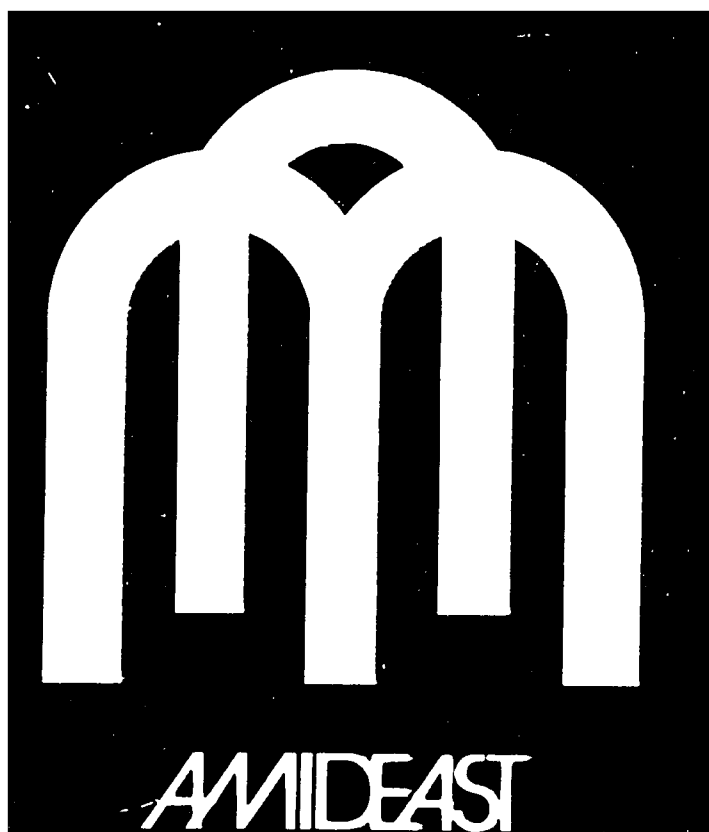


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WEST BANK/GAZA
HUMAN RESOURCE
DEVELOPMENT PROJECT

SEMI-ANNUAL REPORT

OCTOBER 1, 1993 - MARCH 31, 1994

BEST AVAILABLE DOCUMENT

SEMI-ANNUAL PROGRESS REPORT
#13 of 18

WEST BANK/GAZA HUMAN RESOURCE
DEVELOPMENT PROJECT

**GRANT
NUMBER:**

ANE-0159-G-SS-7050-00

**REPORT
PERIOD:**

OCTOBER 1, 1993 - MARCH 31, 1994

GRANTEE:

AMIDEAST

WEST BANK/GAZA HUMAN RESOURCE DEVELOPMENT PROJECT
ANE-0159-G-SS-7050-00
COVER SHEET

PROJECT OBJECTIVES:

(Purpose Level)

Faculty Development: Strengthen faculties/staffs of selected West Bank/Gaza institutions of higher education through graduate scholarships, short-term technical training, local training, applied research grants, technical assistance and professional conferences.

Continuing and Adult Education (formerly Business-University Linkages): Make institutions more responsive to needs of the community; encourage private sector to use West Bank/Gaza graduates as employment pool and institutions as source of technical assistance.

Institutional Development: Strengthen administrative, managerial, and planning capacities of targeted institutions through graduate scholarships, short-term technical training, local training, applied research grants, technical assistance and professional conferences.

Professional Development: Improve technical skills in critical development areas to increase professional self-sufficiency in the West Bank/Gaza through graduate scholarships, short-term technical training, local training, applied research grants, technical assistance and professional conferences.

Small Business Development Program: Promote the creation and expansion of small businesses and support institutions providing services and technical assistance to the private sector through short-term technical training, local training programs, and technical assistance.

Health Manpower Development: Increase pool of health practitioners (allied health personnel, nurses, administrators); increase pool of health educators; improve management of facilities including record-keeping; improve access of health personnel to information resources; improve ability of Palestinian health personnel to plan, coordinate, research, and finance health services; institutionalize continuing education within clinical settings. Assistance provided includes selected academic scholarships, short-term technical training, material assistance, local training programs, technical assistance, applied research grants and professional conferences.

Basic Education: Strengthen and upgrade the quality of learning and instruction in primary and secondary schools in the West Bank and Gaza; promote creativity, innovation and action research to tackle educational problems.

English as a Second Language (ESL): Upgrade the English language skills of potential HRDP participants to enable them to access professional training. Support includes technical assistance, local training and material assistance.

PROJECT STATUS:

- 16 academic degree programs in U.S. in progress, 39 completed;
- 393 technical training programs completed; 130 conference participants presenting papers;
- 4,252 in-country trainees completed; 74 applied research projects supported.
- 61 consultancies completed;
- \$1,603,843 expended for material assistance;



- Health manpower surveys/needs assessment for nursing completed;
- Medical library procurement completed;
- Private sector needs assessment conducted;
- Basic Education program implemented;
- Business/University Linkages component redirected to work with institutions to develop their abilities to deliver continuing and adult education (CAE);
- External evaluation carried out in March 1993.

MAJOR ACTIONS OVER THE NEXT SIX MONTHS:

- Receive bridge funding to completely phase out HRD III activities; implement a short-term Public Law project;
- Continue administering scholarship program for remaining academic participants;
- Bring to a close administrative, financial and program obligations under HRD III.
- Position AMIDEAST to implement a public administration project. Develop concept and project papers. Introduce structural changes in the Jerusalem and Gaza offices, including right-sizing, design of relevant management systems and procedures, hiring for some new positions.
- Recruit and field Country Director.

FINANCIAL STATUS:

WEST BANK/GAZA HRDP III ANE-0159-G-SS-7050-00	AMOUNTS	ACTUAL OR ACCRUED?
Life of Project Funds	\$ 16,554,145	N/A
Obligated To Date*	16,554,145	N/A
Expended To Date	15,451,703	
Expended during SAR Period	1,979,351	
Projected Expenditures in Next SAR Period	1,102,202	

* As of 05/02/94

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I. RESULTS AND ACCOMPLISHMENTS

a. DURING THE REPORTING PERIOD

A. Faculty Development

During this reporting period, three short-term training programs aimed at increasing technical or managerial skills were implemented for faculty members from Hebron Technical Engineering College (HTEC) and the College of Science and Technology at Abu Dis. The participants were able to immediately apply their newly acquired skills in their professional areas.

Two HTEC faculty members were trained in fashion design and advanced AUTOCAD respectively. The fashion design trainee mastered advanced techniques in the design and development of industrial patterns. HTEC is the only academic institution providing a two-year degree in fashion design in the West Bank. The second faculty member was trained in the use of AUTOCAD, and he became the first person in the West Bank proficient in three dimensional AUTOCAD. As a result, he is now teaching a course in three-dimensional drawing for students at HTEC and also through the Continuing and Adult Education Department at the Hebron Graduates Union.

To improve management capabilities at the College of Science and Technology at Abu Dis and enable staff to meet increasing administrative challenges, a faculty member was sent for a tailor-made program at a college of comparable size in the U.S. He gained practical experience in the management of a Student Affairs office, as well as in fundraising strategies and methods. Upon completion of the training, the participant was appointed as the head of CST's Student Affairs office and a fundraising committee was established.

In Gaza, four local conferences were sponsored in the fields of education, social sciences, physics and engineering. The first two, entitled respectively "Development of Education in the Occupied Territories," and the "First Scientific Conference Toward a New View of Modern Problems in the Gaza Strip," represented the first of their kind in Gaza, and served as an important forum in inventorying issues to be addressed in the move toward autonomy.

A member of the Islamic University of Gaza staff presented a paper on laser design and microwaves at a physics conference in the U.S. The paper will also be published in a U.S. Army publication in 1994.

B. Continuing and Adult Education (CAE)

AMIDEAST continued supporting work toward developing an indigenous delivery system for non-academic skills training in management/administration and technical fields through the CAE departments at Birzeit University, the Hebron University Graduates Union and An Najah University. While AMIDEAST concluded that An Najah University had not sufficiently progressed conceptually to warrant the establishment of a continuing and adult education department, the Continuing and Adult Education Departments (CAED) at Birzeit University and HTEC have already been established with direct support and guidance from AMIDEAST.

During the SAR period, two U.S. consultants returned to undertake a general assessment of Birzeit University's emerging Continuing and Adult Education Department. An information

system consultant assisted Birzeit's CAE in designing management systems and procedures and methods of marketing CAE services. The department became a member of IACET, the International Association for Continuing Education and Training.

Although the Hebron Massacre and its aftermath adversely affected progress at HTEC (the consultants' assignment was terminated early due to local conditions), progress was made in strengthening the department: staff were hired, material assistance and the reference library were completed with books purchased from the U.S. and Egypt, and internal operating procedures were improved. Additionally, strategic and annual work plans were also developed.

At An Najah University, the concept of CAE did not take root, forcing AMIDEAST to change the terms and status of the agreement with the university. The scope of the original interim agreement was revised to produce a concept paper for a continuing and adult education department. This was seen as a means for both sides to reassess the idea.

C. Institutional Development

Institutional development focused on three main areas during this reporting period: the near completion of the Periodicals List and Interlibrary Loan (PLILL) project, the continuation of an information project, and the strengthening of women's institutions.

During the reporting period, important work on the PLILL project continued. This system will provide the universities with two practical and cost-effective advantages. First, as a research tool, PLILL will allow users to search for a periodical by title, volume, subject, publisher, and place of publication. Second, as a communication tool, PLILL will enable users to send their requests for reservations of periodicals through the electronic mail system. Prior to this, none of the universities in the West Bank and Gaza Strip, with the exception of Birzeit University, had computerized the holdings of their libraries.

After the first year of operation, various adjustments were introduced on the PLILL system, the most important of which was modification of the system for off-line rather than on-line searches. The Arab Studies Society joined the PLILL project, significantly increasing the number of periodicals in the system. A second training course was completed for two librarians from each of the 11 participating academic and training institutions. Data entry of information on periodicals into the system's central database continued and a standard data entry procedure was established. In addition, the local consultant continued work on the development of a software program for use in the PLILL system. Arrangements were made for the installation of the LAN system which will be based at Birzeit University and for the training of individuals assigned to the PLILL activity at the 11 participating institutions.

AMIDEAST's work on the information project during the reporting period necessitated a considerable amount of staff time and focused on several activities. The first area was Internet access. AMIDEAST hosted consultations on all levels of data communication needs. Staff facilitated discussions about the Internet, resulting in the United Nations Development Programme (UNDP) agreeing to purchase the material and hardware. The Internet connection was expected to be up and running by June 1994.

The second area was the Baraka, a wide area network (WAN) for NGOs. Palestinians are already using Baraka as an alternative to direct Internet access. Additionally, AMIDEAST, in cooperation with the Council for Higher Education, supported the development of the Palestinian Academic Research Network, an indigenous structure which would manage Internet connections for the Palestinian community.

Though listed separately here as "information activities", the above achievements must be seen in a wider context as AMIDEAST's work on information access for Palestinians has been a theme cutting across sectors. These electronic links are seen as providing the greatest and most immediate impact possible at the lowest possible cost. This form of intervention is perhaps unique as it can easily circumvent problems caused by the Occupation, such as curfews, closures, access to international counterparts, etc. These electronic information systems permit Palestinians to bring themselves up-to-date with developments in a variety of professional fields, information access which was denied to them in the past.

The third area of focus under this component entailed assisting women's organizations to develop capabilities in management and organizational development. AMIDEAST sponsored five key Palestinian women, four from the West Bank and one from the Gaza Strip, who attended the Association for Women in Development Forum and participated in a short-term training program, Institutional Development for Women's Organizations. As part of their training programs, these women were exposed to a variety of management-related topics, including strategic planning, establishing goals and priorities, budgeting, as well as monitoring and evaluation for institutionalizing grass-roots organizations.

Additionally, AMIDEAST also provided local training in protection and safety regulations for the Protection and Safety Association in Rafah. This training has contributed directly to establishing local operating standards.

D. Professional Development and Small Business Development

The extremely successful nine-month fashion design course, previously offered in other parts of the West Bank, began in Beit Jala. Trainees were taught how to design fashions for production in Palestinian factories, thus decreasing reliance on Israeli resources. Courses in accounting and production aimed at managers of textile factories in the northern towns were also offered.

In Gaza, two engineers completed a special course on computer numerically controlled (CNC) maintenance, building on expertise developed in a course on CNC machine operation and programming sponsored by AMIDEAST during a previous reporting period. AMIDEAST also contributed to the development of the tourism sector. A local tourism consultant completed a final report outlining the results of a tourism sector survey with recommendations for future action. The World Bank and other organizations have used the consultant's findings in planning future development strategies in this sector.

Also related to the tourism sector, AMIDEAST contracted a consultant to make recommendations for upgrading Bethlehem University's three-year hotel management course to a full Bachelor of Arts program. Bethlehem University's decision to develop a full four-year program will contribute to raising industry standards and expertise in the tourism sector. Also in conjunction with Bethlehem University, the consultant taught a research course, based on

tourism publications, for twenty graduating students in the University's Hotel Management Institute; the information culled will be used to develop brochures promoting tourist attractions.

Practical training in the tourism sector continued. A nine-month cooking course, begun during the previous reporting period, came to a conclusion; initial customer feedback indicates an improvement in quality of meals served, which should positively impact East Jerusalem tourism in the coming period. In both the West Bank and Gaza, a wide range of courses contributed to the skills of professionals, thus raising the level of the business and industrial sector. All training activities were undertaken in collaboration with local and regional universities, training institutions, service providers such as Chambers of Commerce, and technical colleges. To further develop the local capacity to provide quality courses, a training of trainers course for fifteen West Bank trainers in Amman was funded by AMIDEAST.

E. Health Manpower Development

During this reporting period, work continued in a number of key areas, including the Health Information Clearinghouse, continuing education, and management development.

A number of activities during this period were designed to promote or further develop AMIDEAST's previous health-related work in Continuing Education. AMIDEAST's work is assisting in providing baseline data, skills, or infrastructure essential to the emerging Palestinian health organizations. In Gaza, significant support was given to the newly-formed Palestine Health Council, a new national body. Interventions directed to the Health Council included applied research, material assistance and technical assistance.

The most important AMIDEAST activity in the health area during this SAR period was the Health Information Clearinghouse. Growing out of a need by Palestinian hospitals and institutions for up-to-date resources, this activity was seen as an efficient and cost-effective way to disseminate necessary information, facilitating the retrieval and distribution of a wide range of medical and health related information.

AMIDEAST worked closely with the Health Development Information Project (HDIP), a Palestinian NGO, to conduct a study to determine the feasibility and sustainability of this project and to draft a complete implementation plan with budget. HDIP was later nominated to house the clearinghouse; overall management will be provided by a national body composed of representatives of various institutions. This activity is expected to contribute to the development of an information infrastructure for the emerging Palestinian health authorities.

The clearinghouse will consist of a local area network (LAN) placed in a central location in the West Bank, equipped with telephone lines, computers, modems, CD-ROM databases and journals, as well as other LAN resources. A core library of reference books, journals and video tapes and other information and educational materials will also be available. The clearinghouse will be linked via modems and faxes to three existing regional health libraries which will serve as satellites. A centralized database will be developed to compile listings of information resources available at health institutions throughout the West Bank and Gaza Strip. Although considerable work had been undertaken toward completion of this activity, the activity was not completed by March 31, 1994. A decision was made by the project

steering committee to complete the project and additional funds will be sought from other sources.

In connection with further developing health in-service and continuing education capacities of local institutions, AMIDEAST assisted in the development of a comprehensive policies and procedures manual for nursing care at Makassed Hospital in Jerusalem, a model activity that could be replicated by other hospitals.

Reflecting its cross-sectoral concern with computerized information systems, AMIDEAST assisted in the development of a health management information system at Augusta Victoria Hospital in Jerusalem, another pioneer project demonstrating the role of information management in planning and decision making processes and in determining health care costs.

To further develop the health planning capacities of emerging health authorities, AMIDEAST supported an applied research grant entitled "Assessing Trends of Cancer Incidence in the Occupied Territories." The purpose of the study is to construct a baseline profile on cancer and to estimate the future demands for care and treatment. The overall goal of the project will be the development of a cancer registry in the West Bank and Gaza Strip.

Following the recommendations of the World Bank report on the importance of developing primary health care on the West Bank and Gaza, AMIDEAST dedicated a good part of the reporting period to primary health activities, some of which also have impact at the macro level. For example, AMIDEAST sponsored a workshop entitled "How to Conduct Health Research and Surveys" organized by Center for Development in Primary Health Care in collaboration with the Arab College of Medical Professions in an effort toward building the capacity to conduct health research and surveying.

With a view toward the upcoming autonomy, intensive efforts were made to assist the newly formed Health Council of Palestine. Approximately 1,000 health care workers participated in a series of five workshops organized by the Council. The workshops facilitated discussion and formulation of recommendations on hospital development plans, primary health care, pharmaceuticals, a national health insurance plan, and rehabilitation work in the Gaza Strip.

Also in Gaza, more than thirty local professionals attended a two-day seminar concerning rehabilitation for former political prisoners. This is one of the key issues with which the new Palestinian authorities will have to grapple. AMIDEAST also provided support for a workshop designed by the Gaza Community Mental Health Program entitled "Mental Health and Disabled Children."

Regional and U.S.-based short-term technical training during this period covered issues related to mycology, microbiology, accounting, maternal/child health, refrigeration, primary health care management, psychiatry, laparoscopic diagnosis and surgery, plastic and reconstructive surgery, human resource development, and family counselling.

With AMIDEAST support, Makassed Hospital continued to develop its ability to provide training for health professionals from the West Bank and Gaza Strip. A member of the Red Crescent Society-Jerusalem was trained in neonatal nursing and a member of Zakat Clinic in Jenin received instruction in blood banking. Two groups of six trainees from Patient Friends

Benevolent Society completed a three-month training program in medical laboratory techniques and a doctor completed a six-month training program in internal medicine, in preparation for the Society's new hospital and out-patient department. In addition, an obstetrician/gynecologist, a midwife, and an internist from the Union of Health Work Committees participated in five-month training programs in their respective fields.

One trainee attended a program in Amsterdam entitled "Validation of Computer Systems: Pharmaceutical Manufacturing" which assisted the trainee's company in making the modifications required by newly instituted Israeli regulations requiring that all pharmaceutical companies meet international manufacturing standards.

F. English as a Second Language

While continuing to meet demand in the periphery for ESL training, AMIDEAST increasingly focused on local capacity building. Various interventions were undertaken, including curriculum development and teacher training in Business English, workshops in Computer Assisted Language Learning, local symposia, and support of the emerging English Teachers Association. In addition, promotion of coordination and cooperation of ESL professionals locally and abroad was fostered through TESL-L, an electronic mail network for English teachers.

AMIDEAST continued to provide direct training to professionals in the Palestinian periphery. Four new courses were begun and eight completed in six locations in the OPT. In Jenin, two courses were completed and three begun; participants represented a very wide range of Jenin institutions. Students made significant progress in their English; however, the low initial level of English of the participants, interruptions caused by disturbances and the lack of continued AID funding mean that few will reach the desired level which would allow them to access technical information and training in their fields, better interact with foreign visitors and donors and so forth.

ESL courses for the Chambers of Commerce in Ramallah and Hebron were offered. While the students made progress in their English, the courses uncovered the need for sustained English training at pre-intermediate level in the business community.

In response to issues raised by the external evaluation in March 1993, the ESL Program increasingly focused building local ESL capacity. A major thrust was building the local capacity of institutions and EFL professionals to offer Business English training, which was viewed as critical for the coming period. Much of the Business English component was centered at Bethlehem University, which was selected due its Business Development Center, the forward thinking of the administration and ease of access. Work was begun on modifying the Business English curriculum for the Faculty of Business taught by teachers from the English Department. Both the Faculty of Business and the English Department were dissatisfied with either the curriculum or the way it was taught. Training for the teachers of the Business English courses was also provided.

A Business English Teacher Trainer course was begun at Bethlehem University for teachers in the Southern region. One of the purposes of this program was to train teachers who could work in cooperation with the newly emerging AMIDEAST-sponsored Continuing Education departments. Additionally, work was begun to develop modules for Business English. This

format was selected for the flexibility they afford in meeting various Business English needs.

A second major thrust of ESL capacity building was promoting interaction of ESL professionals. It was discovered earlier that lack of interaction contributed to ineffective use of material and human resources. AMIDEAST funded the 3rd National Symposium for English Language and Literature at An Najah University in December 1994. This was the first local gathering of English university instructors since 1987. The conference was very well attended despite travel difficulties. Issues addressed included methods of improving networking and communication; the creation of a local English teachers association; TESL-L, an electronic mail network for English teachers; electronic mail in general; and the local database for ESL professionals.

A third focus was increasing relations of Palestinian EFL professionals with international counterparts. Two university English instructors and the AMIDEAST ESL coordinator co-presented a paper entitled, "New Opportunities and Challenges for EFL in Palestine" at the TESOL conference. The co-participants were the Communications Courses coordinator at Birzeit University, who also serves as the coordinator of the English committee of the National Palestinian Curriculum Unification Project, and the chairman of Al Azhar University's English department.

AMIDEAST helped to develop an awareness of the local applications of computer-assisted language learning (CALL). Given the obstacles to communication among ESL professionals due to travel restrictions, electronic mail is seen as a particularly promising and relevant application. AMIDEAST subscribed to the TESL-L, an electronic mail network for teachers of English and had planned to get the university departments on-line too. For the cost of a modem, English teachers could not only communicate amongst each other, but with counterparts internationally.

As a result of the fellow's other work in CALL, which included the acquisition of demonstration discs, books, and periodicals as well as workshops, an Interest Section in CALL was formed in the newly formed Palestinian English teachers' association, a local IATEFL (British-based international English teachers' association) affiliate.

The timing of the fellow's tenure was critical; as the entire Palestinian curriculum is being re-evaluated, the role of computers in all areas, including English language learning, will have to be considered. The fellow's work will at least outline the pedagogical, technological and logistical issues involved.

Much work was done on developing the capacity of An Najah University to offer English courses to the communities in the surrounding towns, replacing AMIDEAST as a provider of direct English training through the Continuing Education Department at the University which AMIDEAST was sponsoring. When it became obvious that the CED was not moving forward as anticipated, however, the English program was de-linked from the CED, and a more bi-lateral relationship with the English Department was pursued. The equipment which originally had been designated for the CED to use in offering English Courses was reallocated to the English Department.

The consultant already in place at An Najah University moved away from direct teaching to work with the English Department. With the English Department a TOEFL workshop, targeting both teachers of English and potential test-takers was offered. There is a high demand for such workshops due to the role of the TOEFL exam in determining acceptance to U.S. universities.

Again to encourage the ability of the English Department of An Najah University to offer community outreach, AMIDEAST funded one of its teachers to offer a course in Qalqiliya, which had been on the AMIDEAST waiting list for over a year.

b. SINCE PROJECT INCEPTION

A. Faculty Development Program

This project component seeks 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 the institutions, enhancing their ability to provide appropriate training in-country, and developing local problem-solving skills. This component also seeks to ensure that former beneficiaries remain up-to-date in their fields of study. Since its inception in 1978, the HRDP has trained 337 faculty members from 10 post-secondary institutions in the West Bank and Gaza (25 on HRD III). The project has had a profound impact on the Palestinian higher education system. The AMIDEAST program has trained 45% of all faculty and 65% of faculty holding Master's and PHD degrees. The universities are staffed by competent Palestinian professionals providing undergraduates with quality education. The impact of the program reaches beyond the universities and into the community in numerous ways--for example, 30% of the participants in the bilateral and multilateral peace talks are former AMIDEAST grantees. In addition, 105 university staff (39 on HRD III) have received technical training in fields such as library and laboratory management, educational administration, engineering technology, and instructional technology.

Applied research grants to 41 faculty members have enabled faculty to study community problems and propose solutions. 100 have presented papers at international conferences under AMIDEAST auspices, enabling them to stay abreast of developments in their fields as well as maintain and build upon their international academic contacts and professional networks.

In more recent reporting periods, the Faculty Development Program has promoted information systems development within academic institutions. This during the current SAR period there was continued emphasis on local training and workshops/conferences; however, this component/objective has been phased-down progressively.

B. Continuing and Adult Education (CAE)

Re-designed in 1993 from a unsuccessful university linkages project to a program promoting continuing and adult education, this project activity has developed into an enormously successful and widely accepted undertaking. Importantly, and as a result of a systematic and long-term approach to the promotion of continuing and adult education in the OPT, AMIDEAST has succeeded in "marketing" CAE as a viable training vehicle within the Palestinian education establishment where, until very recently, the concept of CAE was largely unknown. AMIDEAST accomplishments in this area can be illustrated by the key role played by AMIDEAST in introducing a Department of Continuing Education at Birzeit University and

by obtaining tentative commitments on the part of three other institutions of higher learning to establish continuing education programs. CAE at Birzeit University has already been utilized by numerous international donors, and the World Bank is considering utilizing its skills in development.

Assistance to the CAE departments was originally intended to last for a three-year period. The three-year assistance period could have contributed significantly to financial sustainability and increased institutionalization of the CAE departments.

Ten months after the signing of the contract between AMIDEAST and Birzeit University, the CAE department is covering 100% of its direct costs and 20% of all indirect costs. All Birzeit University CAE staff have been hired and all the department is fully furnished and equipped. Contact hours increased by the targeted 10%, and core courses are being developed and delivered. The department has a management information system and has also developed personnel systems and procedures. The department is applying some of the CAE principles and is becoming internationally affiliated and recognized.

The Hebron Graduates Union CAE department is not financially sustaining its operations at this stage. The CAE department, however, has developed a strong organizational structure, has developed a strategic and annual planning process and has put in place personnel procedures. It has also introduced training methodology.

Although AMIDEAST initially tried to promote the idea of continuing and adult education with An Najah University, after an initial effort AMIDEAST concluded that the University was not prepared for the establishment of a CAE department. AMIDEAST, however, worked with the university to further the investigation of a CAE department; in this regard, AMIDEAST financed the development of a concept paper.

C. Institutional Development

The purpose of this component is to strengthen the administrative, managerial, and planning capacities of targeted institutions. Beneficiary institutions have included municipalities, educational institutions, and numerous NGOs. Activities have included limited U.S.-based graduate and short-term technical training, as well as regional and local training. 691 Palestinians have received training under this component in education administration, business, management, accounting, personnel administration, computer science, communications, and library management. Beneficiary institutions have included universities, community colleges, schools, NGOs and municipalities. Successful interventions include the computerization of Bethlehem Municipality, strengthened administrative systems in a number of educational institutions, and improved bookkeeping, inventory, and marketing skills at a women's cooperative.

Building on more traditional interventions used in the institutional development component, namely short-term training in functional institutional development areas such as management, administration and planning, the scope of interventions in support of academic and institution building have been widened to include state-of-the-art information technologies such as wide and local area networks and the introduction of INTERNET in select institutions. The introduction of these technologies and related training courses are laying the stage for the structural, hardware, planning and informational foundation for putting the Palestinian

community on-line during the next six months. In addition to bringing Palestinian training institutions into the modern technological age as an important aspect of institutional development, AMIDEAST embarked on a short-term training program designed to train participating institutions on how to better market their products and services both to students and to the national and international donor community.

The positive impact of this project on institutional development has become even clearer during the period since the signing of the Declaration of Principles. As new donors, consulting firms, and projects pour into the West Bank and Gaza, the institutions they are looking to for quality, professional work are the ones that have received significant help from AMIDEAST. It is institutions like Birzeit University, Makassed Hospital, Hebron Technical and Engineering College, Bethlehem University, NFID, Al Ufoq, Patient Friends Society-Jenin, and the Union of Industrialists that are receiving attention from the World Bank, UNDP and international consulting firms. This project has increased the technical and professional capability of a number of key institutions, and they are now being recognized for that capability.

The PLILL project was conceived after the Gulf war and as a result of the financial crisis in Palestinian higher education. On December 7, 1992 the Council for Higher Education submitted a proposal for the project's creation. The goal was to promote the availability of periodicals among universities and hospitals, facilitate access to medical information, and stimulate and improve the quality of research conducted by students and faculty members by providing them with more accurate and readily accessible information and tools for research.

In support of this activity, AMIDEAST inventoried periodical holdings in all universities in the West Bank and the Gaza Strip and trained university librarians in the use of (CSD/ISIS) software and communication systems to enable these librarians on how to manipulate the PLILL system and deliver information services to member organizations and individuals.

AMIDEAST contributed both hardware and software necessary to make the system operational. Systems and procedures were also developed to ensure proper communications linkages between the 11 participating institutions. Upon completion, the PLILL system will be turned over to the Council for Higher Education.

D. Professional Development

This component seeks to produce essential Palestinian manpower and upgrade skills for Palestinian self-sufficiency. Training has been provided to 438 Palestinian professionals, strengthening the ability of 29 institutions to provide services in such areas as early childhood education, deaf education, sanitary engineering, education of the visually impaired, graphic illustration, and computer-aided design, AUTOCAD.

In the more recent SAR periods, professional development has tended to focus increasingly on training related to modern software applications as tools for professional development in pertinent fields. In addition to the traditional local, short-term interventions, this project component has increasingly sent professionals for training in the region and has begun to use applied research grants as another viable form of professional enhancement.

E. Small Business Development

This component promotes the creation and expansion of small businesses and supports

institutions providing assistance to small enterprises, particularly those efforts targeting unemployed college graduates. AMIDEAST has provided training to more than 750 participants, the vast majority having received training locally. The sectors targeted for intervention have been tourism, industry, and services, with 77 institutions having benefitted, including banks, pharmacies, shipping offices, sewing workshops, furniture producers, plastics factories, accounting firms, newspapers, beverage manufacturers, and sweets factories. Training topics have included textile manufacturing, cutting/sewing, fruit juice production, management, cosmetic chemistry, plastics manufacturing and quality control. AMIDEAST has also worked with local institutions to strengthen their ability to deliver services and training to the small business sector. Key beneficiary institutions include Bethlehem University's Small Business Development Center, the Union of Industrialists in Gaza, the National Foundation for Investment and Development (NFID), the Ma'an Development Group, Notre Dame Center/Bethlehem University School for Hotel Management. The Palestinian business community has been extremely receptive to AMIDEAST interventions, and demand continues to grow.

During the 1992/1993 period, AMIDEAST's Small Business Development program began to take a more focus and impact-oriented approach in contributing to enterprise development, namely by focusing on key commodity sectors which have demonstrated the greatest potential for employment creation, revenue generation, and value added. The Palestinian textile sector is a case in point, where AMIDEAST has targeted multiple forms of interventions to a key commodity sector.

Through territory-wide and in-region short-term training programs, applied research grants and sector studies, AMIDEAST has targeted a number of sub-sectors within the textile industry, addressing needs in management and particularly in technical areas related to upgrading industrial design skills and equipment maintenance and repair. The results of multi-targeted efforts directed to the textile industry have been substantial and reasonably rapid: on the basis of informal surveys carried out by AMIDEAST staff, the direct relationship between technical training provided and increased import substitution, value added, and employment creation has been confirmed.

In addition to concentrating on the textile manufacturing sector, assistance to the tourism sector and, on a more limited basis, to other sectors continued. For 18 months AMIDEAST has been the only PVO focused on enhancing tourism capability, improvements in the capability of cooks and waiters to provide services to tourists is clearly evident. In addition, the issue of professional production of tourism materials has been raised within the tourism leadership, and they are now demanding a better product with greater appeal for tourists. Processes and mechanisms are being developed to provide this service to the sector at a reasonable cost.

In early 1993, AMIDEAST arranged an observation/study tour for 14 Palestinian plastics manufacturers which allowed them to assess the Egyptian plastics production industry. As a result of this program, the participants received exposure to improved technologies and production methodologies. The close monitoring of these industrialists following their return revealed that one industrialist is in the process of securing financing for and ordering improved plastics manufacturing technologies for his production plant; a second participant has taken measures to improve production line techniques in his own factory.

F. Health Manpower Development

The purposes of AMIDEAST's Health Manpower Development Program are to strengthen the capacity of non-governmental health care institutions and upgrade the quality of preventive and curative services through technical assistance and training. AMIDEAST conducted a comprehensive nursing manpower needs assessment which is regarded by Palestinian professionals as invaluable for future program planning. 1,359 Palestinian allied health professionals have received training, with 1,147 in local programs and 92 in the U.S. and 62 in Jordan and Egypt. Information resources, including books, journals, and training aids totalling \$121,581 have been used to establish reference libraries for institutions. The successful institutionalization of continuing education at Makassed Hospital now serves as a model to be replicated in other target AMIDEAST health care facilities. Technical expertise and training in emergency medical services provided by AMIDEAST has resulted in the establishment of a Palestinian Emergency Medical Services Council (PEMSC). Medical personnel trained by AMIDEAST have improved the quality of care and infection control practices in their facilities, and are transferring the skills they acquired through training to their peers. AMIDEAST has supported ten health-related research grants that have achieved practical benefits for the community, including the introduction of a new Hepatitis-B vaccination program for West Bank children.

Newer areas of intervention contributing to skills transfer and institution strengthening included preliminary work on the establishment of a health clearinghouse, a focus on the development of management systems and procedures related to nurse training, and strengthening of the management of local health institutions by increased implementation of the continuing education programs.

The goals of this project for improving the ability of Palestinian health personnel to plan, coordinate, research and finance health services have been well met. It is particularly gratifying to see the roles which target institutions are playing in the transition to independence of this sector.

The aim of AMIDEAST's Health Manpower Development Program since inception has been to strengthen and upgrade the quality of services rendered. The Health Manpower Development Program succeeded in upgrading the technical and managerial skills of Palestinian health personnel.

Information resources, including books, journals, and training aids have been used to establish reference libraries for three institutions. One applied research project was supported by AMIDEAST, in addition to the different workshops which were sponsored by AMIDEAST. Realizing the increasing number for books and journals by health information, AMIDEAST has been supplying key institutions by this material but unfortunately could not satisfy the increased demand for the material. Therefore the idea of a central Clearinghouse was initiated by AMIDEAST in order to coordinate and regulate the interchange of health material between the different institutions. A feasibility study was conducted to test the sustainability of the project and to estimate the cost of the project.

G. Basic Education

This program seeks to upgrade the quality of learning and instruction at the primary and secondary levels, to promote creativity, innovation, and action research, and to improve

communication among West Bank/Gaza educators for the dissemination of educational materials and information.

The objectives of the Basic Education component have been achieved. The program has succeeded in three major areas. The Educational Network (EN) has provided the central link for the entire primary and secondary education system in the West Bank and Gaza, bringing together teachers and educators throughout the community. This linking or network function was missing from the educational community prior to the creation of the EN.

Second, the Educational Network has proved to be a major creative force in the community for the dissemination of new ideas and innovative techniques. Through workshops, speakers, consultants and discussions in its newsletter, the EN has been a major voice encouraging alternative teaching methods for Palestinian education. Distance learning training, audio-visual techniques, teacher research centers, parent/teacher councils, administration evaluation, curriculum assessment were among the issues raised by the network for training and discussions. This innovative project has been highly successful in all respects.

Finally, the Educational Network has brought attention to the need for action research to investigate and evaluate a wide range of problems and issues in the educational sector. The research needs are tremendous, and nothing was being done to prioritize these needs. The Educational Network, through workshops, consultations and its newsletter, has identified research priorities in education, and has brought attention and financial support to assist in developing needed information. Educators and analysts are investigating issues never before evaluated. Much remains to be done, but a number of studies have been initiated by the EN and others, and the information made available to the community and to donors.

More recently, interventions under the basic education component focused on electronic information access and improving the capability of teachers to utilize innovative classroom techniques.

H. English as a Second Language

The objectives of this project component are to upgrade the language skills of candidates for long- and short-term training, and to improve the language skills of Palestinian professionals who require proficiency in English to effectively engage in their profession or business.

Start-up delays were experienced, particularly in the wake of the Gulf war. English classes are being offered in Jerusalem, Nablus, Jenin/Tulkarm, Hebron. AMIDEAST is currently recruiting staff for Gaza. 935 participants have benefitted from ESL programs to date.

A more recent emphasis on ESL skills transfer to local indigenous organizations for local capacity building was begun. Hiring new ESL trainers with both functional and technical skills useful for the strengthening of local ESL institutions, strengthening ESL components of regional continuing educational centers, a study on the feasibility of creating an OPT-wide ESL Teachers' Association and planning for the introduction of an electronic mail network for Palestinian English teachers represent several illustrations of local capacity building in the ESL area.

In order to maximize resources and avoid duplication, AMIDEAST regularly coordinated with the British Council, USIS and other international and local agencies. Though a full ESL program covering both the West Bank and Gaza only came into being in August 1992, the program has accomplished much in its own right and has quickly adapted to new developments.

At the time the original grant proposal was written, there were no quality ESL courses available in the West Bank and Gaza; the British Council existed only in Jerusalem, and local institutions were unable to provide outreach of this sort. The original rationale for the ESL program was to raise the English level of potential AMIDEAST participants to the level which would allow them to access technical and academic training and to provide English as a development tool to key Palestinian institutions. However, the Intifada and Gulf War caused start-up delays, and by the time the program was fully staffed, the situation on the ground was already changing. The expansion of the British Council into Gaza and Nablus, the concern with AID evaluators with building local capacity, the emergence of AMIDEAST-sponsored continuing education departments, the difficulties in recruiting and maintaining expatriate staff and the dangers involved in their travel to the work site, and the wind-down of the HRD III called for a change in strategy: AMIDEAST would continue to meet demand for ESL training in the periphery-- which was not being met by the British Council--while building supply through the promotion of local capacity development.

II. PROGRESS ON INDICATORS

AMIDEAST has maintained detailed records of output level indicators throughout the life of the HRD III project. The impact of the human resource development and training (and therefore the purpose level) is difficult to measure during project implementation. It was agreed with USAID in October 1989 that impact-oriented evaluations would be scheduled every three years. The last evaluation took place in March 1993.

In the upcoming Institutional Development Project, AMIDEAST is incorporating the development of impact indicators into the project's design. Established performance indicators or measures will be in place from the project's onset. AMIDEAST has developed management systems that will clearly specify projected performance indicators and report on specified results.

III. GENDER EQUITY

AMIDEAST, in its 16 years in the OPT, has consistently looked for ways to continually reach out to larger numbers of women. Over the life of the project, close to 30% of beneficiaries of key activities have been women, a not insignificant achievement for a project in the Arab world. Special efforts and strategies to reach women of late have included special programs designed to empower women's groups through training, particularly in computer technology fields and ESL. In addition, AMIDEAST's training and technical assistance activities in the health field and in the textile sector has largely benefitted women. In Gaza, a far more conservative environment than the West Bank, special workshops targeting women were held in database communications and mental health, with excellent results. As evidenced by the

data presented above, few research grants have been awarded to women. This is largely due to the fact that fewer than one-third of faculty members are women, that few women faculty are trained in the hard sciences, and that female faculty are less likely to be sufficiently senior to be engaging in research.

INDICATOR	Total Number of Direct Beneficiaries	Number of Direct Female Beneficiaries	% of Female Beneficiaries
Academic Scholarships	55	15	27%
Certificate Programs	24	17	71%
Technical Training	393	100	25%
Local Training	4,252	1,165	27%
Applied Research	74	6	8%
Conferences/Sabbaticals	118	16	14%

IV. PROBLEMS AND SOLUTIONS

The signing on September 13, 1993 of the Declaration of Principles, the development of new strategic directions on the part of USAID, the completion of the HRD III grant on March 31, 1994, and the need for AMIDEAST to undertake organizational changes in the future in order to take advantage of new, USAID-funded opportunities in the area of public administration - are significant events and considerations which have had an impact on AMIDEAST in the Occupied Palestinian Territories.

During the SAR period, AMIDEAST undertook a number of measures to bring to a close remaining HRD III activities. These measures were not entirely and successfully implemented, however, as a degree of uncertainty remained regarding which institutional development activities could possibly be incorporated into the proposed Institutional Development Project (IDP) scheduled for Fall 1994. In this regard, numerous discussions, during the reporting period, between AID and AMIDEAST on future program directions at times generated a degree of confusion and misunderstanding. During the second half of the SAR period and once AID's strategic intentions regarding HRD III and AMIDEAST's possible role in a public administration project were clarified, specific measures were taken to more actively and quickly phase down certain program activities. Those activities which were not fully completed by March 31, 1994 were scheduled for final completion during the April-September amended Grant period.

V. OTHER INFORMATION

Representing the last SAR period prior to Grant completion, considerable attention was given to the future direction of AMIDEAST and funding possibilities from AID. Both in Washington and Jerusalem, on-going discussions took place during the reporting period between AID and AMIDEAST on design issues related to a proposed public administration project. Several

concept papers and a proposal document for the public administration project were developed and submitted to USAID.

Measures were taken to begin phasing out activities under HRD III. Additionally, a series of activities were undertaken to begin the transition to the Institutional Development Project scheduled for October 1994. Plans were made to introduce changes in the staffing structure. The Country Director for the past two and half years was replaced by an Interim Director who introduced structural changes in the organization to reflect a reduced level of effort in HRD III activities for the six-month transition period and in preparation for a change in program orientation and resource requirements for future development assistance in the area of public administration.

VI. INITIAL INDICATION OF IMPACT

Defining mechanisms to clearly and effectively monitor the impact of the activities under the HRD III grant has been an on-going source of concern. Impact indicators for each project objective or component were not designed into the project, thus complicating AMIDEAST's ability to monitor change and impact.

During this SAR period AMIDEAST engaged a consultant to undertake a medium-term assignment to assess the impact of certain categories and types of interventions during the past three years. Given the complexity and questionable nature of attempting to measure the global impact of the project, a decision was made to demonstrate impact by taking a case-study approach. The initial phase of this impact evaluation activity took place during the first four months of 1994. Beginning in May, a second phase, which placed considerable emphasis on the use of surveys, was begun. This evaluation activity is expected to be completed by the end of June 1994. A copy of the completed impact evaluation report will be presented to USAID upon completion of this activity.

VII. EXPENDITURES

WEST BANK/GAZA HRDP III ANE-0159-G-SS-7050-00	AMOUNTS	ACTUAL OR ACCRUED?
Life of Project Funds	16,554,145	N/A
Obligated To Date*	16,554,145	N/A
Expended To Date	15,451,703	ACCRUED
Expended during SAR Period	1,979,351	ACCRUED
Projected Expenditures in Next SAR Period	802,442	

* As of 05/02/94

VIII: APPENDIX

AMIDEAST

INDICATOR MONITORING CHART

This chart will be used to report progress over the life of the project and should include all impact and output indicators. Targets should be established for each SAR reporting period in the grant proposal. Targets may have to be revised as the project progresses, but targets for all reporting periods should be filled in for each SAR. Purpose level indicators need only annual reporting; output level indicators should be reported every six months. Once the project is into the fourth reporting period, move the first SAR period data into the cumulative past column; report the second, third, and fourth SAR period data in the individual SAR period columns. When the project moves into the fifth reporting period, add data from the second period to the cumulative past column and use the individual SAR period columns to report data on the third, fourth, and fifth SAR periods.

SAR Period Dates: 10/01/93 - 03/31/94
SAR # 13 of 13

Indicator	Baseline (beginning of project status)	Cumulative Past 09/87-09/92		SAR Period - 10/92-03/93		SAR Period - 04/93-09/93		SAR Period - 10/93-03/94		Cumulative: Life of Project To Date			End of Project
		Target	Actual	Target for Period*	Actual	Target for Period*	Actual	Target for Period*	Actual	Target	Actual	Dev. From Target	Target
PURPOSE LEVEL (IMPACT) INDICATORS													
** SEE REPORT TEXT **													
OUTPUT LEVEL INDICATORS													
ACADEMIC SCHOLARSHIPS:													
Faculty Development		43	24	1	1	0	0	0	0	44	25	19	44
Business/University - CAE		0	0	0	0	0	0	0	0	0	0	0	0
Institutional Development		14	3	0	0	0	0	0	0	14	3	11	14
Professional Development		15	6	0	0	0	0	0	0	15	6	9	15
Small Business Development		0	0	0	0	0	0	0	0	0	0	0	0
Health Manpower Development		30	16	2	3	0	2	0	0	32	21	11	32
CERTIFICATE PROGRAMS:													
Health Manpower Development		43	23	1	0	1	1	0	0	45	23	22	45

* Subsequent targets should be revised if significant deviations between targets and actual achievements occur in a reporting period. End of project targets should not be revised without discussion with and approval from AID.

Indicator	Baseline (beginning of project status)	Cumulative Past 09/87-09/92		SAR Period - 10/92-03/93		SAR Period - 04/93-09/93		SAR Period - 10/93-03/94		Cumulative: Life of Project To Date			End of Project
		Target	Actual	Target for Period*	Actual	Target for Period*	Actual	Target for Period*	Actual	Target	Actual	Dev. From Target	Target
TECHNICAL TRAINING:													
Faculty Development		52	34	5	2	5	3	5	5	67	44	23	67
CAE		25	10	2	0	3	0	2	2	32	12	20	32
Institutional Development		37	52	5	2	2	1	4	20	48	75	(25)	48
Professional Development		67	63	6	3	6	6	8	3	86	75	11	86
Small Business Development		22	16	3	14	3	2	0	0	28	32	(4)	28
Health Manpower Development		94	121	10	13	9	11	10	10	123	155	(32)	123
CONFERENCES:													
Faculty Development		67	67	7	7	0	2	7	5	81	81	0	81
Business/University - CAE		0	0	0	0	0	0	0	0	0	0	0	0
Institutional Development		18	8	2	0	1	0	0	0	21	8	13	21
Professional Development		30	24	3	0	2	0	1	0	36	25	12	36
Small Business Development		9	0	1	0	0	1	0	0	10	1	9	10
Health Manpower Development		12	8	1	0	1	4	5	1	13	13	0	13
ESL		0	0	0	0	0	0	0	2	0	2	(2)	0
LOCAL TRAINING PROGRAMS:													
Faculty Development		5	1	0	0	0	1	2	0	6	2	4	6
Business/University - CAE		4	5	0	0	0	0	1	0	6	5	1	6
Institutional Development		3	10	1	3	0	10	0	3	4	26	(22)	4
Professional Development		7	24	1	1	0	1	0	6	9	32	(24)	9
Small Business Development		6	16	1	7	0	11	0	4	7	38	(31)	7
Health Manpower Development		71	47	7	7	0	10	8	7	86	71	15	86
Basic Education		18	3	1	0	0	0	4	0	21	3	18	21
ESL		9	31	1	14	9	9	0	0	12	54	(42)	12

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Indicator	Baseline (beginning of project status)	Cumulative Past 09/87-09/92		SAR Period - 10/92-03/93		SAR Period - 04/93-09/93		SAR Period - 10/93-03/94		Cumulative: Life of Project To Date			End of Project
		Target	Actual	Target for Period*	Actual	Target for Period*	Actual	Target for Period*	Actual	Target	Actual	Dev. From Target	Target
		LOCAL TRAINEES:											
Faculty Development			13		0		54		22		89		
Business/University - CAE			55		0		0		0		55		
Institutional Development			204		31		393		167		795		
Professional Development			319		8		10		73		410		
Small Business Development			233		173		229		100		735		
Health Manpower Development			837		93		164		53		1,147		
Basic Education			86		0		0		0		86		
ESL			437		157		58		283		935		
APPLIED RESEARCH:													
Faculty Development		36	27	8	10	4	4	0	0	48	41	7	48
Business/University - CAE		9	0	0	0	0	0	0	0	13	0	13	13
Institutional Development		6	1	3	2	2	2	0	0	8	5	3	8
Professional Development		11	0	2	2	0	0	0	0	15	2	13	15
Small Business Development		2	1	1	1	0	2	0	0	3	4	(1)	3
Health Manpower Development		0	10	0	4	0	8	0	0	0	22	(22)	0
TECHNICAL ASSISTANCE:													
Faculty Development		3	2	0	0	1	0	0	0	4	2	2	4
Business/University - CAE		7	0	0	0	2	3	0	2	7	6	3	7
Institutional Development		3	0	0	3	1	0	0	1	4	3	1	4
Professional Development		7	1	0	0	3	0	0	0	10	1	9	10
Small Business Development		8	5	1	1	2	0	1	1	9	7	2	9
Health Manpower Development		5	20	1	5	1	3	0	0	6	28	(21)	6
Basic Education		5	4	1	2	1	0	0	0	6	6	1	6
ESL		6	2	0	1	2	2	0	0	8	5	3	8

Indicator	Baseline (beginning of project status)	Cumulative Past 09/87-09/92		SAR Period - 10/92-03/93		SAR Period - 04/93-09/93		SAR Period - 10/93-03/94		Cumulative: Life of Project To Date			End of Project
		Target	Actual	Target for Period*	Actual	Target for Period*	Actual	Target for Period*	Actual	Target	Actual	Dev. From Target	Target
		MATERIAL ASSISTANCE:											
Faculty Development		\$124,432	0	8,888	0	8,888	5,391	8,888	10,500	142,208	15,891	126,317	\$142,208
Business/University - CAE		\$47,4501	0	3,389	0	3,390	24,504	3,390	47,821	54,230	72,325	(18,095)	\$54,230
Institutional Development		\$41,790	55,743	2,985	17,001	2,985	28,732	2,985	3,359	47,760	104,835	(57,075)	\$47,760
Professional Development		\$55,941	17,147	3,996	0	3,996	0	3,996	0	63,933	17,147	46,786	\$63,933
Small Business Development		\$40,694	5,329	2,907	10,144	2,907	33	2,907	80	46,508	15,586	30,922	\$46,508
Health Manpower Development		\$333,906	34,731	23,851	9,659	23,851	37,289	23,851	39,902	381,608	121,581	260,027	\$381,608
Basic Education		\$50,773	21,500	3,627	23,600	3,627	34,648	3,627	0	58,027	79,748	(21,721)	\$58,027
ESL		\$41,894	38,914	2,993	4,104	2,993	2,561	2,993	28,949	47,879	74,528	(26,649)	\$47,879

WEST BANK/GAZA HRDP ANE-1059-G-SS-7050-00 09/01/97 - 03/31/94	TOTAL THRU MARCH 31, 1994				FY93	FY94	Planned
	LOP	(1) Obligated	(2) Expended	= (3) Pipeline	Reported Expenditures 4/93-9/93	Reported Expenditures 10/93-3/94	Expenditures 4/94-9/96
Faculty Development	\$2,138,842	\$2,138,842	\$2,111,367	\$27,475	\$219,160	\$292,434	\$112,291
Business/University - CAE	\$607,702	\$425,282	\$359,398	\$65,884	\$60,108	\$167,756	\$41,947
Institutional Development	\$888,206	\$838,654	\$1,034,520	(\$195,866)	\$139,387	\$181,969	\$44,354
Professional Development	\$1,303,591	\$1,220,113	\$1,202,407	\$17,706	\$54,252	\$56,350	\$2,600
Small Business Development	\$710,816	\$710,816	\$768,267	(\$57,451)	\$188,946	\$139,161	\$23,291
Health Manpower Development	\$4,397,907	\$4,153,410	\$4,129,512	\$23,898	\$599,946	\$458,867	\$106,595
Basic Education	\$432,800	\$408,745	\$222,809	\$185,936	\$36,448	\$500	\$500
ESL	\$407,494	\$386,161	\$333,064	\$53,097	\$49,771	\$84,711	\$15,357
Project Evaluation	\$25,966	\$24,547	\$77,379	(\$52,832)	\$27,164	\$34,453	\$21,460
Administration	\$5,640,821	\$5,327,205	\$5,212,981	\$114,224	\$551,851	\$563,149	\$383,276
PROJECT TOTALS	\$16,554,145	\$15,633,776	\$15,451,704	\$182,072	\$1,927,033	\$1,979,350	\$751,671

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