



amideast
أمديست

ANNUAL REPORT 2020

MEETING THE MOMENT

BUILDING FOR TOMORROW

AMIDEAST IN 2020

1,200
PERSONNEL

\$50 MILLION
PORTFOLIO

500,000
PEOPLE BENEFITED

OUR REACH

2,300
exchange and
scholarship students

12,000
youth and women
empowered through
special programs

35,000
students and
professionals trained

100,000
educational advising contacts

210,000
computer-, paper-, and
Internet-based tests
administered

ACTIVITY BY FOCUS AREA

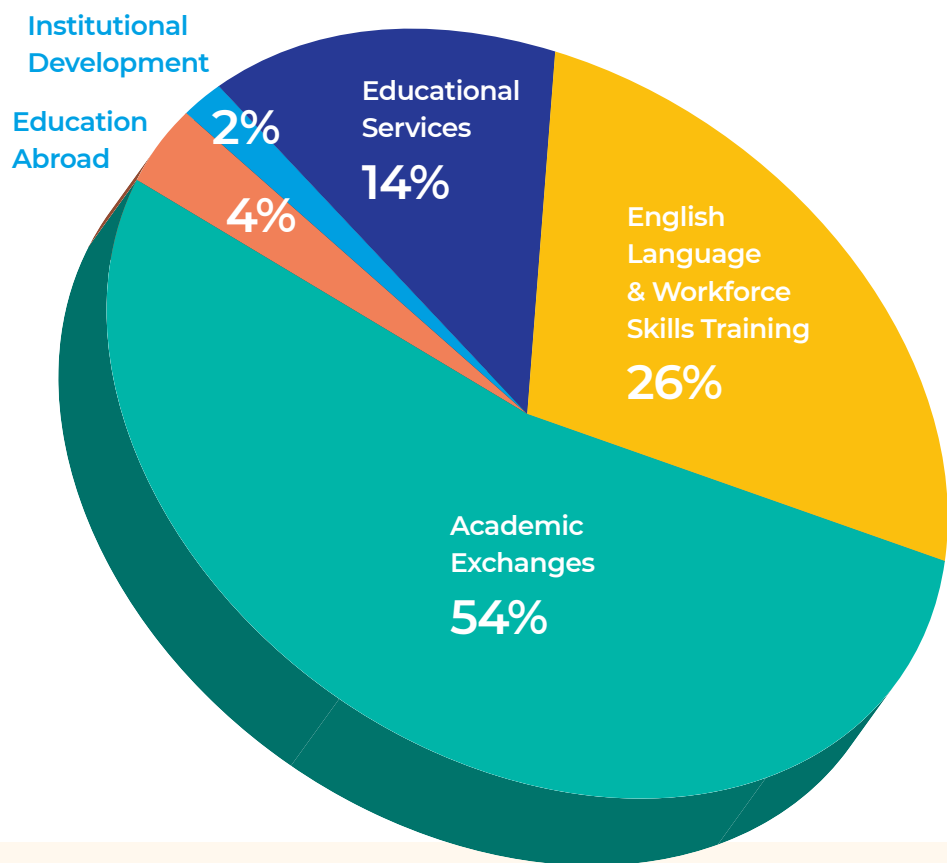


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MESSAGE FROM THE CHAIR AND PRESIDENT

We are pleased to present our annual report for 2020. Its theme—***Meeting the Moment, Building for Tomorrow***—reflects our success in meeting the challenges posed by the unexpected global pandemic.

Prior to the pandemic, we had hit a reset button: rethinking our strategic direction and exploring the potential for new partnerships that would strengthen our capabilities in our core areas and enable us to continue to expand opportunity for underserved youth, the unemployed, individuals with disabilities, refugees, and others.

The pandemic, and the toll it exacted on enrollments and revenues, added urgency to these efforts. We accelerated our shift to digital/online training in all our offices in the region and in our Education Abroad programming. We continue to build up the capacity of *Amideast Online*, our digital learning management system, to expand the reach of our programs and services to a wider audience.

Our report will inspire you with stories of young people ready to use their knowledge and skills to make an impact in their communities and the world at large. The world needs to expand opportunity for its youngest and brightest to meet the challenges that lie ahead, from climate change to realizing personal fulfillment.

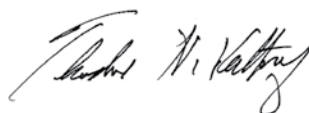
This year, Amideast is celebrating its 70th anniversary. The need to create hope, opportunity, and understanding between Americans and the peoples of the MENA region, a founding principle of the organization's establishment in 1951, has never been more urgent.

On behalf of everyone at Amideast, we thank you for your support during these challenging times. We look forward to continuing our work together to overcome tomorrow's challenges to make a positive difference in peoples' lives.

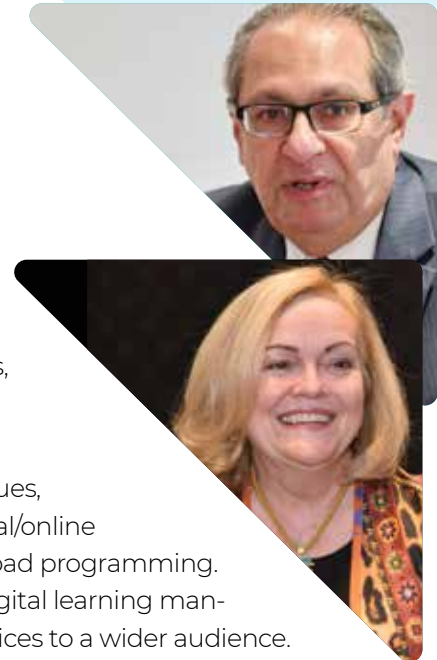
Sincerely,



The Honorable Deborah K. Jones
Chair, Board of Directors



The Honorable Theodore H. Kattouf
President and CEO



HOW WE MET THE MOMENT IN

Challenge isn't new to Amideast. In nearly seven decades of operations, we have seen our fair share. But our playbook did not anticipate the likes of a once-in-a-lifetime pandemic just six months into our fiscal year 2020.

In March 2020, when onsite activities at nearly all of our offices came to a sudden halt, our staff, many working remotely, were faced with ensuring that learning continued for students already enrolled in their programs, and that the hundreds of exchange and scholarship students stayed healthy until arrangements for their safe return home could be made. Meanwhile, the pandemic impacted recruitment activities underway for the coming year, and our offices wrestled with how to continue to meet training needs.

Such challenges required perseverance, teamwork, and the flexibility to respond to an ever-evolving situation. Our staff more than met the moment as they transitioned to virtual programs and services and, along the way, laid the technological foundations that would expand our capacity to meet 21st-century needs for education and training in the MENA region.



AMIDEAST ONLINE: RESPONDING TO COVID-19

When Covid-19 prompted the closure of all face-to-face training throughout the region in March 2020, Amideast was fortunate to already have in place an e-learning platform able to host online instruction. *Amideast Online*—our Moodle-based learning management system (LMS)—features a virtual classroom called BigBlueButton (BBB) that had already been successfully piloted prior to the pandemic.

Within weeks, our offices began shifting to the digital space under the banner “Learning never stops and neither does Amideast,” as they prepared to launch online courses and other activities. Our IT department worked on online registration and the tricky issue of online payment in a region with widely differing banking laws and different currencies. Online instruction was introduced in all program areas, including English language, test preparation, entrepreneurship and professional training, and education abroad. The technological transition was paralleled by the extensive training of our teachers on the diversity of online tools at their disposal as well as on effective pedagogical approaches for online learning. By May 2020, Amideast was delivering over 300 online classes in 10 countries, with close to 4,000 students enrolled—a number that would increase significantly in the coming months.

Amideast's rapid response in expanding the educational technology infrastructure and building internal administrative and instructional capacity has been a major achievement noted by our clients and students. The move to online instruction has prompted the development of hybrid courses, which include synchronous sessions as well as a variety of asynchronous assessments and activities. This online hybrid model will remain applicable in the future, even as face-to-face and blended classes resume, as one of many alternative training delivery models now available to meet student needs across the organization.

2020 TO BUILD FOR TOMORROW

The pivot to digital took place against the backdrop of a region that had not fully embraced digital solutions for education and training. The pandemic highlighted the growing divide between those with Internet access and those without. Access to the Internet, in fact, became a lifeline for many we work with, as we took advantage of increasing smartphone use in the region, especially among the young. After years of supporting entrepreneurship, we embraced the entrepreneurial spirit ourselves in order to bring about the transformation required to join the digital economy. Several areas can already be identified where our efforts will have a lasting impact:

Amideast Online

Our online platform and learning management system (LMS) that ensured that “learning doesn’t stop” for individuals enrolled in our programs is here to stay.

Virtual Exchanges

Our 2020 experience with successful virtual exchange programs transformed how we perceive cross-cultural exchange. To be impactful, exchanges don’t have to be in person; meaningful relationships can be built online.

Remote Advising and Proctoring

Our EducationUSA advisers quickly shifted online, not only continuing to provide guidance on U.S. study, but reaching new students in remote areas. The introduction of remote proctoring, beginning in Saudi Arabia and the UAE, ensured that the testing experience kept its core values of quality, fairness, and equity.

Expanded Inclusivity

Taking education, training, and exchanges to the virtual realm uncovered new possibilities for reaching underserved communities or beyond borders. It opened the gateway to greater participation in our programs for those who lack the financial resources for education abroad, have physical disabilities, or live in locations remote from our physical offices.

Cross-Border Training and Networking

Virtual training removes geographic proximity as a constraint to participation. The ability to form a class of students or trainees from diverse locations and multiple countries brings new benefits, such as networking and cross-fertilization of ideas. This could be significant in a region with a shared language and culture.

Looking ahead to our eighth decade and beyond, we are optimistic that these many changes will enable us to create the OPPORTUNITY, HOPE, AND UNDERSTANDING that help lead to brighter futures for the peoples and communities we serve.

SKILLS FOR SUCCESS

ENGLISH LANGUAGE

Amideast training centers delivered high-quality English instruction throughout 2020, with only a temporary interruption in services at the outset of the Covid-19 pandemic. Learning continued apace as our offices shifted quickly to offer online instruction at all levels. Highlights of our English language programming for the year included the following.

Developing Foundational Skills of 5,100 underserved youth was made possible through several programs. They included 3,500 enrollees in the U.S. Department of State's English Access Microscholarship (Access) Program in Egypt, Jordan, Lebanon, Tunisia, and the West Bank/Gaza and in similarly modelled U.S. Embassy-supported programs for youth in Ras Al Khaimah, UAE, and Aden, Yemen. Access-inspired programs also reached hundreds of youth living in Cairo's Garbage City neighborhood and those in other challenging circumstances, such as IDPs in Mosul,



LULWA BOURISLI, PCELT TRAINING FOR TRAINERS, KUWAIT

Lulwa Bourisli and Altef Ameshari became the first two Kuwaiti PCELT-licensed trainers, helping Kuwait's Ministry of Education reach a milestone in its efforts to expand PCELT training for government-school teachers. Said Lulwa, "This course changed my life. It gave me a new outlook on my career and what I can do to help teachers improve their teaching skills."

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—LULWA BOURISLI

RAWA, INSPIRE PROGRAM, SYRIAN REFUGEE IN JORDAN

Rawa, a Syrian refugee living near the Jordanian city of Irbid, found a pathway to a brighter future, thanks to the skills she learned and the support she received through the Inspire Program. She discovered that she could contribute to her community through volunteer work, such as planting plants at her school and raising awareness of Covid-19. Moreover, instead of falling behind in her studies, as many refugee youth have, she is happy that "Inspire helped me to develop my skills in speaking and writing the English language fluently, advancing my level at school."



Iraq; Syrian refugees and members of the surrounding community in Irbid, Jordan; and refugees in Egypt, the West Bank/Gaza. In addition, adaptations of Amideast's Skills for Success curriculum offered Kuwaiti and Libyan teens avenues to build English language proficiency and key academic skills as they gained awareness of scholarship and career options.

Tailored Training in English for specific sectors strengthened the communication skills of some 500 Iraqis through the U.S. Embassy-funded English for Mission Contacts program; journalists, pilots, and airline mechanics in Jordan; and tourism and hospitality professionals in the UAE in support of the country's National Program for Emiratization (Tawteen) and in Jordan through the USAID-funded SCHEP cultural heritage project. Also of note, 90 junior faculty of Al Azhar University in Egypt improved their English language proficiency through a program that has trained 680 since 2013.

WORKFORCE SKILLS

Amideast delivered training in skills required by the region's workforce for success in today's challenging economic environment. More than 3,000 men and women benefited from courses, workshops, and seminars in areas such as global communications, technology applications, interpersonal skills, entrepreneurship, and performance-based management practices.

Cultural Programming

continued to reach new audiences through our partnership with the U.S. Department of State-funded America House programs in the West Bank and Gaza, six American Corners in Iraqi universities, American Corners in Tunis and Sousse, and a new American Corner being renovated for a 2021 launch in Alexandria, Egypt. In addition, Médiathèque de Khouribga, a cultural center in Khouribga, Morocco, that has operated under Amideast's management since it opened in 2018, offered a robust menu of activities that attracted more than 27,600 individuals, not including the numbers served in the several months of virtual programming during the pandemic.

Improving English Language Teaching remained a high priority through our ongoing partnership with World Learning/SIT Graduate Institute to offer the Professional Certificate in English Language Teaching (PCELT), an internationally recognized certificate course for the professional development of the region's English language teachers. While the Covid-19 crisis forced the cancellation of many of the summer programs that teachers would normally attend, we were pleased that donor support enabled us to offer PCELT training to 69 teachers in Kuwait and the West Bank/Gaza, bringing to 935 the number of teachers in 10 countries who had earned PCELT certification by year's end. The successful introduction of cutting-edge technology such as a Swivl Robot in Kuwait not only made PCELT possible during the pandemic, but also represented Amideast's adaptability and growing capacity to provide creative virtual training solutions.

ABDELMOULA TAIB, EMPLOI FBR, MOROCCO

Like many unemployed Moroccan youth, Abdelmoula faced an uncertain future. But the soft skills that he learned through the Emploi FBR program led to his hiring as a school teacher. "This training helped me present myself to others—to make them believe in me," he says, adding that he now dreams of teaching at a university one day.

"This training helped me present myself to others—to make them believe in me."

—ABDELMOULA TAIB

ONLINE PROGRAMMING EARNS ACCLAIM

Amideast-managed learning centers in Dakhla and Laayoune received national recognition for the online training programming that they launched in late March in the face of stay-at-home measures adopted by the Moroccan government. Named one of the top 10 online responses to the Covid-19 pandemic in Morocco by local press, “L’Formation MenDarek” training program ensured that nearly 400 young people were able to continue to develop their employability and entrepreneurship skills and engage in virtual social and cultural events. In addition, Médiathèque de Khouribga, a multi-media center of innovation and culture managed by Amideast on behalf of OCP Foundation, remained active online after closing its doors to onsite activities. By using its YouTube channel and livestreaming applications, it continued to offer weekly workshops for children and young people including master classes in Arabic calligraphy, language lessons, visual arts and art projects, and creative writing.

Employability

With funding from the Al Khatib Foundation, Asfari Foundation, Boeing Company, Citi Foundation, U.S. Millennium Challenge Corporation, and U.S. Department of State, Amideast delivered training that helped more than 600 individuals improve their chances of finding employment and progressing on a rewarding career path despite the challenges posed by the region’s highly competitive job market. Programs based on our impactful Skills for Success® model met the needs of youth in Egypt, Lebanon, Morocco, Saudi Arabia, and the UAE. In addition, in Kuwait, two separate rounds of Women Empowerment through Career Development were delivered with funding from the Boeing Company and the U.S.



Embassy in Kuwait, providing a total of 80 women with tools that will enable them to improve their professional skills and increase their future career goals and prospects. The year also saw the launch of two exciting, innovative programs in Jordan, one offered in partnership with Inventionland to support aspiring youth inventors in locations throughout the country, and the other, with funding from the Boeing Company, to provide training and development in data science to fresh university graduates in computer science, engineering, and information and communication technology (ICT).

Meanwhile in Morocco, two skills centers, developed and managed with Amideast’s support since 2014, continued to achieve impact in the communities they serve by helping local youth to find meaningful employment, promoting entrepreneurship, and strengthening the capacities of local nonprofit organizations. In 2020, the Dakhla and Laayoune learning centers, sponsored by Phosboucraa Foundation, benefited nearly 1,800 youth through employability and entrepreneurship training, career counseling, and job-search coaching, and they engaged over 30,000 additional participants through cultural and webinar activities.



Entrepreneurship The Amideast Entrepreneur Institute (AEI) in Beirut advanced the goals of 28 current and aspiring entrepreneurs enrolled in customized online Start Your Own Business workshops and benefited others through its free legal clinic for entrepreneurs, Growthwheel®, and 25 weekly episodes of its newly established online series *Amideast Connects*. In addition, Amideast/Lebanon made it possible for Lebanese, Palestinian, and Syrian youth who want to launch a business as a path to a brighter future to choose an entrepreneurship track in the Skills for Success programs that it offered.

In other bright spots, 16 teams of young Egyptian entrepreneurs improved their management of new businesses through the Citi Foundation-funded Skills for Success: Employability and Entrepreneurship Program that was launched in 2019; and our West Bank/Gaza office partnered with the American Spaces program to offer virtual training in civic entrepreneurship and tools that Palestinian youth would need to embark on an entrepreneurship path.

HESHAM NASSAR, YOUTH ENTREPRENEURSHIP PROGRAM 2, EGYPT



“YEP 2 was an intellectual turning point for me,” recalls Hesham Nassar. When he joined the Citi Foundation-funded Youth Entrepreneurship Program (YEP) in 2019, he had a prototype in mind of a business that uses ozone to address his country’s waste disposal challenge by sterilizing and recycling. With YEP’s support, he launched his startup, “Ozo Solu,” and completed the formal registration process, began production of three products, and grew his team from two to six. “YEP allowed me to focus equally on the technical and interpersonal aspects—on how to combine technical and personal skills. If they meet in one person, this person is able to succeed and leave a mark in any business,” he says.

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—HESHAM NASSAR

DEVELOPING GLOBAL CITIZENS

PROGRAMS FOR MENA STUDENTS AND PROFESSIONALS

Amideast's support for exchange and scholarship programs enabled 1,900 students and young professionals from across the MENA region to gain the transformative experience of living and studying in the United States and elsewhere through high school exchange, undergraduate and graduate study, and professional development.

High School Exchange In this seventeenth program year of the U.S. Department of State-funded Kennedy-Lugar Youth Exchange and Study (YES) program, Amideast managed the recruitment and selection of 214 high school students from Bahrain, Jordan, Kuwait, Lebanon, Libya, Morocco, Saudi Arabia, Tunisia, and the West Bank/Gaza to spend the 2020–21 academic year in the United States. After the pandemic made their travel to the United States impossible, Amideast helped provide the logistical support that would enable the teens to participate in an enriching virtual exchange year. Our offices also supervised activities for YES alumni in these countries.

Undergraduate Studies Amideast's Diana Kamal Scholarship Search Fund (DKSSF) and Hope Fund programs made it possible for 155 deserving youth from Egypt, Jordan, Lebanon, Libya, Palestine, Syria, Tunisia, and Yemen to pursue their undergraduate studies at colleges and universities in the United States or American-style institutions in the region. In addition to helping these outstanding scholars gain admissions and generous scholarships from these institutions, our role included raising private funds to cover needed supplemental support.

ENSURING STUDENT SAFETY AND WELL-BEING DURING A PANDEMIC

As the Covid-19 pandemic spread around the world, Amideast headquarters and field staff assumed significant additional responsibilities for more than half of the 700 students then on program in the United States. These students, including 199 high school students living with American host families through the YES program, required our logistical support to return home safely. The repatriation process, which began in April, wasn't complete until early August, when the last of the students arrived home. It was a "very rough time," recalls Tunisian YES student Rihem Sassi of the premature end to her exchange year. But like most of her cohort, she still felt that her experience had been worthwhile: "I think the quarantine brought us all together. It was a good chance to reflect on our exchange and start thinking about what's the next chapter in our lives."

For Hope Fund and DKSSF scholarship recipients, the Covid-19 crisis created other challenges. Travel costs rose due to astronomical airfares for complicated return itineraries and last-minute rerouting of students when travel legs were canceled. For most of these students, however, returning home was not an option because it would have been too disruptive to their studies, or they risked not being able to return to the United States. As the crisis evolved, Amideast stepped in to provide needed financial support, helping to ensure that these students remained on track in their studies. We were pleased that nearly 30 seniors, faced with making the transition to online learning during their final semester, succeeded in completing their programs and graduating.



SREEN ASSI, HOPE FUND, PALESTINE

A product of UNRWA and public schools in the West Bank city of Ramallah, Sereen Assi has participated in Amideast programs since she was 16 years old, beginning with the two-year Access Program that helped her qualify for the MEPI Lincoln Incentive Grants Program and then the Hope Fund. These opportunities helped her improve her English and provided, in her words, "great mentorship [that] opened a whole new world of opportunities." The latter included a scholarship to the University of Rochester, where she discovered her passion for biomedical engineering and is now headed towards her Ph.D. Looking back, she offers, "I never thought I could graduate from a school like the University of Rochester with a biomedical engineering degree, but Amideast prepared me for this journey in every way, and the Hope Fund made this dream possible by continuously supporting me throughout my studies."

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—SREEN ASSI

Our commitment to opening the doors to undergraduate study for the region's youth enabled another 60 students from Algeria, Egypt, Iraq, Jordan, Lebanon, Morocco, Syria, Tunisia, and Yemen to earn scholarships for study at the American University of Beirut, the American University in Cairo, and the Lebanese American University through our ongoing support of the Tomorrow's Leaders Program of the U.S. Department of State Middle East Partnership Initiative (MEPI).

Advising and Testing Amideast-managed EducationUSA advising centers in Egypt, Lebanon, Morocco, Tunisia, the West Bank/Gaza, and Yemen provided U.S. study information to around 100,000 contacts, switching to virtual advising in response to the Covid-19 crisis in order to keep up with ongoing interest in U.S. study. Of particular note, they provided advising and test preparation support for over 200 academically outstanding young men and women, the majority seeking undergraduate admissions and scholarships through EducationUSA Competitive College Clubs and Opportunity Grants and the new Sawiris Linkage Program, serving promising youth in Assiut, Egypt.

Meanwhile, Amideast's extensive testing services throughout the MENA region advanced the educational and career goals of tens of thousands of individuals through the distribution of a wide range of testing and language-learning tools and the administration of more than 210,000 paper and online language, aptitude, achievement, and professional qualifying exams.



MOATAZ NOUREDDINE, DKSSF, LEBANON

Growing up in Lebanon, Moataz Nouredine dreamed of becoming a cancer researcher, but he lacked a concrete plan until he came to Earlham College on a full scholarship earned with the support of the DKSSF. In addition to completing a dual degree in biology and physics, he took advantage of opportunities to participate in research, not only at Earlham, but also at the Max Planck Institute in Germany and Children's Hospital in Philadelphia. As he did, he accumulated research skills that opened the doors to a two-year research position at Harvard Medical School and the Dana-Farber Cancer Institute, followed by acceptance to Icahn Medical School in New York to pursue a doctorate in immunology. While Moataz credits Earlham for believing in him and turning his goals into reality, none of this, in his view, would have happened without Amideast and the DKSSF: "Amideast was the first institution to believe in me and my talents. I felt at home and was only empowered and pushed forward at Amideast."



A 50-Year Partnership

Graduate Studies In 2020, Amideast was proud to mark the 50th anniversary of its partnership with the U.S. Department of State’s Fulbright Program—a partnership that has made it possible for 3,200 outstanding young men and women from across the MENA region to advance their knowledge, careers, and leadership potential through graduate study and research at higher educational institutions across the United States since 1970. Despite the challenges posed by Covid-19, we administered grants for 384 master’s, doctoral, and research grantees from Algeria, Bahrain, Egypt, Iraq, Jordan, Lebanon, Libya, Morocco, Tunisia, the UAE, and the West Bank/Gaza. In addition, we worked with the binational Fulbright commissions in Egypt, Jordan, and Morocco to place 202 Fulbright program nominees in study programs for the 2020–21 academic year.

Our 50-year Fulbright partnership is best represented by the contributions of Fulbright MENA alumni in their fields, to their communities, and globally. An example of this impact was on display during a workshop organized by Amideast on the Tunisian island of Djerba. For the more than 100 Fulbright alumni from Tunisia and Libya who attended, it was an opportunity to share knowledge and build networks of support for their efforts to give back to their communities.

INTRODUCING REMOTE TEST PROCTORING

As a representative for the *TOEIC*® and *TOEFL*® family of tests throughout the region, Amideast faced a major challenge after governments introduced restrictions in response to the Covid-19 pandemic: how to provide language assessments in this new environment? Working with ETS Global, Amideast rose to the challenge by offering a remote proctoring solution in Egypt, Jordan, Morocco, Tunisia, Saudi Arabia, the West Bank/Gaza, and the UAE. The solution met our high standards for ensuring quality, fairness, and equity while offering the flexible response required in academic, corporate, and other settings. In light of our positive experience, remote proctoring is likely to be a fixture of the post-pandemic world.

LUMA BASHMI, FULBRIGHT PROGRAM, BAHRAIN



“Fulbright has had a tremendous impact on my career and me personally,” says Luma Bashmi, Head of Scientific Research & Development at King Hamad University Hospital in Bahrain. Her Fulbright journey took her to California State University, Long Beach, where she earned a master’s degree in health psychology and recognition for research she conducted into stress-related illness in Arabic-speaking populations, specifically refugees and immigrants—an experience that has inspired her to promote a research culture at the hospital. Luma also directs Elaa Beirut, an initiative she cofounded to provide free mental healthcare for those affected by the August 2020 port explosion. “Being a Fulbrighter means leading by example. By pursuing my personal mission of exploring how psychological processes such as stress can influence quality of life (QOL), disease and aging, I found my unique way to contribute to improving the lives of others,” she says.

Alumni Development Amideast Leaders, Alumni, and Mentors (ALAM) increased its reach in 2020 by engaging alumni and stakeholders from a wide range of programs administered by Amideast across the region through virtual programming and networking. ALAM capitalized on the increased demand for online resources during the Covid-19 pandemic by providing opportunities to share innovative ideas, receive training, provide peer mentorship, and connect with experts in and from the MENA region, especially in its partnership with the Localized platform. ALAM events centered on diverse, high-demand topics including FinTech, social enterprise, STEAM, current job-search techniques and trends, and remote work and learning.

EDUCATION ABROAD IN THE MIDDLE EAST AND NORTH AFRICA

Nearly 90 college students earned credit for coursework in Modern Standard and colloquial Arabic as well as area studies through Amideast's Area and Arabic Studies Programs in Jordan and Morocco. By incorporating features such as community-based learning, homestays, lectures, language partners, cross-cultural discussions, cultural excursions, and visits to community organizations, participants expanded their understanding of the region and fostered newfound connections with its peoples. Amideast ran customized academic programs for university sponsors in Morocco and Egypt, serving close to 50 additional students. More than 50 high school and gap year students were able to engage in the intensive study of Arabic language and culture through the U.S. Department of State-funded National Security Language Initiative for Youth (NSLI-Y) and the Kennedy-Lugar Youth Exchange and Study (YES) Abroad programs in Jordan and Morocco.

The Covid-19 pandemic interrupted the spring semesters of the YES Abroad and NSLI-Y programs as well as Amideast's own semester programs—bringing face-to-face classes and other activities to a halt and forcing the evacuation of the students back to the United States. Thanks to coordinated staff efforts, courses resumed online within two weeks of the end of onsite programming. Hosted on Amideast's e-learning platform *Amideast Online*, students were able to complete their full complement of intended credits virtually. Subsequent NSLI-Y and YES Abroad cohorts, who began their programs during summer and fall 2020, also benefited from the platform to engage virtually with faculty, each other, and Moroccan and Jordanian counterparts.

EXPANDING PARTICIPATION AND DIVERSITY IN STUDY ABROAD

By paving the way for a broader, more diverse audience to have a meaningful study abroad experience, Amideast Education Abroad's introduction of an online format will have a lasting impact beyond the Covid-19 pandemic. The new *Virtual Learning and Cultural Exchange* program incorporates opportunities for intercultural learning. By offering full-semester programming, a variety of credit options, and a special pricing structure, these virtual options will make study abroad more accessible for students from community colleges and tribal colleges and universities.

Recognizing the unlikelihood of onsite semester abroad programs in the fall, Amideast introduced the *Virtual Learning and Cultural Exchange* program, which unites faculty, staff, guest speakers, artists, and host communities from Egypt, Jordan, Morocco, and Tunisia. Faculty and staff collaborated during summer 2020 to apply best practices in adapting their courses to a hybrid model that was launched in late August. Opportunities for intercultural learning are woven into the program's framework, and local experts provide co-curricular learning opportunities and activities for students. The program may be taken as a full semester or for a number of credit options. A special pricing structure for students from community colleges and tribal colleges and universities was established to make these virtual options more accessible.

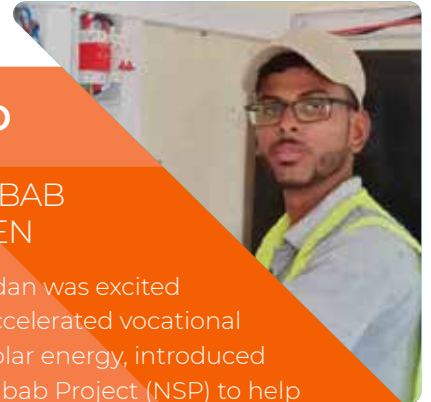
BUILDING CAPACITY

Building capacity on the ground helps the communities we serve lay the foundations for a brighter future. During 2020, we were proud to support efforts to add to institutional capacity in the workforce and civil society sectors in Egypt, Tunisia, and Yemen.

Developing a Modern Workforce As part of the U.S.-Egypt Higher Education Initiative (HEI), the Public University Scholarships program managed scholarships for 585 disadvantaged public high school graduates to attend “excellence programs” in Egyptian public universities. The scholarships covered training to improve their English language proficiency, career counseling and support to prepare them for employment, and opportunities to broaden and apply their learning through internships, business/entrepreneurship experiences, and U.S. study programs—a formula that is supporting Egypt’s efforts to develop a modern workforce. Of the 56 students who graduated last year, three out of four of those looking for work were employed within 12 months. Another 101 graduated this year, and the program made it possible for 75 students to study abroad in the United States and 30 others to experience the benefits of educational exchange through a virtual summer program in partnership with the University of Nebraska–Lincoln.

MOHAMMED RAMADAN, NAHDHAT SHABAB PROJECT, YEMEN

Mohammed Ramadan was excited to discover a new accelerated vocational training course in solar energy, introduced by the Nahdhat Shabab Project (NSP) to help Yemen expand its use of renewable energy. The fourth-year electrical engineering student felt it would supplement his classroom lectures with the practical experience he needed to become a qualified engineer. He was also drawn to the training’s emphasis on solar energy, which he considered critical to his country’s future. After completing the basic course and then training to become a trainer, Mohammed now sees a brighter future for himself as the operator of his own renewable energy business, installing and repairing solar panels throughout Yemen. “Now I am able to help young renewable energy trainees professionally. I am so glad to be a part of the Amideast NSP,” he says.



NEW CENTERS ASSIST EGYPTIAN STUDENTS WITH DISABILITIES DURING THE COVID CRISIS

As part of the HEI Public University Scholarships program, Amideast worked with five universities to establish university disability service centers, whose role is to ensure that the universities provide equal access to quality education for students with disabilities. Although not fully open or operational when the pandemic hit, the centers were able to assist students with disabilities to support their full participation in online classes after the universities closed and students moved to remote learning. They stayed in touch with students through social media, phone calls, and online surveys and communicated with faculties to provide support and guidance and to help solve student problems.

In addition, the Alexandria University Taha Hussein Disability Service Center printed and delivered over 2,124 pages of printed braille student course materials, made 19 hours of voice recordings available, and coordinated accessibility accommodations during the planning for final exams.

Advancing Civil Society During its final year, BLADI (Building Local Associations for Development and Innovation), a U.S. Department of State-funded initiative launched in 2018, continued to build the capacity of Tunisian civil society organizations (CSOs) whose activities help counter violent extremism. Amideast and our partners Jamaity and Shanti assisted 11 CSOs as they successfully implemented projects for which they had received funding, ranging from raising awareness about the dangers of illegal migration to creating opportunities for Tunisian young people to engage with their communities through youth-led radio programs, art clubs, and skills training. By year's end, close to half of the participating CSOs had secured additional sources of funding to continue and expand their youth programming.

Restoring Hope through Vocational Training The Amideast-managed Nahdhat Shabab (Yemen Youth Restoring Hope) Project, in its second year, continued to work with youth from a broad cross-section of Yemeni society. By year's end, Amideast had trained more than 570 young women and men in a variety of vocational, professional, and business skills. By coordinating with more than 125 local partners and other diverse community actors to develop Community Advisory Boards (CABs), the project linked many of these youth to mentors in their communities and enabled participants to become involved in community rebuilding, restoration, and recovery projects at selected community spaces and local organizations.



MERNA, HEI PROGRAM, EGYPT

Like many HEI scholars, Merna dreamed of studying abroad for a semester in the United States and worked hard to achieve that goal. But when Covid cancelled study abroad programs, the software engineering student at Mansoura University opted to participate in a new virtual study abroad program, created by Amideast in partnership with the University of Nebraska–Lincoln to provide HEI students a way to experience the American educational system and culture without leaving Egypt. She took courses in software engineering and entrepreneurship and came away feeling closer to achieving her goal of one day becoming a software brand manager for an international company. By enabling her to meet different people, she says, “My scholarship has ... helped me to accept differences and respect others, in addition to gaining emotional intelligence and charisma. Practically, I feel prepared for the job market.”



“My scholarship has ... helped me to accept differences and respect others, in addition to gaining emotional intelligence and charisma. Practically, I feel prepared for the job market.”

—MERNA

FINANCIAL STATEMENTS

STATEMENT OF FINANCIAL POSITION

September 30, 2020 (With Comparative Totals for 2019)

	2020	2019
ASSETS		
Cash and cash equivalents	\$ 7,411,517	\$ 4,230,012
Receivables, net	7,048,062	8,486,679
Promises to give, net	115,000	167,500
Prepaid expenses and other	1,469,144	1,655,594
Inventory, net	887,968	710,806
Investments	15,013,814	16,601,444
Property and equipment, net	3,499,207	1,572,928
TOTAL ASSETS	\$ 35,444,712	\$ 33,424,963
LIABILITIES AND NET ASSETS		
LIABILITIES		
Accounts payable	\$ 4,080,862	\$ 4,474,099
Accrued expenses	2,392,089	2,633,022
Severance payable	2,379,198	2,119,449
Deferred revenue	6,206,153	4,582,125
Capital lease obligations	198,690	283,026
Deferred rent	1,384,434	1,529,844
Line of credit	2,950,000	-
Loans payable	1,444,600	-
Total liabilities	21,036,026	15,621,565
NET ASSETS		
Without donor restrictions:		
Undesignated	(6,317)	3,195,931
Board reserves	12,803,553	12,799,333
	12,797,236	15,995,264
With donor restrictions	1,611,450	1,808,134
Total net assets	14,408,686	17,803,398
TOTAL LIABILITIES AND NET ASSETS	\$ 35,444,712	\$ 33,424,963

STATEMENT OF ACTIVITIES

Year Ended September 30, 2020 (With Comparative Totals for 2019)

	2020			2019
	Without Donor Restrictions	With Donor Restrictions	Total	Total
SUPPORT AND REVENUE				
Grants and contracts	\$ 36,041,721	\$ -	\$ 36,041,721	\$ 42,627,408
Fees for services	12,138,764	-	12,138,764	18,300,944
Contributions	-	1,091,691	1,091,691	1,868,803
Investment income	906,681	-	906,681	941,261
Other	19,528	-	19,528	30,489
Net assets released from restrictions	1,288,375	(1,288,375)	-	-
Total support and revenue	50,395,069	(196,684)	50,198,385	63,768,905
EXPENSES				
Program services:				
Field offices	25,748,794	-	25,748,794	34,932,815
Exchange programs	15,282,946	-	15,282,946	14,294,195
Other programs	1,518,047	-	1,518,047	1,351,904
Total program services	42,549,787	-	42,549,787	50,578,914
Supporting services:	11,043,310	-	11,043,310	12,233,203
Total expenses	53,593,097	-	53,593,097	62,812,117
CHANGE IN NET ASSETS	(3,198,028)	(196,684)	(3,394,712)	956,788
NET ASSETS				
Beginning	15,995,264	1,808,134	17,803,398	16,846,610
Ending	\$ 12,797,236	\$ 1,611,450	\$ 14,408,686	\$ 17,803,398

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 Twenty Tables, LEBANON
 Tyrata Inc., NC

U
 Union University, TN
 United Nation's Children's Fund (UNICEF), JORDAN
 Université Mohammed V, MOROCCO
 The University of Arizona, AZ
 University of Arkansas/Fayetteville, AR
 University of Arkansas/Little Rock, AR
 University of Bridgeport, CT
 University of Buffalo, Roswell Park Cancer Institute, NY
 University of California/Davis, CA
 University of California/Los Angeles, CA
 University of California/San Francisco, CA
 University of Central Florida, FL
 University of Central Missouri, MO
 The University of Chicago, IL
 University of Cincinnati, OH
 University of Colorado/Boulder, CO
 University of Colorado/Denver, CO
 University of Connecticut, CT
 University of Dayton, OH
 University of Delaware, DE
 University of Denver, CO
 University of Findlay, OH
 University of Florida, FL
 University of Georgia, GA
 University of Hartford, CT
 University of Houston, TX
 University of Houston/Clear Lake, TX
 University of Illinois/Urbana-Champaign, IL
 University of Indianapolis, IN
 The University of Iowa, IA
 The University of Kansas, KS
 The University of Maryland/Baltimore, MD
 The University of Maryland/College Park, MD
 University of Massachusetts/Amherst, MA
 University of Miami, FL
 University of Michigan/Ann Arbor, MI
 University of Minnesota/Twin Cities, MN
 University of Mississippi, MS
 University of Missouri/Columbia, MO
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 University of Missouri/St. Louis, MO
 University of Nebraska Medical Center, NE
 University of Nebraska/Lincoln, NE
 University of Nevada/Reno, NV
 University of New Hampshire, NH
 University of New Haven, CT
 University of New Mexico, NM

University of New Orleans, LA
 The University of North Carolina/Charlotte, NC
 University of North Dakota, ND
 University of Northern Iowa, IA
 University of Notre Dame, IN
 The University of Oklahoma, OK
 University of Oregon, OR
 University of Pennsylvania, PA
 University of Pittsburgh, PA
 University of Rhode Island, RI
 University of Richmond, VA
 University of Rochester, NY
 University of San Francisco, CA
 University of South Florida, FL
 University of Southern California, CA
 The University of Texas/Austin, TX
 The University of Texas/Dallas, TX
 The University of Texas/El Paso, TX
 The University of Texas Health Sciences Center/San Antonio, TX
 The University of Texas/San Antonio, TX
 The University of Toledo, OH
 University of the Incarnate Word, TX
 University of the Sciences, PA
 University of Virginia, VA
 University of Washington, WA
 University of Wisconsin/Green Bay, WI
 University of Wisconsin/Madison, WI
 University of Wyoming, WY
 UNRWA, WEST BANK
 Update Center, YEMEN
 Utah State University, UT
 Utah Valley University, UT

V
 Vanderbilt University, TN
 Vassar College, NY
 Villanova University, PA
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 Virginia Polytechnic Institute and State University, VA
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W
 Washington and Jefferson College, PA
 Washington and Lee University, VA
 Washington State University, WA
 Washington University in St. Louis, MO
 Wayne State University, MI
 The Website Group, WEST BANK
 Welfare Association, WEST BANK
 Wesleyan University, CT
 West Virginia University, WV
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