



SHAPING A BRIGHTER FUTURE

ANNUAL REPORT 2021

amideast
امديست

Amideast in 2021

\$51 MILLION
PORTFOLIO

1,200
PERSONNEL

500,000
PEOPLE BENEFITED

Our Reach

1,515
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

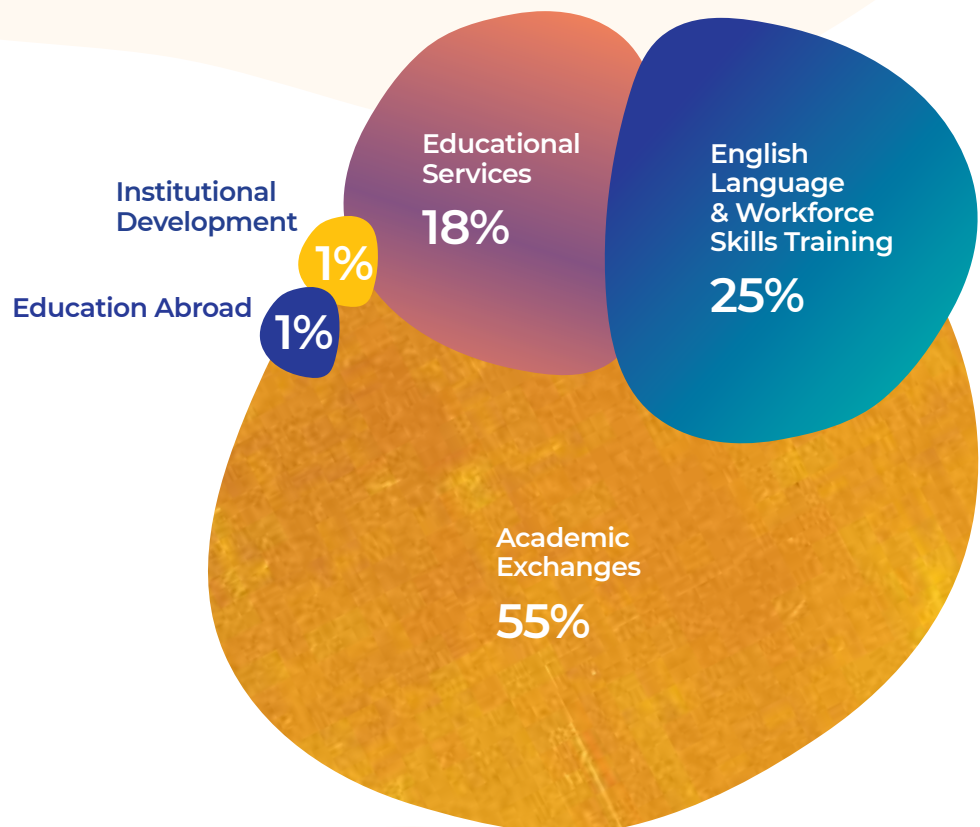


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Message from the Chair and President

Dear Friend,

We are pleased to present our annual report for 2021. Its theme—***Shaping a Brighter Future***—highlights the ultimate measure of our programs: their ability to empower thousands of individuals each year to shape a brighter future for themselves and their communities. In a region beset by economic and political challenges—including violent conflict—the urgency of our mission is clear.

The theme also speaks to Amideast's impact—past and future—as we mark an important milestone in our history. Seventy years ago, the organization was founded to strengthen mutual understanding and cooperation between Americans and the peoples of the Middle East and North Africa (MENA). While this remains at the heart of our mission, our priorities and capabilities have evolved.

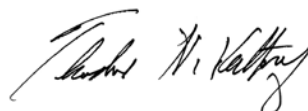
Exchanges today seek to instill the global perspective that youth will need to address 21st-century challenges. High on our list of priorities is supporting underserved youth to gain the skills and knowledge that can lead to jobs, rewarding careers, and the ability to help their communities thrive. No less important are other goals: opening doors to higher education for individuals with disabilities, enabling American students typically excluded from traditional study abroad opportunities to experience the MENA region, and supporting the region's English teachers to adopt instructional methodologies that can increase students' proficiency gains and, in turn, their educational and career opportunities.

As we begin our eighth decade, we are certain that our objectives will continue to evolve in response to global needs and priorities, but our commitment to shaping a brighter future will remain constant. On behalf of everyone at Amideast, we thank you for your support and look forward to continuing our work together.

Sincerely,



The Honorable Deborah K. Jones
Chair, Board of Directors



The Honorable Theodore H. Kattouf
President and CEO



Developing Skills for Success

Our capacity to promote the development of life-changing skills has come a long way since we introduced our first training programs in the 1960s. In 2021, our publicly offered courses supported the language-learning and professional goals of more than 35,000 individuals across the MENA region. Thanks to the support of donors and local, regional, and international sponsors, we also empowered thousands of young men and women from under-resourced and marginalized communities, nurtured young entrepreneurs, and prepared young minds to meet the challenges of tomorrow.

Reaching Underserved Youth

More than 5,000 teenagers in under-resourced and marginalized communities acquired English language and other skills through special programs. They included more than 3,000 enrolled in the U.S. Department of State-funded English Access Microscholarship (Access) Program in Egypt, Jordan, Lebanon, and the West Bank/Gaza and in similar programs for youth in Libya, the UAE, and Yemen.

With funding from UNICEF, we supported 480 Syrian refugee youth living in Azraq refugee camp in Jordan, intervening at a critical moment when many were at risk of dropping out of formal education by delivering English language and academic skills development designed to improve their chances of succeeding in national secondary exams, qualifying for international scholarships, and securing employment opportunities within the camp. Meanwhile, in Egypt, we partnered with local NGO Etijah to advance the higher education prospects of 220 secondary students in Beheira, Beni Suef, Kafr El Sheikh, and Qena Governorates by helping them develop the English language skills needed to successfully apply for English-based undergraduate programs.



Improving the Teaching of English

This year marked the 10th anniversary of the Professional Certificate in English Language Teaching (PCELT), developed by Amideast in collaboration with World Learning/SIT Graduate Institute to provide a much-needed professional development opportunity for regional English language teachers seeking to raise the quality of English language instruction. That more than 1,000 educators had earned PCELT certification by year's end testifies to the impact of this initiative.

As the pandemic continued to challenge teachers grappling with the transition to online instruction, a team of our top teachers and trainers, with funding from the Office of Palestinian Affairs of the U.S. Embassy in Jerusalem, piloted Developing Online Teaching Skills (DOTS), a 36-hour course designed to help teachers effectively engage students online through interactive activities, real-time and self-paced assignments, and ongoing feedback as they continue to develop their English skills.

In Egypt, we launched Teach to Lead for teachers in low-income public schools. The new program, with funding from the Boeing Company, enabled 50 female teachers in Greater Cairo to integrate interactive learning methodologies and affordable technologies in their classrooms and empowered them to become agents of change and leaders in their schools and communities.



SILVIA NASSAR

PCELT, WEST BANK

“I want to inspire teachers in the future, in the same way that PCELT has inspired me.”

When Silvia Nassar started a new English language teaching position after relocating to Palestine in 2012, she felt that everything in her career was “so new.” Her search for professional development led her to enroll in a PCELT course, where she began a journey that would change her life. After completing her PCELT training and a few more years in the classroom, Silvia earned a master’s degree in TEFL at Birzeit University. In 2016, she set out with like-minded colleagues, including her PCELT trainer Dr. Tina Rafidi, to found PELTA—the Palestinian English Language Teachers Association—which continues to convene teachers to learn together. She is now pursuing her PhD at the University of Exeter in the United Kingdom. Silvia struggles to identify a single factor that made the course so powerful. “It was the combination—the application process itself, content, trainers, chances to practice and reflect, teaching real learners, our group of participants—that created a special environment and ultimate impact. It was through the PCELT experience—where we taught together, observed each other’s lessons, and reflected deeply together—that the idea clicked: I want to create opportunities for other teachers to develop, for the rest of my life. Through PCELT, I became aware of how resilient I am, of my problem-solving skills, of my ability to keep going to help my students—and I am still proud of that. I want to inspire teachers in the future, in the same way that PCELT has inspired me.”

Enhancing Employability

Building on our Skills for Success® curriculum, we delivered programs that addressed one of the region’s most intractable problems: high youth unemployment. These programs included:

- The Education and Training for Employability Program, launched in 2020 in partnership with the Millennium Challenge Corporation (MCC) affiliate In Morocco, to deliver employability skills training to more than 650 young men and women. To date, this results-based employment program has placed more than 400 youth in jobs in high-demand employment sectors.
- A new partnership with the government of Morocco’s Rhamna Province to build the capacity of more than 200 young men and women through training in soft and life skills, workplace English and French, digital literacy, and job-search skills.
- The International Labour Organization (ILO)-funded Career Counseling Program to provide training and career counseling to 350 jobseekers in Jordan, the majority of them living in rural areas, while also creating a cadre of counselors trained in career counseling to advance the Ministry of Labor’s future efforts to provide support to jobseekers.
- Training funded by European Bank for Reconstruction and Development (EBRD) and the United Kingdom designed to enable 80 Jordanian and Syrian jobseekers—primarily in the tourism and hospitality sectors, which were hard hit during the pandemic—to reenter the workforce.

Equipping Young Entrepreneurs

We again offered support to young men and women across the region who seek entrepreneurship tools that will enable them to realize their self-employment goals and develop solutions to local problems.

In the face of their country’s economic crisis, more than 100 young Lebanese turned to our Beirut-based Amideast Entrepreneur Institute (AEI) to learn the business basics needed to pursue self-employment. While the pandemic limited onsite training, AEI took advantage of its successful transition to virtual alternatives in 2020 to offer interactive online workshops focusing on topics such as ideation, pitching for investors, and finance for entrepreneurs. By advancing its online training capabilities, AEI was able to partner with the Amideast-managed America House in Jerusalem to extend its signature Start Your Own Business workshops to aspiring entrepreneurs in the West Bank and Gaza.

Entrepreneurship training was also an important component of our new partnership with the government of Morocco’s Rhamna Province, where we delivered training in basic business skills to more than 50 new and aspiring entrepreneurs. To enhance their chances of raising seed funding, our trainers also taught them how to pitch their concepts to financial institutions. Our efforts culminated in a collaboration with INJAZ Al-Maghrib to stage a local junior enterprise competition.

Empowering Women and Girls

Throughout our 70-year history, we have recognized the advantages women and girls gain for themselves, their families, and their communities from scholarships and skills training programs. In addition to helping them challenge the roles and stereotypes that contribute to their exclusion, these opportunities are increasingly recognized as key to improving the MENA region's development prospects, where historically low female labor participation rates represent a missed opportunity. In 2021, we partnered with several program sponsors to advance the prospects of women and girls.

- More than half of the 600 training slots created by the Millennium Challenge Corporation in Morocco were allocated to women, reflecting the high priority it places on improving the prospects of women job seekers and helping Morocco raise its female labor participation rate.
- Nearly two-thirds of youth selected for the skills training in Morocco's Rhamna Province capacity-building program were women, for whom Amideast provided training in soft and life skills, workplace English and French, digital literacy, and job-search skills.
- Thanks to funding from the EBRD and UK, 90 Jordanian women, unemployed because of the pandemic, gained skills that equipped them to re-enter the labor market.
- Our partnerships with the Boeing Company and the U.S. Embassy enabled our Kuwait office to deliver two rounds of its Women Empowerment through Career Development program, strengthening the career prospects of 80 women.
- 180 Jordanian girls in grades eight and nine developed STEM-related skills in an environment that builds confidence, self-actualization and innovation through design thinking, creative problem solving, and teamwork using LEGOs. Amideast launched the SPARK program in partnership with the Ministry of Youth and the Boeing Company.
- All May Access Learning (AMAL@Amideast)—our Aden office's first fully online English language program—demonstrated the ability of virtual technologies to reach women in remote areas of Yemen and Yemeni expatriates residing in Saudi Arabia—offering “a window of new hope for me,” according to one participant.



SAMIA GHANNAM

EDUCATION AND TRAINING FOR EMPLOYABILITY PROGRAM, MOROCCO

As a fresh university graduate frustrated by her inability to find a job in her home city of Casablanca, Samia Ghannam joined the Education and Training for Employability Program after learning about it on social media. The discovery turned out to be her first step toward a brighter future. Samia completed a training course focused on road safety and strategies for becoming an effective professional in the transportation industry, as well as on the soft skills necessary for that career. In the process, she discovered her passion for the profession and a career path to become one of the few female professional bus drivers in Casablanca. She enjoys her job each day, and her self-confidence is growing thanks to the support and training that Amideast provided. Grateful for this opportunity, Samia reflects, “The Education and Training for Employability Program at Amideast gave us the opportunity to set a goal and achieve success.”

“I think that anyone who is hardworking and ambitious will achieve anything they set their mind to.”

AMIRA NASSER ABDELHAMID

SKILLS FOR SUCCESS: EMPLOYABILITY AND ENTREPRENEURSHIP PROGRAM, EGYPT

Meet Amira Nasser Abdelhamid, one of the forces behind Banana Art, a startup that produces bags, paper, accessories, and other products made from banana waste, a byproduct of the leading crop in Upper Egypt's Sohag governorate. Amira was pursuing a degree in early childhood education when she discovered her passion for entrepreneurship and its potential for alleviating the environmental pollution caused by farmers' traditional method of burning banana waste. She joined forces with fellow students to create a machine capable of converting banana waste into fiber that can be used to make eco-friendly products. Their solution not only provides farmers with an alternative to burning the waste, it also provides jobs for poor youth in Upper Egypt. When their prototype won first place in a national competition, they knew they were on the right track. However, they still had much to learn if they were to transform their concept into a sustainable business. Amideast's decision to offer its Citi Foundation-funded entrepreneurship program in Upper Egypt, a region that is often neglected by the international NGO community, arrived at an opportune time. Recalls Amira, "The program benefited us a lot on the personal as well as business level. The training that Amideast offered had a huge role in helping me organize my time and develop myself. For this, I thank Amideast and Citi Foundation."



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Preparing Today's Youth for Tomorrow

Today's youth need to prepare for tomorrow's world by acquiring interpersonal skills, higher-order thinking skills and self-efficacy, and global-mindedness. In 2021, we contributed to the development of this important skillset through STEM and innovation programming.

- **STEM:** Our partnership with the Boeing Company allowed us to engage young learners through STEM programs in Jordan and Kuwait, and to bring to near completion our STEM Center in Cairo. Scheduled for launch in December 2021, this new facility will engage youth and educators in Egypt and beyond in activities that build awareness of STEM-based solutions to environmental, public health, and other problems facing the region and the world.
- **INNOVATION:** Through our partnership with Pittsburgh-based Inventionland and its subsidiary, the Inventionland Institute, and in collaboration with Jordan's Ministry of Youth, we engaged 100 young Jordanians in creative design, collaborative learning, problem-solving, and the inventing process. One invention—a silicon lid for beverage containers called "The Amazing Lid"—was selected for commercialization.
- **RISE:** We were pleased to partner with Schmidt Futures and the Rhodes Trust to conduct outreach for Rise, an initiative that connects talented young people between the ages of 15 and 17 and supports them for life as they build a better world through their talents. Of note, four of Rise's first 100 global winners were from the MENA: two Egyptians, one Moroccan, and one Palestinian.



LAMAR

SPARK, SYRIAN REFUGEE IN JORDAN

Lamar, a 14-year-old Syrian girl from the town of Al Azraq in Jordan, is passionate about science, especially physical science. The SPARK program's focus on building skills and knowledge in STEM using LEGO's Motion Prime sets was a perfect fit for her. "I learned so much in SPARK about science, building, problem-solving, and Newton's Laws, while making new friends outside my school classes," Lamar relates.

SPARK also helped Lamar shape her goals for the future. "Building things and seeing them work made me more interested in how machines function, and I hope to study more about this when I get to university." More determined than ever to pursue a higher education in the sciences, she has already begun researching college scholarships available to Syrians in Jordan.

"I learned so much in SPARK about science, building, problem-solving, and Newton's Laws."



MODHI ALAJMI

CAREER SKILLS
DEVELOPMENT
PROGRAM, KUWAIT

Professional development opportunities can be pivotal for women seeking advancement in their careers. That's what Modhi Alajmi discovered as one of 80 Kuwaiti women who participated in the Boeing-funded Career Skills Development Program, an initiative designed to help women enhance their career options and leadership abilities.

Modhi is an instructor and

"This life-changing workshop... allowed me [to] become a high achiever in my career."

researcher in the fields of human resource management and leadership development at the College of Business Studies, a branch of Kuwait's Public Authority for Applied Education and Training (PAAET). Through this program, she gained valuable insights into leadership and how to best use her skills and abilities to achieve and maintain success in her career. "The program allowed me to learn and implement new and critical concepts, especially in emotional intelligence," she relates. "I am extremely proud to have participated in this life-changing workshop.... I strongly encourage [other] women to join such an excellent program."

Building Our Online Training Capabilities

The shift to online training that we began in 2020 in response to the Covid-19 pandemic continued well into 2021. While ongoing pandemic-induced restrictions limited a full return to in-person instruction, demand for training across the region remained strong. In response, we expanded our e-learning capabilities to offer both online and blended instruction. During the first half of the year, 7,000 new users accessed our e-learning platform *Amideast Online* to take nearly 650 classes of all types, proving the platform's mantra, "At Amideast, learning never stops."

Even after conditions improved by mid-year, permitting a return to face-to-face instruction in many countries, interest in e-learning continued. This reflected, in no small measure, the favorable response to the quality of instruction in our online courses, with many learners commenting on the significant level of interaction and teacher support that enhanced their virtual learning.

What was a necessity in 2020 has since become an advantage. The success of our e-learning programming has made it possible for us to expand program diversity and availability to those beyond the reach of our physical offices, both within countries with an Amideast presence and elsewhere in the region. Along with classroom-based learning and experiential approaches such as community- and service-based learning models, our online program capabilities provide us with new ways of reaching those we seek to benefit through our programs and services.

Developing Global Citizens

Since our earliest days, international education and cultural exchange have been central to our mission of strengthening mutual understanding and cooperation between Americans and the peoples of the Middle East and North Africa. Today, as our priorities and capabilities have evolved, our programs also seek to instill the global perspective that youth will need to address 21st-century challenges.

Even as the Covid-19 pandemic continued throughout 2021, we worked with our partners to resume in-country programs once travel conditions improved and student safety could be ensured. At the same time, we continued to develop virtual options that would expand exchange opportunities for students and young professionals from across the MENA region and the United States.

Programs for MENA Students and Professionals

High School Exchange

Cancellation of travel due to Covid-19 for 214 scholarship recipients on the Kennedy-Lugar Youth Exchange and Study (YES) program for 2020–21 challenged our staff to find new ways of contributing to their growth as global citizens with a

passion for community service. Working together with other program partners, Amideast helped develop the first-ever YES virtual program, offering a meaningful exchange experience for the 48 students who opted to participate. Most others chose to defer their YES enrollment and later joined a cohort of 180 students representing Bahrain, Jordan, Kuwait, Lebanon, Libya, Morocco, Saudi Arabia, Tunisia, and the West Bank/Gaza that would spend the 2021–22 academic year in the United States.

JEHAD OUMER

YES AND MEPI TOMORROW'S LEADERS, LIBYA

"Empowering youth is one of the main tenets of the YES Program," observes Jihad Omer, an engaging young man whose YES exchange year shaped his life by setting him on a path of giving back to his community. His participation in the robotics club at his American school was especially pivotal, transforming him from "a robotics hobbyist toward promoting robotics, programming, and a problem-solving mindset to the youth of my community in Libya." Upon his return home, he tutored children in robotics and programming and used a YES alumni grant to launch Techmakers, a project that provided robotics training at 16 underprivileged public schools in Tripoli. Jihad's passion for community service led him to become a MEPI Tomorrow's Leaders (TL) scholar, studying computer science at the Lebanese American University and gaining a background in leading civil organizations through the TL program's capstone component. He was also learning new skills through a news literacy workshop for YES alumni that he would use to help counter misinformation about Covid-19 in Africa—by taking part in the #DontGoViral Campaign launched by i4Policy and UNESCO—and combatting misinformation and messages of hate and division in Libya by joining forces with a team of creative young Libyans to launch the web-based "Annir" platform. Looking back, he reflects, "My exchange experiences showed me that I am a part of something much larger than myself, my community, or my country."

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A Virtual Exchange First

In 2021, Amideast launched its first stand-alone virtual exchange program: Qisasna (Our Stories). Made possible through the Aspen Institute's Stevens Initiative, the new program facilitates cross-cultural exchange between American and Yemeni students who work in teams to produce podcasts focused on global issues, cross-cultural perceptions, career opportunities for young people, and community service. Participating youth are

developing production skills, global citizenship values and understanding of others, and storytelling skills through which they can convey more nuanced and empathetic views of others with the broader public. The program will train 32 virtual teams consisting of 10 participants each evenly divided between Americans and Yemenis, for a total of 320 participants. In 2021, 160 began the fall semester program.

Undergraduate Studies

Thanks to the generous support of donors and sponsors, nearly 700 underserved young men and women were pursuing academic excellence at higher education institutions in the United States and elsewhere, including:

- **158 young scholars** from Egypt, Jordan, Lebanon, Libya, Morocco, Palestine, Syria, Tunisia, and Yemen, who were benefiting from generous institutional scholarships and supplemental support from Amideast's Diana Kamal Scholarship Search Fund (DKSSF) and Hope Fund.
- **42 civic-minded**, academically strong youths with leadership potential from Algeria, Egypt, Iraq, Jordan, Lebanon, Morocco, Syria, Tunisia, and Yemen who qualified for scholarships to study at the American University of Beirut, the American University in Cairo, and the Lebanese American University through the Tomorrow's Leaders Scholarship Program, an initiative of the U.S. Department of State Middle East Partnership Initiative (MEPI).
- **472 Egyptian students** from disadvantaged backgrounds who enrolled in "excellence programs" in Egyptian public universities through the U.S.-Egypt Higher Education Initiative (HEI) Public University Scholarships program. In its sixth program year, this Amideast-managed program provided students with numerous benefits, including English language training, career counseling, internships and other types of business/entrepreneurship experiences, and study abroad for a semester or summer session in the United States.

HANAA IBRAHIM

HOPE FUND,
GAZA



With a passion for writing and learning languages, Hanaa Ibrahim mentored young children in a summer English program and hosted sessions on short-story writing. She was also selected for a creative writing program in Norway but was unable to attend due to a border closure. That was not the only setback faced by the talented young Gazan, who also excelled in the sciences in high school. Logistical challenges delayed her arrival at Kenyon College until the spring 2018 semester. Undaunted, she embarked on her college career with determination, realizing that this was "the opportunity of a lifetime." In addition to excelling in her psychology major and Spanish minor, she served as the president of Students for Justice in Palestine at Kenyon and co-founded the Muslim House to provide women students a place to live and feel safe. She received the MLK Jr. Humanitarian Award for promoting social justice on campus and was Kenyon's first undergraduate student to be invited to publish a book review in the *Kenyon Review*. Grateful for "the openness, strength, and resilience [that the Hope Fund] allowed me to foster as a young Palestinian woman," she adds, "This experience grounded me in the faith that there will always be someone to help — just like Amideast was there whenever things got rough."

"There will always be someone to help — just like Amideast was there whenever things got rough."

TAREQ ABBASI

FULBRIGHT PROGRAM, UAE

"To me, being a Fulbrighter is not only about having access to an extraordinary global network of highly accomplished individuals. It is also about being a part of a community of passionate people promoting cross-cultural exchange, championing diversity, and building bridges. It is a great honor to be a part of such a community." Tareq Abbasi is a current Fulbrighter from the United Arab Emirates, studying for his master's in public administration at the University of Pittsburgh. He was motivated to study public administration after seeing different global responses to Covid-19, and he was particularly interested in understanding the pandemic's long-term impact on policymaking. He hopes to use the knowledge he gains to pursue his interest in research policy and help the UAE thrive. He has also made time for cultural exchange activities alongside his academic studies. "I would love to be an ambassador for the Fulbright Program, as I genuinely believe in the importance of cross-cultural programs that represent the strong ties between the United States and the UAE. Throughout my first year in the program, I have experienced personal and academic growth, especially as I gained more time for self-reflection. I have also engaged with Americans in educational and social settings, and I particularly enjoyed discussing the UAE's cultural and historical facets. I've taught them about our cultural attire, cuisine, love of coffee, and Emirati culture generally. It is moments such as these where I get to talk about my home country that I will cherish most."



"Being a Fulbrighter is ... about being a part of a community of passionate people promoting cross-cultural exchange, championing diversity, and building bridges."

Graduate and Post-Graduate Studies

Despite the ongoing pandemic, Amideast administered Fulbright Foreign Student Program grants for 274 master's, doctoral, and research grantees from 12 MENA countries or territories and worked with the binational Fulbright commissions in Egypt, Jordan, and Morocco to place 212 Fulbright program nominees in study programs for the 2021–22 academic year. As elsewhere in the Fulbright Program, the pandemic prevented a number of incoming grantees from travelling to the United States to start their programs on time in person, and others in the United States only had the option of virtual classes. To help these students have a full Fulbright experience, Amideast, in coordination with the U.S. Department of State, created the CommunityConnect Program to provide a virtual opportunity for cultural exchange and community building between Fulbrighters from the MENA region and American graduate students. Over 100 first year students, 35 second year students, and 40 American students participated in the five online sessions conducted between October 2020 and June 2021.

The easing of pandemic conditions also allowed a resumption of the Fulbright Junior Faculty Program again after a one-year hiatus. The program placed 13 scholars—two from Egypt and 11 from Jordan—at selected U.S. host institutions for faculty development, mentoring, and cultural exchange activities between June and September 2021.

Amideast was proud to join the global Fulbright community in celebrating the 75th Anniversary of the Fulbright Program—the U.S. Department of State's flagship exchange program that Amideast has had the privilege to partner with since 1970, supporting Fulbright grants to more than 3,000 outstanding participants across the region. As nothing exemplifies the Fulbright spirit better than the contributions of program alumni, Amideast, in close collaboration with the U.S. Department of State, marked the occasion by awarding a special edition of Amideast's Alumni Community Action Grants to seven alumni from Iraq, Jordan, Libya, Morocco, and Yemen to implement projects in areas such as public health, STEM education, community planning, English language teaching, and creative expression through the arts, with a focus on providing this enrichment opportunity to underserved communities.

Partnerships with donors and sponsors elsewhere in the region enabled us to support additional students pursuing graduate studies in the United States. Through the Onsi Sawiris Scholarship Program, an impactful program that we have been pleased to support for 20 years, we have placed 88 Egyptian undergraduate and graduate students to date at highly competitive U.S. universities in fields that will contribute to Egypt's economic prosperity. In our second year of administering the Ireland-Palestine Scholarship Programme, we facilitated master's degree study in Ireland for nearly 40 Palestinian students. Also of note, in Saudi Arabia, we partnered with NEOM to help manage its new scholarship program for Saudi nationals who aspire to careers in the media, placing five students in master's degree programs and assisting 50 students as they completed certificates at the National Film and Television School in Beaconsfield, United Kingdom.

Educational Advising

Amideast-managed EducationUSA advising centers in Egypt, Lebanon, Morocco, Tunisia, the West Bank/Gaza, and Yemen provided information on U.S. study to 100,000 contacts, promoting and responding to continuing interest in U.S. study largely through virtual advising as Covid-19 continued to constrain face-to-face outreach. Through EducationUSA Competitive College Clubs and Opportunity Grants, our EducationUSA advisers provided guidance on university readiness as well as application and test preparation support for over 200 academically outstanding young men and women, the majority seeking undergraduate admissions and scholarships.

Through several new initiatives, Amideast helped additional numbers of students prepare for university study and navigate the college application process. Forty-four youth selected for the Sawiris Linkage Program in the Upper Egypt governorate of Sohag began developing the English and academic skills they will need for competitive university admission; the Quincy College Prep Program, funded by the U.S. Department of State, offered 30 gifted and talented Saudi youth a year of educational support; and the U.S. University Readiness Program, which Amideast implemented in partnership with the U.S. Embassy in the UAE, the Ministry of Education and the Abdulla Al Ghurair Foundation for Education, helped 105 Emirati youth improve their English language and academic skills, prepare for required standardized tests, and navigate the college admissions process.

Cultural Enrichment

Our partnerships with the U.S. Department of State-funded America House programs in the West Bank and Gaza, and American Corners in Iraq and Tunisia, continued to build the global perspectives of thousands of visitors through cultural activities and opportunities to develop English language and other skills. In Iraq, the popularity of the initial six university-hosted American Corners led to the U.S. government's decision to develop a seventh such center, and a new American Corner was being renovated for opening in 2022 at our newly acquired facility in Alexandria, Egypt.



TESTING

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.

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 proctored language assessments in this new environment? Working with ETS Global, Amideast developed a remote proctoring option for test-takers in Egypt, Jordan, Morocco, Tunisia, Saudi Arabia, the West Bank, 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. The success of these initial efforts indicates that remote proctoring is likely to remain a fixture of the post-pandemic world.

Programs for Participants from the U.S.

Education Abroad in the Middle East and North Africa

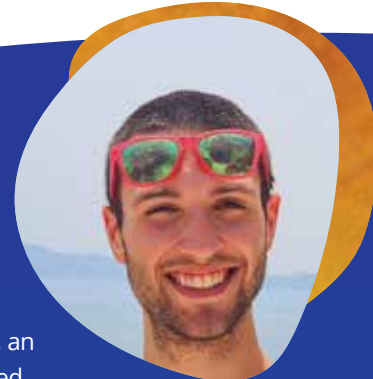
The expansion of Amideast Education Abroad's virtual academic and cultural exchange capacity that began during the pandemic is here to stay, providing added flexibility and innovation for students and partners through onsite, virtual, and hybrid program models. In addition to virtual customized programs, Amideast virtually implemented the U.S. Department of State's Kennedy-Lugar Youth Exchange (YES) Abroad and National Security Language Initiative for Youth (NSLI-Y) Programs throughout 2021. While all programs were run primarily from host countries Morocco and Jordan, the virtual modality made it possible to include peer exchange and expert cultural content from Tunisia as well. The virtual space has made it possible for Amideast to incorporate multi-site collaborations into all its education abroad programming. Approximately 115 participants studied virtually with Amideast in 2021.

Responding to equity imperatives, Amideast introduced its own Virtual Learning and Cultural Exchange program with an innovative pricing structure that makes enrollment in virtual classes widely accessible, especially for participants from institutions not well represented among U.S. study abroad participants, such as community colleges and tribal colleges and universities. We were pleased to welcome our first students on this program in fall 2020, most of whom enrolled in Arabic language classes not available at their home institutions.

Onsite programs resumed in summer 2021 when some U.S. universities began to approve study abroad travel again; Amideast welcomed a total of 25 students in intensive Arabic programs in Morocco and Jordan, in the Action Amideast: Social Innovation Abroad program in Tunisia, and in a customized program in Jordan. Nearly 70 more completed Amideast's summer intensive Arabic language study online. Morocco and Jordan both hosted onsite education abroad students in fall 2021—a total of 17 students in Amideast's Arabic and Area Studies semester program and another 11 YES Abroad participants. Meanwhile, Amideast was pleased to announce a new direct-enroll partnership with the American University of Dubai (AUD). The first cohort of students will join AUD in the fall 2022 semester.

BEN LAWLOR

ACTION AMIDEAST,
USA IN TUNISIA



"The program opened my eyes." That's how Ben Lawlor, an American student who studied abroad in summer 2021 with Amideast/Tunisia, describes his experience. At the time a rising senior at Colby College, Ben is a testament to the power of overseas study: in only six weeks, our Action Amideast program turned Ben's perspective on its head. He had been studying French since high school and had originally intended to study abroad in France. During the pandemic, he set his sights instead on Amideast's program in Tunis and our unique community-based placements at civic organizations. Ben found his perceptions shifting as he experienced Tunisian society, awakening in him an interest in art, music, and identity in France's former colonies so strong that he now intends to pursue a PhD in this subject. He credits Amideast, including his experience writing French language articles at a local community organization, with this change. Ben hopes to return to Tunisia as part of his PhD studies. In preparation, he is strengthening the connections he established with Amideast staff and his community-based learning professor. He is also improving his Arabic after learning during his study abroad that engaging more deeply with the local language would have helped him better understand Tunisian culture. Asked about an aspect of Tunisia that will stick with him forever, Ben cited the genuine nature of the country's people. "They really want to know who you are," he reflects.

**"The program
opened my eyes."**

After so long without travel and with so much uncertainty in their lives, the return to onsite programming resulted in extraordinary reflection among participants. In post-program evaluations, participants discussed the extent to which they took advantage of being mobile again, and how much they appreciated their host community as a unique experiential classroom. While learning about their host country, participants charted their own personal growth, noting that navigating their day-to-day lives abroad gave them confidence in their ability to meet and overcome challenges. To a person, they indicated that this positive experience has made them think about their future in new ways.

Alumni and the Importance of Giving Back

The experience of international education and cultural exchange is not only life-changing for the individual, but it can equip them to have a much larger impact in their home and host communities through community service and volunteer activities. Such activities are integrated into our exchange programs themselves, and into Amideast-managed alumni networks that encourage returnees to continue to give back after they return home. In 2021, the Amideast Leaders, Alumni, and Mentors (ALAM) network expanded its efforts to engage beneficiaries of all Amideast-administered programs through cross-cutting alumni development work, with the goal of connecting the thousands of alumni from diverse programs and countries through online platforms and virtual programming. Opportunities were added through the Localized online community for ALAM members to share resources, receive training, mentor one another, attend career fairs, and connect with Amideast as well as with experts associated with the MENA region. In addition, the “ALAM in the Arts” event series hosted four live virtual sessions featuring alumni experts and enthusiasts from a variety of artistic pursuits, engaging thousands of participants through online viewing and discussion and setting the stage for future ALAM events on other topics of interest to Amideast stakeholders.

MARC HADDAD

DKSSF, LEBANON

For Marc Haddad, a young man passionate about engineering and music, the offer of one of the University of Rochester’s most prestigious scholarships was hard to resist, as it would enable him to take advantage of the school’s outstanding programs in both disciplines. The many opportunities that the young high school graduate didn’t anticipate turned out to be even more enticing. In his first three years at UoR, he cofounded a tutoring platform to reshape education in the MENA region, conducted research in laser energetics, and competed in the prestigious Hull competition. He was also elected vice president of the university’s student association, successfully running his campaign despite the Covid-induced quarantine. “My college experience has given me the strength and knowledge to seek even bigger and tougher goals,” he notes. For someone coming from a small country that is facing huge challenges, he adds, “it’s amazing how little I knew about the potential that I had to succeed, [but] Rochester helped me realize that every waking day is an opportunity for more growth, more humanity, and more success.” After graduating in May 2021, Marc chose to continue at UoR in a year-long master’s program. “My thoughts of giving back to my community have only grown since I left Lebanon. I have learned the technical skills needed to help my country in so many different ways over the past years. Over the next year, I will be delving deeper into entrepreneurship, management, and politics to understand how to best present those technical skills to Lebanon.”

“My thoughts of giving back to my community have only grown since I left Lebanon.”



Building Capacity

A mideast has worked with international and regional partners to support large-scale projects that bring much-needed institutional strengthening and capacity building to realize their development goals. During 2021, we were proud to support efforts to increase institutional capacity in the workforce and civil society sectors in Egypt, Tunisia, and Yemen.

Making Higher Education in Egypt More Accessible

A priority of the U.S.-Egypt Higher Education Initiative (HEI) Public University Scholarships program since its launch in 2017 has been to provide equitable access to higher education for students with disabilities. Initially, our efforts focused on ensuring that students with disabilities would be among the nearly 700 who would receive HEI scholarships. The program succeeded in awarding seven percent of HEI scholarships to students with disabilities, providing them an opportunity for higher education and subsequent employment that most had not previously envisioned would be possible for them.

A second priority has been to partner with Egyptian universities to establish Disability Service Centers. In 2021, such centers were formally opened at Ain Shams, Alexandria, Assiut, Cairo, and Mansoura Universities. Their success in increasing access to quality education for students with disabilities has resulted in plans to establish such centers at another 15 Egyptian universities.

Restoring Hope in Yemen through Vocational Training

Amideast continued to work with youth from a broad cross-section of Yemeni society through the Nahdhat Shabab (Yemen Youth Restoring Hope) Project, which concluded in 2021. By year's end, Amideast had trained 780 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 640 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. Toward the end of the project, Amideast worked with CAB members and local youth to establish a trade association—the Solar Doctors Forum—that is working to enhance renewable energy training standards in Yemen.





MUAADH AL-KHUDHIRI

NAHDHAT SHABAB PROJECT, YEMEN

“Amideast works with us youth, as we are the future leaders.”

Like many university students in the MENA region, Muaadh Al-Khudhiri worried about making the transition to a job after he completed his undergraduate degree. That changed during the final year of his electrical engineering studies when he discovered Amideast’s Nahdhat Shabab Project (NSP). The practical training that the NSP provided in renewable energy—a field of study unavailable at Aden University—became his starting point for what was to come. “NSP placed me on a path where I could turn theoretical concepts into practical ones, achieve certifications that mattered, and grow as a future leader,” he recalls. Soon after completing the program, Muaadh landed a job as a renewable energy engineer in a large company. NSP’s comprehensive training in both hard and soft skills encouraged him to diversify his work experiences through freelance work as a solar installer and designer. Today, he is applying his NSP training in his own business. He is also working on a photovoltaic diesel system that he believes offers a solution to Aden’s power challenges while reducing the negative effects of diesel. Noting that “Amideast programs in Yemen have been really impactful and they continue to have long term benefits to Yemen,” he adds, “Amideast works with us youth, as we are the future leaders.”

Advancing Civil Society

Tunisia

Local civil society organizations (CSOs) are often the best placed to implement impactful programs in their communities, but many have never had the opportunity or resources to develop their skills in project design and implementation. Amideast designed Building Local Associations for Development and Innovation (BLADI) to address this need. In partnership with Tunisian associations Shanti and Jamaity, Amideast enabled nascent CSOs across Tunisia to undergo a four-month incubation and training period, followed by an opportunity to receive funding for a project of their own design aimed at countering violent extremism in their vulnerable communities. BLADI ended in January 2021.

Yemen

Local civil society organizations can be instrumental in the success of a broader peace and reconciliation strategy. In Yemen, Amideast worked with local associations and residents to build their capacity to participate in stabilization efforts at the community level. With funding from the Yemen Affairs Unit’s Public Affairs Section, the Civil Society Mini-Grants (CSMG) Project enhanced the capacities of 20 selected initiatives and associations. Our work included training as well as financial grants to approximately 10 initiatives and associations to promote local peace and reconciliation projects of their own design.



Financial Statements

STATEMENT OF FINANCIAL POSITION

September 30, 2021

ASSETS	2021
Cash and cash equivalents	\$ 5,797,430
Receivables, net	7,771,092
Promises to give, net	90,000
Prepaid expenses and other	1,431,968
Inventory, net	687,584
Investments	17,637,532
Property and equipment, net	3,026,434
TOTAL ASSETS	\$ 36,442,040
LIABILITIES AND NET ASSETS	
LIABILITIES	
Accounts payable	\$ 4,046,620
Accrued expenses	2,665,425
Severance payable	2,565,894
Deferred revenue	5,682,204
Capital lease obligations	144,341
Deferred rent	1,211,911
Line of credit	2,950,000
Loans payable	1,222,000
Total liabilities	\$ 20,488,395
NET ASSETS	
Without donor restrictions:	14,061,750
With donor restrictions	1,891,895
Total net assets	\$ 15,953,645
TOTAL LIABILITIES AND NET ASSETS	\$ 36,442,040

STATEMENT OF ACTIVITIES

Year Ended September 30, 2021

	2021		
	Without Donor Restrictions	With Donor Restrictions	Total
SUPPORT AND REVENUE			
Grants and contracts	\$ 31,296,039	\$ –	\$ 31,296,039
Fees for services	12,119,062	–	12,119,062
Forgiveness of paycheck protection program loan	1,284,600	–	1,284,600
Employee retention tax credit	1,753,045	–	1,753,045
Contributions	21,305	1,902,484	1,923,789
Investment income	2,769,844	–	2,769,844
Other	38,895	–	38,895
Net assets released from restrictions	1,622,039	(1,622,039)	–
Total support and revenue	50,904,829	280,445	51,185,274
EXPENSES			
Program services:			
Field offices	24,955,253	–	24,955,253
Exchange programs	12,614,984	–	12,614,984
Other programs	1,100,854	–	1,100,854
Total program services	38,671,091	–	38,671,091
Supporting services:	10,969,224	–	10,969,224
Total expenses	49,640,315	–	49,640,315
CHANGE IN NET ASSETS	1,264,514	280,445	1,544,959
NET ASSETS			
Beginning	12,797,236	1,611,450	14,408,686
Ending	\$ 14,061,750	\$ 1,891,895	\$ 15,953,645

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We are grateful to our donors and program partners and sponsors for their generous support, without which our work would not be possible. The donations reported below were received from August 1, 2021, through August 31, 2022.

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University of Colorado/Colorado Springs, CO
University of Connecticut, CT
University of Dayton, OH
University of Denver, CO
University of Findlay, OH
University of Florida, FL
University of Georgia, GA
University of Hartford, CT
University of Hawai'i/Mānoa, HI
University of Houston, TX
University of Illinois/Chicago, IL
University of Illinois/Urbana-Champaign, IL
The University of Iowa, IA
The University of Kansas, KS
University of Kentucky, KY
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University of Massachusetts/Amherst, MA
University of Miami, FL
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University of Nevada/Reno, NV
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The University of Oklahoma, OK
University of Oregon, OR
University of Pennsylvania, PA
University of Pittsburgh, PA
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University of San Diego, CA
University of South Florida, FL
The University of Tampa, FL
The University of Tennessee/Knoxville, TN
The University of Texas/Austin, TX
The University of Toledo, OH
The University of Tulsa, OK
The University of Utah, UT
University of Virginia, VA
University of Washington, WA
University of Wisconsin/Madison, WI
University of Wisconsin/Milwaukee, 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
Virginia Commonwealth University, VA

W

Washington and Lee University, VA
Wayne State University, MI
Wellesley College, DE
Wellspring, EGYPT
Wesleyan University, CT
West Virginia University, WV
Western Michigan University, MI
Whitman College, WA
Whitworth University, WA
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