



**INVESTING  
IN PEOPLE**

**ANNUAL REPORT 2010**

**AMIDEAST**  
امد یسٹ

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## ABOUT AMIDEAST

An American nonprofit founded in 1951, AMIDEAST has a long and distinguished record as one of the primary U.S. organizations engaged in international education, training, and development assistance in the Middle East and North Africa. With 25 offices in 14 countries and over 650 dedicated professional staff, AMIDEAST provides programs and services to improve educational opportunity and quality, strengthen local institutions, and develop language and professional skills for success in the global economy.

## WHERE WE WORK



## MESSAGE FROM THE CHAIR AND PRESIDENT



Dear Friends,

As we witnessed the unfolding of recent events in the region, few of us could remain unmoved by the passion of those who took to the streets and cyberspace, often at great personal risk, to seek change. Amid the signs of hope, the common theme that emerged from this “Arab spring” has been the desire for freedom, dignity, and the opportunity to pursue a better life.

The challenges that lie ahead in Egypt, Tunisia, Yemen, and elsewhere are significant; and positive transformation will undoubtedly take considerable time and patience. But, little progress will be made without addressing the fundamental question of improving economic opportunity and tightening the linkages between economic development and education and training — not just for youth, but for all. By providing individuals the knowledge and skills needed to succeed in the marketplace, these societies will be better positioned to move into the twenty-first century global economy and to fulfill the promise and aspirations of their massive youth populations.

That process of INVESTING IN PEOPLE lies very much at the heart of AMIDEAST’s mission. Together with our partners and donors, we worked to help thousands of individuals access educational and training opportunities that will enable them to transform their own lives and bring positive change to their communities and societies. In this report, you will meet some of them: men and women whose lives are richer because of study and training opportunities, who are committed to building understanding, who are working to improve the lives of others and give back to their communities, and who are on a path of personal achievement while deeply committed to helping build the region’s economic prospects.

We are excited about this moment of possibility. We hope that you will join us in the days and months ahead as we work to provide innovative educational and training opportunities to make a difference at this historic time.

Sincerely,

Mary W. Gray  
Chair

Theodore H. Kattouf  
President and CEO



# 2010 HIGHLIGHTS

## **New Advisory Board Launched in Lebanon**

AMIDEAST President Theodore Kattouf announced the formation of an Advisory Board for AMIDEAST/Lebanon at a dinner hosted by Lebanon's Ambassador to the United States, H.E. Antoine Chedid, in Washington, DC, on April 29, 2010. The Board, comprised of prominent Lebanese business and civic leaders, will help guide and advance AMIDEAST's programs directed at providing education and training opportunities to disadvantaged youth in the country. The new Advisory Board held its inaugural meeting in Beirut on September 6, 2010, and pledged its support for expanded youth initiatives in the country.

## **GE Foundation Supports Teacher Development Initiative**

AMIDEAST advanced its long-term commitment to promoting educational improvement and reform through teacher training with a new partnership with GE Foundation to invest in training for English language teachers from Palestinian primary schools serving UNRWA refugee camps and other marginal areas. Meanwhile, AMIDEAST continued to provide professional development and language training through the Boeing Company-funded Professional Certificate in English Teaching program, as well as U.S. government-supported programs dedicated to basic education reform in grades 1-9 and faculty development within higher education institutions.

## **ETS Partnership Expands in Egypt and Tunisia**

AMIDEAST formed new partnerships with American testing organization ETS to promote assessment tools that help to advance workforce development goals for public and private institutions in the Middle East and North Africa. As exclusive Country Master for Egypt and Tunisia, AMIDEAST will provide access to the TOEIC® and other key tests that assess English language skills used in the workplace, benefiting both test-takers and organizations seeking to evaluate the ability of non-native English speakers to communicate effectively in a nonacademic context. The ITP (TOEFL Institutional Testing Program) is largely used for academic placement within higher education institutions and is a valuable tool for evaluating English proficiency at intermediate and advanced levels. Also in 2010, AMIDEAST entered into an agreement with ETS to promote the TOEIC in the United States.

## **AMIDEAST 2.0 Reaches over 100,000 Youth**

In 2010, AMIDEAST expanded its social network of students, professionals, and other young adults across the Middle East and North Africa and in the United States. By year's end, AMIDEAST's main Facebook page alone topped 70,000 members, the overwhelming majority youth between the ages of 15 and 28. When including social media networks operated by AMIDEAST's country offices, advising centers, Cisco Entrepreneur Institutes, and Education Abroad Programs, that network grew to over 100,000. The launch of AMIDEAST's new website in October further enhanced opportunities for interaction with this broader community.

## **Entrepreneurship Advanced across the Region**

In April 2010, President Obama hosted a Summit on Entrepreneurship to mark the upcoming one-year anniversary of his historic Cairo speech and to emphasize the crucial role entrepreneurship can play in promoting economic opportunity and changing lives. AMIDEAST was pleased to participate in the Summit and co-host a summit event on Capitol Hill together with the Cisco Entrepreneur Institute (CEI), focusing on the use of Web 2.0 technologies and social networking platforms to provide mentoring and networking among entrepreneurs around the world. AMIDEAST's engagement in entrepreneurship training expanded in 2010 through its growing partnership with Cisco and the launch of CEI training institutes at AMIDEAST's offices in Lebanon, Oman, and Morocco. AMIDEAST also participated in the U.S. Department of State's Global Entrepreneurship Program and partnered with Shell Corporation to provide entrepreneurship training to young women in Oman.

## **English Language Program Launched in Iraq**

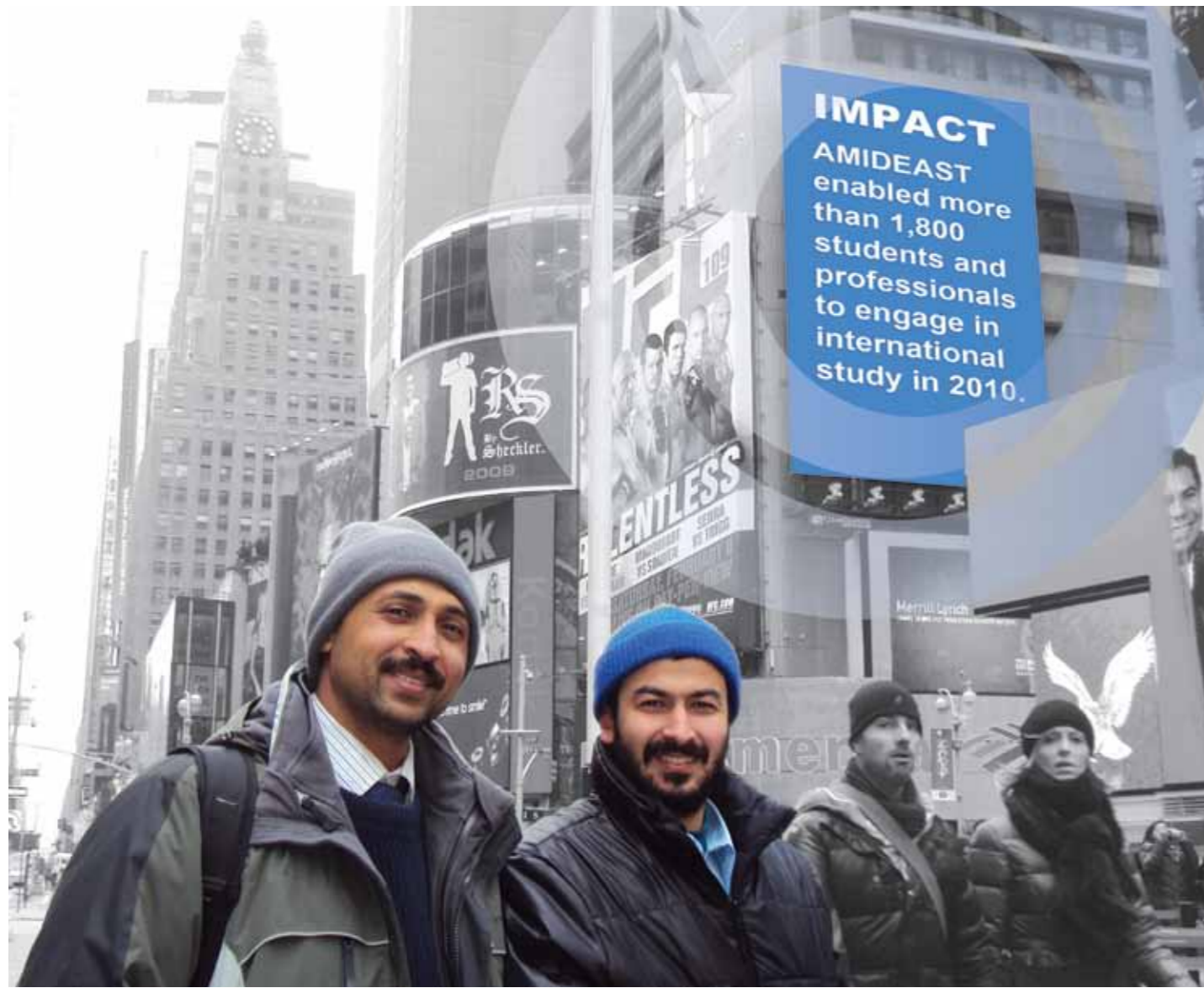
In a long anticipated development, AMIDEAST/Iraq initiated English language training courses to begin to meet the strong demand in that country for quality training in English communications. The first courses were offered at the AMIDEAST training center in Erbil, while groundwork was laid for expanding the program to other areas of the country.

## **America House Opens in East Jerusalem**

AMIDEAST worked with the U.S. Department of State to advance new ideas for expanding and consolidating existing U.S. operations and programs to reach wider audiences and to strengthen its impact and message. In fall 2010, AMIDEAST assumed management of the new America House in East Jerusalem. The first facility of its kind launched in the region by the Obama Administration, the America House offers a wide range of print and multimedia resources about U.S. history, culture, and society, as well as serving as a hub for programs that engage local audiences in U.S. educational and cultural events.

## **Egypt's Tourism Sector Boosted**

As the year began, AMIDEAST inaugurated a massive training program to upgrade the communication skills of front-line tourism workers in Egypt. A total of 12,000 workers at hotels across the country enrolled to improve their command of English and cross-cultural communication skills. Specialized teacher training modules were developed to train teachers now placed in hotels across Egypt, and a program specially tailored for hotel managers was initiated. Boosting the English language and cross-cultural communication skills of hotel managers and staff is an important investment in the future success of this critical sector.



# EXPANDING GLOBAL UNDERSTANDING

International educational exchange is central to fostering the mutual understanding and cooperation that lie at the heart of AMIDEAST's mission. Each year, using its extensive networks with national and international educational institutions, the private sector, and other in-country partners, AMIDEAST engages in outreach and recruitment for public, private, and nonprofit sponsors of numerous scholarship and exchange programs for students from the MENA region and the United States. During 2010, AMIDEAST supported more than two dozen scholarship and exchange initiatives, enabling more than 1,800 students and professionals to engage in international study.

## EDUCATING GLOBAL LEADERS

Selected for their academic excellence and leadership potential in their chosen fields, the outstanding young men and women in the **Fulbright Foreign Student Program** realize their dreams of advanced study at leading American institutions, while broadening their view of the world and understanding of America and their own societies. For four decades, AMIDEAST has been proudly associated with this prestigious flagship program of the U.S. Department of State and its commitment to educational excellence and leadership development through learning and international cooperation.



AMIDEAST administers the Fulbright Foreign Student Program in 15 countries across the Middle East and North Africa: Algeria, Bahrain, Egypt, Iraq, Jordan, Libya, Lebanon, Morocco, Oman, Saudi Arabia, Syria, Tunisia, the UAE, the West Bank/Gaza, and Yemen. In 2010, it managed grants for 263 students from these countries and placed 273 nominees in U.S. graduate programs to begin in fall 2010. Since 1970, nearly 1,800 highly accomplished men and women from across the region have pursued graduate study and research at institutions of higher learning in the United States through this program.

### Building Bridges across Cultures

The value of high school exchanges to building bridges of understanding across cultures has been demonstrated countless times by the **Kennedy-Lugar Youth Exchange and Study (YES) Program**, established in 2004 by the U.S. Congress to promote better ties between the United States and the Arab and Muslim worlds. AMIDEAST has helped implement this important initiative since its inception, making it possible for 1,427 young men and women from across the Middle East and North Africa to spend a year in the United States, living with host families, attending high school, and experiencing American community life. They included 220 YES students from Bahrain, Jordan, Kuwait, Lebanon, Morocco, Oman, Qatar, Tunisia, the West Bank/Gaza, and Yemen, who participated in 2009–10.

## PROFILE

### Fulbright Foreign Student Program

#### Imam Muhammad Abulezz

"The chance to study in America is a great blessing for me," asserts Imam Muhammad Abulezz, one of the first Al-Azhar University graduates to come to the United States in fall 2009 on a new Fulbright program for Egyptian specialists in Islamic Studies.



Embarking on a master's program focused on interfaith dialogue and the practice of Islam and religion in general in the United States, he echoes the Fulbright vision when he says that he hopes his studies will contribute to improved understanding between Americans and Egyptians.

During his two-year program at the University of Georgia, Abulezz has been excited by the chance to share his knowledge and culture with students from many countries, including the United States, Turkey, China, and Pakistan. "My professors greatly appreciate that I am from Al-Azhar University and a Fulbrighter at one and the same time," he observes.

Conferences and other activities outside the classroom have added to his knowledge and helped him prepare his thesis topic about the many duties of contemporary American imams. A readiness to engage in the Athens, Georgia, community where he lives — to teach Islamic values to children in Sunday school and lead Friday prayers on campus, among other things — has taught him much about everyday life in America.

Abulezz values his Fulbright experience because it has given him a chance to know Americans and discover that "they have a lot of values that I like and that are in my religion, too." It has inspired him to seek to promote mutual understanding when he returns to Egypt. "Bridge building between Muslims and non-Muslims is important," he asserts. "It builds trust and eliminates misconceptions between both sides."





## OPENING DOORS TO HIGHER EDUCATION FOR DISADVANTAGED YOUTH

Expansion of educational opportunity for deserving youth in the region has long been an AMIDEAST priority. During 2010, it supported the selection of 39 students from Jordan, Kuwait, Morocco, and the UAE to begin their studies at the American University in Cairo, American University of Beirut, and Lebanese American University, also in Lebanon.

Through the **Diana Kamal Scholarship Search Fund (DKSSF)**, AMIDEAST identifies outstanding youth in selected countries, assists them with the application process, and works to match them with scholarship opportunities in U.S. colleges and universities. In 2010, AMIDEAST secured admission and generous scholarship support to enable four students from Egypt, Lebanon, and Tunisia to pursue their undergraduate studies at Barnard and Haverford Colleges, MIT, and Loyola Marymount University beginning in fall 2010. In addition, six previous DKSSF beneficiaries continued their studies at American University and Carthage, Grinnell, Williams, and Wilson Colleges.

Meanwhile, the AMIDEAST-administered **David Mize Scholarship Fund (DMSF)** provided recruitment and selection services that enabled one student to begin his bachelor's degree at Stonehill University in fall 2010, bringing to four the number of Egyptian youth who are pursuing their undergraduate studies in the United States because of the four-year-old initiative.

In addition, AMIDEAST helped administer the **Tomorrow's Leaders Scholarship Program**, a U.S. Department of State initiative that will eventually fund the undergraduate degree programs at selected American-style institutions in the region for over 90 students from underserved backgrounds, chosen for their academic achievement, leadership qualities, and commitment to community. During 2010, it supported the selection of 39 students from Jordan, Kuwait, Morocco, and the UAE to begin their studies at the American University in Cairo, American University of Beirut, and Lebanese American University, also in Lebanon.

### Reaching Out to Palestinian Youth

The hurdles that Palestinian youth face as they seek higher education can be especially challenging. Since 2000, AMIDEAST has partnered with the **Hope Fund** as its representative on the ground in Jordan, Lebanon, and Palestine to help Palestinian men and women realize their aspirations to study in the United States. The 10-year-old initiative relies on the generous support of American colleges and universities to provide scholarships for Palestinian youth from refugee and other disadvantaged backgrounds. This year, AMIDEAST offices in the West Bank, Gaza, and Lebanon identified six outstanding candidates and helped match them with scholarships for undergraduate study from Augustana, Bryn Mawr, Carleton, Illinois, and Roanoke Colleges and Washington and Lee University.

In addition, AMIDEAST's offices in the West Bank and Gaza supported two U.S. Department of State-funded initiatives targeting needy Palestinian youth. Launched in 2009, the **Abraham Lincoln Incentive Grants** are designed to assist promising, academically qualified but financially challenged Palestinian high school students seeking to compete for U.S. college scholarships. During 2010, AMIDEAST staff worked with 24 college-bound high school youth who were selected to receive the grants. Meanwhile, the **American Palestinian Local University Scholarships (A-PLUS) Program** was introduced in 2010 to provide full scholarships for undergraduate study at local Palestinian universities to bright, academically promising but socioeconomically disadvantaged Palestinian high school seniors. AMIDEAST assisted with the selection of 51 men and women to receive A-Plus Scholarships and delivered training and other support that the program provides in order to develop and enhance their employability and professional careers.

## DEVELOPING THE REGION'S HUMAN CAPITAL

The growing recognition that knowledge is the "cornerstone of development" has spurred in-region efforts to invest in educational opportunity for youth. During 2010, AMIDEAST supported two initiatives that are building the store of talented youth equipped with the knowledge and skills to make a difference in the development of their societies.

During its third and final year of supporting the **Mohammed bin Rashid Al Maktoum Fellows Program**, AMIDEAST provided administrative support for 49 men and women admitted to the program, which targets the development of the knowledge capabilities of talented youth across the Arab world. Nearly 200 in all, Maktoum Fellows receive scholarships to pursue master's degrees in Business Administration (MBA), Public Administration (MPA), Public Policy (MPP) and Finance at premiere universities worldwide, including Columbia and Harvard Universities, INSEAD (France), Cranfield University and the London School of Economics (UK), and Monash University (Australia).

In addition, AMIDEAST continued to implement the **Onsi Sawiris Scholarship Program**. Established by Orascom Construction Industries, the program enables outstanding Egyptian men and women to pursue degrees in fields related to business and engineering at highly selective universities in the United States. During 2010, students were selected to begin MBA programs at the business schools of Duke, Harvard, and Stanford Universities and the University of California/Berkeley. Over its 10-year history, the Onsi Sawiris Scholarship Program has underwritten the degree programs of nearly 50 men and women in support of its goal of contributing to the supply of driven and talented professionals who will strengthen Egypt's economic competitiveness.



## PROMOTING STUDY IN THE USA

Nothing strengthens cross-cultural understanding like personal experience of life in another country. For 60 years, AMIDEAST has been a leader in providing high quality advising services and support to both sponsors and scholarship grantees from across the MENA region.

Eleven EducationUSA Centers that AMIDEAST operates in Egypt (Cairo and Alexandria), Gaza, Jordan, Kuwait, Lebanon, Morocco, Oman, Tunisia, the West Bank, and Yemen provide the backbone of these activities.

While U.S. colleges and universities are well-recognized in the region for their quality, the process of selecting and applying to the right institution can be overwhelming. Visitors to AMIDEAST's EducationUSA Centers, affiliated with the U.S. Department of State's Bureau of Educational and Cultural Affairs, receive information from professional advisers and benefit from free libraries and other resources, including state-of-the-art communications technology that enables prospective students to link to college websites, apply online, and conduct direct, "face-to-face" discussions with college representatives via digital videoconferencing. Advisers conduct outreach throughout the countries where they are located to promote U.S. study to varied audiences and hold in-center presentations and activities covering different aspects of U.S. study, from financial aid and standardized tests to the visa application process.

During 2010, many centers also organized small "Competitive College Club" groups of well-qualified undergraduate candidates that worked intensively with advisers to improve their chances of admission and scholarships. In addition, very well-qualified but financially disadvantaged students in many countries were able to receive assistance with the costs of the application process itself through the U.S. Department of State Opportunity Grant Program or other programs such as AMIDEAST's Diana Kamal Scholarship Search Fund. EducationUSA centers also assisted U.S. college and university representatives during their visits to the region, orienting them to local educational systems and facilitating contact with prospective students.



### Testing for Educational Access

Access to high quality testing centers is an important component of the services AMIDEAST offers individuals, parents, teachers, educational institutions, businesses, and government entities in the MENA region. As one of the region's leaders in the field of standardized testing, AMIDEAST has long recognized the importance attached to testing and the integrity of the testing process. The many testing centers that it operates in 16 countries throughout the region administer the key tests required for university admissions in the United States and elsewhere, providing quick, secure, and accurate scoring of tests and valuable support services ranging from test preparation to proctoring and registration for and supervision of examinations. In 2010, these centers provided a safe, secure environment for the administration of over 92,300 computer-, paper-, and Internet-based tests.

## ADVANCING SOCIAL JUSTICE

Since its creation a decade ago, the International Fellowships Program (IFP) has invested in educating a new generation of leaders who are committed to achieving social justice in their communities. Active in 22 countries worldwide, including Egypt and Palestine, the Ford Foundation initiative has provided grants for up to three years of advanced study to exceptional individuals who have demonstrated social commitment and have excelled academically, often overcoming hurdles such as poverty or discrimination to gain access to higher education.

In the Middle East, the IFP has partnered with AMIDEAST to make this educational opportunity available to nearly 300 individuals: 171 in Egypt and 121 in Palestine.

IFP fellows have included women activists, village council members, and representatives of charitable organizations, Palestinian refugee camp committees, and grassroots NGOs, selected to meet the IFP's mandate of selecting individuals who are truly underserved.

Four out of five IFP fellows received funding for master's degree programs, the remainder for Ph.D programs, at universities around the world. AMIDEAST has worked with many of the IFP applicants, candidates, and fellows-elect to provide predeparture training that will help ensure success in their studies. Nearly all IFP grantees return home after completing their academic studies. As the program draws to an end, efforts are focused on continuing the IFP legacy through alumni activities.



## PROFILE

### International Fellowship Program

#### Rifa AbuRish

As the director of the Women's Center in one of the largest Palestinian refugee camps in the West Bank, Rifa AbuRish is responsible for programs that many women depend on for securing the livelihoods of their families. Al Amari refugee camp, located outside Ramallah, is also where she was born and raised. As one of 11 children in a family with limited financial means, Rifa had to overcome many hurdles to complete college and become a teacher. Despite these challenges, she also found time and energy to devote to volunteer activities, setting her on the path that eventually led to her role as director of the Al Amari Women's Center.



Knowing firsthand the challenges that camp residents face, AbuRish is passionately committed to improving the lives of the people around her. "By changing and empowering our society, we have a voice and can be effective in achieving social justice," she firmly believes.

The International Fellowship Program uses education to empower leaders like AbuRish, who are committed to advancing social justice and improving their communities. Through her IFP fellowship, she completed a master's degree in Gender, Law and Development at Birzeit University, acquiring tools that are enabling her to expand the capacity of the Women's Center to better meet the demands of the community.

AbuRish also went on to co-found the Union of Refugee Women Centers in the West Bank. As chair of this dynamic group, she recently led its effort to convince the Ministry of Women's Affairs to keep the Women's Center in the ministry's strategic plans for the refugee camps — scoring a victory that will ensure that the Women's Center continues its important mission.





## PROFILE

### Education Abroad Programs

Tyler Some



Tyler Some was in his second year of Arabic language study at the George Washington University when he became interested in spending a semester of study in the Arab world. With a double major in international studies and Arabic language, the sophomore from upstate New York felt that this would help him realize his goal of becoming proficient in this difficult language. The ideal program would place him in a university setting where Arabic is the dominant language, in a country where Arabic is widely spoken, with the opportunity to live with an Arabic-speaking family.

AMIDEAST's fall semester program at Mohammed V University-Agdal was well-suited to Some's objectives. He took Modern Standard and colloquial Arabic plus courses about Morocco and the region. In addition to living with a host family, Tyler was pleased to be matched with a "language partner," a Moroccan student who became the perfect conduit to discovering the local culture and developing friendships with Moroccans.

The program whet Some's appetite to continue exploring the Arab world. As it drew to a close, he approached AMIDEAST about internship opportunities in its field offices. This led to an internship for spring semester in Cairo, supporting AMIDEAST's study abroad program in Egypt. Then it was on to the West Bank for the summer to take a volunteer position working with AMIDEAST/Ramallah, assisting with a summer camp program that provides enrichment and activities for Palestinian refugee youth.

"I spent an incredible year in the Middle East," Some says. "I gained language proficiency, lifelong friends, and insights into international career opportunities. Someday I hope to return to the region in a professional capacity."



## ENHANCING UNDERSTANDING OF THE ARAB WORLD

Interest in learning about the Arab and Islamic worlds is on the rise — and with it, U.S. enrollments in Arabic language study and participation in study abroad programs in the region. Arabic now ranks eighth among the most studied foreign languages at U.S. colleges and universities, while in just six years, the number of American students opting to study in the region rose nearly 800% to reach 4,485 in 2008–09. Partly responsible for the sharp increase in Arabic study has been the U.S. government's designation of Arabic as a "strategic language," a factor that has made it increasingly popular with students seeking a career in international relations or diplomacy.

As interest has risen, AMIDEAST has worked to match it by offering summer, semester, and full-year in-region study options for college undergraduates, while also continuing its longstanding commitment to working with sponsoring institutions to develop and implement short-term programs that meet specific educational needs. Following the significant expansion of its study abroad programming in 2008, AMIDEAST Education Abroad Programs continues

to attract students interested in combining language study, coursework, homestays, and other activities designed to develop their intercultural sensitivity and understanding of the Middle East and North Africa region.

In 2010, a total of 141 undergraduates enrolled in AMIDEAST Education Abroad Programs in Egypt, Jordan, Kuwait, and Morocco, receiving college credit for coursework in Modern Standard and spoken Arabic as well as related areas studies. This was the first full year for the programs in Egypt, Jordan, and Kuwait; and those programs began to gain wide acceptance in the study abroad community. Nine other students participated in the summer "Learn & Serve" program in Tunisia, where they studied Tunisian Arabic and Tunisian culture and society, then served as cultural and linguistic resources in a four-week English immersion program for Tunisian university English language majors.

During 2010, AMIDEAST also assisted a range of institutions in the development and implementation of short-term programs in Egypt, Jordan, Kuwait, Morocco, Oman, Qatar, and Tunisia. By organizing homestays, lectures, cross-cultural discussions, site visits to community organizations, service learning projects, and cultural excursions, it ensured that the 120 participating high-school and college students and educators gained invaluable insights that expanded their understanding of the region and helped them connect with its citizens.

### Introducing "YES Abroad" for American High School Youth

In 2010, AMIDEAST was one of several organizations that implemented the **Kennedy-Lugar Youth Exchange and Study (YES) Abroad Program**, a pilot project supported by the U.S. Department of State to send American secondary school students for a semester of study at schools in the Muslim world. AMIDEAST's YES Abroad students went to Morocco and Oman for a semester, with half placed in each country. They lived with local families and attended local private schools, taking classes and participating in school activities alongside their Moroccan and Omani peers. In addition, they participated in a variety of enrichment activities organized by AMIDEAST staff, including Arabic language lessons and visits to local cultural attractions.

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### Enriching U.S. Faculty and Student Understanding of the Gulf Region

In 2010, AMIDEAST again implemented the **Fulbright-Hays Summer Seminar Abroad** on behalf of the U.S. Department of Education and the Jordanian-American Commission on Educational Exchange. During the eight-week program, a group of U.S.-based college and university faculty travelled to Kuwait, Qatar, and the UAE, where they immersed themselves in learning about the similarities and differences among the three Gulf states through meetings with local officials, visits to cultural and historic sites, and interaction with local counterparts. On their return to the United States, participants designed curriculum units to integrate materials about the Gulf states into their teaching, thereby enriching their students' understanding of this important subregion.





# EMPOWERING YOUTH AND WOMEN

**W**ith nearly 60 percent of its population below the age of 25, the countries of the Middle East and North Africa are unable to generate enough jobs to meet fast-growing workforce needs. Youth unemployment in this — the world's youngest — region is nearly double the global rate. For young women, it is significantly higher, reflecting the “double burden” they bear owing to the persistence of cultural, social, and economic gender divisions. AMIDEAST works with local, regional, and international partners to advance leadership training, entrepreneurship, and skills enrichment through programs that raise awareness and provide new opportunities for youth and women.

## MEETING THE NEEDS OF DISADVANTAGED YOUTH

Programs that help disadvantaged youth overcome barriers to educational and career opportunities are an important part of AMIDEAST's work. A common denominator of these initiatives is to provide training in English language and other vital communication skills that are commonly beyond the reach of the family budgets of many of the region's youth.

### Middle School

Working in partnership with the Mohamed Shafik Gabr Foundation for Social Development, AMIDEAST developed and implemented the **Taghyeer Program**, a supplemental curriculum for elementary and middle school students living in Al Mokattam, one of Cairo's poorest neighborhoods. *Taghyeer*, which means “change” in Arabic, seeks to enable children to transform their lives by strengthening their English language proficiency, building leadership skills, and developing competencies in areas like public speaking. A unique Egyptian cultural focus to the English language curriculum helps students learn English by making it more relevant to their everyday lives.

### High School

The transformational potential of the **English Access Microscholarship Program** is high. Designed for youth ages 14–18, this successful U.S. Department of State-funded program offers training in critical language and communications skills in a student-centered environment. In afterschool and intensive summer classes, the Access Program uses language instruction and a variety of enrichment activities to impart critical thinking skills, basic computer skills, leadership training and teamwork, and a sense of civic responsibility and engagement.

In 2010, AMIDEAST administered more than 7,800 Access scholarships in Egypt, Jordan, Kuwait, Lebanon, Morocco, Tunisia, the West Bank/Gaza, and Yemen and laid the groundwork for the program's launch in Oman. Since 2004, AMIDEAST has helped to bring the benefits of this effective program to nearly 14,300 young men and women across the region.

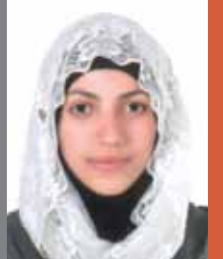
### Summer Camps

Through summer camps, AMIDEAST is able to provide a fun, positive learning environment for disadvantaged youth. **Camp Discovery**, a multifaceted summer camp program, serves at-risk Palestinian youth ages 8–14 from refugee camps and other marginalized areas throughout the West Bank and Gaza. For the third consecutive year, AMIDEAST operated the three-week camp, making it possible for

## PROFILE

### English Access Microscholarship Program

**Mariam Al-Dubhany**



“The Access scholarship changed my entire life,” says Mariam Al-Dubhany, one of 1,200 Yemeni high school students in Sana'a, Aden, Mukalla, Taiz, and nearby towns in Lahej and Abyan who were enrolled in the English Access Microscholarship Program during 2010. As part of the cohort of 15–24 year-olds who make up a fifth of Yemen's population, these students face staggeringly high rates of unemployment as they prepare to enter the country's workforce. Enrollment in the Access Program has brightened their life prospects.

Although underprivileged, Yemeni Access students are bright and highly motivated. They are eager to gain from the opportunity to develop their English language literacy and other skills that will enhance their employability. Through a variety of extracurricular activities, they also become familiar with various aspects of American culture and are involved in community service and volunteer work that encourages them to find ways to positively influence the world around them.

Equipped with language and employability skills, community service credentials, and a greater understanding of the world around them, Access students are discovering new possibilities for their futures. “The Access scholarship opened new doors, gave me new opportunities to expand my knowledge and get to know different people, and gave me the chance to get more experience in various fields,” said Al-Dubhany, who has gone on to study pharmacy at a university in Yemen and hopes someday to study abroad.



more than 540 youth from Hebron, Jenin, Nablus, Ramallah, and Gaza to engage in activities focused on English language training, artistic expression, scientific discovery, community service, team-building, and leadership development in a stimulating, learner-centered environment.

## REALIZING THE POTENTIAL OF IRAQ'S WOMEN

The inclusion of Iraq's women is essential to the country's successful recovery. Iraqi women professionals once held prominent positions in academia and the workplace. Today, their participation lags behind in all social and economic areas. Women make up over half of Iraq's population, yet they represent only a third of the country's current university students and less than a quarter of its workforce.

### Expanding Women's Leadership in Engineering and the Sciences in Iraq

As Iraq rebuilds and recovers from years of conflict and turmoil, it has faced an acute shortage of engineers and applied scientists to manage its extensive reconstruction and development needs. Recognizing the valuable contribution that Iraqi women can make is part of the answer to this challenge. The Iraqi Women's Fellowship Foundation (IWFF) launched an initiative designed to provide specialized training for Iraqi women engineers and scientists with leadership potential and a desire to play a larger role in their country's development.

Established in 2009, the **IWFF Applied Science and Engineering Faculty Program** envisions bringing a total of 40 women to the United States to spend a year in study and research at top U.S. engineering schools. As visiting scholars, these specialists in engineering and applied sciences will be able to develop collaborative and working relationships that will continue after they return home and well into the future, and eventually lead to institutional partnerships between U.S. universities



### Iraqi Women's Fellowship Foundation

#### Samah Mustafa

Engineering professor Samah Mustafa believes that Iraq's women have an important role to play in the rebuilding of their country after years of turmoil

and conflict. In Iraq, she notes, women had once gained prominence as lawyers, doctors, and engineers, especially during wartime, when they assumed positions of responsibility while the men were away fighting. "Our women bore great responsibility in their homes and work," she asserts. "I'm very proud to speak about Iraqi women."

After a period of decline, the participation of women in Iraq's professional life is slowly rebounding. Higher graduation rates for women engineering students are one sign of change. But whether graduates possess the knowledge, capabilities, and tools they need to be active and productive are reasons for concern, cautions Mustafa,

and counterpart Iraqi universities. For the second consecutive year, AMIDEAST worked with the IWFF to recruit Iraqi women faculty in engineering and coordinate their placement in visiting faculty fellowships for the 2010–11 academic year.

### Strengthening Women's Role in Government in Iraq

Since 2004, the U.S. Department of State-funded **Iraqi Women's Democracy Initiative (IWDI)** has been working to restore the capacity of Iraqi women to play an active role in rebuilding their society and take part in the democratic process in Iraq. AMIDEAST supported this initiative of the Office of Global Women's Affairs by organizing and implementing a program that brought female members of Iraq's Provincial Council to Washington, DC, for training and high-level meetings with American counterparts.

A two-week visit in March 2010 offered opportunities to expand participants' understanding of key aspects of the political process, including coalition building, advocacy, media, strategic policy planning, government management, transparency, the role of local government, and outreach to civil society, grassroots organizations, and their constituencies. Representing eight provinces, including Baghdad, Basrah, Diyala, Maysan, Najaf, Salah al-Din, Tameem, and Thi-Qar, the women were selected for their influential roles in their communities and their strong and active leadership on behalf of women's issues.

## PROFILE

a lecturer at the University of Salahaddin in Erbil. That's why she welcomed the opportunity to travel to the United States to receive advanced training through the Iraqi Women's Fellowship Foundation (IWFF). As one of three Iraqi women specialists in engineering to become the first IWFF Fellows, she spent a year in research and study designed to expand her knowledge base and develop her leadership potential so that she will be better able to help Iraq's universities recover from damage caused by years of isolation and war.

"The IWFF Program provided me with an amazing opportunity to learn and apply my knowledge practically during my fellowship year at a top tier American university," Mustafa said of her year-long fellowship at the University of California in Berkeley. "For someone who has spent her life in a war zone, the entire experience was incredible. Now that I am back in Iraq and working again at my home university, I am applying this new knowledge to my research and teaching."

## ENCOURAGING THE ENTREPRENEURIAL ABILITY OF WOMEN

As women in the region increasingly look to the private sector for opportunities for advancement, many are seeking training in the tools of entrepreneurship. During 2010, AMIDEAST supported a number of programs that responded to this growing interest in entrepreneurship as a viable and rewarding career path for women.

In Egypt, AMIDEAST entered into a partnership with the Women's Entrepreneurship and Learning (WEL) Center at the American University in Cairo, part of the Goldman Sachs *10,000 Women Initiative* launched in 2008 to provide business and management training to 10,000 underserved women worldwide. With assistance from the Wharton School of the University of Pennsylvania, the WEL Center developed the **Women Entrepreneurship Leadership Program**, with the goal of enrolling 500 Arab women in the customized certificate program over a five-year period. During 2010, AMIDEAST offices in three countries helped the WEL Center identify 116 women — 97 from Egypt and the remaining 19 from Jordan and Palestine — to take the certificate program. Echoing the confidence and sense of purpose that the program has instilled in graduates of the program, Azza El Sabrouty, a participant from Egypt, noted, "*10,000 Women* gave me hope. Now I am proud of what I have done with it and I will not give up."

In Oman, nearly 60 women have benefited from AMIDEAST's partnership with the Embassy of the Netherlands that has reached out to underserved women since 2008 to empower them through a combination of basic job-skills training and career guidance. In summer 2010, 14 alumnae of the Empowering Omani Women program returned to AMIDEAST for a follow-up course that included leadership and entrepreneurship components. Taught in Arabic over a three-week period, the **Entrepreneurial Awareness Program (EAP)** encouraged them to think seriously about their own entrepreneurial potential, define their skills and interests, and translate them into marketable business concepts. The program worked with participants to advance their understanding of the essential components of successful business initiative and to think creatively about pursuing business interests within the context of their other obligations.

The young women came away empowered to think in innovative ways about self-employment and equipped with basic business skills that would enable them to better understand the challenges of successful self-employment. The program also connected them to a network where they can receive practical support and mentoring after the program's end.

## PROFILE

### Entrepreneurial Awareness Program

#### Kalimat al Mashari



Kalimat al Mashari had hoped to study graphic design in college. When that didn't work out, her love of art inspired her to paint scenes of Omani culture, which she sold to friends and family. With youthful dreams of building a career as an artist, she was attracted to the Empowering Omani Women Program and the opportunity it would provide to improve her English and learn new IT and other job skills. These small steps changed her life.

Soon after Al Mashari began the course, she began to set her sights more firmly on becoming a business woman. Helped by a government agency that supports small business development, she opened a shop that offers a variety of services, including printing, faxing, photocopying, and letter typing. In 2010, she returned to AMIDEAST to take a follow-up course in entrepreneurship. Designed to encourage women to think seriously about their entrepreneurial potential, the program also taught her leadership and management skills, how to balance her personal life with her career, and how to attract clients to her business.

Oman has made significant strides since 1970, when the vast majority of its women were illiterate. Today, literacy among Omani women approaches 75 percent, and most boys and girls complete 12 years of school. Building on this success, the government is seeking to expand opportunities for women and to address the challenges they still face. For example, while an increasing number of women are joining the workforce, the labor participation rate of women, at 27 percent, lags far behind the men's rate of 86 percent.

AMIDEAST is helping Omani women in their quest to acquire the skills they need to increase their economic participation. "Before taking these courses, I didn't have any serious goals in my life. I didn't believe in myself and my capabilities," Al Mashari recalls. "They have given me the courage and self-esteem I need to run my business successfully."

Towards the end of the fiscal year, AMIDEAST/Oman began to lay the foundation for a new effort to encourage women's engagement in the public sphere. The **Women's Leadership Program**, funded with a grant from the Shell Foundation, will reach around 150 women in five regions of Oman beginning in October 2010 with week-long "Leadership Essentials" workshops uniquely designed to help leaders-to-be prepare for professional and volunteer opportunities in their communities.



**IMPACT**  
*AMIDEAST worked with dozens of public and private partners to improve capacity and services in the education, judicial, and civil society sectors in 2010.*

# BUILDING INSTITUTIONAL CAPACITY

**M**any of the challenges facing the Middle East and North Africa today require comprehensive strategies to build institutional capacity and enable governments and institutions to meet society's need to grow and develop. As a leading regional education and training provider, AMIDEAST works closely with USAID and others throughout the MENA region to provide project design, planning, and support services for institutional development and capacity building projects, particularly in the areas of education, judicial services, and civil society.

## IMPROVING EDUCATION

### Reforming Basic Education in Palestine

At its heart, the USAID-funded **Model Schools Network (MSN) Program** is about children: how to create an environment in Palestinian schools that helps students learn best. Working in close coordination with the Palestinian Ministry of Education and Higher Education and over a dozen local and international partners, AMIDEAST engaged on many levels with the 69 public and private schools that are targeted to become a network of model schools in Palestine. Teacher development is a central component of this initiative. MSN implemented a comprehensive in-service professional development program for over 450 English, math, and science teachers at the network schools as it sought to shift these schools to a student-centered, contemporary approach to learning and teaching. It also delivered a series of leadership seminars for school principals, culminating in development of a set of principal standards and performance indicators.

Separately, the MSN Program worked to improve school performance by enhancing school-community links. It activated parent-teacher associations at network schools, while its Community Outreach Team prepared a series of extracurricular activities and events for the participating schools. Measures such as these contributed to positively influencing student behavior and learning ability, fostering a sense of camaraderie between schools and their surrounding communities, and ultimately creating an improved educational environment and positive learning climate.

Meanwhile, in Gaza, the MSN network prepared for the inclusion in October 2010 of 150 teachers and principals from 12 private schools who will benefit from an approach to in-service capacity building similar to that for the West Bank schools. In addition, implementation of a new local tuition scholarship program helped relieve parents of over 2,000 students from the burden of paying school fees due to the difficult economic situation in Gaza during the 2010–11 academic year.





## Palestinian Faculty Development Program

Ola Khalili

“Teaching determines what and how students learn,” believes education professor Ola Khalili. That strong belief in the power of teachers made her an ideal candidate for the Palestinian Faculty Development Program (PFDP), which seeks to improve Palestinian higher education through reform of teaching and learning practices.

Khalili was selected for the PFDP’s fellowship program, which will enable 34 promising young Palestinian faculty to complete their doctoral studies in the United States and receive other advanced training that will help them improve the teaching of their subjects at colleges and universities in the West Bank and Gaza. In a system facing a chronic shortage of qualified faculty, the contributions these future academic leaders will make cannot be underestimated.

Khalili’s experiences as a young teacher convinced her that change is needed. As an instructor of courses for mathematics teachers, she was dismayed to discover that many of her students didn’t see “the importance of teaching methods for improving students’ capabilities, especially in poor physical contexts like ours.” She cites the low scores of Palestinian students on international assessments like the Trends in International Mathematics and Science Study (TIMSS) among other reasons for concern.

Khalili completed a Ph.D in Education at the University of Massachusetts in 2010. Now back at Birzeit, she reaffirms the goals she had when she sought to become a PFDP Fellow. “I want to become more effective as a teacher by changing my students’ beliefs and practices towards teaching. I want to encourage them to reexamine their thoughts about ‘good’ teaching and the characteristics of a ‘good teacher.’”

### Building Capacity in Palestinian Universities

Working with USAID and the Open Society Institute, AMIDEAST continued to implement the **Palestinian Faculty Development Program (PFDP)**, a project that has been working to improve capacity and quality in higher education in the West Bank and Gaza since 2005. As more PFDP Fellows completed their doctoral programs at U.S. universities and returned home during 2010, the PFDP moved closer to its goal of creating a new generation of leaders at Palestinian universities. In addition, more than 1,800 Palestinian faculty benefited during the year through a variety of activities in the West Bank and Gaza, including the annual Academic Colloquium, Seminars for Excellence in Teaching, faculty development workshops, faculty grants, and two major collaborative projects in teaching.

### Promoting Academic Success in Saudi Arabia

Developed and managed by AMIDEAST in cooperation with the King Faisal Foundation, the **University Preparatory Program (UPP)** provides a bridge to university for promising graduates of Saudi high schools who need extra preparation to be able to enter and succeed in selective universities in Saudi Arabia and worldwide. Since opening its doors in 2007, the UPP’s student population grew from 100 to more than 135 in 2009–10 and a projected enrollment of 175 in 2010–11. The UPP curriculum is strong in mathematics, the sciences, and other key subject areas, taught using the latest in educational technology and teaching methods and stressing the development of study skills fundamental to success in Western educational systems. Students also benefit from intensive English language training.



## University Preparatory Program

Naif Jaber Alhomoud and Fayyad Galal Alhaj

As seniors in high school in Riyadh, Fayadh Galal Alhaj and Naif Jaber Alhomoud didn’t feel ready for college. Instead, they chose to enroll in the University Preparatory Program (UPP), confident that the demanding program would prepare them to meet the challenges that lie ahead.

UPP was created to help Saudi youth overcome weaknesses in their secondary school preparation. Just as important, the rigorous academic program seeks to instill the skills and discipline needed for success in a modern economy. This is important for Saudi Arabia’s economic growth, as well as for reducing the country’s high youth unemployment rate and reliance on expatriate labor. Taught in English, the UPP program also enables its students to master an increasingly valued communication skill — a factor that Alhaj considered to be a priority. “English is the dominant international

language,” he notes. “It’s the key to learning the things that interest me.”

Both young men excelled in the UPP program and advanced to Alfaisal University, where they are pursuing bachelor’s degrees in Business Administration. Looking back, they feel their UPP courses in mathematics and business prepared them well for their college studies. Taking advantage of the UPP’s extracurricular activities, they gained experience as student government leaders and engaged in community service.

Studying in the UPP’s challenging environment prepared them in other important ways. “At UPP I learned that, even if a person faces downfalls in life, it’s not impossible to get what you want. Dreams come true with hard work, faith, and patience,” said Alhomoud, who contemplates graduate study in Japan to learn Japanese and become familiar with the Asian region, which he believes will be important to his country’s future prospects.

## DEVELOPING EFFECTIVE GOVERNANCE

### Strengthening Iraq’s Public Sector

Building a civil service to international standards is indispensable to the effective functioning of Iraq’s government. Since 2006, AMIDEAST has supported the USAID-funded **Tatweer** (or “development” in Arabic) project, a multifaceted effort that is strengthening the ability of Iraq’s government to deliver core public services. Through one of Tatweer’s key activities, AMIDEAST enabled 180 mid-level civil servants to pursue master’s degrees in Public Administration in Egypt, Jordan, Lebanon, and the United States. By the end of 2010, 35 grantees had completed their programs and returned to their ministries, bringing with them new skills and knowledge of best practices and international standards in public administration.

### Advancing the Rule of Law in Palestine

The rule of law depends on many factors, among them a cadre of lawyers with specialized training in this area of the law. In partnership with the Open Society Institute, AMIDEAST has implemented the **Palestinian Rule of Law (PROL) Program**, which seeks to build a critical mass of lawyers possessing the skills to address rule of law issues in Palestine. Since 2003, the PROL Program has made it possible for nearly 40 Palestinian lawyers to receive LL.Ms at leading U.S. law schools and Central European University and return to the West Bank and Gaza to advance the rule of law and increase capacity in legal education at the university level.

### Improving Judicial Institutions in Lebanon

During 2010, AMIDEAST continued to work with local judicial and legal authorities to advance judicial reform and strengthen citizen access to justice in Lebanon. Through the USAID-funded **Strengthening the Independence of the Judiciary and Citizen Access to Justice (SIJCAJ) in Lebanon** project, AMIDEAST administered an innovative small grants program that enabled local organizations to carry out projects that improve public understanding and engagement with the justice system and foster a culture of respect for the rule of law. The three-year USAID-funded project also completed, with major support from AMIDEAST, a multi-prong effort to strengthen the capacity of Lebanon’s Judicial Training Institute to provide continuing professional development of Lebanon’s current and future judges, thereby strengthening the foundations of a strong, independent, and transparent judicial system.

## Transparency and Accountability Grants Program

TAG grants are small — up to \$50,000 each. But the net effect of many such grants has been enormous for strengthening Lebanon’s civil society and promoting good governance in that country. Since 2001, the AMIDEAST-administered Transparency and Accountability Grants (TAG) program provided 183 grants, valued at nearly \$6.5 million, that enabled Lebanese nongovernmental organizations to engage in short-term, high-impact activities in a range of areas, including environmental protection, citizen and women’s rights, government policy and transactions, democratic practice, rule of law, citizen participation, lobbying, and capacity building of nongovernmental organizations.

In 2010 — the last full year of this USAID-funded project — 24 TAG grants worth \$1.14 million funded activities addressing children’s rights, education, higher education quality assurance, consumer rights and protection, legal rights, environment, health rights for disabled citizens, women’s rights, media, syndicates, and transparency in central government procedures.

More than 135 local organizations were able to enhance their impact through the TAG program, and dozens helped several Lebanese ministries improve their work as well. By spreading the grants among a broad spectrum of the civil society organizations in all regions of Lebanon, the TAG program was able to demonstrate the existence of a committed Lebanese constituency willing to work hard and creatively to address good governance in all sectors.





# ADVANCING ENGLISH LANGUAGE AND WORKFORCE SKILLS

In today's global economy, where knowledge is a driver of innovation and achievement, the countries of the Arab world are working to devote more resources to education and training in order to prepare their citizens for the challenges and opportunities ahead. Through English language training and professional skills development, AMIDEAST is helping to develop global communication and workforce skills that will support their drive to compete more effectively in the knowledge-based economy of the twenty-first century.

## BUILDING GLOBAL COMMUNICATION SKILLS

English is a global leader on the Internet, in academia, and in the business world. Interest in learning this leading global language is rising across the region as individuals, students, and professionals seek to tap new opportunities, and companies, governments, and organizations recognize its importance to success in the world economy. As the region's leading American provider of English language training, AMIDEAST continued to meet this growing interest at its centers in Egypt, Iraq, Jordan, Kuwait, Lebanon, Morocco, Oman, Tunisia, the UAE, the West Bank/Gaza, and Yemen during 2010.

In regularly scheduled classes for the public, AMIDEAST's staff of professionally trained native and near-native speakers of American English taught students of all ages — young learners, college-bound teens, and adults. Students improved their English language skills quickly and effectively through reliance on small class sizes, customized instruction, and comprehensive learning resources. Conversation clubs, summer camps, and other innovative programs additionally enriched the learning experience, helping students master the language and become confident users of practical, everyday English that they can use in real-life situations.

With the introduction of training in Iraq for the first time since AMIDEAST reopened its doors in that country in 2003, our regional training centers recorded nearly 55,000 enrollments for English language training in 2010. In addition, more than 7,000 Egyptians benefited under AMIDEAST's **Offsite Service Providers (OSP) Initiative**, a program that has enabled AMIDEAST to respond to the growing demand in Egypt, especially outside major urban areas, for English language instruction since 2006.

### Tailoring Language Instruction

In addition to its classes for the public, AMIDEAST trainers tailored English language instruction to meet the specific training needs of many partners in the public and private sectors. These **English for Specific Purposes (ESP)** courses often combined training in other communications skills over extended periods of time, helping to build capacity needed in today's global environment. Of particular note, specialized language training during 2010 helped journalists, law faculty and students, and religious leaders enhance their understanding of English specific to their professional needs. Moreover, in Tunisia, a major training program taught aviation English — increasingly the international language of air safety — to more than 800 of that country's air traffic controllers and pilots aspiring to meet certification standards set by the International Civil Aviation Organization to prove their language competencies.

## PROFILE

### English: The Language of International Tourism

With international tourism contributing over one-tenth of Egypt's GDP, the ability of the country's tourism workforce to communicate with foreign tourists is strategically important to its economic growth prospects. In 2009, AMIDEAST entered into a partnership with the Ministry of Tourism and the Egyptian Tourism Federation to develop and implement the English Skills for Egyptian Tourism (ESET) Project, a multi-year program that aims to enhance the communication skills of Egypt's tourism workers and ultimately lead to increased tourist satisfaction — and return visits.



After training and certifying a cadre of 150 teachers, AMIDEAST supervised and monitored the ongoing training of staff at top hotels in Sharm El Sheikh, Hurghada, Alexandria, Luxor, Aswan, Cairo, and elsewhere in Egypt in early 2010. Close to 12,000 hotel staff with a beginning-to-elementary proficiency in English registered for the course, which was rich in the vocabulary and expressions specific to their work, enabling them to understand different accents and use accurate terminology so as to respond appropriately and politely to guest inquiries, requests, and complaints — and ultimately to provide better customer satisfaction. By year's end, some 6,000 had completed the course.

In addition, AMIDEAST launched a pilot program designed to enhance the communication skills and career paths of 500 hotel managers. During 2010, it was introduced at 13 hotels in Hourghada, with a major expansion to other hotels and cities planned for early FY11.



## Matching Language Skills to Workplace Needs

A key element in developing language skills is the ability to reliably assess progress and current competency. To build a successful workforce, organizations need to be sure that employees have the language skills needed for their responsibilities. AMIDEAST testing centers allow businesses, government ministries, universities, and other institutions throughout the Middle East and North Africa as well as in the United States to accurately and securely measure employee and student language skills using exams created by ETS, the world leader in test development. Assessment tools focused on the real world communications skills needed for the workforce include the Test of English for International Communication (TOEIC®), which assesses how the skills of intermediate and advanced learners

match specific workplace needs; the TOEIC Bridge, which serves workers at beginning and lower-intermediate English levels; and the *Test de français international* (TFI), which tests workplace French skills.

During 2010, ETS named AMIDEAST centers in Egypt and Tunisia as its Country Master Distributors, directing test distribution throughout their countries. All other AMIDEAST offices maintained their status as ETS Preferred Associates (EPAs). In addition, the AMIDEAST office in Washington, DC, became an EPA in 2010, supporting the introduction of the new TOEIC Speaking & Writing tests within the United States as well as distributing the full TOEIC family of tests.

*“I see changes in the way my students are understanding and coming to love the English language. I am happy to be part of this program as I know that it will be beneficial for this generation, but also for the generations that will come after.”*

**Falesteen**  
An elementary school teacher in Ramallah

## IMPROVING THE TEACHING OF ENGLISH

For decades, AMIDEAST has provided specialized training to teachers at primary, secondary, and tertiary educational institutions in the region, helping them to become better teachers of English. In 2010, it drew on that long experience to implement two innovative programs that will improve the quality of English language training in primary schools in the West Bank and Gaza.

With funding from the GE Foundation, AMIDEAST developed and implemented the **English Language Proficiency Upgrade for Primary School English Teachers** program, providing an intensive summer training program for 180 teachers of English. Drawn from underserved schools in the West Bank and Gaza that are supported by UNRWA and the Palestinian Ministry of

Education and Higher Education, these dedicated teachers improved their command of the English language, enabling them to better model it for their students as they learn to speak, understand, and write correct English.

In addition, AMIDEAST received supplemental funding from the Boeing Company in 2010 to extend the impact of the four-year-old **Professional Certificate in English Teaching (PCET) Program**. AMIDEAST used the new funds to equip three mini-libraries that will enrich the classrooms of PCET teachers and their colleagues. As they make their “road trip” from school to school in the West Bank, the libraries will benefit close to 6,000 students, helping to compensate for the serious shortfall in teaching resources at Palestinian schools.

## INVESTING IN THE REGION'S PROFESSIONALS

Against the backdrop of changing workforce needs across the region, AMIDEAST training centers are becoming a hub for professionals seeking to develop competencies in vital skill sets including entrepreneurship, performance-based management practices, global communications, technology usage, and interpersonal effectiveness.

During 2010, trainers at AMIDEAST centers in Egypt, Jordan, Kuwait, Lebanon, Morocco, Oman, Tunisia, the UAE, and the West Bank and Gaza offered courses, workshops, and seminars that addressed professional training needs covering a range of topics — from Information and Communication Technology (ICT) to time management, presentation and negotiation skills, business writing, customer service, human resources management, and team building. AMIDEAST trainers assisted human resources and training managers in a variety of economic sectors to assess skill needs within their organizations and develop and implement training programs tailored to meet those needs.

AMIDEAST also provided access to study tours that enabled professionals to benefit from expertise outside their countries. Through the USAID-funded **Professional Training Program**, 44 Lebanese professionals travelled to Europe and the United States to build their expertise in areas such as climate change, national parks, pesticide monitoring, inclusive education, and youth leadership.

### Developing Management and Other Technical Skills

As the region integrates into the competitive global economy, the ability to thrive requires organizations to constantly seek to maximize their resources and achieve greater efficiencies. As operations become ever more complex, the expertise of managers becomes highly valued, as does the ability to certify that professionals have acquired technical skills through specialized training.

Training in performance-based management practices required for professional advancement is becoming a high priority at organizations across the region. Through the Project Management Institute (PMI), AMIDEAST has been a **PMI Registered Education Provider** since 2003. AMIDEAST trainers deliver preparation courses for professional certificate examinations such as PMI's Project Management Professional (PMP®), Certified Associate in Project Management (CAPM™), and Risk Management Professional (PMI-RMP®). Working with the U.S. Green Building Council, AMIDEAST also promotes the adoption of green building practice and performance in the region by offering training that leads to LEED® certification.

## PROFILE

### Project Management Training

#### Shoula Al-Masood

Meet Shoula Al-Masood, one of very few women in management at Atlas Telecommunications, a high-tech company based in the United Arab Emirates. Training has been pivotal to the company's success, giving it the competitive edge that enabled it to grow from a small, dedicated team of four in Abu Dhabi to around 400 employees across the region today since its establishment in 1983.



Al-Masood joined Atlas six years ago as an assistant project manager, drawn by the company's vision of introducing multipurpose state-of-the-art telecom technology in the UAE, the GCC, and beyond. Having discovered a passion for project management, she turned to AMIDEAST in 2008 to take a PMP® certification preparation course and later a project management review course to improve her skills.

“The training helped me realize my potential, skills, and capabilities in the real world. It not only boosted my confidence, but helped me advance within my organization,” said Al-Masood, who now holds the positions of Project Manager as well as Service Support Manager.

Equally important, she believes the training was pivotal to her ability as a woman to advance in her field and assume greater responsibilities: “Acquiring knowledge that is widely accepted definitely provides an edge in a male-dominated society — you're respected more, and your input is sincerely considered.”

Al-Masood had very specific goals when she began her training at AMIDEAST. Above all, she wanted to gain project management certification to advance her personal career objectives and make her more competitive in the marketplace. She also felt it was important to acquire the knowledge of global standards that PMI training represents. Today, her aspirations for the future are more expansive. “Professionally, I'd like to lead a diversified team dispersed across the continents who share the same passion and desire to finish a large scale project.”

Al-Masood's training was an important personal investment and helped to expand her horizons. Atlas also realized direct benefits. Her new project management expertise helped the company to reevaluate its practices and devise a systematic approach to handle project scheduling and other activities to make Atlas more advanced than it already was. In turn, this has led to improvements in time management and other efficiencies that helped to boost productivity.

## UNLEASHING ENTREPRENEURIAL POTENTIAL

Entrepreneurship can play a critical role in creating economic opportunity and changing lives. AMIDEAST is working with local, regional, and international partners to advance entrepreneurship in the Middle East and North Africa through programs and initiatives that raise awareness and provide training opportunities for men and women alike.

During 2010, AMIDEAST launched a **Cisco Entrepreneur Institute** in Beirut, marking the first of several planned partnerships with Cisco Systems, Inc., that will help train the region's future entrepreneurs. These Institutes benefit from Web 2.0 technologies and social networking platforms that supplement traditional, trainer-led instruction, creating a dynamic, interactive community to foster entrepreneurship. Participants are also able to take advantage of instructional materials developed by Stanford and Cornell Universities, the Cisco Business Online curriculum, and specially developed e-learning applications. AMIDEAST trainers localize content for the Lebanese legal and business environment and provide mentors from the Lebanese business community to advise and assist students.

“The ‘Growing a Business’ workshop helped me to understand the realities of being in business and the challenges I might face — but also the available solutions. Thank you for this amazing opportunity!”

Caroline Assaf, Strategy Coach at Strategyca

In just several months of operation at the close of 2010, the Beirut-based Institute demonstrated how these tools combine to provide a dynamic learning atmosphere that AMIDEAST expects to replicate in Institutes planned for Oman, Morocco, and Palestine as a result of its partnership with Cisco Systems, a worldwide leader in networking technology.



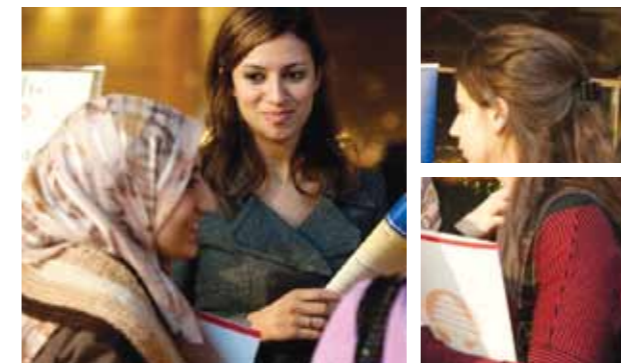
## BRIDGING THE GAP BETWEEN SCHOOL AND THE WORKPLACE

Many youth in the region are disappointed to discover that they cannot find suitable employment despite years of effort and dedication to completing their educations. Youth unemployment rates are highest among the region's university graduates and suggest a mismatch between the skills in demand and the skills offered by young people. For others, the prospects of career advancement are stymied by a lack of post-graduate training opportunities.

Specialized initiatives that provide college graduates with training in language, IT, and technical skills, encourage them to consider self-employment, and provide career guidance are offering a path to meaningful employment. Since 1999, AMIDEAST has partnered with the Future Generation Foundation (FGF) to implement the **Basic Business Skills Acquisition/Graduate Resource Program**, delivering training in business English, computer applications, business planning, job-related business skills, and skills needed for securing and maintaining employment and career development to nearly 15,000 men and women in Cairo, Assiut, and Alexandria.

Internships represent another avenue of hope for college graduates. In 2010, AMIDEAST again worked with the Partnership for Lebanon, an American private-sector initiative committed to building a better future for the Lebanese people, to provide opportunities for that country's aspiring high tech workers to gain experience and advanced training. Through the **Cisco Internship Program** and the **Lebanon Internship Program**, established by Cisco Systems and Intel Corporation, respectively, a total of 34 men and women completed internships lasting six months to one year in length in the United States and Lebanon.

In addition, AMIDEAST partnered with Intel Corporation to make it possible for 29 young engineers from Egypt, Lebanon, and Turkey to spend a year at Intel facilities in the United States through the **Intel Internship Program**. Another six interns from Saudi Arabia were sponsored by the King Abdulaziz City for Science and Technology.



## PROFILE

### Cisco Internship Program

Karim Diab



Lebanese engineer Karim Diab was thrilled to be selected for the Cisco Internship Program, established to fulfill Cisco's commitment to the Partnership for Lebanon, an American private sector initiative that supports Lebanon's economic development. Passionate about computer networking, he felt it was a “dream come true.” The Lebanese American University graduate had already gained experience since completing his degree in computer science in 2005 and was working as a network engineer at Al-Mawarid Bank, one of the country's leading banks. But Diab was eager to learn more.

As one of a hundred Lebanese high tech specialists chosen for the prestigious program, Diab spent six months at Cisco Systems headquarters in San Jose, California. There he was exposed to the latest technologies in a context that gave him a global view of their applications. Through mentoring and Cisco's training program, he gained self-confidence and professional certificates in a variety of technical areas. “I was taught to love my job and do my best to become successful,” he recalls. “The knowledge I got was worth around five years of work experience at my former job. It was amazing.”

Diab turned down offers to continue to work abroad after his internship ended, choosing instead to return to Lebanon. In his way, he is helping to realize the Partnership for Lebanon's goal of investing in the country's young professionals to equip them with skills that will enable them to contribute to a better future for Lebanon. Now back at Al-Mawarid Bank, he is using his new knowledge to make improvements in its IT infrastructure. “Programs like this are extremely valuable for my country,” he believes. “I hope that with such help, we will be able to secure a more prosperous future.”



# AMIDEAST Programs Active in Fiscal Year 2010

## ACADEMIC EXCHANGES

### Abraham Lincoln Incentive Grants — West Bank/Gaza

*Sponsor: U.S. Department of State Middle East Partnership Initiative (MEPI)*

Administered a grants program to assist 24 promising, academically qualified but financially challenged Palestinian high school students to successfully compete for U.S. college scholarships. Grants cover fees for required college admissions tests, essay-writing and test-preparation courses, college applications, visas, and SEVIS; and in-country travel stipends and other support for grantees who succeed in securing admission to a U.S. college on full scholarship.

### American Palestinian Local University Scholarships (A-PLUS) Program — West Bank/Gaza

*Sponsor: U.S. Department of State Middle East Partnership Initiative (MEPI)*

Administered a program that provided 51 bright, academically promising but socioeconomically disadvantaged Palestinian high school seniors with full academic undergraduate scholarships for bachelor's degree programs at local Palestinian universities, along with training and other opportunities to develop and enhance their employability and professional careers.

### Bicommunal Support Program — Cyprus

*Sponsors: U.S. Department of State, U.S. Embassy in Cyprus*  
Implemented four programs in Cyprus and the United States that directly benefited over 200 Greek- and Turkish-Cypriots.

### Canadian Nexen Scholarship Program — Yemen

*Sponsor: Canadian Nexen Petroleum Company*  
Handled recruitment, selection, and English language training and academic preparation for 10 students to begin undergraduate study in Canada in fall 2010 or later.

### Cyprus-America Scholarship Program

*Sponsors: U.S. Department of State, Cyprus Fulbright Commission*  
Managed scholarship programs for 43 students and academic trainees enrolled in U.S. colleges and universities; planned short-term training programs for 14 mid-career professionals; and organized a bicommunal conflict resolution workshop to improve cooperation and understanding between the Greek and Turkish-Cypriot communities.

### Fulbright Foreign Student Program — Regional

*Sponsors: U.S. Department of State, Binational Fulbright Commission of Egypt, Jordanian-American Commission for Educational Exchange, Moroccan-American Commission for Educational and Cultural Exchange*  
Provided program support services to 263 master's, doctoral, and research grantees and placement services to 273 Fulbright program nominees from the Middle East and North Africa.

### Hope Fund Corporation Scholarships — Lebanon, West Bank/Gaza

*Sponsor: Hope Fund Corporation*  
Conducted recruitment, selection, and orientation for six Palestinian refugee students from Lebanon and the West Bank/Gaza to begin undergraduate study in fall 2010 at Augustana, Bridgewater, Carleton, Millsaps, and Roanoke Colleges.

### International Fellowships Program — Egypt, West Bank/Gaza

*Sponsors: Ford Foundation International Fellowships Program, International Fellowships Fund, Inc.*

Handled promotion, selection, predeparture orientation, testing, and preacademic training for 25 Egyptian and 22 Palestinian students drawn from social groups and communities that lack systematic access to higher education. Assisted in the development of IFP alumni associations and legacy-building activities.

### IWFF Applied Science and Engineering Faculty Program

*Sponsor: Iraqi Women's Fellowship Foundation*

Recruited three Iraqi women faculty in engineering and coordinated their placement in visiting faculty fellowships to spend the 2010–11 academic year in research and study at the California Institute of Technology, University of California/San Diego, and Smith College.

### Junior Iraqi Diplomats

*Sponsor: U.S. Department of State*

Managed logistics and supplemental programming for a two-week program in Washington, DC, for 13 junior-level Iraqi diplomats.

### Kennedy-Lugar Youth Exchange and Study (YES) Program — Regional

*Sponsor: U.S. Department of State*

Worked in a consortium of 10 NGOs headed by AYUSA International to administer a youth exchange program that brings students to the United States to live with American host families and attend high school for one year. In this eighth program year, AMIDEAST managed the recruitment and selection of 220 high school students from Bahrain, Jordan, Kuwait, Lebanon, Morocco, Oman, Qatar, Tunisia, West Bank/Gaza, and Yemen; provided predeparture orientation and logistical support for international travel; and supervised activities for YES alumni in these countries.

### Legislative Fellowship Program (LFP) — Kuwait, Oman

*Sponsors: U.S. Department of State, Legacy International*

Provided selection, logistical, and other support to bring 12 professionals ages 25–40 who work in public service or civil society in Kuwait and Oman to the United States for a fellowship program designed to strengthen mutual understanding of the legislative and policymaking processes in the United States and Gulf countries and enhance appreciation of the role of civil society. Assisted with follow-on projects, including the design of a similar study tour for U.S. delegates to the Gulf region.

### Mohammed bin Rashid Al Maktoum Fellows Program — Regional

*Sponsor: Mohammed bin Rashid Al Maktoum Foundation*

Provided administrative support for 49 Arab students awarded scholarships to pursue master's degrees in Business Administration, Public Administration, Public Policy, and Finance at highly selective universities in Australia, Europe, and the United States.

### Onsi Sawiris Scholarship Program — Egypt

*Sponsor: Orascom Construction Industries (OCI) Foundation*

Recruited and supervised the U.S. study program for eight master's and one bachelor's degree students. Program has sponsored over 45 students since 2001 in fields that will enhance Egypt's economic prosperity.

### Teachers of Critical Languages Program — Egypt

*Sponsor: U.S. Department of State*

As a subcontractor to American Councils for International Education, recruited 11 Egyptian teachers of English, Arabic, and English as a Foreign Language to spend 11 months teaching in U.S. primary and secondary schools in Connecticut, Illinois, Iowa, Kansas, Oregon, South Carolina, Utah, and Wisconsin with the goals of improving their English, developing American students' appreciation for and fluency in Arabic, and promoting partnership and cultural understanding between American and Egyptian teachers.

### Tomorrow's Leaders Scholarship Program — Regional

*Sponsor: U.S. Department of State Middle East Partnership Initiative (MEPI)*

Handled promotion, screening, interviews, preliminary selection, and predeparture orientation for 39 students from Jordan, Kuwait, Morocco, and the UAE to attend the American University of Beirut, American University in Cairo, and Lebanese American University. In all, over 90 students from underserved backgrounds have been selected for this four-year undergraduate scholarship based on their academic, community commitment, and leadership qualities. Another 51 will be selected in 2011.

### TOTAL E&P Yemen Scholarship Program — Yemen

*Sponsor: TOTAL E&P Yemen*

Assisted with recruitment phase of the scholarship project.

## EDUCATION ABROAD

### AMIDEAST Education Abroad Programs in Egypt, Jordan, Kuwait, Morocco, and Tunisia

*Sponsor: AMIDEAST*

AMIDEAST offered the following semester-long and summer academic programs for U.S. undergraduate students, including selection and monitoring of participants, onsite orientation, housing, and excursions:

- **AMIDEAST Education Abroad Program in Morocco**

In partnership with Mohammed V University-Agdal, offered a semester-long academic program in Rabat for 29 students in the spring and 28 in the fall semesters.

- **AMIDEAST Education Abroad Program in Morocco Summer Arabic Program**

In partnership with Mohammed V University-Agdal, offered two five-week summer intensive Arabic sessions in Rabat, including language instruction, for a total of 20 students.

- **AMIDEAST Education Abroad Program in Egypt**

In partnership with Arab Academy, offered a semester-long academic program in Cairo for 11 students in the spring and 14 students in the fall semesters.

- **AMIDEAST Education Abroad Program in Jordan**

In partnership with Qasid Institute for Classical and Modern Standard Arabic, offered a semester-long academic program in Amman for eight students in the spring and 11 students in the fall semesters.

- **AMIDEAST Education Abroad Program in Jordan Summer Arabic Program**

In partnership with Qasid Institute for Classical and Modern Standard Arabic, offered two five-week summer intensive Arabic sessions in Amman, including language instruction, for a total of 17 students.

- **AMIDEAST Education Abroad Program in Kuwait**

In partnership with American University in Kuwait, offered a semester-long academic program in Kuwait for one student in the spring and two students in the fall semesters.

- **Learn and Serve in Tunisia**

*Sponsor: AMIDEAST, Tunisian Ministry of Higher Education and Training, U.S. Department of State*

Provided nine American undergraduates with an opportunity to "learn" about Tunisia and "serve" as English Language and Culture Fellows in a summer immersion for future Tunisian teachers of English.

### Arab Culture and History Program — Egypt, Morocco

*Sponsor: Texas A&M University*

Developed and implemented a 10-day program focused on Arab culture and history for 10 ROTC cadets from Texas A&M University. Arranged housing, logistics, lectures, and cultural excursions.

### Arab Heritage Fund

*Sponsors: Individual donors*

Continued to build an endowment to help support and expand AMIDEAST's activities in providing quality educational resources and programs about the Middle East and North Africa to U.S. teachers and students, including need-based scholarships for students enrolled in AMIDEAST's Education Abroad Programs in the Arab World.

### Arabic Language Immersion Program — Jordan

*Sponsor: Defense Language Institute (DLI)*

Developed and implemented, together with Qasid Institute, a four-week Arabic language immersion program in Amman for 10 students from the DLI center at Fort Huachuca, Arizona. Arranged housing, cultural tours, and language instruction in Modern Standard Arabic.

### Culture and Commerce of the Southern Mediterranean — Tunisia

*Sponsor: Stonehill College*

Implemented a four-day study tour for 25 Stonehill College students. Arranged housing, lectures, and cultural tours.

### Fulbright-Hays Summer Seminar Abroad — Kuwait, Qatar, UAE

*Sponsor: U.S. Department of Education*

Developed a six-week seminar in Kuwait, Qatar, and the UAE for 10 U.S.-based college and university faculty members. Recruited academic director and organized predeparture orientation in Washington, DC, and arrival orientation, lectures, site visits, colloquial Arabic language study, and excursions in each country.

### Global Service Learning Program — Morocco

*Sponsor: Lakeside School, Seattle, Washington*

Implemented a month-long summer study tour to Morocco for 12 Lakeside School students. Arranged homestays, colloquial Arabic courses, cross-cultural discussions, lectures, and a service-learning project in a village in the Middle Atlas Mountains.

### IDEAS Study Abroad in Egypt

*Sponsor: Norfolk State University*

Developed and implemented together with Arab Academy an eight-week Arabic immersion program in Cairo for six students from Norfolk State and George Mason Universities. Arranged housing, cultural tours, lectures, and instruction in Modern Standard Arabic.

### Intensive Summer Language Program — Morocco

*Sponsor: University of Virginia*

Developed and implemented a five-week summer language program, including both French and Arabic, in Rabat for 20 students from the University of Virginia. Arranged homestays, cultural tours, lectures, and instruction in French and Modern Standard Arabic.

## AMIDEAST Programs Active in Fiscal Year 2010

### Kennedy-Lugar Youth Exchange and Study (YES) Abroad Program — Morocco, Oman

*Sponsor: U.S. Department of State*  
Worked with AYUSA International to implement a semester program for eight U.S. high school students: four in Morocco and four in Oman. Participated in student selection and predeparture orientation and arranged homestays, enrollment in local secondary schools, onsite orientation, cultural support, language tutoring, and monitoring.

### Public Leadership in Morocco

*Sponsor: University of Maryland/College Park*  
Developed and implemented a three-week program for 19 students from the University of Maryland's College Park Scholars Public Leadership Program. Arranged homestays, cultural tours, lectures, site visits, and colloquial Arabic instruction.

### Young Voices from the Arab World

*Sponsors: Embassy of Jordan, Mosaic Foundation, Saudi Aramco*  
Completed videotaping of new program elements and video editing. Anticipated release in summer 2011.

## EDUCATIONAL SERVICES

### America Corner — Tunisia

*Sponsor: U.S. Embassy in Tunisia*  
For the fifth year, managed the America Corner in Tunis, helping to expand Tunisians' understanding of America through educational and cultural activities, books, American films, and other resources.

### America House — West Bank

*Sponsor: U.S. Consulate in Jerusalem*  
Hosted and provided administrative support to the Consulate General's new America House pilot in East Jerusalem, creating an open and friendly atmosphere for Palestinians in East Jerusalem, particularly youth.

### College Fair — Egypt

*Sponsors: Council of International Schools, AMIDEAST, individual universities*  
Coordinated program logistics, dates, and promotion plans with the Council of International Schools for events organized by AMIDEAST in Cairo and Alexandria. The fairs attracted 15 U.S. universities in Cairo and 11 in Alexandria. About 900 students, school guidance counselors, and parents attended the Cairo fair and approximately 500 attended the fair in Alexandria.

### Competitive College Clubs — Egypt, Lebanon, Morocco, Tunisia

*Sponsors: U.S. Department of State, individual U.S. embassies, AMIDEAST*  
Recruited and supported organized groups of well-qualified undergraduate applicants, assisting them to improve their admission and scholarship chances through in-depth group application work and community service activities.

### Consultations/University Placement Services

*Sponsors: Individual clients*  
Provided in-depth support to research U.S. study opportunities and submit applications in accordance with the individual needs of students from the Middle East/North Africa.

### Council of International Schools — Lebanon

*Sponsors: Council of International Schools*  
Assisted with logistics for the group's first university tour in Lebanon since the 1990s, arranging school visits that reached about 200 students and briefing university representatives on the local educational system.

### David Mize Scholarship Fund — Egypt

*Sponsor: Anonymous*  
Provided recruitment and selection services for one Egyptian student to receive a scholarship that will partially fund four years of U.S. undergraduate study at Stonehill University beginning in fall 2010.

### Degree Certification, Authentication, and Translation Services

*Sponsors: Individual clients*  
Certified and authenticated credentials of U.S. graduates, and translated educational documents for U.S. study applicants.

### Diana Kamal Scholarship Search Fund — Regional

*Sponsor: AMIDEAST*  
Conducted competitions in selected countries to identify and assist talented but economically disadvantaged students and applied on their behalf for scholarships at U.S. universities. Secured admission and four-year scholarships to Haverford College for a student from Egypt and to Barnard College for a Tunisian student, and through a separate search undertaken by AMIDEAST/Lebanon, to Loyola Marymount University and Massachusetts Institute of Technology (MIT) for two Lebanese students.

### Educational Resource Distribution

*Sponsor: AMIDEAST*  
Distributed books, videos, posters, and other educational resources on the history and culture of the Middle East and North Africa to U.S. educators.

### EducationUSA Advising Services

*Sponsors: U.S. Department of State, individual U.S. embassies, AMIDEAST*  
Served as the EducationUSA center in 11 locations in nine countries as well as providing distance advising. Supported students and scholars in pursuing U.S. study, provided information on the U.S. system to local institutions and ministries, and held free presentations at local schools, universities, and other sites on topics related to U.S. study as well as participating in education-related events. Assisted over 200,000 visitors.

### Institutional Membership Program

*Sponsor: AMIDEAST*  
Supported American colleges and universities, English language institutes, and international organizations in their evaluation and recruitment of students from the Middle East and North Africa

### Institutional Testing/Language Learning Products

*Sponsors: Educational Testing Service (ETS), individual institutions*  
Served as an ETS Country Master Distributor and ETS Preferred Associate in MENA countries and the United States. Distributed and supported through test security, proctoring, scoring, and other services a number of language assessments and teaching tools for internal organizational use. Specifically these included TOEFL® Institutional Testing Program (ITP) tests of academic English; Test of English for International Communication (TOEIC®) tests of English for workplace purposes; TOEIC Bridge tests assessing workplace English for beginning/intermediate learning; Test de français international (TFI) tests of workplace French; and Criterion® Online Writing Evaluation service for schools.

### International Student Network (ISN) American Education Expo — Kuwait

*Sponsor: ISN*  
Promoted and provided logistical assistance for a spring college fair held in Salmiya and briefed university representatives on the local educational systems. Twenty-one U.S. universities participated in the event, which drew approximately 600 attendees.

### Linden Boarding School Fair — Kuwait

*Sponsor: Linden Tours*  
Promoted and provided logistical assistance for this first-time event in Salmiya during which five U.S. boarding schools met with approximately 20 prospective applicants. Briefed representatives on the local educational system.

### Linden U.S. University Fair — Jordan, Oman

*Sponsor: Linden Tours*  
Promoted and provided logistical assistance for fall college fairs in Amman and Oman attracting 19 institutions and approximately 800 attendees in Jordan and 350 attendees in Oman. Briefed university representatives on the local educational systems.

### Opportunity Grant Program — Egypt, Yemen

*Sponsors: U.S. Department of State, individual U.S. embassies, AMIDEAST*  
Recruited and nominated needy but well-qualified students for this program assisting with application costs for U.S. study. Provided in-depth support throughout the U.S. study and scholarship application process to students selected for the program.

### Test Administration

*Sponsors: Educational Testing Service (ETS), Castle Worldwide, Kryterion, and other testing organizations*  
Administered language, aptitude, achievement, and professional qualifying exams for ETS and other testing organizations. AMIDEAST administered over 92,300 tests in 2010, including the Test of English as a Foreign Language (TOEFL®), Graduate Record Examination (GRE®), SAT Reasoning Test™, and SAT Subject Tests™, Test of English for International Communication (TOEIC®), TOEIC Bridge, Test de français international (TFI), TOEFL® Institutional Testing Program (ITP) exams, College-Level Examination Program (CLEP®) tests, General Educational Development (GED®) tests, Dantes Subject Standardized Tests (DSST®), U.S. Medical Licensing Examination (USMLE™), Certified Management Accounting/Certified in Financial Management (CMA®/CFA®) exams, Chartered Financial Analyst exams, Certified in Integrated Resource Management (APICS-CIRM®) exam, Project Management Professional (PMP®) exams, and Commission on Graduates of Foreign Nursing Schools (CGFNS) certification examinations, among others.

### Test Registration

*Sponsors: Individual clients*  
Facilitated registration for tests by accepting local currency and submitting test registration forms to the appropriate testing organization on behalf of individual clients.

### USEG Educational Fairs — Jordan, Kuwait, Lebanon, Oman

*Sponsor: U.S. Education Group*  
Promoted and provided logistical assistance for college fairs and briefed university representatives on the local educational systems: 42 institutions participated in the fall fairs held in Jordan, Kuwait, and Lebanon, which drew over 3,600 attendees; and 23 universities participated in the spring fairs held in Amman, Beirut, and Muscat, and Salmiya, attracting approximately nearly 5,000 attendees.

## ENGLISH LANGUAGE AND WORKFORCE SKILLS

### AMIDEAST English Language Programs

*Sponsor: AMIDEAST*  
Delivered English language courses for the general public and institutional clients in Egypt, Iraq, Jordan, Kuwait, Lebanon, Morocco, Oman, Tunisia, UAE, the West Bank/Gaza, and Yemen. Courses were offered in the areas of general English, English for special purposes, conversation, English for young learners, computer-based learning, distance learning, test preparation, and tutorials.

### AMIDEAST Professional Skills Training Programs

*Sponsor: AMIDEAST*  
Delivered professional skills training courses for the general public and institutional clients in Egypt, Jordan, Kuwait, Lebanon, Morocco, Oman, Tunisia, UAE, and the West Bank/Gaza. Courses included time management, leadership, team-building, negotiation and presentation skills, public speaking, problem solving, business writing, customer service, proposal writing, advanced media English, research methodology, and management, including the Project Management Institute-certified Project Management Program.

### Basic Business Skills Acquisition/Graduate Resource Program (BBSA/GRP) Program — Egypt

*Sponsor: Future Generation Foundation*  
Delivered five rounds of this intensive 14-week program to 1,524 recent university graduates in Cairo, Assiut, and Alexandria. Managed under the auspices of the Future Generation Foundation and its subsidiary, Youth Academy, the program trained participants in business English, computer applications, business planning, and job-related and employability skills. Of them, 445 students received additional training in sales and customer service skills.

### Building Educational Assessment Capacity in Oman

*Sponsors: U.S. Embassy in Oman*  
Enabled eight key ministry staff to participate in a tailored course entitled "Developing Large-Scale Performance Assessments" conducted by ETS Global Institute in Princeton, New Jersey.

### Camp Discovery — West Bank/Gaza

*Sponsor: U.S. Department of State*  
Developed and administered the third year of this multifaceted summer camp program for at-risk Palestinian youth from refugee camps and other marginalized areas throughout the West Bank and Gaza. In 2010, 540 youth ages 8–14 participated in the three-week camp, which provided a fun, learner-centered environment for activities focused on English language training, artistic expression, scientific discovery, community service, team-building, and leadership development.

### Cisco Internship Program — Lebanon

*Sponsor: Cisco Systems, Inc.*  
Partnered with Cisco to recruit and monitor interns in the United States and Lebanon as part of Cisco's commitment to the Partnership for Lebanon to help build a better future for the Lebanese people. The fifth round recruited, selected, and monitored 22 interns for six-month internships at Cisco offices in San Jose, California and five interns for an 11-month program at the Cisco office in Beirut.

### Empowering Omani Women

*Sponsor: Embassy of the Netherlands*  
Conducted a training and networking activities for alumnae of women's empowerment programs offered in 2008 and 2009, enabling them to further develop their skills, job-hunting strategies, and career choices, and continue building their self-esteem and confidence in order to contribute more effectively and extensively to their communities.

### English Access Microscholarship Program — Regional

*Sponsors: U.S. Department of State, U.S. Embassies in Egypt, Jordan, Kuwait, Lebanon, Morocco, Oman, Tunisia, West Bank/Gaza, Yemen*  
Managed scholarships that enabled 7,803 bright, non-elite secondary school students to receive extensive English language study at AMIDEAST centers in selected countries: West Bank/Gaza (3,030), Jordan (1,272), Lebanon (1,290), Yemen (1,200), Tunisia (405), Kuwait (150), Egypt (156), and Morocco (300). Another 160 students were selected in Oman and ready to begin instruction early in FY11. All programs included supplementary activities intended to convey a better understanding of U.S. society and culture.

## AMIDEAST Programs Active in Fiscal Year 2010

### English Access Teacher's Microscholarship Program — Jordan

*Sponsors: U.S. Department of State, U.S. Embassy in Jordan*  
Trained 48 Jordanian teachers selected to deliver instruction in the English Access Microscholarship Program. Activities included preservice training, workshops, and observed teaching.

### English for Religious Purposes Program — Egypt

*Sponsors: U.S. Department of State*  
Provided 45 young Muslim religious leaders with extensive English language study as well as training in dialogue and conflict resolution. Activities included facilitated online discussions with American university students, special lectures, field trips, and cultural events intended to promote dialogue and mutual understanding.

### English Language Proficiency Upgrade for Primary School English Teachers — West Bank/Gaza

*Sponsor: GE Foundation*  
Recruited, selected, and managed scholarships for 180 Palestinian teachers drawn from underserved schools in Gaza, Hebron, Nablus, and Ramallah for a program of intensive in-class instruction and workshops designed to improve their English teaching skills and command of spoken, written, and practical, everyday English in order to be more effective teachers of English.

### English Language Teacher Training in Oman

*Sponsors: Regional English Language Office, U.S. Embassy Bahrain*  
Delivered in-service workshops and plenary sessions for close to 300 public school English teachers focused on best practices in teaching creative writing.

### English Language Training for Common Law Faculty and Students — Tunisia

*Sponsor: U.S. Department of State*  
Upgraded English language skills of over 40 students of the Law School of the University of Tunis.

### English Language Training for Journalists — Egypt

*Sponsor: U.S. Department of State*  
Implemented a two-year scholarship program for 12 undergraduate journalism students to upgrade their English language skills.

### English Language Training for Journalists— Tunisia

*Sponsor: U.S. Department of State*  
Upgraded English language skills of 10 Tunisian journalists.

### English Skills for Egyptian Tourism (ESET) Project — Egypt

*Sponsors: Egyptian Ministry of Tourism, Egyptian Tourism Federation*  
As part of a project that aims to improve the workplace skills of 100,000 Egyptian tourism workers, completed the training and certification of 150 teachers to provide English language training to staff at hotels across Egypt using tailored curricula developed by AMIDEAST; and monitored and supervised the training of approximately 12,000 participants. Also laid the groundwork to launch the pilot phase of an English for Hotel Managers program at six hotels in Cairo in November 2010.

### Intel Internship Program

*Sponsor: Intel Corporation*  
Conducted the logistics of a program bringing 29 young engineers from Egypt, Lebanon, and Turkey to complete up to year-long internships at Intel facilities in the United States. The King Abdulaziz City for Science and Technology sponsored another six to come from Saudi Arabia.

### Lebanon Internship Program — Lebanon

*Sponsor: Intel Corporation*  
For the second year, handled the logistics to send seven interns for a 12-month internship at the Mobile Platforms group in Beaverton, Oregon.

### Offsite Service Providers (OSP) Initiative — Egypt

*Sponsor: AMIDEAST*  
Continued to certify and continuously monitor OSP centers to ensure they meet AMIDEAST quality standards for course designs and methodology, as well as its criteria for selecting and evaluating instructors. In 2010, more than 7,000 individuals received training through OSP affiliates in 13 cities: Assiut, Minia, Bani Souef, 6th of October, Rehab City, Tanta, Banha, Shebin El Kom, Kafr El Sheikh, Mansoura, Damietta, Port Said, and Suez.

### Professional Certificate in English Teaching (PCET) — West Bank/Gaza

*Sponsor: The Boeing Company*  
Building on the PCET program that trained a cohort of 20 primary school English teachers in the West Bank in 2007 and created Mobile Resource Units consisting of English language teaching resources in 2008, AMIDEAST continued to implement the PCET program's third phase, started in 2009, of circulating three libraries of English language books with a capacity to reach over 6,000 primary school students in the West Bank.

### Taghyeer Program — Egypt

*Sponsor: Mohammed Shafik Gabr Foundation for Social Development*  
Implemented a program for 40 needy primary school students from the underprivileged Al Moqatam area of Cairo, providing intensive English language training combined with cultural enrichment, leadership development, artistic expression, and community service activities.

### Teacher Training Workshops Program — Egypt

*Sponsor: AMIDEAST*  
Developed and delivered 40 hours of intensive training focused on how to teach speaking and writing skills to grade level students for 20 teachers from the Egyptian English Language School in Alexandria.

### Women Entrepreneurship Leadership Program — Egypt, Jordan, and West Bank

*Sponsor: Goldman Sachs*  
As a subcontractor to the American University in Cairo, handled promotion, recruitment, and selection of 115 women entrepreneurs from Egypt, Jordan, and the West Bank to attend a five-week business course at the American University of Cairo as part of the Goldman Sachs 10,000 Women Initiative.

### Women's Leadership Program — Oman

*Sponsor: Shell Development Oman LLC*  
Established the foundation for a training program to start in October 2010 that will reach approximately 150 women in five regions of Oman and involve weeklong workshops designed to help leaders-to-be prepare for professional and volunteer opportunities in their communities.

## INSTITUTIONAL DEVELOPMENT

### Alumni Network Program — Egypt, Jordan

*Sponsor: U.S. Department of State Middle East Partnership Initiative (MEPI)*  
Managed networks for alumni of MEPI-funded programs in Egypt and Jordan.

### Iraqi Women's Democracy Initiative

*Sponsor: U.S. Department of State, Office of International Women's Issues*  
Provided selection, logistical, and other support to bring 15 Iraqi women parliamentary candidates and other politically active women to Washington, DC, for a program of workshops, seminars, and meetings with U.S. government officials, legislators, and others designed to expand their understanding of American democratic government while also advancing women's full political and economic participation in Iraq.

### Model Schools Network (MSN) Program — West Bank/Gaza

*Sponsor: U.S. Agency for International Development*  
Launched in 2007, the MSN Program aims to build institutional capacity in the Palestinian school system by developing a network of 69 public and private schools to serve as a model for basic education reform in the West Bank and Gaza. In 2010, the program focused on leadership development, enhancing school-community links, local scholarships to Gaza students, promotion of student extracurricular activities, and a comprehensive in-service professional development program targeting over 450 English, math, and science teachers.

### National Capacity Development Program (Tatweer) — Iraq

*Sponsors: U.S. Agency for International Development, Management Systems International (MSI)*  
As a subcontractor to MSI, monitored the academic progress of 97 Iraqis enrolled in public administration programs in Egypt, Jordan, and Lebanon. During 2010, a total of 22 graduated from Notre Dame University (Lebanon); the American University in Cairo (Egypt); and the University of Jordan and Mutah and Yarmouk Universities (Jordan).

### Palestinian Faculty Development Program (PFDP) — West Bank and Gaza

*Sponsors: U.S. Agency for International Development, Open Society Institute*  
Launched in 2005, the PFDP seeks to increase capacity in Palestinian higher education by supporting the development of promising faculty and promoting an institutional culture of teaching and learning. During 2010, 27 university administrators participated in higher education management seminars at the Central European University in Budapest; 12 Ph.D. grantees successfully completed their studies and returned home to begin transferring the knowledge they gained towards developing the Palestinian higher education system; nine short-term fellows continued their studies in the United States; and more than 1,800 Palestinian faculty benefited from activities in the West Bank and Gaza.

### Palestinian Rule of Law (PROL) Program — West Bank/Gaza

*Sponsor: Open Society Institute*  
Handled promotion, selection, and predeparture testing and training for six PROL Fellows to pursue one year of study in the United States or Hungary leading to an LL.M. (Master of Law) degree, and of two nondegree law faculty to attend U.S. law schools on a short-term fellowship program designed to encourage pursuit of academic careers, generate new approaches to curricular and pedagogical reform in Palestinian law schools, and provide scholarly research opportunities. In addition, provided preacademic training for five exceptional applicants lacking English skills necessary to successfully enter and complete a LL.M. degree program.

### Professional Training Program (PTP) — Lebanon

*Sponsor: U.S. Agency for International Development*  
For the ninth year, managed and organized professional development for selected individuals and institutions from the public, civic, and private sectors. A total of 44 participants in 12 programs were sponsored in a variety of workshops and seminars that addressed topics such as inclusive education, public procurement, climate change, national parks, pesticide monitoring, NGO strategic leadership, entrepreneurship, integrity, zero waste, and youth leadership. Programs were conducted in Denmark, France, Greece, Hungary, Italy, Lebanon, Spain, Turkey, and the United States.

### Strengthening the Independence of the Judiciary and Citizen Access to Justice (SIJCAJ) in Lebanon

*Sponsor: U.S. Agency for International Development*  
In partnership with the National Center for State Courts, administered subgrants to local organizations to carry out projects that improve public understanding and engagement with the justice system, foster a culture of respect for the rule of law, and promote or strengthen judicial independence; supported the refurbishment Judicial Training Institute (JTI) building, including the installation of computerized classrooms and state-of-the-art technology to support distance learning; and advanced JTI's effectiveness through curriculum reform and expansion of its learning resources.

### Transparency and Accountability Grants (TAG) — Lebanon

*Sponsor: U.S. Agency for International Development*  
Provided \$1,137,578 to fund 24 subgrants to civil society organizations and civic leaders for short-term, high-impact activities promoting consumer protection, education, higher education quality assurance, environment, media, syndicates, transparency in central government procedures, and the rights of children, disabled citizens, and women.

### University Preparatory Program (UPP) — Saudi Arabia

*Sponsor: King Faisal Foundation*  
With 131 students enrolled at the start of 2009–10, UPP features a curriculum strong in English language, the sciences, mathematics, and information technology, providing a rigorous Westernized learning experience designed to enable promising high school graduates to enter and succeed in Alfaisal University and other world-class institutions where the medium of instruction is English. Established in 2007 with AMIDEAST support, it has become increasingly self-sufficient operationally with AMIDEAST providing quality assurance services in the form of program management oversight, faculty recruitment, curriculum enhancement, and fiscal accountability.

# FINANCIAL STATEMENTS

## America-Mideast Educational and Training Services, Inc.

### STATEMENT OF FINANCIAL POSITION

September 30, 2010 (With Comparative Totals for 2009)

Assets	2010	2009
Cash and cash equivalents	\$ 7,249,304	\$ 4,167,443
Reimbursable expenditures under contracts and grants	3,758,354	4,199,405
Receivables, net	2,282,262	2,144,544
Promises to give, net	177,273	177,273
Inventory, net	1,041,890	1,069,483
Prepaid expenses and other	1,086,434	845,549
Investments	11,167,120	10,456,512
Property and equipment, net	1,618,445	2,108,011
<b>Total assets</b>	<b>\$28,381,082</b>	<b>\$25,168,220</b>

Liabilities and Net Assets	2010	2009
<b>LIABILITIES</b>		
Accounts payable	\$ 2,693,690	\$ 3,360,248
Severance payable	1,335,946	1,063,098
Accrued expenses	1,624,804	1,391,272
Refundable advances	6,686,546	4,276,888
Deferred revenue	659,962	564,667
Deferred rent	350,763	367,418
<b>Total liabilities</b>	<b>13,351,711</b>	<b>11,023,591</b>
<b>NET ASSETS</b>		
Unrestricted		
Undesignated	3,421,382	3,089,090
Board-designated endowment	9,800,813	9,135,654
	13,222,195	12,224,744
Temporarily restricted	1,807,176	1,919,885
<b>Total net assets</b>	<b>15,029,371</b>	<b>14,144,629</b>
<b>Total liabilities and net assets</b>	<b>\$28,381,082</b>	<b>\$25,168,220</b>

## America-Mideast Educational and Training Services, Inc.

### STATEMENT OF ACTIVITIES

Year Ended September 30, 2010 (With Comparative Totals for 2009)

	2010			2009
	Unrestricted	Temporarily Restricted	Total	Total
<b>SUPPORT AND REVENUE</b>				
Grants and contracts	\$52,863,351	\$ –	\$52,863,351	\$50,720,670
Fees for services	24,222,032	–	24,222,032	23,693,173
Contributions	79,198	112,816	192,014	451,058
Investment income	758,564	–	758,564	54,424
Other	72,298	–	72,298	57,454
Net assets released from restrictions	225,525	(225,525)		
<b>Total support and revenue</b>	<b>78,220,968</b>	<b>(112,709)</b>	<b>78,108,259</b>	<b>74,976,779</b>
<b>EXPENSES</b>				
<b>Program services:</b>				
Field offices	41,819,761	–	41,819,761	35,664,529
Exchange programs	25,291,997	–	25,291,997	28,816,188
Other programs	2,271,055	–	2,271,055	1,179,523
<b>Total program services</b>	<b>69,382,813</b>	<b>–</b>	<b>69,382,813</b>	<b>65,660,240</b>
<b>Supporting services</b>	<b>7,840,704</b>	<b>–</b>	<b>7,840,704</b>	<b>8,434,852</b>
<b>Total expenses</b>	<b>77,223,517</b>	<b>–</b>	<b>77,223,517</b>	<b>74,095,092</b>
<b>CHANGE IN NET ASSETS</b>	<b>997,451</b>	<b>(112,709)</b>	<b>884,742</b>	<b>881,687</b>
<b>NET ASSETS</b>				
Beginning	12,224,744	1,919,885	14,144,629	13,262,942
Ending	\$13,222,195	\$1,807,176	\$15,029,371	\$14,144,629

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