDUCATION DEVELOPMENT PROJECT: 279-0053
Staffing Pattern



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F. In-Service

The first year's evaluation recommendation was that the in-service component be implemented. At that time, there was a contretemps due to the MOE having agreed with both UNICEF and with AID to sponsor an in-service program. The YARG requested EMU to postpone in-service activities during the time they were negotiating with UNICEF. The UNICEF approach was one that had been successfully implemented in the Sudan, while the EMU team was charged with developing and testing a Yemen specific model.

In September 1981, AID reopened the dialogue among UNICEF, the MOE and EMU and tentative agreement was reached. During the evaluation, the issue was raised and the following decisions were made:

1. The MOE will continue to implement the UNICEF in-service model throughout Yemen;
2. The BEDP will support the in-service activities in the following ways:
 - a. By providing scholarships for the seven Yemeni staff members of the In-service Unit to obtain M.A. degrees in the U.S.;
 - b. By providing short-term consultants for workshops. Suggested needs were in evaluating instruction and development and utilization of instructional material;
 - c. By providing advice and collaboration from BEDP technical advisors to the In-service Unit.
3. The MOE would assign two returned participants from Group I to work in the In-service Unit as replacements for staff while they were studying in the United States;
4. A joint orientation workshop would be held for the Group I participants and the In-service Unit to develop further areas for cooperation.

The workshop was held, as planned, and the first three members of the In-service Unit began studying at EMU in January 1982. However, no further action has been taken by the PTTI. To date, not one primary teacher has received in-service training by either the UNICEF project or the BEDP. The present staff is working at full capacity to carry out the participant training activities. The team leader served as acting Chief of Party for the period of December 18 to February 16 in addition to teaching and assisting with intern supervision and the teacher trainer is working part-time on the A/S Subproject.

The recommendation is that the FY82 work plan include an in-service specialist and budget for short-term consultants and workshops in order to begin to provide the prescribed objective on in-servicing 10% of the primary teachers each year.

G. Donor Coordination:

The UN is sponsoring 59 technical advisors to the Ministry of Education (UNDP, UNESCO and UNICEF). The World Bank's fourth project loan for \$12 million supports a teacher salary fund to increase the salaries of the BEDP graduate participants who teach in the PTTIs; will build additional dormitory rooms at PTTIs and establish an education research development center with mandate to investigate retention of teachers, increasing participation of females in education and improving curriculum. A fifth World Bank loan proposal is under development with a focus on basic education. The third project loan built PTTIs and the Instructional Materials Center. The World Bank recognizes that it inadequately funded the technical assistance and training components of the IMRC and will try to provide more of that kind of assistance in the fifth project. UNICEF has sponsored the Primary Teacher In-service Project.

To date, there has been no official coordination of all these activities which relate directly to the purposes and implementation strategies of the BEDP although individuals from the different sponsoring agencies have enthusiastically cooperated unofficially. The MOE could ensure wider use of resources by taking the leadership in coordinating donor activities.

The recommendation is that the MOE invite representatives from the donor agencies assisting basic education to serve on the Basic Education Advisory Council.

V. SUBPROJECT REPORTS

The Basic Education Development Grant is implemented through subprojects. The PTTI was the first to begin, in 1979, and from 1979 until June 1981 when contracts for the two new subprojects were signed, the Chief of Party functioned as team leader for the PTTI and as administrative manager of the whole project. That is, he was responsible for developing and implementing the other subprojects and for reporting, logistical arrangements, fiscal management and long-range planning, collaboratively with AID and the YARG. At the beginning of the evaluation in October 1981, the two new subprojects, A/S and P/SE were having difficulty in getting started. The Ministry of Education was only vaguely familiar with the purposes and strategies described in the PPs and the ProAg and wished to focus almost entirely on the PTTI which was in its third year of implementation. Sanaa University had not decided to proceed with the P/SE Subproject for reasons which will be discussed in the "Primary Science Education Subproject" section below and the MOE

had postponed acceptance of the Administrative/Education Planning advisor to work within the Ministry under the Administrative Support Subproject. Though the A/S Subproject was not the first to be implemented, this report will discuss it first since the A/S Subproject includes the overall project management component (CORE) as well as an administrative support component to strengthen the MOE.

A. CORE Management and Administrative Support for Ministry of Education Subproject:

The Project Agreement Amendment No. 1 to implement this subproject was signed January 6, 1981, and the contract on June 27, 1981. This subproject includes two separate and commonly confused components. The CORE component is the overall Basic Education Development Project management component. CORE provides for a Chief of Party, a field administrative officer, home office backstopping, and other project-wide support. The Administrative Support component was to provide technical assistance and participant training to the Ministry of Education and Sanaa University to improve their administrative capability with a view to providing effective basic education services.

1. Accounting

There seems to be no logical justification for having these two separate activities in the same subproject. It has created great confusion.

Since obligations are required at the subproject level, the confusion is compounded further. Until the contracts were signed for the CORE A/S and P/SE Subprojects in June 1981, all project management expenses were charged to the PTTI Subproject. Current expenditure reports do not show which of the charges to the CORE A/S Subproject are specific A/S activities and which are overall management expenses.

The recommendation is that if the obligations and accounting are to be by subproject rather than by overall project, that there be five subprojects rather than the present four with CORE separated from A/S.

2. Staffing

The complete implementation of the project was delayed until November 1981 due to reasons cited above as well as those indicated on the first annual evaluation in September 1980. At a meeting on October 20, 1981, of YARG, EMU and AID, the YARG officials requested EMU and USAID to begin the Administrative Support Subproject as soon as possible.

A key TA position in this subproject is that of education administrative planner who for four years will provide professional assistance to the Education Planning Unit of

the MOE. The MOE/YARG officials stressed that this position must have a practical/action orientation on effecting coordination of teacher training programs and providing basic education services between Sanaa University and the MOE, as well as between various in-service teacher training programs. The EMU staff and USAID informally suggested that Dr. Saad Noor of the PTT Subproject would be an ideal candidate for this position which would not be open until January 1982 when a UNESCO advisor departs from the MOE planning unit. As was discussed above in the "Major Issues: Staffing" section, Dr. Noor was formally accepted by the YARG in February and is now working half-time on the A/S Subproject awaiting a replacement for his position in the PTTI.

3. Assistance to Sanaa University

The PP, ProAg and contract state that the A/S Subproject will assist the MOE and Sanaa University to improve administrative capability. The provision is that up to 22 MOE administrators will receive masters and Ph.D. degrees in the U.S. Technical assistance is undergoing rapid change. It is expanding its enrollment from 4,000 to 6,000, is adding faculties of medicine and engineering, and is expanding its faculty of education to include a Department of Primary Education. It has been asked to assist with the adult literacy program. Further, the university is shifting from European annual exam systems to the American course/credit system. The university has asked for and clearly needs support to improve its administrative capability but the MOE is naturally reluctant to give up participant training positions that have been allocated to them and on which they have been basing staff development plans. Secondly, management of a subproject serving both entities would be difficult, given the current state of coordination between Sanaa University and the MOE. The recommendation is that the P/SE Subproject be expanded to provide more general administrative and planning assistance to Sanaa University and the A/S Subproject deal exclusively with the MOE.

4. Counterparts and Participant Training

The MOE is admittedly shorthanded. It is difficult for the administrators to find the time necessary to attend English classes and in-service workshops. Each administrator carries a heavy workload with little support within a system that does not allow for much delegation of authority. It is, therefore, likely that it will take longer than anticipated to complete the participant training and in-service workshops for administrators.

Secondly, it will take time for the technical advisor to gain the measure of confidence required to function fully

and effectively within the MOE. "Unofficial" counterpart training is already going on as a function of the collaborative management mode. When Dr. Noor is working fulltime in an office in the MOE, a more formal counterpart assignment will be made.

At the end of the project, four MOE Director Generals are to have earned Ph.D. degrees and sixteen other administrators to have M.A. degrees. In-service workshops for MOE staff are to be held annually throughout the subproject. The recommendation is that one of Dr. Noor's first tasks be to develop a reasonable schedule with MOE to release proposed participants for English language training. By staggering the academic training, in-service workshops and English training over a sufficient period of time and by meshing training with the return of the participants, the MOE can continue to function effectively while the training activities are going on.

B. The Primary Teacher Training Institutions Subproject:

The goal of the PTI Subproject is to improve the quality of and expand access to primary basic education. Its purposes are to improve the quality and quantity of Yemeni PTI staff so that at the end of the project eleven headmasters and up to 180 Yemeni (of whom at least 20% are women) with M.A. degrees in primary teacher training will be staffing the PTIs and to improve the quality of primary classroom teachers by in-servicing at least 10% of the teaching force per year. By the end of the project, 3,500 primary classroom teachers will have received in-service training.

1. Subproject Status:

The PTI is fully staffed, based on the original plan, and two counterparts from the Group I graduates are working on the project. However, Dr. Saad Noor must be replaced to assume team leadership of the A/S Subproject. The 35 participants from Group I have returned from EMU in Phase III (academic coursework); and 26 Group III participants are in Phase II (TESL, curriculum, foundations of education coursework) in Yemen. Group IV has been selected. Three members of the MOE in-service staff are at EMU in an intensive English course. It is anticipated that they will begin academic work toward an M.A. in primary in-service training in September 1982. To date, no in-service workshops have been held for primary teachers, headmasters, supervisors or MOE administrators and no headmasters have been selected for the M.A. program.

2. Issues:

Most of the issues raised by the MOE and EMU related specifically to this subproject. Issues of general

project concerns (i.e., the ratio of women participants, the quality and relevance of the EMU degree, EMU staffing problems and the postponement of the in-service activities) were dealt with above in the "Major Issues" section of this report.

Action was taken immediately to resolve the other issues raised.

a. Number of Participants

The number of participants has declined with each successive group and the MOE expressed concern that the final number would be less than 175 as originally planned. It was agreed that Groups IV and V would consist of up to 45 participants, if qualified candidates are identified, in order to make up for the shortfall in Groups II and III.

The MOE also discussed ways to increase the number of applicants such as more personal contact with the PTTIs and governorates and use of radio and TV to inform about the project. It was felt that the agreed-upon salary raises for returned successful participants would help.

b. Selection and Monitoring of Participants

The following measures were agreed on to improve the quality of the participants:

- 1) EMU and the MOE will jointly select the participants based on recommendations from their former supervisors, a personal interview, and analysis of their Sanaa University transcripts and English test scores. Decisions would be based on commitment to primary education, potential as a teacher trainer, academic capability, English competence and general attitude.
- 2) Reports on individual participant progress will be sent by EMU to the MOE, in Arabic, every six weeks. The reports will include attendance, academic grades, English progress, and information about attitude and any special problems. Students who are not making satisfactory progress will be terminated after a reasonable probationary period. EMU and the YARG will jointly decide on probationary period. EMU and the YARG will jointly decide on probationary and termination action.
- 3) An MOE representative will go to the EMU campus on a regular basis, up to a maximum of twice per year, to counsel participants

and consult with project staff and faculty. The project will fund their travel.

c. Dependent Travel to the U.S.

The MOE protested AID's policy of discouraging families from accompanying participants to the U.S. Their reasons are valid ones and the Mission agrees in principle that great benefits are to be gained by having wives live in the United States with attendant opportunities to broaden experience and obtain education in ways that are impossible in Yemen. YARG pays transportation for families and asked that AID or EMU provide family health insurance or access to health care services in the U.S. However, bound by AID policy and regulations, we could not resolve this issue to MOE's satisfaction.

d. Covenant to Raise Salaries

Although the YARG had raised all teachers' salaries, it had not fulfilled the covenant to make the M.A. degreed teacher salary at PTI's commensurate with those at Sanaa University. As a result, Group I spent most of September and October effectively "on strike", demanding raises and changes in assignments. Several points need to be made on this issue. First, AID and EMU staff made inappropriate promises to Group I participants about MOE responsibility in this matter. As a result, the participants behaved very arrogantly and unprofessionally upon their return. Secondly, MOE had valid reasons for delaying the change in salary structure. The national teacher law had to be amended since, in an attempt to raise the level of the education profession, an across the board raise had recently been authorized for all teachers. Furthermore, such a policy for secondary level teachers has far greater budget implications for the YARG involving as it does a large number of teachers, than does the salary scale of Sanaa University. The MOE acted quickly to solve the problem and there was a substantial raise in the salary for M.A. degrees. Through a teacher supplement fund, a World Bank Education Project is paying for this "topping up" of PTI teacher salaries. However, the Mission has doubts as to whether this was an appropriate AID requirement to include in the country agreement; since, in the long run it may have serious and negative effects on the education

budget. Certainly, neither AID nor EMU should have voiced to the participants the opinion that AID would, in fact, pressure the MOE to provide salaries equal to Sanaa University faculty.

e. Assignments of Returned Participants

In an effort to ensure that the returned participants actually teach in PTTIs, the MOE asked AID to amend the covenant to require ten years of service instead of five.* The raise in salary that the YARG had already authorized only applies to teachers in the field and any participant who works in the central ministry will not receive the salary increase.

The MOE agreed to second two of the graduates from PTTI to work on the assignments as counterparts on the PTTI Subproject and two to work with the In-service Unit so that they could receive the increase in pay.

In spite of the fact that the MOE used individual participant location preference and subject matter specialty insofar as possible, in assigning teaching posts, there was a great deal of confusion when Group I was given their PTTI assignments. Some objected to location, wanting to be nearer their homes, some objected to subjects they were asked to teach, and some were told by headmasters that they were not needed. In the process of intern supervision in the PTTIs, the EMU staff observed that most of the returned participants were assigned to teach secondary subjects rather than primary education methods and some participants reported headmasters criticized their new methods.

Part of the problem was timing. Headmasters had already filled slots with expatriate staff before Group I reported for duty. It was clear however that most of the dissatisfaction was due to delays in receiving the expected salary raise, rather than to placement per se. This situation has already been corrected by the MOE.

USAID and EMU/S recommend that headmaster in-service workshops be held immediately, as

*AID declined, explaining that the MOE was free to institute its own policies in that regard, but that increasing attractiveness of the teaching profession was the sounder long-range approach.

specified in the PP, to facilitate more effective use of returned graduates.

f. YARG Support

The MOE was commended by EMU for the support that it has given to the project and EMU requested that the MOE provide assistance when difficulties are encountered in securing customs clearance, visas, residence permits and custodians, telephones and water; and that an inventory be carried out of project-related furniture and equipment provided by the MOE. Mr. al-Kobati asked that he be given written requests to follow-up on specific verbal requests and said that he would handle any matters brought to his attention. The project now has phones and other matters have been corrected.

g. AID Regulations

AID questioned whether travel arrangements for Group I had followed AID regulations since the YARG did not pay their specified share of the travel. EMU stated that the cost to AID was less than the cost would have been had the YARG paid for the Sanaa-Rome portion and AID for the Rome-Detroit portion. Bids were sought from travel agencies and this is not currently the case. Secondly, AID has a uniform policy for all participant travel which requires that the YARG pay for the portion of the flight serviced by Air Yemenia. The decision is that the YARG will pay the Rome-Sanaa portions of all participant travel.

h. Extending Training Time

The MOE wanted to lengthen the amount of time that participants study in the U.S. Reasons given for this are that Group I participants complained of too much pressure, that improvement in English is more rapid in the U.S., that more time on campus would give them a chance to take more academic courses and the increased opportunity to learn about America. EMU and AID pointed out the budgetary implications of lengthening the U.S. based portion of the program and EMU explained the U.S. course requirement system for the masters degree. It was also pointed out that Group I did NOT have the same kind and amount of English training prior to going to the U.S. that subsequent groups have.

It was decided: a) to lengthen the U.S. study from fourteen months to sixteen, with the additional two months to be spent in intensive English for those who need it; b) to evaluate the field TDSL component and try to improve it; and c) to develop a carefully structured internship (Phase V) follow-up program for the returned participants.

i. In-Service Activities

Reasons for delay in implementing in-service activities are discussed in Section III F. above. The recommendation is that EMU recruit a fulltime in-service teacher trainer to work as an integrated member of the MOE In-service Unit; that short-term consultants be planned for in the FY82 annual work plan to assist the unit; that EMU actively assist with classroom teacher in-service programs during the summer vacation of 1982; and that joint plans be made with the in-service unit to ensure that EMU meets its contractual obligation of in-servicing 3,500 classroom teachers during the life of the project. (USAID/EMU recommendation)

j. Internship Supervision

This activity was discussed briefly in connection with "Staffing" in Section III E. above. It was agreed that supervising the returned participants during the third year of their training program is crucial in order to assist them to apply recently acquired skills and knowledge and to provide support for them as they attempt to integrate improved methods into the PTTI program. The MOE and the participants requested that special efforts be made to help them maintain and improve their English skills. The recommendation is that complete plans be made for intensive intern supervision and follow-up activities including workshops and conferences, frequent and regularly scheduled supervisor visits, and the distribution of professional publications, films, and other materials. In order to accomplish this it is recommended that EMU recruit a fulltime intern supervisor and budget for the required workshops and materials in the annual work plan. (EMU/S/USAID recommendation)

k. Counterparts

Currently, two counterparts, Group I participants seconded from PTTIs, are working on the PTTI staff. They are invaluable as bilingual liaison

1. Headmaster and Supervisor Training

The experience gained from the Group I participants who are now working in PTIIs affirms the wisdom of the original plan which was to begin immediately training the headmasters and primary supervisors. To date, this has not been done except casually as a result of headmaster interaction with project staff as they work with Group I. The recommendation is that this activity be initiated at once.

m. Multi-grade Classroom Model

Seventy-five percent of the primary schools in Yemen are incomplete, offering only grades one through three or four. One of the objectives of the PTII Subproject is to develop and test a multi-grade classroom model that will work in Yemen. This has not been attempted due to staffing constraints that have been discussed elsewhere. However, this is a critical component of the project and should be initiated during this year. The recommendation is that EMU secure short-term technical assistance to plan for and initiate this component.

n. Research

Several critical areas of research were identified in the PP including teacher retention, primary drop out, both vertical and horizontal curriculum articulation, and increasing women's participation in education.

C. The Primary and Sciences Education Subproject:

This subproject began in FY82 to strengthen Sanaa University's capacity to train professionals in science education for both elementary and secondary schools and to develop a Department of Primary Education. The Faculty of Education currently only prepares secondary teachers to the bachelor's degree level. Science education and instructional materials laboratories will be equipped and a Department of Primary Education will be developed to train primary educators to the masters level in the fields of teacher training, administration and supervision, curriculum and instruction and educational media.

Thirteen faculty members will be educated to the Ph.D. level in American universities and long-term technical advisors will assist with the development of curriculum and materials.

It is anticipated that by 1987, Yemen will have the capacity for educating its own teacher trainers and administrators and that the activities of the PTFI Subproject will be taken over by the Department of Primary Education.

This subproject was scheduled for implementation in FY80, however, it was not implemented until January 1982 when the Conditions Precedent were met.

1. Delay in Implementation

The evaluation revealed the following reasons for the delay in starting this subproject:

a. Long Delays Between Development of Concept and Implementation

Almost a year elapsed from the time that YARG and AID developed the project until the country agreement was signed. This was due to changes in the Ministry of Education which made it necessary to repeat the YARG approval process. Six months elapsed from the signing of the agreement and the contract, due to internal clearance problems in AID/W. As a result of those delays, there was a turnover in personnel at the university and the MOE and new people had to be oriented.

Secondly, the plan to develop a campus at Taiz was dropped and the Faculty of Education moved to a new Sanaa location which created uncertainty as to physical location of the project.

b. Ambiguity in the Project Document

The PP does not clarify the relationship of the project to the Faculty of Science as opposed to the Faculty of Education. It intimates that the project will serve both, but no management mechanism was described to make that possible. The new Dean of the Faculty of Education did not fully support the project until he made certain that he would be in control of its direction. This has been resolved. The project is to be under the Faculty of Education. This does not preclude giving assistance to the Faculty of Science as was originally planned.

c. Internal Difficulties Between the Central Planning Organization and Sanaa University

The Minister of Education, who is also Chairman of the University Board, signed the country agreement for this subproject but the rector of Sanaa University was not asked to sign the document nor was the newly formed University Council asked to approve

the project. Sanaa University contended that they had not officially agreed to the subproject. This difficulty was resolved satisfactorily after three months of negotiation.

2. TA Approval Process

Sanaa University requirements for approving technical advisors has been discussed in the "Major Issues" section as a general problem. This issue has been resolved satisfactorily. Dr. David Ost assumed the position of Team Leader on February 17, 1982, and is working with Dean Habaishi and the Associate Dean, Dr. M. al-Khader, to get the subproject underway. The first three participants have been nominated and are expected to begin advanced English preparatory to their Ph.D. programs in the U.S. in June.

3. Need for General Administrative Support

As was discussed in subproject report Section IV. A. above, Sanaa University clearly needs assistance to strengthen its general administrative capability. It is not practical to provide that assistance under Subproject CORE: A/S which currently supports only the MOE. The recommendation is that the purposes of the P/SE Subproject be expanded through an amended LCP work plan and the annual work plans and budgets to provide such assistance.

4. Subproject Coordination

If the overall purposes of the project are to be achieved, the MOE, Sanaa University and the subproject team leaders must formulate coordinated long-range plans. Working together, a first priority is to develop and test a preservice and in-service training model. The MOE proposal provides five alternative preservice training models, which may be realistic in view of the widely varying circumstances found throughout Yemen while the model proposed by the Faculty of Education is for a uniform secondary school program and requires that primary teachers have a one-year post secondary program, prep school teachers (grades 7-9) have two years post secondary and secondary teachers a bachelor degree. That suggestion also has merit. A compromise model, with long-range plans or gradually changing the system will probably result if the plans for using the Basic Advisory Council as a policy and decision-making coordination body materialize. Signs are now hopeful that this can happen.

D. Instructional Materials and Media Subproject:

The Mission is preparing a PID for this subproject to secure FY84 funding since it is critical to overall impact and achievement of project goals.

Neither preservice nor in-service training at the level that is practicable in a developing country can appreciably change teacher classroom behavior and learner achievement without supporting instructional materials. Use of distance teaching strategies involving radio, TV, correspondence and extension courses are under discussion. Sanaa University recognizes the need to develop an outreach and continuing education dimension in other population centers. Educational opportunities must also be extended to females in culturally acceptable settings: that is, segregated from men and near home.

Improved capability to use media effectively would enhance general development efforts. Health, agriculture, water rural development and education projects could improve implementation and increase impact by use of print and broadcasting media. There is a need to print guides for teachers, trainers and para-professionals and for directions, information, texts and worksheets for learners in school and adult literacy classes, for mothers, farmers and technicians of all kinds. Multi-grade classrooms are dependent on appropriate instructional materials. Even poorly trained teachers can teach effectively with the use of well-designed instructional materials. Well-illustrated materials, TV and radio broadcasts can inform illiterate adults and assist beginning readers to learn to read and write. There is a need to create an environment of public readiness for change by broadcasting Yemen-specific information about promising practices, personal success stories and available opportunities.

Various donors have built and equipped audio-visual production facilities and radio and TV production and broadcasting facilities. The World Bank built an Instructional Materials Center for the MOE in Sanaa that is adjacent to the BED Project and the UNESCO In-service Teacher Training Project. All primary teacher training institutions have rooms and equipment. However, they are not used in most of the PTIs. The IMC currently has no systematic training program for teachers or MOE curriculum development staff, nor is there coordination with those preparing and supplying instructional materials to classrooms or with the Faculty of Education at Sanaa University. The system lacks expertise at all levels from maintaining and operating equipment to designing and testing instructional messages.

The government-owned and operated radio and TV facilities are similarly underutilized. There is limited local production and no daytime TV broadcasting. Thanks to money from Yemeni workers in Saudi Arabia, almost every family has access to radio and TV sets which are generator-powered in remote villages.

Radio and TV are used minimally and sporadically for general public information but not for education or training purposes in spite of the fact that 60% of the population is reached by TV and almost 100% by radio. Lack of awareness of the educational potential of broadcast media and of trained education broadcasters

seem to be limiting factors since there are adequate production and broadcast facilities.

In Yemen, it would be practical to use radio and television for direct classroom teaching, for in-service, for adult non-formal education, and more importantly, for increasing public commitment to education and awareness of opportunities that already exist.

AID proposes to provide technical assistance, participant training and commodities to improve utilization of the existing facilities. The 053 Project will include support to education broadcasting. Technical assistance and commodities will be provided under 053 and participant training under both 040 and 053.

The P/SE Subproject will equip an instructional materials laboratory for the Faculty of Education. UNICEF has expressed interest in collaborating with AID and the World Bank to improve utilization of existing facilities and of expanding capability. It will be possible to train some development communications experts, public service broadcasters, publications technicians, librarians and journalists under the Mission Development Training Project (279-0080). The PID will describe how this subproject will mesh with other efforts to improve Yemen's educational communication capability but with a specific focus on utilization for basic/primary education and to extend access to women and to rural areas.