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THE AID/AUB TRAINING GRANT OPERATION

ANNUAL REPORT

October 1, 1979 - September 30, 1980

Submitted

By

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# ANNUAL REPORT

October 1, 1979 - September 30, 1980

## AID/AUB TRAINING GRANT

### INTRODUCTION

This is the 29th annual report on the operation of the AID/AUB Training Grant covering the period of October 1, 1979 to September 30, 1980.

As in previous reports, the Bursary Office continued the efforts and intensify contacts with government representatives of participating countries to realize: a) active involvement in the operation of the program and b) to strengthen interest in and recognition of its values. The results of the last three years efforts were quite satisfactory with almost all the participating countries.

Fifty nine participants earned Bachelor or Master Degrees at AUB during 1979-80. This brings the total AID/AUB graduates since the inception of the program in 1951 up to 2515. During the same period, 3277 participants completed non-degree training programs.

Contacts with AID/AUB Alumni were intensified during the year. Information relating to present positions and functions were compiled for 636 graduates in eight participating countries (Appendix table VII)

The AID/AUB Alumni have been very cooperative in promoting the program in their respective countries, in addition to their outstanding performance and contribution in their jobs.

The University continues to attract an increasing number of young scholars from the region in the various fields of studies. The total enrollment increased from 4108 students in 1978-79 to 4761 in 1979-80, with a faculty of 425 in which 50 different nationalities are represented. The details of these points are further discussed in the following sections:

- I. Administration and Management of the Program.
- II. General Remarks on the operation of the Program.
- III. Evaluation of the Program by departments and fields of study.

## I. ADMINISTRATION AND MANAGEMENT OF THE PROGRAM

Regular contacts with Governments of the participating countries were maintained throughout the year. Mechanisms for the management of the program were concluded with all the countries; some of the old ones were revised and updated because of turnover and transfer of personnel. The principal Governments' representatives depended fully on their resources and facilities in corresponding with the University. However, contacts with Djibouti and Cyprus continue to be effected through the good offices of the USAID Mission and U.S. Embassy, respectively. The latter arrangement is mutually agreed on because of special considerations in these two countries.

### A. Visits of AID Officials to AUB

Evaluation of the AID/AUB Training Grant and its impact in the region was continued with Dr. Bernard Wilder during his visit to AUB. Various aspects of the program were discussed, which proved to be helpful in improving students' recruitment, priorities in terms of needs and relevance of the programs to the region. Equally important and much appreciated is the interest and cooperation of Mr. Peter Cody, AID Representative in Beirut, not only in the selection of Lebanese candidates, but his contribution to the management of the program when such help was needed.

### B. Contacts with Participating Countries and USAID Missions

As indicated earlier, most of AUB contacts were effected directly with government officials of participating countries, however, AID Missions were kept up to date on progress, recruitment and all other aspects of the program. In general, the Missions contributed valuable ideas to make AUB direct contacts with participating countries more effective.

## 1. Response of Governments in Students' Recruitment

The process of participants' recruitment for October 1980-81 started very late. This was prompted by the negotiations and exchange of views between AUB and AID/W regarding future form and nature of the program. However, participating countries were requested to proceed with nominations subject to final AID/W approval. The countries were provided with all the necessary information, guidelines, application forms and time table.

Because of very late applications and documents, evaluation and admission of most candidates were effected by AUB concerned departments in August and September.

Air tickets and/or final commitments were made to 45 candidates distributed as follows:

	Pre-Agric.		Bus. Adm.		Pre-Eng'g.		Nurs.		Pub. Adm.		Pub. Hlth.		Pre-Sub. Hlth.		Total
	G	U	G	U	G	U	G	U	G	U	G	U	G	U	
Bangladesh	4	-	-	-	-	-	-	-	2	-	-	-	-	6	6
Cyprus	-	-	2	-	1	3	-	-	-	-	-	-	5	1	6
Djibouti	-	-	1	-	-	1	1	-	-	1	-	-	3	1	4
Jordan	2	1	-	-	-	-	-	-	-	-	-	-	-	3	3
Lebanon	2	-	-	-	2	-	-	-	1	1	-	-	-	6	6
Maldives	-	-	4	-	-	1	-	1	-	-	-	-	6	-	6
Nepal	2	1	-	-	-	-	-	-	-	-	-	-	-	3	3
Somalia	-	1	-	1	1	-	-	-	-	-	1	-	-	4	4
Sudan	1	2	-	1	2	-	-	-	-	-	-	-	-	6	6
Yemen	-	-	-	-	-	-	-	-	1	-	-	-	-	1	1
	11	5	7	2	6	5	1	1	4	2	1	14	31	45	

U = Undergraduate

G = Graduate

Nearly 70% of the new participants were graduates. Participation at the undergraduate level was restricted to Cyprus, Djibouti and Maldives. In contrast the percentage of graduate students among the continuing AID/AUB participants is only 30%.

Despite the pressure of limited time, the Republic of Maldives and Cyprus were quite efficient in meeting deadlines and presenting long panels of qualified candidates.

It should be noted that one of the most difficult task in recruitment this year was to convince government officials of participating countries, and to secure their understanding of the reasons for the drastic reduction in number of students assigned to individual countries. Consequently, all countries responded positively and participated. The Yemen Arab Republic nominated one candidate. This came up at a time that the Yemen Government was considering with the AID Mission in Yemen the possibility for placing Yemeni students in U.S. institutions.

Considering the strong interests and pressing need for qualified man power and the steady pressure of officials on us by officials of participating countries for increased slots, it is strongly recommended that the program be expanded to meet at least partially the genuine need of the participating countries.

Based on our contacts, Maldives, Cyprus, Sudan, Lebanon, Bangladesh and Somalia consistently provide the largest panels of qualified nominees and express crucial needs for additional scholarships.

## 2. Administration of AUB Tests and English Proficiency

Because of the limited time available for selection of participants, it was practically impossible for A.U.B. to administer English and/or full entrance exams in individual participating countries. A.U.B. tester was able to administer such a test in Cyprus. However, participating countries were advised to select qualified candidates who shows proficiency in English language; they were also asked to give their candidates a substitute test in English, i.e. TOEFL or ALIGU tests. In addition, the selected candidates were asked to sit for AUB tests in Beirut upon arrival. Countries were informed that training at U.O.P. A.U.B. will be made available to a very small number of their participants, and such a facility can be used for a period not to exceed one year according to the terms of the Training Grant. All the participants from Lebanon, Cyprus and Maldives passed the English Entrance Exam and were admitted directly into their fields of study. The rest were still taking the English test at the time this report was written.

In order to reduce the need for training at UOP, participating countries were again encouraged to make better use of English training facilities in their own countries. In addition, a new University policy is being tried on experimental basis, that is to allow students enrolled in U.O.P. to sit for English Entrance Exam and/or be examined by the teaching staff of UOP in order to be eligible to pursue studies in their respective fields at the University. The first experiment was attempted at the end of Summer 1980 and proved to be encouraging in terms of giving individual students a fair evaluation.

### 3. Publicity of Program

The Program and its impact were again discussed with various Ministries' officials during visits to participating countries, especially in terms of AID/AUB graduates since the inception of the program and their present role in various departments. These officials expressed great satisfaction with the performance and contribution of our graduates, and requested that their share of AID/AUB scholarships be increased in future years.

### C. Visits to Participating Countries and Accomplishments

The University president, Dr. H. E. Hoelscher, visited Sudan, Jordand and Cyprus and discussed with top officials of governments and AID Missions the nature of the program and its development. Again, the president was asked for increased numbers of scholarships for training at A.U.B. Other university officials had opportunity during their travel in the region to speak about AID/AUB participants in their respective departments.

Al-Haj visited Jordan, Nepal, Maldives, Cyprus, Yemen, Somalia and Djibouti. In most of these visits the Registrar of the University joined to help in students' records evaluation and/or equivalence to some institutes from which a number of AID/AUB participants are selected.

#### Accomplishments

##### 1. Mechanisms for Management of Program

Al-Haj visits to participating countries aimed at: (1) completing mechanisms and procedures for the Management and operation of the AID/AUB Training Grant in Somalia and Djibouti; this was done in mutual agreement;

with concerned government officials and in coordination with AID Missions. The nature of the program was fully explained and procedures for participants selection and exchange of correspondence viz a vis all aspects of the programs were determined, then followed by exchange of necessary documents; (2) mechanisms with other visited countries were revised because of transfers of some government officials. Such changes were also explained to other governments' departments and agencies which normally participate in the program. These mechanisms proved to be very effective in strengthening direct contacts with a central office in each country and helping each government develop a feeling of immediate responsibility towards the operation of the program. This is evidenced in their reliance on their own resources for selection and correspondence with the University (other objectives of the visists are discussed under the next two items.) Potential Lebanese candidates under this program were advised that applications to the scholarships are limited to Graduate level studies and the selection was effected by a selection board composed of the Director of the Bursary, the University Registrar, the AID Representative in Beirut and his assistant.

## 2. Needs for Training and Priority

In order to keep up to date in terms of changing needs of the participating countries, meetings were held with various Ministries officials especially Ministries of Planning and Education. In general, the areas covered by the Grant are quite relevant to the present priorities of the participating countries. Cyprus seemed to put more emphasis on training in Engineering because of the current emphasis their planners put on industrialization in the country. Also, the Cypriot officials made strong appeal for assigning some scholarships for training in Medicine to meet their needs in their current nation wide health program.

Medicine is not covered by the Grant. Yemen has traditionally nominated the largest number of their participants in Engineering, but because of their weak preparation in Mathematics and Physics at the Secondary School level, many of these participants have been transferred to Health Sciences, Agriculture or Education, in agreement with their government officials.

### 3. AID/AUB Graduates and their Role in Development.

The total number of AID/AUB graduates in degree and non-degree programs for the period 1952-1980 is 2515 graduates and 3277 participants respectively (See Appendix VI).

AID/AUB graduates by position is shown in Appendix table VII. The graduates come from Bangladesh, Afghanistan, Cyprus, Jordan, Lebanon, Maldives, Nepal, Pakistan and Sudan. This constitutes nearly 35 percent of all graduates from these countries. The Bursary Office has during the year provided complete lists of names to Alumni and government officials in order to maintain a constant review of current positions and complete information on others. As evidenced in the said table, AUB graduates constitute a core of qualified leaders in the various hierarchical levels in their respective countries, and their performance and contribution are highly valued by their colleagues and their superiors in both the public and private sectors. As the number of AID/AUB graduates increase, we expect that our graduates would improve the organization of Alumni chapters in their respective countries, and the University can depend on these chapters to keep up to date information on the graduates' positions and roles.

As indicated in last years report, such chapters are functioning in Jordan, Sudan, Lebanon, Bangladesh, Cyprus and Nepal.

## II. GENERAL REMARKS ON THE OPERATION OF THE PROGRAM

### A. University Developments

- a. The 1979-80 school year was successfully completed. Faculty and students carried out their academic undertakings in a very favorable conditions. Extra curricular athletic, social and cultural activities were diversified and plentyfull, and all members of A.U.B. community have enjoyed a very pleasant and fruitfully year. In addition, several regional and international conferences, workshops and seminars were held on campus by various faculties and other cooperating agencies in the region. The University off-campus extension programs and research and developmental services increased over the past years in several Middle Eastern countries.
- b. Total enrollment in the University for the first and second semesters of 1979-80 reached 4768 and 4761 students respectively (Appendix table V), with a faculty of 425, in which 50 different nationalities are represented. This illustrates the ever increasing regional coverage by the University in its student and faculty composition. In addition, the demand for enrollment at the University showed substantial increase over the past several years.

### B. Observation Related to the Program

#### a. Students' performance

As evidenced in the departments' reports, AID/AUB sponsored students continued to compare favorably with AUB students' performance. This

is further illustrated by the increasing number of AID students who were placed on the "Dean's Honor List". Only four students were dropped for academic reasons and six withdrew for personal health or family reasons (Appendix table IX). In general, undergraduate students, mostly Yemeni students, have their greatest academic difficulties at the Freshman level. For this reason, weak students were given special tutoring in Mathematics and Physics. At the graduate level, academic difficulties are encountered by some Afghani participants in Business Administration, Public Health and Education. This is mainly due to the students' weakness in English and they have been cut off from academic work for several years before they join AUB.

b. Student Counseling

The Bursary Office started the process of recruiting a student counselor, and hope that we will find a qualified candidate for this position. However, counseling with students continues to receive top priority by the Bursary Staff. Departmental faculty members in the various faculties demonstrated genuine cooperation in counseling with students, especially in academic matters and difficulties. During the year, Afghani participants, in general, were quite worried about families in Afghanistan because of the prevailing situation. This in turn, has affected the academic performance of some of them, but eventually, contacts with families were resumed through the government representative in Kabul and students were able to concentrate more on their academic undertakings. A series of meetings were held with Cultural Attache of Yemen in Syria and the Charge d'Affaires in Beirut, with the total Yemeni

participants in A.U.B. This was followed by general meeting in Sana'a between top Ministry of Education officials and the Director of Bursary. All these meetings resulted in the establishment of a mechanism for handling students' academic problems, especially changes in fields of study, in the light of needs and priorities of Yemen and individual students capabilities.

c. Participants Selection

Despite the fact that recruitment for October 1980 started very late, government representatives of participating countries responded very efficiently and all countries participated. It should be noted that the mechanism for the operation of the program, including procedures for participants recruitment, was fairly well understood and followed by our government principle contacts. The academic qualifications of selected candidates compared very favorably with those of past years participants.

d. 1979-80 Graduates

Fifty nine AID/AUB participants completed their study in 1979-80. This includes 31 graduate and 28 undergraduate degrees (Appendix table VIII). Most of the graduates were in Agriculture and Education, and more than half of the graduates were Lebanese, Pakistani and Bangladeshi participants. Congratulation letters were sent to all graduates with copies to government officials and AID Missions.

e. Graduates Versus Undergraduates

A total of 318 participants were registered for the first semester 1979-80 (Appendix table X). The distribution of participants by country shows that the largest participation is by Yemen followed by Lebanon, Cyprus and Bangladesh. Sudan is leading in participation as compared to Somalia and Djibouti. The distribution by class is similar to previous year (69.5% undergraduates versus 30.5% graduates). In contrast, the distribution of the new entrants by class in October 1980 is expected to be the reverse, that is around 70 percent graduates and 30 percent undergraduates. Guided by the terms of the latest amendment of the Grant and the Bursary recommendation in last year's report, participation at the undergraduate level was restricted to Maldives, Djibouti and Cyprus. These countries were also encouraged to assign a small number of their slots to graduate candidates.

The distribution of continuing participants by sex shows that one fourth were female students.

f. Participation in the 1980 Summer Special Programs

One Special Summer Program, "Elementary Teachers Institute" was offered for the first time, in addition to the other three programs namely, "Colloquium on University Education, Administrators Workshop and Secondary Teachers Institute." Seven countries participated in these programs through 45 participants (Appendix table II, special programs). Though invitations for participation were sent very late, the response was very positive and efficient, and the quality of the participants was considered very favorably by the teaching staff of the programs.

### C. Other Cases and Actions

Some students were placed on the "Dean's Honor List" and/or graduated with distinction. Only three students were dropped for poor academic performance and seven students withdrew voluntarily for personal reasons. Fifteen students requested to change their major to a major that suits their abilities and expectations for the future. These changes were arranged after consultation and approval of their respective governments.

Seven AID/AUB students from Djibouti attended the Extension French course upon the recommendation of their government.

Special tutoring was arranged to AID/AUB students in Mathematics and Physics in their Freshman year. During the first semester 18 students were given tutoring in Physics and 25 students in Mathematics. Almost the same number took tutoring in Mathematics during the second semester.

Out of the 86 new AID/AUB students who enrolled at AUB in October 1979, 30 students were admitted to U.O.P. in the first semester, out of which 21 remained during the second semester and 18 remained during Summer Session.

This number includes 15 students from Yemen, two students from Djibouti and one from Afghanistan. One of the major problems of the Yemeni AID/AUB participants was their extended study at the U.O.P. Several meetings were held with Yemeni students to discuss their problems in U.O.P. and at AUB in general.

The first meeting was with the new Yemeni participants who were all admitted to U.O.P. They were given some orientations and clarifications about their study in U.O.P. and at AUB in general. More individual counseling succeeded after this meeting. Another meeting took place in the presence of H.E. Mr. Ahmad Al-Mudwahi, the Charge d'Affaires of the Embassy of the Yemen Arab Republic in Beirut, who advised the students on their academic performance at AUB.

Since most of the Yemeni students join AUB to study Engineering, and since their background education in sciences is weak, it was agreed as a result of all these meetings to allow five students to change from Engineering to Business Administration and five students from Engineering to Agriculture.

Finally, it was generally agreed that weak Yemeni Engineering students be allowed to change to other majors such as Agriculture, Public Health, Nursing, Laboratory Techniques and Educational Sciences.

#### D. Progress and Suggestions

1. Mechanisms for administering the program: the established mechanism with the individual participating countries proved to be quite effective in the operation of the program. However, because of frequent transfers of government personnel and turnover, annual visits by University officials will be essential to acquaint new incumbents with the nature of the program and its operation.
2. English training: the level of English proficiency of new candidates has improved as compared to previous years. The number of candidates who would need English training at U.O.P.

in October 1980 is expected to be smaller. This is due to improvement in the selection process, and that government officials encourage their nominees to take English Training in their home countries. The Bursary has always encouraged government officials to make better use of English Training facilities in their respective countries.

3. Remedial courses: special tutoring sessions to groups of weak students proved to be helpful. This will be continued within the budget constraints.
4. AID/AUB Graduates: Updating information on AID/AUB graduates continued during the year. However, our target is to compile such information on all AID/AUB graduates, at least in the currently participating countries in the program. With the help of our graduates and our contacts in the various ministries, it is hoped that this task will be achieved.
5. Thesis field surveys: Home countries field surveys for Master Degrees thesis continued by students, especially during Summer months. Concerned government departments enthusiastically assisted students with transportations and/or accommodations, because student work is quite relevant to solving problems encountered by the government in their social and economic developmental activities.
6. Student counseling: The Bursary started the process of recruiting a student counselor. At present, the Bursary staff and faculty members in departments concerned with the AID students provide the necessary counseling, if and when needed.

### III. EVALUATION OF AID PROGRAM BY DEPARTMENTS

How does the performance of AID/AUB participants compare with the rest of the students? How relevant is their study to home countries' situations? How do AID/AUB graduates fit in their countries after graduation? and what new developments and changes are taking place in the University? These questions and related others were discussed by Deans and/or representatives of various programs in the University.

Special thanks are extended to all for their genuine cooperation and sincere efforts throughout the year and their contribution in the preparation of this report:

#### A. Faculty of Arts and Sciences

AID/AUB students pursue majors in Business Administration, Economics or Public Administration. Other Departments offer courses relating to our students' fields of studies.

##### 1. School of Business Administration

A substantial number of participants in Business Administration are still in UOP or Freshman Art, and it is premature to judge their performance.

The achievement of the advanced and graduate participants in Business Administration is presented in the following tables.

Grades of participants in  
Business Administration

<u>Name</u>	<u>Country</u>	<u>University Standing</u>	<u>1st Sem.</u>	<u>2nd Sem.</u>
Shoaibi, Abdul Wahab	Afghanistan	G	U.O.P.	V.Poor
Achillios, Demetris	Cyprus	B.A.II	75	70
Algan, Eren K	Cyprus	Arts I		
Ataner, Ahmet S.	Cyprus	B.A.II		70+
Demetricu, Demetrios	Cyprus	B.A.II	85	80
Ersozlu, Ferray	Cyprus	Arts I		
Hadjikyriakou, Kyriacos	Cyprus	Arts I		
Karamichali, Katerine	Cyprus	B.A.II	65-70	60
Katsounotou, Georghia	Cyprus	B.A.III	85-90	85-90
Ktorides, Polydoros	Cyprus	Arts I		
Louca, Eleftheria S.	Cyprus	B.A.IV	75	80
Papaeracleous, Eleftherios	Cyprus	B.A.II	85	85
Rhodas, Bella	Cyprus	Arts I		
Seyfi, Ahmet	Cyprus	B.A.II	80+; 2W; I INC	80
Solomonidou, Georghia	Cyprus	Arts I		
Soyer, Kazim	Cyprus	Arts I		
Stephanou, Kriacos	Cyprus	B.A.II	75	80
Tsiakkas, Costakis	Cyprus	Arts I		
Tsiaklides, Michalkis	Cyprus	Arts I		
Varnava, Christiana	Cyprus	B.A.II	75(3 courses, Inc.)	70
Ahmed, Hassan D	Djibouti	Arts I		
Ibrahim, Fouad	Djibouti	B.A.II		70
Ahmed, Atif	Jordan	U.O.P.		
Hijaz, Ahmad	Jordan	Graduate		80 including two incompletes
Hiyari, Ali M	Jordan	Graduate		80

<u>Name</u>	<u>Country</u>	<u>University Standing</u>	<u>1st Sem.</u>	<u>2nd Sem.</u>
Awwad, Nada	Lebanon	Arts/Econ.II		
Habib, Jirji	Lebanon	B.A.III	65(50 in Econ 211)	60-
Id, Yulla	Lebanon	Arts/Econ.II		
Jahshan, Wafa	Lebanon	B.A.IV	90-	85-90
Juraydini, Mary	Lebanon	B.A.IV	75	75-80
Kubaysi, Muna	Lebanon	B.A.III	75(Win Econ. 211)	75-80
Mousessian, Armenouhy	Lebanon	B.A.IV	75(I in Econ.227)	70-
Shahin, Fatinah	Lebanon	Arts/Econ.III		
Zayn, Rima	Lebanon	B.A.III	80	80
Abdul-Qayyoom,A.Yamin	Maldives	Arts I		
Naeem, Ibrahim	Maldives	Arts I		
Shafeeq, Ibrahim	Maldives	Arts I		
Hasan, Hasan Abbas	Sudan	Graduate		80
Husayn, Izzuddin K	Sudan	Graduate		80
Malik, Idris	Sudan	Graduate		80
Halali, Ahmad	Yemen	U.O.P.		
Ibrahim, Muhammad	Yemen	U.O.P.		
Ishak, Abdul Basit	Yemen	Arts I		
Khulani, Muhammad	Yemen	B.A.II	70(W in Econ. 213)	60-65
Mahyub, Fawzi	Yemen	U.O.P.		
Mohsin, Ilham	Yemen	B.A.II		75(3 cou
Murari, Abdul Warith	Yemen	Arts I		
Subari, Ali	Yemen	U.O.P.		
Umran, Faysal	Yemen	B.A.III	70	
Yari, Yahya	Yemen	U.O.P.		
Zabibah, Abdul Wahab	Yemen	B.A.II	50 Poor Student	70(4 cou

An analysis of the data in the above table shows that four participants are facing academic difficulties:

1. Shoaibi, Abdul Wahab, Afghanistan, is a very weak student and his continuation as a graduate student will depend on his summer school grades.
2. Habib, Jirji, Lebanon, is a very marginal student, must improve substantially if he is to be eligible for the B.B.A. degree.
3. Karamichali, Katerine, Cyprus, same comment as above.
4. Khulani, Muhammad, Yemen, same comment as above.

Only four students are majoring in Economics and their performance is satisfactory.

## 2. Public Administration (PSPA Department)

The PSPA Department is generally satisfied with the performance of AID students. The Department continues to attract a good number of AID students at the graduate and undergraduate levels.

Following is an up-to-date statistical list of AID students in PSPA. The list shows that the Department maintains the same level of enrollment compared with previous years.

AID STUDENTS IN PSPA  
(1979-80)

I. The number of AID sponsored students in the PSPA department during the academic year 1979-80 were as follows:

1. Graduates

<u>No. of Students</u>	<u>Country</u>
1	Afghanistan
2	Bangladesh
4	Nepal
5	Sudan
<u>1</u>	Jordan
13	

2. Undergraduates

5	Cyprus
6	Lebanon
<u>4</u>	Yemen
15	

II. The names and the thesis topics of M.A. graduates in the PSPA department during the academic year 1979-80 were as follows:

<u>Name</u>	<u>Country</u>	<u>Topic of Thesis</u>
Jai Narayan Jha	Nepal	Civil Service Training in Nepal. June 1979.

Ekramullah Chowdhury Bangladesh Local Government in Bangladesh  
Rural Administration.  
December 1979.

## B. Faculty of Health Sciences

Two programs are covered by the Grant, these are: 1- Public Health, including Environmental Health and Laboratory Technique, and 2- Nursing:

### 1. Student Evaluation by Programs

#### a. Environmental Health Program.

- Muhammad, Ziyad, is performing satisfactorily and seems quite interested in the field of Environmental Health.
- Saddah, Fadiyah, completed the first year of the Program in June 1980. She did well in the first year courses, particularly in the courses of the second semester.
- Shukayr, Layal, this student was placed on academic probation for not performing satisfactorily during her first year. Her performance improved during this year and will very likely be removed from academic probation.

#### b. M.P.H. Program

- Takush Mahmud, this student passed all his courses during the first semester and attained a weighted average of 81.13. In the second semester he did not perform as well and failed two courses.

c. B.S. Biostatistics

- Lakkis, Nailah, this student has passed satisfactorily the first year of the B.S. Program in Biostatistics.

d. Diploma in Laboratory Techniques

The following seven students were admitted to this program as special students in February 1980. Their status is now changed to regular. During their one semester stay in this Program, they were all performing reasonably well.

1. Akil, Alawi
2. Ariki, Shaif
3. Hidari, Muhsin
4. Jumai, Najib
5. Nasir-Ali, Muhammad
6. Yahya, Abdul Aziz
7. Sharafuddin, Abdul-Malik

The following two students have been performing very good during 1979/80.

1. Bardawil, Nada (Dip. Lab. II)
2. Sukariyyah, Hala (Dip. Lab. II)

e. Change in the M.P.H. Curriculum

The M.P.H. curriculum has been revised effective October 1980. Students admitted to this Program will have to spend two years to complete the requirements of this Program unless they have had a minimum of three years of experience in the field of

Public Health. Students with such experience will be able to finish the curriculum in one academic year. The revised curriculum emphasizes the field application of Public Health Principles.

f. Epidemiology - Biostatistics

The only person sponsored by AID is Miss Lakkis who has recently passed satisfactorily the first year of the B.S. Statistics program.

There is a great need for P.H. Statistician in Lebanon, as a matter of fact none at present is adequately qualified at the Ministry of Health.

Hopefully, the current student, plus others who are joining the P.H. Statistics program will be utilized by the concerned authorities.

While at present we are only offering the B.S. P.H. Statistics program besides the M.S. in epidemiology, our department is planning and preparing for the introduction of the M.S. Program in biostatistics. Evidently, once this program is instituted, we expect applicatns some to be AID-sponsored.

2. Nursing

Following is an evaluation of students' performance for the academic year 1979-80:

Helen Basha - BSN III

Miss Basha's academic performance continues to be very good. She was on the Dean's Honor List fall semester 1979-1980 and

her grades for spring semester 1980 reflect a similar level of ability and performance. She relates well with patients, families, colleagues and other health team members; works well in groups; performs well clinically. She shows leadership qualities and skills and has the potential to develop into a well qualified professional nurse. Anticipated date of graduation is August 1981.

Spring Semester Grades

EB	208	72	2cr/hr.
N.	301	83	8
N.	400	85	7
SBS	201	80	<u>3</u>
			20

Myriam Kamar - BSN III

Miss Kamar's performance in maintaining an above average GPA is consistent. She was listed on the Dean's Honor List fall semester 1979-1980 and her grades for spring semester 1980 are very good. She is a bright, mature student who shows potential for assuming leadership and teaching roles. Functions well clinically.

Music	240	85	3cr/hr.
FTN	221	80	3
Pharm.	240	90	3
N.	300	84	10
EB.	208	73	2
N.	301	87	8
N.	400	87	7

Wafa Maluf - BSN IV

Miss Wafa Maluf is expected to graduate at end of summer session 1980. Her academic performance has been consistently good. Her cumulative GPA for the second year 1977-1978 is 73.45; for third year 1978-1979 is 76.12 and grades for 1979-1980 are as follows:

N.	302	75	7 cr/hr.
N.	401	79	8
N.	403	82	3
N.	404	81	7
N.	405	75	7
Ed.	211	65	3

Miss Maluf functions better in hospital and curative settings than in the community. She tends to be somewhat shy and passive, it is expected that she will successfully complete her summer courses.

Leila Milki - BSN IV

Miss Milki has shown a slow but steady improvement in her academic performance over the past year. The academic difficulties she encountered during her first year have been difficult to overcome. However her performance during fall and spring semesters 1979-1980 has been good.

N.	302	73	7 cr/hr.
N.	401	78	8
N.	403	80	3
N.	404	81	7
N.	405	76	7
Ed.	211	60	3

If she successfully completes her summer courses she should be eligible for graduation at the end of summer session 1980.

Marlene Sahyuni - Degree IV

Miss Sahyuni's academic performance has been good all through her program. Her theoretical knowledge is average and she is able to function well clinically in both curative and preventive settings. She communicates well and her interpersonal relationships with peers, faculty and other health team members are good. Creativity and leadership are evident in her behaviors. Grades for her senior academic year are as follows:

N.	401	82	8 cr/hr.
N.	301	83	7
N.	403	90	3
N.	404	86	7
N.	405	84	7
Ed.	211	80	3

She successfully fulfilled all the requirements for the BSN degree and graduated June 1980.

Rima Shihabuddin - BSN III

Miss Shihabuddin's academic performance for fall and spring semester 1979-1980 has been satisfactory. She is an average

student in both the clinical and academic areas. She works on improving her skills.

SBS	202	65	3 cr/hr.
FTN	221	60	3
N.	300	76	10
Pharm.	240	75	3
EB	208	60	2
N.	301	77	8
N.	400	75	7

### C. Faculty of Engineering and Architecture

Following is a list of all AID students in the Faculty of Engineering and Architecture with the average they have obtained for the academic year 1979-80. It is to be noted that results are very similar to those of last year. Students with above-average performances come from Lebanon, Jordan and Cyprus, in that order, while below-average performances pertain to those from Somalia, Sudan and Yemen. Indeed, the detailed comments we made on last year's results remain very pertinent.

Students with poor performances continue to be Ioannides, Makris and Zeki from Cyprus, and Idris from Sudan, who has had to drop. A new student, Kulmiyyeh from Somalia, met with considerable difficulties despite his good attempts and likeable character.

A.I.D. Sponsored Students in the Faculty of Engineering  
and Architecture for the Year 1979-80

<u>Afghanistan</u>		1979-80 Grade Average
<u>Name of Participant</u>	<u>Class &amp; Major</u>	
Habib, Moh. Afzal	Grad./Elect.	80.6
 <u>Cyprus</u>		
Alexandrou, Andreas	Term V/Mech.	80.8
Georghiades, Costas	Term XI/Elect.	Distinct.
Ioannides, Pavlos	Term V/Civil	62.8
Lizidou, Miss Panayiota	Term XIV/Arch.	87.5
Lois, Michael	Term II/Civil	76.6
Makris, Georgios	Special/Mech.	59.8
Pantelides, Christakis	Term XI/Civil	84.3
Papagavriel, Polycarpos	Special/Civil	64.2
Pasantas, Photos	Term V/Elec.	68.6
Pissarides, Nicos	Term XI/Elec.	Distinct.
Tofi, Michael	Term II/Civil	76.1
Trigeorgis, Riccos	Term II/Elec.	78.6
Zeki, Turgay S.	Term II/Elec.	66.1
 <u>Jordan</u>		
Dhabbah, Miss Maysun	Term XIV/Arch.	82.8
Umari, Jamal	Term VIII/Civil	76.6
Zawati, Miss Lina	Term XIV/Arch.	80.9

<u>Lebanon</u>		1979-80 Grade Average
<u>Name of Participant</u>	<u>Class &amp; Major</u>	
Abdun-Nabi, Miss Lina	Term VIII/Arch.	81.9
Ghantus, Nabil	Term VIII/Civil	80.1
Hatim, Peter	Term V/Mech.	77.9
Jabir, Miss Raghda	Term VIII/Arch.	75.6
Kayruz, Joe	Term V/Elec.	91.6
Shammaah, Jihad	Term V/Civil	82.7
 <u>Somalia</u>		
Kulmiyyeh, Mohammad	Special	55
 <u>Sudan</u>		
Buni, Philip	Term V/Arch.	71.3
Idris, Muhammad I.	Term II/Elec.	60.3
 <u>Yemen</u>		
Abdallah, Hisham	Term II/Civil	74.4
Afif, Tarik	Term II/Civil	67.2
Kadasi, Muhammad	Term II/Civil	72.1
Mansub, Izzi	Special/Civil	64
Tahir, Jamal	Special/Civil	59

#### D. Faculty of Agricultural and Food Sciences (FAFS)

Evaluation of program and students in Agriculture was made by the Dean of the Faculty and the Individual Departments:

##### 1. The Dean's Evaluation

My evaluation of the AID students' performance as compared to other students in the Faculty is that the AID students tend, on the average, to come to us slightly below the standards of our other students. However, the above should not be interpreted to

mean we are in any way unhappy to have them. We are pleased to have them, and we find that before they graduate they have caught up with the other students. We are very proud of the AID financed students which we have had in the past, and have at present.

We believe that the training provided by the FAFS is more relevant to the situation the AID students will face in their home countries than is the case with the training they would get in any developed country university. Also, we believe that the training provided here at AUB is often more relevant than the training they would receive in their own countries. First, our courses are based on the latest scientific information available; however, the courses are adapted to the conditions we face in the Middle East and the Arab world. Second, the thesis research in Agricultural Economics, Business and Extension is always specifically on a problem in the students' home country, and in other departments the thesis research is generally on the topic of specific applicability to the students' home countries. In many cases we find that the students return to their home countries and continue their research there or begin to apply the results of the research in an operating agency.

Our students tend to work for their various governments in operating agencies upon their return. Generally, they use the skills and knowledge obtained at AUB however, there are a few cases when they are apparently not placed in positions commensurate with the new training which they have received. We have observed that AUB graduates tend to be promoted rather rapidly, and they move into very responsible positions early in their life cycles. We are very proud of the fine job our AID financed students do upon their return to their home countries.

The major in weed science which was introduced last year is attracting general attention, and we believe that additional AID funded students should be taking advantage of it. The new dietetic nutrition program should be of great importance in most of the developing countries served by AUB, and we should get some AID students in it. We are the only institution providing dietetic nutrition training which is comparable to that received in the United States programs which lead to registration as a dietetic credentials.

2. Department of Agricultural Economics, Business and Extension (AEBE)

Following is some comments relating to AID students in the AEBE Department:

- a. The outstanding students at M.S. level, according to my experience in AUB have invariably been AID sponsored, in particular from Bangladesh and Cyprus. All other AID students from other countries have also done very well in AEBE.
- b. I believe the training of the AID students which they receive here is extremely relevant and in accordance with the Socio-economic needs of their home countries. In particular this is reflected in their fieldwork surveys where, up to date problems and data is brought back to AUB to be analyzed by the computer; hopefully to prepare an M.S. Thesis which will make some original contribution to the solution of the problems which these countries face. Two excellent M.S. Thesis which have just been successfully completed and I would rank them as the top two in Agricultural Economics in the last three years here in AEBE, have been completed by AID students (Mr. Karim and Mr. Sattar). One dealt with landlessness in Bangladesh and the other with tenurial

categories and problems in Bangladesh too. Dr. J.L. Fischer, Dean of the Faculty was in fact a member of the Examining Committee and was impressed with the work in both of these two cases.

- c. All the AID sponsored M.S. students in AEBE have done very well with respect to their promotion in rank and status. In fact a number of our M.S. students from Bangladesh here, have already been promoted to Deputy-Director while they are still studying here in AEBE. Others, who returned home, have quickly been promoted. A small number of AID students here I would also consider very capable to proceed and complete satisfactorily a Ph.D.

Finally, I have a number of suggestions to make for AID sponsored students:

- No student above the age of 45 should be eligible to receive an AID scholarship for M.S. in A.U.B.
- The monthly stipend of AID, M.S. students should be increased by at least 25% immediately so as to enable the students to live comfortably in a highly inflationary period that Lebanon is going through. The cost of living, in particular, in the city of Beirut is rising almost daily. I would estimate that the Annual Inflation rate in Beirut to be in the region of 30 to 40 percent.
- The typing allowance of students should be increased to at least 1,200 L.L. Typing costs in Beirut are rising daily

and typing facilities are very hard to come by. Perhaps an AID typing pool could be set up?

Dr. Barnard graduate coordinator informs me that an 8 L.L. a page typing cost is common nowadays.

To sum-up, the AID/AUB Training Grant is of crucial significance to the University and the region.

The AEBE Department receives every year a large number of AID sponsored M.S. students who predominantly come from Bangladesh, Cyprus, Nepal, Sudan. All efforts must be made to maintain our intake from these countries and try to increase it in the very near future, too. The AEBE Department is willing to help in this matter.

### 3. Crop Production and Protection Department (CPP)

I am pleased to make the following comments on AID students in our department:

- a. With the exception of few, all AID/CPP graduate and undergraduate students are doing fine in their work.
- b. Most of the students responded by saying that our program is relevant to their needs.
- c. Concerning their work after graduation, some of them have definite plans as to where they will be working back in their countries. Some would like to pursue further graduate studies abroad. Few have no idea what they will be doing.

- d. As to new programs in CPP, I hope that you can invite candidates to join the new major in Weed Science which will be of great help to many agriculturists in the region.

#### 4. Soils Irrigation and Machinery Department (SIM)

I have the following comments on AID students in S.I.M.:

##### a. Evaluation of performance:

In general we are quite pleased with the performance of our AID sponsored students. They have been working conscientiously in both their course-work and in their research. Their added experiences and maturity have added considerably to the discussions in the classroom as well as informally. In fact, I would go a bit further and mention that these AID students have done quite a lot in enhancing the status of our university (if our experience with them is a reasonable criterion).

##### b. Relevance to needs of their home country:

I believe that all the members of my department have sought to make the program of each of the students relevant to the problems he will face when he returns to his home country. The last two mechanization students: Mr. Shaukat Ali Rahmoo, Pakistan and Mr. Samih Fanash, Jordan, have worked in their home country on surveys which have revealed costs of mechanization. Mr. Fanash has just completed an analysis of comparing the costs of privately owned tractors and machinery with government owned tractors and machinery. In this study he had the backing of his government, and he has been able to contribute an in-depth analysis which we believe will be very valuable in shaping future policy on tractor and machinery ownership in Jordan.

c. Upon thier return home:

I have been able to continue fairly close contact with several of our graduates. For the most part, it has been my feeling that these people are assuming posts of leadership in their various occupations. Some are a bit discouraged because of bureaucracy, and others have been victims of recent political upheavals. On the other hand, we have documentation of some who have risen rather rapidly in their professions. We cannot predict political changes, so the best thing that we can do here at the AUB is to try to give our students as broad an education as possible so that they can adapt to the changes that will face them.

d. Suggestions for new fields or interest:

I believe that we are offering about as much as we possibly can under the limitations of faculty and facilities that we have. On the other hand I believe that we could well initiate some changes which would be more relevant to students' needs now. For example, for students coming from the nearby Middle East countries, we should be doing some work in the utilization of solar energy. Also, we should provide a better sociological base so that students can better understand how to disseminate technical information and have it used effectively.

e. Selection of students:

Why can't we indicate to the government officials the resources which we have, so that selection can be made to fit into our resources better? For example, we believe that we are quite strong in soils, irrigation and mechanization, but we have only three of the students which are listed in your communique (none in irrigation).

In our outreach program, we need to stress that we can accommodate more students in these disciplines. A case in point is the young man from Bangladesh who has been accepted for enrollment here; he happens to be in a division of government which AID does not usually reach for its scholarship awards.

Actually, we can be a little selfish in this regard. Our irrigation students are almost all Lebanese. Shouldn't these people have the advantage of being in class and "rubbing elbows" with students from other countries? We need more AID students in the Soils, Irrigation and Mechanization Department.

#### E. Division of Education and Extension Programs (DEEP)

Three programs are covered by the AID/AUB Training Grant in this division, namely: Department of Education, University Orientation Program (UOP) and Special Summer Programs.

##### 1. Department of Education

This report has three parts. The first part deals with students and graduates, the second part includes a number of evaluation statements of AID students' performance, and the third suggestions and recommendations.

##### Students and Graduates

###### A. Students

Table I gives a breakdown of AID students by category and by field of specialization in Education.

TABLE IAID Students by Category and Field of Specialization

Field of Specialization	<u>Graduate</u>	<u>Special</u>	<u>T.D.*</u>
TEFL	9	0	5
Scie.Education	4	1	2
Educ'l Administration	6	0	-
Math. Education	0	0	0
Elementary Education	0	0	1
Educ'l Psychology	1	0	0

\* A total of 20 AID students registered in at least one Teaching Diploma course. Eight out of those registered in the method courses which usually are given at the end of the Teaching Diploma program.

## B. Graduates

1. A list of graduate AID students who received their M.A. degree in Education in June (1979), October of 1979), February and June (1980) is presented below:

<u>Name</u>	<u>Nationality</u>	<u>Field</u>
Sadeed, Ghulam	Afghanistan	Educ'l Psychology
Christophides, George	Cyprus	Science Education
Papanicolou, Lefkios	Cyprus	Educ.Administration
Salim, Ahmed	Jordan	Math. Education
Baarah, Husayn	Jordan	Science Education
Abbassi, Abdul Majid	Pakistan	Educ. Psychology
Bhatty, Nodera	Pakistan	TEFL

<u>Name</u>	<u>Nationality</u>	<u>Field</u>
Ahmad, Asad Ali	Pakistan	Science Educ.
Ferose, Sayd Mubarak	Pakistan	Educational Psychology
Khan, Sheraz	Pakistan	Educational Psychology
Rizvi, Ansar Khalida	Pakistan	Education Administration
Sattar, Abdul	Pakistan	Educational Psychology

2. A total of 23 AID students received their Teaching Diploma during the period June 30, 1979 - June 30, 1980. A breakdown by field is presented below:

Elementary Education	3
Math. Education	1
Science Education	7
TEFL	11
Social Studies	1

### Evaluation

The following statements, although not supported by hard evidence, do provide an overall assessments of AID-sponsored students:

1. In general, the performance of graduate AID students in Education compare favorably with the average performance of non-AID graduate students.
2. The best students continue to be those who come to us from Cyprus and Sudan on the graduate level and from Lebanon on the undergraduate level.
3. Students from Afghanistan, Bangladesh, Djibouti have difficulties in English and undergraduate preparation in subject matter areas.

The relevance of Education programs to the needs of students and their home countries is usually dealt with indirectly by encouraging students to select problems from their countries for their research and papers for the courses and seminars.

### Recommendation

Unfortunately, there will be quite an overlap between the recommendations in this report and those of earlier years. This is because the Department has not received any feedback from Bursary Students Office with regard to our earlier recommendation. In any case, the repetition of such recommendations might reflect the degree of importance attached to them:

1. Education used to have one of the highest number of AID students among other majors. This has not been the case for the past two or three years. I wish to emphasize that the Department can accommodate more AID students in all fields and particularly graduate students.
2. A reasonable balance ought to be maintained among various fields in Education. In particular we still receive very few students in Elementary Education and Mathematics Education. AID students in those two fields ought to be increased significantly.
3. It might be useful for the BSO to organize a short orientation program for AID-sponsored students as they arrive in Lebanon.
4. It is helpful if the Department of Education is informed in advance of the number, country, and field of specialization of AID-sponsored students.

5. To increase the relevance of Education programs to the needs of students and their home countries a number of ideas is presented:

- Have the BSO, through an appropriate system, provide the Department with a feedback from graduates after they return home and resume their work there.
- Organize exchange activities between AUB and AID countries.
- Have AID countries provide BSO and the University with a set of expectations for each student.

#### Bursary Comments

The Bursary Office feels the importance of the above recommendation, however the reduction in number of participants in Education is due to: 1. the gradual reduction in total AID scholarships (Total number is around 300 participants in eight different fields of study), and 2. the actual nomination of candidates by AID participating countries which is influenced by their established priorities and needs. In general, enrollment in Education still compared favorably with most other fields of study.

#### 2. The University Orientation Program (U.O.P.)

Every semester, the Bursary Office receives progress reports on the AID students in the UOP, and on a number of occasions, letters are sent on individual students to inform you of their performance and/or personal problems.

As a general statement on AID-UOP students, one can safely say that the majority, whose EEE scores are above 350, manage to finish in two semesters (close to 72%), whereas the minority (below 350 on EEE) stay 11 months or even more. The academic aptitude of most students in the minority group is minimal. Their language acquisition is relatively slow, and they consequently dissipate their energies and lose motivation.

It would be worth recommending at this point that the selection of students be reconsidered, that tests other than the EEE be given to them prior to their acceptance, and that the UOP have its say on their admission.

With the recent influx of lower level AID students, emphasis has been placed on the development of the Program at the lower levels. More work on this will continue this fall.

A new policy that allows for flexibility in the Program will be implemented next fall. It stipulates that students who score between 450 and 499 on the EEE at the end of their first required session in the UOP will be allowed, upon the recommendation of the UOP faculty, to take a subject-matter credit course along with their UOP English.

This summer the UOP is offering, on an experimental basis, a crash course of two levels to cater for the needs of all students. Exit of all students from UOP is based on an internal evaluation system.

It is hoped that cooperation between the UOP and the Bursary Office will continue, and it is a pleasure to work with you.

### 3. Special Summer Programs:

The Office of Extension Programs, in collaboration with the Department of Education, sponsored four AID programs in Summer 1980, Colloquium on University Education, Secondary School Administrators Workshop, Secondary Teachers' Institute and Elementary Education Institute.

#### a. Colloquium on University Education

The colloquium was held from June 30 to July 11, 1980, and focused on "The Role of The University in Extension Education". There were nine AID participants distributed as follows according to nationality

Bangladesh	3
Sudan	2
Maldives	1
Lebanon	3

The Colloquium was coordinated by Professor Munir Bashshur of the Department of Education. Colloquium speakers included prominent people in the field of "Extension Education" from outside AUB, as well as several AUB administrators and professors. Two main lecturers in the Colloquium were Professor T. Reller, School of Education, University of California, Berkely, USA and Professor J. E. Thomas, Department of Adult Education, Nottingham, U.L. The treatment of the theme of the Colloquium covered the following main topics:

- On the Meaning of Extension Education: The Role of the University.
- The Clientele for Extension Education.
  
- How Relevant is Extension Education to Universities in the Middle East?
  
- Academic and Organizational Restructuring for Extension Education.
  
- Techniques and Media in Extension Education.
  
- The University Press as a Special Dimension of Extension Education.
  
- Community Instructors and Extension.

Each session was designed to allow sample participation by all Colloquium members with emphasis on developing Extension Education in universities in the various countries to which the participants belong. The overall aim was to explore the ways in which Extension Education 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.

b. Secondary School Administrators Workshop

This four-week workshop was held from July 1 to 25, 1980, and was coordinated by Professor George Theodory, of the Department of Education, whose special area of competence is educational

administration. There were twelve AID participants distributed as follows according to nationality:

Bangladesh	2
Cyprus	4
Jordan	2
Maldives	2
Sudan	1
Lebanon	1

The topic of the workshop was "Personnel and Pupil Guidance". Main items covered were: (1) What is guidance, mechanisms for personnel and pupil guidance. (2) Common problems and issues facing principals with personnel and pupils. (3) Participants' reports on personnel and pupil guidance systems in their respective countries and/or schools. (4) In-service training programs as a mechanism for a comprehensive guidance program. (5) Types of in-service programs. (6) Planning for and instigation of guidance in-service programs. (7) The administration of in-service programs, budgeting and facilities implications. (8) Faculty development through the clinical approach. (9) Improving the learning environment, school building and classrooms, utilization of local resources and audio visual equipment and media. (10) Administrative implications for the implementation of instructional effectiveness in-service programs. (11) Principal's relations with employees: principal's style and what it means in the various situations. (12) A guidance program related to students' behavior: Assessing students' personalities, interests, and I.Q. (13) Causes of students' behavioral problems and suggested skills and solutions for such problems. (14) Career guidance: assessment of students' career maturity.

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. One of the main lecturers in the Workshop was Prof. Theodore Reller, University of California, Berkley, California.

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.

C. Institute For Teachers of English As a Foreign Language (TEFL)

The Institute lasted for four weeks from June 30 to July 25, 1980. In addition to eight private participants there were thirteen AID participants distributed as follows according to nationality:

Bangladesh	3
Jordan	2
Cyprus	1
Nepal	1
Sudan	1
Lebanon	5

The coordinator and the major contributor to the Institute was Prof. Qasim 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 topic of this year's Institute was "The Teaching of Writing in TEFL Classes." Very minimal changes in the themes and schedule were made based on the assessment questionnaire that was given the second day of the institute.

The main themes covered are listed below:

- The nature of the writing process at all levels.
- Motivation based on experience of students and resources in their immediate environment.
- Kinds of writing: controlled, semi-controlled and free.
- Specialized writing: reports, research papers, literary, and technical.
- Educational technology and audio-visual aids.
- Cultural considerations in the teaching of writing.
- Special problems in students' writings.
- Evaluation in writing.
- Remedial and clinical writing.

In addition to the above, the students were shown four films dealing with the teaching of English as a Foreign language. They were also required to do projects centering around special problems they have in their teaching and how to deal with them using all they

have learned in the Institute. Presentation of these projects the last two days proved to be a very gratifying experience for all those who taught in the institute.

The main method of teaching was based on discussions; the main goal was to stimulate the participants to actively contribute to the carrying out of the Institute purposes. The participants were given a bibliography and were constantly reminded to do the related readings before any session. For that purpose, the CELRT library was opened for them twice a week from 2 p.m. to 4 p.m. This definitely proved very effective.

Participants felt that the Institute was a very rewarding experience which introduced them to new techniques and methods of teaching EFL. They felt that most of what they have learned is applicable, sometimes with modifications, to their specific situation. They all expressed the wish to come back to AUB next year for another workshop.

#### D. Elementary Education Institute

This Institute has been offered this year for the first time as one of the AID Special Summer Programs. To do this, the duration of the Secondary Teachers' Institute was reduced from six weeks to four weeks. The two weeks were allocated to this Institute. It started on June 30 and ended on July 11, 1980. In addition to one Bursary participant there were eleven AID participants distributed as follows according to nationality:

Bangladesh	3
Cyprus	4
Jordan	1
Maldives	2
Sudan	1

The Coordinator and the major contributor to the Institute was Prof. Carlton Knight II, of the Department of Education whose special area of competence is Elementary Education. Other lecturers included AUB professors and experts in Elementary Education who are specialized in the topics they had to lecture about. The main topics covered in this Institute were:

- Introduction and Orientation.
- Review of Contemporary Issues in Elementary Education.
- Behavior modification as a Teaching Technique.
- Developments in the Teaching of English as a Foreign language.
- New Trends in the Teaching of Reading in the Elementary School.
- Normal Development Among the Young.
- Health Education in Elementary Programs.
- Elementary Mathematics Curriculum Innovations.
- Early Childhood/Kindergarten: Issues and Trends (including a visit to the Beirut University College nursery).
- Piagetian Research and its Implications.
- Pupil Discipline and Classroom Management.
- Elementary Sciences: Action in the Middle East.
- On-Site Visitations and Review of School Programs (International College and Lebanese Evangelical School for Girls).

- Strategies for Improving Teacher Competencies.
- Planning Effective In-Service Programs.
- Review of Issues and Objectives.

The Institute utilized a variety of learning methods: lectures, discussions, simulations and readings. This could insure optimum level of involvement for all Institute participants.

Judging from the participants interest, enthusiasm and response we believe the Institute was a success. It is expected that the skills which these participants acquired will be of great benefit to them in their future work at their respective schools.

#### Accommodation and Recreation

All attempts were made to provide AID participants with comfortable, inexpensive accommodation. Participants in the Administrators Workshop, the Institute for Teachers of English as a Foreign Language and the Elementary Education Institute 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.

The highlights of the recreational program included trips to AUB Farm in Bika', Ba'albak and Anjar, some home receptions and graduation ceremonies. Support services which covered reception, transportation from and to the airport, visa extensions and other related matters have been rendered in a very effective manner.

### Comments and Recommendations

Two essential remarks should be stated regarding this year's experience before moving to other issues:

1. For the first time an Elementary Education Institute was offered this Summer. This was initiated by the Department of Education as a first step towards varying the AID Summer Programs to meet the needs of region provided that this is in line with the AID/AUB Grant. To offer this new program, the duration of the TEFL Institute was reduced this year from six weeks to four weeks. The two weeks were allocated for the Elementary Education Institute. This new program proved to be important and relevant to the region. Moreover, the program was a success as illustrated before in this report.
2. The final approval to hold this Summer's AID Special Programs was not granted except on June 26, 1980 while these programs were scheduled to start on June 30, 1980. Preparations for the programs, therefore, were going on before receiving final approval. This, certainly, created many inconveniences to BSO, DEEP and all other concerned parties. It was only with the strong support of DEEP Director's Office, the commendable efforts of the BSO Director, the Chairman of the Department of Education and the Program Coordinators, and the cooperation of everyone else concerned that these programs were offered at all this summer.

### Brochure

Since final approval to hold the Summer Programs came very late this year, brochures were not distributed as early as desired. For future, I would like to restate my last year's recommendation regarding this issue. I recommend that:

- The materials of these brochures be ready by November 1, every year.
- The brochures be distributed and mailed by the first of December every year.

Upon the implementation of this we can make it a point to Bursary and AID Offices that in order to maintain our academic standards, and to be able to secure adequate organization, all applications should be received not later than April 15 of every year. It is neither recommended nor advisable to act on applications coming by telex with insufficient information.

#### Application Form

I recommend that a new application form be prepared to contain more specific questions on background and experience. This is mainly because sometimes the university degree is not required for admission, so this additional information will help in making a better decision.

#### Program Committee

The practice of appointing a committee for each program started last year, and continued this year. It proved to be adequate, helpful and successful. I recommend that this practice be continued in the future.

#### Budget

The procedure followed this year was the following:

- Program Coordinators prepared budget requests.
- Unit Administrators of Education Department and Extension Office studied these budget requests, modified them and submitted them to the DEEP Director's Office.
- As soon as preliminary approval was granted to the budget requests, the Acting Director of the Extension Office provided each coordinator with an itemized budget for his program.

I recommend that the same procedure be followed in the future. Also I recommend, in this respect, that Program Coordinators should be fully aware of budgetary restrictions and the University rules and regulations regarding expenditure.

A P P E N D I C E S

APPENDIX I  
AID Participants at the American University of Beirut, By Country  
1970-71 to 1979-80

	<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>	<u>1979-80</u>
Abu-Dhabi	2	-	3	-	-	-	-	-	-	-
Afghanistan	68	63	60	49	44	42	1	17	23	16
Bahrain	1	8	18	23	25	2	-	-	-	-
Bangladesh	-	-	2	17	13	15	8	10	24	36
Cyprus	46	48	49	49	47	34	20	27	34	49
Djibouti	-	-	-	-	-	-	-	-	4	7
Dubai	1	5	6	4	2	-	-	-	-	-
Ethiopia	1	-	-	-	-	-	-	-	-	-
Iran	28	25	33	32	35	6	1	-	-	-
Jordan	98	96	108	104	101	82	28	26	27	26
Kenya	7	-	-	-	-	-	-	-	-	-
Lebanon	66	65	66	65	66	66	45	53	58	58
Libya	2	1	-	-	-	-	-	-	-	-
Maldives	3	4	5	5	4	3	1	2	7	15
Morocco	24	16	11	-	-	-	-	-	-	-
Nepal	24	10	7	8	3	1	1	2	4	10
Oman	-	-	9	15	8	-	-	-	-	-
Pakistan	124	88	66	78	88	80	33	46	9	-
Somalia	-	-	-	-	-	-	-	-	1	1
Sudan	-	-	-	-	-	-	-	-	8	20
Turkey	22	21	16	4	2	-	-	-	-	-
Yemen	-	-	15	32	47	59	26	58	75	80
	<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>	<u>318</u>

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

\*\* Excluding 4 non-contract from Jordan

APPENDIX IIA.I.D./AUB Participants Enrollment by Country and by Field -  
1st Sem. 1979-80

<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>Pub. Hlth.</u>	<u>Total</u>
Afghanistan	5	1	7	1	-	1	1	16
Bangladesh	32	-	1	-	-	3	-	36
Cyprus	1	18	4	20	1	5	-	49
Djibouti	1	2	2	1	-	1	-	7
Jordan	7	3	9	4	-	2	1	26
Lebanon	13	9	10	6	6	8	6	58
Maldives	-	3	9	-	-	-	3	15
Nepal	1	-	-	2	3	4	-	10
Somalia	1	-	-	-	-	-	-	1
Sudan	5	3	5	2	-	5	-	20
Yemen	6	12	2	47	-	12	1	80
TOTAL	72*	51	49	83*	10	41	12*	318

\*.20 Pre-Agriculture, 52 Pre-Engineering and 5 Pre-Public Health included.

In addition to the above 8 participants are registered for thesis only:  
1 Afghanistan, 4 Bangladesh, 3 Pakistan.

A.I.D./AUB Participants Enrolment by Country and by Field of Study  
2nd Sem. 1979-80

<u>COUNTRY</u>	<u>FIELDS OF STUDIES</u>							<u>Total</u>
	<u>Agric.</u>	<u>Bus.Adm.</u>	<u>Educ.</u>	<u>Eng'g.</u>	<u>Nurs.</u>	<u>Pub. Adm.</u>	<u>Pub. Hlth.</u>	
Afghanistan	4	1	7	1	-	1	1	15
Bangladesh	31	-	1	-	-	3	-	35
Cyprus	1	20	3	18	1	5	-	48
Djibouti	1	2	2	1	-	1	-	7
Jordan	4	3	7	4	-	1	1	20
Lebanon	13	9	10	6	6	8	6	58
Maldives	-	3	9	-	-	-	3	15
Nepal	1	-	-	2	2	4	-	9
Somalia	1	-	2	1	-	-	-	4
Sudan	5	3	5	2	-	5	-	20
Yemen	5	11	1	40	-	12	8	77
TOTAL	66*	52	47	75*	9	40	19*	308

\* 5 Pre-Agriculture, 44 Pre-Engineering and 5 Pre-Public Health included.

In addition to the above, 8 participants are registered for thesis only:  
 2 Afghanistan, 2 Bangladesh, 1 Cyprus and 3 Jordan.

AID/AUB Participant Enrollment by Country and by Field - Summer 1980Regular Programs

<u>Country</u>	<u>Agric.</u>	<u>Eng'g.</u>	<u>Nurs.</u>	<u>Pub. Hlth.</u>	<u>Summer Session</u>	<u>Total</u>
Afghanistan	1	-	-	1	4	6
Bangladesh	5	-	-	-	1	6
Cyprus	-	10	1	-	18	29
Djibouti	-	-	-	-	1	1
Jordan	2	3	-	1	5	11
Lebanon	8	6	5	6	11	36
Maldives	-	-	-	-	6	6
Nepal	-	-	-	-	1	1
Somalia	1	-	-	-	1	2
Sudan	2	1	-	-	11	14
Yemen	3	4	-	4	33	44
TOTAL	22	24	6	12	92*	156

In addition 39 participants registered for thesis only as follows:

A- 19 participants registered for thesis in residence: 5 Afghanistan, 6 Bangladesh, 3 Cyprus, 3 Jordan, 2 Sudan.

B- 20 participants registered for thesis in home country for collection of data:

17 Bangladesh, 2 Nepal, 1 Sudan.

Special Programs

<u>Country</u>	<u>Secun. Teach. Insti.</u>	<u>Elemen. Teach. Insti.</u>	<u>Adminis. Workshop</u>	<u>Colloquium</u>	<u>S.O.P.</u>	<u>Total</u>
Afghanistan	-	-	-	-	1	1
Bangladesh	3	3	2	3	-	11
Cyprus	1	4	4	-	-	9
Djibouti	-	-	-	-	2	2
Jordan	2	1	2	-	1	6
Lebanon	5	-	1	3	-	9
Maldives	-	2	2	1	-	5
Nepal	1	-	-	-	-	1
Sudan	1	1	1	2	-	5
Yemen	-	-	-	-	15	15
TOTAL	13	11	12	9	19	64

\* Participants registered under the Summer Session quota are those in Pre-Agriculture, Pre-Engineering, Pre-Public Health, Business Administration, Education and Public-Administration.

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>
1979-80	318	6.7
1978-79	274	6.7
1977-78	241	6.3
1976-77	164	5.6
1975-76	390	10.3

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 Programs1979-80

<u>Program</u>	<u>1st Sem.</u>	<u>2nd Sem.</u>	<u>Summer</u>	<u>Summer Institutes</u>
Agriculture	52	61	22	-
Pre-Agriculture	20	5	2	-
Business Administration	51	52	31	-
Education	49	47	19	-
Engineering	31	31	24	-
Pre-Engineering	52	44	15	-
Nursing	10	9	6	-
Public Administration	41	40	24	-
Public Health	7	14	12	-
Pre-Public Health	5	5	1	-
Summer Orientation Program	-	-	-	19
Secondary School Administrators Workshop	-	-	-	12
TEFL Teachers Institute	-	-	-	13
Elementary Teachers Institute	-	-	-	11
University Colloquium	-	-	-	9
TOTAL	<u>318</u>	<u>308</u>	<u>156</u>	<u>64*</u>

\* Please note that this total includes 19 continuing University Orientation Participants.



APPENDIX VI

CUMULATIVE NUMBER OF PARTICIPANTS IN NON-DEGREE  
PROGRAMS SPONSORED BY AID/AUB TRAINING GRANT BY  
COUNTRY AND FIELD OF STUDY FOR THE PERIOD 1952-80

	<u>Pub. Hlt.</u>	<u>Eng'g.</u>	<u>Agric.</u>	<u>A &amp; Sc.</u>	<u>Nurs.</u>	<u>Summer Instit.</u>	<u>Total</u>
Aden	2	-	-	-	-	-	2
Afghanistan	16	4	65	2	2	84	175
Bahrain	5	-	-	-	-	15	20
Bangladesh	-	-	-	-	-	20	20
Cyprus	24	-	7	-	-	81	112
Djibouti	-	-	-	-	-	2	2
Egypt	7	-	-	-	-	-	7
Eritria	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	13	13	5	6	326	488
Lebanon	202	20	3	-	3	271	499
Liberia	7	-	-	-	-	-	7
Libya	29	-	21	-	-	135	185
Maldives	-	-	-	-	-	5	5
Morocco	-	-	4	-	-	268	272
Nepal	53	-	37	9	8	2	109
Pakistan	189	4	52	40	4	127	416
Samalia	-	-	-	-	-	2	2
Sudan	4	-	27	-	-	62	93
Syria	13	-	-	-	-	91	104
Turkey	3	-	-	-	-	21	24
Tunisia	-	-	3	-	-	12	15
Yemen	2	-	-	1	-	73	76
<b>TOTAL</b>	<b>951</b>	<b>41</b>	<b>359</b>	<b>72</b>	<b>53</b>	<b>1801</b>	<b>3277</b>

CUMULATIVE NUMBER OF GRADUATES IN DEGREE PROGRAMS  
SPONSORED BY AID/AUB TRAINING GRANT BY COUNTRY AND  
FIELD OF STUDY FOR THE PERIOD 1952-80

	<u>A &amp; Sc.</u>	<u>Agric.</u>	<u>Eng'g.</u>	<u>Nurs.</u>	<u>Pharm.</u>	<u>Pub. Hlth.</u>	<u>Total</u>
Afghanistan	61	45	15	-	-	-	121
Bahrain	4	-	-	-	-	-	4
Bangladesh	16	15	1	-	-	1	33
Cyprus	63	24	19	-	7	-	113
Djibouti	-	-	-	-	-	1	1
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	313	92	60	2	15	11	493
Kenya	38	1	-	-	2	-	41
Lebanon	292	124	148	22	28	13	627
Libya	5	1	-	-	-	-	6
Maldives	3	-	-	-	-	1	4
Morocco	24	11	4	-	-	-	39
Nepal	11	12	6	-	3	-	32
Pakistan	159	284	20	1	3	15	482
Sudan	55	13	2	-	5	-	75
Syria	10	1	3	1	-	-	15
Tunisia	1	2	-	-	-	-	3
Turkey	18	17	1	-	1	1	38
Yemen	15	-	-	-	-	-	15
<b>TOTAL</b>	<b>1290</b>	<b>714</b>	<b>339</b>	<b>45</b>	<b>71</b>	<b>56</b>	<b>2515</b>

APPENDIX VII

AID/AUB GRADUATES BY POSITIONS

(A Sample of 636 out of a total of 1919 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	21	3	-	7	7	28	15	2	109
Bangladesh	35	29	9	-	12	18	-	-	-	103
Cyprus	7	1	17	-	3	2	1	-	-	31
Jordan	24	31	6	1	7	7	-	-	-	76
Lebanon	23	25	1	1	26	18	25	-	2	121
Maldives	-	3	-	-	-	1	-	1	-	5
Nepal	2	-	1	-	-	6	-	-	-	9
Pakistan	15	40	-	-	10	57	-	2	2	126
Sudan	12	19	12	4	4	4	1	-	-	56
<b>TOTAL</b>	<b>144</b>	<b>169</b>	<b>49</b>	<b>6</b>	<b>69</b>	<b>120</b>	<b>55</b>	<b>18</b>	<b>6</b>	<b>636</b>
	23%	25%	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 1979-80  
(DEGREE PROGRAMS)

	<u>ARTS / SCIENCES AND DEEP</u>					<u>AGRICULTURE</u>		<u>ENG'G.</u>		<u>PUB. HLTH.</u>	<u>NURSING</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>B.B.A</u>	<u>B.S.</u>	<u>M.S.</u>	<u>CIV.ELECT.</u>		<u>M.P.H.</u>		
Afghanistan	-	-	-	-	-	-	3	-	-	-	-	3
Bangladesh	-	-	-	1	-	-	9	-	-	-	-	10
Cyprus	-	-	-	1	2	-	-	1	2	-	-	6
Djibouti	-	-	-	-	-	-	-	-	-	1	-	1
Jordan	-	1	-	1	1	-	4	-	1	-	-	8
Lebanon	3	3	1	-	3	6	-	-	-	-	1	17
Nepal	-	-	-	1	-	-	-	-	-	-	-	1
Pakistan	-	-	-	5	-	-	5	-	-	-	-	10
Yemen	1	1	-	-	1	-	-	-	-	-	-	3
<b>TOTAL</b>	<b>4</b>	<b>5</b>	<b>1</b>	<b>9</b>	<b>7</b>	<b>6</b>	<b>21</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>59</b>

4 B.A. in Public Administration  
5 B.A. + T.D. 4 English, 1 Sociology  
1 B.S. + T.D. 1 Biology  
9 M.A. 1 8 Education, 1 Public Administration

APPENDIX IX

66

DROP OUTS AND WITHDRAWALS OF  
AID/AUB PARTICIPANTS 1979-80

<u>Country</u>	<u>Class / Field</u>	<u>Dropped out Academic Failure</u>	<u>Withdrew Voluntarily</u>
Bangladesh	1 Grad.-Agric./F.T.	-	1
Djibouti	1 Grad.-DEEP/Sciences	-	1
Jordan	1 Agric. 1 Grad.-Bus.Adm.	1 -	- 1
Lebanon	1 Education	-	1
Nepal	1 Nursing 1 U.O.P.	1 1	- -
Somalia	1 Grad.-DEEP/Adm.	-	1
Sudan	1 Eng'g.-Electrical	-	1
Yemen	1 Eng'g.	1	-
	TOTAL	<u>4</u>	<u>6</u>

APPENDIX XAID/AUB Students by Class and SexFirst Semester, 1979-80

<u>Country</u>	<u>Undergraduate</u>	<u>Graduate</u>	<u>Male</u>	<u>Female</u>
Afghanistan	-	12 (4)	12	4
Bangladesh	1	24 (11)	34	2
Cyprus	44	5	37	12
Djibouti	3 (1)	1 (2)	7	-
Jordan	13 (1)	10 (2)	17	9
Lebanon	56	2	19	39
Maldives	15	-	7	8
Nepal	3 (2)	1 (4)	7	3
Somalia	-	1	1	-
Sudan	2	13 (5)	20	-
Yemen	<u>54 (26)</u>	<u>-</u>	<u>76</u>	<u>4</u>
	<u>191 (30)</u>	<u>69 (28)</u>	237=75%	81=25%
	221=69.5%	97=30.5%		

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

AID/AUB Students by Class and Sex  
Second Semester 1979-80

<u>Country</u>	<u>Undergraduate</u>	<u>Graduate</u>	<u>Male</u>	<u>Female</u>
Afghanistan	-	13 (2)	11	4
Bangladesh	1	32 (2)	34	1
Cyprus	44	4	36	12
Djibouti	3 (1)	1 (2)	7	-
Jordan	12 (1)	6 (1)	13	7
Lebanon	56	2	19	39
Maldives	15	-	7	8
Nepal	3 (1)	55	7	2
Somalia	-	4	4	-
Sudan	2	16 (2)	20	-
Yemen	<u>61 (16)</u>	<u>-</u>	<u>74</u>	<u>3</u>
	<u>197 (19)</u>	<u>82 (9)</u>	232=75%	76=25%
	216=70.1%	92=29.9%		

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

AID/AUB Students by Class and Sex  
Summer 1980

<u>Country</u>	<u>Undergraduate</u>	<u>Graduate</u>	<u>Male</u>	<u>Female</u>
Afghanistan	-	6	5	1
Bangladesh	-	6	6	-
Cyprus	28	1	21	8
Djibouti	1	-	1	-
Jordan	7	4	8	3
Lebanon	35	1	13	23
Maldives	6	-	3	3
Nepal	-	1	1	-
Samalia	-	2	2	-
Sudan	1	13	14	-
Yemen	44	-	41	3
	<u>122=78.4%</u>	<u>34=21.6%</u>	<u>115=73.7%</u>	<u>41=26.3%</u>

AID/AUB Students by Class and Sex  
Summer Institutes 1980

<u>Country</u>	<u>Secun. Teach. Inst.</u>	<u>Elem. Teach. Inst.</u>	<u>Adm. Work.</u>	<u>Colloq.</u>	<u>SOP</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
Afghanistan	-	-	-	-	1	1	-	1
Bangladesh	3	3	2	3	-	9	2	11
Cyprus	1	4	4	-	-	8	1	9
Djibouti	-	-	-	-	2	2	-	2
Jordan	2	1	2	-	1	3	3	6
Lebanon	5	-	1	3	-	5	4	9
Maldives	-	2	2	1	-	4	1	5
Nepal	1	-	-	-	-	1	-	1
Sudan	1	1	1	2	-	4	1	5
Yemen	-	-	-	-	15	15	-	15
	<u>13</u>	<u>11</u>	<u>12</u>	<u>9</u>	<u>19</u>	<u>52</u>	<u>12</u>	<u>64</u>

N.B. Please note that out of a total of 64 participants, 19 regular participants enrolled in S.O.P. and 43 in the 4 Summer Institutes.