

# AMIDEAST امد ياست

## PALESTINIAN FACULTY DEVELOPMENT PROGRAM (PFDP)

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## Executive Summary

The major activities of this quarter revolved around the hosting of the annual Academic Colloquium and the preparation of the modification to the cooperative agreement.

The third Academic Colloquium was held at An Najah National University from July 23-24. The two-day conference focused on Teaching Practice in Palestinian Tertiary Education and involved ten presentations, including two separate hour-long breakout sessions. The event was launched by the Minister of Education and USAID's Education Office Director. Over 200 faculty and staff attended representing all West Bank universities. The conference was connected to Gaza via digital videoconferencing with approximately 40 faculty attending a parallel event at Al Aqsa University.

The gala dinner at the Academic Colloquium was the opportunity to spotlight the five winners of this year's Teaching Excellence Awards. The Mission Director presented the awards and the \$2,000 check to the winners who spoke briefly afterwards.

The preliminary findings of the *National Study of Undergraduate Teaching Practice* were presented at the Academic Colloquium and debated during the focus group sessions. The *2009 Needs Assessment* was also distributed to delegates at the Colloquium.

The two Collaborative Projects in Teaching held their concluding activities and the five Faculty Grant projects moved towards completion.

The Central European University continued its excellent collaboration with PFDP by conducting a Seminar in Excellence in Teaching in July including a session for Master Trainers in the West Bank. The purpose of this training was to create a group of Palestinian faculty that could become future PFDP SET Master Trainers in areas of course design, teaching methodology, comparative trends in higher education, and related issues

PFDP's partnership with OSI continued with joint management of the PhD and Short Term Fellowship programs. The Short Term Fellow program continued this quarter with five Gaza Fellows departing, and preparations for the next cohort underway. PhD Fellows continued their progress toward completing programs with many Fellows returning to Palestine to conduct research once their proposals had been accepted.

A major activity for August and September consisted of preparing the material required for the modification to the PFDP cooperative agreement. This consisted of working with OSI to prepare a concept paper and project plan for a Masters in Education Fellowship program in the US; working with the Bard College and Al Quds University partnership on support for their Master in Teaching program; preparing an M&E plan and logical framework; and creating project plans for the English training component and the local scholarships to Al Azhar University in Gaza.

## **PFDP Program Activity**

As part of the modification of the Cooperative Agreement, PFDP was requested to prepare a Measurement and Evaluation Plan that included a logical framework. This provided an opportunity to revisit the major aims of the project and to ensure that there was logical consistency among the various program components. The resulting list of Objectives and Activities ensures that PFDP activities are related specifically to a stated program objective in a way that can be measured and reported on. This quarterly report and all subsequent program documents will refer to the ordering and numbering system below.

### ***Objectives and Activities***

1. Promote the expansion, retention, and professional development of promising academics teaching in the social sciences and humanities.
  - 1.1 PhD Scholarships to U.S.
  - 1.2 MA Scholarships to U.S.
  - 1.3 Short-Term Fellowships to U.S.
  - 1.4 Academic Colloquium in West Bank and Gaza
  - 1.5 Fellows Conference in the U.S.
  - 1.6 Pre-Academic Training
  
2. Revitalize and reform teaching at Palestinian higher education institutions.
  - 2.1 Seminar for Excellence in Teaching (SET)
  - 2.2 SET Master Trainers
  - 2.3 English Training for Academics
  - 2.4 Faculty Development Series
  - 2.5 Administrative Seminars
  
3. Promote an institutional culture of teaching and learning.
  - 3.1 US Palestinian Partnership Grants
  - 3.2 Collaborative Projects in Teaching
  - 3.3 Faculty Grants for Teaching and Learning
  - 3.4 Teaching Excellence Awards
  - 3.5 Monitoring and Evaluation in Teaching and Learning
  - 3.6 Scholarships to Local Universities
  - 3.7 Bard – Al Quds MAT program

## **1. Promote the expansion, retention, and professional development of promising academics teaching in the social sciences and humanities.**

### 1.1 PhD Scholarships to U.S.: News and Achievements

Returned Gaza Fellows Akram Ijla and Sadek Firwana have been working as consultants with the World Bank funded project to undertake a broad training needs and curriculum assessment for the faculties of education in the three main universities in the Gaza Strip. They were selected from among nine consultant teams. Two teams were chosen; the first one is led by Dr. Akram Ijla and the second team is led by STF alumni Dr. Ata Darwish.

Sadek Firwana returned to Gaza and is now in the process of returning to the US to complete his research and finalize his dissertation.

Grantees Maysoon and Nasser Abu El Noor returned to Gaza during this quarter. Maysoon is in the process of finalizing her dissertation proposal and expects to have it defended during the next quarter. Nasser is in the process of gathering data for his dissertation and expects to defend his paper in the spring of 2010. His committee members have agreed that he can defend by DVC should he be unable to return to the US.

Khitam Abu Hamad was able to renew her J-1 visa at the US Consulate in Halifax Canada while Dua' Nakhala is still in the process of obtaining her visa to enter Canada.

One PhD Fellow and his wife divorced and another PhD Fellow married.

Wasim Al-Habil's dissertation on urban planning at Cleveland State was published late July 2008, by VDM Publishing House LTD.

### 1.2 MA Scholarships to U.S.

During this quarter, PFDP and OSI staff worked to prepare a detailed project plan and concept paper regarding this new component of the program. Discussions on the draft plans included senior members of the Ministry of Education and Higher Education, the Executive Director of the Accreditation and Quality Assurance Commission, UNESCO and World Bank project representatives, USAID, and OSI.

### 1.3 Short-Term Fellowships to U.S.

The majority of effort in this component over the past quarter focused on preparations for travel and permission to leave Gaza for the five Gazan Fellows selected in 2008.

The five scholars consist of the following;

- Mohamed El-Sahar will be working at the University of Illinois at Chicago's School of Public Health
- Khaled El-Susi is placed at the Department of Civil, Construction and Environmental Engineering, Iowa State University
- Ahed Helles will be at the University of Florida, Gainesville, Department of Urban and Regional Planning
- Shawqi Ghannam and Alaa Al-Ghoul will both be at the English Department, University of Indiana at Bloomington

Returning STF

Dr. Saed Raji Al Koni, Dean of Faculty of Economics and Administrative Sciences at An Najah National University visited the Public Administration Department at the Maxwell School of Citizenship and Public Affairs at Syracuse University from June 17 to July 29, 2009. One of the main goals of the summer visit was to design a new course to be taught both at the undergraduate and the graduate levels at An Najah entitled Corporate Governance and Financial Reporting.

PFDP received a copy of an email from Saed Al Koni, addressed to the President of An Najah University as a result of his visit to the Maxwell School. He met with the senior associate Dean of the L.C. Smith Faculty of Engineering at Syracuse University. Based on a mutual MOU, Syracuse announced that the deanship of the faculty has approved a scholarship in mechanical engineering for a nominee from An Najah, at either the master or PhD level. The scholarship could be offered as soon as possible, as long as the nominee has an impressive academic record, and a minimum TOEFL score of 550. An Najah has started looking for suitable candidates for this scholarship.

Dr. Hassan Arafat is another STF fellow who recently returned from his stay at the Utah State University's Utah Water Research Laboratory. During his visit, Dr. Arafat participated in a variety of academic and research activities, which were constructed with the aim of building his teaching capability, expanding his research horizons, and building a sustainable and fruitful long-term relationship with Utah State University. One of the innovative projects that Dr. Arafat was involved in was at the Biological and Irrigation Engineering Department at USU related to the utilization of algae in the treatment of wastewater in the Logan lagoons. Dr. Arafat's role was focused on the separation of algae using both coagulation and membrane processes. He also helped graduate students at USU develop a technique for chlorophyll measurement in the wastewater. Upon his departure, Prof. Ronald Sims, Head of the BIE department at USU noted: "In my judgment, Dr. Arafat's visit to USU was a big success. He managed to create collaborative relationships with several of our faculty members, which we hope will help Dr. Arafat develop new courses at his home department, and to establish joint research projects between USU and An-Najah University. We wish Dr. Arafat all the best in his future endeavors!"

Bilal Shafei also recently completed his second visit to Colombia University, where he spent his short term fellowship studying and learning from his colleagues at the Department of International and Transcultural Studies-Bilingual and Bicultural Education

(ITS-BBE). In addition to attending a series of courses and classes at the University, Dr. Shafei also participated in a number of workshops that focused on different issues such as social networks in education, dealing with the new technologies of communication in a context of teaching in higher education, as well as new concepts of teaching using multimedia tools in classrooms. Dr. Shafei is very grateful for this opportunity, and hopes to use this experience to develop the education system in Palestine, and to create exchange programs between US and Palestinian universities. One measure of the success of the relationships created through the short-term fellowships is the interest of US institutions and mentors in continuing to accept Palestinian faculty on exchange. Dr Shafei's mentor at Columbia, Dr Ofelia Garcia has already agreed to accept at least one short-term fellow for the coming semester at the City University of New York where she moved recently.

Other returning STF also included, Abdelfattah Shamleh from the University of Southern Maine's Muskie School of Public Service.

#### 1.4 Academic Colloquium in West Bank and Gaza

The third Academic Colloquium was held at the Korean-Palestinian IT Institute of Excellence, in An Najah National University from July 23 - 24, 2009. This two-day conference focused on Teaching Practice in Palestinian Tertiary Education and involved ten presentations, including two separate hour-long breakout sessions which encouraged smaller group discussion. The event was launched by the Minister of Education, Ms. Lamis Alami, USAID's Education Office Director, Mr. Thomas Johnson, Professor Rami Hamdallah President of An Najah National University, and Dr. Joseph Clicksberg, Program Manager, Network Scholarships Program at the Open Society Institute. Over 200 faculty were in attendance representing all West Bank Palestinian universities including 35 students from An Najah University who participated in breakout sessions relating to the release of the preliminary results of the National Survey of Undergraduate Teaching. The conference was connected via digital videoconferencing with approximately 40 faculty attending a parallel event in Gaza City at Al Aqsa University.

Ten papers were presented on a variety of topics related to teaching in higher education including blended learning, research in teaching, professional identity of teachers, and course development for teaching. Conference delegates in Gaza hosted by Al Aqsa University participated in the July 23 session including making two presentations via DVC.



The first day's sessions focused on teaching and learning issues. Dr. Louis Cristillo, a professor of International and Transcultural Studies at Teachers College, Columbia University and Dr. Amaney Jamal, Assistant Professor in the Department of Politics, Princeton University, presented the preliminary results of the "National Study of Undergraduate Teaching Practices in West Bank and Gaza", a national study launched this spring. The study revealed huge discrepancies in how teachers and students perceive the quality of teaching and learning practices. It also disclosed that one of the strongest predictors of long-term excellence in teaching practices is the extent to which new teachers are provided effective in-service training and professional support during their first year of service. In the afternoon sessions, the audience was connected to Gaza via videoconference where they heard presentations from Dr. Akram Ijla from Al- Azhar University on "Changing Palestinian Higher Education to Take Competitive Advantage of Human Capital," and Dr. Ata Darwish also from Al Azhar University on "The Research Skills Course." The last part of the conference featured Ms. Lena Omar from Al Quds Open University who presented a paper on "Instructional Strategies for e-Learning at Palestinian Higher Education," followed by Dr. Bihan Qaimari from Birzeit University whose presentation explored "Palestinian Teachers' Professional Identity Using a Discourse Analysis Framework."



Focus group discussion on the National Study of Undergraduate Teaching at Academic Colloquium, July 23, 2009

The second day of the conference opened with a panel presentation led by Dr. Maher Hashweh, from Birzeit University who discussed “Developing an Education Diploma Program at Birzeit University.” The panel reviewed BZU’s project to develop the teaching of Educational Psychology in order to use promising methods in teacher education to bridge the gap between theory and practice. Dr. Qustandi Shomali from Bethlehem University presented a paper on “Blended Learning” examining the importance of using digital, instructional tools in classrooms. Dr. Shomali’s presentation was followed by a break-out session where attendees divided into small groups and discussed institutionalizing teaching quality. PFDP PhD grantee Ms. Kefah Barham reported on “Teachers Using Computers in U.S Classrooms,” a small qualitative research study exploring how teachers use computers in U.S classrooms. This was followed by Dr. Buad Alkhalas from Bethlehem University presenting “Course Development for Teaching Children Science through Project Work Discovery,” a pilot study on developing a course for classroom teachers to teach science to children. The second day concluded with a presentation titled “Proposed Standards and Performance Indicators for Lecturers

in Palestinian Tertiary Education” by Dr. Muneer Karamah from the UNRWA Department of Education where he demonstrated a scientific tool which can be used before, during and after practice by lecturers to review and support them in an accountable manner.



Attendees at third annual Academic Colloquium in Nablus, July 23/24

The conference was widely cited in the local media and evaluations completed by the attendees were overwhelmingly positive. Most of the conference presentations can be found at the PFDP website:

[http://www.amideast.org/programs\\_services/exchange\\_programs/PFDP/default.htm](http://www.amideast.org/programs_services/exchange_programs/PFDP/default.htm) .

Seven newspaper articles covered the event including at least one picture. One radio news summary also mentioned the event. Articles on the Colloquium were printed in Alquds newspaper, Alayam, and Alhayat in addition to articles in the Maan news agency and the Palestine News Network.

*2. Revitalize and reform teaching at Palestinian higher education institutions.*

2.1 Seminar for Excellence in Teaching (SET)

SET Cohort III Delivery of First Round of Training

Cohort III training was delivered in July. Ten faculty from a number of Palestinian universities were selected to participate in the first training session to be held in Ramallah in July.

2.2 SET Master Trainers

In collaboration with the Central European University (CEU), the PFDP completed a one-day follow up in Ramallah on training conducted in May for a group of Seminar for Excellence in Teaching (SET) alumni. The purpose of this training is to create a group of Palestinian faculty to take the lead and become future PFDP SET Master Trainers in areas of course design, teaching methodology, comparative trends in higher education and related issues. The Master Trainers participated in the Cohort III training after the refresher session.

*3. Promote an institutional culture of teaching and learning.*

3.2 Collaborative Projects in Teaching (CPT)

Both Collaborative Projects in Teaching continued university-based activities during this quarter and the PFDP conducted orientation sessions before issuing a call for new proposals. The COP conducted an orientation session on Collaborative Projects in Teaching in Ramallah for all SET and STF alumni in early August. The orientation session reviewed the goals of the grant program, the formats, and expectations for proposals and encouraged participants to apply with a two-page draft proposal by the end of August. Eight proposals were received by the deadline and three were approved by the CPT Review Committee and requested to submit a full proposal by the end of September. Two of the three submitted full proposals including a request for extension from the Special Needs CPT.

The lack of response to the call for proposals will be addressed in the next quarter. It is expected that the new Senior Technical Advisor when hired, the COP, Grants Manager, and Communications Coordinator will conduct significant outreach to the university to build understanding of the grant and training opportunities available to the higher education system. The expectation for the Senior Technical Advisor is that he or she spends a considerable amount of time in the universities identifying suitable projects for funding and working with administrators and faculty to prepare grant proposals.



STF Alumni meeting to discuss CPT grant opportunities August 2009

### Collaborative Projects in Teaching: Special Needs Education

On Aug 7-9 the Final Summer Conference for the Special Needs Collaborative Project in Teaching was held. This summer institute completed the activities for the 2008/09 CPT grant and worked with delegates to prepare next steps including preparation of a Masters degree in education with a specialization in Special Needs. The summer institute was immediately followed by the First National Conference on Special Needs Education: This conference, a culminating activity of the CPT in Special Needs project, attracted over 100 delegates including: representatives from USAID and other donors; General Directors and staff from the Ministry of Education and Higher Education; the Assistant Deputy Minister for Higher Education; Executive Director of the Accreditation and Quality Assurance Commission; school principals; heads of NGOs and agencies providing services to special needs children; and students at the secondary and post-secondary level. Attendees reviewed the progress of the CPT grant and debated the merits of offering a masters, diploma, or certificate in special education as well as necessary next steps in supporting this activity. National media attended and reported on the event in the newspaper and Dr Sami Basha, the CPT Director, was interviewed on local radio the following day. The consensus at the one-day conference was that there was the beginning of a broad-based coalition to support special needs education, a need for further training at the post-secondary level, and a need for a national strategy process led by the MOEHE.



Participants at the first National Special Needs Education Conference, August 10, 2009.



Dr Sami Basha being interviewed on Palestinian radio.

### Collaborative Projects in Teaching: Peer Observation of Teaching

A three day conference was held in Ramallah from July 31-Aug 2 including workshops and seminars that discussed Peer Observation of Teaching in the context of learning and teaching in higher education. Several subjects were discussed. The twenty-nine

participants from seven universities and a variety of disciplines and including Quality Assurance Units were given time to reflect on their own experiences of observing one another. Also comparisons of own experiences with other experiences from international universities were discussed in several presentations. Other relevant learning and teaching issues were presented in specified sessions of the program. These included making teaching more public, effective lecturing, classroom assessment techniques, ethics of university teaching, and mentoring in higher education.



Culminating Workshop for Peer Observation of Teaching, July 2009

### 3.3 Faculty Grants for Teaching and Learning

A number of Faculty Grants continued with individual faculty members preparing materials and courses as part of their grants. Some grant deliverables were completed in this quarter and all projects will be completed by the end of the first quarter of the next fiscal year. A summary of current status is below.

**THE PALESTINIAN FACULTY DEVELOPMENT PROGRAM (PFDP)**

Summary of Current Faculty Grants

	<b>Title &amp; Description of Activity</b>	<b>Principal Contact</b>	<b>Status</b>	<b>Expected Completion Date</b>
1	<p><u>Standards and codes for transformation of lost space to more vivid green places in Palestine</u></p> <p>The objective of this project is to redefine two main courses taught in Department of Architecture and Department of Geography. A text book will be published in English and Arabic to ensure the benefit for various schools in and outside of Palestine.”</p>	Salem Thawaba Urban Planning BZU	Awaiting USAID Approval for publication and printing	TBD
2	<p><u>Training and Development of Pedagogical Multimedia Based Materials for Teaching</u></p> <p>The project will train faculty in the Bethlehem Faculty of Arts on ways to produce multimedia-based materials for teaching and for use in and outside of the classroom by conducting two workshops.</p>	Qustandi M Shomali Arts/ Journalism BU	Closed Out	
3	<p><u>Photographic Perception of Spaces</u> This project will involve a two-week student workshop within the Advanced Urban Design course with the goal of using photography as a means of evaluating physical, social, and economic processes in the use of urban spaces.</p>	Yazid N Anani Urban Planning BZU	The last activity will be exhibitions in Nablus, Bethlehem and Ramallah. The final exhibition will be in Ramallah in the first week of December	Closing out on 15 <sup>th</sup> December 2009
4	<p><u>A case-based approach in pre-service teacher education: Teaching Education Psychology</u></p> <p>The project aims to develop an Educational Psychology course as part of the Education Diploma of BZU. BZU is currently in the process of reviewing and enhancing their education diploma program as part of the National Teacher Education Strategy of Palestine.</p>	Maher Hashweh Education and Psychology BZU	The last two workshops will be conducted at BZU on the 17 <sup>th</sup> of November and at Bethlehem University in the first week of December 09. The final report will be in 15 <sup>th</sup> of January 2010.	Closing out will be 31 December 2009

5	<u>Developing civic education, democracy, and human rights curriculum.</u> This project will develop a curriculum for civic education, democracy and human rights as part of the humanities and social science departments.	Riad El Eilah Al Azhar, Gaza	Closed Out	
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3.4 Teaching Excellence Awards

The annual Academic Colloquium included a gala dinner on the evening of the first day that spotlighted faculty who have made exemplary efforts in teaching. The winners of this year’s Teaching Excellence Awards were: Dr. Fadi Kattan, Bethlehem University, Dr. Raja Osaily from Al Quds Open University, Dr. Riad Abdel Karim from An Najah National University, Dr. Islah Jad from Birzeit University and Dr. Ahmad Dahlan from Al Azhar University in Gaza. USAID mission director Dr. Howard Sumka presented the winners their awards and noted that “This evening, we are recognizing the hard work and commitment of five professors who have demonstrated their passion and skill in teaching and who have introduced new methods of teaching at their institutions. Each of you has been recognized by your students and peers. You have a special talent and, therefore, an obligation to touch others with your leadership, your knowledge, and your wisdom. To each of you, I say congratulations.” Three of the awardees’ Academic Vice President was on hand to witness the award.

As part of the National Study on Teaching Practice in Undergraduate Education, Dr Lou Cristillo completed in-depth interviews with the awardees as additional data for the study. This information will also be used to profile these individuals in other publications and is used for the descriptions below.

**Dr. Fadi Kattan – Bethlehem University**

An MA graduate from the Christian Brothers School in Chicago, and a PhD holder from Bradford University in England, Dr. Kattan is a highly acknowledged intellectual who has been teaching accounting at Bethlehem University for over 19 years. With regards to his teaching practices, Dr. Kattan notes that the most significant change he has observed over the



years has been the quality of students, who are more distracted today with new and improving technologies: “I think this makes them more and more dependent on technology. When I teach accounting I realize that students cannot do the simple math without using a calculator but in the past they could do it mentally for a second or two and give an answer. These days, the calculator is a must.” Dr. Kattan sees a clear change in education over the years and he genuinely feels that students are less motivated today than they were in the past. On his own transformation in teaching practices, Dr. Kattan stresses on the fact that he never stopped learning: “that is the only thing that added value and developed me into what I am right now.” His teaching experience is an accumulation of hard work, research, and cooperation with fellow teachers in order to exchange notes, give feedback, and produce a well-rounded curriculum for the students. Alongside his teaching experience at the University of Chicago, Dr. Kattan has adopted many teaching strategies from his colleagues in the US, such as inviting a guest speaker to class and assigning mandatory internships for each student. Despite his use of innovative methods, Dr. Kattan still relies on his traditional blackboard and chalk during class time: “I like the chalk and the dust, I like being alive in the classroom, not just sitting there pushing a button.”

As a major indicator of his success, Dr. Kattan notes that the majority of students are employed shortly after graduation. Dr. Kattan even receives emails from large companies and enterprises in the Gulf States who are in search of his students and graduates to work for them: “This is an indicator that we are doing a good job.” Furthermore, Dr. Kattan believes it is important for teachers to examine one another. He enjoys sitting in lectures of new teachers in order to observe their methods of teaching and gain from their knowledge and experience.

Dr. Kattan will continue to teach at Bethlehem University and hopes that the Palestinian education system will improve in order to recruit more dedicated and talented individuals into the world of teaching.

### **Dr. Raja Osaily – AlQuds Open University**



Dr Osaily’s son accepted the award on his behalf as he was out of the country. Dr. Osaily has been a teacher at Al Quds Open University in Jerusalem since 2000. As a specialist in educational administration, he is one of only eight others in the entire West Bank who is teaching using the e-learning program. Over the years Dr. Osaily has learned that the most effective way to deal with students is to communicate with them and become

interested in their character and their future. “The biggest transformation in my teaching is e-learning and blended learning. I completely changed the ways, the methods, the strategies, everything. Before we had everything fixed by the administration.” This has

been a tremendous experience for the entire university as the staff and students were both getting acquainted with the new system. All the students were required to learn how to submit their homework online and this has proven to be a useful experience for the entire university. Through this program, Dr. Osaily has transformed the traditional classroom into a more interactive venue where the students may interact and communicate with one another while gaining knowledge and experience. On receiving support from his institution, Dr. Osaily notes that there is a set of rules and regulations at the University that enables a smooth flow in the curriculum. He does however, notice financial constraints that limit the expansion of projects, as well as his ability to attend any conferences to widen his experiences. Nonetheless, Dr. Osaily is committed to expanding the e-learning program to other institutions throughout Palestine.

### **Dr. Islah Jad – Birzeit University**



Dr. Jad's life long commitment to academia is evident through her numerous teaching experiences. "When I first began teaching at Birzeit University, I depended on the student evaluations. I used to stay up until three in the morning preparing for my classes, I was not yet very confident about my teaching skills or my knowledge in general." Her educational journey began in Cairo, where she obtained a BA in political science. In

1979, she pursued a Masters degree from the University of Paris, and finally received a PhD in development studies from the University of London in 2004.

Extensive reading and interacting with other fellow professors helped Dr. Jad develop her teaching skills. As she began to encourage teaching through debates she began to realize the different ways of transferring knowledge in a creative way.

"I like the idea that you should stand strong behind your argument irrespective of your own political beliefs or ideology. This is what I wanted to convey to my students; that they should be consistent, coherent, analytical, and critical, then to see where an argument would lead them."

Dr. Jad refuses the traditional methods of teaching. She recalls her professors from Cairo University who used to come into class and dictate their lectures, and she vowed never to use this methodology in front of her students. Before leaving for London for her PhD, Dr. Jad felt that she was already a professional teacher. When she began her studies, she realized how uninformed she was and, rather than feeling overwhelmed, she looked at this knowledge as a "pleasure of knowing". Today, when she assigns tasks to her students, she asks them to do the same: "Don't feel the research that I'm asking you to do is a burden. Look at it as a pleasure, as if you're entering a small door and every time you

open it wider you will discover much more beautiful rooms and gardens. Just let yourself be sucked in by this feeling.” To this day, Dr. Jad considers herself a student, her love of research continues to expose her to new and innovative ways of thinking and teaching, and she is grateful for the opportunities she received in London that gave her an incentive to prove herself to the other native English speakers, which she did by submitting high ranking research papers.

For Dr. Jad, The most important element in teaching is having faith in the students: “I strongly believe it’s like a mother-child relationship. Your child is part of you and directly or indirectly is your production. If you invest in your students you will get rewarded but if you lose faith in your students, they will lose faith in you. Students are very clever, they feel when you are committed to them and when you are not. This is number one, having faith in their abilities.”

### **Dr. Riad Abdel Karim – An Najah National University**

Upon graduating with a Master’s Degree in structural engineering in 1984, Dr. Abdel Karim was granted a scholarship to study at the University of Pennsylvania, although he transferred and received his PhD from Penn State University. Following his studies, Dr. Abdel Karim returned to Palestine and was appointed head of the Engineering Department at An Najah University. Soon after his appointment, he was promoted to become the dean of the faculty from 1999 to 2006, after which he became the President Assistant to for development and planning.



Dr. Abdel Karim recalls when he first began teaching: “A student would walk in the classroom and ask where the teacher was, as at that time I looked like a student.” Over the years, Dr. Abdel Karim has developed his skills and knowledge, but he

attributes his greatest change in teaching methods to the use of technology, “Nowadays we use the LCD, PowerPoint, and the internet both inside and outside the classroom. I can put my notes on the campus website, and I can contact my students by email. This is something that was not available for us.” At his suggestion, An Najah University now offers a one month orientation workshop for new instructors given by a number of experienced teachers in order to help adapt the newcomers to the University’s system. Dr.

Abdel Karim will continue to teach at An Najah University and will attempt to build strong bridges of cooperation between the various universities in Palestine.

**Dr. Ahmed Dahlan – Al Azhar University – Gaza**

Dr. Dahlan began his teaching career in 1991 in population studies and population geography. He graduated with a PhD from Durham University in the United Kingdom where his supervisor nominated him to work as a demographer at the United Nations office in Amman. Dr. Dahlan apologized for not accepting this post and explained his eagerness to return to Gaza to begin his teaching career there. While in the UK, Dr. Dahlan developed his teaching skills while working as a teaching assistant for undergraduate studies. He had the privilege of preparing and presenting his own seminar to the students and was told he was the best teaching assistant in the previous ten years. Over the years, Dr. Dahlan has incorporated new teaching methodologies into his techniques. He finds that discussions and problem solving supported by fieldwork are highly effective in allowing the students to understand the material and relate it to real life scenarios. Despite his success, Dr. Dahlan notes that the standard of the students is low: “they come poorly prepared from high school, and this is particularly applicable to male students, since the female students in Gaza have higher standards.” Whether inside or outside the classroom, Dr. Dahlan will continue to pave his way into the minds of the Palestinian youth in Gaza in order to help them learn all that they need to succeed.

3.5 Monitoring and Evaluation in Teaching and Learning

2009 Needs Assessment

The 2009 Needs Assessment was printed and distributed to participants at the July 23/24 Academic Colloquium and was referred to during the summary sessions as the basis for anticipated changes to the program that would align closer to the stated needs of the higher education institutions.

National Undergraduate Study in Teaching Practice

The PFDP continued work on the *National Study of Undergraduate Teaching Practice*. The study will provide the higher education community with valuable information on questions such as: What is the state of teaching practice among Palestinian institutions? What are teachers and students doing in a typical university or college classroom? What materials and pedagogical approaches are commonly used? How are teachers assessing student learning?

In July, Lead Researcher and Project Director: Dr. Louis Cristillo from Columbia University Teachers College conducted the final stages of data gathering, conferred with the Palestinian research team, and presented the preliminary findings as the keynote address to the Academic Colloquium. Preliminary analysis of the survey results was led by Dr Amaney Jamal of Princeton and shared with the research team for comment, and

presented to the Colloquium together with Dr Said Nader, who presented on the research methodology. The Colloquium was used as a forum for triangulating and confirming preliminary results and for gathering advice on appropriate steps for presentation to the system in the next quarter. Academic Colloquium participants were divided into sections representing students, faculty, and administrators and each group discussed the preliminary findings and reported out to the full assembly. The principal researcher also conducted interviews with individuals identified as exemplary teachers for their views on the research findings. The final study report will be published in Arabic and English and formally presented to all stakeholders in December 2009. Free copies of the report will be made widely available to all interested parties.

### 3.6 Scholarships to Local Universities

As part of the preparation for the modification to the Cooperative Agreement, a project plan for granting of \$2M in local scholarships was prepared in conjunction with the Gaza Program Officer and the senior administration of Al Azhar University. The project will begin in the next quarter with hiring of staff for the Gaza office, vetting of the university, and review of the university's student registration system.

### 3.7 Bard – Al Quds MAT program

As part of the preparation for the modification to the Cooperative Agreement, a project plan and draft Grant Agreement were prepared to provide support for the Bard—Al Quds Master of Arts in Teaching program. The MAT Program is designed to serve a first year class of 50 teachers to be drawn from in-service teachers at cooperating “pioneer schools.” The MAT Program will prepare teachers in grades 5-12. Initially, the subjects covered are Biology, Mathematics, Science, Arabic Studies, and English Language and Literature.

## Open Society Institute Activity

### *Short Term Fellows:*

#### Cohort IV Selection

In-person finalist selection interviews were completed on July 20-21. Dr. John Collins of Harvard University's Graduate School of Education accompanied Dr Glicksberg to Ramallah to serve on the interview team that also included John FitzGibbon, Chris Shinn, and Bassam Kort.

In September OSI staff began contacting potential host universities regarding the placement of 15 new short-term fellows who will undertake their visits in spring 2010. This initial contact was done after researching university departments that would be strong placements for the fellows, many of whom are in fields that were not initially eligible for the Short-Term Fellows component but were added for Cohort III recruitment. Fields for these short-term fellows include Economics, Environmental Studies, English / TESOL, Public Health, Statistics, and Gender Studies. Furthermore, OSI started preparing documents for placement packets for the fellows so that OSI could circulate the packets in early October to host universities. These documents included: a) a cover letter; b) finalist files with interview comment summaries; c) a program and Short-Term Visiting Fellow component overview; d) instructions for notifying OSI of interest; and f) a host university application.

#### Cohort I and II Second Visits

OSI facilitated the arrangements and logistics of four summer 2009 PFDP short-term visiting fellows now all returned. These fellows included:

- *Hassan Arafat* (Cohort II; First Visit) –Utah State University's Utah Water Research Laboratory;
- *Bilal Shafei* (Cohort II, Second Visit) –Columbia University's Teacher's College;
- *Saed Al-Koni* (Cohort I, Second Visit) -- Syracuse University's Maxwell School of Public Affairs;
- *Abdelfattah Shamleh* (Cohort I, Second Visit) –University of Southern Maine's Muskie School of Public Service.

#### Cohort III: First Visit Departures

In August five short-term fellows from Gaza who were initially supposed to undertake visits in spring 2009 arrived in the US. All of the fellows' original host universities were willing to postpone their visits until fall 2009 due to difficulties the fellows encountered in exiting Gaza in the wake of the 2008-2009 winter war. In August OSI worked with AMIDEAST and the host universities to set up the fellows' flights and arrival arrangements. The five short-term fellows arrived at their host universities without any problems. The fellows and their placements are:

1. *Ala Al-Ghoul* – Indiana University at Bloomington, Dept. of English (English Literature)
2. *Shawqi Ghannam* -- Indiana University at Bloomington, Dept. of English (English Literature)
3. *Ahed Helles* – University of Florida, College of Design and Construction (Architecture and Urban Planning)
4. *Mohammed Al-Sahhar* – University of Illinois at Chicago – School of Public Health (Public Health)
5. *Khaled El-Sousi* – Iowa State University -- Department of Civil, Construction and Environmental Engineering (Environmental Science)

### *Ongoing Contact with Grantees and Host Universities*

Throughout the quarter OSI staff:

- Responded to grantee questions about summer courses and independent research policies;
- Conducted outreach to current and potential new short-term visiting scholar host universities by e-mail and phone;
- Answered questions from host universities about issues such as grantee health insurance coverage and grantee tuition / fees billing.

### Grantee Monitoring

Throughout the quarter OSI staff continued:

- communicating with grantees to answer questions about PFDP terms and conditions.
- answering questions from host universities about PFDP terms and conditions.
- fielding questions from host universities about matters concerning grantee tuition/fees.
- processing invoices from host universities for tuition/fees.
- processing grantee living stipends and requests for professional development funds.
- facilitating discussions between grantees and host university mentors regarding questions about the appropriateness of certain placements.

### *OSI Staff July Trip*

Joseph Glicksberg attended the 2009 PFDP Academic Colloquia and visited AMIDEAST-Ramallah from July 20-21 for PFDP Short-Term Fellows Cohort IV finalist selection interviews.

### *Meeting with AMIDEAST Regarding Potential PFDP MA Degree Component*

OSI, AMIDEAST, and USAID staff met to continue planning for an Education MA / MAT component within the PFDP.

## **PFDP Administration and Reporting**

### *Financial*

AMIDEAST submitted its fourth quarter financial pipeline report on September 15, 2009. The total cumulative expenditures reported in the pipeline report were \$587,227. Total actual expenditures were estimated to be \$203,437.47 as reported in the SF269 submitted on October 30, 2009. The significant difference between the pipeline and the SF269 is due to lack of payment for Faculty Grants and one of the Collaborative Projects in Teaching grants that were expected to be finalized by the end of fiscal but required extensions.

### *Administrative*

Interviews for new positions of Grants Manager and Communications Coordinator were held during this quarter. PFDP received 274 CVs for the two positions and pre-screened them to arrive at 46 qualified for Communications Coordinator and 25 for Grants Manager. Six finalists were interviewed for Communications Coordinator and five for Grants Manager. Suitable candidates were selected for both positions and started at the beginning of the next quarter.

### Visas and Permits

Various issues, logistical arrangements, and procedural questions regarding the granting of permits to travel by Israeli authorities and visas for entrance to the US take an inordinate amount of staff time. Discussions often include PFDP, OSI, USAID, and US state department staff. Ongoing issues include:

- Renewal of J-1 visas for PhD Fellows that have returned to Gaza or the West Bank for research, wish to visit relatives, attend conferences, or do research in other countries after the term of their J-1 visa has expired.
- Permits for Palestinians to travel to Jerusalem from either the West Bank or Gaza for their visa interviews. At least one Fellow has been refused a permit to travel to Jerusalem by Israeli authorities, citing security problems. In order to remove a security prohibition, letters from the CTO, AMIDEAST, and the US consulate are required as well as a completed security form. The process of removing the security prohibition can take from two weeks to two months.
- Permits for Gazans. PFDP and USAID faced considerable delays in gaining permits for travel to Jerusalem for the five Gazan STF.

*University Outreach/Communications*

The Outreach and Program Coordinator left her position in August 2009 to take up a Fellowship. She had been successful in managing the communications aspect of the position, but the outreach component was more difficult due to the culture of the education system, the travel demands, and the lack of significant content with which to engage the universities. In reviewing the position, AMIDEAST has determined that outreach would be more effectively accomplished through the Senior Technical Advisor position. Given the on-going need for reporting to USAID and partners regarding progress and the time involved in preparing and disseminating success stories on the wide variety of PFDP activities, AMIDEAST has reclassified the Outreach and Program Coordinator to a Communications Coordinator. This position will focus on managing the reporting activities for USAID and the media requirements for highlighting PFDP events including the website, PFDP News, and regular local news articles. Individual success stories based on the successes of the PhD, MA, and Short Term Fellows, winners of the Teaching Excellence Award, and grant recipients will be highlighted using a variety of media.

**Annex A: PFDP Detailed Activity Plan: Year 5: Activities Planned for Year 5, Quarter One**

	<b>Activity/Task</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>
<b>1.1</b>	<b>PhD Scholarships to U.S.</b>	Survey Fellows regarding Academic Colloquium presentations;  Prepare up-to-date list of Fellows, dependents, status;	Discuss options for PhD alumni with MOEHE;  Interview alumni regarding dissertation, awards, current status.	OSI monitors progress
<b>1.2</b>	<b>MA Scholarships to U.S.</b>	Conduct advertising, promotion, and outreach activities;  Work with partners to set criteria for selection;	Receive preliminary list of candidates	Vet all semi-finalists;  Conduct semi-finalist selection meeting in NYC
<b>1.3</b>	<b>Short-Term Fellowships to U.S.</b>	Mtg with selected fellows to discuss pre-academic training needs; establish travel times  Prepare course based on identified needs; placement continues;  STF applications sent to 15 universities with follow-up emails;  Review Orientation Booklet	Pre-academic training offered;  Placement continues.  Link STFs with mentors by email Leadership day workshop  Visa forms and process	Pre-academic training offered;  Pre-departure orientation conducted
<b>1.4</b>	<b>Academic Colloquium in West Bank and Gaza</b>	Survey to Fellows and Alumni regarding potential presentations at AC.	Tentative booking at hotel; early planning for Gaza option	Draft theme and potential topics based on replies to survey
<b>1.5</b>	<b>Fellows Conference</b>		First draft of Conference themes and structure.	
<b>1.6</b>	<b>Pre-academic Training</b>	Project plan for STF students prepared;  Needs assessment conducted for STF Cohort IV	Training provided for STF	Tentative plan for MA students prepared; on-going training for STF.

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**THE PALESTINIAN FACULTY DEVELOPMENT PROGRAM (PFDP)**

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	<b>Activity/Task</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>
<b>2.1</b>	<b>Seminar for Excellence in Teaching (SET)</b>	Preparation of project plan for Years 5-7 for SET		First round of advertising of seminars to universities
<b>2.2</b>	<b>SET Master Trainers</b>	Preparation of project plan for Years 5-7 for SET Master Trainers	Preparation of SET Master Trainer curriculum and materials	
<b>2.3</b>	<b>English Training for Academics</b>	Consult with universities and prepare project plan	Contract with instructors	Prepare course curriculum and teaching and learning materials
<b>2.4</b>	<b>Faculty Development Series</b>	Preparation of project plan for Years 5-7 for Faculty Development Series	First round of advertising of seminars to universities	Recruitment of participants
<b>2.5</b>	<b>Administrative Seminars</b>	Preparation of project plan for Years 5-7 for CEU Administrative Seminars	First round of advertising of seminars to universities	Recruitment of participants

**THE PALESTINIAN FACULTY DEVELOPMENT PROGRAM (PFDP)**

	<b>Activity/Task</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>
<b>3.1</b>	<b>US Palestinian Partnership Grants</b>	Hire Senior Technical Advisor and Grants Manager to manage grants process;  Convene partner meetings to gain consensus on project plan.	Prepare and approve project plan; Host implementation meetings with partner organizations	Issue requests for Planning Grant proposals, adjudicate proposals
<b>3.2</b>	<b>Collaborative Projects in Teaching</b>	Adjudicate full proposals and notify successful grant recipients.	Prepare grant documents	Continue outreach regarding other grant proposal ideas;  Provide support for finding suitable international faculty.
<b>3.3</b>	<b>Faculty Grants for Teaching and Learning</b>	Convene meeting of Deans of Education to discuss general idea of Grants; Convene Review Committee for Project	Prepare detailed project plan for USAID approval;  Host meetings with Institutions, MOEHE, AQAC, and other donors regarding implementation of National Teacher Education Strategy and aims and results of a grants program to Faculties of Education.	Issue Requests for Proposals. These would be 4 pages, outlining general aims and interest of the Faculty in preparing a full proposal.
<b>3.4</b>	<b>Teaching Excellence Awards</b>			
<b>3.5</b>	<b>Studies in Teaching and Learning</b>	National Survey of Undergraduate Teaching completion; distribution of 2009 PFDP Needs Assessment	National Survey of Undergraduate Teaching approval; printing; National Study distribution and focus groups;	
<b>3.6</b>	<b>Scholarships to Local Universities</b>	Hire staff to manage the program; Finalize project with Al Azhar executive; Review university accounting and student record systems	Receive verified list of students from Al Azhar; Vet students and University; Confirm list of students; Create tracking system for students and scholarships;	Prepare award letter and notify successful students
<b>3.7</b>	<b>Bard – Al Quds MAT program</b>	Conduct vetting on MAT students and institutions; Prepare final furniture list for procurement-approve; Prepare final IT list for procurement-approve-request waiver		Solicit bids, adjudicate, prepare contracts for furniture and IT; prepare waiver for IT goods to USAID; procurement in progress

