

PD-ABK-802  
93990



WEST BANK/GAZA  
HUMAN RESOURCE  
DEVELOPMENT PROJECT

GRANT REQUEST

MARCH 1, 1990

**BEST AVAILABLE DOCUMENT**

GRANT REQUEST

PROJECT TITLE                    West Bank/Gaza Human Resource Development Project

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GRANT REQUEST                    \$6,846,776 over a three-year period

PROJECT PERIOD                    October 1, 1990 through September 30, 1993

DATE OF SUBMISSION  
TO AGENCY FOR  
INTERNATIONAL  
DEVELOPMENT                    March 1, 1990

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## **Executive Summary**

Israel's 23-year occupation of the West Bank and Gaza Strip has created a host of economic, administrative, political, and social barriers to development. Constraints to industrialization and economic growth include a lack of expertise and entrepreneurship, inadequate vocational and technical training facilities, outdated technology and equipment, scarce risk capital and credit, and a paucity of natural resources.

Economic growth is predicated on the development of "human capital": people shape and fuel development. Where trained manpower is lacking in sufficient quantity and quality, productivity remains low, institutions fail to deliver services efficiently, and private enterprise cannot prosper.

The goal of AMIDEAST's West Bank/Gaza Human Resource Development Project is to promote economic and social development by strengthening the capacity of Palestinian institutions to deliver essential educational, medical, agricultural, commercial, industrial, municipal, and social services. Project strategy utilizes training, technical assistance, research, and material support to achieve its objectives.

AMIDEAST proposes to initiate two new sub-projects, basic education and English as a Second Language (ESL), and seeks support for the continuation of existing project components consisting of business/university linkages, and faculty, institutional, professional, and small business development.

The purpose of the basic education program is to upgrade the quality of learning and instruction at the primary and secondary levels; to promote creativity, innovation and action research to tackle educational problems; to contribute to the development of a more relevant system of education in the Occupied Territories; and to improve communication among Palestinian educators and educationalists. Given the current schooling context, the need to plan for prolonged and regular disruptions in the school calendar is acute: the project will develop local expertise in the production and usage of individualized instruction materials for self-study. The project will also introduce interactive teaching models that are student rather than teacher-centered, and train teachers in these methods. Finally, the project will support the production and distribution of a bi-monthly newsletter for educators to improve communication for the dissemination of educational materials. A minimum of 300 teachers will benefit directly from these activities, with many thousands of students the ultimate beneficiaries in the long term.

The ESL program will upgrade the English language proficiency of nominees to AMIDEAST programs who are unable to access appropriate technical training due to inadequate language skills. In addition, this program will offer Palestinian professionals at large who require English proficiency for job advancement and enhancement the opportunity to obtain quality ESL instruction. AMIDEAST will establish an ESL center in Gaza, fund the services of an ESL professional in Hebron, and offer ESL instruction in conjunction with the British Council in other areas.

The business/university linkages and small business development components will work for the expansion of the Palestinian private sector through the establishment of student internship programs and support for university-based technical assistance to the private sector.

The faculty development program, once the cornerstone of the Human Resources Development Project, will continue to receive moderate but diminished support, with limited graduate training principally targeted for specific areas of need, business administration and agriculture in particular. Follow-up assistance is also sought in the form of conference attendance and research grants to ensure that faculty trained in the past under AMIDEAST sponsorship remain academically current despite their almost total isolation from the global academic scene.

Institutional and professional development activities will continue to stress the production of trained managerial and technical manpower to enable local institutions to achieve professional self-reliance in critical development areas and enhance their capacity to deliver services. Technical assistance and training--in the U.S., locally, or in third countries-- will constitute the core effort.

In summary, close to 4,000 Palestinian professionals will benefit directly from project activities over the next three years, with many thousands more benefiting indirectly over time. Palestinian institutions will be better equipped to meet their own needs and those of the communities they serve, empowered to identify problems in their environment, propose solutions, and effect change.

AMIDEAST requests a grant in the amount of \$6,846,776 over a three-year period, of which \$1,631,149 is required for 1990/91 activities.

## 1.0 Perceived Problem

Israel's 23-year occupation of the West Bank and Gaza has created a host of economic, administrative, cultural, political, and social barriers to development. Numerous studies have documented the gross underdevelopment and slow rate of growth of industry in the West Bank and Gaza Strip. (Bahiri, p.1.) The absence of a state authority to create infrastructure and plan development, coupled with a distorted economic relationship with Israel, and to a lesser degree, Jordan, have resulted in a moribund economy. Productive investment in machinery, transport, and other equipment is low. (Benvenisti, 1987 Report p.12.) Additional constraints to industrialization and growth include lack of expertise and entrepreneurship, inadequate vocational and technical training facilities, outdated technology and equipment, scarce risk capital and credit, and a paucity of natural resources.

Israeli economic policy in the Occupied Territories has encouraged individual "prosperity" based on employment in Israel, while freezing local economic development that might compete with the Israeli economy. (Benvenisti, West Bank Handbook, p.67.) The numbers of West Bankers and Gazans employed in Israel, mostly in unskilled jobs in construction, agriculture, and the hotel/restaurant sector, rose steadily over the years, accounting for close to one-half of employed Gazans and one-third of employed West Bankers in 1987, up from 10% and 13% respectively in 1970. (Statistical Abstract for Israel, 1988, p.727.) This policy of economic dependence has eroded the Occupied Territories' ability to provide employment to its population.

The productive sector is stagnant. The service sector has not expanded as required for growth. The agricultural sector's share of GDP is on the decline. Public expenditure and investment are low, fail to meet the growth demands of the economy, and reflect a marginal level of services. (Benvenisti, 1987 Report, p.28.) Education, health, and other social services are inadequate.

Events of the past two years, including the intifada and the collapse of the dinar, have clearly exacerbated a grim economic situation. A Ramallah Chamber of Commerce survey concludes that the average income of residents of the Occupied Territories is below the poverty line by international standards. Palestinians paid in dinars have lost half of their purchasing power. Savings have been used up and the standard of living has fallen dramatically. Many businesses are reported to be on the verge of bankruptcy. (The Israel Economist, March 1989 p.17.)

A United Nations Conference on Trade and Development (UNCTAD) report on recent economic developments in the Occupied Territories finds that a variety of harsh economic measures have been imposed by the authorities in response to continuing unrest. Consequently, Palestinian GDP and GNP declined significantly in 1988, and agricultural and industrial output fell an estimated 40-50%. The slump in agricultural output, to some degree offset by a Palestinian "return to the land," was largely the result of official constraints imposed on spraying, harvesting, and marketing of crops. Palestinian industry was subjected to intense pressure from Israeli tax collection efforts. A major transformation in employment patterns has

been witnessed over the past two years with regard to the Palestinian workforce employed in Israel, where estimates of "absenteeism" now range as high as 40%, with concomitant effects on the Israeli economy. On the positive side, however, Palestinians have actively sought to strengthen their productive domestic base. Alterations in consumption, savings, and investment patterns have been noted, reflecting lower per capita income on the one hand, (estimates indicate a fall in the order of 50% of pre-1988 levels), and consumers' preference for locally produced goods on the other. The larger Palestinian enterprises producing foodstuffs, soft drinks, pharmaceuticals, and paper products expanded production and employment, while lowering profit margins. These developments are viewed with some optimism despite the serious structural limitations elaborated upon above, as they represent the determination of Palestinians to exercise greater control over their economy. The UNCTAD report concludes that international assistance to industry and entrepreneurs in the Occupied Territories should include strengthening institutions and expertise to rationalize and prioritize investment and expansion decisions, identification of new export markets, and technical assistance in marketing and new production techniques.

The occupying authority in the West Bank and Gaza does not have a vested interest in the development of public infrastructure beyond the minimal required to maintain the lowest level of services. Palestinians have responded by establishing non-governmental institutions to provide services, without the support of the state. These institutions play, and will continue to play, a vital role in the development of the area through the provision of basic community services. But these nascent institutions are weak, lacking in technical and managerial depth. Likewise the commercial and manufacturing sectors: enterprises are small, and skilled manpower in short supply.

Yet economic growth is predicated on the development of "human capital": people shape and fuel development. Where trained manpower is lacking in sufficient quantity and quality, productivity remains low, institutions fail to deliver services efficiently, and private enterprise cannot prosper.

The goal of AMIDEAST's West Bank/Gaza Human Resource Development Project is to promote economic and social development by strengthening the capacity of essential Palestinian institutions to deliver educational, medical, agricultural, commercial, industrial, municipal, and social services. Project strategy will utilize training, technical assistance, research, and material support to achieve its objectives.

## **2.0 Background/AMIDEAST Track Record**

Established in 1951, AMIDEAST is a private non-profit organization dedicated to the development of human resources in the Middle East and North Africa with the goal of promoting mutual respect and understanding between Arabs and Americans. AMIDEAST is the largest U.S. non-profit educational organization operating in the region. In support of its program goals, the organization provides services in four functional areas: educational advising and testing; education and training program administration; technical assistance; and outreach.

Each year AMIDEAST field offices assist over 120,000 students seeking information and advising on U.S. higher education and training, academic placement, orientation, and translation/certification of academic credentials. The organization also acts as regional agent for the Test of English as a Foreign Language (TOEFL) throughout the Middle East and North Africa, and registers students for the Graduate Record Examination (GRE), the College Board's Admissions Testing Program (ATP), and the Graduate Management Admissions Test (GMAT).

AMIDEAST administers U.S. and regional academic and technical training programs for approximately 2,000 Arab trainees per year. Sponsored by U.S. and Middle Eastern governments, corporations, international organizations, foundations, and educational institutions, AMIDEAST services include: program planning and design, placement in English language, academic, and technical training programs; orientation, counseling, monitoring, program evaluation and full financial administration.

AMIDEAST works with host-country governments, private agencies, and international donors in the development and implementation of human resource development projects. AMIDEAST's technical assistance includes project design, implementation, and management; identification and recruitment of technical personnel for short and long-term assignments; procurement of equipment and materials; reporting; and evaluation.

AMIDEAST offers a range of audio-visual and print materials covering various aspects of educational and cultural exchange. Publications include The Arab World Almanac, a periodic reference for U.S. secondary-level social science teachers; the AMIDEAST Newsletter; Membernews, a publication covering educational developments in the Arab world, and The Advising Quarterly, providing information on education to advisors worldwide. Videos produced by AMIDEAST include the award-winning Introduction to the Arab World, and a number of field of study advising videos produced for USIA.

AMIDEAST's experience in the area known today as the Occupied Territories dates back to the early fifties, when an AMIDEAST office was first established in Jerusalem. This office was closed following the outbreak of the June 1967 war and the subsequent occupation of Jerusalem, the West Bank, Gaza, and the Golan Heights by the Israeli military forces.

AMIDEAST returned to Jerusalem in 1978 following the initiation of the AID-financed Human Resource Development Project, now in its 12th year. The project grew out of a request by AID that AMIDEAST develop a program to address the educational needs of the Occupied Territories, and was designed to provide support to post-secondary educational institutions and assist in the development of institutions directly related to economic development in the West Bank and Gaza. Two AID grants, NEG-1526 (1978-1986), and NEB-0172-G-SS-2075-00 (1982-1990), totalling approximately 20 million dollars, have provided support to the project over the period. The project has consisted of three major programs: (a) a faculty development program that has trained 322 faculty members at the Master's and PhD level from 9 post-secondary West Bank/Gaza institutions, with 50 faculty members still in training in the U.S.; (b) a local undergraduate scholarship program which provided 2.5



million dollars in scholarship aid to over 2,000 needy Palestinian students; and (c) a short-term technical training program which provided mostly U.S.-based training to 147 employees of local organizations in a range of technical fields between 1978 and 1987.

AMIDEAST received a third grant from AID, ANE-0159-G-SS-7050-00, Human Resource Development III (HRD III) effective September 1, 1987. The purpose of HRD III is to strengthen indigenous Palestinian institutions by upgrading management and technical capacities through training and other support, including technical and material assistance. A major amendment to HRD III, effective September 30, 1989, targets medical institutions with the aim of upgrading the quality of health care delivery in the Occupied Territories. The grant currently expires September 30, 1992. The approved life-of-project budget stands at \$10,567,000, of which \$7,700,000 has been obligated by AID.

### **3.0 Project Goal and Purpose**

The goal of the West Bank/Gaza Human Resource Development Project is to promote economic and social development in the Occupied Territories. Its purpose is to strengthen the technical, managerial, and fiscal capacities of private sector and non-governmental public institutions offering educational, health, commercial, industrial, municipal, agricultural, and social services. Project strategy will utilize training, technical and material assistance, and research support to promote Palestinian economic and social self-reliance through institution building. Some 74 indigenous institutions, including educational institutions, health centers, municipalities, chambers of commerce, charitable societies, research institutions, professional societies, and businesses, have benefited from the AMIDEAST project since the inception of HRD III in October 1987.

The proposed project represents an extension of AMIDEAST's current Human Resources Development Project III. To the existing components consisting of faculty development, institutional development, professional development, business/university linkages, small business development, and health manpower development, AMIDEAST proposes to add two new programs: basic education and English as a Second Language (ESL).

Program activities will continue to include limited U.S. graduate training, short-term U.S.-based and third country technical training, local training in the form of seminars, workshops, internships, and on-the-job training, technical assistance utilizing local and expatriate consultants, applied research grants, material assistance in support of training objectives (principally books, audio-visual materials, and limited equipment), and conference attendance grants.

## **4.0 Project Elements**

### **4.1 Basic Education Program**

Purpose: To upgrade the quality of learning and instruction at the primary and secondary levels; to promote creativity, innovation and action research to tackle educational problems; to contribute to the development of a more relevant system of education for the Occupied Territories; and to improve communication among West Bank/Gaza educators and educationalists for the dissemination of educational materials and information.

#### **4.1.1 Background**

The primary and secondary educational system of the Occupied Territories is comprised of schools run by the government and controlled by the Israeli military officer charged with the education portfolio, the United Nations Relief Works Agency (UNRWA), and private schools. Most students in the more populous West Bank attend government schools; in the Gaza Strip the majority attend UNRWA schools. Curricula in the West Bank are Jordanian, and in the Gaza Strip Egyptian, reflecting pre-1967 conditions. The various elements of the system are not well integrated, limiting its effectiveness. The institutions and curricula in place are geared almost exclusively to the secondary leaving exam, the Tawjihi, with few resources devoted to vocational education.

Primary and secondary education are divided into three cycles: elementary (grades 1-6), preparatory (7-9), and secondary (10-12). As detailed population and educational statistics are not available, it is difficult to determine enrollment ratios: they are estimated at 80% for the elementary cycle, and 65% for the preparatory and secondary cycles. It is estimated that 56% of the appropriate age group complete grade 9, and 41% grade 12. It is also known that education through the compulsory cycle is far from universal. (Mahshi and Masri, p.10)

Classrooms are crowded with double and triple shifts commonplace in government institutions. Inadequate resources are devoted to maintenance and repair, with a serious deterioration in the physical plant having been experienced over the past two years, the schools having been used by the military for non-teaching purposes. Limited teacher training is available in a handful of two-year teacher training institutes and a few university courses. Once having entered the teaching profession, opportunities for teachers to upgrade pedagogical or subject skills are generally minimal, and non-existent in government schools.

All schools in the West Bank use the official Jordanian curricula and the same textbooks. Rote learning and the acquisition of facts are stressed. The only system of evaluation consists of examinations. At the end of the secondary cycle, all students sit for the Tawjihi, the results of which determine whether or not a student can access higher education. 97% of all students sitting for the Tawjihi are in the academic (literary and scientific) track, and only 3% in the vocational (industrial, commercial, and agricultural) track. Of those in the academic track, 2/3 are in the literary stream and 1/3 in the scientific. (Mahshi K, and Rihan, R.)

Palestinian educators have long maintained that formal schooling is bookish and geared toward passing exams. Methods of instruction are teacher-centered and lecturing the predominant method of imparting information to students: the student is rarely actively engaged in the teaching-learning process. He/she is a passive recipient of information and knowledge whose principal role in school is to memorize textbooks and reproduce the information thus acquired on examination papers.

West Bank educators and educationalists alike generally believe that current schooling methods are hindering the development of the critical thinking, creative, and innovative abilities of students, and restricting the educational role of the schools. As a result, the whole West Bank community is adversely affected in its productive capabilities, its social education and cultural transmission between its consecutive generations, and hence in its development potential.

The bookish nature of West Bank education does not encourage the development of reasoning abilities, as demonstrated by research conducted by Mahshi on a representative sample of preparatory and secondary school pupils in the West Bank (4,000 students). The students were given a test, based on Piaget's model of cognitive development, to measure the level of development of their reasoning ability. The test differentiated between students at two levels of development: (1) concrete thinkers, those who cannot think in abstract terms and who do not have hypothetical reasoning ability; (2) formal thinkers, those who have full reasoning ability (abstract and hypothetical). The results of the research showed that no more than 30% of the pupils in grade 12 had attained the level of formal thinking. This is low in comparison with many studies conducted in other communities. Moreover, according to the research of Piaget, children should attain formal thinking between the ages of 12 and 14, if provided with a conducive and rich environment: this is usually an environment in which the learner is an active participant.

School education in the West Bank appears to have a lot in common with education in the Third World in general; indeed, research has shown that school education is not relevant to the occupations and needs of the majority of the population of the West Bank.

A review of the literature suggests that investments in school quality may be more cost-effective than other inputs such as school buildings, facilities, libraries, higher enrollments, or teacher salaries. In fact, research in basic education in a number of developing countries has demonstrated that investments in teacher quality have significant effects on students' cognitive and behavioral outcomes. Lewis Solomon found that school quality seems to affect the lifetime earnings of all students, regardless of the level of development of their countries. (Heynemann, p. 4.)

Husen and others found that teacher characteristics positively affect student achievement, and that trained teachers do make a difference. (Heynemann p.10.)

Fuller found in Mexico, moreover, that where investments were made in the quality of education, children tended to experience higher rates of growth or higher levels of economic development in most sectors a decade later. (Heynemann p.4.)

#### **4.1.2 Project Elements**

A number of projects developed by local educators and organizations will be supported by AMIDEAST under the Basic Education Program. Initially, we propose to support two initiatives developed by the Friends Schools in Ramallah.

Friends Boys School (FBS) is a well known West Bank school enjoying the highest reputation. It is a Quaker school established in 1901. Together with its twin school, the Friends Girls School, it has a local Palestinian Board of Trustees which oversees its functioning and development in partnership with Friends United Meeting in Richmond, Indiana. The school covers all grades K-12. It enrolls children from educated and middle class families for the most part, but provides scholarships in order to attract good students from needy families. In normal circumstances it has an enrollment of 400-450 boys. This year it has merged with its twin, the Friends Girls School, for primarily financial reasons--the schools have lost considerable enrollment as a result of the 16-month closure experienced last year. The new structure is coeducational, enrolling approximately 500 boys and girls. The schools offer the official curriculum supplemented by enrichment courses of their choosing in order to provide students with a more relevant and quality program.

An Educational Development Center is being established at the FBS. The center is intended to provide information about school education and participate in its development in the West Bank, and eventually, in Gaza as well. AMIDEAST proposes to support a number of FBS projects over the next three years.

#### **4.1.3. Individualized Instruction Methods and Materials for School Children in the West Bank**

Schools in the West Bank reopened January 10, 1990 after a two-month forced closure imposed by the Israeli military authorities. In 1989, schools were operational for a total of four months. (Al-Fajr, January 15, 1990.) The 1988/89 school year was completely lost: over 300,000 students were denied access to education during this period. Negative consequences of the school closings include the return of some children to illiteracy, the lowering of educational standards, the loss of motivation among children for schooling and studying, an increase in school dropout rates, and delays in producing skilled manpower for production and the job market.

The West Bank community responded to the closure of schools by creating two alternatives. The first was termed "popular education," and involved neighborhood groups organizing classes in homes and other non-school buildings. Many people volunteered to teach in these neighborhood schools, but soon discovered that they lacked the skills and experience required to teach the standard texts. The second alternative was one developed by the United Nations Relief and Works Agency (UNRWA) schools in the West Bank to develop and distribute self-study packets for their students. These consisted essentially of instructions written by teachers advising and guiding students in their self-study of the school texts. The majority of teachers involved in this development process lacked any kind of relevant experience, training, or professional support. Both alternatives were

extremely limited in scope and success, in large measure as a result of the restrictions imposed on these initiatives by the Israeli military authorities.

The political situation in the Occupied Territories is unlikely to change in the immediate future (the coming 3-5 years). There is an urgent need to plan for prolonged and regular disruptions in the school calendar. Despite the fact that schools are now officially open, individual institutions continue to be closed down for extended periods on a regular basis. Students and their parents must be provided with well-prepared and well-written materials for self-study. Frequent interruptions in schooling are expected as a result of the tense political circumstances prevailing in the area: this will require reliance on the students and their parents in making up for lost time through self-study. Another grave problem faced today in West Bank schools is the disparity in levels of achievement noted between students in the same class and of the same age as a result of the varying degrees of self-study that have taken place at home over the past two years. This will require new methods of instruction and materials to permit teachers to deal effectively with a range of student ability and performance within a single classroom. In short, the traditional group teaching and lecture methods are no longer appropriate for teaching and schooling in the current school context. The need to develop new materials for students to use on an individual basis is acute, as is the need to train teachers in new methods of teaching. The proposed project will not only deal with the immediate problems confronting West Bank education, but will begin to introduce the concepts of active learning to the formal educational scene as well.

This project will introduce new methods of instruction that make the student an active learner, leading in turn to better quality schooling and to more creative, innovative, and productive individuals. The change in schooling will be witnessed in the use of dialectic methods of instruction instead of the lecture method, and in the stress on the student as the center of the teaching-learning process rather than the teacher. The teacher will assume the role of organizer and supporter of student learning. Each student will progress through the learning process at his/her pace, and the method depends on the student performing required work on his/her own. The teacher is present to assist the pupil when difficulties are encountered, and the teacher makes appropriate decisions regarding the organization of the material to be covered and the activities to be undertaken. The teacher is also responsible for evaluating the student's performance and determining whether or not the pupil is ready to proceed to the next levels of the instructional program.

Objectives of the project are :

- (1) To train a number of school teachers in the West Bank in the use of the individualized instruction method. Teachers will demonstrate their ability to use this method with groups of students both inside and outside a classroom setting.
- (2) To train these teachers in the production of individualized instruction materials based on curricula used in grades 7-9 in West Bank schools, as a pilot effort.

Educators in the West Bank lack technical know-how and practical experience in individualized instruction methods, as no educational institutions in the area have ever implemented such an initiative. Limited expatriate technical assistance from abroad will be required for this pilot effort to succeed.

It is of extreme importance, however, that any project designed to support the Palestinians in the Occupied Territories aim at the development of local expertise and manpower. It should work, as well, for the empowerment of the Palestinian community. It is the experience and view of Palestinians that if empowerment is to be achieved, then the self-confidence of people has to be built, and this is best accomplished by learning through doing. If foreign experts play the central role of organizers or supervisors in such projects then passive participation rather than active involvement on the part of the local community is the inevitable result. Foreign expertise will thus only be sought where no local talent is available. It is undeniable, however, that local expertise and experience in such areas as individualized instruction and distance learning is unavailable locally.

The project will not attempt to train all West Bank teachers or develop individualized instruction materials for all courses or school subjects. It will only attempt to introduce these methods and materials in a limited number of schools in the West Bank. This will in turn provide a new working model for other schools, teachers, and educators. The project will be based in the Friends Boys School (FBS) in Ramallah. The FBS and its principal, the author of this proposed project, enjoy excellent relations with a broad range of primary and secondary schools in the West Bank, including UNRWA and government schools. While the products developed will initially only be used in a small circle of schools as a pilot effort, the results will be shared with the educational community at large if successful. UNRWA schools will not receive direct assistance under this project. AMIDEAST is well aware of U.S. policy in this regard. On the other hand, UNRWA educators have already had some experience in developing the self-study packets described above and are anxious to benefit from the results achieved by this project in future. The extent of UNRWA involvement and, potentially, of government schools in this project, will be to make the products realized available to all, if only to maximize results. It is hoped that the project will represent the first step toward the introduction of more creative educational models in the West Bank. It is thought that the development of self-instruction materials will contribute to the longer-term process of curriculum and textbook change, channeling educational experimentation and efforts in this direction. On the other hand, it must be stressed that this project does not involve the development of a new Palestinian national curriculum. The materials developed will be of a supplemental nature, based on current Jordanian curricula and textbooks.

As described by the author, this project can be termed as falling into the "participatory" or "action" research category. It is intended to cause change on the West Bank school scene through research, study, training, and experimentation. Its implementation will involve a range of activities

related to school activities to achieve its objectives. Major activities will include the following:

1. A series of workshops for participating school teachers in writing self-study/individualized instruction materials;
2. Manual development;
3. Seminars involving participating teachers, local educators and educationalists, and external expert(s);
4. Plans for future activities/projects based on findings.

#### Inputs:

- Local project staff: Educationalist, coordinator, clerical support;
- Technical assistance: international consultant experienced in individualized instruction and distance learning;
- Material assistance: resource materials--educational literature on the subjects of individualized instruction and distance learning; video camera and recorder; printing costs;
- Local workshops.

#### Outputs:

-Individualized instruction materials written in a programmatic manner to facilitate self-study by students at home. The materials will be related and based on the current Jordanian curricula used in West Bank schools. This will facilitate and simplify the training of teachers in the writing of individualized instruction materials. This will also serve to permit the dissemination of results throughout the educational system. The process will, moreover, contribute to the generation of local experience and expertise in the development of curricula and textbook development, experience which is currently lacking locally. Materials will be produced for a number of courses for grades 7-9 (ages 13-15).

-A manual on the writing and use of individualized instruction materials for school teachers.

-A manual on the use of individualized instruction methods and techniques in schools and with groups outside school settings. This is targeted principally for school teachers, but will also be of value to parents and others in the community interested in working with children in groups outside the formal school setting.

This pilot project is already underway, thanks to grants received from the Australian government (\$12,300) and the Friends Schools (\$12,000). Five packages for home study have been devised for use in 11th grade chemistry and 9th grade math. Five teachers have been working on the packages and are now testing them in their classrooms. The results of these efforts will be evaluated before implementation of the larger project. Direct beneficiaries will be the 80-100 teachers trained in the usage of these materials, plus an estimated 240-300 students per year. Many thousands of students will ultimately benefit.

Budget Summary	1990/91	1991/92	1992/93	Total
Project staff:	*	15,000	15,000	30,000
Administrative costs:	*	10,000	10,000	20,000
Technical assistance:	10,000	10,000	10,000	10,000
Material assistance:	10,000	10,000	10,000	30,000
Workshop costs:	15,000	15,000	15,000	45,000
Total:	35,000	60,000	60,000	155,000

\* Covered by Australian government and FBS grants

#### 4.1.4 Educational Network Program

Most of the schools in the West Bank were closed by the military authorities for a protracted period of 16 months' duration in 1988 and 1989, in response to which local individuals stepped in and tried to provide alternative education, as described above. In spite of serious restrictions imposed upon these informal educational initiatives, an impressive number of innovative thinkers and practitioners are working both within and outside the educational system. Much of this work, though necessarily aimed at meeting immediate educational needs, is geared toward the eventual creation of a system of education which is more relevant to the needs and aspirations of the local community. Unfortunately, however, much of the imaginative teaching material being developed is not being disseminated beyond the local neighborhood or village level. Those undertaking new programs are often unaware of similar and related work being done elsewhere and much of the pioneering work in education done in other parts of the world is unknown in the Occupied Territories. There is thus an urgent need to build an educational network and a system of communication between the various sectors of the educational community in the West Bank and Gaza Strip which would extend into the international community. This network will be helpful, as well, in the dissemination of information about education in the West Bank and Gaza Strip to interested organizations abroad. Such information is important if the international community is to keep abreast of developments with regard to the status of educational institutions in the Occupied Territories, and provide these institutions with needed support.

AMIDEAST will fund the establishment of an educational network which will facilitate access to educational initiatives undertaken in the area and when applicable, abroad, in order to contribute to a more relevant system of primary and secondary education in the West Bank and Gaza Strip. This should allow all interested parties to draw upon the expertise of established educators both locally and internationally. Communication between peers and access to pertinent materials will enhance the efforts of all by preventing duplication of efforts and the resulting wastage of financial, technological, and human resources. Furthermore, the network will help in the dissemination of information about education in the Occupied Territories internationally.

#### Project activities:

1. Develop an exhaustive reading and resource list based on relevant topics such as education and development, community-based education, distance education, and individualized instruction.



2. Establish a resource library.
3. Organize conferences/workshops on related topics such as the future of education in the Occupied Territories, continuing community-based education in the West Bank and Gaza Strip, grant writing and fund-raising, and interactive teaching methods.
4. Develop manuals on relevant topics in education.
5. Publish a bi-monthly newsletter on education in the Occupied Territories and disseminate information to international organizations on a regular basis.

This project will be housed in the Educational Development Center being established at the Friends Boys School in Ramallah. An ad hoc group of educators from various West Bank/Gaza localities will serve as project advisors. A Palestinian and an expatriate will jointly implement the project. The Palestinian will have experience working with local educators and be thoroughly familiar with the existing educational system. The expatriate is expected to have expertise in education for development, international education systems, and the details of network building.

There will be a trial period of one year, following which the project will be evaluated. A decision to continue, expand, or scale-down the project will be made based on evaluation findings.

**Inputs:**

- Project staff: coordinator, assistant, clerical support
- Workshops/conferences
- Resource materials
- Newsletter costs

**Outputs:**

- Resource center
- Bi-monthly newsletter
- Trained teachers

The Friends Schools have committed \$9,000 for Year 1 of the project; the Joseph Roundtree Educational Trust of York, England, has contributed 6,000 pounds sterling as a one-time donation. Direct beneficiaries will be the 100 teachers currently on the newsletter mailing list. Indirect beneficiaries are likely to number in the thousands, if teachers' peers and students are included.

Budget Summary:	1990/91	1991/92	1992/93	Total
Project staff:	12,000*	22,700	23,800	58,500
Administration:	6,400	6,700	7,000	20,100
Workshops:	8,000	8,000	8,000	24,000
Material assistance	8,000	8,400	8,800	25,200
<b>Total</b>	<b>34,400</b>	<b>45,800</b>	<b>47,600</b>	<b>127,800</b>

\* Balance of costs covered by Roundtree and FBS grants

#### 4.1.5 In-Service Teacher Training

A number of smaller projects focusing on basic education will also receive AMIDEAST assistance over the next three years. One such project, entitled "Education for Awareness and Involvement," (EAI) is a project started in 1986 by a group of seven private schools and Birzeit University. The goal of the project is to make primary and secondary education an education for awareness about self, society, career, and for involvement in the development of society.

EAI objectives include:

1. To stress teaching methods that focus on learning by doing;
2. To introduce courses that relate education to the world of work and production, e.g. vocational education;
3. To introduce career counseling and a work experience program for secondary students to help them make realistic decisions about their future professions;
4. To develop courses and activities to encourage students to think about development related issues and create awareness about their society and the need to preserve their physical and socio-cultural environments;
5. To establish stronger links between schools and the surrounding community.

EAI plans for the next three years include teacher training workshops in basic subjects such as languages, sciences, mathematics, and social sciences, as well as seminars/workshops in health awareness, classroom management, computer science, ecological awareness, and a variety of vocational subjects. A 6-year kindergarten development project is also getting underway. Educational materials such as pamphlets and books will continue to be produced. Planned materials include vocational subjects, health topics, food preparation and storage, ecological awareness, development issues, teaching mathematics and the social sciences. Project activities such as workshops are open not only to the founding schools, but to other teachers as well.

AMIDEAST proposes to support EAI projects on a case-by-case basis, depending on the subjects to be covered, the participants involved, cost-sharing by other funders, etc. AMIDEAST proposes funding in the order of \$25,000 per year, for three years.

Other projects will also receive AMIDEAST assistance. Yet another FBS project currently under development which appears to have considerable potential is a project to provide in-service training in the form of workshops for primary and secondary-level public school teachers, building on the experience that has been gained and the results achieved through those projects that have been implemented in private school settings, such as EAI, described above. The proposed pilot project would offer teacher training courses in Arabic, English, mathematics, science, social science, vocational education/life skills, physical education, classroom management, and school administration and management. Classes would be held at FBS in the late afternoon and on weekends and teachers would attend on a voluntary basis, on their own time, as private citizens. Workshops would be sponsored by teacher associations. AMIDEAST proposes to budget \$25,000 per year this purpose, with the understanding that the funds would be used for workshop expenses, should the project be implemented.

**Inputs:**

**-In-service teacher-training workshops**

**Outputs:**

**-Trained teachers**

<b>Budget Summary:</b>	<b>1990/91</b>	<b>1991/92</b>	<b>1992/93</b>	<b>Total</b>
<b>EAI workshops</b>	<b>25,000</b>	<b>25,000</b>	<b>25,000</b>	<b>75,000</b>
<b>Public school workshops</b>	<b>25,000</b>	<b>25,000</b>	<b>25,000</b>	<b>75,000</b>
<b>Total</b>	<b>50,000</b>	<b>50,000</b>	<b>50,000</b>	<b>150,000</b>

## **4.2 English as a Second Language (ESL) Program**

**Purpose:** To upgrade the English language proficiency of nominees to AMIDEAST programs who cannot access technical training due to inadequate language skills. To improve the access of Palestinian professionals at large to quality ESL instruction.

### **4.2.1 Background**

English language capability is of unquestionable importance for any community in pursuit of technological advancement, academic currency, and a role in international economic, political, and cultural exchange. English, for a variety of historical and socioeconomic reasons, is the lingua franca of this century and almost certainly the next. In the Middle East it is the most commonly spoken second language. In many universities throughout the region, particularly in scientific and technical fields, the language of instruction is English.

In the West Bank and Gaza Strip, English language teaching facilities lack both breadth and depth. In the Jerusalem-Bethlehem-Ramallah metropolitan center, the population benefits from a relatively cosmopolitan, multilingual environment and from the availability of education in private schools which stress English language acquisition and provide their students with better instruction than available in government schools. However, in Hebron, in the north (Jenin, Tulkarm, Nablus, Qalqilia) and particularly in the Gaza Strip, geographic and cultural isolation are compounded by poor English language instruction. AMIDEAST experience in teaching English in the Occupied Territories, administering the Human Resource Development Project, and registering students and administering the Test of English as a Second Language (TOEFL), indicates that the average secondary public school graduate from the Occupied Territories achieves a score of between 400 and 450 on the TOEFL. Many, particularly Gazans, generally achieve even lower scores. (A minimum score of 500 is required for professional usage or for training purposes.) Only a few private schools graduate students with functional English language ability. The West Bank and Gaza universities, when open, do offer English language instruction to their students, better in some institutions than in others. These universities have, however, been closed for more than two years now, and could not be expected to service any constituency other than their own student bodies when they do reopen in the future. Graduates of Bethlehem University and Birzeit University, depending on their field of study, do reasonably well in English; graduates of the Hebron Technical Engineering College, Hebron University, An-Najah National University and the Gaza Islamic University are, as a rule, very poor in English.

While English language institutes, all privately owned and operated, do exist outside Jerusalem, the instruction, facilities and curriculum they offer can be described as limited at best. There are a total of 33 ESL institutes in the West Bank. Of these, 14 are in Jerusalem-Bethlehem-Ramallah. Of the 33 centers, only 11 offer any instruction other than TOEFL preparation and instruction for secondary school students who are preparing for the matriculation examination, the Tawjihi. In Jerusalem itself, only one facility, the British Council English Language Center,

offers English language instruction of quality. In Hebron, the Modern Language Center has also offered quality English language instruction, although their services have fluctuated with their ability to recruit good teaching staffs, particularly since the beginning of the uprising in December 1987. At open facilities, however, the program is, at present, extremely limited. No full-service English language institute, offering intensive English language instruction, English for Special Purposes (ESP), and remedial English on a range of competency levels, exists in the Occupied Territories.

It would appear that the fact that English language training supply does not meet obvious demand is the result of the dysfunctional economic factors at play in the Occupied Territories. Put in the bluntest terms, quality English language instruction costs money. While there are individuals in the Occupied Territories who can afford and would pay for excellent instruction, their numbers are too few to support an ongoing institution. It appears to AMIDEAST that one of the primary impediments is that start-up costs for a full-service English language institute would be high. It would be extremely difficult for an individual entrepreneur or group to invest the required capital and then make a profit in the current economic circumstances. The vast majority of the public simply could not afford the tuition necessary to make such a venture economically feasible. Resultingly, there has been a proliferation of small institutes that have invested virtually no capital, who are running other businesses (typing, translation, photocopying, student "advising") out of the same storefront, and who staff their operation with part-timers drawn, for the most part, from the public schools.

In Gaza there were, before the beginning of the uprising, eight privately owned and operated English language institutes. That number can safely be assumed to have been sharply curtailed by the current circumstances in Gaza. Their facilities very often do not even include a tape recorder, according to a survey conducted by AMIDEAST. Of the eight, six concentrated on TOEFL preparation. In some facilities, the only form of instruction was listening to a tape recording. The level of instruction is poor and extremely limited. It cannot be overemphasized that the overall level of English language acquisition by the people of the Gaza Strip lags far behind the West Bank in all spheres of development, and is therefore an area where AMIDEAST is very interested in being able to implement a full range of programs.

Thus, generally speaking, the vast majority of people in the Occupied Territories do not have access to good English language instruction when they are in school, and once graduated, there are no institutes to alleviate this problem. The need for excellent, intensive English language instruction in the Occupied Territories is very clear to AMIDEAST from its work on its current programs as well as through its USIA student advising function and its administration of ETS programs. We believe we have, in large part, met our goals in terms of degree training for the West Bank universities. In Gaza, where the standard of instruction is very poor and the chance for other exposure to English almost nonexistent, we have not been able to meet our goals because even university faculty members do not have the requisite command of English.

AMIDEAST currently administers faculty development, professional, and institutional development programs which include technical training components. We have in recent months begun implementation of the health manpower development project. In the experience of the last several years, we have found that the groups we wish to target are far too weak in English language ability to take advantage of our programs, despite the fact that individuals may be highly qualified in all other respects. Under the agreements governing the implementation of our degree-level training programs, one semester only of English language training in the United States is available to nominees who otherwise meet all criteria for participation. AMIDEAST is in favor of maintaining this limited U.S.-based English language training capability for a variety of reasons that are not pertinent to the topic at hand. We are advocating an expanded training capability in-country. No English language training component exists in the projects for technical trainees. As we have shifted focus out of the universities and into the health, business, and agricultural sectors, we have found the problem to be exacerbated. Indeed, even in the universities, as our program has reached a point of trying to meet very specific needs in most institutions, and particularly in the Gaza Islamic University and the Hebron University, poor English language preparation has been an impediment to the training of otherwise superb candidates. In the technical training components of our program, English has always represented a stumbling block because the population most often targeted by those programs is not likely to have a command of a foreign language.

AMIDEAST has made a number of efforts to ameliorate the problem of English vis-a-vis its programs. In technical training we have attempted to provide as much flexibility as possible through utilization of in-country and in-region training capabilities. The fact of the matter, however, is that often the best, or only programs for a particular need, exist in the United States. Many individuals have problems travelling in-region as a result of the Byzantine labyrinth of visa regulations, political alliances, and misalliances. It is also very difficult from an administrative perspective to arrange programs in the Middle East and to offer appropriate support to candidates from our Jerusalem office, despite the generous assistance of other AMIDEAST field offices. The flexibility of third country training does not exist in degree programs at all.

In sum, AMIDEAST has found itself repeatedly confounded in the implementation of the Human Resources Development Project by the problem of weak English language ability on the part of our constituent population.

#### **4.2.2 AMIDEAST ESL Track Record**

AMIDEAST has been very active in the field of teaching English as a Second Language in the West Bank and in the Gaza Strip for many years. We have participated in a broad range of areas within the field of ESL - administration, teaching, testing, curriculum development and consulting. AMIDEAST has been interested in the field of ESL for two main reasons. (1) It is a critical component of education, our field of endeavor, throughout the Third World; (2) the low level of English language instruction and acquisition has been a significant impediment to the execution of the large AID-funded Human Resources Development Project (HRDP) we have been implementing in the area for over a decade.

In 1980 AMIDEAST provided a staff member to the faculty of the Department of English of An-Najah National University, the largest institution for higher education in the West Bank. This AMIDEAST consultant was charged with a variety of responsibilities: classroom instruction of undergraduate students, both English majors and those fulfilling basic English requirements in the university; classroom instruction of faculty members in order to improve their overall command of the language; selection of teaching materials for the curriculum of the English courses offered; and assessment of language ability of potential participants in the HRDP.

In 1983, An Najah University once again requested that AMIDEAST provide a consultant and appropriate supervision for an intensive English language course for faculty members slated to do graduate study in the United States. AMIDEAST cooperated with the university, which was closed by the military at that time, in arranging the administrative details of such a course. AMIDEAST designed the curriculum and selected the materials for the course, which was apparently successful - 80% of the participants went on to successfully complete graduate degrees under the auspices of HRDP.

In 1985, AMIDEAST provided a remedial English language course for instructors at the Gaza Islamic University, where overall English language ability is probably the lowest. AMIDEAST administered, designed, and taught the course. It became clear in the conduct of this course that more concentrated input in English language training was going to be necessary at the Gaza Islamic University if we were to be able to implement our larger programs. AMIDEAST recruited an experienced ESL teacher to live and teach full-time in Gaza. The original mandate of this AMIDEAST consultant was to work with the faculty of the Gaza Islamic University. However, as the scope and reputation of our program grew, it became necessary to extend classes to members of the technical and professional community as well. We developed testing mechanisms for selection and deselection from the range of courses that were offered; basic English, advanced English, TOEFL preparation, and ESP. AMIDEAST was also able to design and run some short courses aimed at basic language improvement for certain sectors of the business community at the request of their representative associations. In the spring of 1988, the level of violence and disruption in the Gaza Strip in the throes of the uprising dictated the curtailment of the English program in Gaza.

In the spring of 1989, however, AMIDEAST responded to the demand for quality English language instruction by designing and conducting a remedial English course for professionals from the business, education, and health community, all of whom were nominees to AMIDEAST programs.

In all of its teaching activities AMIDEAST has encouraged and supported the development of materials by the teaching staff to supplement materials on the market. Resultingly we have built up a good in-house collection of supplementary study materials.

We are frequently called upon to provide materials, advice, and assistance as well as evaluation in the field of English language teaching. In the past we have assisted other PVOs in the arrangement of their own in-house

English courses. We have also provided testing services through administration of the institutional TOEFL, TOEIC (Test of English for International Communication), the Michigan Test, and through oral examination by a trained staff member to a very broad range of institutions and individuals in the community.

In the autumn of 1989, AMIDEAST sought the cooperation of the British Council in conducting a remedial English class for health workers at Ittihad Hospital in Nablus. The goal of this program was to improve the participants' overall English level to give them better access to our technical training programs under the health manpower development project, and to improve their ability to access information and developments in their respective fields.

Through the many programs of HRDP we have been extremely active in the training of English language teachers through degree programs, technical training, conferences, research and in-country training programs. For example, AMIDEAST assisted in the organization and staff selection for an in-service secondary school English language teachers' training program in the Hebron District during the 1989/90 winter school break. This program, which was taught by staff members of local universities selected by AMIDEAST, was met with considerable enthusiasm by the participants.

AMIDEAST has carefully studied the problem of poor delivery of English teaching in the Occupied Territories and has examined a number of scenarios through which the problem could be addressed. In 1987 the staff of AMIDEAST/Gaza surveyed existing English language teaching institutes in the Gaza Strip and conducted a feasibility study. The question at hand was whether or not it would be cost-effective for AMIDEAST to start an English language center of its own. The results of that feasibility study demonstrated that there is indeed a market for quality English language instruction in Gaza, but that the cost of providing it would be prohibitive to most people. The costs of books alone in the economy of Gaza are a strain on the average family income. The study further demonstrated that if start-up capital could be provided for equipment, books and initial expatriate teacher salaries, then classes could be offered cost-effectively enough that we could serve a very broad student constituency and that the project could become self-sustaining.

In 1989, AMIDEAST conducted a survey of English teaching facilities in the West Bank. The study concluded that while there are a large number of institutes, none of them offer quality instruction, nor do they have the capability to meet AMIDEAST's program needs. The two exceptions are the British Council English Language Center and the Hebron University Graduates' Union Modern Language Center.

#### **4.2.3 The ESL Project**

AMIDEAST proposes to address the problems stated above in a three-pronged approach.

In Gaza, AMIDEAST proposes to provide two full-time professional expatriate English language teachers. Cost: 35,000 per year per teacher, including salary, insurance, and travel.



AMIDEAST has approached the Near East Council of Churches (NECC) in Gaza, which houses the only language laboratory (never used) in the Strip and requested the use of its facilities. NECC has agreed that one teacher may function full-time on their premises on condition that NECC staff members be accommodated in the AMIDEAST ESL classes. AMIDEAST also proposes to expand its current office by renting the adjacent office which becomes available this summer. This office will be used for additional classroom space as well as for staff offices (the current office only has 4 rooms, of which two are offices).

AMIDEAST proposes to purchase English language instruction texts and to maintain them in a lending library in the office of AMIDEAST/Gaza. English students registered in the AMIDEAST courses will be able to borrow these books by paying a deposit, a small percentage of which will be non-refundable. The retained percentage will be employed to replace worn out books and expand the library. Cost: \$5,000

AMIDEAST proposes to provide a photocopying machine and a personal computer to the English language program. This equipment will be for the preparation of class materials, examinations, reports, and data collection for the ESL program only. The equipment will be housed in the AMIDEAST office. Cost: \$10,000

It is currently anticipated that each teacher will teach 20 contact hours per week, with each class meeting twice weekly for 2 hours. Each session will last 12 weeks. We expect to offer the following classes each session: Beginning English, Advanced Beginning English, Intermediate English, Advanced Intermediate English, Advanced English, Reading Comprehension, Writing Comprehension, and Listening Comprehension. As the need arises, English for Special Purposes (ESP) will be integrated into the curriculum. Direct beneficiaries are estimated at 240 per year, at a cost of approximately \$3.00 per student per hour of instruction. Members of the public (non-AMIDEAST program nominees) will pay NIS 144 per course (approximately \$70).

In Hebron, AMIDEAST proposes to provide one full-time ESL professional to the Hebron University Graduates' Union (HUGU) Modern Language Center (MLC) for two years. This ESL professional will be a native speaker of English whom we will recruit locally. (The assumption here is that recruiting a local hire is possible for Hebron, but not for Gaza.) It is proposed that this teacher provide English language instruction to AMIDEAST candidates in the Hebron area as well as to members of the public and the Union. The director of the Center is currently pursuing a doctoral program in Applied Linguistics at the State University of New York at Buffalo under AMIDEAST sponsorship. The long-time English language instructor is currently pursuing a Master's degree in Applied Linguistics at Ohio University under the auspices of the Fulbright Program. It is expected that he will return to the Modern Language Center in two years. At present, however, the MLC has no English language teaching staff. We propose to supply one experienced ESL teacher in the interim (for a two-year period) while the local staff is completing the training necessary to assume full responsibility for all aspects of the center.

The Hebron University Graduates Union will provide the English teacher with furnished housing in Hebron. AMIDEAST will recruit and pay the teacher. Cost: \$18,000 per year. Direct beneficiaries are estimated at 120 per year, at a cost of approximately \$1.50 per hour of instruction per student.

In Jerusalem, AMIDEAST proposes to work in coordination with the British Council English Language Center. The British Council will provide the physical facilities, administration, and instruction in necessary courses and AMIDEAST will underwrite the costs. It is proposed that the British Council provide courses as needed by AMIDEAST, to include intensive English language courses (20-25 contact hours per week), English for Special Purposes (ESP), and access for AMIDEAST candidates to regular British Council English classes. If numbers of candidates dictate, the British Council will custom-design remedial English classes to meet the needs of AMIDEAST candidates.

This three-pronged approach will be efficacious in a number of ways. It will provide AMIDEAST with quality in-country language facilities for candidates to AMIDEAST programs. At the same time AMIDEAST will not need to assume the costs and the administrative burden of opening and operating a language center of its own in every locality.

In AMIDEAST classes in Hebron, Gaza, and Jerusalem, where space remains, classes will be opened to the public, thereby serving a public need and reducing the cost to AMIDEAST for course administration.

The English language training availability in all three areas will be greatly enhanced by the stimulation and encouragement of the AMIDEAST programs. This will meet an urgent need in the community.

In the northern West Bank, if numbers of potential candidates make it cost-effective, AMIDEAST will contract with the British Council to run classes, as it has at Ittihad Hospital in Nablus. AMIDEAST, at this time, sees this only in light of serving the needs of our professional candidates. Cost: tuition payments in Jerusalem and the north: \$20,000 per year.

As previously stated, AMIDEAST is proposing to meet English language training needs on a number of levels in Gaza, Hebron, the Jerusalem area, and in the north. We are seeking the potential ability to offer intensive or near-intensive English language training, ESP, and remedial English to bring technical and degree trainees who are slightly below this mark up to a level at which they can take full advantage of training programs.

#### Inputs:

- Technical assistance (ESL teachers)
- Teaching/office facilities
- Teaching materials
- Equipment
- Tuition fees

**Outputs:**

-Nominees to AMIDEAST programs who are sufficiently proficient in English to be able to benefit from professional technical training conducted in English; professionals whose command of English has improved to the degree that they are able to access information pertinent to their field of endeavor and hence advance professionally.

ESL Program Budget Summary	1990/91	1991/92	1992/93	Total
Technical assistance	88,000	92,000	77,000	257,000
Material assistance	20,000	5,000	5,000	30,000
Local training (tuition)	20,000	20,000	20,000	60,000
Total	128,000	117,000	102,000	347,000

### 4.3 Faculty Development Program

**Purpose:** To strengthen the faculties and technical staffs of selected West Bank/Gaza institutions of higher education with the aim of improving the quality of instruction offered by these institutions, enhancing their ability to provide appropriate training in-country, and developing local problem-solving skills. To ensure that former beneficiaries remain up-to-date in their fields of study.

West Bank/Gaza institutions of higher education have been closed since February 1988. This closure has disrupted the education of the 16,000 students enrolled in the area's seven universities and 16 community colleges, and denied a three-year cohort of high school graduates, some 45,000 students, access to higher education. The Council for Higher Education estimates that only 4,085 students, mostly juniors and seniors, are enrolled in the underground make-up classes being conducted by the institutions. At the rate classes are currently being offered, it would take a freshman a minimum of 12 years to obtain an undergraduate degree. The closures have had a devastating impact on Palestinian youth, most particularly in the Gaza Strip, where Gaza Islamic University has been unable to organize any alternative classes for its 5,000 students. With such limited opportunities for education, many students are reported to have abandoned their education entirely. (Al-Fajr, January 15, 1990.)

It is against this backdrop that AMIDEAST must consider how to provide needed on-going support to the institutions as well as safeguard the very significant investment it has made in higher education in the Occupied Territories over the past twelve years.

The contribution of the Agency for International Development (AID) and AMIDEAST to higher education in the West Bank and Gaza was documented by the evaluation commissioned by AID in October 1989. The AMIDEAST Faculty Development Program has been a major force in the building of a Palestinian system of higher education and has had a significant impact on the nine institutions of post-secondary education targeted. Overall, 40% of West Bank/Gaza faculty have been U.S.-trained, and 65% of those holding advanced degrees received them under AMIDEAST sponsorship. However, rapidly rising student enrollments have resulted in declining faculty/student ratios.

The evaluation team found, moreover, that a number of areas identified by AID in its West Bank/Gaza strategy as being critical to the social and economic development of the Occupied Territories required continued assistance. These include business administration, agriculture and community development, environmental and public health, and public administration.

The Faculty Development program has provided 332 Master's and PhD grants to nine institutions of higher education to date. 50 faculty members are still in training in the U.S. However, only 23 grants have been awarded to Gaza Islamic University and 5 to Hebron University. Continued support for these two institutions remains a priority. Gaza Islamic requires faculty in a broad range of fields of study; Hebron University, the first post-secondary institution to receive a license from the authorities to establish an agriculture program, will require faculty in agriculture and related fields.

Thanks to the AMIDEAST faculty development program, most West Bank universities are now adequately staffed, with the exceptions noted above. It is not sufficient, however, for post-secondary institutions to have requisite numbers of trained faculty: faculty must be able to examine their environment, identify problems, and propose solutions. The function of the university is particularly vital in an area such as the West Bank and Gaza where there is no government to set policy, establish priorities, or provide resources to address the problems of society. The institutions must provide the economy with graduates possessing marketable skills needed for the development of the area. They must be able to provide technical support to the community at large. They must have long-range academic, financial, and institutional plans. They must provide continuing education programs, workshops, and seminars to the community. The institutions today, while adequately staffed on the whole to meet minimal teaching requirements, lack experience. They do not have access to on-going research and colleagues in other parts of the world. Further assistance continues to be necessary, albeit at much lower levels than in the past.

The faculty development component also seeks to provide follow-on assistance and training to the institutions and individual participants who have benefited from the AMIDEAST program over the past 12 years, to ensure that they remain as up-to-date as possible in their fields despite their almost total isolation from the global academic scene.

Proposed program activities include a limited number of graduate degrees, technical training, technical assistance, local training, applied research grants, and conference grants.

The number of advanced degrees being proposed, and hence the funding level being requested, represent a major scaling-down of this project component. With the closure of the institutions of higher education now into its third year and the chances of their reopening in the near future slim at best, AMIDEAST must be realistic in what it can hope to achieve over the next three years. Some of the institutions with which we work continue to play an active role on the educational scene--others are almost totally paralyzed, operating in only the most marginal sense. AMIDEAST has thus concluded that limited funding for faculty development degree training should be sought at this time; should the situation change dramatically due to new political developments in the area, this policy may be reconsidered. Another factor at play is that substantial funding earmarked for degree training is still available in the AMIDEAST grant. Again, with the universities closed, some institutions have been slow to nominate and process grant applications, often for financial reasons, as accepting an AMIDEAST faculty development grant represents a long-term commitment on the part of the institution to the nominated faculty member.

Technical training will continue to receive strong support. The AMIDEAST technical training program targets primarily the staff technicians of the institutions of higher education. These faculty members are in charge of lab and building equipment. Training these staff members to operate and maintain equipment has assumed considerable importance over the past two years as it has become apparent how dependent Palestinian institutions have become for maintenance and repair of equipment on Israeli dealers who now refuse to travel to the Occupied Territories to perform needed maintenance.

Technical training programs are also designed for faculty members involved in specific university projects requiring the acquisition of specialized technical skills. Short-term technical programs can take place either in the U.S. or in third countries, depending on cost-effectiveness, appropriateness, availability of training sites, and language proficiency. As a general rule, we expect 20% of all technical training to take place in third countries, principally in Jordan and Egypt.

Local training for faculty and staff of the institutions will also continue to be provided. Local training is a most effective training vehicle when relatively large numbers of individuals are in need of training in a specific area, or when language difficulties are anticipated. Local training will also be used as a networking mechanism, providing opportunities for faculty from various institutions to meet and exchange ideas. Potential training topics are likely to include such subjects as fund-raising and grantsmanship, continuing education, educational planning, financial management, ESL methodologies, to name but a few.

The applied research program begun by AMIDEAST in 1987 has emerged as a useful mechanism fostering creative thinking and problem solving on the community level. Positive results of the research projects funded to date include 2 drinking water quality projects that have resulted in municipal authorities taking remedial steps to improve drinking water, and a pharmaceutical quality control project that has identified defective drugs. AMIDEAST proposes to continue this program over the next three years. Grants are small (\$5,000 on average) and must be of a practical nature. A local advisory committee assists AMIDEAST in the review and selection of proposals.

AMIDEAST will also continue to fund conference attendance for faculty members. The isolation of West Bank/Gaza professionals from developments and ongoing research in their fields of specialization is a major impediment to institutional development. The closure of the universities has served to exacerbate what was already a major problem due to Israeli censorship and other restrictions to academic freedom. The opportunity to travel and exchange experiences and research with professional colleagues from around the world has helped alleviate this problem. Normally, conference nominees must be presenting a professional paper at a conference to be funded, and must be nominated by their home institution. This component also provides follow-on assistance to faculty members who have received degrees on the AMIDEAST program over the years to help maximize our investment by ensuring that faculty remain academically current. Nominating institutions frequently cost-share conference attendance. AMIDEAST proposes to maintain funding for this project component at current levels.

Direct beneficiaries of the Faculty Development Program are estimated at 312. Indirect beneficiaries (students) will number in the many thousands over time.

Inputs:	Cost per direct beneficiary
-11 master's degrees	\$38,000
-10 PhDs	76,000
-40 technical training grants	10,000
-6 local seminars/workshops	250
-3 technical assistance consultancies	666
-30 applied research grants	5,000
-56 conference attendance grants	2,500
-\$15,000 material assistance	N/A

Outputs:

- 21 faculty members with advanced degrees
- 261 faculty/staff with enhanced academic/technical skills
- 30 completed research projects

Faculty Development Budget Summary

	1990/91	1991/92	1992/93	Total
US scholarships	380,000	456,000	342,000	1,178,000
Technical training	*	150,000	150,000	300,000
Local training	10,000	10,000	10,000	30,000
Technical assistance	10,000	10,000	10,000	30,000
Applied research	30,000	60,000	60,000	180,000
Material assistance	5,000	5,000	5,000	15,000
Conferences	10,000	65,000	65,000	140,000
Totals	445,000	756,000	642,000	1,843,000

\*No new funds required: funds available in current grant.

#### 4.4 Business/University Linkages Program

Purpose: To make post-secondary institutions more responsive to the needs of the private sector. To encourage the private sector to look to the post-secondary institutions to meet their technical assistance and manpower needs.

These objectives will be achieved through the establishment of three-way partnerships linking AMIDEAST, a post-secondary institution, and a local business. The participating institution agrees to provide a semester-long internship opportunity to two college students in exchange for which AMIDEAST provides technical training to a business staff member. This project component engenders multiple benefits: college students obtain practical, on-the-job experience, and are more likely to receive employment offers upon graduation as a result. The business obtains needed training which will permit it to expand its product line, upgrade quality, or streamline systems. Links are established between universities and businesses which will lead in future to collaborative efforts in other arenas. Universities will become aware of the need to better tailor curricula to the manpower needs of the domestic private sector.

AMIDEAST initiated this program in October 1987. Only six businesses are currently involved, but results have been encouraging: the AID evaluation found that the links established thus far under the program show remarkable entrepreneurial vitality. A major factor constraining the success of the program to date has been the lack of AMIDEAST staff resources to better publicize and encourage its development. AMIDEAST proposes to hire two Palestinian professionals with business backgrounds to help develop this program in Jerusalem and Gaza, as well as work on the Small Business Development component of the project. This should enable us to reach a much larger number of businesses and foster stronger partnership arrangements between institutions and businesses.

An emerging area of collaboration between the private sector and higher education is in research and survey activities. AMIDEAST, for example, can fund studies to help determine training/technical assistance needs which might then be met by a university. One such example is an industrial maintenance survey recently funded by AMIDEAST that studied equipment maintenance/repair requirements in West Bank industries: this data can now be used to determine the training needs of industrial technicians and it is likely that local faculty can be involved in carrying out the necessary training.

Direct beneficiaries of the Business/University Linkages Program are estimated at 284.

Inputs:	Cost per direct beneficiary
-20 technical training grants	\$10,000
-8 local workshops/seminars	250
-4 technical assistance consultancies	666
-4 applied research grants	5,000
-\$20,000 material assistance	N/A



**Outputs:**

- 40 students who have received on-the-job practical training
- 220 business employees with upgraded skills
- 4 completed research projects

**Business/University Linkages Budget Summary**

	1990/91	1991/92	1992/93	Total
Technical training	*	100,000	100,000	200,000
Local training	*	20,000	20,000	40,000
Technical assistance	*	20,000	20,000	40,000
Applied research	*	10,000	10,000	20,000
Material assistance	*	10,000	10,000	20,000
Totals	*	160,000	160,000	320,000

\*No new funds required

Note: No funds are required for 1990/91 as sufficient funding remains available in the current grant for planned project activities. It is our hope to considerably expand activities in this area through the addition of local staff to promote the project and involve a larger number of enterprises and institutions. The monies for additional staff resources are in the AMIDEAST administrative budget, not in this program budget.

#### 4.5 Institutional Development Program

**Purpose:** To strengthen the administrative, managerial, and planning capacities of targeted institutions.

This program will remain essentially unchanged, offering a small number of graduate scholarships in management and administration, as well as technical training in the U.S. and third countries, local seminars and workshops, and technical assistance.

Targeted institutions will include key institutions offering educational, agricultural, industrial, commercial, municipal, and social services.

The program will focus on assisting institutions to diversify their funding sources and better manage their financial resources. AMIDEAST hopes to support the establishment of a center similar to the Foundation Center of Washington, D.C. The center will serve as a clearinghouse for information on fund-raising and giving. It will offer seminars on grant writing, advice on fund-raising, and reference materials including directories, guides, books, and periodicals devoted to fund-raising. Initially, AMIDEAST will offer these services on-site in its offices with the hope of identifying, at some future date, a local institution to house the resources.

AMIDEAST proposes to provide technical training in administration, management, and finance to educational institutions, local private voluntary organizations and non-profits, charitable societies, trade and professional unions, and women's committees and working groups. Examples of the kinds of organizations envisaged here are the Arab Studies Society, the Economic Development Group, The Applied Research Institute, the Society of Palestinian Economists, the Early Childhood Resource Center, the Gaza YMCA, and the Gaza Near East Council of Churches.

AMIDEAST proposes to provide appropriate degree and technical training to Palestinian municipalities. Areas we perceive as being of critical importance are public administration and computer applications to municipal functions. Three master's degree grants in public administration will be awarded to selected municipalities, as well as a number of technical training grants.

Attention will continue to be paid to long-term planning. Preliminary work was begun some time ago with several educational institutions, and we expect to continue this effort over the next three years with external technical assistance. Other areas of need include general management procedures, personnel management, including the development of job descriptions and staff development plans and policies, record-keeping, computerization and information systems, financial management and internal control mechanisms.

AMIDEAST will support the newly established Continuing Education (CE) Department of the Hebron University Graduates Union (HUGU) under this project component. The CE Department was founded following a series of consultative meetings of interested officials and academics representing a number of West Bank post-secondary institutions. It was agreed that the HUGU would house the CE Department and that it would serve the needs of the

region as a whole. The mandate of the CE Department is to serve as a resource center in continuing education and to run a professional development and recertification program for working professionals throughout the West Bank. AMIDEAST proposes to provide the HUGU with one master's degree in educational administration with an emphasis on continuing education, as well as a small number of technical training grants. AMIDEAST will also supply the CE resource center with educational materials, periodicals, journals, books, cassettes, and textbooks in the field of continuing education. Research grants will be made available to encourage the HUGU's data collection and dissemination efforts.

In the area of special education, AMIDEAST will assist a number of organizations, including the Bethlehem Arab Society, Sharooq School for the Blind, the Gaza Benevolent Society, the Gaza School for the Blind, and the Abu Rayya Rehabilitation Center, as well as smaller charitable societies providing special education, through the provision of technical training to key staff members in fields associated with the planning and delivery of special education and rehabilitation of the mentally retarded and the physically handicapped.

Direct beneficiaries of the Institutional Development Program are estimated at 156.

Inputs:	Cost per direct beneficiary
-6 master's degrees	\$38,000
-20 technical training grants	10,000
-4 local workshops/seminars	250
-2 technical assistance consultancies	666
-20 conference grants	2,500
-20,000 material assistance	N/A

**Outputs:**

- 6 master's-prepared administrators
- 146 trained administrators/managers

**Institutional Development Budget Summary**

	1990/91	1991/92	1992/93	Total
Graduate scholarships	*	114,000	114,000	228,000
Technical training	*	100,000	100,000	200,000
Local training	*	10,000	10,000	20,000
Technical assistance	*	10,000	10,000	20,000
Material assistance	*	10,000	10,000	20,000
Conference grants	*	25,000	25,000	50,000
<b>Totals</b>	*	<b>269,000</b>	<b>269,000</b>	<b>538,000</b>

\*No new funds required: monies available in current grant.

#### 4.6 Professional Development Program

Purpose: To produce essential technical manpower and upgrade skills for development and self-sufficiency.

Due, in part, to the absence of professional and graduate schools in the West Bank and Gaza, there exists a critical shortage of skilled manpower in key technical fields that are critical to the development of the area.

Institutions identified by AMIDEAST as important to the economic and social development of the West Bank and Gaza will receive support. Institutions will include those working in education, agriculture, industry, commerce, and social services. (The needs of the health sector were addressed in the health manpower grant funded by AID last year.) Institutions may include schools, charitable societies, research institutes, municipalities, chambers of commerce, professional associations, and other non-governmental organizations (NGOs). Activities will include U.S. graduate training, technical training in the U.S. and third countries, local training in the form of workshops and seminars, technical assistance, conference attendance grants, and applied research grants.

Within this forum AMIDEAST will address, for example, the question of lack of local expertise in the research and writing of feasibility studies. It has become painfully clear, as donor agencies and governments have attempted to respond to the exigencies of the intifada by proffering financial aid for a wide variety of projects, that expertise in the area of feasibility studies and marketing surveys is sorely lacking. AMIDEAST, in conjunction with the Bethlehem University Small Business Development Center, the Economic Development Group, and the Arab Studies Society, proposes to provide training toward this expertise through a mixture of appropriate degree and non-degree technical training, as well as in-country seminars for representatives of local organizations and businesses conducted by expatriate consultants, and problem-sharing and solving sessions directed by local professionals.

AMIDEAST proposes to upgrade services, technical capabilities, and business know-how in the field of agriculture through work in the agricultural cooperatives and the Technical Center for Agricultural Services. For the cooperatives, AMIDEAST will provide a limited amount of technical training in specific fields not addressed by the other AID-funded organizations working in the area.

The Technical Center for Agricultural Services (TCAS) is a relatively new institution formed by a group of working farmers, agricultural engineers, university professors, and scientific researchers from all over the West Bank and Gaza. TCAS provides extension services to farmers, technical training in the agricultural sector through seminars conducted locally, and sponsors an employment clearinghouse for agricultural engineers. It aims to promote agriculture as a business, and encourage research into local agricultural problems. AMIDEAST will help underwrite the cost of six local training programs to be conducted by TCAS over the next three years, and provide the Center with two research grants per year.

Municipalities will also receive support under this project component. AMIDEAST sees all areas of water resource management, sanitary engineering, electricity and power issues, surveying and traffic engineering, to be of critical importance to West Bank and Gaza municipalities. AMIDEAST will provide limited graduate training as well as technical training in these areas. AMIDEAST will continue to encourage the exchange of resources between university faculties and municipalities through the implementation of in-country training programs where suitable, employing local university faculty as trainers.

Another new initiative that will receive AMIDEAST support under this project component is the new Birzeit University Learning Center. The Learning Center was recently established in response to the need to assist incoming freshmen whose high school educations have been greatly abbreviated over the past two and a half years --120/172 required school days in 1987/88, and 79 in 1988/89. The Center's goals are broad and it hopes eventually to provide developmental and remedial education to the entire Birzeit University community, students and faculty alike. It will work in seven areas: a first-year seminar for incoming freshmen, tutoring, counseling, study skills training, individualized self-paced learning, the training of para-professionals, and faculty development. The first area of endeavor, however, will be to address the problem of most looming urgency: to ensure that incoming students have the reading, writing, and study skills to do university-level academic work, and to assist them in learning critical thinking skills as well as inductive and deductive reasoning. Birzeit University hopes that the Resource Center will be a model and a resource for the rest of the academic community. As of this writing, the first-year seminar for incoming freshmen is being piloted. AMIDEAST support to the Center will consist of one master's degree in developmental education for the individual who will assume the position of Tutorial and Study Skills Coordinator, as outlined in the proposal submitted to AMIDEAST by Birzeit University. Short-term technical training in the areas of adult education, learning laboratory technology and resources, and remedial reading, will also be funded, as well as conference grants for staff of the center. In addition, AMIDEAST expects to support developmental education in-service teacher training workshops, in an effort to bridge the gap between the expectations placed on students by the university vis-a-vis those placed on them by their secondary school teachers. AMIDEAST also proposes to fund the purchase of resource materials (books, periodicals, audio-visuals, journals) pertinent to developmental and remedial education, as well as computer-based educational software. Finally, AMIDEAST proposes to provide the university with technical assistance in the form of an outside expert to evaluate performance and progress of the Learning Center, and make recommendations. This consultancy is slated for the academic year 1991/92. Birzeit is seeking support for this project from a number of donors, and is hopeful of receiving Ford Foundation assistance.

AMIDEAST will continue to work closely with Turbo Computer Co., a company AMIDEAST has successfully collaborated with on a number of interesting and worthwhile projects over the past several years. The company, whose principal is a professor of computer science at Birzeit University, sells and services computer hardware and software. They have developed excellent

tri-lingual software (English-Arabic-Hebrew), as well as computer-based graphics and printing facilities. Turbo has developed an excellent reputation for training, and AMIDEAST has used Turbo's services to sponsor computer training for employees of local organizations. In addition to utilizing Turbo's computer training capacity, AMIDEAST expects to develop a number of new projects with the company over the next three years. One example is in the area of industrial maintenance training. The recent survey of industrial maintenance practices and training needs mentioned earlier was conducted by Turbo with AMIDEAST support. The study surveyed a random sample of industrial plants to determine the type of product manufactured, the type and country of origin of equipment utilized, the maintenance personnel available, and the types of maintenance problems most frequently encountered. This data will now be used by AMIDEAST and Turbo to design training for industrial maintenance personnel. The first program will focus on the repair of electrical machine parts, and will target not only factory maintenance personnel but employees of electrical repair service businesses as well. In addition to providing training in the basic theoretical and practical aspects of electrical circuitry, the program will stress the importance of regular preventive servicing. AMIDEAST expects that the model that has been developed with Turbo, to wit research followed by training, can be replicated in other areas, with Turbo and other potential providers of training.

Yet another area of need is special education. Organizations providing special education services will receive degree and technical training in fields specifically related to the education and rehabilitation of the handicapped: speech therapy, education of the hearing impaired, education of the blind, occupational therapy, remedial reading, and child development.

Direct beneficiaries of the Professional Development Program are estimated at 345.

Inputs:	Cost per direct beneficiary
-9 master's degrees	\$38,000
-49 technical training grants	10,000
-9 local training programs	250
-5 technical assistance consultancies	666
-12 research grants	5,000
-\$20,000 material assistance	N/A
-8 conference grants	2,500

Outputs:

- 9 master's-prepared professionals
- 324 professionals with upgraded skills
- 12 completed research projects

### Professional Development Budget Summary

	1990/91	1991/92	1992/93	Total
Graduate scholarships	114,000	114,000	114,000	342,000
Technical training	90,000	150,000	150,000	390,000
Local training	5,000	20,000	20,000	45,000
Technical assistance	5,000	20,000	20,000	45,000
Applied research	20,000	20,000	20,000	60,000
Material assistance	*	10,000	10,000	20,000
Conferences	*	35,000	35,000	70,000
Totals	234,000	369,000	359,000	972,000

\*No new funds required: monies available in current grant.

#### 4.7 Small Business Development Program

**Purpose:** To promote the creation and expansion of small businesses; to support institutions providing assistance to small enterprises, particularly those efforts targeting unemployed college graduates.

AMIDEAST will support several projects under this component. Bethlehem University Business Administration faculty have at last secured the university's approval to establish a Small Business Development Center (SBDC). The goal of the SBDC is to utilize the resources of the university and the business community to create businesses, develop new ideas, and improve business for all individuals, groups, and organizations involved in business activity in the West Bank and Gaza Strip. Target beneficiaries of the SBDC include potential entrepreneurs, those with motivation, business sense, and a well-developed business idea, as well as established businesses. The SBDC will offer a range of services. It will provide consulting services, offering advice on tax issues; sources and types of loans, credit terms, and payback calculations; marketing strategies; and management techniques. It will conduct research and perform feasibility studies for specific clients; organize two trade fairs per year to promote Palestinian goods and inform consumers of their availability; and serve as a resource center for potential entrepreneurs and established businesses. The resource center will have available audio-visual and printed informational materials on a variety of business topics, computer-based business planning software, trade directories and journals, assorted pamphlets on business topics, consumer awareness pamphlets, and opportunity highlights based on feasibility study findings. SBDC staff will provide policy development services to assist lenders, such as PVOs and other lending agencies, make informed lending decisions. SBDC staff will also offer a range of training programs, seminars, and conferences to the business community on such topics as data processing, break-even analysis, financial ratio analysis, record-keeping, salesmanship, advertising, promotion, personnel management, etc. The SBDC will establish an internship program for university business students, and establish a "Student Enterprise Award," to encourage people in the community to "think enterprise." Staff of the SBDC will offer career counseling services to business students, and collect data on current job openings, matching job seekers with openings.

The SBDC will charge fees on a sliding-scale basis for consulting, research, and feasibility studies. Fees will also be collected from trade fair participants. Printed materials will be sold at nominal cost. Small fees will be charged for business courses to cover development expenses.

AMIDEAST proposes to provide the Center with the following support over the next three years: \$50,000 in 1990-91 to help defray set-up costs. AMIDEAST will provide a personal computer system, planning software, and audio-visual and print materials. In addition, SBDC staff will receive training in the U.S. in SBDC management. For years 1991-92 and 1992-93 we propose to spend \$25,000 per year to support the training and printing costs of the center.

Another initiative holding some measure of promise is the Ibrahimieh Community College's plan to launch a small business incubator. Incubators



provide new entrepreneurs with office space and access to business's equipment and secretarial services at subsidized rates until such a time as a business has expanded sufficiently to enable it to "graduate." In addition, incubators frequently provide tenants with training and technical assistance in the areas of financial management, accounting, marketing, etc. AMIDEAST plans to support this center once the project design has been finalized and the outstanding financing requirements to complete the designated building secured. Support is likely to include material assistance for books and audio-visual materials and some office equipment. Other support will consist of training for incubator staff as well as support for the training and technical assistance that will be provided to incubator tenants.

In addition, AMIDEAST will continue to work with a group of indigenous NGOs providing small business loans to new entrepreneurs, both in the West Bank and in Gaza. A number of these groups are currently showing more willingness than they have in the past to cooperate with an American PVO such as AMIDEAST. AMIDEAST hopes to be able to provide local training to loan recipients, in cooperation with the lending NGO. We will also continue to assess training/technical assistance needs through our contacts with trade associations, professional groups, and chambers of commerce. Events of the past two years notwithstanding, there is opportunity for growth in the productive sectors of the economy. With additional AMIDEAST staff resources, as detailed above, progress can be achieved.

Direct beneficiaries of the Small Business Development Program are estimated at 340.

Inputs:	Cost per direct beneficiary
-25 technical training programs	\$10,000
-11 local training programs	250
-5 technical assistance consultancies	666
-12 applied research grants	5,000
-\$70,000 material assistance	N/A
-16 conferences	2,500

Outputs:

- 328 professionals with upgraded business skills
- 12 completed research projects
- Equipped business advisory facilities

Small Business Development Budget Summary

	1990/91	1991/92	1992/93	Total
Technical training	50,000*	100,000	100,000	250,000
Local training	15,000*	20,000	20,000	55,000
Technical assistance	5,000*	20,000	20,000	45,000
Applied research	20,000*	20,000	20,000	60,000
Material assistance	30,000*	20,000	20,000	70,000
Conferences	*	20,000	20,000	40,000
Totals	120,000*	200,000	200,000	520,000

\*Balance of required funds available in current grant.

## 5.0 Expected Achievements and Accomplishments

The Human Resource Development Project is expected to have a significant impact on the supply of skilled manpower in the West Bank and Gaza Strip. Since 1987 and the beginning of HRD III, 74 institutions have drawn on AMIDEAST's resources to upgrade staff technical and managerial skills. We can reasonably estimate that AMIDEAST will reach an additional 40 organizations, with direct beneficiaries numbering close to 4,000, over the next three years. Specifically, the project will accomplish the following:

In the education sector, a number of innovative basic education projects will introduce creative educational models focusing on interactive learning with the goal of contributing to a more relevant system of education and more productive citizens. Scores of teachers will receive training in active learning techniques and a newsletter for teachers will improve communication among West Bank/Gaza educators and educationalists. In light of the acute need to plan for regular and prolonged disruptions in the school calendar, teachers will be trained in the production and usage of individualized instruction materials. The Birzeit Learning Center will prepare incoming freshmen, whose secondary educations over the past two years have been greatly abbreviated, for the rigors of college study. University faculty and staff will receive technical and degree training to enable these institutions to better meet the manpower needs of the community. Institutions specializing in special education will have on their staffs administrators and technical specialists equipped to provide needed services.

The private sector will benefit from stronger links with post-secondary institutions: these new partnerships will enable college students to obtain practical, on-the-job experience, and serve to encourage the private sector to look to post-secondary institutions to meet their manpower needs. Enterprises will also see their ability to provide a broader range of higher quality products enhanced as a result of the training their employees will receive. The Small Business Development Center of Bethlehem University will promote entrepreneurial development and private sector expansion: businesses will have access to information and technical services they need for survival and growth.

Municipalities will provide better services to local communities as a result of training in all areas of municipal management and technical services, with emphasis on public administration and water/wastewater technologies.

Farmers will benefit from project-supported research aimed at combating diseases and pests in arable agriculture, and training in extension services and marketing.

Finally, AMIDEAST nominees for technical training who lack the English language proficiency required for U.S. training will gain access to quality English language instruction, as will Palestinian professionals at large requiring English for job enhancement or advancement.

In summary, close to 4,000 Palestinian professionals will benefit directly from project activities over the next three years, with many thousands benefiting indirectly over time. Palestinian institutions will be better equipped to meet their own needs and those of the communities they serve, empowered to identify problems in their environment, propose solutions, and effect change.

## **6.0 Project Management**

### **6.1 Organization**

Overall responsibility for project implementation will lie with the Project Director in Washington, D.C. The Project Director's duties will include development and oversight of project activities, coordination with the various AMIDEAST field offices involved in the project (Jerusalem, Gaza, Amman, and Cairo), budgeting and monitoring of expenses, preparation of reports, supervision of trainee placement and monitoring, procurement of educational materials, recruitment and oversight of consultants, project evaluation, and liaison with AID.

AMIDEAST's Field Office Director in Jerusalem will exercise administrative oversight of project activities in both Jerusalem and Gaza, supervise staff assigned to the project, develop new project activities in coordination with the Project Director, monitor field office budgets and expenses, provide administrative support to visiting technical assistance experts, maintain liaison with the local institutions participating in the different project components, the AMCONGEN, USAID representatives in Jerusalem and Tel Aviv, the Ministry of Social Affairs, the local American PVO community, as well as other donor agencies and organizations.

An AMIDEAST organizational chart is located in Appendix D.

### **6.2 Implementation Plan**

The project implementation plan is located in Appendix C.

## 7.0 Sustainability

AMIDEAST's Human Resource Development project promotes Palestinian self-reliance: our goal is to contribute to the building of a society and institutions that are sustainable and independent.

An examination of the realities of the environment in which the project functions leads inevitably to serious concerns for sustainability. Not only are we faced with an extremely hostile environment both in terms of the political climate and the concomitant impediments to project implementation that have to be dealt with on a daily basis, but it is also very clear that the powers that be--the occupation authorities--can scarcely be characterized as supportive of our endeavors.

For the AMIDEAST project, the question of sustainability is complicated by the very large numbers of institutions where interventions are planned; one almost needs to examine these institutions on a case-by-case basis to fully assess prospects. On the the other hand, the level of inputs in many cases will be so small as to render this exercise unnecessarily burdensome. Generally speaking, some useful conclusions are possible by examining our major planned interventions and the characteristics common to a number of the larger institutions with which we will be working over the next three years. We have attempted in what follows to address sustainability issues with the SCOPE model in mind to guide our analysis of the factors at play.

As noted above, the external environment appears at first glance hostile in the extreme. The project operates in a climate of unabated civil unrest. Key clients--all post-secondary institutions--are closed by military order, with their reopening in the near term unlikely in the extreme. This does not bode well for a number of less well-established universities. Taking the long view, however, it is possible to argue that there has been an unnecessary proliferation of institutions duplicating one another's offerings, with few efforts at coordination or conservation of resources, and hence considerable wastage. Taken one step further, this argument leads to the conclusion that only the strongest institutions will survive, which may not necessarily be a bad thing.

Considerable attrition of faculty and students is said to have taken place, although no figures are available. Depending on the severity of the problem of faculty flight, whether or not institutions will be able to replace quality faculty in future without external support is doubtful in light of the very high cost of training PhD-level staff. Furthermore, a number of the institutions have graduated large numbers of students (10,000 by one estimate in 1987) who were unable to obtain employment, as a result not only of the very poor economic situation in the area, but also due to the low quality of some college programs that are largely irrelevant to the society's needs.

In many institutions decision-making is highly centralized, vested in the hands of a small number of traditional elites. Financial viability is a concern: no tuition has been collected in over two years. The quality of instruction, and hence the value of the education currently being received by students in the "underground" classes, is reputed to be low.

On the project level, AMIDEAST is witnessing an alarming increase in the number of nominees who are either denied travel documents by the authorities outright, or are given exit permits that require that they remain outside Israel from periods ranging from 9 months to, in a recent case, 3 years. Any escalation in travel restrictions poses a threat to project sustainability.

Numerous factors, on the other hand, have positive implications for project sustainability. There continues, for example, to be strong demand for university services on the part of students--45,000 students by one account waiting to access higher education. A number of the institutions have exhibited flexibility and creativity in responding to the exigencies of the intifada, holding "underground" classes and starting new non-traditional programs. External financial support appears undiminished and steady: faculty members have by-and-large received full pay over the past two years. The universities enjoy very strong community support: they are viewed as the major Palestinian national institutions, representing more than any other body Palestinian aspirations and socio-cultural values. In other words, the Palestinian universities have legitimacy in the eyes of the public they serve. The importance of research for quality and relevance of education is gaining acceptance. The need for diversification of funding sources is recognized. As AMIDEAST has not provided funding for recurrent costs, this is not an issue.

On balance, AMIDEAST finds that the major institutions (Birzeit, Bethlehem, An-Najah, Hebron Technical Engineering College) are probably sustainable, and others (Gaza Islamic, Hebron University) less so, and we plan to allocate resources and design interventions accordingly.

As stated earlier, it would be counterproductive in this forum to examine in-depth the 70-odd additional institutions with which we work. A number appear to share many of the problems attributed to the universities--centralization of decision-making, sole-source funding which may or may not be dependable, a hostile political and economic environment. On the other hand, many of these organizations are new, have strong, creative leadership, are keenly aware of the need for self-reliance--the watchword of the uprising--and enjoy broad community support. Project strategy seeks to address relevancy and quality issues, by supporting business/university links, involving the private sector, supporting research efforts, providing training in grantsmanship and fundraising as well as technical skills. While technology transfer is clearly a project goal, emphasis is placed on appropriate technologies, and only minimal equipment is provided in support of training objectives. There is scant reliance on foreign expertise. Training of trainers to ensure that skills are transferred, and the benefit of outputs maximized, is a priority.

Turning to the new projects we are proposing, Basic Education and ESL, there are a number of factors to assess with implications for sustainability.

The Basic Education project was designed by Palestinian educators for Palestinian teachers and students. Project elements stress relevance and were designed to overcome hostile environmental factors. Minimal outside

expertise is being sought. No sophisticated technology is involved. The project designer enjoys the highest reputation for integrity and professionalism and has a strong following among his peers. The community of students and parents recognizes the need for alternative models to traditional classroom instruction as evidenced by the "popular education" initiatives embarked upon in the early days of the uprising. What is less certain is the degree of receptivity of teachers/students to new methods of learning and teaching which place greater demands on both parties, most particularly on teachers. In fact, the issues of teacher motivation and reward need to be further explored. Financial sustainability is likewise a concern, especially with regard to the educational network program, and AMIDEAST will need to work with the project designer on this issue. It is perfectly conceivable, moreover, that a combination of subscription monies and external grants could sustain the project following AMIDEAST's withdrawal of support; the project author has had considerable experience and success in raising funds from a variety of local and international sources.

Insofar as the ESL program is concerned, it is principally with the proposed activities in Gaza that sustainability questions pose some measure of difficulty. In Hebron, the ESL teacher AMIDEAST will supply will be replaced by local staff once their training in the U.S. is completed; in Jerusalem and the north one can assume that the British Council will continue to provide ESL instruction as long as local economic and political conditions permit--they have been offering ESL for a two-year period and their Jerusalem center is by all accounts financially self-sustaining. The model that we are proposing for Gaza is comparable to the British Council model in Jerusalem--we require start-up capital and believe that the AMIDEAST language program could become self-sustaining following the three-year technical assistance effort that will fund two expatriate ESL instructors. Our working assumption is that following the three-year period, barring unforeseen economic or political disaster, revenues would be sufficient to offset the cost of staff (one expatriate professional assisted by qualified local staff), and facilities.

In sum, it would appear that environmental factors over which AMIDEAST has no control, most notably in the political arena, pose the greatest threat to project sustainability in the long run.

## 8.0 Evaluation

AMIDEAST's Human Resource Development Project seeks to build Palestinian institutions and strengthen their human capital through training. Not only is the impact of training often difficult to measure, but it is frequently necessary that considerable time elapse before its effect can begin to be assessed.

It is with this caveat in mind that AMIDEAST will evaluate progress towards project objectives, and hence design its evaluation activity. External impact evaluations should be scheduled by AID every three years, with the next one taking place in September 1992. This evaluation will focus on project impact using the purpose level indicators listed below. AMIDEAST will routinely collect output level data, and present this data in its semi-annual reports to AID. Output level indicators are listed in Section 9.0 - Reporting.

In addition, AMIDEAST will continue to collect data via a longitudinal evaluation study begun in 1982 of long-term academic HRDP participants. This study is designed to assess the long-term impact of U.S. academic training on Palestinian participant trainees, with questionnaires administered upon the participants' arrival in the U.S., upon completion of their degree programs, and four years after their return to the West Bank/Gaza. A complementary instrument for short-term technical participants who have received either U.S.-based or third country training since the beginning of HRD III (October 1987) is in the process of being developed and will be pilot-tested in the near future.

### Objectives and Indicators

For all programs: Number of long-term trainees who are still employed in the same or higher level job 3, 6, and 9 years after completion of training.

#### Basic Education Program:

**Purpose:** To upgrade the quality of learning and instruction in West Bank/Gaza primary and secondary schools.

**Indicators:** Student standardized test scores

**Discussion:** It is unlikely that Tawjihi examination results could be used as a measure of improvement since this examination is widely viewed as a root cause of the poor quality of the current educational system. It may be possible to substitute another test that would be administered to a random sample of students whose teachers had participated in project activities, and to a control group whose teachers had not.

**Purpose:** To promote creativity, innovation and action research to tackle educational problems.

**Indicators:** % of schools adopting enrichment materials to supplement official curricula;  
% educators involved in research projects.



**Purpose:** To contribute to the development of a more relevant system of education.

**Indicators:** Curricula (official and/or supplementary materials) show sensitivity to West Bank/Gaza development needs;  
% students in vocational/industrial Tawjihi stream;  
% college students majoring in non-traditional subjects.

**Purpose:** To improve communication among West Bank/Gaza educators and educationalists.

**Indicators:** No. workshops/conferences organized by teacher associations;  
No. teachers attending conferences/workshops;  
No. subscribers to newsletter.

### **English as a Second Language (ESL) Program:**

**Purpose:** To upgrade the English language skills of potential HRDP participants to enable them to access professional training.

**Indicators:** English proficiency of trainees as documented by their TOEFL (Test of English as a Second Language) scores.

**Purpose:** To improve the access of Palestinian professionals at large to quality ESL instruction.

No. of professionals registering for AMIDEAST/other ESL programs;  
No. of quality ESL programs in place.

### **Faculty Development Program:**

**Purpose:** To strengthen the faculties/staffs of selected West Bank/Gaza institutions of higher education.

**Indicators:** Universities show increased diversification of funding sources;  
No. of faculty members with higher degrees from U.S. universities;  
% of faculty members at university who have received short or long-term training from U.S. institutions;  
% of faculty members who have attended international conferences and given papers;  
PhD/faculty ratios;  
PhD/student ratios;  
Where over 25% of faculty have received U.S. training, changes brought about at the university in teaching methods, curriculum, technologies, and increased sensitivity to West Bank/Gaza development needs.

### **Business/University Linkages Program:**

**Purpose:** To make West Bank/Gaza institutions of higher education more responsive to the needs of the private sector.

**Indicators:** Educational institutions introduce courses or non-degree programs responding to local needs;  
Educational institutions have established advisory committees drawing from the local private sector;  
Curricula reflect competency-based goals;  
Educational institutions show awareness of needs for training inputs from communities and react to these.

**Purpose:** To encourage the private sector to use West Bank/Gaza graduates as employment pool and the institutions as a source of technical assistance.

**Indicators:** No. work/study programs taking place;  
% work/study programs leading to full employment upon graduation;  
# university trained technicians hired by local private sector.

### **Institutional Development Program:**

**Purpose:** To strengthen the administrative, managerial, and planning capacities of targeted institutions.

Institutions show increased diversification of funding sources;  
Institutions that have received training have improved personnel management systems, job descriptions reflecting delegation of authority, performance appraisal systems, salary scales and promotion policies, staff development plans and policies, student/faculty appraisal systems (in the case of universities); institutions have improved management procedures, record-keeping, computerized systems, information systems, financial procedures, internal control mechanisms, long-term plans.

### **Professional Development Program:**

**Purpose:** To improve technical skills in critical development areas to increase professional self-sufficiency in the West Bank/Gaza.

**Indicators:** Institutions that have received appropriate training are fully able to utilize and maintain equipment;

Returned participants are up-to-date in their fields, able to maintain skills, problem-solve, have good networks both in the West Bank/Gaza and abroad, receive appropriate journals, and are transferring skills. Trained professionals are fully utilized within their professional fields.

### **Small Business Development Program:**

**Purpose:** To promote the creation and expansion of small businesses and to support institutions providing services and technical assistance to the private sector.

**Indicators:** Increase in profits in assisted enterprises;  
Increase in no. of employees in assisted enterprises;  
Assisted enterprises offer wider range of services;  
Institutions reach larger no. of private sector enterprises.

## 9.0 Reporting

AMIDEAST will report on project activities in semi-annual reports due May 1 and November 1 of each year. A progress report outline follows below.

1.0 Current conditions in the Occupied Territories

2.0 Project activities by sector (narrative)

Education  
Health  
Agriculture  
Municipalities/Chambers of Commerce  
Private Sector  
Social Services

3.0 Data Tables: Program Performance Indicators

Purpose level indicators (November report)  
See Section 8.0 Evaluation for list

Output level indicators (May and November reports)

Where available and/or appropriate, baseline data at project inception (1978 for faculty development and short-term training, October 1987 for HRD III) will be included.

### Output Level Indicators

No. of participants by technical area (field of study)  
No. of participants by type of institution  
No. of academic participants  
No. of technical participants  
No. of participants attending conferences  
No. of participants by locus of training (US/third countries)  
No. males/females  
No. from West Bank/Gaza  
No. of returned participants  
No. of local workshops/participants/males/females  
No. of local workshops/skill area  
No. of student internships in private sector  
No. of private enterprises receiving training  
No. of applied research grants  
No. of faculty consultancies to private sector

## 10. Financial Plan

See p. 51 for detailed program and administrative budgets.

### A. Salaries of key personnel:

Washington staff:

Project Director: Diana Kamal-\$48,930 per annum  
% of effort-45%

Coordinator: Lydia Grebe--\$28,088 per annum  
% of effort-100%

Field office staff:

Jerusalem director: Sara Gentry-\$40,425 per annum  
% of effort-88%

Sen.Program Specialist: Martha Abu Amr-\$19,268 per annum  
% of effort-100%

### B. Commodities

AMIDEAST will purchase a vehicle, a photocopier, and typewriters for use by project staff for which waivers will be required. Other equipment and educational materials to be procured, either for administrative or program purposes, will be of U.S. source, to the best of our current knowledge.

### C. Travel plans

The Project Director and the Field Office Director will each make one trip per year to the field/headquarters. Dates: 10/90; 3/91; 10/91; 3/92; 10/92; 3/93.

Key project staff (F.O. Senior Specialist and HQ/Coordinator) will each make one trip over the three-year grant period. Dates: 6/91; 6/92

An estimated 20 consultants will provide technical assistance to the project and travel to the West Bank/Gaza for this purpose over the three-year period. Dates as yet undetermined.

D. See attached budgets for other direct costs.

E. See attached budgets for detailed breakdown of administrative costs.

F. Negotiated Indirect Cost Agreement is located in Appendix F.

G. Expenditure and commitment analysis for grant ANE-0159-G-SS-7050-00 (SF 269) is located in Appendix G. Summary Financial Plan is located in Appendix H.

H. Participant Training Cost Analysis is in Appendix I. Only two copies are being provided to the Project Grant Officer due to the voluminous nature of the material.

February 1990 - Proposal

PROGRAM BUDGET  
WEST BANK/GAZA HUMAN RESOURCE DEVELOPMENT PROJECT

Year 4 1990/91	Faculty Development	Business/ University	Institutional Development	Professional Development	Small Business Development	Basic Education	E.S.L	Totals
U.S. Scholarships	\$380,000	\$0	\$0	\$114,000	\$0	\$0	\$0	\$494,000
Technical Training	\$0	\$0	\$0	\$90,000	\$50,000	\$0	\$0	\$140,000
Local Training	\$10,000	\$0	\$0	\$5,000	\$15,000	\$73,000	\$20,000	\$123,000
Technical Assistance	\$10,000	\$0	\$0	\$5,000	\$5,000	\$28,400	\$88,000	\$136,400
Applied Research	\$30,000	\$0	\$0	\$20,000	\$20,000	\$0	\$0	\$70,000
Material Assistance	\$5,000	\$0	\$0	\$0	\$30,000	\$18,000	\$20,000	\$73,000
Sabbaticals/Conferences	\$10,000	\$0	\$0	\$0	\$0	\$0	\$0	\$10,000
Subtotal	\$445,000	\$0 (*)	\$0 (*)	\$234,000	\$120,000	\$119,400	\$128,000	\$1,046,400
Administrative Costs:								\$584,749
<b>TOTAL:</b>								<b>\$1,631,149</b>
<hr/>								
Year 5 - 1991/92								
U.S. Scholarships	\$456,000	\$0	\$114,000	\$114,000	\$0	\$0	\$0	\$684,000
Technical Training	\$150,000	\$100,000	\$100,000	\$150,000	\$100,000	\$0	\$0	\$600,000
Local Training	\$10,000	\$20,000	\$10,000	\$20,000	\$20,000	\$73,000	\$20,000	\$173,000
Technical Assistance	\$10,000	\$20,000	\$10,000	\$20,000	\$20,000	\$64,400	\$92,000	\$236,400
Applied Research	\$60,000	\$10,000	\$0	\$20,000	\$20,000	\$0	\$0	\$110,000
Material Assistance	\$5,000	\$10,000	\$10,000	\$10,000	\$20,000	\$18,400	\$5,000	\$78,400
Sabbaticals/Conferences	\$65,000	\$0	\$25,000	\$35,000	\$20,000	\$0	\$0	\$145,000
Subtotal	\$756,000	\$150,000	\$269,000	\$369,000	\$200,000	\$155,300	\$117,000	\$2,026,300
Administrative Costs:								\$622,396
<b>TOTAL:</b>								<b>\$2,649,196</b>
<hr/>								
Year 6 - 1992/93								
U.S. Scholarships	\$342,000	\$0	\$114,000	\$114,000	\$0	\$0	\$0	\$570,000
Technical Training	\$150,000	\$100,000	\$100,000	\$150,000	\$100,000	\$0	\$0	\$600,000
Local Training	\$10,000	\$20,000	\$10,000	\$20,000	\$20,000	\$73,000	\$20,000	\$173,000
Technical Assistance	\$10,000	\$20,000	\$10,000	\$20,000	\$20,000	\$65,800	\$77,000	\$222,800
Applied Research	\$60,000	\$10,000	\$0	\$20,000	\$20,000	\$0	\$0	\$110,000
Material Assistance	\$5,000	\$10,000	\$10,000	\$10,000	\$20,000	\$18,800	\$5,000	\$78,800
Sabbaticals/Conferences	\$65,000	\$0	\$25,000	\$35,000	\$20,000	\$0	\$0	\$145,000
Subtotal	\$642,000	\$160,000	\$269,000	\$369,000	\$200,000	\$157,600	\$102,000	\$1,899,500
Administrative Costs:								\$566,831
<b>TOTAL:</b>								<b>\$2,566,431</b>
<hr/>								
<b>GRAND TOTAL:</b>	<b>\$1,843,000</b>	<b>\$320,000 (*)</b>	<b>\$538,000 (*)</b>	<b>\$972,000</b>	<b>\$520,000</b>	<b>\$432,800</b>	<b>\$347,000</b>	<b>\$6,846,776</b>

(\*) Sufficient funds available in current grant for planned activity.

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February 1990

WEST BANK/GAZA HUMAN RESOURCE DEVELOPMENT PROJECT  
ADMINISTRATIVE BUDGET

DIRECT SALARIES =====	Year Four 1990-91	Year Five 1991-92	Year Six 1992-93	Total
Washington Office (Schedule A)	\$90,859	\$97,219	\$104,024	\$292,103
Jerusalem Office (Schedule B)	\$82,680	\$89,451	\$96,794	\$268,924
Gaza Office (Schedule B)	\$28,233	\$31,056	\$34,162	\$93,451
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Total Direct Salaries	\$201,772	\$217,726	\$234,980	\$654,478
Fringe Benefits (25% of Direct Salaries)	\$50,443	\$54,432	\$58,745	\$163,619
Total Salaries & Fringes	\$252,215	\$272,158	\$293,725	\$818,097
Overhead (38.38% of Total Salaries & Fringes)	\$96,800	\$104,454	\$112,732	\$313,986
OTHER DIRECT COSTS =====				
Washington Office (Schedule C)	\$20,100	\$24,430	\$22,052	\$66,582
Jerusalem Office (Schedule D)	\$47,000	\$51,700	\$56,870	\$155,570
Gaza Office (Schedule D)	\$7,100	\$7,810	\$8,591	\$23,501
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
Total Other Direct Costs	\$74,200	\$83,940	\$87,513	\$245,653
Total Modified Direct Costs (Total Direct Costs & Overhead Excluding Furniture & Equipment)	\$423,215	\$460,552	\$493,969	\$1,377,736
G & A Expenses (32.97% of Total Modified Directs)	\$139,534	\$151,844	\$162,862	\$454,239
Furniture and Equipment > \$500	\$22,000	\$10,000	\$10,000	\$42,000
TOTAL ADMINISTRATIVE COSTS: =====	\$584,749	\$622,396	\$666,831	\$1,873,975

SCHEDULE A: DIRECT SALARIES - WASHINGTON OFFICE

<u>PERSONNEL AND % OF EFFORT</u>	<u>Year Four</u> <u>1990-91</u>	<u>Year Five</u> <u>1991-92</u>	<u>Year Six</u> <u>1992-93</u>	<u>Total</u>
Project Director (45% Years 4-6)	\$22,019	\$23,560	\$25,210	\$70,789
Coordinator (100% Years 4-6)	\$28,875	\$30,896	\$33,059	\$92,830
Educational Specialist (90% Years 4-6)	\$21,065	\$22,540	\$24,117	\$67,722
Educational Assistant (100% Years 4-6)	\$18,900	\$20,223	\$21,639	\$60,762
 	<hr/>	<hr/>	<hr/>	<hr/>
Total Salaries/Washington Office	\$90,859	\$97,219	\$104,024	\$292,103

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SCHEDULE B: - JERUSALEM & GAZA OFFICES

<u>PERSONNEL AND % OF EFFORT</u> =====	Year Four 1990-91	Year Five 1991-92	Year Six 1992-93	Total
Field Office Director (78% Years 4-6)	\$30,188	\$32,301	\$34,562	\$97,051
Senior Educational Adviser (100% Years 4-6)	\$19,724	\$21,105	\$22,582	\$63,411
Educational Assistant (100% Years 4-6)	\$8,400	\$9,240	\$10,164	\$27,804
Educational Assistant (80% Years 4-6)	\$4,540	\$4,994	\$5,493	\$15,027
Testing Assistant (25% Years 4-6)	\$2,268	\$2,495	\$2,744	\$7,507
Office Manager (100% Years 4-6)	\$7,560	\$8,316	\$9,148	\$25,024
Business Program Specialist (100% Year 4)	\$10,000	\$11,000	\$12,100	\$33,100
Total Salaries/Jerusalem Office	----- \$82,530 -----	----- \$89,451 -----	----- \$96,794 -----	----- \$268,924 -----
 GAZA OFFICE -----				
Office Manager (60% Years 4-6)	\$7,584	\$8,342	\$9,177	\$25,103
Educational Adviser (80% Years 4-6)	\$5,760	\$6,336	\$6,970	\$19,066
Business Program Specialist (100% Years 4-6)	\$10,000	\$11,000	\$12,100	\$33,100
Educational Assistant (97% Years 4-6)	----- \$4,889 -----	----- \$5,378 -----	----- \$5,916 -----	----- \$16,183 -----
Total Salaries/Gaza Office	----- \$28,233 -----	----- \$31,056 -----	----- \$34,162 -----	----- \$93,451 -----
Total Salaries/Jerusalem & Gaza Offices	----- \$110,913 -----	----- \$120,507 -----	----- \$130,955 -----	----- \$362,375 -----

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SCHEDULE C: OTHER DIRECT COSTS - WASHINGTON OFFICE

ITEM =====	Year Four 1990-91	Year Five 1991-92	Year Six 1992-93	Total
Supplies and Materials	\$300	\$315	\$331	\$946
Postage	\$2,600	\$2,730	\$2,367	\$8,197
Courier	\$1,900	\$1,995	\$2,095	\$5,990
Telephone	\$3,100	\$3,255	\$3,418	\$9,773
Telex/Electronic Mail	\$2,200	\$2,310	\$2,426	\$6,936
Travel - US	\$3,500	\$3,675	\$3,859	\$11,034
Travel - International	\$3,500	\$7,000	\$3,750	\$14,250
Local Transportation	\$200	\$210	\$221	\$631
Printing	\$100	\$105	\$110	\$315
Books/Subscriptions	\$500	\$525	\$551	\$1,576
Conference Costs	\$800	\$840	\$882	\$2,522
Reproduction Costs	\$1,200	\$1,260	\$1,323	\$3,783
Miscellaneous	\$200	\$210	\$221	\$631
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Total Other Direct Costs/ Washington Office	\$20,100	\$24,430	\$22,952	\$66,582

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SCHEDULE D: OTHER DIRECT COSTS - JERUSALEM & GAZA OFFICES  
=====

JERUSALEM =====	Year 4 / 1990-91	Year 5 / 1991-92	Year 6 / 1992-93	Total
Staff Allowances	\$15,000	\$16,500	\$18,150	\$49,650
Other Fees and Services	\$5,500	\$6,050	\$6,655	\$18,205
Supplies and Materials	\$2,200	\$2,420	\$2,662	\$7,292
Courier	\$2,600	\$2,860	\$3,146	\$8,606
Telephone	\$4,500	\$4,950	\$5,445	\$14,895
Telex/Electronic Mail	\$4,000	\$4,400	\$4,840	\$13,240
Maintenance/Repair	\$2,000	\$2,200	\$2,420	\$6,620
Travel - International	\$3,000	\$3,300	\$3,630	\$9,930
Furniture & Equipment < \$500	\$3,000	\$3,300	\$3,630	\$9,930
Travel - In-Region	\$500	\$550	\$605	\$1,655
Local Transportation	\$2,000	\$2,200	\$2,420	\$6,620
Books/Subscriptions	\$200	\$220	\$242	\$662
Reproduction Costs	\$500	\$550	\$605	\$1,655
Service Agreement	\$1,000	\$1,100	\$1,210	\$3,310
Insurance	\$1,000	\$1,100	\$1,210	\$3,310
 Total Other Direct Costs/ Jerusalem Office	 \$47,000	 \$51,700	 \$56,870	 \$155,570
 Furniture & Equipment > \$500	 \$22,000	 \$10,000	 \$10,000	 \$42,000
 Total Costs/Jerusalem Office	 \$69,000	 \$61,700	 \$66,870	 \$197,570
  GAZA =====				
Professional Services	\$110	\$121	\$133	\$364
Other Fees and Services	\$400	\$440	\$484	\$1,324
Supplies and Materials	\$1,500	\$1,650	\$1,815	\$4,965
Postage	\$50	\$55	\$61	\$166
Telex/Electronic Mail	\$1,000	\$1,100	\$1,210	\$3,310
Telephone	\$300	\$330	\$368	\$993
Travel - In-Region	\$300	\$330	\$363	\$993
Local Transportation	\$700	\$770	\$847	\$2,317
Printing	\$250	\$275	\$303	\$828
Books/Subscriptions	\$50	\$55	\$61	\$166
Service Agreement	\$1,000	\$1,100	\$1,210	\$3,310
Reproduction Costs	\$50	\$55	\$61	\$166
Equipment Lease	\$1,200	\$1,320	\$1,452	\$3,972
 Miscellaneous	 \$200	 \$220	 \$242	 \$662
 Total Other Direct Costs/ Gaza Office	 \$7,100	 \$7,810	 \$8,591	 \$23,501

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## **APPENDICES**

- A. References
- B. Logical Framework
- C. Implementation Plan
- D. Organizational Chart
- E. Curricula Vitae of Key Personnel
- F. Negotiated Indirect Cost Agreement
- G. SF 269: Financial Status Report
- H. Project Summary Financial Plan
- I. Training Cost Analysis

## Appendix A

### References

1. Industrialization in the West Bank and Gaza, Simcha Bahiri, West Bank Data Project, The Jerusalem Post, 1987.
2. The West Bank Data Project 1987 Report, Meron Benvenisti, The Jerusalem Post, 1987.
3. "Education in the West Bank " Mahshi, K. and Rihan, R. (mimeo) 1979.
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10. The Israel Economist, March 1989.

LOGICAL FRAMEWORK

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p><b>GOAL</b> Promote economic &amp; social development in West Bank/Gaza Strip</p>	<p>Economic indicators; Employment data</p>	<p>Government reports; independent studies &amp; research</p>	<p>Stable political/security situation</p>
<p><b>PURPOSES</b>  <b>BASIC EDUCATION</b> Upgrade quality of learning &amp; instruction at primary/secondary levels; promote action research to solve probs improve communications among educators; contribute to development of more relevant ed system</p>	<p>Ed materials produced Student/parent/teacher evaluations Standardized test scores</p>	<p>Interviews w/students/parents/teachers; Standardized testing; Classroom observations</p>	<p>Authorities permit project activities to take place; Teachers/parents/students receptive to new learning methodologies</p>
<p><b>ESL PROGRAM</b> Upgrade English lang. skills of potential A/E participants; provide ESL training for those seeking professional advancement in their fields</p>	<p>English proficiency of trainees</p>	<p>TOEFL scores of trainees</p>	<p>Qualified expatriate staff can be recruited; training facilities available Knowledge of English is an important development tool</p>
<p><b>FACULTY DEVELOPMENT</b> Strengthen faculties/staffs of post-secondary institutions; improve quality of instruction; build capacity to provide in-country training and solve community problems</p>	<p>% faculty who rec'd long or short-term training; # faculty w/U.S. higher degrees; student/faculty ratios; student evaluations; applied research results; eval of local training conducted by univ faculty; condition of equipment in univs; %faculty attending confs &amp; delivering papers; changes in teaching practices/curricula/technologies; increased univ sensibility to dev needs</p>	<p>Impact evaluations; AMIDEAST evaluation questionnaire results</p>	<p>Post-secondary institutions re-open in relatively near future (1-2 years max); Authorities permit univs to engage in limited activity; institutions remain financially viable</p>

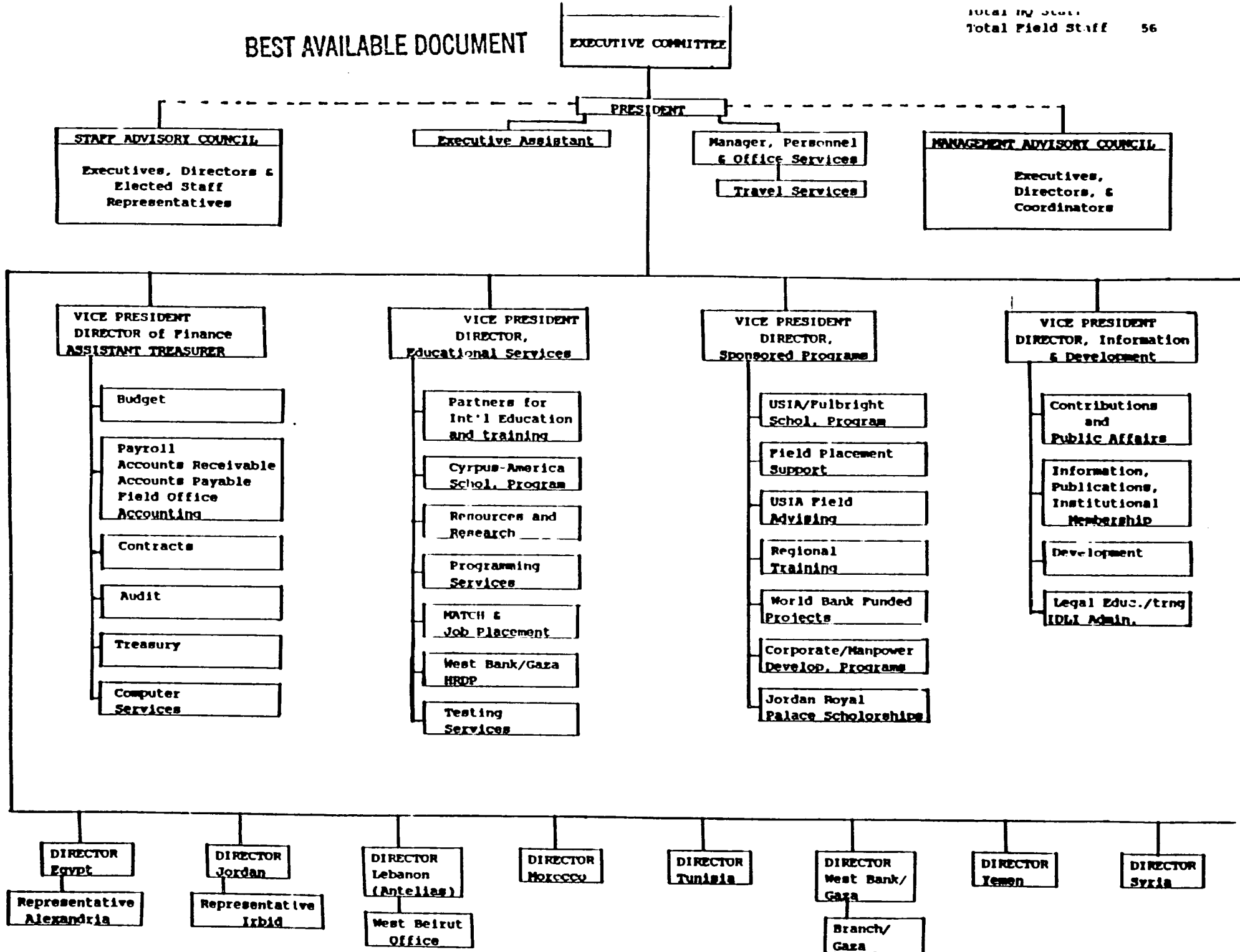
NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<b>INSTITUTIONAL DEV</b> Strengthen administrative and management capability of targeted institutions	Institutions show diversification of funding sources; personnel systems in place; job descriptions/org charts/staff dev plans/promotion policies; improved management systems & record-keeping client files/financial mgmt systems/computer systems avail/internal control mechanisms in evidence; client appraisals/long-term planning on-going	Institutional records documenting procedural systems/manuals; External impact evaluations; fundraising results; financial audits	Authorities allow institutions to function; Administration/staff receptive to change; Institutions financially stable
<b>BUSINESS/UNIVERSITY LINKAGES</b> To make post-secondary institutions more responsive to private sector needs; to encourage private sector to look to institutions to meet their technical assistance and manpower needs	Univs introduce courses/programs responding to local needs, seek advice of priv sector in curricula design; % work-stud leading to employment after graduation; #univ trained techs hired by private sector; #business univ links	Curricula review; Interviews w/univ staff & businesses; AMIDEAST records;	Economic stability
<b>PROFESSIONAL DEV</b> To upgrade technical skills in key development areas to increase prof self-sufficiency	Institutions able to utilize/maintain equip; Trainees up-to-date in fields, problem-solve & transfer skills. Institutions fully utilize trainee skills	Impact evaluations Interviews w/returned participants; inspection of equipment	Institutions economically stable, open
<b>SMALL BUSINESS DEV</b> To promote expansion of small business; to support institutions assisting sm. businesses	Profits/# employees increase in businesses receiving assistance; institutions reach larger # of enterprises	Institutional records Businesses' financial statements	Economic stability
<b>ALL PROGRAMS</b>	#long-term participants in same/better job 3,6 9 years after return		

<p><b>OUTPUTS</b></p> <p><b>BASIC ED:</b> individualized instr materials; manual on writing &amp; usage of instr materials; trained teachers; basic ed resource center; newsletter; ed network.</p> <p><b>ESL:</b> Nominees to A/E programs with adequate English lang skills</p> <p><b>FAC DEV:</b> 21 faculty w/ advanced degrees; 261 fac/staff w acad/tech skills; 30 completed research projects</p> <p><b>BUS/UNIV LINKS:</b> 40 stud w/practical experience 220 bus employees w/ business skills; 4 completed research projects</p> <p><b>INSTITUTIONAL DEV:</b> 6 MS prepared administrator 146 trained managers</p> <p><b>PROFESSIONAL DEV:</b> 9 MS prepared profs; 324 skilled professionals; 12 completed research projects</p> <p><b>SMALL BUSINESS DEV:</b> 328 prof w/bus skills; 12 completed research projects; equipped SBD</p>	<p>Teachers complete training; newsletter published; resource center established</p> <p>Trainees complete ESL programs</p> <p>Trainees complete programs/conduct research</p>	<p>AMIDEAST reports and records; institutional reports and records</p>	<p>Trainees available; project participants motivated to improve skills</p>
<p><b>INPUTS</b></p> <p><b>BASIC ED:</b> staff; TA; resource materials; workshops; printing \$</p> <p><b>ESL:</b> TA; equipment; teaching materials; tuition fees</p>			



<p>FAC DEV: Grants: 11MS; 10PhD; 40 tech; 6 workshops; 3TAs; 30 research 50 conf; \$15,000 mat assistance</p> <p>BUS/UNIV LINKS: Grants: 20 tech; 8 workshops; 4TAs; 4 research grants \$20,000 mat assistance</p> <p>INSTITUTIONAL DEV: Grants: 6MS; 20 tech; 4 workshops; 2 TAs; 20 conf grants; \$20,000 mat assist.</p> <p>PROFESSIONAL DEV: Grants: 9MS; 49 tech; 9 workshops; 5 TAs; 12 research grants; 8 conf grants; \$20,000 mat assistance</p> <p>SMALL BUSINESS DEV: Grants: 25 tech; 11 workshops; 5 TAs; 12 research grants; 16 conference grants; \$70,000 mat assist for equipment</p>	<p>AID grant awarded</p>	<p>AMIDEAST &amp; AID records</p>	<p>Funds are available</p>
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# CONTRACTOR EMPLOYEE BIOGRAPHICAL DATA SHEET

(Submit in triplicate to contracting officer)

BUDGET BUREAU NO. 34-80264  
Approval Expires May 17

1. NAME (Last, First, Middle)  
 Mr.  Mrs.  Miss Diana Kamal

2. ADDRESS (Include Zip Code)  
 c/o AMIDEAST  
 1100 Seventeenth Street, N.W.  
 Washington, D.C. 20036-4601

3. TELEPHONE NO. (Include Area Code)  
 202/785-0022

10. MARITAL STATUS (Other (Specify))  
 Married  Single

12. DATE OF BIRTH  
 08/06/47

13. PLACE OF BIRTH  
 Geneva, Switzerland

14. CITIZENSHIP (If naturalized, check, give date entered)  
 U.S.A.

5. CONTRACTOR'S NAME  
 AMIDEAST

6. CONTRACT NO.

7. POSITION UNDER CONTRACT  
 Director

8. PROPOSED SALARY  
 48,930

9. COUNTRY OF ASSIGNMENT  
 U.S.A.

10. DURATION OF ASSIGNMENT  
 3 years

11. NAMES AND AGES OF DEPENDENTS TO ACCOMPANY (If applicable)  
 N/A

15. EDUCATION (Include all secondary, business college or university training)

NAME AND LOCATION OF INSTITUTION	MAJOR SUBJECTS	CREDITS COMPLETED		TYPE OF DEGREE	D.Y. GRAD.
		SEMESTER HOURS	QUARTER HOURS		
College Protestant Francais, Beirut	Bacc. II				19
St. Joseph University, Beirut	Arab Studies			Licence	
St. Joseph University, Beirut	General Linguistics			Master's	

16. EMPLOYMENT HISTORY

- Give last three years. Continue on reverse to list all employment related to duties of proposed assignment.
- Salary definition - basic periodic payment for services rendered.

Exclude bonuses, profit-sharing arrangements, commissions, consultant extra or overtime work payments, overcost differential, or quarters, calling or dependent education allowances.

POSITION TITLE	EMPLOYER NAME AND ADDRESS	DATES OF EMPLOYMENT (Mo., Yr.)		SALARY DOLLARS
		FROM	TO	
Vice President, Director, WB/G Project	AMIDEAST	10/89	Present	46,600
Director, WB/G Project	AMIDEAST	10/83	09/89	41,000

17. SPECIFIC CONSULTANT SERVICES (Give last three years)

SERVICE PERFORMED	EMPLOYER NAME AND ADDRESS	DATES OF EMPLOYMENT (Mo., Day, Yr.)		DAILY RATE
		FROM	TO	

18. LANGUAGE PROFICIENCY

LANGUAGE	SPEAKING			READING			WRITING			UNDERSTANDING		
	Fair	Good	Excellent	Fair	Good	Excellent	Fair	Good	Excellent	Fair	Good	Excellent
Arabic			X		X		X					X
French			X			X		X				X
Spanish	X			X			X			X		

19. SPECIAL QUALIFICATIONS (Honors, professional - Special Honors, publications, research, special skills, education not previously mentioned, and FAVORABLE STATE OF SERVICE)

20. CERTIFICATION

To the best of my knowledge, the above facts as stated are true and correct.

SIGNATURE OF EMPLOYEE  


DATE  
 23 February 1990

# CONTRACTOR EMPLOYEE BIOGRAPHICAL DATA SHEET

1. NAME (Last, First, middle)  Mr.  Mrs.  Miss Sara C. Gentry

2. CONTRACTOR'S NAME: AMIDEAST

3. ADDRESS (Include Zip Code): c/o AMIDEAST, Post Office Box 19674, East Jerusalem via Israel

4. CONTRACT NO.

5. POSITION UNDER CONTRACT

6. PROPOSED SALARY: 38,702

7. COUNTRY OF ASSIGNMENT: West Bank

8. DURATION OF ASSIGNMENT: 3 years

9. TELEPHONE NO. (Include Area Code): 972-2-812-472

10. MARITAL STATUS:  Married  Single  Other (Specify)

11. NAMES AND AGES OF DEPENDENTS TO ACCOMPANY (If applicable): Sameer E. Gentry - 3 years

12. DATE OF BIRTH: 09/15/46

13. PLACE OF BIRTH: Pierre, South Dakota

14. CITIZENSHIP (If naturalized citizen, give date granted): U.S.A.

15. EDUCATION (Include all secondary, business college or university training)

NAME AND LOCATION OF INSTITUTION	MAJOR SUBJECTS	CREDITS COMPLETED		TYPE OF DEGREE	DATE
		SEMESTER OR HOUR	QUARTER		
Rapid City H.S., Rapid City, SD	College Prep.			Dipl.	I
Univ. of Colorado, Boulder, CO	African & M.E. Studies			BA	I
School for Int'l Training, Brattleboro, VT	International Admin.			MA	I

16. EMPLOYMENT HISTORY

1. Give last three years. Continue on reverse to list all employment related to duties of proposed assignment. Exclude bonuses, profit-sharing arrangements, commissions, consultant or overtime work payments, overcost differential, or quarters, cost living or dependent education allowances.

2. Salary definition - basic periodic payment for services rendered.

POSITION TITLE	EMPLOYER NAME AND ADDRESS	DATES OF EMPLOYMENT (Mo., Yr.)		SALARY DOLLARS
		FROM	TO	
Field Office Director	AMIDEAST - Jerusalem	06/88	Present	38,500
Executive Director	The Jerusalem Fund 2435 Virginia Avenue, NW Washington, D.C.	06/83	05/88	42,000

17. SPECIFIC CONSULTANT SERVICES (Give last three years)

SERVICE PERFORMED	EMPLOYER NAME AND ADDRESS	DATES OF EMPLOYMENT (Mo., Yr., T-1)		DAILY RATE
		FROM	TO	

18. LANGUAGE PROFICIENCY

LANGUAGE	SPEAKING			READING			WRITING			UNDERSTANDING		
	Fair	Good	Each.	Fair	Good	Each.	Fair	Good	Each.	Fair	Good	Each.

19. SPECIAL QUALIFICATIONS (honors, professional or special licenses, publications, research, special skills, and education not previously mentioned; use reverse side if necessary)

Member, Board of Directors  
Musa Alami Foundation

20. CERTIFICATION

To the best of my knowledge, the above facts as stated are true and correct.

SIGNATURE OF EMPLOYEE: *Sara C. Gentry*

DATE: 23 February 1990



**CONTRACTOR EMPLOYEE BIOGRAPHICAL DATA SHEET**

(Submit in triplicate to contracting officer)

GUSNET FORM NO. 24-8888A Approved Expires May 1991

1. NAME (Last, First, Middle)  
 Mr.  Mrs.  Miss  Ms. Lydia Grebe

2. CONTRACTOR'S NAME  
 AMIDEAST

3. ADDRESS (Include Zip Code)  
 c/o AMIDEAST  
 1100 Seventeenth Street, N.W.  
 Washington, D.C. 20036-4601

4. CONTRACT NO.  
 5. POSITION UNDER CONTRACT  
 6. PROPOSED SALARY  
 28,875  
 7. COUNTRY OF ASSIGNMENT  
 U.S.A.  
 8. DURATION OF AT  
 3 year

9. TELEPHONE NO. (Include Area Code)  
 202/785-0022  
 10. MARITAL STATUS  
 Married  Single  Other (Specify)

11. NAMES AND AGES OF DEPENDENTS TO ACCOMPANY (If applicable)  
 N/A

12. DATE OF BIRTH  
 06/21/60  
 13. PLACE OF BIRTH  
 Washington, D.C.

14. CITIZENSHIP (If natural citizen, give your status)  
 U.S.A.

15. EDUCATION (Include all secondary, business college or university training)

NAME AND LOCATION OF INSTITUTION	MAJOR SUBJECTS	CREDITS COMPLETED		TYPE OF DEGREE	DATE
		SEMESTER HOURS	QUARTER HOURS		
Bolingbrook H.S., Bolingbrook, IL	College prep.			Dipl.	19
Univ. of Illinois @ Urbana-Champaign	German/Lang. Studies			B.A.	1

16. EMPLOYMENT HISTORY

- Give last three years. Continue on reverse to list all employment related to duties of proposed assignment.
- Salary definition - basic periodic payment for services rendered.

Exclude bonuses, profit-sharing arrangements, commissions, consultant fee or overtime work payments, overcost differential, or quarters, or housing or dependent education allowances.

POSITION TITLE	EMPLOYER NAME AND ADDRESS	DATES OF EMPLOYMENT (Mo., Yr.)		SALARY DOLLARS
		FROM	TO	
Coordinator	West Bank/Gaza HRDP AMIDEAST	01/90	Present	27,000
Senior Educational Specialist	"	12/87	01/90	26,000
Educational Specialist	"	08/86	12/87	21,000

17. SPECIFIC CONSULTANT SERVICES (Give last three years)

SERVICE PERFORMED	EMPLOYER NAME AND ADDRESS	DATES OF EMPLOYMENT (Mo., Yr.)		DAILY RATE
		FROM	TO	

18. LANGUAGE PROFICIENCY

LANGUAGE	SPEAKING			READING			WRITING			UNDERSTANDING		
	Poor	Good	Excellent	Poor	Good	Excellent	Poor	Good	Excellent	Poor	Good	Excellent
	German	X			X			X				
Swedish	X			X			X				X	

19. SPECIAL QUALIFICATIONS (Summarize professional or special licenses, publications, research, special skills, and education not previously mentioned; use reverse side if necessary)

20. CERTIFICATION

To the best of my knowledge, the above facts as stated are true and correct.

SIGNATURE OF EMPLOYEE  


DATE  
 23 February 1990

DIANA L. KAMAL

EDUCATION

Certificat de Maitrise de Linguistique Generale, Institut de Lettres Orientales, Universite St. Joseph, Beirut, Lebanon (Mention Bien) 1972.

Licence es Lettres Arabes, Institut de Lettres Orientales, Universite St Joseph, Beirut, Lebanon (Mention Assez-Bien) 1971.

EXPERIENCE

- Oct 1989 - Vice President and Director, Educational Services, AMIDEAST, 1100 17th St. N.W., Washington, D.C. 20036  
Participate in senior management activity as defined by the president and the board of directors; plan and review AMIDEAST organizational policies and activities as a member of the senior executive staff; oversee and direct activities and operations of Educational Services department.
- 1984 - Sept 1989 Deputy Director, Educational Services, AMIDEAST
- 1983 - present - Director, West Bank/Gaza Human Resource Development Project, AMIDEAST. (Assistant Director 1983-1988.)  
Exercise general U.S. and field office (Jerusalem, Gaza) administrative and financial oversight of AID-funded project consisting of faculty development, institutional development, small business and professional development programs.
- 1981 - 1983 Project Coordinator, Moroccan Women's Training Project, AMIDEAST.  
Responsible for overall management and coordination of AID-funded host country contract with the Government of Morocco involving the integration of female trainees into previously male vocational institutions.
- 1980 - 1981 Educational Specialist, Peace Fellowship Program, AMIDEAST.  
Responsible for credential evaluation, placement, orientation, and counseling of Egyptian grantees in U.S. educational institutions and research centers.
- 1975 - 1980 Senior Instructor, Administrator, International Center for Language Studies, Washington, D.C.  
Taught ESL, French, and Arabic.
- 1973 - 1975 Translator, Joint Publications Research Service, Arlington, Virginia  
Translated articles from the Middle Eastern press into English.
- 1968 - 1972 ESL Instructor, U.S. Department of the Army, Embassy of the United States, Beirut, Lebanon.  
Taught ESL part-time to Lebanese Army cadets at Fayyadiyah Military Academy under contract to the U.S. Army.

PUBLICATIONS

Designated author of upcoming World Education Series volume on Morocco, to be published by the American Association of Collegiate Registrars and Admissions Officers (AACRAO). 1989-1990.

AMIDEAST Orientation Handbook, edited original version.

"Evaluation Project Findings" Developments, Spring 1986. Spring 1988.

"Where Are They Now?" Advising Quarterly, Winter 1987.

"Education Profile: Lebanon". In-house AMIDEAST pamphlet.

GRANTS

Produced video entitled "Where Will I Live?," a 22-minute film designed to assist foreign students locate and secure appropriate housing. Video funded by USIA through a NAFSA Coop grant. 1988.

AFFILIATIONS

NAFSA (National Association for Foreign Student Affairs) Chair-Elect Region VIII (MD, VA, DC, W VA, DE) 1990-91; Member of Region VIII Team representing sponsoring agencies. 1988-1989, 1989-1990.

Member of the NAFSA/Educational Attaches Committee. 1988-1989, 1989-90.

Steering Committee Member, NAFSA Sponsoring Agencies PEG. 1989-90

Steering Committee Member, NAFSA Middle East Interest Group. 1989-90.

Middle East Institute

Institute for Palestine Studies

Middle East Studies Association

LANGUAGES

Fluent French and Arabic; some Spanish.

OVERSEAS  
EXPERIENCE

Switzerland 5 years, Germany 2 years, Lebanon 18 years.

Regular business-related travel to North Africa and the Middle East.



FIELD OFFICE DIRECTOR/JERUSALEM

SARA C. GENTRY

EDUCATION

B.A., African and Middle Eastern Studies, University of Colorado, Boulder, 1969.

M.A., International Administration, School for International Training of the Experiment in International Living, Brattleboro, Vermont, 1972.

Additional graduate study in International Relations; Georgetown University and George Washington University, Washington, D.C., 1971 - 1973.

EXPERIENCE

- 1988 - present      Field Office Director, Jerusalem, West Bank/Gaza Human Resource Development Project, AMIDEAST, Washington, D.C.  
Supervise office's educational services, providing information, advising and orientation to students of West Bank/Gaza. Supervise and monitor office's fiscal affairs. Assign and direct duties of field office staff. Exercise administrative oversight of local project activities for the West Bank/Gaza HRDP. Develop new project activities in conjunction with Headquarters. Develop and supervise operational systems for performance of project tasks. Coordinate with and provide support to Headquarters on project activities. Submit project activities reports. Maintain liaison with AMIDEAST/Amman, USAID representatives in Jerusalem and Tel Aviv, the Consulate General in Jerusalem, the U.S. Embassy in Tel Aviv, the Ministry of Social Affairs, the private voluntary organization community and local institutions and organizations.
- 1983 - 1988      Executive Director, The Jerusalem Fund for Education and Community Development, Washington, D.C.  
Manage and coordinate scholarship distribution to Palestinians and financial assistance to institutionally sponsored educational and community development projects.
- 1980 - 1983      Assistant to the President, AMIDEAST, Washington, D.C.  
Responsible for fundraising and special projects related to the President's office.
- 1973 - 1980      Vice President, American Near East Refugee Aid, Washington, D.C.  
Oversee administration of economic and social development projects created through American assistance to Palestinians in the West Bank and Gaza Strip. Responsible for fundraising and public information campaigns.
- 1970 - 1973      Program Assistant, AMIDEAST, Washington, D.C.  
Assist with placement, counseling and orientation activities related to various private and A.I.D. sponsored student scholarship programs.

1968 - 1969

Field Secretary, Delta Gamma Sorority, Columbus, Ohio.  
Monitor Delta Gamma Sorority chapter activities on college campuses throughout the United States and Canada.

AFFILIATIONS

Member of the Board of Directors, Musa Alami Foundation, Washington, D.C., 1982 - present.

OVERSEAS EXPERIENCE

American Field Service Exchange Student, Istanbul, Turkey, 1963.

Research Internship, Dynamics of Cross-Cultural Exchange, The Experiment in International Living, New Delhi, India, 1970.

Group Leader for high school students traveling to Holland, Cross-Cultural Exchange Program, The Experiment in International Living, 1971.

Business-related travel to the Middle East, particularly Israel, Egypt, Jordan, Lebanon, the West Bank and Gaza Strip, 1972 - 1988.

Summer School Student, Birzeit University, West Bank, 1986.

MISCELLANEOUS

Named one of the "Outstanding Young Women in America" during International Women's Year; nominated by the University of Colorado Alumni Association, 1975.

Received the Outstanding Alumni Award, University of Colorado, 1979.

UNITED STATES INTERNATIONAL DEVELOPMENT COOPERATION AGENCY  
AGENCY FOR INTERNATIONAL DEVELOPMENT  
WASHINGTON, D.C. 20523

NEGOTIATED INDIRECT COST RATE AGREEMENT

Date August 22, 1989

SUBJECT: Indirect Cost Rates for Use in Cost Reimbursement Type Agreements With the Agency for International Development (AID).

REFERENCE: AMIDEAST's Indirect Cost Proposal dated July 14, 1989

CONTRACTOR: America-Mideast Educational and Training Services, Inc. (AMIDEAST)  
or: 1100 17th Street, N.W.  
GRANTEE: Washington, D.C. 20036-4601

PART I - NEGOTIATED INDIRECT COST RATES (%)

Type	Effective Period		(a)	(b)	(c)	(d)	(e)
	From	Through					
Provisional	10-1-88	Until Amended	23.97	25.00	29.70	38.38	32.97

Base of Application

- (a) Absences - Total chargeable salaries.
- (b) Fringe Benefits - Total salaries (chargeable salaries and absences).
- (c) World Wide Overhead - Total direct labor (total salaries and fringes) less off-site direct labor. Applicable to the world wide project (PIET) for which headquarter program occupancy costs are charged directly to the project.
- (d) Organizational Overhead - Total direct labor (total salaries and fringe benefits) less off-site and world wide direct labor. Applicable to all AMIDEAST projects excluding world wide and off-site projects.
- (e) General/Administration - Modified direct costs (total direct costs including allocated overhead costs less student costs, subgrantee/contractor expenses, equipment and application and test fees).

BEST AVAILABLE DOCUMENT

Acceptance of the rate(s) agreed to herein is predicated upon the conditions: (1) that no costs other than those incurred by the contractor were included in its indirect cost rate proposal and that such costs are legal obligations of the grantee/contractor; (2) that the same costs that have been treated as indirect costs have not been claimed as direct costs; (3) that similar types have been accorded consistent treatment; and (4) that the information provided by the grantee/contractor which was used as for acceptance of the rate(s) agreed to herein is not subsequently found to be materially incomplete or inaccurate.

12

**PART III - SPECIAL TERMS AND CONDITIONS**

Pursuant to 742.770 of the Agency for International Development Acquisition Regulations (AIDAR), the negotiated indirect rates set forth in Part I of this Agreement are incorporated into AID Agreements shown below. This Agreement shall not have any monetary ceiling, obligation, or specific cost allowance or disallowance provided for in the Contracts or Grants List or any other Agreement between the parties.

<u>Contract/Grant Number</u>	<u>Amendment Number</u>	<u>Project Number</u>
NEB-0002-A-00-1073-00		233-0002
NEB-0172-G-00-2075-00		298-0172
NEB-0054-A-00-3066-00		398-0054
DHR-0071-C-00-6010-00		926-0071
ANE-0056-A-00-6048-00		398-0056
ANE-0159-G-SS-7050-00		398-0159

**BEST AVAILABLE DOCUMENT**

ACCEPTED: America - Mideast Educational and Training Services, Inc.

BY W. J. Benz

WILLIAM J. BENZ

Printed or Typed Name

VICE PRESIDENT, FINANCIAL & ADM.

Title

8/23/89

Date

**DISTRIBUTION:**

- X OP/OS
- X OS/ANE
- OP/W
- W/HP
- W/PA
- OP/W
- W/CO
- W/MS
- X OTHER
- X RIC/A/W
- PS/SUP
- X ANE/TR
- X ANE/TR/HR

*James J. Deery*

James J. Deery

CONTRACTING OFFICER  
Overhead and Special Costs Branch  
Procurement Support Division  
Office of Procurement  
Agency for International Development

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FINANCIAL STATUS REPORT	1. Federal Agency and Organizational Element		2. Federal Grant #		Page of		
	Agency for International Development		ANE-0159-G-55-7050		1 2		
Recipient Organization	4. Employer Ident. Number	5. Recipient Account #		6. Final Report: 17 Basis:			
America-Mideast Educational and Training Services, Inc. 1100 17th St., N.W. Washington, D.C. 20036	53-0243270			Yes	No	Cash <u>Accrual</u>	
	8. Project/Grant Period		9. Period covered by this report				
	From (Month, day, year)	To (Month, day, year)	From	To	To		
	9/1/87	9/30/90	10/1/89		12/31/89		
10. STATUS OF FUNDS							
PROGRAMS/FUNCTIONS/ACTIVITIES	(a) Administra. Costs	(b) Faculty Development	(c) Institution Development	(d) Professional Development	(e) Business/Univ. Link Program	(f) Business Creation Prog.	TOTAL (g)
a. Net outlays previously reported	1,094,068	455,596	143,714	329,312	46,677	44,689	2,127,062
b. Total outlays this report period	152,743	92,791	28,156	93,445	1,055	23,709	390,418
c. Less: Program income credits	0	0	0	0	0	0	0
d. Net outlays this report period (Line b minus line c)	152,743	92,791	28,156	93,445	1,055	23,709	390,418
e. Net outlays to date (Line a plus line d)	1,246,811	548,387	171,870	422,757	47,732	68,398	2,518,120
f. Less: Non-Federal share of outlays	0	0	0	0	0	0	0
g. Total Federal share of outlays (Line e minus line f)	1,246,811	548,387	171,870	422,757	47,732	68,398	2,518,120
h. Total unliquidated obligations	0	0	0	0	0	0	0
i. Less: Non-Federal share of unliquidated obligations shown on line h	0	0	0	0	0	0	0
j. Federal share of unliquidated obligations	0	0	0	0	0	0	0
k. Total Federal share of outlays and unliquidated obligations	1,246,811	548,387	171,870	422,757	47,732	68,398	2,518,120
l. Total cumulative amount of Federal funds authorized	2,116,360	2,066,221	770,579	567,000	519,250	238,000	10,567,442
m. Unobligated balance of Federal funds	869,249	1,517,834	598,708	144,243	470,518	169,602	9,049,322
11. Indirect Expense Billable for the current fiscal year	FY 90		d. Total	e. Federal			
a. Type of Rate: Provisional	b. Rate	Rate	Amount	Share			
Overhead	18.19%	58,179	22,406	22,406			
G & A	12.97%	110,206	16,335	16,335			
12. Remarks	13. I certify to the best of my knowledge and belief that this report is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.				14. Date Report Submitted		
	<i>Done</i>				1/1/90		
	J. Benz, Vice President, Finance/Administration				Telephone Number: 202-785-0022 Ext. 310		

BEST AVAILABLE DOCUMENT

FINANCIAL STATUS REPORT		1. Federal Agency and Organizational Element Agency for International Development		2. Federal Grant # IANE-0159-G-55-7050		Page 2 of 2	
3. Recipient Organization America-Mideast Educational and Training Services, Inc. 1100 17th St., N.W. Washington, D.C. 20036		4. Employer Ident. Number 53-0243270		5. Recipient Account #		6. Final Report Basis Res No Cash Accrual	
		8. Project/Grant Period From (Month, day, year) 9/1/87		10. To (Month, day, year) 3/30/90		9. Period covered by this report From To 10/1/89 12/31/89	
10. STATUS OF FUNDS							
PROGRAMS/FUNCTIONS/ACTIVITIES		(a) Project Evaluation	(b) Health Manpower	(c)	(d)	(e)	(f) TOTAL
a. Net outlays previously reported		71	13,575				
b. Total outlays this report period		794	7,735				
c. Less: Program income credits		0	0				
d. Net outlays this report period (Line b minus line c)		794	7,735				
e. Net outlays to date (Line a plus line d)		865	21,310				
f. Less: Non-Federal share of outlays		0	0				
g. Total Federal share of outlays (Line e minus line f)		865	21,310				
h. Total unliquidated obligations		0	0				
i. Less: Non-Federal share of unliquidated obligations shown on line h		0	0				
j. Federal share of unliquidated obligations		0	0				
k. Total Federal share of outlays and unliquidated obligations		865	21,310				
l. Total cumulative amount of Federal funds authorized		19,243	4,199,290				
m. Unobligated balance of Federal funds		18,378	4,177,980				
11. Indirect Expense Billable for the current fiscal year		Fr 30		d Total	e Federal		
a. Type of Rate: Provisional		b Rate	c Base	Amount	Share		
Overhead		19.1%	58,379	22,406	22,406		
G & A		12.9%	110,206	16,335	16,335		
12. Remarks		13. I certify to the best of my knowledge and belief that this report is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.				10. Date Report Submitted	
		<i>William J. Benz</i> Vice President, Finance/Administration				11. Telephone Number: 202-795-0022 Ext. 310	

BEST AVAILABLE DOCUMENT

SUMMARY FINANCIAL PLAN

ANE-1059-G-SS-7050-00

PROGRAM BUDGET  
WEST BANK/GAZA HUMAN RESOURCE DEVELOPMENT PROJECT

	US Scholarships	Technical Training	Local Training	Technical Assistance	Applied Research	Material Assistance	Sabbaticals Conferences	Totals
Year 1 - 1987/88 =====								
Faculty Development	\$204,000	\$63,532	\$21,619	\$526	\$10,842	\$0	\$14,202	\$314,721
Business/University	\$0	\$250	\$0	\$0	\$0	\$0	\$0	\$250
Institutional Development	\$0	\$15,041	\$0	\$0	\$0	\$789	\$0	\$15,830
Professional Development	\$3,928	\$37,490	\$827	\$43	\$0	\$0	\$591	\$42,879
Small Business Development	\$0	\$4,469	\$0	\$0	\$0	\$7,358	\$0	\$12,427
Subtotal	\$207,928	\$120,782	\$22,446	\$569	\$10,842	\$8,747	\$14,793	\$386,107
Administrative Costs:								\$540,628
TOTAL:								\$926,735
Year 2 - 1988/89 =====								
Faculty Development	\$238,000	\$123,393	\$0	\$0	\$19,300	\$4,276	\$28,754	\$413,723
Business/University	\$0	\$34,180	\$0	\$12,247	\$0	\$0	\$0	\$46,427
Institutional Development	\$68,000	\$100,572	\$0	\$5,153	\$0	\$5,444	\$1,982	\$181,161
Professional Development	\$102,000	\$122,276	\$16,977	\$25,198	\$5,300	\$1,113	\$46,645	\$320,009
Small Business Development	\$0	\$30,186	\$0	\$280	\$1,737	\$0	\$0	\$32,263
Subtotal	\$408,000	\$410,507	\$16,977	\$42,358	\$25,397	\$10,833	\$77,381	\$993,583
Administrative Costs:								\$489,354
TOTAL:								\$1,483,537
Year 3 - 1989/90 =====								
Faculty Development	\$340,000	\$150,000	\$5,000	\$0	\$30,000	\$0	\$64,000	\$589,000
Business/University	\$0	\$65,000	\$5,000	\$15,000	\$10,000	\$15,000	\$0	\$110,000
Institutional Development	\$136,000	\$75,000	\$5,000	\$15,000	\$15,000	\$15,000	\$25,000	\$291,000
Professional Development	\$136,000	\$75,000	\$5,000	\$15,000	\$0	\$18,000	\$35,000	\$294,000
Small Business Development	\$0	\$50,000	\$5,000	\$15,000	\$15,000	\$18,000	\$20,000	\$123,000
Health Manpower Development	\$792,000	\$350,000	\$270,300	\$0	\$0	\$30,000	\$0	\$1,452,300
Subtotal	\$1,404,000	\$775,000	\$295,300	\$60,000	\$70,000	\$96,000	\$144,000	\$2,844,300
Administrative Costs:								\$686,797
Project Evaluation								\$48,043
TOTAL:								\$3,579,540

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SUMMARY FINANCIAL PLAN, continued

Year 4 - 1990/91									
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Faculty Development	\$544,000	\$150,000	\$5,000	\$0	\$20,000	\$0	\$55,000	\$774,000	
Business/University	\$0	\$105,000	\$5,000	\$15,000	\$5,000	\$15,000	\$0	\$145,000	
Institutional Development	\$102,000	\$90,000	\$5,000	\$10,000	\$10,000	\$14,731	\$20,000	\$251,731	
Professional Development	\$0	\$60,000	\$5,000	\$10,000	\$0	\$11,000	\$30,000	\$116,000	
Small Business Development	\$0	\$30,000	\$5,000	\$10,000	\$10,000	\$10,335	\$10,000	\$75,335	
Health Manpower Development	\$792,000	\$450,000	\$291,200	\$0	\$0	\$30,000	\$0	\$1,563,200	
Subtotal	\$1,438,000	\$885,000	\$316,200	\$45,000	\$45,000	\$81,665	\$115,000	\$2,325,436	
Administrative Costs:								\$200,894	
Project Evaluation								\$50,000	
TOTAL:								\$3,177,330	
Year 5 - 1991/92									
=====									
Faculty Development	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Business/University	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Institutional Development	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Professional Development	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Small Business Development	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Health Manpower Development	\$378,000	\$450,000	\$314,660	\$0	\$0	\$40,000	\$0	\$1,182,660	
Subtotal	\$378,000	\$450,000	\$314,660	\$0	\$0	\$40,000	\$0	\$1,182,660	
Administrative Costs:								\$217,480	
TOTAL:								\$1,400,140	
GRAND TOTAL:	\$3,835,329	\$2,641,389	\$365,710	\$143,457	\$152,700	\$221,665	\$351,174	\$10,667,442	

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