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THE AID/AUB TRAINING GRANT OPERATION
ANNUAL REPORT

October 1, 1978 - September 30, 1979

Submitted

By

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OUTLINE

	<u>Page</u>
Introduction	1
I. Administration and Management of the Program	2
A. Visits of AID Officials to AUB	3
B. Contacts with Participating Countries and USAID Missions	3
1. Response of Governments in Student Recruitment	4
2. Administration of AUB Tests and English Proficiency	5
3. Publicity of Program	6
C. Visits to Participating Countries and Accomplishments	6
1. Establishment of Mechanism for Management of Program	7
2. Needs for Training and Priority	8
3. AID/AUB Graduates and their role in development	9
II. General Evaluative Remarks on the Operation of the Program	11
A. General Remarks	11
1. University Development	11
2. Evaluative Remarks and Accomplishments	12
B. Suggestions	17
III. Evaluation of AID Program by Departments and Fields of Study	20
A. Faculty of Arts and Sciences	20
1. School of Business Administration	20
2. Public Administration	23
B. Faculty of Health Sciences	24
1. Nursing	25
2. Public Health	26
C. Faculty of Engineering and Architecture	28
D. Faculty of Agricultural and Food Sciences	30
E. Division of Education and Extension Prog.	34
1. Department of Education	34
2. University Orientation Program	39
3. Extension Programs	40
Appendices - I to X statistical Tables	44

ANNUAL REPORT

October 1, 1978 - September 30, 1979

AID/AUB TRAINING GRANT

INTRODUCTION

This is the 28th annual report on the operation of the AID/AUB Training Grant covering the period of October 1, 1978 to September 30, 1979.

What has been the impact of the program on the region and the University? How is it moving since the University began direct management with Governments of participating countries? and how should it look like in the future?

We sincerely hope that this report and the preceding ones will provide facts, objective analyses and answers to the first two questions so that the necessary data and information will be made available for decisions relating to the third question.

AUB as a regional University continues to expand and strengthen its regional coverage through participation in the AID/AUB Training Grant. AID/AUB participants constitute 6.7 per cent of the total student body and represent twelve countries from the Middle Eastern region. At present, AUB student body represents 52 countries.

The number of students enrolled at AUB increased from 3721 students in the Second Semester of 1977-78 to 4108 students in 1978-79 (Appendix Table V). During the same period, the number of AID/AUB students increased from 241 to 274 students.

The impact of the program can best be highlighted by its participants. Since its inception in 1951, 2456 participants completed Bachelor's and/or Master's degrees at AUB in various fields of study, and 3232 participants completed non-degree training programs (Appendix VI). Twenty two countries benefited from the program.

During the year, information relating to present positions and functions were collected for 594 graduates in eight currently participating countries. Most of these graduates play vital roles in institution building and social economic development of their respective countries (Appendix VII).

Appropriate mechanisms were formalized with government officials of the AID participating countries.

These points and related others are discussed further under the following headings:

- I. Administration and Management of the Program
- II. General evaluative remarks, and
- III. Evaluation of the program by departments and fields of study.

I. Administration and Management of the Program

In coordination with the AID Representative in Beirut and the AID Missions in the AID/AUB participating countries, the University moved into full responsibility in the management of the AID/AUB Training Grant with Governments of participating countries. Contacts through the good offices of the AID Representative in Beirut were reduced to a very minimum level, and were restricted to urgent cases when a

breakout in commercial communication facilities took place. As of October 1978, the University corresponded directly with the Governments using airmail, telex and telegrams. The AID Representative and AID Missions were informed regularly of such correspondence. Some of the Governments depended thoroughly on their own communication facilities in responding to AUB. This includes Bangladesh, Nepal, Sudan and Jordan. Others such as Maldives, Somalia, Syria and Yemen responded either directly or through the AID Missions depending on the conditions of commercial communication facilities; the third group including Djibouti, Afghanistan and Cyprus depended heavily on AID Missions during this transitional period. In general, we consider this response satisfactory and we hope that with the support of the AID Missions we can secure full involvement of governments of the participating countries in the management of this program.

A. Visits of AID Officials to AUB

We acknowledge with thanks the visits of Dr. Bernard Wilder, Chief, Human Resources, Science and Technology, AID/W; Mr. Marvin Hurley, Project Operations Officer and Dr. Edwin Tolle, Human Resources Officer, AID/Yemen. Their contribution in the assessment of various aspects of the Grant was very much appreciated. This contribution is reflected in the contents of this report and in actual operations of the program.

B. Contacts with Participating Countries and USAID Missions

As indicated earlier, the University received several correspondence and applications through the good offices of the AID Representative in Beirut. Progress in student recruitment and other operational aspects were regularly reported to AID Representative and AID Missions. A presentation of the nature of contacts with these countries follows:

1. Response of Governments in Student Recruitment

All the participating countries received announcements of slots assigned to each as established by AID/W. Announcements were sent by cable, then followed by detailed letters with the necessary information, forms and time table. No follow-up was made on student recruitment from Pakistan. Afghanistan made definite progress in student recruitment, but, suddenly decided towards the end of July 1979, not to send any participant in October 1979. It is possible that Afghanistan may send some candidates for February 1979. Afghanistan, however, participated in the 1979 summer special programs as follows: two participants in the Colloquium, one in the School Administrators' Workshop and one in TEFL. Syria participated in the TEFL summer program through two candidates, and was enthusiastically involved in recruiting students for October 1979. We hope that the Government efforts would result in actual participation in the program this year.

Nominations and applications from all the other AID/AUB participating countries were received and processed during late spring and early summer months of 1979.

The response was most satisfactory in terms of meeting deadlines, quality and number of candidates and completeness of forms and documentation from the following countries: Maldives, Bangladesh, Cyprus, Sudan and Djibouti.

2. Administration of AUB tests and English proficiency

English and full entrance tests were administered by AUB testers in all the AID/AUB participating countries except Pakistan and Afghanistan during the spring and early summer months of 1979. Tests in Syria and Jordan were delayed until both Governments complete their panels of nominees. The Governments of Maldives, Bangladesh, Sudan, Cyprus and Djibouti were quite efficient in notifying a larger number of potential candidates, and preparing suitable places for the tests. The involvement of large numbers of potential candidates was requested by AUB in order to reduce the number of selected candidates who would need English training in the University Orientation Program (UOP) at AUB. This procedure was helpful in most countries, however, inadequate English preparation continues to be a critical problem in Yemen and Syria and to some extent in Nepal, and Afghanistan. It is still premature to make a concrete observation in this respect about future candidates from Djibouti and Somalia; so far, a very few candidates from these countries needed UOP training at AUB. The Republic of Maldives followed by Cyprus and Bangladesh have consistently presented the best qualified candidates in English preparation.

In conclusion, it is quite possible to reduce the number of candidates who would need English training at AUB by urging concerned governments to make better use of the English training facilities which are available in their respective countries (AUB has already called attention of the Yemeni, Syrian and Nepalese Governments to this matter). However, in order to secure a reasonable participation by all the present AID/AUB participating countries training in UOP should continue to be made available for such candidates. Certain guidelines can be suggested:

(1) On the basis of the total new entrants, an average of one semester training in UOP per student at AUB may be allowed, (2) students permitted to study in UOP be allowed a maximum of one calendar year in this program. This requires careful selection based on English scores attained by the individual students prior to coming to AUB, and (3) other things being equal, use English proficiency as one of the criteria in the allotment of slots for participating countries. Some of these ideas were deliberated at length with Dr. B. Wilder during his last visit to AUB.

3. Publicity of Program

In cooperation with the AID Representative in Beirut, press releases were prepared showing quantitative and qualitative values of the program since its inception. These releases were sent to AID/AUB participating countries through the AID Missions to appear in local press, radio and television. This has created greater awareness about the role of the program in their total manpower development plans.

C. Visits to Participating Countries and Accomplishments

The AUB President Dr. H.E. Hoelscher visited Nepal, Cyprus, Jordan, Syria, Bangladesh and Pakistan to promote the program and its importance with top officials of governments and AID Missions. He reported definite interest in the program and genuine request by government officials for increased numbers of scholarships under the Grant.

The Dean of Engineering and Architecture and the Registrar of the University visited Cyprus and established equivalence for placement at AUB of graduates of the Higher Technical Institute in Cyprus Government has, in recent years, nominated an increasing number of these graduates under the AID/AUB Training Grant.

Al-Haj visited Syria, Jordan, Sudan, Bangladesh and Afghanistan. A scheduled visit to Djibouti and Somalia was postponed because arrangements for meetings were not finalized in due time.

Accomplishments

1. Establishment of Mechanism for Management of Program

So far, formal mechanisms entitled "Organization and Procedures for the management and operation of the AID/AUB Training Grant" are finalized with the following countries: Jordan, Syria, Maldives, Nepal, Bangladesh, Cyprus, Afghanistan, Yemen and Sudan. Each mechanism sets forth the following: (1) the government department (s) and the official (s) representing the government in the operation of the program, (2) procedure for exchanging information and forms, (3) responsibilities for selection of students, and (4) time table for selection, testing and travel arrangements. Copies of such mechanisms were sent earlier to AID/W. Working procedures with Somalia and Djibouti were guided by AUB detailed letters reflecting above patterns. This will be finalized in a forthcoming visit to these two countries in 1979-80. The selection of Lebanese candidates was done through a selection board chaired by the AID representative in Beirut with membership of Director of ICA, AUB Director of Bursary and the Registrar.

As indicated earlier, governments of participating countries showed encouraging trend in implementing these mechanisms, very often, using their own communication facilities. AUB will continue to encourage governments to take more active and leading role in the operation of the Grant.

2. Needs for Training and Priority

During visits, meetings with officials of the various ministries, especially, Planning, Finance, Agriculture and Education, were held. The purpose was to assess present and future developmental plans including human resources. The fields of study covered by the AID/AUB Training Grant seem quite relevant to the countries' needs. However, these countries differ in terms of priority within these areas, for example, Yemen showed strong preference for training in Engineering, followed by Cyprus and Nepal. Bangladesh, Afghanistan, Lebanon and Jordan are well represented in Agriculture. Training in Education is most preferred by Maldivians, Jordanians, Lebanese and Afghani students. Training in Public Health is quite needed by all the participating countries, yet the number of participants in this area is very low, most likely, because the specialized government departments have not been well established in these countries to recruit sufficient number of such graduates.

All the participating countries, especially, Maldives, Bangladesh, Cyprus, Lebanon, Sudan and Djibouti requested additional slots for training at AUB under this program. Their need is further evidenced by the long panel of qualified candidates these countries have prepared for 1979-80.

3. AID/AUB Graduates and their Role in Development

The last year's report included quantitative data on AUB graduates under the AID/AUB Training Grant since 1952. The statistics included degree and non-degree participants. Efforts were made this year to follow up on the degree graduates. The main purpose was to determine their positions and functions in fostering development in their respective countries. The University prepared lists of graduates from each country including names, degree obtained, year of graduation and major fields of study. The lists were mailed to the Government Representatives who, in turn, were to contact concerned departments to secure information on the individual graduates listed. In some cases, the lists were handed in during al-Hajj's visits and some progress was achieved, i.e. Bangladesh and Afghanistan. The Government Representatives indicate that the compilation of the required information will take sometimes. Accordingly, the Bursary Office called on other sources of information to realize some progress, i.e. the Bursary records and personal acquaintance with graduates, the AUB Departments' records and mailing lists, the AUB Alumni associations, some AID Missions, individual graduates, and currently registered AID/AUB students.

Information were completed on about 32 percent fo all graduates from eight countries since the inception of the program (594 graduates out of 1850). The countries were: Jordan, Pakistan, Afghanistan, Lebanon, Cyprus, Nepal, Bangladesh and Sudan.

Appendix Table VII shows the distribution of these graduates by country and present position.

One fourth of the sample (594 graduates) serve as University professors, administrators or researchers in their home country universities or colleges. One fifth are deputy ministers, directors general, heads of departments or regional directors in various ministries especially the Ministry of Agriculture. An equal percentage serve as subject-matter specialists in such ministries.

This represents a solid core of leadership in building institutions and fostering development activities, most noticeable in Jordan, Afghanistan, Bangladesh, Lebanon and Pakistan. Their influence and contributions are manifest at both the top hierarchical level and regional levels of the governments' organizational set up.

Nearly one tenth of the sample are working outside their countries. This is most noticeable in Afghanistan and Lebanon. However, most of this group are working in the Middle Eastern countries i.e. Gulf States and very small number in the United States as a result of pursuing Ph.D. studies in the States. The low pay, working conditions and unsettled situations in Afghanistan may explain the above observation. Lebanon has traditionally exported qualified manpower to other Middle Eastern countries either through the private sector or government to government arrangements. In general, home return of AID/AUB graduates is quite satisfactory and these students normally sign commitments to serve their governments upon completion of study at AUB.

It should be noted that the sample includes five ministers, two ambassadors and several deputy ministers.

When the whole list of graduates is completed the distribution by positions and functions is expected to change in favor of larger number serving in the regional provinces of the participating countries.

We learned through visits and from Alumni that nearly all the 3200 non-degree participants under the AID/AUB Training Grant are actively involved as school teachers and village level workers in the rural sectors of these countries.

As the number of AID/AUB Alumni chapters increase in the participating countries, it would be possible for AUB to keep up-to-date records on all graduates. Such chapters are now established in Sudan, Bangladesh, Cyprus, Jordan, Lebanon and Nepal.

II. General Evaluative Remarks on the Operation of the Program

A. General Remarks

A brief presentation relating to new developments in the University and the operation of the Grant follows:

1. University Developments

a. The University completed the 1978-79 school year without any interruption. The University Campus and the larger Community of Beirut provided students with all the facilities for a normal and very pleasant living. Students were able to do their academic work in a very favorable environment and have had easy access to all the University facilities for extra curricular, social, cultural, athletic and educational activities. This was evidenced by the increased number of student clubs and joiners.

- b. Student enrolment in the first and second semesters of 1978-79 reached 4102 and 4108 students respectively. Fifty two countries were represented in the AUB student body, with a faculty body representing 30 countries. Accordingly, AUB continues to maintain and even strengthen its regional personality and status in the Middle Eastern area.
- c. The University involvement in on-campus and off-campus extension programs, services, development and research activities was substantially increased during the year. The on-campus activities included two major conferences in Agriculture and Health Sciences, several summer programs, seminars and special workshops in all the AUB Faculties. University research, development and extension services continue to receive special attention i.e. Bahrain, Saudi Arabia, Yemen, Syria, Jordan and some other Gulf States.

2. Evaluative Remarks and Accomplishments

Certain major aspects of the program are discussed in this section. This includes: (a) AID/AUB student performance, (b) Counseling with students, (c) changes in student selection, (d) 1978-79 graduates, (e) trend in level of study (graduates versus undergraduates), and (f) participation in the 1979 summer special programs:

a. Students' Performance

The performance of AID sponsored students, at the graduate and undergraduate levels, compares favorably with AUB students' performance at large. Several AID students managed to get on the "Dean's Honor list" and/or graduated with distinction. Only nine out of 275 registered

students, were dropped for poor academic performance and five students withdrew voluntarily for personal reasons. Four of the dropouts from UOP were Yemeni students who completed two years in the program and failed (see Appendix XIV).

During the year, special tutoring sessions were arranged for 14 Yemeni students in Physics, one Sudanese in Chemistry and one Yemeni in English. As indicated in 1st year's report, certain students, especially, some Yemeni students need tutoring or remedial courses in Sciences to make up for deficiencies in these areas. Special tutoring was found quite helpful for these students to do their regular courses' work satisfactorily.

b. Student Counseling

Counseling with students was a daily function by the Bursary staff as well as Academic Advisors in the various departments of the University. Students voluntarily called on us to seek help in relation to academic difficulties, personal problems, family conditions at home (health or financial), health problems and others. Appropriate advice and follow up in each case were provided so that students were able to pursue their academic work normally with the least of tension and worry. Some cases necessitated contacts with officials of student home countries.

The period of English training in the University Orientation Program (UOP) was raised as a major concern. The Bursary met twice with the Yemeni students as a group, then, individually, in the presence of some English instructors and the Director of UOP to study each student's case and advise accordingly. Some sessions were attended by the Yemeni Cultural Attache and Dr. Edwin Tolle during his visit to AUB. Most of these students benefitted from these sessions, they were able to pass English and move into their subject matter areas. Only four students from this group were dropped. The main reason for this problem is that many of the Yemeni and some Afghani students were originally admitted to UOP with very low English scores. This problem was, by and large, controlled for October 1978, and 1979 by requesting governments officials to have large number of nominees participate in the English entrance examination, then priority in selection was given to those with the highest scores provided that they are academically qualified. Also, government officials were encouraged to make better use of English training facilities in their home countries.

c. Change in Student Selection

The fact, that quotas were announced early in the year, made it possible for governments to activate the process of student recruitment early and to make the necessary contacts with the concerned ministries.

Government officials responded positively to AUB request that scholartic records of the candidates be considered as an essential criterion in the selection.

English proficiency of the candidate is a well established criterion as indicated above, however, some flexibility should be maintained in selection of Yemeni and Syrian candidates where English training in schools is still limited.

d. 1978-79 Graduates

Appendix Table VIII shows that 68 AID/AUB participants completed their study and earned degrees in 1978-79. All these graduates returned to their home countries. Nearly, half of them are from Pakistan and it is expected that the remaining eight Pakistani students will complete their study late in summer or early fall 1979. The rest of the graduates, are from Cyprus, Jordan, Lebanon, Yemen and Bangladesh. Degrees granted are almost equally distributed between the Faculty of Agricultural and Food Sciences and the Faculty of Arts and Sciences. As of this year, graduates received congratulation letters from the Bursary with copies mailed to their government officials and the respective AID Missions.

e. Graduates versus Undergraduates

The distribution of the present AID/AUB participants by class (275 participants) shows that 69 per cent are undergraduates and 31 per cent graduates (see Appendix Table X). The high level of participation by Yemen (73 participants) followed by Lebanon, Maldives and Cyprus accounts for this high percentage of undergraduate enrollment in the program. The table also shows that 27 per cent of all participants are female students. Attempts were made to increase graduate enrollment through the 1978 entrants. The outcome showed a definite

improvement, the participants who were admitted for October 1978, were distributed as follows: 61 per cent undergraduates and 39 per cent graduates.

As of October 1980, it is quite possible to improve gradually the percentage of graduate enrollment in the program as follows: (1) limit participation of Lebanese, Nepalese, Sudanese and Jordanians candidates only to graduate level, (2) Request Cyprus, Somalia and Djibouti to assign half of their quotas to graduate study, (3) Already Afghanistan and Bangladesh participate at the graduate level, and (4) Yemen is the main concern, it is possible to request the GOY to assign part of their quota for graduate study, this request was made earlier, but most of the Yemeni participants will continue to be in undergraduate study in the foreseeable future. These measures could reverse the present ratio between graduates and undergraduates.

f. Participation in the 1979 Summer Special Programs

Nine countries participated in the Summer Special Programs, nine participants in the University Colloquium, 13 in the School Administrators' Workshop and 17 in the Secondary School Teachers' Institutes. Even though four countries were unable to participate, 39 out of the 40 allocated slots were filled. Afghanistan and Syria participated in these programs. A detailed report on these programs is included in the section assigned to the Division of Education and Extension Programs (see also Appendix Table II).

B. Suggestions

Suggestions are presented in terms of progress made on last year's suggestions and recommended trend for the future:

1. Mechanisms for administering the program - As indicated earlier, such mechanisms were completed with almost all the participating countries. Direct contact with governments is advancing satisfactorily, however, modifications in these mechanisms will be accommodated in the light of experience in implementation. The academic qualifications of candidates are steadily improving and the whole process of selection is becoming more efficient. He encountered some occasional failure in international mail, but, resolved through the good offices of AID Missions. Future efforts and follow-ups will focus on refinement of these mechanisms.

2. English training - Government officials were advised to arrange for their nominees to participate in intensive English training in home countries in order to reduce need for a period of training in UOP. Except for the Yemeni candidates, in general, the level of English proficiency is imposed this year. Certain guidelines re enrollment in UOP will be developed in consultation with AID/W for implementation on October 1980 candidates. Some ideas are presented in this report "Administration of AUB Tests..."

3. Remedial courses - Special tutoring sessions in Sciences were arranged during the year, especially, for Yemeni students. Similar arrangements will be followed in the future. Also, some remedial program for pre-engineering students (Yemeni participants) may be considered in 1979-80. This approach proved to be educationally very useful for certain students because of variations in secondary school preparation between the participating countries.

4. AID/AUB Graduates - As indicated earlier, information on current positions and functions of AID/AUB graduates were compiled for 594 participants. The future plan is to complete this survey to reach all graduates of the presently AID participating countries. Also, regular contacts will be maintained with AID/AUB Alumni Associations in these countries. The survey, so far, made government officials better informed about the impact of the program, and provoked active interest in and appreciation of this unique program and its value in the development of their respective countries.

5. Thesis field surveys - Graduate students continue to conduct home country field surveys for their Thesis work. This approval proved to be useful for Governments in their developmental activities and in strengthening relevance training at AUB.

6. Counseling help - The steadily increasing demand by students for counseling on various problems as indicated earlier, necessitates that an Assistant to the Director of Bursary be added. The Bursary Office is in the process of searching for a qualified candidate who can take a major responsibility for counseling with students and assist in the management of the program.

7. Graduates Versus Undergraduates - As indicated earlier in this report, various measures will be taken to increase number of graduate level participants and reduce drastically the number of undergraduates. Some of these measures will require consent of AID/W, i.e. - allocation of quota for the participating. At present, Yemen plays an important role in increasing the number of undergraduate participants in the program. This matter was discussed with Dr. Wilder during his last visit to AUB, and it will be followed up in 1979-80.

III. Evaluation of AID Program by Departments and Fields of Study

This part is mainly prepared by the concerned AUB departments. It covers current changes and developments in various faculties and departments as well as an assessment of AID participants' performance.

Many thanks are due to the Deans and Faculty members for their interest and assistance to the AID participants throughout the year. Their efforts in the development of this part of the report are also appreciated.

A. Faculty of Arts and Sciences

The fields of study covered by the AID/AUB Grant in this Faculty include Business Administration and Economics, and Public Administration. Only one student is enrolled in Economics. Other departments offer courses either required from our students or taken as electives.

1. School of Business Administration

It is difficult to provide an overall evaluation of AID students with respect to all other students in the School. It can be more realistically done on a country-by-country basis and this may be useful to AID country officials.

Afghanistan: One student who subsequently withdrew.

Cyprus : Seventeen students of whom only two have less than a 70 average. As a group, superior to that sent by any other country.

Djibouti : Two students both doing 70 level work.

Jordan : Four students of whom two are doing below average work. One will graduate in August by the skin of her teeth. It is doubtful whether the two graduate students, given their performance this year, should be encouraged to return for the MBA. Their probabilities of success are very low.

- Lebanon: Seven students: two below average; four average; and one a joint business-economics major - doing very well.
- Sudan: Two graduate students, both doing sub par work. Probabilities of completing the MBA are very poor.
- Yemen: Nine students of whom one graduated, one passed the UOP; one above average, three slightly below average; and one failing.

The question whether the education received is appropriate cannot be answered for all students. Almost one-half of the AID students are either enrolled in the UOP or Arts I and thus have not yet begun their studies in business. These students will not receive their degrees until 1982 or 1983. For those currently taking business courses, the curriculum is probably relevant if they are subsequently employed in government agencies (such as the ministries of finance, commerce, industry, etc..), or if they employed in business firms large enough to utilize their skills in marketing, finance, statistics, accounting and management. These companies are found throughout the Arab world, but more frequently in Lebanon, Cyprus, Jordan, and Pakistan.

The School's academic admission standards are gradually being raised as are requirements for continuing in the School. For example, in their sophomore year all B.A. students must receive a grade of 70 in each of four courses (accounting, math., economics, and english) before they can take more advanced subjects in business. Based on the records of AID students in the 1978-79 academic year, the prospects are good that a majority will meet this requirement. If they do not, they must repeat the courses until they have earned a grade of 70.

I am much less optimistic about the performance of AID students accepted in the MBA program: none of the four were able to pass all of the undergraduate prerequisite courses. My personal judgment is that the probabilities of these students successfully completing the MBA are negligible. Their undergraduate preparation simply did not equip them to meet AUB standards. Unless a student has an outstanding undergraduate record he or she should not be encouraged to apply. Beginning in 1980, all applicants will be required to take the GMAT if it is offered in the country. The score on this test will be one factor to be considered in evaluating potential graduate students.

I should like to emphasize that the School now has a policy of admitting to the MBA program university graduates in disciplines other than business (engineering, agriculture, history, economics, etc). We would like to have an approximate balance between BBA and non BBA degree holders. It will be necessary for the non BBA graduate to take undergraduate prerequisite courses where he/she is deficient, but if these are successfully completed, we will welcome them into the MBA program.

<u>Student</u>	<u>Country</u>	<u>Approximate average</u>
Shoiabee, Abdul Wahab	Afghanistan	Withdrew
Achilleos, Demetris	Cyprus	65-70
Ataner, Ahmet	"	75-80
Demetriou, Demetrios	"	80-90
Hadjikyriakou, Kyriakos	"	75
Karamichali, Miss Katherine	"	60-70
Katsounotou, Miss Georgia	"	80
Kterides, Polydoros	"	80
Kyriacou, Miss Vasso	"	graduated
Louca, Miss Eleftheria	"	80
Metaxa, Miss Myriathi	"	graduated
Nikiforou, Savvas	"	75-80
Philippidou, Miss Elizabeth	"	70-75
Rhodas, Miss Bella	"	70
Seyfi, Ahmet A.R.	"	75-80
Solomonidou, Miss Georgia	"	80-85
Stephanou, Kyriacos	"	80
Varnava, Miss Christiana	"	80

<u>Student</u>	<u>Country</u>	<u>Approximate average</u>
Ahmed, Hassan Djama	Djibouti	70
Ibrahim, Fouad	Djibouti	70-75
Azzah, Yusuf	Jordan	UOP
Dabdub, Miss Nihayat	"	65-70
Hijaz, Ahmad	"	Low grades
Hiyari, Ali	"	Low grades
Habib, Jirji	Lebanon	60-65
Jahshan, Miss Wafa	"	80-85
Juraydini, Miss Mary	"	70
Kubaysi, Miss Muna	"	60
Moussessian, Miss Armenouhy	"	75
Shahin, Miss Fatinah	"	85-90
Zayn, Miss Rima	"	80
Hasan, Hasan M.	Sudan	Low grades
Malik, Idris M.	"	Low grades
Basha, Ahmed	Yemen	graduated
Idris, Hasan	"	65-70
Ishak, Abdul Basit	"	Pass UOP
Khulani, Muhammad	"	60-65
Muhsin, Miss Ilham	"	75-80
Murari, Abdul Warith	"	65-70
Najashi, Abdul Wahib	"	70
Umaran, Faysal	"	70
Zabibah, Abdul Wahab	"	55-60

2. Public Administration (PSPA Department)

The PSPA Department was able to attract during the academic year 1978-79 about 35 AID students from various countries in the area. There is a clear trend of an increasing demand by various governments in the area for public administration training. What is unfortunate is that the overwhelming majority of our AID students are undergraduate rather than graduate. We firmly believe that graduate training in public administration is of much greater use and value to the various countries in the area and should be given priority over undergraduate training.

The PSPA Department is generally satisfied with the quality and performance of AID students, specially those from Cyprus, Jordan, Pakistan and Nepal.

Our main concern has always been how to adapt and gear our programs to suit the special needs of our AID students, specially at the graduate level. This is not an easy task in view of the large number of AID students in the PSPA Department and their diverse backgrounds, needs and problems. This task could be made easier through a better and more careful recruiting policy that will help us in defining the students' interests and career prospects which until recently have not been made very clear to us.

Another important step in this direction would be to provide an additional faculty member, funded by AID, to all departments in the University that have more than twenty five AID students. This will provide these departments, which are presently over-burdened with large classes, with the needed resource and flexibility to cater to the special needs and interests of our AID students.

The PSPA Department does not conduct any follow up inquiries about our graduates. Such information would be very useful and we urge the Bursary Student Office to institutionalize such a practice for the benefit of all departments and programs concerned.

B. Faculty of Health Sciences

Two programs are covered by the Grant namely: Nursing and Public Health. The training is offered at the undergraduate, graduate and post basic diploma levels. The enrollment of AID/AUB participants in both programs was low this year, but is expected to increase in the future, based on expressions of interest and need by government officials of participating countries.

1. Nursing

Helen Basha, BSN II (Lebanese)

Steady, dependable. Participates well in class, is developing in her maturity. Interested in nursing. Academic performance is average.

Miriam Kamar, BSN II (Lebanese)

Steady, participates well in class. Mature in approach. Follows directions well. Relates well with peers and faculty. Above average academically.

Rima Shihabuddine, BSN II (Lebanese)

Excellent student academically. Dean's Honor List fall semester 1978-79. Is quiet but attentive. Can work independently. Somewhat reserved in peer relationships.

Marlene Sahyouni, BSN III (Lebanese)

Capable, objective, mature, reliable and honest. Accepts responsibility for own behavior. Interested in nursing. Academic performance is average in relation to classmates. Predict that she will perform at an acceptable level next year.

Wafa Maaluf, BSN III (Lebanese)

Mature, honest, analyzes own behavior and accepts consequences of own actions. Performs academically above average. Relates well.

Layla Milki, BSN III (Lebanese)

Tendency to be somewhat passive and dependent at times. Academic performance is borderline average.

2. Public Health

I. Evaluation of Student Academic Performance

A. MPH Program

1. Chaudhri, Mohammad al-Huq
2. Yusuf, Mohammad M.

Both have completed satisfactorily the program leading to the MPH degree and were graduated in June 1979. The performance of both of the students during the academic year 78-79 was considered to be slightly above average compared to their classmates.

3. Dr. Ramzan Ali Sarker, Misbahuddin

Unfortunately, Dr. Misbahuddin was unable to perform satisfactory results. He succeeded to pass all the courses required for the MPH Degree but failed to attain the required overall average. He also failed a comprehensive examination which was given to him by a special committee of the faculty. As a result, Dr. Misbahuddin was not granted the MPH but was given a letter of attendance instead.

B. Diploma Program in Basic Lab. Technology

1. Bardawil, Nada
2. Sukkariyyah, Halah

Both of these students completed satisfactory the 2 year program leading to a Diploma in Basic Lab. Technique. Their performance was rated very good by the coordinator of the program particularly miss Sukkariyyah performed exceptionally well.

C. Environmental Health - B.S. Degree

I. Shukayr, Laya

This student is in her first year of the B.S. program Env. Health. She is an average student but expected to perform better in the forth coming years.

II. Relevance of Training Program to Students's Home Country.

The Faculty of Health Sciences regards its training program to be highly relevant to the area it serves especially to the Arab Countries. It is expected that the graduates of the above academic programs will play an important role in their respective countries.

III. Information about the graduates.

The AID graduates of the FHS (Faculty of Health Sciences) are employed by their respective countries following their graduation. This is generally the case with very few exception that we know of.

IV. Suggestion for New Majors

The Faculty of Health Sciences is offering for the first time October 79 the following two programs of study at the level of the Bachelor of Science Degree

- a. Biostatistics
- b. Medical Laboratory Technology

These two programs were developed to meet an urgent and felt need in these two areas.

It is, therefore, highly recommended that AID considers sponsoring students in both of these programs.

C. Faculty of Engineering and Architecture

Having studied now the records of the twenty students in question, we are pleased to note that most of them have done well during the last three semesters/terms at our Faculty. In fact, it is easier to report on the poorer performances, involving only four students. These are:

1. Ioannides, Pavlos and Makris, Georgios

These two have similar records, involving some good and some poor grades. It appears that their strength lies in the cultural subjects, whereas they did very poorly in the scientific areas. This is in contrast with their other compatriots, who did very well to excellently.

2. Sharafuddin, Yahya

This student has had extreme difficulties from the start, and it is our opinion that he should not continue in Engineering. Indeed, our original advice was against his admission into our Faculty.

3. Idris, Muhammad

Here is another poor candidate, without the necessary prerequisites to tackle First Year Engineering. His chances of success at our Faculty are rated remote. This is in complete contrast with his other compatriot, Philip Buni, who has done extremely well.

The following conclusions might therefore be reached:

1. Candidates from Cyprus and Lebanon are more than adequately prepared for our program. The small percentage of failures is below the normal average. Indeed, some of the present students are excellent to brilliant.

2. Candidates from the Gulf and other distant Arab countries could do with more preparation, equivalent to our Freshman year at AUB. Those who have had difficulties in Engineering have also had a very poor command of the English language. Though we do not have enough statistics to reach a definite conclusion, the signs are for a strong correlation between the two factors, and the Bursary Office might do well to evolve solutions to this problem.

3. Our program continues to be in high demand, and competition for admission into it have become severe. Every year, around 1000 applicants compete for the 200 or so places available. Once admitted, a student has to perform well in comparison with other highly-intelligent and highly-motivated students. Should he not have the necessary background for and dedication to his work, he would be facing difficulties from his first term. Candidates applying to our Faculty should therefore be aware of these conditions.

4. Similarly, our program continues to be relevant to the area, as testified by the numerous job opportunities available to our graduates specifically. The first two years of the Engineering curriculum emphasize the fundamentals, while the final two years train the student to apply these fundamentals to specific areas of interest. Upon graduation, the young engineer is thus ready to assume positions of relative seniority with good success, as records over the last two decades would show. Should he elect, instead, to do graduate work abroad, he also finds himself much appreciated by his new university.

To conclude this short evaluation, I would stress once more the need to prepare some of the AID students for the highly-competitive conditions at our Faculty, and ensure, should they run into difficulties, that they receive immediate guidance from all of us.

D. Faculty of Agricultural and Food Sciences

Introduction

During the 1978-79 academic year, this faculty changed its name from Faculty of Agricultural Sciences to Faculty of Agricultural and Food Sciences to bring it more in line with the work it is doing. Thus the emphasis which has gradually evolved upon food and its utilization is now being recongnized.

On April 24-28, 1979, the FAFS at AUB sponsored a conference on "The Role of Agricultural Education in the Development of the Middle East" which was attended by representatives of 13 countries and at least 7 international organizations. Participants agreed that the information disseminated and discussed will be invaluable in the preparation of agricultural curriculli in the immediate and distant future as well as having favorable impacts on course contents and faculty-student relationships. AID contributed generously toward the success of this Conference both financially and attendance; a seperate report on the conference has been provided to AID.

An appraisal of the FAFS program for students was initiated and will continue into next year. Under consideration are programs in Dietetics-Nutrition and Agribusiness at the undergraduate level, and complete reevaluation of the majors being offered at the graduate level. Among other items, a new inter-faculty M.S. in Agribusiness is being considered conjointly with the Talal Abu Ghazalah Graduate School of Business and Management. It is hoped that the changes will be completed for presentation and adoption by the beginning of 1980.

One new graduate major was approved and is now in operation in Weed Science. This is a field which has assumed major importance with the development of many new methods of controlling unwanted vegetation.

Student Enrollment:

Student enrollment during 1978-79 rose slightly over that of 1977-78. In the following table the number of students in each category sponsored by AID is indicated in parentheses. Approximately 23-25 % of all students in FAFS were AID-sponsored. About 70-75 % of the AID-sponsored students were graduate students.

Student Enrollment in the FAFS during 1978-79

	<u>1st Semester</u>	<u>2nd Semester</u>	<u>Summer</u>
Undergraduates	149 (14)	156 (14)	133 (14)
Graduates	99 (45)	96 (46)	81 (36)
Special	3 (2)	6 (2)	4 (1)
Total	251 (61)	258 (62)	215 (51)

The 16 undergraduate and special AID students came from Cyprus, Lebanon, and Yemen with the majority coming from Lebanon. During the first semester, two of them earned a place on the Dean's list on which a total of 14 undergraduate students were placed. This indicates that the performance of the AID students was at least as good if not better than that of the student body. The two students who earned a place on this list were:

Miss Rima Zaydan	Agr. II
Miss Wafa Khuri	Agr. II

This is the second consecutive year that these students placed. At the time of writing this report, the spring and summer lists have not as yet been published.

Two Lebanese students sponsored by AID will graduate this year. One is already in graduate work in AUB and the other is expected to start in October.

In the October, February, and June graduations, 29 AID students earned M.S. degrees. Eighteen were graduated in October, 7 in February and 4 in June. As of this writing, 3 more have finished and another 8 are expected to finish by October and will be awarded their M.S. in October, 1979.

Evaluation of Student Work:

As with any group of students, the quality of work done varied considerably from student to student. However, as a group, AID sponsored students have done fine work. For example, several have submitted articles to international journals which have been accepted and will be published in the near future. These articles are in addition to their theses although they are based on their thesis work. Some of the investigations have been considered so timely that they have been condensed and published by A.U.B. as bulletins. In particular, survey work done by Agricultural Economics and Extension Education majors have led to this form of publication. These findings are eagerly sought after by other Mid-Eastern researchers as they frequently represent original ideas and/or techniques developed specifically for Mid-East conditions.

One of the reasons for this interest is that AUB-FAFS has consciously tried to relate student research to problems the students might face in their home countries. One example from many might illustrate this point:

In Bangladesh and Pakistan, seed potatoes are generally imported at considerable expense because proper storage is unavailable for storing of locally produced tubers. If a method could be devised whereby the rest period of locally produced tubers could be broken so that they would germinate immediately, they could by pass this expense. A student who started work on this project obtained sufficient encouragement from his results that he is now continuing the work in his own country.

By means of such projects related to problems they face or may face in their own countries, students are stimulated in their research and their interest remains high throughout their stay with A.U.B.

Since its inception in 1952, well over 1,700 degrees have been earned in agriculture. Many students have earned two degrees, i.e. BS & MS. In addition many have gone on to Ph.D. training and others have followed other tracks. 425 students earned the Technical Vocational Training diploma and several of these have since gone on to earn degrees. Among our graduates are to be found professors, directors of government departments or commercial enterprises, ministers of governments, and others teaching, selling agricultural products, running farms and orchards, and working in research and extension. This is a training has fitted students.

Among the above, AID sponsored people are prominent. As an example, one Pakistani student received his MS in FAFS about 10 years ago. Since he has earned 2 Ph.D.s elsewhere. Many such success stories could be told. AUB has good cause to be proud of its FAFS graduates and AID, which has aided many of these graduates. must be given credit for making it possible for many of them.

E. Division of Education and Extension Programs (DEEP)

The programs relevant to AID/AUB participants in this Division include: Department of Education, the University Orientation Program and the Special Summer Programs.

1. Department of Education

Introduction

This report is organized in three parts. Part I deals with the number of AID-sponsored students, their fields of specialization and (expected) dates of graduation. Part II is a statement of evaluation of student performance and relevance of Education programs to the perceived needs of the home countries of our students. Recommendations for future-developments are made in Part III.

PART I: STUDENTS

A. Graduate Students

1. A list of graduate students who received the M.A. Degree in Education in October, 1978, and February, 1979 is presented below:

<u>Name</u>	<u>Nationality</u>	<u>Field</u>	<u>Date of Graduation</u>
Begum, Jahanare	Bangladesh	Ed.Admin.	July, 1978
Khokhar, Mahmud	Pakistan	TEFL	Sept., 1978
Islam, Tabarakul	Pakistan	Ed./Psych	Nov., 1978
Abdul-Fattah, Husayn	Jordan	TEFL	Feb., 1979

2. Below is a list of students enrolled in the M.A. Program in Education during the second semester of 1978-79:

<u>Name</u>	<u>Nationality</u>	<u>Field</u>	<u>Expected date of graduation</u>
Christophides, George	Cyprus	Science Ed.	August, 1980
Kyriakides, Costakis	Cyprus	Science Ed.	Feb., 1981
Papanicolaou, Lef.	Cyprus	Ed.Admin.	June, 1979*
Valanides, Nicolas	Cyprus	Science Ed.	Feb., 1981
Akl, Nadia	Jordan	Ed./Psych.	Feb., 1980
Salih, Mahmoud	Jordan	TEFL	Feb., 1980
Salih, Ahmad	Jordan	Math/ed.	June, 1980
Baarah, Husayn	Jordan	Science Ed.	June, 1979*
Abbassi, Abdul Majid	Pakistan	Ed.Psych.	June, 1979*
Bhatty, Modera	Pakistan	TEFL	Oct., 1979
Ahmad, Asad Ali	Pakistan	Science Ed.	June, 1979*
Ferose, Sayd Mubarak	Pakistan	Ed.Psych.	Nov., 1979
Khan, Sheraz	Pakistan	Ed.Psych.	July, 1979
Raja, Abdur Rahman	Pakistan	Ed.Admin.	June, 1979*
Rizvi, Ansar Khalida	Pakistan	Ed.Admin.	Aug., 1979
Sattar, Abdul	Pakistan	Ed.Psych.	July, 1979
Akhtar, Karima	Afghanistan	TEFL	June, 1980
Beria, Mohammad	Afghanistan	Ed.Admin.	June, 1981
Bimar, Mohammad	Afghanistan	Ed.Psych.	Feb., 1981
Hamidy, Abida	Afghanistan	TEFL	June, 1980**
Jahani, Abdul Bari	Afghanistan	Ed.Admin.(Sp.)	June, 1981
Sabaki, Zarghuna	Afghanistan	TEFL	Feb., 1981
Sadeed, Ghulam	Afghanistan	Ed.Psych.	June, 1980

* Have completed all requirements of the M.A. degree in Education.

** This student has completed the T.D. program.

3. Five graduate students are enrolled in UOP. They are expected to start their M.A. degree program in Education in Summer, or Fall, 1979.

B. Undergraduate Students

1. The following students received the Teaching Diploma in Oct., 1978, and February, 1979:

<u>Name</u>	<u>Nationality</u>	<u>Field</u>	<u>Date</u>
Chowdhuri, Mariam	Bangladesh	Elem.Educ.	Oct., 1978
Sabbagh, Elias	Lebanon	Elem.Educ.	Oct., 1978
Yashu', Hanna	Lebanon	Elem.Educ.	Oct., 1978
Bu-Hamad, Samia	Lebanon	TEFL	Feb., 1979

2. The following is a list of undergraduate students in one or more Education courses (T.D.program) in the second semester of 1978-79:

<u>Name</u>	<u>Nationality</u>	<u>Field</u>	<u>Expected date of Graduation</u>
Akiki, Mozraani, Yusuf	Lebanon	TEFL	June, 1979
Amir, Suhayl	Lebanon	TEFL	June, 1980
Bawji, Nahid	Lebanon	Science Ed.	June, 1980
Farhat, Marilyn	Lebanon	Elem.Educ.	June, 1980
Haddad, Lina	Lebanon	TEFL	June, 1980
Khuri, Jirjus	Lebanon	TEFL	June, 1980
Mathiya, Myrna	Lebanon	TEFL	June, 1979**
Track, Elie	Lebanon	Science Educ.	June, 1979**
Numan, Fawziyya	Yemen	TEFL	Feb., 1980
Abdur-Salam, Yasir	Jordan	TEFL	June, 1979**
Haddadin, Lina	Jordan	TEFL	June, 1980
Wakilah, Rima	Jordan	Math Educ.	June, 1980

In addition, there are thirteen (13) freshman and sophomore students who are expected to enroll in Education courses (T.D. or B.A./B.S. programs).

** Have completed the Teaching Diploma program.

PART II: EVALUATION

Though we do not have had evidence, the statements offered below represent the overall assessment of AID-sponsored students by their professors:

1. The best students continue to be those who come to us from Cyprus.
2. Students from Jordan, Pakistan and Bangladesh have difficulties in the following areas:
 - a) English, both written and oral,
 - b) study habits, especially in independent study and research,
and
 - c) inadequate undergraduate preparation.
3. Imbalance in the distribution of students among the various areas of specialization has continued.

In regard to relevance of the Education programs to the needs of students and their home countries, I wish to repeat our earlier statements: that effort is made to have students' research on problems of their countries, and to encourage students to identify and discuss their country's problems in their courses and seminars.

PART III: RECOMMENDATIONS

Though a long list of recommendations may be presented, I wish to limit myself to a few VERY IMPORTANT issues, and offer specific recommendations which I believe would result in improving the program:

1. Though informal orientation to new AID/AUB participants is offered by the Bursary and the concerned department advisors, it is suggested that such orientation be institutionalized and organized by the Bursary in cooperation with the various departments. The purposes of the Orientation program would be:

- to acquaint students with their advisors and department chairmen;
- to explain the general rules of the university, including academic rules, program requirements, and the use of university facilities;
- to advise students of the academic standards, mode of study, performance, etc., prevalent at AUB
- to provide information regarding general living conditions in the country.

2. That the Department of Education be informed in advance of the number of new students expected to arrive in October and February, and of their nationality and fields of study.

3. That reasonable balance be maintained between graduate and undergraduate students (with a larger number of graduate students until the B.A. program in Education is approved and implemented); among the various countries (e.g. why no students in Education from Sudan?) and among the various fields (we still receive very few students in Science Education, Math Education, Elementary Education and Educational Administration).

4. That visits be organized to the various countries for a team of two or three Education professors for the purpose of observation, research, etc.

2. University Orientation Program (UOP)

The program is designed to provide intensive training in English to enable students develop the skills of comprehension, oral and written fluency in the English language.

Students entering UOP are given placement tests in all skills to place them in their respective levels. Forty nine AID participants were enrolled in UOP during the second semester of 1978-79.

Most of the AID/AUB participants in the UOP are from Yemen and Afghanistan.

In addition to daily contact with and observation of AID participants the UOP provides the Bursary Office with a detailed appraisal of individual students performance every semester. The appraisal covers students' performance in: grammar and writing, reading, vocabulary, oral fluency and language laboratory, study skills, reading laboratory and attendance.

Such an appraisal has been quite helpful in counseling with students and assisting them in making the necessary adjustment.

The UOP is contemplating the introduction of remedial subject matter courses along with English training.

3. Extension Programs

The Office of Extension Programs, in collaboration with the Department of Education, sponsored three AID programs this summer: Colloquium on University Education, Secondary School Administrators Workshop and Secondary Teachers' Institute.

Colloquium on University Education

The Colloquium was held from July 2 to 13, 1979, and focussed on "Career Guidance and the University". In addition to two Bursary participants there were nine AID participants distributed as follows according to nationality.

Afghanistan	2
Bangladesh	3
Lebanon	2
Sudan	1
Yemen	1

The Colloquium was coordinated by Professor Munir Bashshur of the Department of Education. Colloquium speakers included prominent people in the field of "Career Guidance" from outside AUB, as well as several AUB Professors. One of the main lecturers in the Colloquium was Dr. Albert Riendeau, a specialist from the USOE who came from USA especially for this purpose. The treatment of the theme of the Colloquium covered three main topics: a) mechanics and procedures of career guidance within the university, b) the university and career guidance at the pre-university level, and c) the university and career guidance at the national level. Each session was designed to allow ample participation by all Colloquium members with emphasis on developing the career guidance in universities in the various countries to which the participants belong. The overall aim was to explore the ways in which career guidance may contribute to an increased

efficiency of Middle Eastern universities in the field of human resource development. Several participants displayed a high degree of involvement and contributed significantly to the daily discussion.

Secondary School Administrators Workshop

This four-week workshop was held from July 2 to 27, 1979, and was coordinated by Professor George Theodory, of the Department of Education whose special area of competence is educational administration. In addition to two bursary participants there were thirteen AID participants distributed as follows according to nationality:

Afghanistan	1
Bangladesh	4
Lebanon	5
Somalia	1
Sudan	2

The workshop focussed on "Instructional Supervision as performed by Supervisors and Principals". The treatment of this theme covered the following main topics: general theoretical background in instructional supervision, process and functions in this area and techniques and operational criteria and forms that may facilitate better instructional supervision. The Workshop utilized a variety of learning methods: lectures, discussions, simulations, and readings. A substantial portion of the Workshop was conducted by its coordinator. Other AUB professors also participated as lecturers and discussion leaders in the Program.

The participants showed a keen interest and involvement in the subject matter of the Workshop, and it is expected that the administrative skills which they acquired will be of great benefit to them in their future work as school administrators.

Workshop for Teachers of English as a Foreign Language (TEFL)

This Workshop lasted for six weeks from July 2 to August 10, 1979, with seventeen AID participants distributed as follows according to nationality:

Afghanistan	1
Bangladesh	2
Djibouti	2
Jordan	6
Lebanon	1
Somalia	1
Sudan	2
Syria	2

The coordinator and the major contributor to the Workshop was Professor Oasim Sha'ban of the Department of Education. Other lecturers included AUB professors and expert TEFL teachers who are specialized in the topics they had to lecture about. The Workshop focussed on teaching reading in English and covered the following themes: the nature of reading in elementary and post-elementary levels, reading skills, vocabulary in reading, aids and instructional materials, remedial reading, classroom management in relation to skills, supervision in TEFL and reading and literature. The Workshop utilized lectures, discussions, assigned readings, and individual and group projects.

Judging from the participants interest, enthusiasm and response we believe the Workshop was a success. Participants are expected to return to their schools with experience in developing materials, and with a methodology for initiating change in teaching techniques.

Accommodation and Recreation

All attempts were made to provide AID participants with comfortable, inexpensive accommodation. Participants in the Administrators Workshop and the Workshop for Teachers of English as a Foreign Language were housed in campus dormitories whereas Colloquium participants were accommodated in neighboring hotels. They all had access to university recreational and athletic facilities, including AUB beach.

Home receptions and graduation ceremonies were organized. Support services which covered reception, transportation from and to the airport, visa extensions and other related matters were rendered in a very effective manner.

A P P E N D I C E S

APPENDIX IAID Participants at the American University of Beirut, by Country1969-70 to 1978-79

	<u>1969-70</u>	<u>1970-71</u>	<u>1971-72</u>	<u>1972-73</u>	<u>1973-74</u>	<u>1974-75</u>	<u>1975-76</u>	<u>1976-77</u>	<u>1977-78</u>	<u>1978-79</u>
Abu Dhabi	-	2	-	3	-	-	-	-	-	-
Afghanistan	63	68	63	60	49	44	42	1	17	23
Bahrain	-	1	8	18	23	25	2	-	-	-
Bangladesh	-	-	-	2	17	13	15	8	10	24
Cyprus	43	46	48	49	49	47	34	20	27	34
Djibouti	-	-	-	-	-	-	-	-	-	4
Dubai	-	1	5	6	4	2	-	-	-	-
Ethiopia	6	1	-	-	-	-	-	-	-	-
Iran	29	28	25	33	32	35	6	1	-	-
Jordan	100	98	90	108	104	101	82	28	26	27
Kenya	15	7	-	-	-	-	-	-	-	-
Lebanon	64	66	65	66	65	66	66	45	53	58
Libya	2	2	1	-	-	-	-	-	-	-
Maldives	-	3	4	5	5	4	3	1	2	7
Morocco	35	24	16	11	-	-	-	-	-	-
Nepal	23	24	10	7	8	3	1	1	2	4
Oman	-	-	-	9	15	8	-	-	-	-
Pakistan	122	124	88	66	78	83	80	33	46	9
Somalia	-	-	-	-	-	-	-	-	-	1
Sudan	-	-	-	-	-	-	-	-	-	8
Turkey	27	22	21	18	4	2	-	-	-	-
Yemen	7	-	-	15	32	47	59	26	58	75
	<u>534</u>	<u>517</u>	<u>450</u>	<u>474</u>	<u>485*</u>	<u>485**</u>	<u>390</u>	<u>164</u>	<u>241</u>	<u>274</u>

*Excluding 7 non-contract: 4 from Morocco and 3 from Jordan

**Excluding 4 non-contract from Jordan

APPENDIX IIAID/AUB Participant Enrollment by Country and by Field1st Sem. 1978-79

<u>Country</u>	<u>Agric.</u>	<u>Bus.</u>		<u>Eng'g.</u>	<u>Nurs.</u>	<u>Pub.</u>		<u>TOTAL</u>
		<u>Adm.</u>	<u>Educ.</u>			<u>Adm.</u>	<u>P.H.</u>	
Afghanistan	9	1	9	1	-	1	2	23
Bangladesh	21	-	-	-	-	1	2	24
Cyprus	-	14	2	11	-	7	-	34
Djibouti	-	1	1	-	-	1	1	4
Jordan	6	3	11	5	-	1	1	27
Lebanon	13	7	12	6	7	10	3	58
Maldives	-	-	7	-	-	-	-	7
Nepal	-	-	-	-	3	1	-	4
Pakistan	8	-	1	-	-	-	-	9
Somalia	1	-	-	-	-	-	-	1
Sudan	2	2	-	2	-	2	-	8
Yemen	<u>7</u>	<u>10</u>	<u>2</u>	<u>47</u>	<u>-</u>	<u>8</u>	<u>1</u>	<u>75</u>
TOTAL	67*	38	45	72*	10	32	10*	274

* 13 Pre-Agriculture, 51 Pre-Engineering and 4 Pre-Public Health included.

In addition to the above 16 participants are registered for thesis only: Jordan 1, Pakistan 13, Nepal 1, Bangladesh 1.

AID/AUB Participants Enrollment by Country and by Field

2nd Sem. 1978-79

<u>Country</u>	<u>Agric.</u>	<u>Bus. Adm.</u>	<u>Educ.</u>	<u>Eng'g.</u>	<u>Nurs.</u>	<u>Pub. Adm.</u>	<u>PH.</u>	<u>TOTAL</u>
Afghanistan	9	1	9	1	-	1	2	23
Bangladesh	23	-	-	-	-	1	2	26
Cyprus	1	17	4	12	-	5	-	39
Djibouti	-	2	-	-	-	1	1	4
Jordan	7	4	11	4	-	1	1	28
Lebanon	12	7	11	6	6	8	3	53
Maldives	-	-	7	-	-	-	-	7
Nepal	-	-	-	-	3	3	-	6
Pakistan	4	-	1	-	-	-	-	5
Somalia	1	-	-	-	-	-	-	1
Sudan	2	2	1	2	-	3	-	10
Yemen	4	13	2	41	-	12	1	73
TOTAL	63*	46	46	66*	9	35	10*	275

*6 Pre-Agriculture, 46 Pre-Engineering and 4 Pre-Public Health included

In addition to the above 14 participants are registered for thesis only: Bangladesh 1, Jordan 1, Nepal 1, Pakistan 11.

AID/AUB Participant Enrollment by Country and by FieldSummer Session 1979

	<u>Agric.</u>	<u>Bus.</u> <u>Adm.</u>	<u>Educ.</u>	<u>Pub.</u> <u>Adm.</u>	<u>Eng'g.</u>	<u>Nurs.</u>	<u>Pub.</u> <u>Hlth</u>	<u>TOTAL</u>
Afghanistan	4	-	4	1	-	-	-	9
Bangladesh	10	-	-	-	-	-	1	11
Cyprus	-	5	3	2	7	-	-	17
Djibouti	-	1	-	-	-	-	1	2
Jordan	5	3	5	1	4	-	1	19
Lebanon	11	4	8	7	6	6	3	45
Maldives	-	-	3	-	-	-	-	3
Nepal	-	-	-	-	-	1	-	1
Somalia	1	-	-	-	-	-	-	1
Sudan	2	2	1	3	2	-	-	10
Yemen	<u>3</u>	<u>5</u>	<u>-</u>	<u>7</u>	<u>17</u>	<u>-</u>	<u>1</u>	<u>33</u>
TOTAL	36	20	24	21	36	7	7	151

In addition 22 participants registered for thesis only as follows: Afghanistan 2; Bangladesh 10; Jordan 3; Pakistan 7.

Special Programs

<u>Country</u>	<u>Secondary Teachers Institute</u>	<u>Administrators Workshop</u>	<u>Colloquium</u>	<u>S.O.P.</u>	<u>TOTAL</u>
Afghanistan	1	1	2	2	6
Bangladesh	2	4	3	-	9
Djibouti	2	-	-	-	2
Jordan	6	-	-	4	10
Lebanon	1	5	2	-	8
Nepal	-	-	-	5	5
Somalia	1	1	-	-	2
Sudan	2	2	1	-	5
Syria	2	-	-	-	2
Yemen	-	-	1	14	15
TOTAL	17	13	9	25	64

APPENDIX III

The tabulation below shows the AID enrollment for the past five years along with the percentage of total student body.

<u>Year</u>	<u>AID enrollment</u>	<u>% of all students</u>
1978-79	274	6.7
1977-78	241	6.32
1976-77	164	5.6
1975-76	390	10.3
1974-75	489	10.0

The above figures are based on first semester registration except for 1976-77 the figures are based on the third trimester registration.

APPENDIX IVTotal Enrollment of AID participants by programs1978-79

<u>Program</u>	<u>1st Sem.</u>	<u>2nd Sem.</u>	<u>Summer</u>	<u>Summer Institutes</u>
Agriculture	67	63	36	-
Business Administration	38	42	20	-
Education	45	46	24	-
Engineering	72	66	36*	-
Nursing	10	9	7	-
Public Administration	32	39	21	-
Public Health	10	10	7**	-
Summer Orientation Program	-	-	-	25
Secondary School Administrators Workshop	-	-	-	13
TEFL Teachers Institute	-	-	-	17
University Colloquium	-	-	-	9

*16 pre-engineering included

**2 pre-public health included

APPENDIX VEnrollment for the Year 1978-79

	<u>1st Semester</u>		<u>2nd Semester</u>	
Faculty of Arts and Sciences	2019	49.2%	2176	53.0%
Faculty of Health Sciences				
School of Public Health	103	2.5%	93	2.2%
School of Nursing	171	4.2%	161	3.7%
Faculty of Medical Sciences	353	8.6%	325	7.7%
Faculty of Eng'g. and Architecture	726	17.7%	697	17.0%
Faculty of Agriculture and Food Sc.	249	6.0%	238	5.6%
Division of Extens. & Educ. Prog.				
Education	60	1.4%	70	1.5%
Special and Extens. Programs	421	10.2%	384	9.3%
	<u>4102</u>		<u>4108</u>	

APPENDIX VICUMULATIVE NUMBER OF PARTICIPANTS IN NON-DEGREE
PROGRAMS SPONSORED BY AID/AUB TRAINING GRANT BY
COUNTRY AND FIELD OF STUDY FOR THE PERIOD 1952-1979

	<u>Pub. Hlth.</u>	<u>Eng'g.</u>	<u>Agric.</u>	<u>A & Sc.</u>	<u>Nurs.</u>	<u>Summer Instit.</u>	<u>TOTAL</u>
Aden	2	-	-	-	-	-	2
Afghanistan	16	4	65	2	2	84	173
Bahrain	5	-	-	-	-	15	20
Bangladesh	-	-	-	-	-	9	9
Cyprus	24	-	7	-	-	72	103
Djibouti	-	-	-	-	-	2	2
Egypt	7	-	-	-	-	-	7
Eritrea	5	-	1	-	-	-	6
Ethiopia	63	-	90	-	25	1	179
Iran	158	-	28	11	4	67	268
Iraq	44	-	8	4	1	136	193
Jordan	125	16	13	5	6	321	483
Lebanon	202	20	3	-	3	262	490
Liberia	7	-	-	-	-	-	7
Libya	29	-	21	-	-	135	185
Morocco	-	-	4	-	-	268	272
Nepal	53	-	37	9	8	1	108
Pakistan	189	4	52	40	4	127	416
Somalia	-	-	-	-	-	2	2
Sudan	4	-	27	-	-	57	88
Syria	13	-	-	-	-	91	104
Turkey	3	-	-	-	-	21	24
Tunisia	-	-	3	-	-	12	15
Yemen	2	-	-	1	-	73	76
TOTAL	951	41	359	72	53	1756	3232

CUMULATIVE NUMBER OF GRADUATES IN DEGREE PROGRAMS
SPONSORED BY AID/AUB TRAINING GRANT BY COUNTRY AND
FIELD OF STUDY FOR THE PERIOD 1952-1979

	<u>A & Sc.</u>	<u>Agric.</u>	<u>Eng'g.</u>	<u>Nurs.</u>	<u>Pharm.</u>	<u>Pub. Hlth.</u>	<u>TOTAL</u>
Afghanistan	61	42	15	-	-	-	118
Bahrain	4	-	-	-	-	-	4
Bangladesh	15	6	1	-	-	1	23
Cyprus	60	24	16	-	7	-	107
Ethiopia	76	2	3	17	4	3	105
Eritrea	4	-	-	-	-	-	4
Greece	25	2	3	-	-	-	30
Iran	85	67	54	2	3	9	220
Iraq	12	1	-	-	-	1	14
Jordan	310	88	59	2	15	11	485
Kenya	38	1	-	-	2	-	41
Lebanon	282	118	148	21	28	13	610
Libya	5	1	-	-	-	-	6
Maldives	3	-	-	-	-	1	4
Morocco	24	11	4	-	-	-	39
Nepal	10	12	6	-	3	-	31
Pakistan	154	279	20	1	3	15	472
Sudan	55	13	2	-	5	-	75
Syria	10	1	3	1	-	-	15
Tunisia	1	2	-	-	-	-	3
Turkey	12	17	1	-	1	1	38
Yemen	12	-	-	-	-	-	12
TOTAL	1264	667	335	44	71	55	2456

APPENDIX VII

AID/AUB GRADUATES BY POSITIONS
(A sample of 594 out of a total of 1860 Graduates)

<u>Country</u>	<u>(1)</u>	<u>(2)</u>	<u>(3)</u>	<u>(4)</u>	<u>(5)</u>	<u>(6)</u>	<u>(7)</u>	<u>(8)</u>	<u>(9)</u>	<u>TOTAL</u>
Afghanistan	26	19	3	-	7	6	28	15	2	106
Bangladesh	33	15	9	-	12	17	-	-	-	96
Cyprus	7	1	17	-	3	2	1	-	-	31
Jordan	14	25	6	1	3	3	-	-	-	52
Lebanon	23	25	1	1	26	18	25	-	2	121
Nepal	2	-	1	-	-	6	-	-	-	9
Pakistan	15	38	-	-	10	56	-	2	2	123
Sudan	12	19	12	4	4	4	1	-	-	56
TOTAL	132	152	49	6	65	112	55	17	6	594
	22%	26%	8%	1%	11%	19%	9%	3%	1%	

- (1) Top Government Administrators and Department Directors
- (2) University Professors, Administrators and Researchers
- (3) School Principals and Teachers
- (4) Diplomatic Corps (Ambassadors and Attaches)
- (5) Owner and/or Operators of Private Firms
- (6) Specialists in various Government Departments
- (7) Work outside his country
- (8) Study outside his country
- (9) Deceased

APPENDIX VIII
AID GRADUATES OF 1978-79
(DEGREE PROGRAMS)

	<u>ARTS / SCIENCES AND DEEP</u>					<u>AGRICULTURE</u>		<u>ENG'G. & ARCH.</u>	<u>PUB. HLTH.</u>	<u>TOTAL</u>	
	<u>B.A.</u>	<u>B.A. & T.D.</u>	<u>B.S. & T.D.</u>	<u>M.A.</u>	<u>M.S.</u>	<u>B.B.A.</u>	<u>B.S.</u>	<u>M.S.</u>	<u>B.E.E.</u>		<u>M.P.H.</u>
Bangladesh	-	-	-	2	-	-	-	4	-	1	7
Cyprus	2	-	-	3	-	4	-	-	-	-	9
Jordan	-	1	-	2	1	-	-	-	2	-	6
Lebanon	2	3	2	-	-	-	3	-	-	-	10
Pakistan	-	-	-	4	-	-	-	25	-	-	29
Yemen	4	-	-	-	-	3	-	-	-	-	7
TOTAL	8	4	2	11	1	7	3	29	2	1	68

8 B.A. in Public Administration
4 B.A. - T.D. = 3 English, 1 History
2 B.S. + T.D. = 1 Chemistry, 1 Physics
11 M.A. = 1 English, 10 Education
1 M.S. in Physics

APPENDIX IXDrop Outs and Withdrawals of
AID/AUB Participants 1978-79

<u>Country</u>	<u>Class / Field</u>	<u>Dropped out Academic Failure</u>	<u>Withdrew Voluntarily</u>
Afghanistan	1 Grad.-Agric./Econ.) 1 Grad.-Educ./Adm.) 1 UOP.- / Educ.	2 -	1
Bangladesh	1 Grad.-Agric./Econ.) 1 Grad.- MPH)	2	-
Cyprus	1 Bus. Adm.	-	1
Jordan	1 Agric. 1 Engineering	1 -	- 1
Lebanon	1 Nursing	-	1
Yemen	1 UOP.-/Agric) 3 UOP.-/Eng'g.) 1 Eng'g.	4 - -	- 1
TOTAL		9	5

APPENDIX XAID/AUB Students by Class and SexSecond Semester 1978-79

<u>Country</u>	<u>Undergraduate</u>	<u>Graduate</u>	<u>Male</u>	<u>Female</u>
Afghanistan	-	15 +(8)	19	4
Bangladesh	-	23 +(3)	24	2
Cyprus	33	6	28	11
Djibouti	2 +(1)	1	4	-
Jordan	13 +(2)	11 +(2)	18	10
Lebanon	53	-	19	34
Maldives	7	-	4	3
Nepal	(3)	(3)	3	3
Pakistan	-	5	4	1
Somalia	-	1	1	-
Sudan	2	5 +(3)	10	-
Yemen	45 +(28)	-	67	6
	<u>155 +(34)</u>	<u>67 +(19)</u>		
TOTAL	180	86	201	74
Percentage	68.8%	31.2%	73%	27%

N.B.: Figures in parentheses refer to students enrolled in UOP