



Academy for Educational Development, Inc.
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**WEST BANK AND GAZA - AMIDEAST
HUMAN RESOURCES DEVELOPMENT PROJECT
AN ASSESSMENT**

Submitted by:

**The Academy for Educational Development, Inc.
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SECTION I
EXECUTIVE SUMMARY

U.S. assistance to the West Bank and Gaza* was initiated in 1975 to express American concern for the humanitarian and development needs of the Palestinian residents there and to support efforts toward peace in the region. Assistance is provided by the U.S. Agency for International Development (USAID) through grants to U.S. private and voluntary organizations (PVOs). Since 1978, USAID has provided grants to one of these PVOs, America-Mideast Educational and Training Services, Inc. (AMIDEAST), to enable it to provide funds and assistance to strengthen institutions of higher education and to provide manpower training for institutions involved in the economic development of the Territories.

On June 1, 1985, AMIDEAST submitted a proposal to USAID to fund such activities from August 1, 1985 to August 31, 1989. On June 10, 1985, a USAID project review committee recommended funding for activities which would be disrupted significantly if funding were not made available. The committee recommended that funding of new initiatives be postponed until an external evaluation of the Project was carried out.

To this end, the Academy for Educational Development, Inc. (AED) was contracted to furnish an Evaluation Team leader and a Palestinian member of the Team (to be recruited from the Territories) for the Evaluation Team. The Team's membership included:

- Dr. Fuad K. Suleiman, Team Leader (Senior Vice President for Higher Education and Technical Training, Academy for Educational Development, Inc.)
- Dr. Jad Ishaq, Palestinian Team Member (Dean, Faculty of Sciences, and Chairperson, Department of Life Sciences, Bethlehem University)
- Mr. Paul Bisek, USAID Representative (officer responsible for relations with PVOs in Asia and the Near East)
- Mr. Christopher Harris, AMIDEAST Representative (Harvard University Graduate School of Education).

* The West Bank is also referred to as "Israeli-occupied Territory, the Territories, Israeli-administered Territory, or Judea-Samaria". Gaza also is described as the "Gaza Strip".

The Evaluation Team conducted its studies in the West Bank and Gaza from August 16, 1985 to September 3, 1985. In addition, the Team's study included subsequent meetings with AMIDEAST and USAID officials in Washington.

The Team relied heavily on information gathered in the Territories, primarily through interviews with leading Palestinian educators, U.S. officials, and Israeli representatives. The Team also studied available literature on Palestinian education and analyzed current and past documents prepared by AMIDEAST.

The purpose of the evaluation was twofold:

- To assess the overall progress and impact of AMIDEAST's Human Resources Development Program in the West Bank and Gaza. This program includes three components: the Faculty Development Program, the Short-term Training Program, and the Undergraduate Scholarship Program.
- To identify trends or issues affecting the development of human resources in the area. This evaluation is designed to assist USAID and AMIDEAST in carrying out more efficient human resource development programs.

In evaluating future components of AMIDEAST's project currently in operation, the Team also considered future activities proposed by AMIDEAST and identified other assistance needs. These recommendations were submitted to AMIDEAST and USAID for consideration.

The Team was impressed with Palestinian efforts to create a system of higher education which is as developed and balanced as any in the Third World. This system is all the more remarkable since the universities operate under Israeli occupation; moreover, the system developed without governmental financing and direction. But the system remains a developing system with many of its institutions having been established after 1967. There is little system or institutional planning. The Council for Higher Education was established by West Bank and Gaza civic leaders in an attempt to achieve greater cooperation among the various components of the system, but such coordination remains a problem.

At the conclusion of their assessment, the Team expressed confidence that the system would be viable in terms of supply of students and availability of faculty. Financial viability, on the other hand, would be problematical, especially if the flow of external assistance were interrupted.

Employment for the system's graduates is seen as another major concern.

While no assessment of the Territories' needs for trained manpower has been conducted, there is general agreement within the Team that the economy of the West Bank and Gaza cannot absorb all university-educated manpower.

Finally, the Team considered various issues related to AMIDEAST's management of the Project. The Team found the Faculty Development Program to be managed well and AMIDEAST to have excellent relationships with all concerned parties.

The Team's major recommendations included:

1. **U.S. assistance should be continued as an expression of humanitarian interest and for its contribution to the development needs of the Territories.**
2. **U.S. assistance has been significant in the development of faculty for Palestinian institutions. No less than 240 faculty members received graduate training grants as of March 31, 1985, and the Team recommended awarding an additional 171 graduate grants. Almost one-half of Palestinian faculty would thus be U.S.-trained.**
3. **Special attention in faculty development is recommended for the Gaza Islamic University, the only institution in the Gaza Strip.**
4. **Consideration should be given to the establishment of a technical institute in Gaza.**
5. **Special training of faculty should be conducted at the College of Sciences and Technology at Abudeis and Hebron Polytechnical Institute. Training should include technical skills, pedagogy, and practical experience.**
6. **Undergraduate scholarships, now given to Birzeit University, Bethlehem University, AnNajah University, Hebron Polytechnic Institute, and Arab Colleges of Medical Professions, should be continued and similar scholarships should be provided to students in the College of Sciences and Technology, Gaza Islamic University, and Hebron University.**
7. **Short-term training programs should continue after the development of annual training plans.**
8. **Universities should be encouraged to provide more training to other organizations in the Territories.**
9. **There should be better coordination among U.S. PVOs operating in the Territories.**
10. **A comprehensive program of technical assistance to Palestinian institutions should be developed.**

11. **Feasibility studies** should be conducted for specialized assistance in areas which include:
 - ** health manpower training
 - ** books and equipment procurement
 - ** vocational/technical training program assistance.
12. **Applied research** (which could lead to creating employment or improving quality of life) should be encouraged.

SECTION II **BACKGROUND**

In an effort to express American concern for the humanitarian and development needs of the Palestinian residents in the West Bank and Gaza and to support efforts toward peace in the region, U.S. assistance to the West Bank and Gaza was initiated in 1975. Assistance is administered by the U.S. Agency for International Development (USAID) through grants to private and voluntary organizations (PVOs).

Since 1978, USAID has obligated \$13,831,975 in grant funding to America-Mideast Educational and Training Services, Inc. (AMIDEAST) to enable it to provide funds and assistance to strengthen institutions of higher education in the West Bank and Gaza and to provide manpower training for institutions involved in the economic development of the area. AMIDEAST has conducted its activities on the West Bank and Gaza Human Resources Development Project under two grants from USAID (Grant No. AID/NE/6-1526 awarded July, 1978 funding activities through August, 1986; and Grant No. NEB-0172-G-SS-2-00 funding activities from August 31, 1982 through August 31, 1987.) USAID conducts reviews of annual grant proposals and progress reports submitted by AMIDEAST, and in 1981 it conducted an internal evaluation of the Project.

On June 1, 1985, AMIDEAST submitted a grant request for \$5,057,393 to fund activities from August 1, 1985 to August 31, 1989. On June 10, 1985 a USAID Project Review Committee recommended that \$3,800,000 be approved to carry out activities which, if not funded, would be seriously disrupted. Funding new initiatives was postponed until an evaluation of the program was carried out.

An evaluation team was formed to look at this program. The Academy for Educational Development, Inc. (AED) was contracted to furnish a Team Leader and a Palestinian member of the Team to be recruited from the West Bank or Gaza. The rest of the Team included a representative from AMIDEAST and another from AID/NE/TR. The Academy also furnished research assistance and clerical support in the West Bank and Gaza as well as in the United States. USAID provided AED with the required qualifications for the Team Leader and the Palestinian Team member.

The Evaluation Team was composed of:

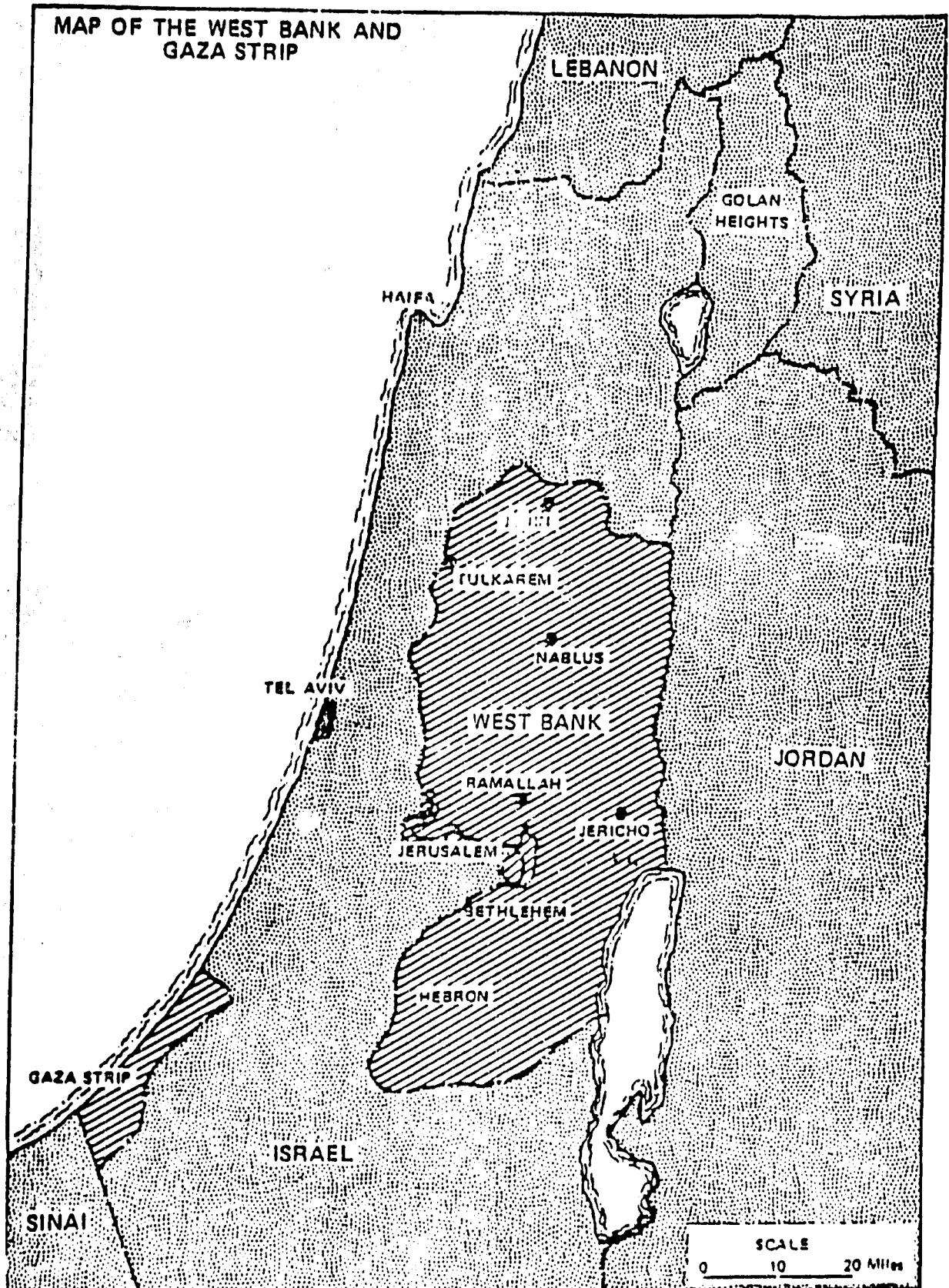
- **Dr. Fuad K. Suleiman, Team Leader.** Dr. Suleiman is Senior Vice President for Higher Education and Technical Training, Academy for Educational Development, Inc.
- **Dr. Jad Ishaq, Palestinian Team Member.** Dr. Ishaq is Dean, Faculty of Sciences, and Chairperson, Department of Life Sciences, Bethlehem University.
- **Mr. Paul Bisek, USAID Representative.** Mr. Bisek is the officer responsible for USAID relations with PVOs in the Near East and Asia.
- **Mr. Christopher Harris, AMIDEAST Representative.** Mr. Harris is a doctoral candidate at the Harvard University Graduate School of Education.

The Evaluation Team visited the West Bank and Gaza from August 16, 1985 to September 3, 1985 and also met with AMIDEAST officials in Washington.

The purpose of this evaluation is to assess the overall progress and impact of AMIDEAST's Human Resources Development Program in the West Bank and Gaza, and to identify trends or issues affecting the development of human resources in the area. The evaluation is required by USAID for planning and funding decisions; its findings and recommendations will be used by AMIDEAST as it designs and implements its continued program of human resources development.

This report should not to be interpreted to represent the views of the U.S. Agency for International Development; views and interpretations presented represent the views of the individual Team members. As with any group of reflective individuals, there were differing views among the Team members; this report reflects broad agreement of the Team.

FIGURE II-1



Source: United States General Accounting Office, "U.S. Economic Aid for the West Bank and Gaza -- A Positive Contribution," Washington, July, 1978.

SECTION III
POSTSECONDARY EDUCATION IN THE WEST BANK AND GAZA*

A. GENERAL OBSERVATIONS

While the purpose of this evaluation is not to conduct a thorough analysis of the system, it is important to understand the system. Listed below are some general observations regarding the postsecondary education system:

- **Public and Private Institutions**--terms such as public and private institutions may not be strictly applicable to this system. Government-financed institutions (Israeli Government, Israeli Authorities, or Jordanian Government pre-1967) constitute but a small portion of the system. The five universities and the institutes discussed in this report are described often as public institutions to distinguish them from the proprietary or United Nations Relief and Works Agency institutions, but they are not financed by governmental authorities.
- **Arab World Linkages**--while the West Bank and Gaza are under Israeli control, the linkages that exist between these institutions and the Arab World are substantial. Examples include:
 - ** **Al-Tawjihi** examinations, which almost completely determine who is or is not admitted to higher education, are administered under Jordanian guidelines.
 - ** **Membership in the Association of Arab Universities** is a prerequisite for receiving external financial support and recognition of a level of academic achievement.
- **Autonomy**--despite the presence of a military government, the universities, institutes, and colleges appear to exercise a degree of self-governance.
- **Diversity**--the institutions vary in mission, enrollment, quality of faculty, and administration. They are as specialized as the Arab Colleges for Medical Professions, or are general, comprehensive institutions, such as An-Najah National or Birzeit universities.
- **Young Institutions**--many of the institutions were formed since 1967 and are experiencing the problems of new or developing institutions.

* The West Bank is also referred to as "Israeli-occupied territory", "Israeli-administered territory" or "Judea-Samaria." Gaza is occasionally described as "Gaza Strip."

- **Institutional History**--each institution has its own specific history, supporters, and founders. Regional loyalties support some while others consider themselves national.
- **Assistance Limitations**--U.S. assistance has not been extended to the Shari'a institutes, proprietary colleges, United Nations Relief and Works Agency (UNRWA), or Government-financed institutions. The Team has not, therefore, engaged in a discussion of these institutions; consequently, no U.S. assistance to these institutions is recommended.

B. POSTSECONDARY EDUCATION

The postsecondary education system in the Territories is composed of the following institutions:

1. Universities

- a. An-Najah National University (Nablus)
- b. Bethlehem University
- c. Birzeit University
- d. Gaza Islamic University
- e. Hebron University
- f. Al-Quds (Jerusalem) University;*
 - o College of Sciences and Technology (CST) in Abudles
 - o Arab Colleges of Medical Professions (ACMP) in El-Bireh
 - o College of Da'wa (Beit Hanania)
 - o College of Arts for Girls (Jerusalem)

2. Institutes

- a. Hebron Polytechnic Institute
- b. Institute of Shari'a (Jerusalem)
- c. Institute of Shari'a (Qaliqilya)

3. Proprietary Two-Year Colleges

4. Postsecondary Teacher Training Centers

5. Postsecondary Vocational Training Centers

C. UNIVERSITIES

1. An-Najah National University

a. Background

The origins of An-Najah National University are found in the An-Najah Nabulsi School, established in 1918. It became An-Najah College in 1945, granting intermediate commerce degrees. In 1965 it became a teacher training institute and then

* Al-Quds University is still in the development stage; the four colleges currently operate as independent institutions.

developed into a university in 1977. Today it is the largest West Bank university with a student enrollment of 3,031 (1984-1985). The students are enrolled in five colleges: Arts, Sciences, Economics and Business Administration, Engineering, and Education.

b. Enrollment/Faculty

The chart shown below shows the distribution of students by faculty and sex in the fall of 1984-85:

| <u>Faculty</u> | <u>Male</u> | <u>Female</u> | <u>%M</u> | <u>%F</u> | <u>Totals</u> |
|--------------------|-------------|---------------|-----------|-----------|---------------|
| Arts | 434 | 532 | 45% | 55% | 966 |
| Science | 322 | 229 | 57% | 43% | 551 |
| Econ & Bus. Admin. | 457 | 172 | 73% | 27% | 629 |
| Education | 295 | 376 | 44% | 56% | 671 |
| Engineering | 143 | 71 | 67% | 33% | 214 |

The faculty in 1984 numbered 203, of whom 71 hold doctorate degrees, 76 hold master's degrees, 55 hold bachelor's degrees, and one faculty member holds a two-year diploma.

c. Degree Programs

The University offers bachelor's degrees in the following fields:

- **Faculty of Arts:**
 - Arabic Language and Literature
 - English Language and Literature
 - Islamic Studies
 - History and Archeology
 - Geography
 - Sociology
 - Fine Arts
- **Faculty of Sciences:**
 - Biology
 - Chemistry
 - Physics
 - Mathematics

- **Faculty of Economics and Business Administration:**
 - Political Science and Journalism
 - Economics
 - Accounting
 - Business Administration
- **Faculty of Education: Psychology and Education**
- **Faculty of Engineering: Civil Engineering.**

The University's Teacher Training Institute offers a two-year program leading to a Diploma in Education. In addition, there are two research centers attached to the University: 1) the Rural Research Center, established in 1981; and, 2) the Research and Documentation Center, established in 1982 to preserve and collect documents related to Palestinian heritage.

2. Bethlehem University

a. Background

The University may be said to have begun in 1972 when a committee was formed, composed of the heads of schools in the West Bank and East Jerusalem, by Archbishop Pio Laghi, the Apostolic Delegate to Jerusalem to study the possibility of establishing such an institution. The Committee decided to ask the Vatican to establish a university in Bethlehem which would offer a broad education in arts and sciences. On October 1, 1973, Bethlehem University was founded with the administrative cooperation of the De La Salle Brothers (Brothers of the Christian Schools).

b. Degree Programs

The University has a teaching staff of 111 and approximately 1,200 students. The following undergraduate programs are offered:

- **Faculty of Arts**
 - Arabic
 - English
 - Sociology-Psychology
 - Sociology-Social Work
- **Faculty of Sciences**
 - Biology
 - Chemistry
 - Mathematics

- **Faculty of Business Administration: Business Administration**
- **Faculty of Nursing: Nursing**
- **Faculty of Education**
 - **Preschool Teacher Training**
 - **Elementary School Teacher Training**

The Faculty of Business Administration also offers a two-year program leading to an Associate of Business Administration (A.B.A.) degree. In addition, the University offers a minor in education leading to a teaching diploma in secondary education. The Institute of Hotel Management offers a three-year program leading to a diploma in tourism, and the Center of Community Development offers diploma programs in Village Health Work, Preschool Teacher Training, and Elementary Teacher Training.

3. Birzeit University

a. Background

Beginning in 1924 as a small private school, this institution became a full secondary school in 1930 known as Birzeit Higher School. In 1942 the name changed to Birzeit College; in 1953 it offered a college-level freshman year; and in 1961 a sophomore year was added, preparing students for transfer to other universities. In 1961 the decision was made to gradually shed the elementary, intermediate and secondary grades--a process which was completed in 1976-77.

b. Degree Programs

In 1972 the College decided to develop a four-year program which was achieved by 1975-76, becoming the first Palestinian university to graduate bachelor's degree holders in 1976. Graduate studies were added in 1977-78. Enrollment grew from 239 students in 1972-73, to 2,037 in 1982-83.

Academic programs offering bachelor's degrees* include:

- **Colleges of Arts**
 - Arabic Language and Literature
 - English Literature
 - Teaching of English
 - Sociology and Psychology
 - Middle East Studies
 - Archeology
- **College of Sciences**
 - Biology
 - Biochemistry
 - Chemistry
 - Mathematics
 - Physics
- **College of Commerce**
 - Commerce
 - Economics (Arts Degree)
- **College of Engineering**
 - Mechanical Engineering
 - Electrical Engineering
 - Civil Engineering

* Teaching certificates are offered in most fields.

The University is active in literacy campaigns and adult education. Cooperative work experience is a requirement for graduating. In addition, graduate programs leading to a master's degree is offered in Education and Psychology.

4. Gaza Islamic University

a. Background

The University began in 1978 offering a five-year bachelor's degree program. A first year of preparatory work is required of all students. Until 1983 classes were held only in the afternoons and evenings in a facility owned by the Palestine Religious Institute which used the buildings in the morning; the University still operates in inadequate facilities.

b. Degree Programs

The Colleges of Shari'a and Usul Al-Din offer programs similar to those offered at Al-Azhar University in Cairo. The College of Arts offers Bachelor of Arts degree programs in Arabic Language and Literature and English Language and Literature. The College of Education began in 1979-80 and offers degree programs in basic sciences/education, as well as Arabic/education, history/education, and geography/education. The College of Sciences also was opened in 1980-81. It offers degrees in biology, chemistry, geology, mathematics, and physics. A nursing program was initiated recently. The College of Economics and Administrative Sciences was opened in 1980-81 and offers programs in Business Administration, Economics and Statistics, and Accounting.

5. Hebron University

The Hebron University began in 1972 with the College of Shari'a and 44 students. A College of Arts was added in 1980. Plans for the next five years call for a College of Sciences and a program in agriculture. A Department of Education also was added.

6. College of Science and Technology

The College of Science was established in 1979 but was forced to close until 1981 when it reopened as the College of Science and Technology. Bachelor's degree programs are offered in mathematics, physics, chemistry, and biology. The Technology Department offers minors in computer science, chemical technology, medical technology, and electronic technology. The Department of Computer Science and Technology also offers a major in computer science technology. Expansion plans call for introduction of earth sciences and food technology.

7. Arab Colleges of Medical Professions

Established in 1975 to train nurses, the Colleges offer bachelor's degree programs in nursing and in medical technology (the medical technology program was added in 1980.) The nursing program only accepts female students, while the medical technology program accepts only male students.

D. INSTITUTES

1. Hebron Polytechnic Institute

The Institute was established in 1978 by the Hebron University Graduates Union. The Union, composed of volunteer professionals in the Hebron area, also has established a coeducational secondary school, a public library, a local history research center, a modern languages center, and a program of student loans. The Institute began with an enrollment of 52 students and has grown to serve nearly 800 students. The Institute offers programs in civil engineering, electrical engineering, mechanical engineering, and architecture technologies. In 1983, it added a computer department offering a two-year diploma program; and in 1984, it added glass/ceramics technology. Agricultural machinery and maintenance programs (three-year programs) were added in 1985.

SECTION IV
ISSUES IN HIGHER EDUCATION

A. PLANNING AND COORDINATION

1. The Educational System

At all levels, the educational system in the West Bank and Gaza is characterized by the absence of a single authority which could be responsible for planning and coordination. System planning for higher education is virtually nonexistent. The system is administered by a variety of authorities including the Israeli Government, United Nations Relief and Work Agency (UNRWA), the local administrative remnants of the Jordanian and Egyptian Ministries of Education, foreign religious missions, and in the case of some postsecondary institutions, by local boards of trustees. The Assessment of Education in the West Bank and Gaza Strip, conducted by AMIDEAST in 1979, concluded that "there is a significant lack of coordination and cooperation among the sponsors with no centralized direction except where occupation authorities intervene in matters defined as security concerns" (p. xii-xiii). This statement is no less valid in 1986.

2. The Council for Higher Education

The Council for Higher Education was established by West Bank and Gaza civic leadership as an attempt to achieve greater cooperation and as a measure of system planning among a selected number of private, nonprofit, postsecondary institutions. Initiative for its creation came from the area's professional associations (medical, legal, and engineering) who were concerned about lack of coordination among postsecondary institutions. Initial membership of the Council included representatives from the political leadership, the professional associations, and the universities.

The Council has had only modest success as a coordinating body. Since 1977, its accomplishments include:

- Served as a vehicle through which institutional representatives met to discuss issues of common concern and through which institutional leaders received input from community leaders.
- Compiled statistics on higher education in the Territories which could be of assistance in coordination.

- Conducted studies on specific issues, such as the self-study, conducted by the faculty of all institutions in an attempt to evaluate current curriculum offerings.

The Council, however, has not developed into a strong coordinating or planning agency. At this time, it is not likely that the Council could or would become such an agency. The reasons for the Council's status include:

- It was established in 1977 after most of the institutions in the Territories had been established.
- It was not established with a core of professional staff which could provide it with the technical expertise to address issues of institutional development.
- Council membership included individuals with conflicting political sympathies and interests.
- The authorities** made it difficult for the Council (an extra-legal body) to function as a strong coordinating agency. They have intervened with troops to prevent its meetings and many of its key members have been imprisoned or deported.
- The Executive Committee of the Council is composed of the presidents of the universities, making it likely that difficult system issues will not be addressed.

The Council itself has taken a step toward better system planning through a self-study conducted in 1982: no less than 32 faculty members in ten working groups conducted an evaluation of the institutions. The Council hoped that the self-study would lead to an overall direction for the system; however, it remains unclear how the Council will utilize this study to achieve greater coordination.

The institutions themselves show evidence that they consider developments in other institutions, and that they welcome cooperation with sister institutions. For example the President of Hebron University indicated that his institution is not considering establishing a program in business administration because three such programs exist in the West Bank. There is an understanding that Birzeit University will concentrate on development of electrical and mechanical engineering curricula, while An-Najah National University will develop curricula in architecture and civil engineering. The College of Science and Technology provides the first two years of science education to students enrolled in medical technology at the Arab Colleges of Medical Professions. These examples of cooperation are hopeful, but much more needs

** "Authorities" refers to Israeli military and/or civil administration in the Territories.

to be done in this area. Dr. Samir Katbeh, former Director of the Office of Council, wrote in 1983:

After five years since its formation, the Council faced and is still facing difficulties and hurdles which are too great for the Council's capabilities. They are academic, national, political, and financial. All are interrelated. The Palestinian people are scattered: in their native land, in Arab countries and in foreign lands. If planning was limited to the Palestinians in the West Bank and Gaza, planning would not be valid for national reasons, even as a temporary measure. Students and institutions are in Palestine, the teaching faculty are outside Palestine, funds to implement the plan are yet in another place. Coordination among the three--students, faculty, and funds--is itself in need of planning.

Dr. Samir Katbeh, About Higher Education in the West Bank and Gaza Strip (Arabic), April 1983, p. 4.

In the absence of a national government or a similar authority, it is unlikely that the situation will change drastically. Basically it is the responsibility of the political and educational leadership of the residents of the Territories to develop better coordination and planning.

External assistance can be of help, but it cannot be expected to conduct system planning and coordination. External assistance, however, can undertake specific actions which are likely to foster and encourage cooperation and coordination. Such activities could include funding of inter-institutional research projects or training in system planning and coordination.

3. Institutional Planning

Planning at institutions in the Territories is rudimentary, except perhaps at Birzeit and Bethlehem universities. These two institutions have recognized the need for planning as a requisite for institutional development and have established offices for planning.

None of the institutions visited during this assessment shared a long-range or medium-range plan with the Team. The leadership of a number of institutions referred to plans, the existence or quality of which could not be verified; none discussed a staffing plan or a staff development plan. Bethlehem University and Arab Colleges of Medical Professions seem to have a clear idea of what they wished or expected their enrollment to be. When questioned about lack of institutional planning, institutional leaders invariably pointed to Israeli authorities. How can one plan when key officials of the institution are arrested or deported at will? How can the process of planning take

place when the institution frequently is closed by the authorities? How can one plan physical expansion when land planned for expansion is confiscated or when construction on buildings already licensed by Israeli authorities is halted? Another point agreed upon by nearly all institutional spokesmen was the need to develop institutional capacities for planning. Academic and practical training in institutional planning appears to be a need common to all.

B. INSTITUTIONAL VIABILITY

One concern which external donors have expressed is the need to determine whether institutions considered for assistance are viable or could be made viable with outside assistance.

This concern relates to two basic questions:

1. Would this institution close its doors in the near future?
2. With assistance, could this institution, become a developed institution instead of a developing institution, or would it indefinitely rely on external donors for survival?

The answers to both questions are to be found in the institution's current or potential resources: human, financial, and physical--assuming a reasonably stable and peaceful society.

There is no question that institutional viability of any institution in the Territories is first and foremost related to the larger issues of Israeli occupation and of Arab-Israeli conflict and relations. Israeli authorities can, of course, close down any or all educational institutions, or adopt such measures as would result in the weakening and demise of any institution.

The system of higher education as a whole is as developed and balanced as one finds in a number of developing countries, or more so. Much of it came into being under Israeli occupation and presumably is tolerated by Israeli authorities.

Barring greater deterioration in the situation in the Territories, and assuming current patterns of relationships between Israeli authorities and postsecondary institutions in the Territories will continue, then a discussion of current and potential resources is in order.

1. Enrollment

The number of students requiring or available for postsecondary education is first related to the demographic trends of the area's population. Population increase in the Territories between 1967 and 1981 can be said to have gone through four phases:

- a. **Pre-1967:** the population was increasing at a relatively high rate which has continued in the East Bank of Jordan since 1967.
- b. **The 1967 War** caused a sharp decrease in the population due to emigration: 200,000 to 250,000 people left the area.
- c. The population increased between 1968 and 1975 at a rate similar to pre-1967.
- d. The rate of population change after 1975 has decreased.

(J. Ishaq and C. Smith, Demography, 1982, p.26.)

The dominant factor in the rate of population change is the Territories' relationship with Israel and the Israeli authorities. Economic conditions and the degree of political repression seem to play the most crucial roles. Out-migration from the West Bank and Gaza has increased since 1975, a year which also saw the beginning of an economic slow-down in Israel. Net migration in the West Bank, Gaza, and Israel between 1967 and 1977 is shown in Exhibits IV-1 and IV-2.

Data on emmigration shows a greater proportion of young adult males seeking employment outside the Territories, and it is higher among Palestinians with secondary and postsecondary education. Unless emmigration becomes of much larger proportions, the population of the Territories will likely increase by approximately 1 percent in the West Bank and 2.5 percent annually in Gaza. If emigration ceases, it may increase to 3 percent and 4 percent respectively.

Another factor which should be considered is the number of students already enrolled in elementary and secondary grades, for they influence the number of college-bound students in the next decade. Exhibit IV-3 shows enrollment in 1982-1983 in the West Bank.

EXHIBIT IV-1

The Gaza Strip, West Bank and Israel: Population Growth

(Absolute numbers in thousands)

West Bank

| Year | Population at Beginning | Natural Increase Number | Increase Rate | Net Migration Number | Rate | Population at End | Growth Rate |
|------|----------------------------|----------------------------|------------------|-------------------------|-------|----------------------|----------------|
| 1967 | 595.9 | 3.0 | .5 | -13.2 | -2.2 | 585.7 | -1.7 |
| 1968 | 585.7 | 11.7 | 2.0 | -15.7 | -2.7 | 581.7 | -.7 |
| 1969 | 581.7 | 12.3 | 2.1 | + 1.2 | + .2 | 595.2 | 2.3 |
| 1970 | 595.2 | 13.7 | 2.3 | - 5.0 | - .8 | 603.9 | 1.5 |
| 1971 | 603.9 | 15.9 | 2.6 | - 2.5 | - .4 | 617.3 | 2.2 |
| 1972 | 617.3 | 16.8 | 2.7 | - 5.1 | - .8 | 629.0 | 1.9 |
| 1973 | 629.0 | 16.9 | 2.6 | + .3 | - .04 | 646.2 | 2.7 |
| 1974 | 646.2 | 18.1 | 2.7 | - 2.7 | - .4 | 661.6 | 2.4 |
| 1975 | 661.6 | 18.6 | 2.8 | -15.1 | -2.3 | 665.1 | .5 |
| 1976 | 665.1 | 20.3 | 3.0 | -14.5 | -2.1 | 670.9 | .9 |
| 1977 | 670.9 | 20.5 | 3.0 | -10.2 | +1.5 | 681.2 | 1.5 |

EXHIBIT IV-2

The Gaza Strip, West Bank and Israel: Population Growth (Absolute numbers in thousands)

Gaza Strip

| Year | Population at Beginning | Natural Increase | | Net Migration | | Population at End |
|------|----------------------------|------------------|------|---------------|------|----------------------|
| | | Number | Rate | Number | Rate | |
| 1967 | 389.7 | 3.3 | .9 | -12.1 | -3.1 | 380.9 |
| 1968 | 380.9 | 7.4 | 2.1 | -32.4 | -8.5 | 355.1 |
| 1969 | 355.1 | 9.2 | 2.5 | - 2.1 | - .6 | 362.2 |
| 1970 | 362.2 | 8.8 | 2.4 | - 3.3 | - .9 | 367.7 |
| 1971 | 267.7 | 10.6 | 2.8 | - 2.4 | - .6 | 375.9 |
| 1972 | 375.9 | 11.5 | 3.0 | - 3.9 | -1.0 | 383.5 |
| 1973 | 383.5 | 12.1 | 3.1 | + 1.6 | + .4 | 397.2 |
| 1974 | 397.2 | 13.2 | 3.2 | - 1.9 | - .4 | 408.5 |
| 1975 | 408.5 | 13.8 | 3.3 | - 3.8 | - .9 | 418.5 |
| 1976 | 418.5 | 14.8 | 3.5 | - 4.3 | -1.0 | 429.0 |
| 1977 | 429.0 | 15.3 | 3.5 | - 3.0 | - .6 | 441.3 |

EXHIBIT IV-3

West Bank
Elementary and Secondary School Enrollment*
1982-1983

| <u>Grade</u> | <u>Schools</u> | <u>Male</u> | <u>Female</u> | <u>Total</u> | <u>Grand Total</u> |
|------------------------------|----------------|-------------|---------------|--------------|--------------------|
| First | Government | 12,691 | 11,778 | 24,469 | 33,417 |
| | UNRWA | 2,098 | 2,425 | 4,523 | |
| | Private | 2,343 | 2,082 | 4,425 | |
| Second | Government | 12,310 | 11,639 | 23,949 | 31,313 |
| | UNRWA | 2,042 | 2,389 | 4,431 | |
| | Private | 1,616 | 1,317 | 2,933 | |
| Third | Government | 12,504 | 11,253 | 23,757 | 31,140 |
| | UNRWA | 2,098 | 2,438 | 4,526 | |
| | Private | 1,537 | 1,310 | 2,847 | |
| Fourth | Government | 13,841 | 12,286 | 26,127 | 34,014 |
| | UNRWA | 2,318 | 2,716 | 5,034 | |
| | Private | 1,594 | 1,259 | 2,853 | |
| Fifth | Government | 13,040 | 11,096 | 24,136 | 31,711 |
| | UNRWA | 2,369 | 2,621 | 4,990 | |
| | Private | 1,395 | 1,190 | 2,585 | |
| Sixth | Government | 12,308 | 10,011 | 11,119 | 29,129 |
| | UNRWA | 2,192 | 2,458 | 4,650 | |
| | Private | 1,217 | 1,043 | 2,260 | |
| First Preparatory | Government | 10,682 | 8,424 | 19,106 | 25,658 |
| | UNRWA | 2,123 | 2,225 | 4,348 | |
| | Private | 1,268 | 935 | 2,204 | |
| Second Preparatory | Government | 8,994 | 6,705 | 15,699 | 21,321 |
| | UNRWA | 1,817 | 1,871 | 3,188 | |
| | Private | 1,091 | 843 | 1,934 | |
| Third Preparatory | Government | 7,381 | 5,449 | 12,830 | 17,385 |
| | UNRWA | 1,495 | 1,475 | 2,970 | |
| | Private | 870 | 715 | 1,585 | |
| First Secondary | Government | 7,998 | 5,769 | 13,767 | 15,455 |
| | Private | 960 | 728 | 1,688 | |
| Second Secondary/ Science | Government | 2,215 | 1,080 | 3,295 | 3,931 |
| | Private | 384 | 252 | 636 | |
| Second Secondary/ Arts | Government | 3,557 | 3,430 | 6,987 | 7,958 |
| | Private | 500 | 471 | 971 | |
| Third Secondary/ Science | Government | 2,181 | 868 | 3,049 | 3,944 |
| | Private | 695 | 200 | 895 | |
| Third Secondary/ Arts | Government | 3,250 | 2,717 | 5,967 | 7,552 |
| | Private | 1,067 | 518 | 1,585 | |

* Source: Samir Katbeh, About Higher Education in the West Bank and Gaza Strip, (Arabic), 1983, p. 171. Enrollment data provided by Israeli statistics, UNRWA, and Jordanian authorities are often contradictory.

This table shows the distribution of students in 1982-1983:

| LEVEL | MALE | FEMALE |
|--------------|--------|----------------|
| Elementary | 99,413 | 91,311 |
| Preparatory | 35,721 | 28,643 |
| Secondary | 22,807 | <u>16,033</u> |
| Total | | 293,928 |

Despite the attrition rates which are high compared to Western or even Arab standards (especially for female students) there is still a steady supply of students who are in search of postsecondary education: more than 20,000 students each year.

Current practices in most universities require that students pass the secondary school matriculation examination (Tawjihi test), although some institutions take into account additional factors such as grades in secondary school or personal interviews.

The Tawjihi test is a subject of controversy among educators, even more than the examination administered at the end of the preparatory stage. Many people question its validity as a measure of ability to undertake university education; almost all question its correlation with the state of education in the West Bank. In addition, it is a source of anxiety to students and their families, since entire futures can depend on it.

What is important for this discussion is the fact that the passing grade each year is determined after the examination is taken. The examination is conducted according to guidelines received from the Jordanian Ministry of Education. The Chairman of the Examinations Committee and the Director of Examinations are appointed by the Ministry. Questions on the examinations are made up and corrected by West Bank personnel who are selected by the Examinations Committee but are paid by Israeli authorities. The Jordanian Ministry of Education administers the Tawjihi test in the East Bank. The Ministry tries to coordinate between the two Banks and determines the percentage of those students who pass accordingly. In 1984-1985, for example, the passing percentile in science was 77 in the West Bank and 72 in the East Bank. Nonetheless, an average of 15,000 to 20,000 students per year are likely to pass the Tawjihi test in the coming few years and therefore constitute the pool of likely students.

Assuming that 50 percent of these students will pursue postsecondary education (a realistic assumption in light of experience in recent years) there are 7,500 to 10,000 possible first-year students. The four West Bank universities, therefore, will have a steady stream of incoming students but are not likely to become much larger institutions, although expansion in enrollment is likely to take place. The spaces currently available (about 5,500 in the first year) could be expanded to accommodate the expected increases. Recent enrollment trends are shown in Exhibit IV-4.

Those not attending the universities may attend, of course, two-year colleges and other one- or two-year institutions.

The situation in Gaza also is likely to produce a first-year class of an additional 4,500 to 6,000 students. These students will require an expansion of the Gaza Islamic University or creation of another institution in Gaza.

2. Faculty

To meet the demand for higher education, a number of developing countries have had to rely heavily on foreign nationals, an expatriate faculty. Thus far, Palestinian universities have predominantly Palestinian faculty, attracting a sufficient number of faculty (overall ratio of student: faculty is 14:1).

As enrollment expands in the coming years, it will be necessary to attract a proportionally larger faculty. Given the above considerations of student supply, it is possible for institutions in the Territories to have an enrollment of between 24,000 and 40,000 students, needing a faculty of between 1,700 and 2,800 at current student to faculty ratios. Will these numbers be available?

The increases in student enrollment call for doubling or tripling the number of current faculty. Is it likely to happen? Should all of these faculty come from the West Bank or could they be drawn from the ranks of Palestinians in Jordan, other Arab countries, or indeed from the Palestinian community worldwide?

While data on Palestinians with advanced graduate and professional degrees is not available, it appears that there are sufficient numbers of trained Palestinians or those who could be trained in the next few years to constitute the faculty of Palestinian institutions. This assumes, of course, that Israeli authorities will not prevent Palestinians not resident in the Territories from assuming teaching responsibilities with institutions in the Territories. Should this not be possible, then West Bank and Gaza institutions will continue to need substantial external assistance for faculty development.

EXHIBIT IV-4
HIGHER EDUCATION IN WEST BANK AND GAZA 1980-1984

| <u>INSTITUTIONS</u> | <u>1980/1981</u> | | | <u>1981/1982</u> | | | <u>1982/1983</u> | | | <u>1983/1984</u> | | | <u>1984/1985</u> | | |
|---------------------|------------------|----------|--------------|------------------|----------|--------------|------------------|----------|--------------|------------------|----------|--------------|------------------|----------|--------------|
| | <u>M</u> | <u>F</u> | <u>Total</u> |
| An-Najah | 1051 | 625 | 1676 | 1166 | 1156 | 2822 | 1416 | 1294 | 2710 | 1398 | 1029 | 2427 | 1651 | 1380 | 3031 |
| Bethlehem | | | 935 | 653 | 525 | 1178 | 610 | 606 | 1216 | 614 | 536 | 1150 | 729 | 580 | 1309 |
| Birzeit | 1044 | 617 | 1661 | 1209 | 680 | 1889 | 1343 | 694 | 2037 | 1535 | 741 | 2276 | 1647 | 746 | 2393 |
| Gaza Islamic | 822 | 490 | 1312 | 1311 | 567 | 1878 | 1514 | 883 | 2397 | 1636 | 1137 | 2773 | | | 4102 |
| Hebron | | | 949 | 537 | 664 | 1201 | 798 | 762 | 1560 | 971 | 755 | 1726 | | | 1697 |
| ACMP | 7 | 98 | 105 | 14 | 138 | 152 | 40 | 142 | 182 | 21 | 169 | 182 | | | 180 |
| CST | | | | 28 | 32 | 60 | 125 | 128 | 253 | | | 462 | | | 800 |
| Hebron Polytech | 222 | 3 | 225 | 326 | 12 | 338 | 401 | 20 | 421 | 664 | 30 | 694 | | | 823 |

M - Male
F - Female

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3. Financial Resources

a. Council of Higher Education

Article 5, Chapter 1 of the Charter for Higher Education, the covenant subscribed to by institutions of higher education, reads: "The Council of Higher Education is responsible for providing financial support to institutions of higher education according to guidelines and plans determined by the Council." The Council is a voluntary non-governmental body. In the absence of national authorities, this Council has, in a sense, assumed the obligation on behalf of the Palestinian people to financially support Palestinian institutions of higher education.

The Council seeks funds from Palestinian individuals and organizations and from Arab individuals and organizations. It then apportions funds among its institutional members according to a set of criteria which include:

- **Faculty:** faculty number and composition according to highest degree earned
- **Staff:** administrative and support staff according to number and composition of highest degree earned
- **Graduates:** type and number of degrees granted in the previous year
- **Students:** enrollment by level of study (B.A., M.A., A.A., diploma) and science versus arts enrollment.

b. Student Fees

Student income is the second largest source of funds at most institutions. Generally student fees and charges constitute 20 to 25 percent of operational costs. At the Arab Colleges of Medical Professions, students pay annually fees of either five Jordanian dinars if studying nursing or seven dinars if enrolled in the medical technology program (\$12.50 and \$17.50 respectively at current rates), while the annual cost is 3,500 dinars per student. At Bethlehem University, the annual cost is about \$2,106 per student per year, and at Birzeit University it is \$2,731 per student per year (both for 1984 and 1985). At Hebron Polytechnic Institute the cost is 1,200 dinars per year, while students are charged 200 dinars per year. At Gaza Islamic University student annual fees are about 100 dinars.

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c. **Other Sources**

There are other sources of income. Most have begun modest efforts to raise funds for scholarships or to accept donations of land or buildings. Birzeit University seems to be successful; currently it is considering establishment of an endowment fund. The College of Science and Technology has been successful in attracting external funds, especially from supporters in Kuwait. Bethlehem University receives financial support from the Vatican and donated services from religious organizations, and Gaza Islamic University receives assistance from other institutions, especially in Saudi Arabia.

Considering these sources of revenue, it appears that student income is not likely to become the mainstay of these institutions, assuming current economic conditions in the West Bank and Gaza will not improve drastically. Nor is it likely that Israeli authorities will provide financial assistance. External assistance, therefore, will be needed for the foreseeable future. Is it likely to continue? If so, at what levels?

No responsible educator in the West Bank or Gaza expressed to the Team any expectations that external assistance will cease; however, nearly all expected external assistance to decrease.

The serious threat to the fiscal viability of West Bank and Gaza institutions, however, should not be underestimated, given the turbulent conditions in the region. External assistance could come to an end or be reduced to levels unlikely to adequately support the institutions. There are at least two such possibilities that could jeopardize the viability of these institutions:

- The Israeli authorities would adopt measures which would make it impossible to transfer funds from outside the Territories.
- Traumatic political or military developments would occur in the region, making support of higher education in the Territories less of a priority.

4. **Educational Leadership**

The success of institutions is related, at least partially, to the quality of their leaders. This is even more crucial in the economic and political context of the West Bank and Gaza. The Team clearly does not intend to evaluate the leaders of educational institutions in the Territories. It notes, however, two factors which could impact on the viability of these institutions:

- **Banishment of Educational Leaders**

The Israeli authorities have sent into exile a number of leading West Bank and Gaza educators. These include presidents, deans, and department chairmen, as well as community leaders concerned about higher education.

- **Administrative Experience**

Many of the leaders of these institutions are relatively recent graduates themselves. Both the educational administrators and middle management personnel lack depth of experience. This is especially true of nonacademic administrators (personnel, finance, purchasing, or auxiliary enterprises management.)

5. **Community Support**

Institutions which receive extensive support from the community in which they operate have a better chance of survival and success. This is especially true if they receive support from the community at large, as well as its established leadership. Institutions of higher education in the West Bank and Gaza receive substantial support from their community and its leaders. They were established as a reaffirmation of Palestinian existence and also as a means to perpetuate Palestinian identity. The Charter for Higher Education cites in Article I, Chapter III:

"Institutions of higher education are a part of the national organizations of our people. They are national property. The nation is obligated to maintain, keep and protect them from any interference which may threaten their independence, integrity or objectives."

The universities see themselves not only as educational/training/research institutions but also as guardians of Palestinian identity. In the face of what they see as a serious threat to the survival of the Palestinians as a people, the universities are part of steadfastness, i.e., remaining in the occupied Territories.

They also enjoy support from the community's leadership. An-Najah National, Birzeit, Hebron and Gaza Islamic universities were all established by, and still operate with, the support of distinguished Palestinian families. Bethlehem University is supported by the Vatican and the Catholic community in Palestine. Hebron Polytechnic Institute is supported by the Hebron University Graduates Union, an organization of the city's professional leadership. The President of the College of Science and Technology is a well-known Palestinian; the Board of Trustees is composed of representatives of Jerusalem's well-known families. The first Executive Director of the Council for Higher was President of the Palestine Medical Association.

In addition, the universities receive assistance from Palestinians and Palestinian organizations throughout the world; occasionally they receive support from within Israel itself (e.g., the Israeli Committee for Solidarity provides support to Birzeit University).

C. MANPOWER DEVELOPMENT AND EMPLOYMENT

No assessment of the Territories' needs for trained manpower has been undertaken. It is unlikely that such a study could be undertaken under existing political/military/economic conditions. In the absence of such a study, it becomes problematical for the universities to fulfill the national objective--meeting the demand for college-trained manpower.

One possible attitude to adopt is that universities will educate all who come to their doors in any available academic discipline which the student may select. Universities in the West Bank and Gaza have adopted various approaches to the first concept, i.e., admit as many as apply. It is understood here that the term open admission does not apply to these institutions. As noted previously, not all secondary school graduates are accepted, although perhaps they should be, considering the selective system of promotion. Only those who pass the **Tawjihi** test are admitted. Universities and colleges put additional conditions on admission, such as a minimal score on the **Tawjihi** test or a minimal score plus a score on an English language test. What is at issue is the attitude toward what numbers are admitted to the institution. Bethlehem University is determined, at least for the present, to keep enrollment limited to approximate current levels. However, Hebron University has a different approach. According to one University publication, the institution has set for itself a policy of accommodating the largest possible number of those who have passed the **Tawjihi** test "because absorbing the largest number of **Tawjihi** holders is itself one means of resistance; our youth does not become cheap labor in the Israeli market" (Hebron University, Maseerah and Tumuhah, 1985, p.11).

Reality, of course, dictates that enrollment will be limited. An-Najah National University declares that "acceptance is competitive and based on merit"; of 4,000 applicants, only 800 are accepted. Arab Colleges of Medical Professions reports that in the medical technology program in 1985-86 there were 230 applicants; however, only 20 were accepted.

Student demand for academic subjects could be viewed as constituting a basis for planning training programs. But is social demand an appropriate basis for planning higher education development? Or more importantly, is it an appropriate basis for producing the national cadre of college-trained manpower?

A look at enrollment in 1983-84 reveals the following concentrations:

| | |
|---------------------|---------------|
| Arts and humanities | 4,956 |
| Sciences | 2,215 |
| Commerce | 1,958 |
| Engineering | 496 |
| Education | 250 |
| Shari'a | 839 |
| Da'wa | 539 |
| Nursing | 120 |
| Medical Technology | <u>12</u> |
| Total | 11,385 |

Is this distribution reflective of student demand, or is it responsive to some market demand for employment? Or is this distribution the best way to meet Palestinian needs for a college-trained leadership?

Student demand is suspect as a proper measure for demand, especially when tuitions and fees are so highly subsidized. It is even more so when the options are limited by an external authority (e.g., no medical education or no agricultural education programs).

A second question arises: how do market demands affect employment possibilities? To begin with, the market cannot be defied. Where will graduates of Palestinian universities find employment? In the West Bank and Gaza? In the Arab World? Internationally? The president of one university told the Team that most graduates of his institution will not find jobs. The Team was told that 5,000 to 17,000 college-trained Palestinians in the West Bank and Gaza cannot find employment, and the numbers are rising rapidly.

However, market demand cannot be fully measured or ignored. The Team was told that jobs still are available in selected fields:

- Trained science teachers are needed to replace those with less qualifications.
- Nurses and medical technologists are still in demand.

Opportunities in these areas exist in the Territories themselves. They point out that the universities must pay greater attention to career-oriented education. At this time, Bethlehem University seems to be the only university with this orientation.

The universities themselves could conduct some limited manpower needs assessment. For example, the markets in the Territories for various skills in vocational/technical education or for specialties in health technologies remain

undetermined. The universities also could benefit from manpower studies conducted in the neighboring Arab countries, especially in Jordan and the Gulf States. One such study conducted by the World Bank indicated the need for skilled, supervisory, and maintenance technical manpower. Engineering, management, and agricultural education are still needed in the Arab East. These and other skills could be developed among Palestinian manpower.

It is clear that the economy of the West Bank and Gaza cannot absorb this newly-trained manpower unless major and basic changes take place. Israeli authorities would need to loosen their economic grip on the Territories and allow local institutions to develop. Meron Benvenisti estimates that only 20 percent of high school and university graduates can find employment in any given year (The West Bank Data Project, p.4).

The universities also can train Palestinians for work outside the Territories, but this policy runs counter to the Palestinian goal of keeping trained manpower in the Territories and against current trends in the neighboring countries. Since 1983 Jordan has imposed restrictions against an influx of labor from the West Bank. Palestinian employment in oil-producing Arab countries also has been on the decline since 1981, yet the brain drain continues to be devastating to the West Bank and Gaza.

The dilemma facing Palestinian educators and the public at large will continue to be unanswered: should higher education be extended to thousands who will not have employment? Will the other alternative--no higher education but still no employment--be the answer? The Palestinians generally will opt for education. They believe that immediate employment opportunities should not be the guide, but rather that an educated person has a better chance to survive than someone who has no education. They still believe that future employment opportunities will present themselves, if not in the West Bank or Gaza, then elsewhere.

SECTION V
U.S. ASSISTANCE

A. CURRENT PROGRAMS

U.S. assistance is administered by the U.S. Agency for International Development, AMIDEAST maintains an office in Jerusalem as well as staff in Washington. The Jerusalem office provides overall Project direction and development and handles liaison with the educational institutions of the West Bank and Gaza; the Washington staff plan the academic and training programs of participants in the United States, monitor these programs, and provide general administrative support to the Project.

1. Faculty Development Program

a. Overview

As of March 31, 1985, AMIDEAST provided a total of 240 faculty members with graduate scholarships, of whom 95 returned to teach, ten withdrew, and 135 continue to work on their degrees. Exhibit V-1 shows the status of the faculty development program. Exhibit V-2 shows their distribution by field of study.

The Faculty Development Program has made a substantial contribution to faculty development in West Bank institutions. All institutional representatives questioned by the Team were unanimous in praising this program. The President of Arab Colleges of Medical Professions told the Team that the Program's contribution to development of his faculty has been crucial, saying "we could not have done it without it." Judging by the percentage of faculty who have completed their study and returned to their institutions, the Program has been a success indeed.

The Faculty were selected for faculty development on the basis of institutional leadership--nearly all proved to be excellent students. Exhibit V-3 shows their grade-point averages; nearly all appear to have been selected on merit.

A survey of the institutions in which these students were placed shows that these institutions represent a cross-section of U.S. graduate centers. Most have excellent academic reputations in the fields selected for placement.

The Program has had a positive psychological impact on the faculty. Its existence is a ray of hope, a promise to pursue further education, and a possibility to spend time in

EXHIBIT V-1

Faculty Development Program

| | Completed <u>Master's</u> | Completed <u>Doctorate</u> | Working on <u>Master's</u> | Working on <u>Doctorate</u> | <u>Withdraw</u> | <u>Total</u> |
|------------------------------------|------------------------------|-------------------------------|-------------------------------|--------------------------------|-----------------|--------------|
| ACMP | | | | | | |
| 1st Grant | 10 | 0 | 0 | 1 | 0 | 11 |
| 2nd Grant | <u>2</u> | <u>0</u> | 11 | <u>3</u> | <u>0</u> | 16 |
| total | 12 | 0 | 11 | 4 | 0 | 27 |
| Bethlehem | | | | | | |
| 1st Grant | 7 | 9* | 0 | 1 | 1 | 18 |
| 2nd Grant | <u>2</u> | <u>1</u> | <u>2</u> | <u>4</u> | <u>0</u> | 9 |
| total | 9 | 10 | 2 | 5 | 1 | 27 |
| Birzeit | | | | | | |
| 1st Grant | 19 | 12 | 0 | 7 | 2 | 40 |
| 2nd Grant | <u>9</u> | <u>0</u> | 13 | 17 | <u>1</u> | 40 |
| total | 28 | 12 | 13 | 24 | 3 | 80 |
| An Najah | | | | | | |
| 1st Grant | 5 | 8 | 0 | 9** | 2 | 24 |
| 2nd Grant | <u>5</u> | <u>0</u> | 13 | <u>9</u> | <u>2</u> | 38 |
| total | 10 | 8 | 13 | 18 | 4 | 53 |
| College of Science/Abu Dis | | | | | | |
| 2nd Grant | 2 | 1 | 10 | 11 | 1 | 25 |
| Council of Higher Education | | | | | | |
| 2nd Grant | 0 | 0 | 1 | 0 | 0 | 1 |
| Hebron Polytechnic | | | | | | |
| 2nd Grant | 3 | 0 | 10*** | 2 | 1 | 16 |
| Gaza Islamic University | | | | | | |
| 2nd Grant | 0 | 0 | 3 | 2 | 0 | 5 |
| Total | | | | | | |
| 1st Grant | 41 | 29 | 0 | 18 | 5 | 93 |
| 2nd Grant | <u>22</u> | <u>2</u> | <u>52</u> | <u>42</u> | <u>3</u> | 142 |
| GRAND TOTAL | 64 | 31 | 52 | 60 | 10 | 240 |

* Includes one post-doctoral candidate.

** Includes one PhD candidate now sponsored by Abu Dis.

*** Includes one B.S. candidate

a society unlike the West Bank or Gaza. In a society where tragedy and inhumane acts abound, it is encouraging to look forward to a positive experience.

Additional training for these professors is an effort toward their own professional development--a worthy objective in itself. The Faculty Development Program, however, has to be evaluated for its contribution to the educational system. The Program is intended to improve the quality of education. A learned faculty is presumed to be a more effective faculty. Faculty with advanced graduate degrees are assumed to have undertaken graduate research, and therefore, have become more committed to research and become better trained researchers.

It may be too early to evaluate the impact of the Program on the quality of education in the West Bank and Gaza. There is hope that as the number of participating faculty reaches a critical mass, collectively they will influence the direction of education. There are indications that some of the participating faculty are beginning to receive appointments to leadership positions from which they then can introduce improvements.

b. Statistics

The faculty development program can be analyzed in light of data (distribution of degrees) which is available concerning faculty in West Bank and Gaza institutions:

- In 1983-84 the higher education system had a faculty holding the following degrees:

| | |
|--------------|------------|
| Ph.D. | 226 |
| M.A. | 289 |
| B.A. | <u>231</u> |
| Total | 746 |

Staff holding bachelor's degrees are not considered part of the faculty (they are assistant instructors) although some teach.

- Full-time faculty were distributed as follows:

| <u>University</u> | <u>Ph.D.</u> | <u>M.A.</u> | <u>Total</u> |
|-------------------|--------------|-------------|--------------|
| Birzeit | 79 | 83 | 162 |
| An-Najah | 52 | 74 | 126 |
| Bethlehem | 25 | 39 | 64 |
| Gaza | 37 | 34 | 71 |
| Jerusalem* | 23 | 42 | 65 |
| Hebron | <u>10</u> | <u>17</u> | <u>27</u> |
| Total | 226 | 289 | 515 |

*Jerusalem: Da'wa, College of Sciences and Technology, Arab Colleges of Medical Professions, The College of Arts for Girls.

- In terms of Colleges, they were distributed as follows:

| <u>College</u> | <u>Ph.D.</u> | <u>M.A.</u> | <u>Total</u> | <u>Stud/ Ph.D.</u> | <u>Stud/ Faculty</u> |
|----------------|--------------|-------------|--------------|------------------------|--------------------------|
| Sciences | 77 | 60 | 137 | 28:1 | 16:1 |
| Arts | 95 | 113 | 208 | 55:1 | 25:1 |
| Commerce | 19 | 33 | 52 | 103:1 | 37:1 |
| Engineering | 11 | 30 | 41 | 45:1 | 12:1 |
| Nursing/Tech. | --- | 14 | 14 | --- | 13:1 |
| Shari'a | 6 | 10 | 16 | 139:1 | 52:1 |
| Da'wa | 4 | 5 | 9 | 134:1 | 59:1 |
| Other | <u>14</u> | <u>24</u> | <u>38</u> | --- | --- |
| Total | 226 | 289 | 515 | 50:1 | 22:1 |

- Degrees awarded from institutions in following geographical areas:

| | <u>Ph.D.</u> | <u>M.A.</u> | <u>Total</u> | <u>%</u> |
|-----------------|--------------|-------------|--------------|------------|
| Arab Countries | 55 | 80 | 135 | 26.2 |
| Eastern Block | 15 | 14 | 29 | 5.6 |
| United States | 84 | 102 | 186 | 36.1 |
| Western Europe | 64 | 71 | 135 | 26.2 |
| Other Countries | <u>8</u> | <u>22</u> | <u>30</u> | <u>5.8</u> |
| Total | 226 | 289 | 515 | 100 |

- During 1983-84 there were 202 faculty members studying abroad in these areas:

| | <u>M.A.</u> | <u>Ph.D.</u> | <u>Total</u> |
|-------------------|-------------|--------------|--------------|
| Sciences | 21 | 59 | 80 |
| Arts | 19 | 37 | 56 |
| Commerce | 5 | 16 | 21 |
| Engineering | 6 | 8 | 14 |
| Nursing/Med.Tech. | 10 | 3 | 13 |
| Islamic Studies | 6 | 5 | 11 |
| Other | <u>7</u> | <u>---</u> | <u>7</u> |
| Total | 74 | 128 | 202 |

- Countries where study conducted included:

| | |
|----------------|------------|
| Arab Countries | 17 |
| Canada | 2 |
| France | 3 |
| United Kingdom | 17 |
| United States | 159 |
| West Germany | <u>4</u> |
| Total | 202 |

c. Conclusions

The above data indicates:

- More than one-third of the faculty are U.S.-educated and this percentage will increase.
- The faculty in basic sciences seems to be in line with Arab and/or international standards.
- More faculty are needed in the arts, commerce, and Islamic studies.
- More doctorates are needed in engineering, commerce, and Islamic studies.

The Team did not undertake an assessment on the impact of the Program on the internal organization of the universities nor on their projections in the larger community. Perhaps an impact evaluation should be undertaken at some future date.

d. Program Reorientation

The Faculty Development Program is a successful and needed component of U.S. assistance to the people and institutions of the West Bank and Gaza. As such, it should be continued and strengthened, since the universities will continue to need external assistance over the next few years.

In considering what changes ought to be made in the program, if any, the Team did not have available Government plans for the area or the educational system. No institutional long-range plans are made available, nor are any institutional staffing or faculty development plans. Thus, future needs for new programs of study and faculty are

only a matter of conjecture. Recommendations could therefore be made in light of available data on the faculty, current and likely enrollment, what the Team was told of institutional priorities, and international experience in building similar institutions.

It is the Team's considered judgment that some changes in the Program are due:

1) **Fields of Study**

Identifying the most critical needs to be in the areas of business, engineering, basic sciences, medical and allied fields, and technical and vocational education, AMIDEAST has long maintained that it never intended to employ a strict manpower requirements approach in determining fields of study for scholarship support. Although AMIDEAST gives these areas priority funding, it does not believe that faculty development support should go to them exclusively.

Basically, the Team is sympathetic to AMIDEAST's approach. Strict manpower requirements cannot be used as the approach due to lack of data on manpower demand. The Team agrees that funding should be made only for specific fields of study. It is not unusual for any external donor to identify fields of study which the donor is willing to fund. AMIDEAST's current position gives its representatives more flexibility in responding to the needs of these institutions, yet, this position also creates uncertainty over what may or may not be funded and opens the door for possible misunderstandings.

The Team identified priority fields of funding for each institution. They are closely related but not identical with fields deemed critical for national development by USAID and other international donors. These fields include:

- Business
- Engineering
- Education
- Technology.

Concerned about medical and allied health education, the Team noted the real need in the West Bank and Gaza for qualified professionals in the health field. In addition, the Team also was concerned about vocational/technical education. Omitting these areas from the priority list for faculty development does not indicate lack of need, but rather lack of information upon which recommendations can be made. Both areas deserve special attention.

Data regarding the basic sciences indicates that West Bank institutions are on their way to obtaining the needed faculty in those fields. There is a need for new programs (e.g., botany and geology) for which faculty must be found or trained. Funding

of these efforts is recommended along the lines suggested in the following section for new academic programs. On the other hand, Gaza Islamic University is in need of assistance in development of the faculty in basic sciences.

The list of identified priority fields does not include the humanities, arts, social sciences (except archeology and social work), and Islamic studies. The Team noted the need for faculty development in those areas as well. Given the available resources in U.S. assistance, these fields were considered less of a priority for this type of assistance. The Team recognized that institutional needs will change, partly as a result of programs such as this, and therefore recommends periodic review of these priority fields.

2) Gaza Islamic University

Faculty development assistance has been extended, in a limited fashion, to Gaza Islamic University. The Team believed that this institution is in need of greater levels of assistance. The challenges to a successful faculty development program at Gaza Islamic University are many. Special care should be taken and innovative approaches are needed.

3) Technology Education

The faculty at Hebron Polytechnic Institute and at the College of Science and Technology should receive specially designed graduate training which combines technical skills, pedagogical training, and practical experiences.

4) Short-term Training

Short-term training in the Territories and in the United States is recommended, especially in pedagogy.

e. Institutional Recommendations

In making its recommendations for each institution, the Team took into consideration the following factors:

- ** **Student/Faculty Ratio**--a ratio of 14:1 was considered to be a viable objective; this is in line with staffing objectives at other Arab universities.
- ** **Student/Doctoral Degree Holding Faculty Ratio**--a ratio of below 30:1 was the aim; 20:1 would be preferred.
- ** **Doctoral Degree Faculty/Master's Degree Faculty Ratio**--whenever possible, a majority of the faculty, sixty percent or more, are to have doctoral degrees.
- ** **Available Instructors**--the number of instructors with bachelor's degrees or those with master's degrees who could be available for training.
- ** **Enrollment**--no enrollment projections were undertaken by departments, colleges, or institutions; nevertheless, some assumptions about increases in enrollment had to be made.
- ** **Expatriate Faculty**--in at least two cases, an attempt was made to train Palestinians for replacement or partial replacement of expatriate faculty.

Institutional recommendations are presented in Exhibit V-4. These recommendations include:

1) **An-Najah National University**

Faculty development at An-Najah National University should concentrate on business, architecture, and civil engineering. Assistance in development of the faculty of English also is recommended. The Team recommends that the following grants be made if funds are available:

| <u>Discipline</u> | <u>Ph.D.</u> | <u>M.A.</u> |
|-------------------|--------------|-------------|
| Business | 10 | 7 |
| Architecture | 3 | 3 |
| Civil | 3 | -- |
| English | <u>5</u> | <u>--</u> |
| Total | 21 | 10 |

2) Bethlehem University

The College of Business is in need of faculty development through an increase in both the number of faculty and those who hold doctoral degrees. Further assistance is needed to develop the faculties of English and nursing. The Team recommends that the following grants be made if funds are available:

| <u>Discipline</u> | <u>Ph.D.</u> | <u>M.A.</u> |
|-------------------|--------------|-------------|
| Business | 5 | 3 |
| English | 3 | 2 |
| Nursing | -- | <u>2</u> |
| Total | 8 | 7 |

3) Birzeit University

Birzeit University's faculty is the best trained in the Territories; nearly half have graduated from U.S. universities approximately 80 percent are graduates of Western institutions. The University's areas of greatest need over the next three years seem to be in the College of Commerce, where more faculty with doctorates are needed. The Team recommends that the following grants be made if funds are available:

| <u>Discipline</u> | <u>Ph.D.</u> | <u>M.A.</u> |
|------------------------|--------------|-------------|
| Business | 2 | 4 |
| Mechanical Engineering | 2 | -- |
| Archeology | 1 | 1 |
| Social Work | 2 | 1 |
| English | <u>2</u> | <u>2</u> |
| Total | 9 | 8 |

4) Gaza Islamic University

Gaza Islamic University is the institution with the greatest need for faculty development. With an enrollment nearing 5,000 students, it has only 200 instructors. Among these instructors only 40 hold doctoratal degrees, and of these 40, no less than 27 have been deported. At the time of the Team's visit there were only 13 faculty members with doctoral degrees; of the remainder, only 40 hold master's degrees.

FACULTY DEVELOPMENT PROGRAM 1986-1989

SUMMARY OF RECOMMENDATIONS

| Institution/ Discipline | Birzeit | | An-Najah | | Bethlehem | | Gaza | | Hebron | | Heb. Poly. | | CST | | ACMP | | TOTAL | |
|----------------------------|----------|----------|-----------|-----------|-----------|----------|-----------|-----------|----------|----------|------------|-----------|----------|-----------|----------|-----------|-----------|-----------|
| | Ph.D. | M.A. | Ph.D. | M.A. | Ph.D. | M.A. | Ph.D. | M.A. | Ph.D. | M.A. | Ph.D. | M.A. | Ph.D. | M.A. | Ph.D. | M.A. | Ph.D. | M.A. |
| Business | 2 | 4 | 10 | 7 | 5 | 3 | 5 | 10 | -- | -- | -- | -- | -- | -- | -- | -- | 22 | 24 |
| Mech. Eng. | 2 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 2 | -- |
| Archeology | 1 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 1 | -- |
| Social Work | 2 | 1 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 2 | 1 |
| English | 2 | 2 | 5 | -- | 3 | 2 | 1 | 3 | 4 | 4 | -- | -- | -- | -- | 2 | -- | 15 | 13 |
| Architecture | -- | -- | 3 | 3 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 3 | 3 |
| Civil Eng. | -- | -- | 3 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 3 | -- |
| Nursing | -- | -- | -- | -- | -- | 2 | -- | 4 | -- | -- | -- | -- | -- | 2 | 6 | -- | 2 | 12 |
| Sciences | -- | -- | -- | -- | -- | -- | 10 | 14 | 7 | 7 | -- | -- | -- | -- | -- | -- | 10 | 14 |
| Education | -- | -- | -- | -- | -- | -- | 6 | 6 | 2 | 2 | -- | -- | -- | -- | -- | -- | 8 | 8 |
| Technologies | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 18 | 6 | -- | -- | -- | 6 | 18 |
| Med. Tech. | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 3 | -- | -- | 3 |
| TOTAL | 9 | 7 | 21 | 10 | 8 | 7 | 22 | 37 | 6 | 6 | -- | 18 | 6 | -- | 2 | 11 | 74 | 96 |

Institutional Recommendations

EXHIBIT V-4

V-13

The University has not had an opportunity to participate in the Program or to attract many U.S.-trained faculty. A look at the faculty in 1983-1984 shows the following distribution by country of training:

| <u>Geographic Area</u> | <u>Ph.D.</u> | <u>M.A.</u> | <u>Total</u> |
|------------------------|--------------|-------------|--------------|
| Arab Countries | 19 | 27 | 46 |
| Western Europe | 14 | 2 | 16 |
| United States | 3 | 3 | 6 |
| Eastern Block | 1 | -- | 1 |
| Other | -- | 2 | 2 |
| Total | 37 | 34 | 71 |

Of those receiving grants to study abroad, ten went to the United States, five to the United Kingdom, and 15 to Arab countries.

The Team recommends the following grants for Gaza Islamic University:

| <u>Discipline</u> | <u>Ph.D.</u> | <u>M.A.</u> |
|--|--------------|-------------|
| Business Administration (especially accounting) | 5 | 10 |
| Sciences | 10 | 14 |
| English | 1 | 3 |
| Education | 6 | 6 |
| Nursing | -- | 4 |
| Total | 22 | 37 |

The Team recognizes that many of these candidates will require upgrading of English language skills as well as possible augmentation of business knowledge in order to receive admission into U.S. graduate institutions. Special efforts are required in both areas.

5) Hebron University

Thus far, Hebron University primarily has been an institution offering degrees in the arts/humanities and Islamic studies. Programs are offered in Arabic, English, and education. The University is planning to offer programs in the sciences and in agriculture. Only two of its faculty (1983-1984) hold doctoral degrees from the United States and three of the faculty currently are studying there.

Faculty development assistance is needed in education, English, sciences, and agriculture. The last two areas of need remain to be determined at a later time when

more is known about these programs. The Team recommends that the following grants be made if funds are available:

| <u>Discipline</u> | <u>Ph.D.</u> | <u>M.A.</u> |
|-------------------|------------------|-------------|
| English | 4 | 4 |
| Education | 2 | 2 |
| Sciences | To be determined | |
| Agriculture | To be determined | |
| Total | 6+ | 6+ |

6) College of Sciences and Technology

At least 25 of the College's 85 faculty members have received grants under the Program; at this time there are 28 with doctoral degrees and 30 with master's degrees. The College's enrollment of 400 students is expected to increase to 600, by the administration's own estimate, and to a maximum of 1,000 if the Program's in-service teacher training is approved. The student to faculty ratio is low (about seven to one) as is the average teaching load of eight credit hours. The College could expand its enrollment to 600 students without adding too many additional faculty.

What is needed at the College is:

- increase the percentage of faculty holding doctoral degrees by about six
- provide the faculty with training in teaching.

A specially designed faculty development program which combines technical skills development, pedagogy training, and practical in-industry study is highly recommended. The Team recommends that the following grants be made if funds are available:

| <u>Discipline</u> | <u>Ph.D.</u> | <u>M.A.</u> |
|-------------------|--------------|-------------|
| Technologies | <u>6</u> | — |
| Total | 6 | — |

7) Arab Colleges of Medical Professions

Thus far, the program has offered 27 grants to Arab Colleges of Medical Professions faculty, and six more grants are planned for 1985-86. Twelve faculty members have completed their study and returned to join the College's faculty, 11 are pursuing master's degrees, and four are in doctoral programs.

One of the difficulties facing the program has been the limited number of candidates with Bachelor of Science degrees. The College and AMIDEAST have begun a program with two students at Catholic University who hold diploma degrees; the students are enrolled as Bachelor of Science candidates and will thereafter pursue master's degrees. The College also started its own program in the summer of 1985 to grant Bachelor of Science degrees to 12 diploma holders.

Another problem has been the requirements for nursing education by state boards. AMIDEAST should continue to work with U.S. universities which do not require state boards. The Team recommends that the following grants be made if funds are available:

| <u>Discipline</u> | <u>Ph.D.</u> | <u>M.A.</u> |
|--------------------|--------------|-------------|
| Nursing | 2 | 6 |
| Medical Technology | -- | 3 |
| English | -- | <u>2</u> |
| Total | 2 | 11 |

8) Hebron Polytechnic Institute

The current faculty at the Institute numbers 110, teaching a student enrollment of about 800. The faculty includes seven with master's degrees, 48 with bachelor's degrees and about 30 technicians who are recent graduates of the Institute. There are three doctoral candidates and 11 master's candidates studying abroad.

The Program would be well-advised to assist a greater number of instructors to obtain master's degrees. It also would be helpful if a specially designed program were available to give faculty a combination of technical skills with pedagogical training. The Team recommends that the following grants be made if funds are available:

| <u>Discipline</u> | <u>Ph.D.</u> | <u>M.A.</u> |
|-------------------|--------------|-------------|
| Technologies | -- | <u>18</u> |
| Total | -- | 18 |

f. **Faculty for New Academic Programs**

The Faculty Development Program is basically an effort to improve the quality of education in existing academic programs. Establishment of new programs imposes different requirements and approaches.

The Program could contribute to faculty development for new academic programs. It is recommended that AMIDEAST carefully consider requests for assistance and that funds be allocated to departments on programs which:

- Are career-oriented
- Require faculty with skills not presently available in the Territories
- Have been adopted after considerable institutional planning.

AMIDEAST also is advised to present such requests to the Project Advisory Committee, discussed in Section VI. It may also be advisable to investigate the possibility of seeking input from the Council of Higher Education.

g. **Graduate Education in Business**

It is apparent that most candidates for graduate degrees in business (Master's in Business Administration candidates) are experiencing difficulties which relate to the Graduate Management Aptitude Test (GMAT). As seen in the preceding section, this Team has recommended substantial increases in the number of grants in this field (an additional 46 grants). It may be necessary, therefore, to consider initiation of a special program to prepare students for meeting U.S. requirements. It also may be possible to make special agreements with selected U.S. universities to grant provisional admissions and to allow these candidates to take the GMAT after their arrival in the United States.

h. **English Language Training**

Deficiency in English may present a problem to some recipients of faculty development grants. This is especially true for those who obtained their first university degrees from non-English speaking countries. The problem is acute at Gaza Islamic University, and nearly so at Hebron University. The Team supports AMIDEAST's initiative to recommend a special intensive program in English be started for the faculty at Gaza Islamic University.

i. Participant's Concerns

The Team met with a few recipients of faculty development grants and discussed their experiences and concerns with them. The Team leader also discussed with officials of AMIDEAST their perceptions of participants' concerns. No exhaustive attempt, however, has been undertaken to seek the views of all participants or even a representative sample.

The following concerns were expressed:

- Participants think that subsistence allowances are too small, especially for those with families to support in the United States.
- Participants consider health insurance a nightmare. The insurance company does not seem to be known to health care providers. Participants are required to pay in advance for health care services, taking months or years to receive reimbursements.
- Training in the United States is purely academic; it does not include a component which gives participants teaching experience and skills.

The Team was sympathetic to these concerns. It urges both USAID and AMIDEAST to take steps to address these issues. Health insurance, for example, could be more appropriately managed by a firm or firms which may be better known to health care providers, or which can develop procedures to make payment on claims more prompt. As to teaching experience, the Team urges USAID to consider extension of the time allowed for completion of graduate programs to accommodate a period of teaching practice. AMIDEAST also is advised to assist in identifying institutions and programs which are available to provide practical training for teachers.

j. Length of Grant

A number of doctoral candidates have required up to five years to complete their degree work, and a few have taken even longer. USAID's policy normally allows three years with an additional year to complete doctoral dissertations. AMIDEAST maintains that the USAID policy is unrealistic and points out that USAID has funded up to five years when needed. It is not unusual in U.S. institutions for doctoral candidates to complete their degrees in five or more years. Candidates under this

program, however, should be encouraged to complete their education in the shortest possible time and funds should be withheld from students who do not show substantial progress toward their degrees. AMIDEAST should present to USAID adequate justification for these extensions.

k. **Institutional Commitment**

The rate of faculty returning to their teaching positions is substantial and impressive. All returning faculty have resumed their teaching responsibilities. Concerns have been raised about those still receiving training or who will be trained in the next three years.

U.S. assistance assumes institutional need for advanced training. It also assumes that the institutions see faculty development as necessary to improving the quality of education and to institutional building. Institutional commitment on the part of returning trainees therefore needs to be obtained. Likewise, institutions must give careful consideration to those selected for advanced training to ensure that candidates will return to be part of the long-term faculty.

l. **Faculty Development Plans**

Institutional leaders emphasized to the Team that selection of faculty for advanced degrees was a process in which the faculty participated (departments, colleges, University Council, etc.) and that nominations reflected institutional priorities. Staffing plans and faculty development plans were not made available to the Team. It seems unlikely that such plans exist at most institutions. Some of the more established departments may have staffing plans but others do not. Only Bethlehem University has given staffing and faculty development a higher priority. The University has established an Office of Teacher Development, although it is uncertain how effective the Office has been. There is also a Faculty Development Coordinating Committee at the University.

This Program should continue to encourage the universities to formulate staffing and faculty development plans. It should also actively encourage other institutions to adopt or adapt such efforts such as Bethlehem University's Office of Teacher Development.

2. Undergraduate Scholarships

a. Rationale

As of March 31, 1985, a total of \$1,434,076 was given to students in West Bank institutions. Exhibit V-5 shows the number of such scholarships and amounts granted since 1977-78.

The purposes of these scholarships may be said to be:

- To encourage individuals from lower income families to attend institutions of higher learning.
- To provide a measure of institutional support.
- To encourage students to attend West Bank and Gaza institutions, thereby reducing the amount of funds transferred out of the Territories and increasing possible local economic development.

Since 1978, scholarships have been given to students at Bethlehem, Birzeit and An-Najah National universities. Students at Hebron Polytechnic Institute began to receive assistance in 1984-85 while students at the Arab Colleges of Medical Professions are scheduled to receive assistance in 1985-86.

Before undertaking an assessment of this component of the program, a few general remarks may be in order:

- The total amount of undergraduate scholarships is but a small percentage of income from students, and even a smaller percentage of the total operational cost of West Bank institutions.
- The total number of students receiving assistance may be misleading. AMIDEAST calculates institutional assistance at roughly the cost of educating 12 students per year. But institutions have the option of: 1) determining what the cost is; and 2) allocating those funds to more students by giving partial scholarships.
- The selection of scholarship recipients is carried out by the universities. AMIDEAST's involvement is limited.
- Selection of fields of student specialization also is essentially left to the institutions.

EXHIBIT IV-5

Number of Undergraduate Scholarships: 1977/78-1984/85

| | <u>Bethlehem</u> | <u>Birzeit</u> | <u>An Na'ah</u> | <u>Total</u> |
|--------------|------------------|----------------|-----------------|--------------|
| 1977/78 | 8 | 7 | 0 | 15 |
| 1978/79 | 24 | 21 | 23 | 68 |
| 1979/80 | 56 | 47 | 50 | 153 |
| 1980/81 | 76 | 53 | 65 | 194 |
| 1981/82 | 49 | 83 | 59 | 191 |
| 1982/83 | 44 | 50 | 100 | 194 |
| 1983/84 | 45 | 48 | 90 | 183 |
| 1984/85 | <u>43</u> | <u>51</u> | <u>—</u> | <u>94</u> |
| Total | 345 | 360 | 487 | 1092* |

Undergraduate Scholarship Program

Dollar Value of Assistance: 1977/78-1984/85*

| | <u>Bethlehem</u> | <u>Birzeit</u> | <u>An Na'ah</u> | <u>Total</u> |
|---------|------------------|----------------|-----------------|-------------------|
| 1977/78 | 4,375 | 5,000 | 0 | 9,375 |
| 1978/79 | 30,000 | 43,200 | 21,000 | 94,200 |
| 1979/80 | 57,000 | 65,000 | 50,000 | 172,000 |
| 1980/81 | 70,000 | 85,000 | 65,000 | 220,000 |
| 1981/82 | 70,600 | 75,000 | 75,000 | 220,600 |
| 1982/83 | 89,248 | 90,000 | 90,000 | 269,248 |
| 1983/84 | 89,175 | 90,000 | 88,920 | 268,095 |
| 1984/85 | <u>90,558</u> | <u>90,000</u> | <u>—</u> | <u>180,558*</u> |
| | 500,956 | 543,200 | 389,920 | 1,434,076* |

*As of March 31, 1985

Some USAID officials have questioned the concept of providing funds for local scholarships or for institutional support. This concern could be more valid in countries where there are governments responsible for providing support to the educational system. In the West Bank and Gaza, no governmental authority has taken on this task; the system is primarily supported by donations. Participating in the donation process to the educational system at the elementary level by contributing to United Nations Relief and Works Agency (UNRWA), the U.S. Government also has provided funds for institutional support in a number of countries under the general heading of human resource development. Institutional support also has been extended to private institutions; the number of these private institutions receiving such support is small due to the limited number of private institutions of higher education in developing countries.

b. Access

Another expressed concern relates to whether this component actually assisted the poor. The Team was impressed with the care with which universities made sure that scholarships are given to needy students. In the absence of tax returns and financial disclosure laws, the universities have developed substitute mechanisms to determine financial need:

- Assessment of family income conducted through visits to the family by a university official or social worker.
- Participation of student leaders in determining who shall receive assistance.

c. Fields of Study

Another issue may be the question of allocating local scholarships to specific fields of study. The current USAID grant to AMIDEAST applies the same list of eligible fields to both undergraduate scholarships and faculty development. The universities and AMIDEAST seem to favor a less restrictive approach. AMIDEAST has not specified in writing to the universities the fields of study that are to receive priority; in this view, local scholarships "will be given to those students who are studying in technical fields, or whose academic performance is outstanding" (AMIDEAST, Project Grant Proposal, June 1, 1985, p. 73). All universities use a combination of financial need and academic performance to determine needs for scholarships.

The Team was not in full agreement on how this issue should be addressed. One member of the Team argued that undergraduate scholarships deal with significantly different issues and contexts from graduate assistance. He favored broader discretion in amount of local scholarships.

Another member of the Team saw no reason why local scholarships should not be limited to specific fields, much like faculty development grants. He argued that although there was clear need for financial assistance to students in all fields of study, U.S. assistance should logically be channeled into those fields in which the U.S. Government is more interested, or in the view of its representatives, will be more productive. He cautioned about getting involved in support of fields which may be peripheral to development, or which may be politically sensitive within the United States itself. He also agreed that greater discretion may introduce support for activities not usually supported with USAID funds (e.g., physical education and religion) which may bring external or public criticism to the program as a whole.

d. **Full-Cost Scholarships or Tuition Only Grants**

Some USAID officials have questioned the practice of providing full-cost scholarships rather than tuition-only grants, since providing full operational cost will be an operational support for the institutions. As seen above, providing operational support could be justified. Tuition supports but a fraction of the cost of educating a student. Donor funding is still needed to provide educational services. AMIDEAST has noted that changing to tuition-only grants would not increase the number of students appreciably. The reason lies in the universities' practice of giving partial scholarships. Even at full cost, these local scholarships are supporting less than 1 percent of the total enrollment. At three universities receiving assistance in 1983-84, only 2.9 percent of students received scholarship assistance from U.S. funds.

e. **Equity**

Funds under this grant must be used to assist needy and academically superior students. In making funds available for the Program, the U.S. Government intends to have funds distributed equitably. Discrimination on the basis of religion or sex is contrary to U.S. Government beliefs, laws, and practices. AMIDEAST is the guardian of these funds and has an obligation to make sure that criteria for grant-making and practices followed are consistent with U.S. practices.

f. Institutions and Amounts

The addition of the Arab Colleges of Medical Professions into the program is eminently justified, as was the inclusion of the Hebron Polytechnic Institute. This leaves Gaza Islamic and Hebron universities, and the College of Sciences and Technology as institutions which do not receive local scholarship support. The rationale for this exclusion has not been explained to the Assessment Team. The stagnant economic situation in the Gaza Strip makes the need for scholarship assistance rather evident. Hebron University and College of Sciences and Technology are very much like other West Bank institutions in terms of need for scholarship assistance.

This may be the time to: 1) add Hebron and Gaza Islamic universities, and the College of Sciences and Technology to the list of institutions receiving local scholarships; and 2) to reconsider the amount of scholarships received by each. Assistance to Bethlehem, Birzeit and An-Najah universities seems to have been stabilized over the last three years at the level of \$90,000 per year for each. This amount is presumed to represent roughly the cost of educating 12 students per year. Accurate budgetary data is not normally available to AMIDEAST and is not likely to become available on all institutions in the next few years.

It may be best to refrain from using criteria which may not be easily substantiated. The total amount of scholarships (ranging from \$172,000 to \$269,248 annually over the last six years) is, in the final analysis, the determinant. U.S. assistance is a charitable contribution and should not be construed to be a capitation program, nor equated to governmental subsidy of students costs as is the case in U.S. for state-assisted institutions. The United States gives what it views to be a reasonable and affordable amount. What is "reasonable" and "affordable" is a judgment that the donor must make.

What is clear is that there is need and that U.S. assistance is needed. The Team recommends continuation of these scholarships at levels which are not below current annual expenditures. As a minimum, the Team recommends \$100,000 annually for each of these institutions: Birzeit, Bethlehem, An-Najah and Gaza universities. The Team also recommends \$60,000 annually for each of these institutions: Hebron University, Hebron Polytechnic Institute, College of Sciences and Technology, and the Arab Colleges of Medical Professions. The Team recommends further that USAID consider additional further funding, if resources will allow.

The Team further recommends that AMIDEAST draw up written criteria for the use of these scholarships and, after approval by USAID, that these criteria be shared with the presidents of educational institutions. AMIDEAST should continue to monitor and report on the use of these funds. Institutions should be allowed to grant full or partial scholarships, as is now the practice. Recipients, however, should be notified, in writing, that U.S. funds are contributing to the cost of their education.

g. Technical and Vocational Training Scholarships

AMIDEAST suggests in its grant proposal of June 1, 1985 (p. 35) that tuition-only scholarships be provided "to needy individuals who are enrolled in technical training or vocational programs in the West Bank or Gaza." The Team was not able to gather data on the quality or costs of vocational/technical programs which AMIDEAST may have referenced. It may best be to withhold judgment on AMIDEAST's request until a more thorough consideration of vocational/technical programs is undertaken.

3. Short-term and Non-degree Training Programs

The term short-term training used in this report and in the current USAID grant to AMIDEAST covers all training, except faculty development and undergraduate scholarships. Most training programs range from several days to several months. Few, however, have involved relatively long periods and some even degree programs.

As of March 31, 1985, the Program has funded 100 participants in short-term training since its beginning in 1978. Thirty-five were trained under USAID Grant NEB-0172-G-SS-2075-00, the remainder under USAID/NE-G-1526. Participants are selected on the basis of recommendations made by local institutions, private voluntary organizations, and the U.S. Consulate General in Jerusalem. All but eight of the trainees received their training in the United States. Individual programs consist of observation tours, short courses, seminars, workshops, in-service training, and internships.

A survey of those who participated and the type of training they received points to the ad hoc nature of this component of the program. The variety of activities is illustrated in the fields of participation during the years 1980 to 1982. The fields included the following:

- **Social Welfare/rehabilitation Programs**
- **Agricultural Development**
 - Agricultural production, processing, preserving plants
 - Agricultural cooperative development.
- **Electrical Engineering**
- **Water Resource Development**
 - Water resource management
 - Water and sewage treatment plants.
- **University Development Programs**
 - Educational programs for exceptional children
 - Teacher training for pre-school children
 - Guidance/counseling training for dean of students
 - Mathematics education programs incorporating aspects of cultural change
 - Development of research and document center at Birzeit University; social and economic research methodologies and programs
 - Development of curriculum and institutional linkages for the Arab College of Nursing and future colleges in allied health sciences (e.g., radiology, pathology, medical technology, and public health)
 - Development of computer systems for university admissions, registration, and testing
 - Development of library facilities, organization and book exchanges
 - Development of administrative expertise for university executive personnel
 - Hotel administration.

During the 1981 fiscal year, 19 participants were sponsored by AMIDEAST for short-term programs in the United States. The distribution of the participants according to their fields of interest is as follows:

- **Agriculture**
- **Cooperatives**
- **Water**
- **Animal husbandry/disease control**
- **Social welfare/rehabilitation**
- **Health care/nursing**
- **Architectural Engineering**
- **University Programs**
 - Gaza Islamic University development
 - Medical technology training
 - TESOL conference
 - Chemistry conference
 - Mathematics conference
 - Hotel management training.

In fiscal 1982, AMIDEAST sponsored ten participants for short-term training programs in the United States. The distribution of the participants according to their fields of interest is as follows:

- Agriculture
- Social Welfare
- Education
 - Vocational training
 - Computer training
 - Conference on university planning
 - Course on educational management.

Participants included faculty and staff of the universities plus employees of charitable organizations in the West Bank and Gaza and employees of U.S. private voluntary organizations.

AMIDEAST recognizes the need to update and redirect this component of the Program. In their Project Grant Proposal, June 1, 1985, they state:

We are now ready to revamp the non-degree training program: during the next year we will develop training strategies for each academic sector, identifying intervention points and key fields. These plans will then be used in awarding non-degree training grants (p. 75).

The Team strongly recommends that AMIDEAST develop an annual plan for short-term training and that such a plan be submitted to USAID for approval and funding. The Team recommends further that key educators from the West Bank and Gaza participate in the preparation of the training plan and that AMIDEAST seek the advice of the Program Advisory Committee proposed later in this report.

a. **Priority Areas for Short-term Training**

The Team notes the following areas in which short-term training seems to be needed:

1) **Pedagogical training**

The relatively young faculty at all institutions could well benefit from a training program which addresses teaching methodologies and practices. In-country seminars or workshops may be organized to reach larger numbers of participants.

2) **Post-doctoral training**

Post-doctoral training programs are needed in pedagogy, research, and research administration.

3) Training for administrators

Training is needed at all levels of institutional management. Training again could be conducted in the United States, in-country or in a third country.

4) Training for technicians

Assistants and technicians working in scientific and technology laboratories are in need of organized training programs.

b. The University as a Training Organization

The universities in the West Bank and Gaza are capable of providing training opportunities and programs to other Palestinian organizations. AMIDEAST could:

- Provide assistance to the universities to allow them to provide training programs; assistance could be in the form of financial resources or technical expertise.
- Encourage American private voluntary organizations operating in the West Bank and Gaza to seek training for their employees and clients at local universities.

Training of local teachers is an area which the universities are well qualified to provide. The Holy Land Christian Mission, for example, operates six schools at the pre-kindergarten and kindergarten levels. They employ 42 teachers who are secondary school graduates. Their training could be conducted at Bethlehem University or at another similar institution. American Near East Refugee Aid (ANERA) has indicated that there is need to train managers of cooperatives in small business management.

The universities certainly could provide in-service training for teachers at Government Schools. Training in English or mathematics, for example, may be welcome.

c. PVOs and Training

USAID has encouraged American PVOs to look to AMIDEAST for Project-related training. PVOs have recommended individuals for specific training in the United States.

The Team met with representatives of all key PVOs working in the West Bank and Gaza:

- American Near East Refugee Aid (ANERA)
- Catholic Relief Services (CRS)
- Community Development Foundation (CDF)
- Holy Land Christian Mission
- The Mennonite Church.

All these organizations are engaged in providing short-term training. The Holy Land Christian Mission is providing education at the kindergarten and pre-kindergarten level; its teachers need training. CRS is training village women in nutrition and home economics and needs training in health education and outreach programs for the handicapped. ANERA is engaged in economic infrastructure development programs, working with agricultural cooperatives, water resources, village markets, and farm services. ANERA intends to provide more training in technical skills, marketing, small enterprise management, and health; nearly 70 percent of its work is with agricultural cooperatives.

Agricultural cooperatives are in need of training in marketing and in such technical matters as extracting chemical components of olive oil and how to operate the soap industry. They turn to PVOs for this training. Recently another U.S. organization presented a proposal to USAID to assist in the development of cooperatives in the West Bank and Gaza. A component of the Program involves training. It is not clear at this time how AMIDEAST or USAID will respond to the PVOs' training initiative. Nor is it clear how AMIDEAST can respond effectively to requests for training which may be submitted by the PVOs. AMIDEAST may not have the technical experience to participate effectively in some training activities, other than perhaps to manage or fund such training programs. If so, where would responsibility then reside?

The Team is not prepared to make recommendations on this matter. It can only point out to USAID that there is a potential problem of coordination among the PVOs. There is confusion as to what AMIDEAST's role should be vis-a-vis other PVOs in the area of training. Other PVOs recognize that AMIDEAST has experience and systems in place for managing training programs which may be helpful to other PVOs, outside of the formal education sector. Other PVOs also are proceeding to develop training programs on their own initiative without coordination with AMIDEAST. The Team cannot address the adequacy of training capacity which each PVO may or may not have, since no attempt was made to investigate other PVOs. A resolution of the matter of responsibility should be reached only after thorough evaluation of the training capacity

among each PVO; and the ability of each to provide quality training to residents of the occupied territory.

4. Faculty Development Conferences

More than half of the recipients of faculty training grants participated in a conference held in the United States in 1984. Representatives of the West Bank universities and AMIDEAST also participated. The conference seems to have served its purpose of providing a forum for an exchange of views and inter-university cooperation. A second conference is planned for November 1985. It seems advisable to continue support for this activity although the Team feels that conferences should be held every two years.

B. NEW ACTIVITIES

I. AMIDEAST's Grant Proposal

On June 1, 1985, AMIDEAST submitted its proposal to fund the West Bank and Gaza Human Resources Development Project from August 1, 1985 to August 31, 1989. The proposal contained five new budget categories:

- a. Consultants
 - b. Equipment and Books
 - c. Faculty Exchanges and Institutional Linkages
 - d. Research Grants
 - e. Job Search (MATCH).
- a. Consultants

The proposal states that "consultants will be brought to the West Bank and Gaza to assist with planning, training, and providing technical expertise to local institutions." AMIDEAST "will provide consultants to those institutions whose impact is greatest on the economic development of the area and who have been identified as key intervention points in the development process."

The proposal is not clear on this point. The Team feels that there is much more needed than utilizing a few consultants. What is needed is a program of technical assistance. Substantial as the progress made by West Bank and Gaza institutions may be, they are still developing institutions operating under unusual conditions. They need the

advice and assistance of friends and colleagues. If they accept and welcome such help, then a comprehensive program of technical assistance can be provided.

The Team has identified a number of areas in which external technical assistance may be needed. AMIDEAST should identify others and present a plan to USAID for approval and funding. Local institutions themselves should participate fully in the process of identifying their own needs and in the design of a program of technical assistance. Among the areas in which technical assistance is needed are the following:

- **Academic Program Evaluation**

The quality of academic programs in Palestinian universities is of the highest concern. There is no government authority nor are there accrediting agencies to evaluate the quality of academic programs. Subject specialists and scholars of international repute could be assembled to give Palestinian educators their views of academic programs in the West Bank and Gaza. The end result will be enhancement of institutions of higher education in the Territories.

- **English Language Preparation**

Expressions of concern were made about the quality of English language instruction at secondary and postsecondary levels. An assessment and a possible program of assistance may be in order.

- **Graduate Management Aptitude Test Preparation**

As discussed earlier, it is apparent that most candidates for graduate degrees in business experience difficulties which relate to the Graduate Management Aptitude Test (GMAT). It may be necessary to consider initiation of a special program to prepare students for meeting U.S. requirements as well seek U.S. universities willing to grant provisional admissions and to allow these candidates to take the GMAT after their arrival in the United States.

- **Computers in Management and Instruction**

The use of computers for institutional management or for instruction is at an initial stage. External assistance may be helpful in maximizing the use of computers as tools of management and learning. A study conducted in 1982 by May W. Gray of the American University noted that there are few trained computer professionals in the West Bank, and in her words, "Palestinian universities are way behind in the field of computer science." Ms. Gray also points out that Palestinian students already are disadvantaged with respect to computer training when they arrive at the universities.

- **Needs Assessment Studies**

Even under this program it is necessary to conduct an assessment of institutional needs which may be met partially or totally by external assistance. Especially needed under this program are:

- Library needs assessment
- Scientific equipment needs assessment
- Instructional technology needs assessment.

- **Planning Assistance**

As noted previously, there is a need to plan at the system, institutional, and college levels. Planning experts working with Palestinian educators can undertake planning and help train Palestinian planners. Assistance also could extend to conduct manpower demand studies in specialized fields. Special assistance is needed in determining markets for:

- Vocational and technical education
- Medical technology.

- b. **Equipment and Books**

In its June 1, 1985 Grant Proposal, AMIDEAST requests funds to provide equipment or books. It proposes that institutions (other organizations than higher education will be included) will submit requests to AMIDEAST which will then be submitted to USAID for approval, unless their total value is less than \$500 in which case AMIDEAST will decide.

Libraries in West Bank and Gaza universities generally do not meet standards for similar libraries in the United States as seen in Exhibit V-6. To bring them to adequate levels will require extensive effort and resources. How well they serve the instructional and research needs could not be determined during this assessment.

The Team recommends that a needs assessment by qualified personnel be undertaken before funds are allocated to assist libraries in Palestinian universities. The same recommendation could apply to equipment. While AMIDEAST's proposal does not specify what is meant by equipment, the Team noted the need for instructional and scientific equipment. While some laboratories appeared to be well-equipped (such as those at College of Sciences and Technology), others were clearly inadequate (such as science laboratories at Bethlehem University). The Team, however, could not undertake a study of needs for equipment; it recommends that no funds be allocated to books and equipment until needs are determined by qualified personnel.

The Team also notes that there may be serious difficulties which relate to the donation of books and materials. Officials at Hebron Polytechnic Institute informed the Team that equipment donated by one PVO was not allowed into the Territories by Israeli authorities. The same situation was reported by officials at Birzeit University. Both noted that the institutions could purchase the same equipment locally, without approval by Israeli authorities. The Team also was told that Israeli authorities imposed import duties on equipment given as part of external assistance and exercised regulatory control over books brought into the Territories.

c. Faculty Exchanges and Institutional Linkages

AMIDEAST proposes to initiate a program for "U.S. faculty members to visit West Bank and Gaza institutions and for faculty members from West Bank and Gaza institutions to visit U.S. institutions" (Proposal, p. 80). Priority will be given to institutions who have institutional linkages with West Bank and Gaza institutions.

Two separate but related issues need to be addressed: faculty exchanges and institutional linkages.

1) Faculty Exchanges

Faculty exchanges, in principle, deserve support for they help develop professional capabilities, provide a forum for exchange of views, and help strengthen friendly relations. In practice they raise logistical and practical questions.

Experience of institutions in West Bank and Gaza does not indicate that there is a great need for expatriate faculty, one possible justification for a faculty exchange program, nor does the professorate in West Bank and Gaza lack knowledge of, or acquaintance with, U.S. educational institutions. Under the Faculty Development Program alone, a substantial portion of faculty in West Bank and Gaza will receive advanced training at U.S. institutions.

A few U.S. professors may be needed to supplement capabilities in a particular program, such as English or nursing. The universities, however, can recruit these faculty directly, as they have done thus far. From a practical point of view, a long-term faculty exchange program may not succeed because of difficulties of living and teaching in the West Bank and Gaza. For those who are committed to teach in the West Bank and Gaza, no matter what the costs of commitment may be, they will not need a special program.

EXHIBIT V-6
LIBRARY COLLECTIONS
WEST BANK AND GAZA UNIVERSITIES
1984-1985

| <u>Institution</u> | <u>Books</u> | | | <u>Periodicals</u> |
|---|---------------|----------------|--------------|--------------------|
| | <u>Arabic</u> | <u>English</u> | <u>Total</u> | |
| Arab Colleges of Medical Professions | | 1,800 | 50 | |
| An-Najah Nat'l University | 21,000 | 34,000 | 55,000 | 400 |
| Bethlehem University | | | 25,000 | |
| Birzeit University | 25,000 | 50,000 | 75,000 | 570 |
| College of Sciences and Technology | 10,000 | 10,000 | 20,000 | |
| Gaza Islamic University | | | 25,000 | |
| Hebron University | | | 25,000 | |

V-16

2) Institutional Linkages

Linkages between some of the institutions in the West Bank and Gaza and U.S. institutions have existed for a number of years. These linkages include:

- o Arab Colleges of Medical Professions/Indiana University
- o College of Sciences and Technology/Wentworth Institute of Technology
- o Birzeit University/Indiana University
- o Bethlehem University/Georgetown University
- o An-Najah National University/Southern Illinois University/Arizona State University/Portland State University/Texas Tech University.

An-Najah National and Birzeit universities also have linkages with institutions in West Germany, France, and the United Kingdom. Birzeit University has developed linkages with a university in The Netherlands while Bethlehem University maintains contacts with the U.S. Association of Catholic Universities.

How strong or useful these institutional linkages are could not be fully determined during the Team's visit. For example, Arab Colleges of Medical Professions/Indiana University linkage was designed to assist in admission of students to the master's degree program in nursing. The state board's requirements apparently made admission of candidates more difficult.

Representatives of Wentworth Institute visited the College of Sciences and Technology and Hebron Polytechnic Institute. They made recommendations on the academic programs which have since been implemented. Trainees are now at Wentworth Institute, and it also has indicated readiness to design training programs for trainees from both institutions.

Development of linkages with U.S. institutions is to be encouraged although they may be difficult to maintain or manage.

d. Research Grants

AMIDEAST requests funds for research both in the United States and locally. Research in the United States could be up to one year if the researcher qualifies for sabbatical leave. "Research does not have to have immediate applied value--the purpose of research grants is to encourage research" (AMIDEAST Proposal, p. 82). Priority, however, will be given to applied research.

Interest in research is one of the common characteristics of institutions of higher education. All West Bank and Gaza institutions are concerned about the conduct of research. Their capacity to conduct quality research is another matter. Research requires conditions, personnel, and resources which may not be available in West Bank and Gaza institutions. There is a shortage of equipment for research laboratories, when those laboratories exist. There is a shortage of technicians and laboratory assistants, and there are no graduate students in most fields. The freedom to collect data in the social sciences is not there, and computer facilities are limited. Campuses are closed for weeks or months disrupting experiments and denying facilities and records to researchers. The social/political environment does not encourage free inquiry.

However, a modicum of research is taking place. To date, this Program has funded two such research activities:

- Wild Thyme (Bethlehem University)
- Environmental Health (Birzeit University).

Both research projects are what may be termed applied research, and both could have an economic impact on the Territories. While the Team has not undertaken a review of either project, the Team supports limited funding for applied research which may:

- improve economic conditions in the Territories by creating employment; or
- improve the quality of life for the population, such as research to address specific health concerns, water resources, or agricultural production.

There is little justification for diversion of scarce resources into theoretical research. West Bank and Gaza faculty do not require additional assistance in developing a research habit or research attitude. Generally, they are recent graduates who have been immersed in research.

The Team also is concerned about how research projects are selected for funding. AMIDEAST is well advised to create a Research Advisory Committee of leading local scientists. In addition, it is advised to seek input from subject specialists in the United States whenever appropriate. The number of research projects likely will be small, allowing AMIDEAST to exercise this recommended care.

Other recommendations may be appropriate:

- Grants to conduct research in the United States are to be discouraged under this program. Reliance on faculty sabbaticals may prove too optimistic, considering that most institutions are not established enough or indeed stable enough to have many faculty on sabbaticals. Furthermore, there are other U.S. sources of funding which may be tapped and AMIDEAST could assist interested researchers in identifying those sources.
 - Technical assistance to develop research capabilities is recommended. This could include advisory services or training in research management as well as assistance in design of research laboratories or research projects.
 - Research grants should be small and given only to exceptional researchers conducting applied research.
 - Whenever possible, research grants should go to those researchers who have earned doctoral degrees. Those with master's degrees are still possible candidates for faculty development programs and may conduct research in conjunction with their doctoral candidacy.
- e. Job Search (MATCH)

AMIDEAST proposes to maintain a "computer data bank of individuals seeking employment in the West Bank and Gaza" and to act as a recruiting agency for local institutions (AMIDEAST Proposal p. 84).

There is no evidence that there is an overwhelming need for such a service. While it is true that there are unfilled positions in some institutions, institutional leaders expressed no need for recruiting assistance. Some actually have remarked on the large number of applicants from outside the Territories.

2. Other Needs

The above sections discussed components of the U.S. program as well as those activities proposed in AMIDEAST's proposal of June 1, 1985. The Team takes this opportunity to present for USAID's consideration other areas of possible assistance to West Bank and Gaza institutions.

a. **Medical Professionals**

Currently, the universities are training a small number of medical and allied health professionals and there are no programs to provide substantial in-service or continuing education. Professionals who were trained prior to 1967 are serving with little skills upgrading. Specialty training is needed. The Team was told of needs for training in tropical diseases, dermatology, and primary health care. There also was a need for educational materials (such as medical films which are readily available in the United States).

The Team was not prepared to conduct a thorough assessment of needs in this area of human resource development. The Team was informed that one PVO has conducted a detailed study of health needs. Perhaps that study could form the basis for a massive effort in this field, and AMIDEAST could participate in this effort.

b. **Teacher Training**

The Team noted above that local universities should be encouraged to develop programs for teacher training. Teachers in government schools were singled out, but the need extends to other teaching institutions. Teachers at United Nations Relief and Works Agency schools should not be left out. In-country short-term training could be used for skills upgrading or state-of-the-art instruction. It also may be necessary to consider master's degree training in universities in Arab countries.

c. **Entrepreneurial Training**

The economic conditions of the West Bank and Gaza call for a special type of trained business and enterprise leadership. Theoretical education in business management will not suffice. Small business management, management of family businesses, manpower that is entrepreneurial--all are needed to develop employment-generating business. This program can assist by training of industrial trainers and business team leaders.

d. **Center for Testing and Measurement**

There is no center for testing and measurement at any of the universities. The importance of tests, such as the **Tawjihi** test, may be unjustified given the tests own limitations. There is a need to develop tests which are more meaningful and indicative of skills or attitudes. In Israel, for example, there is extensive use of aptitude tests (post-seventh grade) which are used for academic and career counseling. U.S. assistance could be used to establish such a center.

e. **Continuing Education**

Discussions concerning health professionals and school teachers in this report could be applied to other professionals. All universities have made a commitment to the concept of community services. Some are engaged in extensive and meaningful service to the community. Bethlehem University offers evening courses and workshops. Birzeit University established a program in 1977 for adult education and literacy, and has a cooperative education program in which students participate in community services. Birzeit University also has a village health program. The Hebron University Graduates Union operates a public library, a secondary school, a research center, and a modern languages center, as well as Hebron Polytechnic Institute. However, much more needs to be done to strengthen the role of the universities in the community.

f. **Vocational/Technical Education**

Shortages are apparent among skilled technicians and maintenance and supervisory personnel. This report has recommended a market study and needs assessment. However, the report stops short of recommending a program, not because such training is not needed, but because the data is not available to justify making a formal recommendation.

g. **Gaza Technical Institute**

Manpower development in the Gaza Strip may require training of skilled manpower other than college-trained manpower. A technical institute seems to be the answer. Such an institute was recommended by the **Assessment of Education in the West Bank and Gaza Strip**, conducted by AMIDEAST in 1979. Assistance in planning

a technical institute and in bringing it to existence will be a lasting contribution to Gaza residents.

h. **Start-up Funds for New Programs**

There are real gaps in the existing educational system. The universities have plans to introduce new academic programs. Mentioned in the previous sections, assistance in the development of teaching staff who will staff such new programs was mentioned. There may be other needs in planning or providing equipment or supplies. Assistance in establishing career-oriented departments, therefore may be recommended.

i. **Assistance to Other Institutions**

This report recommends extension of U.S. assistance to all universities in the West Bank and Gaza, as well as to Hebron Polytechnic Institute. There is first the issue of two colleges which are units of Al-Quds University who are not receiving assistance: Al Da'wa, and College of Arts for Girls. The United States may wish to give serious consideration to extension of assistance to the College of Arts for Girls. Unfortunately the Team did not have an opportunity to consider this matter. Assistance to other post-secondary institutions should also be studied at a further time.

SECTION VI
PROJECT MANAGEMENT

AMIDEAST's programs are under the direction of Mr. John Viste, Project Director, Jerusalem, and Mrs. Diana Kamal, Assistant Project Director, Washington, D.C. Mr. Orrin Parker, President of AMIDEAST, has overall Project responsibility.

Mr. John Viste appears to have developed excellent working relationships with the educational leadership of the institutions in the West Bank and Gaza, and seems to have the necessary sensitivities to the cultural, religious, and political factors. AMIDEAST has done well in their selection of Mr. Viste and Mr. David Mize, former Project Director in Jerusalem, for this sensitive assignment.

A. PROGRAMMATIC ROLE OF AMIDEAST

USAID has raised some questions related to the programmatic role which AMIDEAST could or should play in the development of West Bank and Gaza universities. Among these questions are:

- **What responsibility has AMIDEAST undertaken for the quality of the universities' development plans?**

As noted in the previous sections, it is unrealistic for USAID to expect that AMIDEAST will have a great role in the universities' development plans. The universities do not appear to have any comprehensive plans. USAID's frequent requests to AMIDEAST to present institutional development plans have not been satisfied. AMIDEAST's influence on the quality of plans can therefore be indeterminate and indirect. By assisting in faculty development in specific fields of study, AMIDEAST will exert an influence on the direction of institutional development plans. Training of planners or extending planning assistance also will help improve the future quality of planning and plans.

- **What responsibility has AMIDEAST undertaken for the reasonableness of the universities' requests for assistance; what requests has it questioned or rejected?**

The Team was not told of outrageous or unusual requests for assistance. Although AMIDEAST does not have detailed guidelines for grant making, opting instead for more flexibility, it normally evaluates requests in light of grant guidelines from USAID.

- **To what extent does AMIDEAST review administration of undergraduate scholarships?**

AMIDEAST asks the universities to submit annual data to validate the cost per student. A summary of total operational income is divided by total enrollment to give the per student cost ratio. Bethlehem, Birzeit, and An-Najah National universities consistently have responded to AMIDEAST's request.

AMIDEAST also requests a report from the universities on recipients of undergraduate scholarships. The report includes the student recipient's name, place of residence, sex, academic standing, discipline, and grade-point average for the preceding year. In addition, AMIDEAST has requested information on former recipients of scholarships to determine employment potential after graduation.

- **To what extent does AMIDEAST review the quality of training provided by U.S. universities?**

It would be unfortunate if AMIDEAST took upon itself the task of sitting in judgment over the quality of training provided by U.S. universities. There are other agencies in the United States which are entrusted with this task. AMIDEAST makes recommendations to trainees often suggesting two or more training centers. All trainees have been placed in accredited programs of study.

- **How has AMIDEAST managed the Short-term and Non-degree Training Program?**

In contrast to the Faculty Development Program, Short-term and Non-degree Training Program is a less focused and a more ad hoc type of activity. As indicated above, it requires better planning and perhaps clearer focus. A survey of the 100 short-term training programs carried out thus far does not show that there are priorities for training or that there are established procedures to identify priorities. This is also true of training conducted locally. In addition, there are no adequate procedures to determine the quality or impact of short-term training programs.

One of the difficulties in this program has been lack of definition of the population to be trained. Is it faculty of universities? Is it recent graduates of these universities? Is it to be directed to the staff of PVOs, to the staff of local organizations with whom PVOs work or all of the above and more? Should AMIDEAST be concerned about any and all local training? Is it part of AMIDEAST's responsibility to coordinate training between and among local organizations with whom AMIDEAST has no formal contacts? For example, why must AMIDEAST visit health service facilities to facilitate the placement of staff in local hospitals or arrange for a lab technician from the Friends

of the Patients Society in Hebron to undergo training in the bacteriology laboratory of Caritas Hospital in Bethlehem? Is it appropriate for AMIDEAST to help coordinate training activities between two major area hospitals, Makassed in Jerusalem and Caritas in Bethlehem? (Progress Report, October 1, 1984-March 31, 1985, p. 10)

Have West Bank and Gaza institutions lost all individual capacity to communicate among themselves to the point where they need an external agency, such as AMIDEAST, to facilitate such contacts? We think not.

AMIDEAST could be well advised to narrow the focus of short-term training. In previous sections of this report, two areas of training were identified:

- Training for faculty and staff of the universities
- Training conducted by local universities for other local organizations.

This recommendation runs somewhat contrary to AMIDEAST's own plans which call for increased short-term training, especially in the United States for health sector workers and for the agricultural cooperatives. The Team is aware that training is needed in those areas, especially health, as cited above; however, it is not as sure that this Project with AMIDEAST is the best vehicle for training in those fields. The Team did not have the opportunity to assess capacity of other PVOs to conduct training in health or agriculture.

In considering AMIDEAST's capacities to conduct short-term training, distinction should be made between U.S.-based training and training conducted locally. U.S.-based programs are designed by the staff based in Washington with input from trainees themselves. The staff in AMIDEAST's offices is experienced in developing such programs. Local training is under the responsibility of one employee in the Jerusalem office who also acts as assistant project director in Jerusalem. If this component is to expand, then additional specialized staff will be needed.

In its June 1, 1985 grant proposal, AMIDEAST requested the addition of one agricultural trainer. Justification for this position centered around this person serving as an extension training agent for local cooperatives, yet the Team met key personnel in the cooperatives who appeared qualified and sufficient in number to identify training needs. The Team also was advised of a proposal submitted by the Cooperative Development Council in the United States to train cooperative personnel. Furthermore, discussions with AMIDEAST officials in Jerusalem indicated that most training in agriculture is projected to take place in the United States. In light of the above, the Team recommends no additional staff at this time.

- **Has AMIDEAST managed the faculty development participant training effectively and efficiently?**

AMIDEAST has discharged its responsibilities under the terms of the two grants from USAID. Participants have been oriented, appropriately placed and monitored. The institutions are pleased with services received, as are the participants. Participant complaints mostly were related to USAID or U.S. Government regulations, not necessarily to AMIDEAST. The statement issued by the candidates who attended the Faculty Development Conference pointed out only one need: to improve orientation for new students. Problems in placement were noted previously and do not relate to AMIDEAST. Difficulties are encountered in admission to Master's in Business Administration degree and nursing programs. The staff in AMIDEAST's Washington offices are adequate in number to meet the demands of this activity.

- **Does AMIDEAST conduct internal reviews of the Project?**

AMIDEAST's president and senior staff seem to be well informed about the Project. The President has made frequent site visits and appears to be in daily contact with the Project.

- **How has AMIDEAST's relationship and responsiveness been to USAID?**

The Team's impression is that AMIDEAST has tried to be responsive to USAID's requests. Occasionally those requests could not be answered fully because the facts were not available, or at least not available to AMIDEAST. Examples can be seen in requests for institutional development plans, institutional fiscal data, projection of enrollment, or manpower demand in the Territories.

One of the difficulties has been the frequent changes in officials by USAID who have oversight responsibility for the Project, thereby reducing continuity of personnel relationships. Some outstanding issues remain which need to be resolved:

B. OTHER ISSUES

I. Contributions by AMIDEAST

USAID expects PVOs to raise funds and to contribute financially to projects jointly financed by U.S. Government funds. AMIDEAST received the two USAID grants as a PVO registered with USAID. Should AMIDEAST be expected to contribute private resources to the Project? AMIDEAST points out that funds have been raised indirectly,

for example, by obtaining scholarships for faculty development trainees. (The number and amount of such scholarships have not been available to USAID). Nevertheless, USAID maintains that other PVOs receiving grants in the West Bank and Gaza make direct contributions of their own private resources.

Reality indicates that AMIDEAST has not nor is it likely to contribute financially to this Project. USAID's insistence that AMIDEAST do so is not, therefore, likely to force AMIDEAST to contribute as requested. USAID will have to decide if it should continue to treat AMIDEAST as a PVO.

2. Overhead Costs

A matter related to the status of AMIDEAST as a PVO is the question of possibly requiring AMIDEAST to cover overhead costs on each project, including this one. Determination of overhead rates is a matter for U.S. Government authorities.

3. Staffing Levels

The June 1, 1985 grant proposal called for increases in staff in the Jerusalem office to deal with expected increases in non-degree training. The Team has expressed its views on this request.

AMIDEAST proposes to establish an office in Gaza with a part-time office manager--an initiative that is well placed, and budget requests for this office are modest.

The proposal also requests the addition of a new staff assistant in the Washington, D.C. office. The Team estimates that five professionals are needed to handle the training requirements under this Project. The total cost of management of this Project, about 14 percent of total program costs, is not inconsistent with similar projects. The Proposal also requests reimbursement for AMIDEAST's office in Amman for services to participants who leave the Territories via Jordan. No detailed justification was provided for this request.

4. Multi-year Funding

The Project operates on an annual budget while Project activities (e.g., degree training) may extend up to four or five years. Serious attention should be given to presentation of a workplan which would outline Project activities through August 1989 and a Project budget which would cover the same period. It is understood, of course, that detailed planning for the latter part of this period may not be possible. Detailed periodic update (perhaps annually) would then amend the workplan.

5. Project Oversight

The ultimate responsibility for oversight and interaction in this Project resides with USAID and its technical representative. The U.S. Consulate-General in Jerusalem and the U.S. Embassy in Tel Aviv also participate in oversight and in Project operation; their role is unlike the role of similar agencies in other countries receiving U.S. economic aid; there are no USAID offices in the West Bank and Gaza.

To assist both USAID and AMIDEAST in the planning and oversight of this Project, the Team recommends that a Project Advisory Committee be established. The Advisory Committee should include in its membership educators with interest in and knowledge of the West Bank and Gaza, as well as subject specialists in health, agriculture, and manpower development. Its membership could include U.S. and Palestinian educators. The role of the Project Advisory Center would be to:

- Conduct a review of the annual plan submitted by AMIDEAST
- Serve as an advisory group to USAID and AMIDEAST on Project-related activities
- Periodically review progress made in the Project with USAID and AMIDEAST.

Costs of convening this Committee could be held to minimum, with proper planning and selection.

SECTION VII
SUMMARY OF CONCLUSIONS AND RECOMMENDATIONS

A. THE SYSTEM OF HIGHER EDUCATION

- The system of higher education in the West Bank and Gaza as a whole is as developed and balanced as one finds in a number of developing countries, or more so. Much of it came into being under Israeli occupation and presumably is tolerated by Israeli authorities.
- The system has developed mostly without governmental financing.
- While the West Bank and Gaza are under Israeli control, there are substantial linkages with the Arab countries, especially Jordan.
- The universities enjoy a measure of self-governance despite the presence of military government.
- Military occupation is a crucial factor in the orientation and life of educational institutions.
- Many of the institutions were formed since 1967 and experience problems of developing institutions.
- Universities vary in mission, history, and support.
- There is no single authority responsible for planning and coordination. The Council for Higher Education, established in 1977, has not developed into such an agency.
- Existing institutions in the West Bank are capable of absorbing likely enrollment expansion. There is need to either expand the Gaza Islamic University or create another institution in Gaza.
- Palestinian universities are likely to attract sufficient numbers of Palestinian faculty from within and outside the Territories.
- External financial assistance is the main source of income.
- The educational leadership of educational institutions is being weakened by Israeli policies of banishment and by recruitment of administrators with little administrative experience.
- The universities enjoy substantial support among the residents of the Territories.
- The economy of the Territories cannot absorb all university-educated manpower. One study estimates that only 20 percent of high school and university graduates find employment in a given year.

B. U.S. ASSISTANCE

1. System Planning and Cooperation

Summary:

System planning and institutional planning are either nonexistent or rudimentary.

Recommendations:

- Provide technical training in system planning and coordination
- Provide technical training in institutional planning
- Encourage inter-institutional research
- Do not emphasize assistance to the Council for Higher Education.

2. Faculty Development Program

Summary:

- As of March 31, 1985, the U.S. provided graduate scholarships to 240 faculty members, of whom 95 returned to teach, 10 withdrew and 135 continue to work on their degrees.
- Nearly all participants have done well academically.
- Selection of institutions and field of study is excellent.
- More than one-third of all Palestinian faculty are U.S.-trained and the ratio of U.S.-trained faculty will increase over the next three years.
- More doctorates are needed in engineering and business while the percentage of faculty with advanced degrees in basic sciences seems to be in line with Arab and/or international universities.
- Gaza University needs the greatest amount of assistance.

Recommendations:

- The Program should be continued; all institutional leaders expressed strong support for and satisfaction with this component.
- Funding should be made only for specific fields of study: Business Administration, Engineering, Education, and Technology. Limited funding for basic sciences is recommended.
- No funding is recommended at this time for faculty development in the humanities, social sciences, arts, and Islamic studies.
- A Special and expanded program for faculty development is recommended for Gaza Islamic University.

- Specially designed programs which combine technical skills, pedagogical training, and practical experience are recommended for faculty at the College of Sciences and Technology and Hebron Polytechnic Institute.
- Total grants recommended over the next three years:

| <u>Institution</u> | <u>Ph.D.</u> | <u>M.A.</u> | <u>Total</u> |
|--------------------------------------|--------------|-------------|--------------|
| An-Najah National University | 21 | 10 | 31 |
| Bethlehem University | 8 | 7 | 15 |
| Birzeit University | 9 | 8 | 17 |
| Gaza Islamic University | 22 | 37 | 59 |
| Hebron University | 6 | 6 | 12 |
| College of Sciences and Technology | 6 | -- | 6 |
| Arab Colleges of Medical Professions | 2 | 11 | 13 |
| Hebron Polytechnic | -- | 18 | 18 |
| Total | 74 | 97 | 171 |

The number of grants is determined by a set of criteria which include student/faculty ratio, student/doctorate faculty ratio, student/master's faculty ratio, number of available instructors, number of expatriate faculty, and enrollment patterns.

- A Special training program in English is recommended for the faculty at Gaza Islamic University.
- Funding to develop faculty for new academic departments should be made only to career-oriented departments, to departments requiring faculty not available in the West Bank and Gaza, and to those institutions which present an institutional plan.
- Special attention should be made to qualify candidates for the Graduate Management Aptitude Test (GMAT), and to seek provisional admissions for graduate students in business.
- Project should continue to encourage institutions to maintain faculty development plans.
- AMIDEAST should consider ways to support the Office of Teacher Development at Bethlehem University.
- Short-term teacher training is to be encouraged.

3. Undergraduate Scholarships

Summary:

- As of March 31, 1985, a total of \$1,434,076 was given to students in West Bank institutions.

- The purposes of these grants included:
 - Encourage attendance by lower-income students
 - Provide some institutional support
 - Encourage students to attend local institutions.
- Scholarships have been given to students at Bethelehem, Birzeit, and An-Najah universities. Students at Hebron Polytechnic Institute began to receive assistance in 1984-85, and scholarships were initiated at the Arab Colleges of Medical Professions in 1985-86.
- U.S. assistance is a small percentage of income from students.
- Recipients are selected by the universities.
- Fields of students' specialization is essentially left to the universities.

Recommendations:

- Undergraduate scholarships should be limited to the same fields that the Project is providing faculty development grants.
- USAID should fund at full-cost, not tuition-only, levels.
- Assistance should be extended to students at Hebron University, College of Sciences and Technology, and Gaza Islamic University.
- Funding is recommended at the level of \$640,000 annually.
- \$100,000 per year is recommended for Bethlehem, Birzeit, An-Najah National, and Gaza Islamic universities. \$60,000 per year is recommended for the remaining institutions.
- No grants are recommended for vocational/technical training program students until after appropriate studies are undertaken.

4. Short-term Training

Summary:

- The Project has funded 100 short-term training participants since 1978.
- Participants are recommended by local institutions, PVOs, and the U.S. Consulate General in Jerusalem.
- Confusion exists among U.S. PVOs concerning their own responsibilities toward short-term training as well as AMIDEAST's responsibilities in this area.

Recommendations:

- AMIDEAST should submit an annual plan for USAID's review, approval, and funding.

- Training should be limited to:
 - Pedagogical training
 - Training of administrators
 - Training of technicians.
- The universities themselves should be encouraged as training organizations.
- Confusion related to PVOs' responsibility for training should be resolved.

5. Consultants

Summary:

AMIDEAST has proposed augmenting existing staff with consultants as needed to assist with planning, training, and providing technical expertise to local institutions.

Recommendations:

- A program of technical assistance should be designed in consultation with Palestinian universities.
- Technical assistance could include:
 - Academic program evaluation
 - English language preparation
 - Graduate Management Aptitude Test (GMAT) preparation
 - Utilization of computers in management and instruction
 - Needs assessment studies concerning:
 - ** Library needs
 - ** Scientific equipment needs
 - ** Instructional technology needs
 - Conduct of manpower demand studies in:
 - ** Vocational and technical education
 - ** Medical technology

6. Books and Equipment

Summary:

There is a need for augmenting existing supplies of books and equipment.

Recommendations:

- Conduct needs assessment studies for library materials and scientific equipment.
- Provide funding only after studies are completed, and after important issues are addressed with Israeli authorities.

7. Faculty Exchanges and Institutional Linkages

Summary:

- AMIDEAST proposes initiation of faculty exchange program.
- Institutional linkages exist with Indiana University, Wentworth Institute of Technology, Georgetown University, Southern Illinois University, Portland State University, and Texas Tech University.
- The strength of institutional linkages count not be determined.

Recommendations:

- No funding is recommended at this stage.
- Encourage institutional linkages.

8. Research Grants

Summary:

The Program has funded two research projects: Environmental Health (Birzeit University) and the Wild Thyme (Bethlehem University) research projects:

Recommendations:

- Provide limited funding for applied research which could lend to creating employment or improving quality of life.
- Create a Reseach Advisory Committee of leading local scientists.
- Discourage conduct of research in the United States by Palestinian faculty.
- Provide research funds only to researchers with doctrate degrees.
- Provide technical assistance to strengthen research capability or improve research administration.

9. Job Search (MATCH)

Summary:

AMIDEAST proposes to maintain a computer data bank of individuals seeking employment in the West Bank and Gaza and to act as a recruiting agency for Palestinian institutions.

Recommendations:

Do not provide this service at this time.

10. Other Needs

Summary:

The Team identified areas of need which have not been addressed by U.S. assistance programs.

Recommendations:

- Develop a plan for continuing education/training for health professionals.
- Encourage local universities to develop in-service training programs for elementary and secondary school teachers.
- Develop a program of training for industrial trainers and business team leaders.
- Assist in establishment of a center for testing and measurements.
- Encourage programs of continuing education at local universities.
- Assist in establishing a technical institute in Gaza.
- Assist in establishing career-oriented academic programs.
- Consider assistance to the College of Arts for Girls in Jerusalem.

11. Project Management

Summary:

- AMIDEAST has managed the Faculty Development Program well.
- AMIDEAST has excellent relationships with Palestinian institutions.
- The level of staff assigned to the Project is sufficient.

Recommendations:

- No additional staff are recommended for AMIDEAST Jerusalem office.
- AMIDEAST should not be expected to raise or contribute private funds for the Project.
- Reimbursement for AMIDEAST's office in Amman does not seem to be justified at this time.
- Multi-year funding is recommended.

- **A Project workplan, reviewed and updated periodically, is needed.**
- **AMIDEAST overhead costs should be considered part of the Project's costs.**
- **USAID should establish a Project Advisory Committee to assist in review of plans and to provide technical input to USAID and AMIDEAST.**