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**EDUCATION AND TRAINING  
FOR BUILDING A FUTURE**

**Evaluation of USAID/AMIDEAST  
Human Resource Development Programs  
in the West Bank and Gaza  
1978-1989**

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***Submitted to:***

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## TABLE OF CONTENTS

	<u>Page</u>
PREFACE .....	1
EXECUTIVE SUMMARY .....	3
MATRIX OF MAJOR FINDINGS, CONCLUSIONS, RECOMMENDATIONS .	6
INTRODUCTION .....	12
Overview of Program .....	12
Purpose of the Evaluation .....	12
Evaluation Methodology .....	13
PROJECT BACKGROUND AND WORKING ENVIRONMENT .....	16
Historical Overview .....	17
The Intifada .....	18
The Economy .....	19
The Health Sector .....	19
AMIDEAST ASSISTANCE IN THE EDUCATION SECTOR .....	21
Introduction .....	21
General Findings .....	21
FACULTY DEVELOPMENT .....	23
Introduction .....	23
Findings .....	23
Conclusions .....	25
PROFESSIONAL DEVELOPMENT .....	25
Introductic.a) .....	25
Findings .....	26
Conclusions .....	28
INSTITUTIONAL DEVELOPMENT .....	29
Introduction .....	29
Findings .....	29
Conclusions .....	30
Sustainability .....	30
General Conclusions .....	30
Recommendations .....	31

<b>AMIDEAST ASSISTANCE TO SMALL BUSINESS DEVELOPMENT AND BUSINESS-UNIVERSITY LINKAGES .....</b>	<b>33</b>
Introduction .....	33
Findings .....	34
Sustainability .....	41
Conclusions .....	42
Recommendations .....	42
 <b>AMIDEAST ASSISTANCE IN THE HEALTH SECTOR INCLUDING HEALTH ORIENTED NGOS .....</b>	 <b>44</b>
Introduction .....	44
Findings .....	44
Conclusions .....	51
Recommendations .....	52
 <b>AMIDEAST ASSISTANCE TO MUNICIPALITIES AND COMMUNITY DEVELOPMENT ORGANIZATIONS .....</b>	 <b>53</b>
Introduction .....	53
Findings .....	53
Sustainability .....	55
Conclusions .....	55
Recommendations .....	55
 <b>PROJECT MANAGEMENT BY AMIDEAST .....</b>	 <b>56</b>
Introduction .....	56
Findings .....	57
Conclusions .....	59
Recommendations .....	59
 <b>SUMMARY OF CONCLUSIONS AND RECOMMENDATIONS .....</b>	 <b>61</b>
Introduction .....	61
General Conclusions .....	61
Faculty Development	
Conclusions .....	63
Recommendations .....	63
Professional Development	
Conclusions .....	64
Recommendations .....	64
Institutional Development	
Conclusions .....	65
Recommendations .....	66
Business-University Linkages	
Conclusions .....	66
Recommendations .....	67

<b>Small Business Development</b>	
<b>Conclusions</b> .....	<b>67</b>
<b>Recommendations</b> .....	<b>67</b>
<b>Institutional Sustainability</b>	
<b>Conclusions</b> .....	<b>68</b>
<b>Recommendations</b> .....	<b>69</b>
<b>Project Management</b>	
<b>Conclusions</b> .....	<b>69</b>
<b>Recommendations</b> .....	<b>70</b>
<b>General Recommendations</b> .....	<b>70</b>
<b>Future Activities</b> .....	<b>71</b>
<b>Appendices</b> .....	<b>72</b>
1. Data Tables	
2. Logical Framework	
3. Survey Questionnaires	
4. Scope of Work	

## PREFACE

USAID/Washington commissioned Management Systems International (MSI) to conduct this evaluation following the completion of AMIDEAST's West Bank and Gaza (WB/G) Human Resource Development (HRD) Project I, and during the eighth year of HRD II and the second year of HRD III.

This evaluation took place over the period of September 22 to December 30, 1989, with the following schedule of activities:

- two days in Washington, D.C., for USAID and AMIDEAST briefings, initial management investigations and data collection;
- four weeks in the WB/G conducting field investigations;
- one week in Jerusalem writing the field draft report;
- two weeks in the U.S. finalizing the draft and final reports.

This was originally planned as an evaluation of the progress of HRD II and III. It was decided, however, in the interests of gaining longitudinal data to guide recommendations for the balance of HRD III, to also consider the activities of HRD I which began in 1978 and was completed in 1986. This report, therefore, draws on interviews with participants and institutional representatives involved in all three USAID-funded AMIDEAST education and training efforts since 1978.

The evaluation team was composed of two Senior Associates of MSI: Malcolm J. Odell, Jr. (Team Leader), and Flemming Heegaard. A third person, to be recruited locally proved unavailable due to political and logistical problems in the West Bank. Mr. Heegaard was involved in both the field investigation and preparation of the field draft report in Jerusalem and the WB/G. Dr. Odell had additional responsibility for the initial briefings and investigations and the finalization of the report in the U.S. The team was joined in Jerusalem by Diane Ponasik and Steve Grant, respectively head of USAID's ANE Evaluation Office and AMIDEAST Project Officer for the WB/G, who participated in a number of meetings and interviews while in the West Bank between September 25th and October 8th. Diana Kamal, Vice-President of AMIDEAST, similarly joined team activities between October 9th and 21st.

Investigations in the WB/G were conducted under the conditions of Israeli military occupation and the Palestinian uprising (Intifada), the latter continuing since December 1987. During the team's five weeks in the field there were no less than 12 strike days called while travel restrictions, roadblocks, and

unannounced closures by military authorities of different towns made travel and interviews problematic at best. Shooting incidents broke out in five areas during team visits, three of which were directly in the vicinity of team meetings. Scheduled meetings were frequently changed or cancelled with little or no notice and interviewees were often delayed or stopped on their way to meet team members. Because of such delays, a significant number of postponed interviews spilled over into the final week of the field work, cutting into the time for drafting the field report.

Despite these problems, the team found remarkable support and cooperation from all parties concerned, including:

- Palestinian participants, administrators, and leaders. Frequently more, rather than fewer, interviewees would show up to meet with the team and rarely did those invited fail to appear despite the obstacles. In many cases participants took it upon themselves to travel considerable distances and at no little risk to meet team members.
- AMIDEAST staff members in Washington, Jerusalem, and Gaza. This dedicated group had no limits in its efforts to provide data, locate selected interviewees, arrange field trips, and constantly re-adjust to the exigencies of changing events, obstacles, and risks associated with working in WB/G.
- Consulate General and Officers of the Consulate in Jerusalem and Embassy in Tel Aviv respectively, who took considerable interest in the evaluation and supported the team's efforts to obtain the access, information, and support needed to conduct a professional evaluation of AMIDEAST's operations.

While the findings, conclusions, and recommendations put forward in this report could not have been developed without the help of these people, the final responsibility for this report rests solely with the evaluation team.

Malcolm J. Odell, Jr.  
Evaluation Team Leader  
Amesbury, Massachusetts  
December 22, 1989

## EXECUTIVE SUMMARY

AMIDEAST's first West Bank and Gaza (WB/G) area Human Resource Development Project (HRD I) was initiated in 1978 as part of a long-term effort to strengthen higher education institutions. AMIDEAST has since received two additional grants from USAID (HRD II and III). Together, the three grants total approximately \$23.3 million.

HRD II has been operating in the WB/G since 1982 and HRD III since 1987. The goals of both grants have been to "develop human resources of the WB/G for development of the area by: developing public institutions that can continue to train, research, explore and solve community problems, and by helping to develop a stronger business sector that will support the public institutions."

AMIDEAST's HRD programs have provided over 1000 person-years of training to Palestinians resulting in nearly 1000 professionals participating in training or degree programs and 2,200 scholarships granted to undergraduate students. To date, advanced degree training has been provided to over 300 professionals, U.S. based short-term technical training to 350 participants, and local training courses to another 350 individuals. Of the more than 500 professionals trained in the U.S., 99% are either back on the job or still in training, an extremely high rate of student return for a developing country.

In an area of the world where professional women are relatively few, 20% of AMIDEAST training participants have been women. This is a slightly larger percentage than that of women faculty members overall (18%) and is contributing to an increase in female teachers at the post-secondary level.

Overall, the AMIDEAST grants have been effectively managed. They have largely achieved their stated objectives and have been professionally administered. This has been accomplished through a decentralized management process in which it has not been necessary for USAID to "micro-manage" grant activities.

AMIDEAST's contribution to the development of WB/G's higher education system has been a significant accomplishment and can be considered nearly complete. Although nearly complete, continued support is required for the universities serving Gaza, the development of agricultural programs, and increased training of professional women. Investments in health care, public administration, pre-university training, small business and agro-business development, while much smaller, have yielded positive results. These results lead to the recommendation that these programs be considered for expansion.

Despite these accomplishments, the continuing progress of WB/G's educational system is currently in jeopardy because, for the second year in a row, universities and colleges remain closed by Israeli military order. One result of this has been growing numbers of secondary school graduates being unable to continue their education. By November 1989, the number of high school graduates denied university admission had increased to roughly 23,000. This is in addition to the 18,000 presently enrolled in closed

institutions and the approximately 10,000 Gaza secondary students who will graduate in 1990.

Even though the universities are closed, many classes continue to be held informally. Learning is also continuing to occur through on-the-job training. In the anticipation that the universities will eventually be re-opened, the team strongly recommends that the university community continue to be supported through AMIDEAST programs.

This evaluation yielded the following conclusions concerning the grants' sub-components:

Faculty Development - This has been the most successful sub-component of the grant. AMIDEAST has successfully strengthened the faculties of nine targeted WB/G higher education institutions. In fact, 45% of all WB/G university faculty have received U.S. training through AMIDEAST programs. This has resulted in an increase in the numbers of M.S. and Ph.D. degree holders among university faculties, from 400 to 600. However, due to swelling student enrollments, the ratio of Ph.D. and M.S. degree holders to the number of students has decreased, from 1:10 to 1:16. If student enrollments continue to increase, this indicates a continuing need to support faculty development in order to maintain the current faculty to student ratio.

Professional Development - As a result of over 250 professionals participating in short-term technical training programs, there has been a proliferation of new technologies introduced into WB/G institutions, particularly micro-computer applications. There has also been an increase in professional competencies in the areas of wastewater treatment, science teacher training, and emergency medicine. Training impacts have been multiplied through the efforts of AMIDEAST trained professionals who have returned to WB/G and conducted 16 workshops in the aforementioned technical subjects.

Institutional Development - Recently, and because faculty development efforts have been so successful, AMIDEAST has been giving greater emphasis to institutional development. This has resulted in short-term and graduate training programs in administration and management for 40 individuals from 12 institutions. In addition, collaborative planning has been undertaken with selected institutions to identify and address long-term personnel needs. Through the provision of short-term U.S. based training, AMIDEAST should continue their program to augment the public administration skills of selected key institutions.

Business-University Linkages - Business-university linkages are still nascent, but indications are that AMIDEAST internships have been successful in increasing and strengthening business and university interaction. Due to the closure of the universities, only eight internships have thus far been performed. For those students who have been able to participate, the internships have increased their employability by providing the students with work experience and practical skills.

Small Business Development - This is the least active, but potentially most important, program in AMIDEAST's portfolio. Despite economic and

political obstacles, a surprising number of individuals who have received training from AMIDEAST have started ventures which have created jobs and are contributing to the economy. Together with university-based activities, these initiatives indicate that there are opportunities for small business development. This report recommends that these activities should be identified and supported.

### Institutional Sustainability

Benefits from project activities have substantially contributed to building a structure of sustainable institutions that have begun to develop the necessary skilled personnel to continue to serve the needs of the WB/G. However, weaknesses still exist in critical sectors which include:

- lack of diversified funding sources - most AMIDEAST supported institutions are in need of broader, more diversified, sources of funding;
- a dearth of public administration skills - only one participant from WB/G has received training in public administration, a skill vital to institutional sustainability;
- limited training in business, including agro-business; relative to training in other sectors, as well as to the area's needs, business has received limited inputs from AMIDEAST.

### Recommended Future Activities

In continuing to address the human resource needs of the WB/G, the evaluation team offers the following recommendations for future program involvement:

- Development of the area's recently established first agricultural college;
- Expansion of assistance to the business sector, particularly for small businesses;
- Expansion of programs at universities and technical schools for environmental health and sanitation, especially to support the design, implementation, and management of water and sewer systems;
- Development of university-based programs in public health and finance to meet the growing needs of municipalities and local organizations.

The most productive role for AMIDEAST to play in this context is to prepare for the future in anticipation of the eventual reopening of universities. One over-riding task emerges from this study:

- Facilitate a re-thinking of the future of post-secondary education and its relevance to the broad development needs of WB/G. This is an opportune moment for AMIDEAST to re-establish links with those it has helped train, hear their concerns, and facilitate dialogue among them.

FINDINGS - CONCLUSIONS - RECOMMENDATIONS MATRIX

FINDINGS

CONCLUSIONS

RECOMMENDATIONS

FACULTY DEVELOPMENT

- |   |   |   |
|---|---|---|
| <p>1a. Forty-five percent of all WB/G post secondary faculty and sixty-five percent of all those with M.S./Ph.D degrees have received U.S. training from AMIDEAST.</p> <p>1b. There has been an increase in the number of WB/G university faculty having Ph.D &amp; M.S. degrees, from 400 to 600.</p> <p>1c. There has been an increase in the ratio of Ph.D.s to faculty, from 1:4 to 1:3.</p> <p>2. The ratio of faculty to students has decreased due to rapidly rising student enrollments, from 1:10 to 1:16.</p> <p>3a. The only post secondary agricultural program in WB/G has been in operation for less than a year.</p> <p>3b. There is a demand in WB/G for formal agricultural and agri-business training.</p> <p>4. Faculty have often been ineligible to receive U.S. graduate level education because of low English language abilities. This is particularly true in Gaza.</p> <p>5a. In WB/G there are no university programs in Public Administration.</p> <p>5b. The management of WB/G institutions could benefit from improved public administration skills. These skills are currently in short supply.</p> | <p>1. AMIDEAST has made a major contribution towards strengthening university faculty development in WB/G.</p> <p>2. For WB/G faculties to keep pace with rapidly rising enrollments, the number of faculty will need to continue to increase.</p> <p>3. The needs of WB/G's newly founded agricultural college should be supported.</p> <p>4. There needs to be an effort to improve the English language skills of Gaza post secondary faculty so that they can increasingly benefit from U.S. based training opportunities.</p> <p>5. University Public Administration programs should be developed since such skills are critical to the operating efficiency of all WB/G institutions.</p> | <p>1. M.S. and Ph.D. training in selected fields can be reduced.</p> <p>2. AMIDEAST should continue a modest effort in faculty training to allow WB/G educational institutions to keep pace with rising student enrollments.</p> <p>3. AMIDEAST, because of their success in educational development, should assist the agricultural college in identifying and addressing its institutional needs.</p> <p>4. AMIDEAST should provide opportunities for Gaza post secondary faculties to improve their English language skills so that they may benefit from U.S. based training opportunities.</p> <p>5. AMIDEAST, because of their success in faculty development, should assist selected WB/G universities in developing public administration programs.</p> |
|---|---|---|

## FINDINGS

- 6a. University Environmental and Public Health programs are few because of lack of trained faculty.
- 6b. Lack of expertise is leading to a deterioration of health conditions in WB/G.

## PROFESSIONAL DEVELOPMENT

- 1a. Two hundred and fifty-nine scholarships have been awarded for participants to study in the U.S. or a third country, 45% in science and engineering, 18% in Education Administration. These have resulted in a high level of technical skills transfer, particularly for computer science.
- 1b. Forty individuals have been supported to attend seminars, workshops and conferences.
- 1c. There have been 16 technical workshops conducted by AMIDEAST trained professionals who have completed U.S. based short-term training programs.
- 1d. There are insufficient training opportunities to meet the development needs of WB/G professionals.
- 2a. There are few opportunities for educators to formally gather and discuss issues of professional interest, this problem has been exacerbated by the Intifada.

## CONCLUSIONS

- 6. University Public Health programs need to be strengthened.

- 1. Training has been effective as evidenced by a high level of technology transfer, especially involving micro-computer applications. However, training opportunities for professionals should be increased in order to address outstanding needs.

- 2. New skills have been learned through U.S. based technical training and it would benefit the educational community if there were increased opportunities to share and discuss ideas.

## RECOMMENDATIONS

- 6. AMIDEAST, because of their expertise and success in faculty development, should provide support to selected universities to increase and strengthen Public Health programs.

- 1. AMIDEAST should continue to provide third country and U.S. based training in technical subjects. However, when appropriate, consideration should be given to having former participants conduct training locally, as it is significantly less expensive than is overseas training.

- 2. AMIDEAST should promote opportunities for educators to formally meet. AMIDEAST could facilitate such opportunities using its network of trainees.

## FINDINGS

### INSTITUTIONAL DEVELOPMENT

1. Institutions receiving AMIDEAST training lack diversified funding sources.
- 1a. WB/G institutions are deficient in public administration skills.

### BUSINESS - UNIVERSITY LINKAGES

- 1a. Business - University linkage programs are in an embryonic stage of development and only eight internships have thus far been arranged.
- 1b. Students who have participated in formal internships have gained work experience relative to their professional studies and learned technical skills which have practical applications.
- 1c. Businesses who have accepted interns have been pleased with the work of the interns and have been provided candidates for employment.

## CONCLUSIONS

1. The public administration capabilities of WB/G institutions need to be strengthened, particularly in the area of fundraising.

1. The results of the eight internships have been positive, both for employers and interns.

## RECOMMENDATIONS

1. The development of public administration capabilities of WB/G institutions should be supported. AMIDEAST could take a lead role in the initiative since it is already familiar with many of the potential candidates whose institutions could benefit from such training.

1. AMIDEAST should expand university - business links and dramatically increase the number of internships available.

## FINDINGS

### SMALL BUSINESS DEVELOPMENT

- 1a. Thirty-five participants have been trained in business, accounting, and hotel management in the U.S.
- 1b. 103 participants have received local training in entrepreneurship, management, bookkeeping, computers, and technical subjects.
- 1c. Participants report that training has provided them skills that are applicable to their current employment.

### ASSISTANCE TO THE HEALTH SECTOR

- 1a. The emergency health care system lacks specialists in the following areas; neurosurgery, radiology, neo-natology, pathology, and anesthesiology. In part, because no local training programs exist.
- 1b. The emergency care system has become overburdened as a result of the dramatic increase in trauma cases caused by civil unrest.
- 1c. Local training has been provided to 105 participants in basic and advanced cardiac resuscitation, psychiatric therapy, and rehabilitation nursing.
- 1d. Since 1978, AMIDEAST has provided short-term training to 138 participants from the health field.
- 1e. Emergency room doctors have reported higher heart resuscitation and survival rates.

## CONCLUSIONS

1. AMIDEAST's support for small business development, although limited, has met with impressive initial success.

1. Training provided by AMIDEAST has helped medical institutions use their resources more effectively but there remains an outstanding need to increase the number of skilled health professionals.

## RECOMMENDATIONS

1. AMIDEAST should substantially expand its program of training and technical assistance for private sector business development. When appropriate, AMIDEAST should conduct training locally and use former participants as trainers.

1. AMIDEAST should expand emergency medical training since it has met with success in this area and the increasing demands for emergency services are not being adequately addressed.

## FINDINGS

- 2a. Of all the areas related to health, the area of environmental sanitation is the most neglected, particularly wastewater treatment.
- 2b. There is a lack of skilled professionals able to address the deteriorating public health conditions.

## ASSISTANCE TO MUNICIPAL ORGANIZATIONS

- 1a. Since 1979 AMIDEAST has provided training to 64 individuals working with 30 municipal and community development organizations.
- 1b. As a direct result of AMIDEAST training, the city of Gaza has introduced a computerized personnel system for its 900 employees.
- 1c. One participant received two months U.S. based training in wastewater management, and subsequently training was held locally for municipal engineers. However, due to the severity of the problem, there is a need for more training.

## CONCLUSIONS

- 2. WB/G needs skilled personnel who can focus on reversing the area's deteriorating public health conditions, particularly concerning wastewater management.

- 1. Participants gave training programs high marks and indicated they had learned useful technical skills, particularly in the areas of wastewater management and computer applications.

## RECOMMENDATIONS

- 2. AMIDEAST should expand training in environmental health and add parasitology, bacteriology, and epidemiology.

- 1. AMIDEAST should identify and train additional municipal personnel in wastewater management.

## FINDINGS

### PROJECT MANAGEMENT BY AMIDEAST

1. Finances and activities have been reported in a timely and accurate manner.
2. There is inadequate formal criteria for deciding whether to conduct training in the U.S. or in WB/G.
3. The training needs of WB/G are gradually shifting away from faculty development toward development of the private sector and strengthening of institutional public administration skills.

## CONCLUSIONS

1. AMIDEAST grants have been effectively administered.
2. Decisions regarding training venue (whether to train in, or outside of, WB/G) have been made in an ad hoc manner.
3. If private sector and small business development are to receive increased emphases, AMIDEAST will need staff having private sector expertise.

## RECOMMENDATIONS

2. Formal criteria needs to be developed to decide if any given participant should be trained in WB/G, the U.S., or a third country.
3. AMIDEAST should augment its staff with individuals having business development and private sector expertise.

## INTRODUCTION

### Overview of Program

AMIDEAST is a U.S. private voluntary organization specializing in human resource development in the Middle East and North Africa. In the West Bank and Gaza, AMIDEAST's Human Resource Development Projects (HRDs) were initiated in 1978 as part of a long-term effort to strengthen higher education institutions. AMIDEAST has received three HRD grants (HRD I, II, and III) from USAID totalling over \$23 million.

HRD II has been operating in the WB/G since 1982 and HRD III since 1987. The goals of both grants have been to "develop human resources of the WB/G for development of the area by: developing public institutions that can continue to train, research, explore and solve community problems, and by helping to develop a stronger business sector that will support the public institutions."

### Purpose of the Evaluation

The purpose of this evaluation is to assess the degree to which HRD II and HRD III have achieved their goals. Specifically, the evaluation will review the extent to which grant sub-components have achieved their goals; identify areas that are weak, and make recommendations to strengthen those areas; re-examine overall project goals to determine if they are still valid; suggest mid-term adjustments that may be needed, and; assess project management and administration, both in WB/G and in Washington, D.C., and, if appropriate, suggest recommendations. Because of the need to look at long-term impact, the evaluation was expanded to include AMIDEAST's first project, HRD I.

This evaluation will assess the project's five sub-components and their goals, which are as follows:

1. Faculty Development;
  - provide qualified staff to manage public institutions,
  - improve in-country training capabilities,
  - increase local problem-solving abilities,
2. Professional Development;

- provide specialized training and degree programs in fields critical to the development of the occupied territories,
  - help combat the isolation of WB/G professionals by providing them opportunities for short-term exchanges in the U.S.,
3. Institutional Development;
    - improve the management of WB/G public institutions,
  4. Business/University Linkages;
    - develop linkages between universities and businesses in the WB/G,
  5. Small Business Creation;
    - create programs in WB/G to support small business entrepreneurs.

In addition to the aforementioned sub-components, the evaluation will also examine:

6. Sustainability of project benefits,
7. Project Administration by AMIDEAST in WB/G and in Washington, D.C.,
8. Project Environment, in particular the effect of the Intifada on project activities,
9. Future activities, which will be recommended based on the findings of this evaluation.

### Evaluation Methodology

This evaluation was conducted by a two-person team from Management Systems International (MSI) between September 22 and December 30, 1989. The evaluation team was composed of two MSI Senior Associates: the Team Leader, Malcolm J. Odell, Jr., and Flemming Heegaard. As stipulated by the Scope of Work, a third person was to join the team but was unavailable to participate in this evaluation. Mr. Heegaard was involved in both the field investigation and the preparation of the field draft report in Jerusalem and WB/G. Dr. Odell assumed the additional responsibilities of initial briefings and interviews in

Washington, D.C. and for finalization of the report in the U.S. The team was joined by Diane Ponasik and Steve Grant of USAID during a number of meetings and interviews, between September 25th and October 8th, in Jerusalem. Diana Kamal of AMIDEAST similarly joined the team in Jerusalem, between October 9th and 21st.

The team spent five weeks, from September 25th to October 29th, in WB/G visiting all nine of the area's institutions of higher education as well as visiting 35 of the 65 other institutions assisted by the programs. Approximately 150 individuals were interviewed. These individuals were chosen largely at random from the almost 1,000 Palestinian professionals and 2,200 undergraduate students who have received educational and training support from AMIDEAST since 1978. Because of the anticipated difficulties in contacting and meeting participants due to continuing strikes and travel restrictions, the team deliberately over sampled, approximately doubling the sample for each group in anticipation of losses.

While delays and sudden program changes frequently occurred, both the institutions and training participants made extraordinary efforts that resulted in nearly twice as many interviews as had been anticipated. The team made every possible effort to ensure that all who made an effort were interviewed.

The only significant gap in the sample was recipients of undergraduate scholarships. Participating universities made efforts to contact the students but met with limited success due to irregular class schedules and school closures. Nevertheless, the team was able to meet with several groups of students, from both four-year and two-year institutions, several of whom were working as intern/employees with private companies.

The team used a series of three interview instruments which were designed to collect data that could be used to determine if the projects had achieved their goals as well as to collect program performance indicators which are currently being developed by USAID/Washington. These instruments consisted of: 1) a questionnaire for those who had participated in AMIDEAST training programs; 2) a general institutional questionnaire focusing on assessing organizational viability and change over time, and; 3) a statistical profile to summarize student, faculty, and library resources existing prior to AMIDEAST's involvement, immediately preceding university closures, and under the current conditions of the Intifada. These three instruments are included as appendices. The use of these instruments was augmented by informal interviews with institution administrators, supervisory personnel and recognized community leaders. Supplemental data were obtained from AMIDEAST records in Washington, Gaza, and Jerusalem.

In writing this evaluation paper, several sub-components have been clustered together. This includes the sub-components of faculty development, institutional development, and professional development being combined into the section entitled AMIDEAST Assistance to the Education Sector, and the combining of the sub-components of business-university linkages and small business creation program into a section entitled AMIDEAST Assistance to the Business Sector. This was done because the evaluation team, after conducting initial field research, felt the most logical way to examine the benefits of the AMIDEAST program was per sector benefitted as benefits often impacted upon several sub-categories. However, to conform with the program's administrative structure, the Executive Summary, the Findings-Conclusions-Recommendations Matrix, and the Summary of Conclusions are organized according to the project's sub-categories.

In addition to the components mentioned in the Scope of Work, benefits to the health sector were also assessed. This was included because AMIDEAST's impact upon the health sector represents a significant financial investment, second only to the education sector. Plus, AMIDEAST has recently received a large USAID grant specifically to provide training and institutional development to the health sector.

Findings were deduced from statistics collected as well as from interviews. Data tables relevant to each section are presented as appendices at the end of this report.

## PROJECT BACKGROUND AND WORKING ENVIRONMENT

A generation ago there was not one institution of higher education offering Bachelors degree training to Arab students in WB/G. Today there are six such institutions, two of which also offer Masters degrees. An additional 17 schools provide two year college training. Together they have a combined faculty of approximately 1500 and enroll approximately 21,000 students.

In 1977, AMIDEAST initiated the first of what evolved into a series of three USAID-financed projects aimed at addressing the educational and training needs of WB/G. After conducting an educational sector assessment, AMIDEAST proposed to develop the faculties of private post-secondary educational institutions. The purpose of this project (HRD I) was to provide support to those institutions and to assist in the development of other institutions directly related to economic development in the WB/G. This project, and its successor, HRD II, each consisted of three major components: faculty development, undergraduate scholarships, and short-term technical training, mostly U.S. based. While the major focus was on advanced degree training for faculty, special sub-projects also provided technical assistance, largely in educational planning, research grants to faculty members, and the acquisition of laboratory equipment and computers.

In 1987 a third grant was awarded to AMIDEAST which provides funding through September 1990. The goals of this project reflect a gradual shift away from advanced degree training for university faculty toward broader support of a range of local institutions involved in social and economic development. Its purpose is to strengthen local institutions by improving planning, management, and technical capacities through training and other assistance. Proposed activities include limited U.S. graduate-level training; U.S., local, and third country technical training; applied research grants; technical assistance; and funding for sabbaticals and participation in professional conferences.

Drawing on resources that total approximately \$23.3 million over the past 11 years, AMIDEAST has sought a role in the development of the targeted institutions, particularly the six universities. Assistance has also been extended to two community colleges and, through in-service teacher training programs, to a growing number of secondary schools.

While the educational sector has been the major focus of AMIDEAST's efforts, increasing assistance has been provided to three other important groups of institutions:

- Hospitals, medical societies, and others involved in the health sector;
- Small business, agro-business, and those involved in business-university linkages;
- Municipal and independent charitable organizations providing social and economic support services to local communities.

### Historical Overview

The people of the WB/G place extremely high value on education. Since the time of Mohammed the local mosque has been a center for learning. This social value has been strengthened since the misfortunes experienced by the Palestinian since 1948. Throughout the West Bank today, families sacrifice to send their children to school because education is seen as one of the few avenues open for achieving economic security. Even families of modest means want their sons--and daughters--to receive college or university education. According to the Registrar of one of the West Bank's best known universities, "...for Palestinian, a degree is not just a sheet of paper. It is security. It is the future. What do you have that cannot be taken from you? Your education."

Yet for nearly 500 years the educational infrastructure in the area has been under outside control. During the reign of the Ottoman Turks (1517-1917) public education was limited to practical training or religious instruction. In response, a limited number of private Muslim and Christian schools were established.

Under the British Mandate (1917-1948) the number of schools increased marginally, but their focus was largely on training individuals for the civil service. From 1948 to 1967 the West Bank was incorporated under Jordan, while Gaza was administered by Egypt. The United Nations also established elementary schools, but these generally followed the curriculum and practice of the Arab country concerned. Since 1967 the Israeli Civil Administration has been responsible for education in the WB/G.

After World War II a pattern of educational development emerged whereby secondary schools, frequently of missionary origin, gradually evolved into teacher training colleges, added arts and sciences curricula, and began awarding Bachelors degrees.

Higher education, for which no local institutions existed until recently, has traditionally been obtained abroad. Over the

years hundreds of Palestinians traveled to universities in Egypt, Jordan, Lebanon, Europe, and the United States.

AMIDEAST-trained educators suggest that following the 1967 occupation a combination of raised expectations for higher education, restricted travel, and reduced opportunities within the Arab world have led to an increased demand for local college and university training.

With funding increasingly available from the Arab world and Western donors, six university and 17 college programs were established between 1952 and 1983. Three of the colleges are government sponsored; three are supported by United Nations. The remaining nine colleges and all six universities are privately supported. Ten of these have received AMIDEAST support.

### The Current Project Environment

#### The Intifada

The educational institutions and the faculty trained by AMIDEAST are under severe stress from the occupation that has continued since 1967, and the resulting popular uprising (Intifada) that began in December 1987. Since 1980, the six universities have been subjected to 54 closings by military authorities for total periods that range from 568 to 1,056 days. Since January 1988, all universities have been officially closed.

The impact of these extended closures is severe. It threatens the entire fabric of the higher education system which AMIDEAST seeks to strengthen. Student/faculty and collegial interaction, field research, laboratory experimentation, professional conferences, sabbatical and study travel, access to current information, periodicals, publications, and state-of-the-art know-how, are all severely curtailed.

Faculty and students alike are isolated and frequently at risk. While no definitive figures are available, Israeli and independent estimates confirm that between 40,000 and 60,000 people have been arrested and detained for various periods of time since the Intifada began two years ago. One study by the University Graduates Union (affiliated with AMIDEAST-supported Hebron Technical College) indicates that approximately 30% of all university students and 60% of male students have been subjected to administrative detention, 27 have been deported, and from 1981 to mid-1987, 48 students were shot and killed.

Several AMIDEAST trained professors interviewed indicated that at any given time one-third of their students will not show up for classes because they are in jail. The Chairman of the

Board of one university interviewed by the team was jailed without charges for 65 days last year. During the team's visit to the West Bank a professor of civil engineering at Birzeit University was similarly jailed without charges. One AMIDEAST-trained science professor described how he and fifteen of his students were arrested when found conducting laboratory experiments in a closed university. Press reports document routine searching of college-age youths by soldiers who are looking for students that are attending "illegal" classes conducted outside of closed universities. In the words of one AMIDEAST trained instructor, "...teaching under the Intifada is very stressful, terrible. You don't know if you'll teach tomorrow, or if students will come."

### The Economy

Dependence on Israel has had a major impact on both family income and on the day-to-day operations of local businesses. Imports from Israel substantially exceeded exports. In addition, many small businesses subcontract with Israeli firms and many Palestinians work in Israel. Gaza is particularly dependent on the Israeli economy. Many observers believe that there is a net outflow of resources from WB/G to Israel, including tax revenues. Throughout both areas, the maintenance and repair of technical equipment, including computers, bio-medical apparatus for hospitals and laboratories, and sewing and knitting machines, are very dependent on Israeli companies.

Constraints on industrialization include political uncertainty; limited domestic markets for industrial products due to low purchasing power; lack of expertise, entrepreneurship and willingness to invest capital; out-of-date technology, low levels of education and vocational training; the absence of complementary services and developed infrastructure, including electricity; and the lack of adequate natural resources which results in increased imports of raw materials.

### The Health Sector

The need for human resource development and technical assistance in the health and human services sector of the WB/G has been exacerbated by the Intifada. The emergency health sector is particularly stressed in responding to the war-like conditions causing daily emergencies involving wounded and dying Palestinians, most of whom are young patients with severe internal or neurological injuries from gun shots. Adequately treating these emergencies requires expertise and facilities which simply do not exist.

The human resource infrastructure of the Palestinian health care system has very few of the needed specialists and needs qualitative upgrading at almost every level.

## AMIDEAST ASSISTANCE IN THE EDUCATION SECTOR

### INTRODUCTION

One of the main goals in assisting institutions of higher education has been to improve the quality of instruction through increasing the professional capabilities of their faculties. This section will review the three project sub-components which have made up the core of the program since 1978:

1. Faculty Development,
2. Professional Development,
3. Institutional Development.

### GENERAL FINDINGS

Training has been provided to almost 1,000 individuals through programs that include academic scholarships for M.S. and Ph.D. programs, short-term technical training in the U.S. and/or a third country, and local training in workshops held in the WB/G. An additional 2,200 undergraduate students have received scholastic aid through grants made to five institutions. Overall recipients constitute a significant proportion of the educated and professional leadership in the WB/G, including approximately 40% of all faculty and two-thirds of faculty trained at the graduate level.

A total of 332 scholarships have been provided for individuals for training to the Masters and/or PhD level. Short term technical training has been offered in the United States to 259 participants. An additional 350 individuals have participated in 25 local training programs conducted in WB/G. Of these approximately one-quarter have been for women, for whom nominations from participating institutions have been gradually increasing with AMIDEAST encouragement throughout the life of the project.

Of those trained by AMIDEAST, approximately 20% have been women. In a society where professional women are relatively few, this represents a significant effort. This is a slightly larger percentage than that of women faculty members (18%), and is incrementally contributing to an increase in trained female teachers at the post-secondary level. AMIDEAST's efforts to increase this proportion have been hampered by the small pool of qualified candidates, but there appears to have been a modest increase in candidates since 1987. University enrollments are currently approximately 40% women, up almost 10% since AMIDEAST began providing assistance, thus suggesting the pool of candidates will continue to expand in the years ahead.

Interviews with 150 WB/G professionals indicate that this cadre of trained manpower is viewed by its peers as a well-trained, professional group. Influenced by what they regard as a very positive American experience, they generally are seen as bringing an applied problem-solving orientation to their disciplines.

While the education system is severely constrained, learning is still taking place. Classes are being held in homes, vacant offices, rented space, public parks, and in the street. Some faculty are finding ways to attend international conferences and keep in touch with the U.S. universities where they studied. Initial linkages with the private sector have been developed and some companies have created on-the-job-training opportunities, computers, and laboratory facilities available to students. Instructors have occasionally been able to set up minimally functional libraries or laboratory facilities off-campus.

Despite university closures, opportunities for practical training still exist. AMIDEAST can facilitate the expansion of such activities by soliciting new proposals for professional development, training, research, and by promoting business-university linkages. Examples of practical training opportunities that have been supported by AMIDEAST include:

- Two independent research laboratories;
- Two institutions for curriculum development and educational reform;
- Environmental science laboratory associated with Birzeit University;
- Food quality control and pesticide analysis laboratory affiliated with An-Najah University;
- Education for Awareness and Development in Ramallah;
- Tamir Institute for Community Education founded by a Birzeit educator;
- An applied Research Institute of Jerusalem begun by a Bethlehem University professor;
- Curriculum reform and remedial education initiatives at:
  - An-Najah University,
  - Ibrahimiyya Community College,
  - Bethlehem University,

- Hebron Technical College,
- Birzeit University,
- Friends and Evangelical Lutheran Schools of the West Bank;

- Development of a new agricultural school at Hebron University.

## FACULTY DEVELOPMENT

### INTRODUCTION

The purposes of this sub-component are to provide qualified staff for public institutions; to improve training ability in-country; and to develop local problem solving skills. The major input to achieve these objectives has been to provide advanced degree training to the M.S. and Ph.D. levels to faculty from the nine targeted institutions of higher learning.

### FINDINGS

AMIDEAST has significantly improved the qualifications of WB/G faculty during the past ten years. However, a few gaps remain, particularly in the areas of business, vocational training, training of women, agriculture, and within the faculties of the three institutions that have recently joined the AMIDEAST program. The 326 fellowships provided for M.S./Ph.D. training have resulted in five of the six universities, and one technical college, being adequately staffed.

This has resulted in an increase in the numbers of Masters and Ph.D. degree holders among university faculties, from 400 to 600. However, due to swelling student enrollments, the ratio of Ph.D. and Masters degree holders relative to student enrollment has decreased, from 1:10 to 1:16. If student enrollments continue to increase, there will be a need to continue to support faculty development in order to maintain the current faculty to student ratio.

Data collected by the evaluation team indicates the following:

- Between 40% and 90% of all faculty trained to the graduate level at each of the six institutions with the longest involvement have been as a result of AMIDEAST programs;
- The three institutions showing smaller proportions are all relatively new participants;

- The proportion of female faculty members, while still only 18%, has risen modestly over the past decade;
- The number of faculty members with Ph.D.s has risen from 400 to 600%;
- The ratio of faculty to students has decreased from 1:10 to 1:16 due to rapidly rising student enrollments.

Overall, the arts, sciences, and engineering faculties of the six longer term participating universities and colleges are relatively well staffed. Approximately 26% of the grants went to the arts and languages, 24% went to mathematics and the sciences, and 15% went to engineering and architecture.

A number of areas identified by the evaluation team, and highlighted in USAID's strategy paper as being critical to the overall economic and social development of the WB/G are, however, in need of further assistance:

- Business faculties received only 8% of the training grants;
- Agriculture and community development received 4%;
- Programs related to Environmental and Public Health received only 1%;
- No local programs presently exist for training in Public Administration and only one Ph.D. has been trained to date.

Recruitment for business and agriculture has been hampered by a combination of factors including lack of traditional emphasis by classically oriented institutions, small constituencies, a dearth of qualified applicants, and, until this year, no school of agriculture. Nominations from institutions too often have included individuals with low english language abilities and/or poor academic records that have made placement in U.S. universities difficult.

Participants generally gave high marks to their training experience in the U.S. They felt that AMIDEAST placed them in good schools, provided regular and continuing support in trouble-shooting problems that emerged, and generally matched their needs and interests with relevant programs of study. Problems participants saw included:

- Absence of well-organized orientation and host-family programs at a number of universities. While most institutions accepting AMIDEAST participants provided

some measure of cross-cultural familiarization, participants noted it was not universally provided. AMIDEAST must be assured that sound orientation programs await each participant or, where absent, be prepared to provide alternative arrangements.

- Lack of on-the-job-training programs, internships, or relevant experiential opportunities in certain schools. As above, AMIDEAST should insure hands-on practical components whenever appropriate.

## CONCLUSIONS

AMIDEAST has had a major impact in strengthening the faculties of nine targeted WB/G institutions of higher learning. In all, over 40% of all WB/G university faculty have been U.S. trained under the AMIDEAST program while 65% of all faculty with Doctorate or Masters degrees received them through AMIDEAST. Graduate degree and/or short-term technical training programs have involved over 600 WB/G academics resulting in improved Ph.D./faculty ratios, from 1:4 to 1:3. Approximately 20% of those trained have been women, a slightly larger proportion than those already serving in teaching positions. However, gains in faculty strength have been offset by rapidly rising student enrollments. This has resulted in the ratio of faculty to students decreasing from 1:10 to 1:16 and indicates a need to continue to support faculty development so that improvements do not continue to be offset by the expansion of the student population.

Public Administration Training, particularly public finance, needs to be developed at the Ph.D. level for selected faculty at key universities in order to address administrative needs.

## PROFESSIONAL DEVELOPMENT

### INTRODUCTION

The purpose of this sub-component is to provide specialized professional training in fields critical to the development of the occupied territories and to help combat isolation of faculty by providing opportunities for short-term exchanges, conferences, and sabbaticals abroad, and local training in WB/G. Inputs have been provided in the form of:

- Short-term technical training, largely in the U.S.;
- Training workshops conducted in WB/G;

- Research grants;
- Professional conference and sabbatical grants.

## FINDINGS

### Short-Term Technical Training

In all, 263 scholarships have been awarded, including 42 grants for participation in international conferences. Approximately 45% of these have been in science and engineering, with 18% provided for education administration. More are planned, but many more are needed if current needs are to be adequately met.

### Local Training

To foster information exchange among professionals, and to provide training in areas where local training is most appropriate, AMIDEAST has organized 16 local programs in WB/G for approximately 350 participants. The majority of these were run by AMIDEAST trained professionals associated with the participating institutions. Participants interviewed found these local programs valuable for several reasons:

- They provided knowledge and skills needed;
- Elaborate or difficult travel arrangements were not required;
- Participants preferred to stay close to home during the Intifada.

The science teacher training courses on Applied Science Education, In-Service Secondary Level Science Teaching, and Ecological Awareness, are excellent examples: They are significant as much for their content, as for demonstrating that there may be few if any barriers to training public school teachers, a group some thought unreachable by AMIDEAST programs.

A number of individuals, mostly former U.S. participants, are interested in working collectively in the area of curriculum reform and science teacher training. This activity could be a basis for future consulting activities.

The fact that AMIDEAST was able to organize such a program is significant since it suggests that its mission of human resource development, and its network of U.S. trained higher education graduates, could be used as a resource to impact on the larger system of secondary education.

Programs such as this gave WB/G professionals rare and greatly needed opportunities to meet, to learn from each other, and to develop the collegial relationships and networks that are vital to personal, professional, and institutional growth. Participants were virtually unanimous in recognizing this as an area where AMIDEAST can play a unique and extremely important role in the future.

### Professional Conferences and Sabbaticals

In addition to short-term technical training, faculty and administrators have been supported by AMIDEAST grants aimed at decreasing faculty isolation and encouraging continued learning. Over 40 participants have been supported to attend seminars, workshops, and conferences, largely under HRD III, to renew and strengthen collegial contacts and learn the state-of-the-art in their fields. Topics have included:

- health emergency medical services;
- construction engineering;
- pharmacology;
- financial management;
- economic development;
- mathematics;
- psychology and mental health;
- housing and construction;
- literature;
- small business development;
- rehabilitation therapy;
- computer systems.

### Applied Research Grants

At least six small research projects are under way, mostly with former U.S. trained participants. These appear to have considerable potential for generating useful results and are opportune at a time when the universities are still closed. Among those funded:

- |                  |  |
|------------------|--|
| Bethlehem Univ.: | Drinking water quality;<br>Workshops for handicapped;<br>Rabbits for meat production;<br>Language of instruction effects on student performance; |
| Birzeit Univ.:   | Solar/wind energy generation;<br>Farm workers exposure to pesticides;  |
| An-Najah Univ:   | Hemoglobin pathologies in the West Bank;   |

Quality control for local  
pharmaceuticals;  
Entamoeba histolytic infection in the  
West Bank;  
Water contamination in Nablus;  
Occupational safety in the West Bank;

Hebron Tech. Coll.: Rehabilitation of the old city of  
Hebron;  
Local minerals in ceramic production;

Hebron Univ                    Masterpieces in the Islamic Museum,  
Jerusalem.

Some examples of positive results of the projects include: two projects focussing on drinking water quality had already identified public health problems and stimulated municipal authorities to take remedial action; the solar/wind project was developing model wind generators that could be produced by local firms to offset rural energy shortages and high costs, and; the pharmaceutical analysts had identified defective drugs and collaborated with local manufacturers to improve quality control processes.

#### CONCLUSIONS

AMIDEAST's efforts at fostering professional development have met with considerable success. Technical training has markedly increased the available pool of trained manpower in a wide range of subject areas critical to development in WB/G.

The team found that, however successful, the need for such efforts has increased under the conditions of the Intifada. New skills have been identified where little or no training has been available to date. The constraints on faculty interchange, travel, teaching, and laboratory research during the past two years have greatly exacerbated isolation.

## INSTITUTIONAL DEVELOPMENT

### INTRODUCTION

The purpose of this sub-component is to improve the administrative and planning capacities of selected WB/G educational institutions. Inputs include graduate training in education administration and technical assistance to university planning, financial, and curriculum development activities.

Graduate training fellowships have been granted to 14 individuals while an additional 48 participants have been sent for short-term training in the fields of:

- Education administration;
- Personnel administration;
- Record keeping;
- Library science.

### FINDINGS

While AMIDEAST provided funding for limited technical assistance to institutions, much less has been done in this regard than in short- and long-term training. One local training workshop has been held on educational and manpower planning which participants found a valuable introduction.

Senior administrators generally have welcomed further opportunities for technical assistance and local training and the team's investigations confirmed both the need and opportunity for expanded initiatives in this arena. Given the lack of diversity of funding sources for educational institutions, programs providing tools and techniques for fundraising appear to be fruitful areas for higher education as well as for small private organizations.

While networking was not explicitly targeted for programmatic assistance, there is evidence of widespread dialogue among leading educators concerning the goals, objectives, and means appropriate for higher education. AMIDEAST contributed to this dialogue through a series of workshops run in the U.S. for participants already in American universities. A local initiative, modeled on this effort, was often referred to with praise by AMIDEAST scholars. A local equivalent has been suggested by a significant number of participants and educational leaders. AMIDEAST is virtually unanimously seen as well suited to play an important role in facilitating and supporting this dialogue, a task which could become one of its most important functions in the years ahead.

## CONCLUSIONS

The administrative capabilities of many WB/G institutions need to be strengthened, particularly in the area of fundraising. AMIDEAST's limited involvement in this area has been insufficient to address the area's needs.

## SUSTAINABILITY

Overall, AMIDEAST's efforts to assist higher education have had a major impact. The human products of a decade of training are a major resource for their institutions and for the society as a whole. While the universities and colleges, and the students whom they teach, are the greatest beneficiaries, these educators and scientists will be capable of applying their skills to assist the development of WB/G for decades to come.

However, the educational system cannot perform to its potential while WB/G institutions of higher learning remain closed. A Birzeit University report highlights this problem, pointing out that if the universities are not opened, the number of high school graduates denied university access may have increased to roughly 23,000 by November 1989, plus the 18,000 presently enrolled in closed institutions and the approximately 10,000 Gaza secondary school students who will graduate in June 1990. The report continues:

"After their education has been interrupted for perhaps two years, students will clearly be poorly prepared to begin university education. The universities will not only have to plan to absorb larger freshman classes but will have to prepare extensive remedial programs for these students. This problem will only worsen as time passes and the universities remain closed.... The long term effects on the society of the denial of post-secondary education will be devastating. A generation will lose their education."

Clearly, AMIDEAST has limited ability to influence the education sector's development while universities remain closed.

## GENERAL CONCLUSIONS

Despite the significant obstacles associated with operating under a continuing military occupation and the more recent popular uprising, the evaluation team's research suggests that the USAID/AMIDEAST partnership has significantly contributed to the development of the higher education system in the occupied territories. This has been particularly true at the university level, where AMIDEAST has provided assistance to all institutions

offering graduate degrees or four-year college level training. It is also true of colleges assisted by AMIDEAST that offer two-year degree programs.

### RECOMMENDATIONS

The team left Jerusalem with genuine respect for the creativity of WB/G educators as well as for AMIDEAST's unique experience, expertise, and resources. Together they make up a team which can make a difference. The following areas are therefore recommended for programmatic modifications and future emphasis:

- Review enrollment trends and projections and student:faculty ratios of participating institutions to assess the need for further faculty degree training.
- Reduction and phasing out of general graduate level training in the Arts, Sciences, and Engineering fields in the well-staffed West Bank institutions of higher education;
- Continued graduate level training to strengthen programs for:
  - business and public administration
  - vocational training
  - public and environmental health, and
  - agriculture
- Faculty development scholarships in the arts and sciences for those universities where severe staff deficiencies exist and where AMIDEAST has been less active, especially, at Gaza Islamic and Hebron Universities;
- English as a second language (ESL) programs for upgrading training skills and modern language teaching methods. Special ESL efforts need to be targeted for Gaza;
- Expansion of U.S. and third-country technical training for professionals, especially in practical skills relating to small business development; in the use, maintenance, and repair of computers, laboratory and teaching apparatus; and in agricultural technology and equipment;
- Expansion of local training programs to multiply the skills of those receiving U.S. and third-country

training to provide opportunities for exchange of information and ideas among professionals;

- Development and implementation of pre-university teacher training, curriculum reform, and vocational education programs.

**AMIDEAST ASSISTANCE TO SMALL BUSINESS DEVELOPMENT  
AND BUSINESS-UNIVERSITY LINKAGES**

Including the Role of Agriculture and Agro-Business

**INTRODUCTION**

The economy of the WB/G, despite proximity and linkages to Israel, faces problems common to most Third World countries. A myriad of constraints, compounded under the Intifada, conspires to make business difficult. These constraints include: political uncertainty; limited domestic markets for industrial products because of low purchasing power; lack of technical expertise, entrepreneurship and available capital; out-of-date technology; low levels of education and vocational training; the absence of complementary services and developed infrastructure, including electricity; and the lack of adequate natural resources, which results in increased imports of raw materials.

AMIDEAST's program has evolved from the initiatives aimed at developing WB/G universities under HRD I and II. Beginning with scholarship programs to train faculty members in business administration, the program has shifted, under HRD III, toward increasing linkages between the universities and local businesses. Under that project, special funding has been provided to help address the constraints to economic and agricultural development in WB/G and, specifically, to assist in the development of small businesses, whether linked directly to a university-based initiative or not.

In response to emerging problems of unemployment and underemployment of university graduates in the WB/G, in June 1987, AMIDEAST commissioned a study of the business environment and how AMIDEAST could most effectively develop and implement education and training programs to support the private sector. That study suggested that the employment generation problem needed to be addressed in "micro" terms, that efforts should focus on strengthening the small business sector, finding new options within it, making it more efficient, and preparing potential entrepreneurs to enter it more effectively and successfully. The result was an implementation plan for a project sub-component combining Small Business Development and Business-University Linkages initiated in October 1987.

The purpose of these combined sub-components is to expand livelihood opportunities in the WB/G, particularly for college graduates, and to prepare graduates to take advantage of these opportunities. Specific objectives are to:

- Obtain more effective participation by institutions of higher education in developing local livelihood opportunities for their graduates, and in improving the viability of community small businesses in general;
- Improve institutional effectiveness in providing systematic information, education, and training support to existing small businesses and to persons considering the establishment of small businesses;
- Establish continuing dialogue and mutual support between programs promoting and supporting small business.

This section will review AMIDEAST progress to date in the context of three project sub-components:

1. Business-University Linkages,
2. Professional Development (academic and technical training), and
3. Small Business Creation.

Attention is focused on the efforts undertaken by Bethlehem University, which has the most advanced program in the WB/G for business development. Other efforts underway at An-Najah University, Ibrahimiyya Community College and Hebron Technical College are briefly considered. Data from interviews with approximately 20 individuals, representing seven of the twelve small businesses assisted by AMIDEAST, are the basis for assessing overall program impact, sustainability, and potential future activities.

## FINDINGS

### Business-University Linkages

The purpose of the Business/University Linkages sub-component is to create and develop links between the universities and businesses in the WB/G. Inputs include technical assistance, short-term technical training in the U.S., internships, on-the-job training for students with local firms, and collaborative problem-solving between university staff and the private sector.

In the context of existing constraints to the economy, compounded by the difficulties associated with the Intifada, AMIDEAST's private sector activities are very modest, with the bulk of programs being conducted by other private voluntary organizations (PVOs). Those planned by AMIDEAST have been curtailed by the closing of the universities and dampening of the

economy under the occupation and Intifada. Nevertheless, a sound start has been made and linkages have begun to emerge at all participating universities.

The efforts of universities and colleges to develop agricultural and business development programs have been encouraged by AMIDEAST. Technical assistance consultancies have brought four specialists to the WB/G to meet with participating universities and businesses, design programs, and conduct local workshops on entrepreneurial development.

An-Najah, Birzeit, and Bethlehem Universities have shown the earliest and most sustained interest in this project component, while Gaza Islamic University and Ibrahamiyya Community College have more recently started business development programs. To date, AMIDEAST's major inputs have consisted of degree and technical training for these five institutions.

Interviews with participants indicate that AMIDEAST's strategy of developing direct linkages is by far the most effective program activity. Those institutions having only classical business education programs without such links seem to be doing little more than training accountants and computer operators. By contrast, the informal links between private companies and universities show a remarkable level of entrepreneurial vitality through which learning is enhanced and profits made (i.e. Turbo Computer and Pharmicare of Ramallah with Birzeit University, and EPCO Computer and Gaza Islamic University). All participants interviewed from those programs voiced genuine enthusiasm for their roles, held good jobs, and were optimistic about their professional future. By contrast, those teaching or studying in classical business, computer, or accounting programs were markedly less engaged.

### Professional Development

Of the 332 graduate degrees funded by AMIDEAST, 21 were for M.S., M.B.A., or Ph.D.s in business. Six were for advanced study in agriculture. In addition, 66 out of 263 participants have been sent to the U.S. for technical training, including 14 in business-related subjects, 23 in Computer Science, and 29 in Agriculture, Food and Nutrition.

### Short-Term Technical Training

Of those individuals receiving technical training, eleven participants were from private companies, most of whom had agreed to help provide local training in such areas as computer applications and service, food and beverage testing/quality

control, and bio-medical equipment maintenance to those from other companies and organizations.

Companies and/or private entrepreneurs for whom AMIDEAST provided training, largely in the U.S., included:

- Agriculture Development Credit Co.
- Beverage Plant of the West Bank
- EPCO Computer of Gaza
- Intercontinental Hotel
- Intermed Equipment Co.
- Jerusalem Media
- Nabulsi Accounting Co.
- Notre Dame Hotel
- Regent & Vienna Hotel
- Sewing machine repair, Gaza/Ramallah
- Sinoria Meat Co.
- Turbo Computer Co., Ramallah

From the experience of these projects AMIDEAST has evolved a very useful model whereby participants trained under this sub-project agree to provide local training to others upon their return, through local training programs or internships as described below.

#### Local Training and Internships

Local training and funded internships included 11 programs involving over 100 participants:

Local Training/Internship	Program Sponsor	No. Participants
Entrepreneurs Development	Bethlehem University	8
Bookkeeping/Inventory Control	Mennonite Ctrl. Comm.	14
Computer Applications	Mennonite Ctrl. Comm.	7
Managing a Rug Weaving Coop.	Samou' Charitable Society	18
Cooperative Management	Jericho Veg. Mktg. Coop.	1
Bookkeeping/Inventory/Pricing	Samou' Charitable Society	4
Business Management	Union of Small Carpentry Shops	18
Manual Typewriter Repair	Near East Council of Churches	1
Sewing Machine Repair	Matine/Charles Shammass	1
Elector/Mechanical Equipt.	Matine/Charles Shammass	2
Computer Applications	Turbo Computer	29
<b>TOTAL:</b>	<b>11 programs</b>	<b>103</b>

Participant's and supervisor's evaluations of these programs indicate that the majority were very well received, viewed as directly relevant to business needs, and worthy of continuation and expansion into new areas as they are identified. Funded internships were the least cost effective program activity,

although ways are being explored for cost-sharing with participating companies and entrepreneurs and for developing arrangements whereby interns agree to train others in return for support during their own on-the-job training.

### Research Grants

Under this program, AMIDEAST has funded six projects related to business and agriculture. These projects were generally developed by university faculty, frequently AMIDEAST trained, with the objective of being either feasibility studies for potential new ventures or of direct service to a particular business segment.

- Bethlehem University:
  - Raising Rabbits for Meat Production
- Birzeit University:
  - Feasibility of Wind Generator Designs
  - Exposure of Farm Workers to Pesticides
- An-Najah University:
  - Quality of Locally Produced Pharmaceuticals
  - Strategy for Occupational Safety in the West Bank
- Hebron Technical Engineering College:
  - Applicability of West Bank Minerals for Ceramics

Team interviews with a 50% sample of those involved with these initiatives revealed that programs have been realistically designed, meet genuine development needs in the WB/G, and reflect the interests of identifiable or participating entrepreneurs.

Bethlehem's rabbit project, for example, is a pilot project jointly conducted by a university animal scientist and several local agriculturalists. Birzeit's wind generator project seeks to develop aerodynamically sound designs that can be produced by local workshops. An-Najah's pharmaceutical testing program is a joint project with funding from local industry that provides quality control for local producers and prevents dumping of expired drugs on the West Bank market by outside firms.

## Bethlehem University's Business Development Program

To address the needs of the economy, a small but vigorous program, involving faculty, students, and local businesses is underway at Bethlehem University. Developed jointly by the former and current Deans of the Faculty of Business Administration (the latter an AMIDEAST participant), the program has undertaken to date:

- Field research on area businesses,
- Publication of pamphlets on small business practice,
- Pilot market research studies, and
- Annual trade fair managed by students as a business activity where goods manufactured solely on the West Bank are sold to the public.

Plans are currently underway to expand these efforts by starting a more comprehensive Small Business Development Center at Bethlehem. A proposal for this center has been submitted to AMIDEAST and warrants careful consideration.

In related endeavors, faculty members at Ibrahamiyya Community College who have been AMIDEAST participants are helping develop a Business Incubation Center. Under this program, former students will be assisted in starting their own businesses and provided space and technical support until they are self sufficient.

Hebron Technical College, drawing on 26 AMIDEAST trained faculty and 25 technical training scholarships, has developed programs in production machinery, auto mechanics, refrigeration and air conditioning, agricultural machinery, electrical wiring, power transmission, radio and TV repair, computer and systems analysis, construction and structures, transportation, surveying, architecture, and ceramics. To this it hopes to add computer and environmental science laboratories.

## Small Business Creation

Despite economic and political obstacles, a surprising number of innovative small business undertakings were uncovered by the team. Together with the university-based initiatives, they suggest that there are distinct opportunities for future program development.

Among those met in travels and interviews, a significant number of individuals had struck out on their own, had started

ventures which had created jobs and were contributing to society and the economy. Among the activities uncovered were:

- Two computer companies, one specializing in graphics and publishing and the other in hardware supply, software applications and training. Two AMIDEAST participants and three interns were involved in these initiatives.
- A lingerie design and production firm that exports elegant, high-end products, to exclusive stores in Europe and the U.S. This firm provided on-the-job-training in sewing machine repair to a participant who intends to establish a service business in Gaza.
- An educational materials workshop producing school equipment that started with an AMIDEAST technical training course.
- Three non-profit institutions focusing on applied research, educational planning, curriculum design, and economic development. AMIDEAST participants have been active in the conceptualization and initiation of each of these.
- Two electronics and electrical repair workshops begun by AMIDEAST participants.
- A pharmaceutical manufacturing firm started by a Birzeit faculty member draws on the computer expertise of an AMIDEAST participant.
- An environmental health and safety laboratory providing services to the budding WB/G pharmaceutical industry drawing on AMIDEAST technical assistance and funding.
- An accounting firm whose senior auditor runs business courses for carpenters, rug weavers, blacksmiths, and coops under AMIDEAST sponsorship.
- Two sheep production agro-businesses supported by the Bethlehem University Job Creation Center and overseen by an AMIDEAST trained participant.
- A poultry farm, similarly supported by the same Bethlehem program.
- A tomato paste production plant being planned by an AMIDEAST trained professor at An-Najah University.

- An agricultural credit organization being run by an AMIDEAST participant.
- A water analysis laboratory initiated by an AMIDEAST trained Chemist at An-Najah.
- Two engineering and architectural firms using AMIDEAST trained professionals.

In addition to these entrepreneurial initiatives, the team identified a number of companies that, while not always participating in formal internship arrangements, have taken on students, taught them useful skills, and provided companies with candidates for employment. While the numbers remain small, the students are learning skills unavailable in school. Some examples:

- Students from An-Najah, Ibrahamiyya, and Birzeit learn computer applications--DOS, word processing, and spreadsheet utilization--where their academic programs had left them with only elementary programming skills for which virtually no job opportunities existed.
- Birzeit students learn laboratory procedures as part of the project to test pharmaceutical products.
- A Hebron student learns about his business community through part-time work with the local Chamber of Commerce.
- A Hebron woman works as part-time secretary and medical assistant to her sister, a doctor.
- A Gaza woman is learning about food processing and quality control in a Jerusalem meat packing firm.
- A Ramallah woman is learning business skills from the inside, working as a management apprentice for a lingerie factory.

Participants interviewed by the team suggest that not only are such links useful to both student and employee, but they may be one of the very few avenues open to graduating students that assures professional employment in one's field of study.

### Identifying and Meeting Market Needs

The on-the-job training opportunities noted by the team were virtually all generated by entrepreneurs who have started businesses. Most of those observed involved AMIDEAST participants. They represent the matching of unique personal and

professional skills with demands that are inadequately met in the WB/G. They are not necessarily the product of academic programs in business or agricultural science.

Unfortunately, comprehensive market research has not been conducted to identify potential entrepreneurial activities. AMIDEAST supported one study, by Turbo Computer Co. of Ramallah, to identify specific needs and opportunities in the area of industrial maintenance. Other such studies are needed to explore the full range of needs and their complementary market opportunities.

The majority of the university business courses examined by the team do not comprehensively examine the business sector. Nor do they provide expertise in conducting market research. Marketing and entrepreneurship appear to be missing from most business school curricula. Instead, they focus rather narrowly on accounting and the classic tools of big business management in the West. It was reported to the team that one program actually uses case studies from several of America's Fortune 500 companies.

The first and only agricultural school has yet to open its doors to students and very few courses in agriculture or agro-business are taught anywhere in WB/G. Only a small number of faculty members have experience and/or training in practical agriculture or agricultural mechanics. Interviews suggested, however, that there are a number of trained but underemployed or unemployed agricultural graduates who studied in Jordan or Egypt are available to help develop new programs.

In this context, Hebron University's plan to develop a College of Agriculture will address a critical need.

### SUSTAINABILITY

Overall, the business development components are a small, although growing, part of the AMIDEAST portfolio. University-based business degree programs are in place in several schools, yet most offer little more than accounting skills. Infant university-business linkages, internship and on-the-job training programs have been started, but are by no means institutionalized. These initiatives are unlikely to be sustainable without continued and increased investment beyond the termination date of HRD III.

## CONCLUSIONS

During the two years since these specific objectives were outlined, AMIDEAST has made a modest, but important, start in implementing a viable business development program. In all, approximately 35 participants have been trained in business, accounting, and hotel management in both short-term and degree programs that originated under HRD I and II and continue with HRD III. Bethlehem University has been assisted in developing a range of small business support activities, and joint ventures between university faculty and private ventures are involving a small but growing number of college interns and graduates. While the start has been modest, the potential for important contributions to the local economy is high and AMIDEAST plans expanded programs for the balance of HRD III.

## RECOMMENDATIONS

While AMIDEAST's involvement has been relatively limited in the business and agro-business sectors, it can point to a growing number of individual initiatives that have met limited success and deserve continued support. Among the more important areas for focus:

- Substantial overall expansion of training and technical assistance for private sector business development;
- Continued professional and technical training in the U.S. and locally in the fields of market research, marketing, entrepreneurship, and small business development;
- Expansion of technical and local training for equipment maintenance and repair, particularly programs for bio-medical laboratory and X-Ray apparatus, the servicing of computer systems and other high tech equipment found in WB/G laboratories and firms;
- One or more observational study-tours of selected small business development centers, in the U.S. and elsewhere, and of small businesses which they have assisted. Participants should include a cross section of carefully selected entrepreneurs and key faculty members from the WB/G institutions committed to business-university linkages and small business development;
- Networking meetings and workshops to share ideas and experience among business and agricultural professionals in the WB/G;

- Technical assistance and training support for the new Agriculture College being started at Hebron University in coordination with other PVOs operating in the agricultural sector. Special attention should be paid to relevant USAID experience in this area.

## AMIDEAST ASSISTANCE IN THE HEALTH SECTOR INCLUDING HEALTH-ORIENTED NGOS

### INTRODUCTION

AMIDEAST has been providing limited education and training support to the health sector since 1978 when a Nablus M.D. was sent to the U.S. for a short-term medical training program under HRD I. In 1982, under HRD II, AMIDEAST supported a program to assist the Arab College of Medical Professions to develop its faculty with graduate level training in laboratory technology, public health, and nursing. In 1987, an expanded program was initiated, under HRD III, to provide short-term training to a wide range of hospitals and charitable organizations. A community-based health education program is currently being planned.

The need for human resource development and technical assistance in the health and human services sector of the WB/G was well described in a 1986 study by American Public Health Association (APHA), as well as in the Vermund 1985 report, by Benvenisti and Khayat in 1988 and by more than 15 other Israeli and Palestinian sponsored studies carried out in the late 1980s. There is little disagreement among these, and the team's investigations confirmed, that while conditions in the WB/G may be marginally better than in some Third World countries, infant mortality, life span, and accepted morbidity indicators are far below Israeli and WHO standards.

### FINDINGS

The evaluation team found that the emergency care system has become overburdened from responding to the daily emergencies caused by the area's war-like conditions. This involves wounded and dying Palestinians, most of whom are young patients with severe internal or neurological injuries, requiring expert treatment and facilities which are unavailable.

The human resource infrastructure of the Palestinian health care system lacks medical specialization training and quality upgrading at almost all levels: The vast majority of physicians are trained in Eastern European or Mediterranean medical schools and, for the most part, do not have the necessary specialty training. Nurses, with very few exceptions, also lack specialty training, as do most health personnel. Specialties identified by those interviewed as acutely needed include:

- Neurosurgery;
- Radiology;

- Neo-natology;
- Pathology;
- Anesthesiology.

Palestinian health professionals are aware that needed improvements in emergency health care are those which should be made regardless of the Intifada because there will always be trauma cases, such as auto accidents, occupational injuries and household accidents which will require expert attention in order to save lives and facilitate recovery. Investments in emergency medical services (EMS), for these reasons, should be treated as a long-term institutional development effort.

The purpose of AMIDEAST's involvement is to strengthen local health care institutions. Inputs have generally been of three types: overseas short-term training, primarily in the United States; local training courses and, to a lesser extent; consultation and technical assistance provided to local health care institutions.

Significant AMIDEAST health interventions began in 1987. Under a new Grant Agreement signed with USAID October 2, 1989, AMIDEAST will launch a major new health education program based on an updated health sector analysis.

The observations on the impact of the training described below are derived from interviews with a representative sample of approximately 30 institutional leaders and participants returned from short-term training in the U.S. Included in the team visits were all hospitals and eight of the 15 medically oriented NGOs supported with AMIDEAST training. An additional eight participants from the Arab College of Medical Professions were interviewed as part of the team's review of AMIDEAST's educational activities.

Beyond academic and technical training for the Arab College of Medical Professions, AMIDEAST inputs have been largely confined to the following areas:

- Laboratory technology;
- X-Ray Technology;
- Emergency and Intensive Care;
- Pharmacology;
- Basic and advanced heart resuscitation;
- Health administration.

In addition, funding has been provided for:

- Professional Meetings and Seminars;
- Biomedical Engineering/Servicing of Health Technology Equipment;
- Health Education, and;

## **Wastewater Management.**

Each of these topics will be dealt with in turn. A concluding section summarizes recommendations for health sector activities.

### **Laboratory Technology**

Interviews with U.S. trained participants in laboratory technology indicated the ability to carry out laboratory analysis in a hospital increased the capacity to identify diseases, speeded up patient treatment, and improved diagnostic accuracy. Numerous AMIDEAST participants have returned to their institutions and conducted training for their staffs. Procedures were changed and microscope use has improved as a result of training. In one case, when the hemoglobin machine that has been ordered arrives, U.S. training will be put to immediate use.

Several participants suggested that bacteriology and parasitology training be added to the AMIDEAST program since there are very few resources in the WB/G to meet this need. If, as is expected, public health conditions continue to deteriorate, the consensus of the team is that this is a good suggestion, particularly if it is coupled with the training of epidemiologists, who are in very short supply.

As evidenced by U.S. trained participants improved diagnostic analysis capabilities, training has clearly had a positive impact. Outstanding problems are not a lack of local applicants with basic qualifications, but rather a shortage of resources from which to hire the minimum number needed, and a need for advanced training in new procedures. These matters could be handled by engaging a short-term consultant to conduct a local training course in one of the better equipped hospitals.

If such training were done in cooperation with one of the local training institutions, this technology could be both transferred and institutionalized at the same time. AMIDEAST'S new grant for continuing health education has resources which could be used for this purpose.

### **X-ray Technicians**

Relatively few participants have been sent abroad. As USAID and AMIDEAST are well aware, further training can possibly be carried out more cost effectively at the local level. Courses would be conducted by an international expert, as is proposed under the new Health Manpower Project.

## Emergency and Intensive Care

Nurses and hospital attendants trained in the U.S. reported that improvements in emergency, intensive and neo-natal intensive care, coupled with modern equipment from other donors, have contributed to significantly improved survival rates. This is particularly true for trauma victims.

At least two of the participants suggested that they would have preferred more relevant training sites, such as big city hospitals with frequent accident and gun-shot victims, rather than rural hospitals to which some were assigned. In spite of this, they report that their training has resulted in the changing of a number of important life-saving procedures.

In at least two cases it was evident that health facilities should wait to select and purchase equipment until such training has been completed, since the trainees were among the few in the hospitals who could render expert opinions on the appropriateness and utility of equipment. Much to AMIDEAST's credit, this model was actually followed at Makassed Hospital in Jerusalem with the result being that the staff is entirely comfortable with what they have available.

It may also be a good idea, especially when management issues are involved, to send a hospital administrator or supervisor to see hospital management in an overseas setting, since participants in some cases reported difficulties in introducing changes. Given the urgency of EMS problems, this might facilitate the pace of introducing life-saving measures.

## Pharmacology

In the area of pharmacology, the one fully certified and U.S.-trained pharmacist with whom the team met is not teaching or working in clinical pharmacology, but has moved toward organizing community health centers and clinics with a goal of establishing a model for basic health care for women and children. AMIDEAST has only provided short term training in pharmacology, and that to only one participant in the last decade. It is an area where further training may be needed.

## Nutrition

Very few hospitals have trained nutritionists, a major problem since diet is such a critical element in any therapeutic program. AMIDEAST has trained only one professional in this area and that one could not be interviewed. This area, again, can probably be addressed through local or regional training and is being planned in the new AMIDEAST grant amendment.

### Heart Resuscitation

Basic and advanced cardiac resuscitation courses were taught locally by expatriate instructors to large numbers of participants from both private and government hospitals with apparently good results. AMIDEAST is considering the possibility of institutionalizing such courses by having local counterparts participate as co-trainers.

### Health Administration

Included in this category, which could be considered vital for institution building and sustainability, were short professional seminars and meetings for hospital administrators and doctors, on-the-job training in personnel management and equipment maintenance.

Attendance of professional meetings and seminars was valuable to participants interviewed and is of particular value to Palestinian doctors who are isolated from the International medical community and who, like all professionals, need to keep up with the latest techniques in their area of specialization. The team observed that those who had attended such meetings had benefitted from specific technical information obtained.

Given the high cost of transporting staff for relatively short periods of time, often only a week, it might be a good idea to locate such meetings where technical training is occurring. Seeing an emergency medical system in action is useful in convincing senior executives to adopt, or bring to their board for approval, such systems.

### Personnel Administration

Personnel administration training had high payoffs for the institutions visited. Not only were patient and staff record keeping systems improved and computerized, but the result has been that the computer skills gained by administrative staff have been transferred to other areas of hospital and clinic management.

In this area there is probably no substitute for overseas training since the value of seeing computerized systems is so powerful that it is unlikely local training could have the same effect.

## Biomedical Engineering

This is the technical term for equipment maintenance in a hospital environment. It is a major problem in the WB/G since most equipment is purchased through Israeli dealers who, at present, are reluctant to come to the Occupied areas, or to East Jerusalem, to service equipment. Costs for service contracts and maintenance calls are rising steeply, creating problems at a time of scarce resources. The maintenance cost quoted by Makassed Hospital for service by Israeli dealers for their Digital computers, purchased for approximately \$500,000, is reported to be \$100,000 per year, with spotty service at best, even at these high rates.

A Palestinian-owned company in East Jerusalem has been trying to break into the medical equipment sales and service business since 1985 and is currently, with small assistance from AMIDEAST, beginning to have some success in establishing service from East Jerusalem to the Occupied areas. AMIDEAST is currently sponsoring one participant in Germany for technical training and will be sponsoring another in the U.S. A cooperative arrangement has been made that the company will train four hospital maintenance personnel for every participant sponsored by AMIDEAST. This arrangement could serve as a model for future training initiatives.

The company has also proposed to carry out a survey of maintenance needs of medical institutions in WB/G which will form the basis for a future training strategy for servicing medical equipment and supporting small business service development. Discussions are currently under way with AMIDEAST for support of this survey.

## Health Education and Community Health

AMIDEAST'S activities in the area of health education and community health, prior to the newly signed grant agreement, were essentially confined to three local training courses:

1. Science teacher training/ecological awareness,
2. Community medicine, and,
3. Wastewater sanitation.

An innovative community health program, initiated from a base at Birzeit University, with technical assistance from AMIDEAST, focuses on developing and providing public and basic health services to West Bank communities.

## Wastewater Management

The training program in wastewater management is a small but significant beginning. Of all of the areas related to health, the area of environmental sanitation, specifically wastewater treatment, is probably the most neglected. In the absence of a concerned government, there are no controls in the occupied areas on the introduction of water supply systems, including many introduced by U.S. donors. The result is that, since most towns are either in hilly sites or swampy areas, wastewater is rapidly accumulating in the Jordan valley and Gaza areas, contributing to growing public health hazards and the increased incidence of endemic diseases.

As will be discussed below, this problem is probably best dealt with by training at the municipal level, but there is no doubt that there is a strong need for health education in the area of environmental sanitation. Health improvements from installing wastewater collection and treatment systems is well known and substantially documented by the World Health Organization.

AMIDEAST may want to consider using its new health education grant to expand sanitary education in order to build public awareness. That, in turn, will perhaps lead to community action and, if successful, to reduced pressure on the overburdened curative side of the health care system.

## NGO Health Institutions

Visits with former participants and administrators at societies such as Caritas Baby Hospital, Sun Day Care Center in Gaza, Patient Friends and other specialized health care institutions indicate that the training provided so far by AMIDEAST has, on the whole, helped institutions use their resources more effectively.

The Society for the Care of Handicapped Children (Sun Day Care Center) in Gaza, for instance, sent its teachers of mentally handicapped for training in the U.S. This staff, on return, organized a comprehensive training program for the local staff who have instituted an outreach program which employs 60 trained home visitors to work with parents and children unable to come to the day care center. This program reaches, according to information given by the institution, more than 1/3 of the target group in the Gaza area and is still growing.

The Red Crescent Society in Hebron benefitted from the training of a social worker who subsequently established a comprehensive outreach program for the community. As a result of this training the institution now has an effective system for

classifying and assigning children with special needs to a variety of programs. In this institution the need for training in pediatric nursing is a high priority since this type of intervention has a direct bearing on reducing high infant mortality. Again, the new grant for health education should be helpful in dealing with this issue.

All of the societies and special care institutions visited cite pressing needs for operating funds, and specialized training for staff. While it is clear that neither USAID nor AMIDEAST can become involved in providing operating funds, there may be a role for AMIDEAST in providing training in fundraising skills.

### Fundraising Training

The cut-off of funds from Jordan, many of which were backed by contributions from other Arab sources, is only now beginning to be felt. At the same time, many Western donor organizations are small and their individual contributions are apparently not dependable over the long run.

While diversification of funding has no easy solutions, the art of fundraising, and the professionalization of this activity in the United States, may be an area where there are some useful lessons to be learned. AMIDEAST should explore new ways of combining training with fundraising by arranging organized visits of administrators of charitable societies to the U.S.

### CONCLUSIONS

AMIDEAST has provided short-term professional training to 138 participants since 1978. Graduate degree training has gone to 32 professionals, largely from the Arab College of Medical Professions. Short-term technical training in the U.S. has been arranged for approximately 60 participants, the largest proportion being within the past two years. Local training courses trained another 105 participants in Basic and Advanced Cardiological Resuscitation, Psychological Counseling, and Rehabilitation Nursing. With the exigencies of the Intifada, a significant proportion of recent training has been in the area of emergency medical systems, including emergency room procedures for injuries.

Visits with former participants and administrators at hospitals, medical welfare societies, municipalities, NGOs, and other specialized health care institutions indicated that the training provided by AMIDEAST has helped the recipient institutions use their resources more effectively. Emergency room doctors have reported higher resuscitation and survival rates, nursing schools report increased enrollments and improved

curricula, laboratory personnel have learned procedures that only a few years ago were not available anywhere on the WB/G, and the time required for getting bullet wound patients to the hospitals has been reduced as a result of improved ambulance and communication procedures. AMIDEAST can rightly take credit for important improvements in WB/G health services.

### RECOMMENDATIONS

- Emergency medical services training should be continued and expanded since it saves lives and can be regarded as an institutional investment; included within such training should be Basic and Advanced Cardiac Resuscitation programs.
- Local training should be expanded and opportunities explored for developing locally run courses in Laboratory Technology, X-Ray Technology, and Nutrition. The fact that hospitals are open and operating, in contrast to institutions of higher education, means that even if such courses are sponsored and coordinated with local community or technical schools, they can still be implemented provided they are taught in the hospitals.
- Environmental health should be given more attention, both in health education and in the development of local expertise. Parasitology, bacteriology and epidemiology training should be added.
- Hospital equipment should not be ordered until the specialist has been able to select the most appropriate type of equipment. This will require coordination with other donors if AMIDEAST is not providing the equipment;
- Short overseas visits and conferences by hospital staff and administrators need to be further exploited for possibilities of helping in placement, supervision of participants, and exposure of senior administrators to new systems and procedures.
- AMIDEAST should consider providing training in fund-raising for health institutions. Overseas training and conference trips should also be used as opportunities for fund-raising by health care administrators, many of whom need additional training in this regard.

## AMIDEAST ASSISTANCE TO MUNICIPALITIES AND COMMUNITY DEVELOPMENT ORGANIZATIONS

### INTRODUCTION

The purpose of AMIDEAST providing assistance to municipalities and charitable organizations involved in local development is to assist in the development and strengthening of institutions directly related to economic development in the West Bank and Gaza.

Under the conditions of the Intifada the pressures on municipal institutions have dramatically increased while their access to resources has dropped. Due to severely limited funding, municipalities are struggling to maintain basic services.

To respond to this vacuum a number of non-governmental charitable organizations have been developed by Palestinians and attempt to provide social and community development services.

AMIDEAST recognized the combined problems of these municipal and non-governmental organizations and, beginning with HRD I, began to send small numbers of participants for training. Under HRD II these efforts were expanded and have continued under HRD III. The majority of the inputs were in the form of short-term technical training and local training in the U.S., West Bank, and Gaza.

To evaluate this series of training activities, interviews were conducted with 15 individuals from 10 of the approximately 30 organizations assisted by AMIDEAST over the past decade.

### FINDINGS

Virtually all inputs to this sector have been through the Professional and Institutional Development sub-components of HRD I, II, and III. Since 1979 AMIDEAST has provided training to approximately 64 individuals working with approximately 30 municipal and non-governmental community-development organizations at the local level. These have included 19 technical trainees under HRD I and 25 under HRD II. To date, one engineer has been sent for a graduate degree and four for technical training under HRD III, although more are scheduled for 1989/90. An additional 15 participants have taken part in a special three-month local training course held in Gaza for the design, construction, and supervision of sanitation plants.

The main fields covered by these training programs have been Social Work, Agriculture, Engineering, Housing, and Environmental Sanitation. Participants have also been trained in Community Development, Economics, Equipment Maintenance, Administration and Management, Agricultural Credit, and Handicapped Services.

Assistance was provided to approximately 30 institutions, including the following:

- Agricultural Development Credit Co.;
- American Near East Refugee Assn.;
- Agricultural Dept.s, Ramallah & W/B;
- American Friends Service Committee;
- Anahda Charitable Society;
- Bethlehem Arab Society;
- Bethlehem Rehabilitation Society;
- Community Dev't. Foundation, Gaza & Jerus.;
- Dept. of Veterinary Services, Nablus;
- Dept. of Agricultural Services, Nbls & Ram.;
- Health Dept., Gaza & Ramallah;
- Mennonite Central Committee;
- Near East Council of Churches;
- Rafah Municipal Council;
- Red Crescent Society, Hebron;
- Save the Children;
- Swedish Org. of Indiv. Relief;
- Water Department, Ramallah, & W. Bank;
- Social Welfare Offices, Beth., Jerus., Hebron, Jericho, Nablus, Tulkarim.

### Computerization

The city of Gaza has introduced a computerized personnel administration system for its 900 employees. This is a direct result of AMIDEAST sponsored training of the chief administrator in a course on personnel administration given by the Graduate School of Public and International Affairs of the University of Pittsburgh--a course taught in Arabic. The computer is now being used for other purposes such as accounting and payroll, thus increasing administrative efficiency.

### Wastewater Management

A two-month program involving overseas observation of various waste water systems was arranged for a Gaza municipal engineer. In addition, a local course was arranged for a group of municipal engineers so that they could study a Save the Children wastewater treatment project established in Gaza. Participants cited a substantial increase in technical skills, the introduction of improved designs and procedures, and reduced

risk of disease transmission in the local community as a direct result of the program.

### SUSTAINABILITY

Resources are available in the form of taxes paid by the Palestinian communities, according to Benvenisti and others who have studied the structure of public finance in WB/G. However, according to press reports in Israel, not all of these resources are finding their way back to the communities in the form of the creation and maintenance of basic services, particularly since the start of the Intifada. Budget pressures, political turmoil, rising costs, and the added burdens associated with economic depression and conflict are conspiring to put local organizations in a financial squeeze that jeopardizes long-term viability and sustainability.

### CONCLUSIONS

The results of relatively modest investments have been positive. Participants generally gave the programs high marks and voiced strong interest in further training, particularly in the areas of wastewater and sanitation, and computer applications.

### RECOMMENDATIONS

- Wastewater and Sanitation Training: Because wastewater problems appear to be growing rapidly, it is strongly recommended that AMIDEAST arrange further short-term technical training and that local training be directed toward building the staff needed to analyze the ramifications of the problems and design appropriate action plans. Local experts should have access to technical information and conferences with international groups such as WHO/EMRO in Alexandria, Egypt.
- Environmental Health Training: Participants should be sent by AMIDEAST for advanced degrees in Environmental Health and local universities should be encouraged to expand departments in order to build an expert base and human resource infrastructure in this problem area.
- Third Country Training: Training in wastewater systems should be expanded by AMIDEAST to third countries in the region, particularly Egypt, where USAID and UNDP/WHO have all invested in testing experimental, low-cost wastewater treatment systems.

## PROJECT MANAGEMENT BY AMIDEAST

### INTRODUCTION

AMIDEAST has been serving clients in the Middle East by granting scholarships and providing technical assistance since its founding in 1951. It has been assisting in WB/G since 1977 and currently operates programs in each of the North Africa and the Middle East countries where there are USAID programs. In addition to the administration of USAID-funded participant training, AMIDEAST also helps administer the Fulbright Program and provides testing services for English language and U.S. university and college admissions.

The WB/G program operates out of offices in Washington, D.C., East Jerusalem, and Gaza City and has a total staff of 13 persons: four in Washington, six in Jerusalem, and three in Gaza. The Gaza office is currently staffed entirely with Palestinian local hire staff, and the Jerusalem office with a mix of U.S. and Palestinian staff.

AMIDEAST has substantial experience in the recruitment, selection, placement and supervision of academic and technical trainees. The Washington, D.C. staff maintains contact with U.S. educational institutions and with the hundreds of foreign visitors for whose training programs, maintenance and general welfare in the U.S. it is responsible.

### AMIDEAST Staff Assigned to WB/G Projects and their Time Allocation to the Project

Washington Staff: 4

Project Director - 70%  
Senior Educational Specialist - 100%  
Senior Educational Specialist - 60%  
Senior Educational Assistant - 60%

Jerusalem Staff: 6

Field Office Director - 90%  
Assistant Director - 100%  
Senior Educational Advisor - 100%  
Office Manager - 100%  
Assistant Education Advisor - 22%  
Educational Assistant - 100%

Gaza Staff: 3

Office Manager - 60%  
Educational Advisor - 90%  
Educational Assistant - 86%

## FINDINGS

### Management Systems

AMIDEAST performed well in managing their USAID grants and achieving their objectives. Information collected by AMIDEAST, and corroborated by the evaluation team, confirms that they have largely achieved their primary goal of developing WB/G's higher education sector (this is discussed in detail in the section entitled AMIDEAST Assistance in the Educational Sector). Finances have consistently been managed and reported in a timely and accurate manner.

The Washington, D.C., office uses computer data bases to maintain records on past and present participants. Information is kept on participants by institution, by type of training, by dates of training and by U.S. cooperating institution. The WB/G office uses the same data base, but could benefit from additional training to upgrade their computer and information management skills. This would enable them to use their system with the same proficiency as is being done by AMIDEAST/Washington.

### Administrative Issues

Discussion of administrative issues concerning AMIDEAST's management of the West Bank/Gaza program will be confined to a brief discussion of the following issues:

1. Changes in the organization's role in development assistance;
2. Decision-making criteria for U.S. or third-country versus local training;
3. Opportunities for enhancing the use of human resources in which the U.S. has already invested.

These three issues have implications for resource demand, resource savings, and resource multiplication, respectively.

## AMIDEAST's Role in Organizational Development

Many WB/G organizations need assistance in fund-raising, since without funds their very existence is threatened. At the most fundamental level some also need assistance in training, management and planning. If AMIDEAST is to place greater emphasis on addressing these needs then it will need to augment its staff with professionals having the requisite skills.

An institutional development approach will probably be more expensive than a selection-placement-monitoring activity and, if so, will increase the program's management costs. Since AMIDEAST has developed a specialized mission of academic and technical placement, its WB/G program objectives will need to be redefined and consequently its management and operating procedures may change. Additional personnel who possess private sector development expertise may be needed.

## Training Venue

Some findings concerning in-country versus U.S. training:

- Among participants interviewed, those who went to the U.S. to see systems in action, whether emergency care, personnel management, or other systems, seemed to benefit the most. Where behavioral change is involved, experiential training has met with the most success, particularly on-the-job training.
- The benefit of participant interaction should not be discounted. The instructor may be as valuable as a facilitator of learning as a purveyor of knowledge.
- If program coordination is a goal, than locally conducted training is usually more effective than is overseas technical training. This is particularly true if the goal is to introduce new training or planning methodologies.
- Training abroad versus training locally should be carefully evaluated using cost-benefit analysis methodology.
- Equipment operations training is generally best learned in the country in which it is to be used. Often, U.S. training uses equipment that is not available in the Third World. When a new technology is being introduced it is best to bring the technology to the country, make sure it can work there, and then train technicians on site, in their own language, and under the conditions in which the technology will be used.

### Participant Follow-Up

- AMIDEAST participants would like to maintain contact with their former professors. Academics interviewed reported difficulties in receiving subscriptions, mailings of professional societies, and announcements of International meetings, all of which are the life-blood of most trained professionals.
- As a group, AMIDEAST participants have skills and knowledge that could be very valuable to municipal administrators, secondary teachers, NGO staff and administrators. This role has already emerged and is one of the most successful of AMIDEAST's recent innovations.

### CONCLUSIONS

Overall, the AMIDEAST grants have been effectively managed. They have largely achieved their stated objectives and have been professionally administered. This has been accomplished through a decentralized management process in which it has not been necessary for USAID to strictly "micro-manage" grant activities.

AMIDEAST's institutional development strategy has been successful because WB/G universities needed precisely what AMIDEAST was best at offering: Access to U.S. universities. Other, non-academic organizations, particularly hospitals, clinics, and primary health care centers, will need a more complex mix of developmental interventions which will have to include appropriate equipment, small pilot projects and highly targeted technical training. Thus, the nature of the area's developmental needs is changing from academic placement towards institutional management.

### RECOMMENDATIONS

- Role Definition: The nature of AMIDEAST's task is changing with the winding down of the academic scholarships component and the emergence of increased attention to the development of small societies, businesses and university-business linkages. This suggests the need to re-examine staffing, budgeting and programming strategies.
- Local consulting firms: AMIDEAST should consider an effort to help local consulting firms perform services now being done by foreigners. Firms emerging as a result of university-business linkages are often

founded by former AMIDEAST participants, and could be aided through funding of training programs, research reports, studies, surveys and pilot-project initiatives.

- Decision-Making Criteria: There is a need to develop formal decision-making criteria to determine when to send participants abroad. Training-the-trainer strategies, shifting training to third countries, and Arabic speaking training opportunities can save scarce resources and use developmental aid more effectively.
- Networking and Local Training: Much more can be done with participant follow-up, "networking," small research grants, and local training courses with the highly trained former U.S. participants. AMIDEAST can play a unique role in bringing together communities of senior educational planners, science teachers, municipal bureaucrats, hospital administrators and other key role-players. Many of these individuals could greatly benefit both from what the U.S. trained participants have to offer and from the opportunity to share their experience and ideas.
- Whenever local training courses are conducted by expatriate consultants, local co-trainers should participate, materials should be translated to Arabic and given to local co-trainers. Such strategies are already evolving, much to the credit of AMIDEAST, which is gradually making this transition.
- Information Systems: The WB/G office could benefit from data base management training to increase their level of current skills.

## SUMMARY OF CONCLUSIONS AND RECOMMENDATIONS

### INTRODUCTION

AMIDEAST's Human Resource Development Projects were initiated in 1978 as part of a long-term effort to strengthen the institutions of higher education in the West Bank and Gaza. Project sub-components included:

- Faculty Development;
- Professional Development;
- Institutional Development;
- Business-University Linkages;
- Small Business Creation.

The evaluation examined AMIDEAST's efforts at strengthening WB/G institutions in terms of institutional sustainability and project environment, including the impact of the Intifada. Two concluding sections examined assistance to municipalities and community development organizations, and project management.

### GENERAL CONCLUSIONS

The impact of the AMIDEAST administered development grants in the WB/G has been substantial. This is especially true in higher education where AMIDEAST has had a major impact in shaping an entire university system.

The building of a system of higher education on the WB/G is unquestionably the most significant outcome of AMIDEAST's activities over the past 11 years. Despite this significant accomplishment, three important areas remain in need of further attention:

- The university serving Gaza;
- The needs of the agricultural sector, and;
- The training of professional women.

Investments in health care, pre-university education, business, and agro-business development, and administration, have yielded positive results and show considerable promise as

candidates for increased attention during the years ahead. It is clear that institutional development of the six universities in the WB/G, as well as a number of technical post-secondary, medical, municipal, and business development institutions, have benefitted from a consistent and well coordinated U.S. effort to build professional and administrative staff over the past decade.

These programs have provided advanced degree training to over 300 professionals, short-term U.S. technical training to 260 participants, and local training courses to another 350 individuals. In addition, 2,200 students have received undergraduate scholarships.

Of more than 500 professionals trained in the U.S., approximately 99% are back and on the job or still in training, a very high return rate in any developing country. However, although most have equipment needed, except for physicists, many cannot get to their laboratories, libraries, and machinery since the universities are still closed due to Israeli reaction to civil unrest.

The interviews clearly showed evidence of an emerging Palestinian intelligentsia that demonstrates professionalism, pride and loyalty to local institutions, and of an emerging developmental orientation. Their participation in society goes far beyond that of an isolated group of academicians. They are active in examining both their personal and institutional roles and in creating new structures to deal with the major problems facing their society. As a group they bring a pragmatic problem-solving approach to social, political, and economic development.

Remarkably, these characteristics seem to have been enhanced rather than diminished by the Intifada. In case after case, the team found AMIDEAST trained professionals developing innovative responses to the mounting obstacles they have faced, often using the opportunity to create new programs for staff and student development, improve community linkages, and re-think the role of their institutions in a changing society.

Those sent for graduate training have spent long enough in the U.S. to have become acculturated to the values of freedom, justice, and democracy, as well as becoming technically proficient in the broad range of skills necessary to a functioning society. Together with other AMIDEAST trained professionals they constitute a well-spring of high quality human resources sufficient to manage critical government institutions. It is clear that this group is building an alternative educational, agricultural, and health infrastructure which could serve as the foundation of a comprehensive institutional development structure for the entire WB/G.

Despite the progress made, the USAID investment of \$23 million in over 1000 person-years of education and human development is seriously threatened because universities and colleges remain closed for the second year in a row. A mounting stream of educated but frustrated secondary school students wait at the gates of locked institutions. Professors and students whose degree programs have been interrupted are in search of productive and challenging applications for their skills. Hospitals and health care institutions redirect their staff and resources away from public health to deal with the mounting injuries from the conflict around them. The reaction of Israeli authorities to civil unrest has resulted in restricted professional and educational interaction.

While all institutions assisted by AMIDEAST are severely affected by the current conditions in WB/G, the universities face unique problems. A Birzeit University report has highlighted this problem, pointing out that, by November, 1989, the number of high school graduates denied university access has increased to roughly 23,000. This figure does not include the 18,000 presently enrolled in closed institutions and the approximately 10,000 Gaza students who will graduate in June 1990.

In the context of these broad findings and conclusions, the following capsulizes the team's analysis of the projects' five sub-components.

## FACULTY DEVELOPMENT

### CONCLUSIONS

AMIDEAST has had a major impact in strengthening the faculties of nine targeted WB/G institutions of higher learning. In all, over 40% of all WB/G university faculty have been U.S. trained under the AMIDEAST program while 65% of all faculty with Doctorate or Masters degrees received them through AMIDEAST. Graduate degree and/or short-term technical training programs have involved over 600 WB/G academics resulting in improved Ph.D./faculty ratios from 1:4 to 1:3. Approximately 20% of those trained have been women, a slightly larger proportion than those already serving in teaching positions. This can be considered the project's most successful sub-component, however, gains in faculty strength have been offset by rapidly rising student enrollments.

### RECOMMENDATIONS

Public Administration Training, particularly public finance, should be implemented at the Ph.D. level for selected faculty at

key universities, some of whom could serve as consultants to the municipalities.

Because gains in faculty strength have been offset by rapidly rising student enrollments, AMIDEAST should continue to support faculty development at levels that will preserve their accomplishments.

## PROFESSIONAL DEVELOPMENT

### CONCLUSION

Professional development activities have included local workshops, conferences for college faculty and staff, as well as for medical doctors, health professionals and municipal administrators. AMIDEAST's efforts at fostering professional development have met with considerable success. Results indicate that there has been a high level of technology transfer as a result, especially in areas involving the micro-computer as an administrative tool. Technical training has markedly increased the available pool of trained manpower in a wide range of subject areas critical to development in WB/G.

Sixteen local training workshops, run by AMIDEAST trained professionals, have brought new skills and know-how to approximately 350 participants. A number of important barriers were broken in implementing these courses, including the training of science teachers, the introduction of effective low cost solutions in emergency medicine and waste water management, the use of computers in administration, and generally, bringing together individuals with common problems for constructive dialogue, exchange, and action-planning. This has been a strong sub-component and should receive increased emphasis.

### RECOMMENDATIONS

The team found that, however successful, the need for such efforts has increased under the conditions of the Intifada. New skills have been identified where little or no training has been available to date. The constraints on faculty interchange, travel, teaching, and laboratory research during the past two years have greatly exacerbated isolation.

There is a pressing need for expanded community-based English language training. Future selection of technical trainees and medical personnel, including doctors who need specialized training, is highly dependent on upgrading English language competency to the point where technology can be transferred by means of observation, on-the-job training, and, in some highly selected cases, residencies for specialty training.

The need for English language services is especially acute in Gaza where the relatively low proportional representation in overseas training can best be explained by deficiency in English. AMIDEAST is currently exploring assigning expatriate full-time instructors there to replace the previous incumbent.

AMIDEAST should also explore opportunities for its network of former participants, both to assist them in continuing professional growth and in supporting their desires for entrepreneurial activities, educational design, curriculum reform, and dialogue on the role of secondary and higher education in the future of the WB/G.

The renewed emphasis on health education should be supplemented with technical and public awareness training around waste water and sanitation issues.

### INSTITUTIONAL DEVELOPMENT

#### CONCLUSIONS

As the need for faculty development lessens, institutional development is emerging as a programmatic objective which should receive increasing attention. Along with need to strengthen institutional sustainability, this appears to be driving AMIDEAST in the direction of focussing more on institutional development and less on traditional academic placement services.

Although universities are still officially closed, most manage to operate on a reduced scale in off-campus buildings. Health care institutions, municipalities, and businesses, while open, are operating under considerable stress from recurrent strikes, curfews, transportation blockages, and random closings by military authorities.

AMIDEAST has aided these institutions in their nascent stages by a series of efforts designed to improve administration, planning, and long-term institutional sustainability. Among these efforts:

- Short-term and graduate training in administration and management has been provided to over 40 individuals from 12 institutions. Most training has been in the field of Education Administration while one was in Public Administration.
- Collaborative planning with sponsoring institutions for development of long-term manpower development plans for faculty and/or professional staff. Typically, requests for training from an institution are used to initiate

dialogue concerning long-term goals, objectives, and implementation plans.

- Sub-grants to four universities and one technical school to provide needed operating funds via AMIDEAST undergraduate scholarships. This program has clearly played a useful role in building the institutions at their critical early stages and is now being phased out. There is, however, still some demand for it coming from Gaza which until now has not participated in the program.
- Technical assistance, in the classical sense of providing foreign experts to client institutions, appears to have received relatively minor emphasis but is becoming more important with increased attention to institution building.

### RECOMMENDATIONS

Through the provision of short-term U.S. based training and the use of on-site consultants, AMIDEAST should identify and develop a program to augment the public administration skills of selected key institutions. This should include fundraising skills and increasing the opportunities for institutional leaders to engage in dialogue concerning development strategies for the education sector.

### BUSINESS-UNIVERSITY LINKAGES

#### CONCLUSIONS

Business-University linkages are still in an early stage, but it appears that the eight internships sponsored by AMIDEAST have been very successful in strengthening links between the academic and business communities, improving curriculum relevance, providing students with practical skills, and improving their employability. A small but growing number of businesses are being set up by university professors who use their former students as a source of professional and technical staff.

Internships, while few in number due to the closure of the universities and economic slow-down, have been well planned and effectively implemented. However, the problems of equipment maintenance and service in the WB/G are such that unless such programs are considerably expanded, they are not likely to meet the substantial needs of the area for technically trained manpower.

The same is true of on-the-job-training, the results are good but the scale is very small and the possibility of expanding what are essentially pilot-projects, are limited given AMIDEAST's present resources.

### RECOMMENDATIONS

While a small part of the overall AMIDEAST program during the past decade, business-university linkages and practical training opportunities for students should be substantially increased.

### SMALL BUSINESS DEVELOPMENT

#### CONCLUSIONS

AMIDEAST has made a modest start in implementing a viable business development program. Approximately 35 participants have been trained in business, accounting, and hotel management in both short-term and degree programs. These activities began under HRD I and II and continue with HRD III. Bethlehem University has been assisted in developing a range of small business support activities and joint ventures between university faculty and private ventures involving a small but growing number of college interns and graduates. While the start has been modest, the potential for important contributions to the local economy is high and AMIDEAST plans expanded programs for the balance of HRD III.

The university-business linkages programs of the Bethlehem Job Creation Center, the Ibrahimiyya Community College, and the YMCA center are all off to uncertain starts. Most lack funding for operations, loans and small scale productive equipment needed to get businesses started. Surveys sponsored by AMIDEAST, such as for maintenance of factory equipment and biomedical equipment, should be useful in determining markets for new technical skills, most of which could form the basis for small businesses.

#### RECOMMENDATIONS

While AMIDEAST's involvement has been relatively limited in business creation, it can point to a growing number of individual initiatives that have met limited success and deserve greatly increased support. Among the more important areas for focus:

- Substantial overall expansion of training and technical assistance for private sector business development;

- Continued professional and technical training in the U.S. and locally in the fields of market research, marketing, entrepreneurship, and small business development;
- Expansion of technical and local training for equipment maintenance and repair, particularly programs for bio-medical laboratory and X-Ray apparatus, the servicing of computer systems and other high tech equipment found in WB/G laboratories and firms;
- One or more observational study-tours of selected small business development centers, in the U.S. and elsewhere, and of small businesses which they have assisted. Participants should include a cross section of carefully selected entrepreneurs and key faculty members from the WB/G institutions committed to business-university linkages and small business development;
- Networking meetings and workshops to share ideas and experience among business and agricultural professionals in the WB/G;
- Technical assistance and training support for the new Agriculture College being started at Hebron University. Special attention should be paid to relevant USAID experience in this area.

### INSTITUTIONAL SUSTAINABILITY

#### CONCLUSIONS

AMIDEAST has contributed substantially to building a structure of sustainable institutions that have the trained manpower, administrative capacity, technology, and financial resources to serve the needs of the people of WB/G. Weaknesses still exist, however, in several critical areas:

- Diversified funding sources: While most AMIDEAST supported institutions are relatively well funded by Third World standards, they are dependent on a very limited number of sources, most of which are in the Arab world. Any viable institution needs to have a diverse funding base, particularly when functioning in a region troubled by political turmoil.

- **Public Administration:** Only one participant from WB/G appears to have received training in this field. Overall, many organizations' management practices could benefit from training in public administration skills.
- **Business and Agro-Business Development:** Relative to both training inputs to other sectors and the needs related to business and agro-business development in WB/G, these areas have received limited input from AMIDEAST. While HRD III has increased commitments in these areas, they are as yet inadequate in comparison to the needs.

### **RECOMMENDATIONS**

Institutions, as indicated by the interview sample, need to expand their capabilities in fund-raising, training needs assessment, training of trainers and program planning. AMIDEAST should ensure that increasing numbers of key organizational managers receive training in public administration. AMIDEAST should also increase technical assistance and local training for NGOs and emerging research and development groups.

AMIDEAST should consider creating and strengthening local consulting firms to perform work that some foreign PVOs are now doing. Numerous local consulting firms are emerging as a result of the university-business linkages and are often founded by former AMIDEAST participants. They would probably be able to get off the ground through funding of training programs, research reports, studies, surveys and pilot-projects.

### **PROJECT MANAGEMENT**

#### **CONCLUSIONS**

AMIDEAST appears to be effectively managed in Washington, Jerusalem, and Gaza. The AMIDEAST grants have largely achieved their stated objectives and have been professionally administered. This has been accomplished through a decentralized management process in which it has not been necessary for USAID to strictly monitor and supervise grant activities.

The lightly supervised, decentralized, and competitive environment within which AMIDEAST operates has its advantages. The WB/G program, more than any other program of foreign assistance that the team has observed in the Third World, is a bazaar, a souk, where bargains are struck and values exchanged. The implications of this are beyond the scope of this study, but the uniqueness of this PVO model, and the relative success of this among USAID administered programs, may suggest the

desirability of a comparative management study, especially at a time when USAID may be looking for alternative and less costly strategies for foreign aid administration.

### RECOMMENDATIONS

AMIDEAST needs to increase its own manpower resources if it is going to continue to move in the direction of institution building, local training, the development of pre-university vocational and technical training, and away from academic placement. Both AMIDEAST and USAID should recognize that this new direction is more complex, more labor-intensive and, consequently, more expensive. AMIDEAST should reassess its staffing needs in regard to its shifting priorities.

Local training has been highly effective and should be continued and expanded. Multiplier effects can be increased by requiring local experts to be assigned to all WB/G training courses conducted by non-residents. This will contribute to building the area's training capabilities.

There is a need to examine the criteria for deciding when it is appropriate to send a participant abroad and when a local course, using local or international expertise, is appropriate. Such decision-making has considerable implications for overall program costs, institution-building, sustainability and the multiplier effects of the training.

### GENERAL RECOMMENDATIONS

Overall, there is no higher priority than reopening the colleges and universities on the WB/G. Yet AMIDEAST, though its programs greatly dependent on open and functioning universities, is relatively powerless in achieving such an objective. What role, if any, can AMIDEAST play under present conditions? AMIDEAST has very limited ability to improve classroom instruction, student learning, graduate employment, or fully functioning business-university linkages while the universities remain closed.

The most productive role for AMIDEAST to play in this context is to prepare for the future in anticipation of the eventual reopening of universities. One over-riding task emerges from this study:

- Facilitate a re-thinking of the future of post-secondary education and its relevance to the broad development needs of WB/G. This is an opportune moment for AMIDEAST to re-establish links with those it has helped train, hear their concerns, and facilitate dialogue among them.

Special attention should be accorded to the following issues:

- Accelerating enrollments impact on faculty needs;
- Remedial and/or alternative educational programs for those whose opportunity for a university education has been delayed or denied by university closures;
- Relevance of current curricula to the needs of WB/G, and;
- Linkages among institutions of higher education, business, and local communities.

#### FUTURE ACTIVITIES

In helping facilitate professional dialogue and in re-examining its own role, AMIDEAST might look closely at four main program areas:

- Development of the WB/G's first agricultural college;
- Expansion and development of assistance to the business sector, particularly small business;
- Expansion of programs at the universities and technical schools for environmental health and sanitation, especially to support the design, implementation and management of water and sewage systems;
- Exploration of opportunities to develop university-based programs of public administration and finance to meet the growing needs of municipalities and local organizations.

In order to undertake expanded activities in these areas AMIDEAST will need to allocate additional staff resources with specialized skills. As it looks to changing direction, AMIDEAST can look back at a job well done in faculty development and plan for shifting resources away from academic placement and participant training.

**APPENDICES**

**EDUCATION AND TRAINING  
FOR BUILDING A FUTURE**

**Evaluation of USAID/AMIDEAST  
Human Resource Development Programs  
in the West Bank and Gaza  
1978-1989**

**FEBRUARY 1990**

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**APPENDIX 1**  
**DATA TABLES**

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<b>SUMMARY: All Sectors</b>						
<b>Training Provided and Interview Sample</b>	<b>MS Level</b>	<b>PhD level</b>	<b>Technical Training</b>	<b>Total Training</b>	<b>Indivi- duals#</b>	<b>Interviews No.</b>
<i>Education Sector Total</i>	184	139	133	429	417	107
<i>Business Sector Total</i>	0	0	12	12	12	8
<i>Health Sector Total</i>	2	0	53	55	54	26
<i>Munk. &amp; CD NGO's Total</i>	1	0	40	41	38	7
<b>TOTAL</b>	<b>187</b>	<b>139</b>	<b>238</b>	<b>537</b>	<b>521</b>	<b>148</b>

<b>SUMMARY: All Sectors</b>		
<b>AMIDEAST MS/PhDs as Proportion of Faculty</b>	<b>AMIDEAST MS/PhDs as % of Total Faculty</b>	<b>AMIDEAST MS/PhDs as % of MS/PhDs</b>
<i>Education Sector Total</i>	45%	65%
<i>Business Sector Total</i>		
<i>Health Sector Total</i>		
<i>Munk. &amp; CD NGO's Total</i>		
<b>TOTAL</b>	<b>45%</b>	<b>65%</b>

<b>SUMMARY: All Sectors</b>						
<b>AMIDEAST contribution to Faculty Training</b>	<b>MS &amp; PhDs as % of Faculty</b>			<b>PhDs as % of faculty</b>		
	<b>Before AMIDEAST*</b>	<b>Intifada/'87</b>	<b>Current (Oct. 1989)</b>	<b>Before AMIDEAST*</b>	<b>Intifada/'87</b>	<b>Current (Oct. 1989)</b>
<i>Education Sector Total</i>	65%	87%	69%	26%	33%	33%
<i>Business Sector Total</i>						
<i>Health Sector Total</i>						
<i>Munk. &amp; CD NGO's Total</i>						
<b>TOTAL</b>	<b>65%</b>	<b>87%</b>	<b>69%</b>	<b>26%</b>	<b>33%</b>	<b>33%</b>

<b>SUMMARY: All Sectors</b>									
<b>AMIDEAST contribution to Faculty Strength</b>	<b>MS</b>			<b>PhD</b>			<b>Total</b>		
	<b>Before AMIDEAST*</b>	<b>Intifada/'87</b>	<b>Current (Oct. '89)</b>	<b>Before AMIDEAST*</b>	<b>Intifada/'87</b>	<b>Current (Oct. '89)</b>	<b>Before AMIDEAST*</b>	<b>Intifada/'87</b>	<b>Current (Oct. '89)</b>
<i>Education Sector Total</i>	240	159	618	299	293	885	331	309	927
<i>Business Sector Total</i>									
<i>Health Sector Total</i>									
<i>Munk. &amp; CD NGO's Total</i>									
<b>TOTAL</b>	<b>240</b>	<b>159</b>	<b>618</b>	<b>299</b>	<b>293</b>	<b>885</b>	<b>331</b>	<b>309</b>	<b>927</b>

<b>SUMMARY: All Sectors</b>						
<b>Student/Faculty Ratios</b>	<b>Student/Total Faculty Ratios</b>			<b>Student/PhD Faculty Ratio</b>		
	<b>Before AMIDEAST*</b>	<b>Intifada/'87</b>	<b>Current (Oct. '89)</b>	<b>Before AMIDEAST*</b>	<b>Intifada/'87</b>	<b>Current (Oct. '89)</b>
<i>Education Sector Total</i>	10	15	16	41	44	48
<i>Business Sector Total</i>						
<i>Health Sector Total</i>						
<i>Munk. &amp; CD NGO's Total</i>						
<b>TOTAL</b>	<b>10</b>	<b>15</b>	<b>16</b>	<b>41</b>	<b>44</b>	<b>48</b>

<b>SUMMARY: All Sectors</b>						
<b>Enrollments and Female Students</b>	<b>Enrollment before</b>	<b>Enrollment before</b>	<b>Enrollment Current</b>	<b>% females before</b>	<b>% females before</b>	<b>% females Current</b>
	<b>AMIDEAST'</b>	<b>Intifada/'87</b>	<b>(Oct. '89)</b>	<b>AMIDEAST'</b>	<b>Intifada/'87</b>	<b>(Oct. '89)</b>
<i>Education Sector Total</i>	7485	15183	16747	37%	40%	est. 40%
<i>Business Sector Total</i>						
<i>Health Sector Total</i>						
<i>Munk. &amp; CD NGO's Total</i>						
<b>TOTAL</b>	<b>7485</b>	<b>15183</b>	<b>16747</b>	<b>37%</b>	<b>40%</b>	<b>est. 40%</b>

<b>SUMMARY: All Sectors</b>		
<b>Women as % of Faculty</b>	<b>Women as % of Faculty</b>	
	<b>1981</b>	<b>1989</b>
<i>Education Sector Total</i>	na	est.18%
<i>Business Sector Total</i>		
<i>Health Sector Total</i>		
<i>Munk. &amp; CD NGO's Total</i>		
<b>TOTAL</b>	<b>na</b>	<b>est.18%</b>

<b>SUMMARY: All Sectors</b>			
<b>Women as Proportion of AMIDEAST Trainees</b>	<b>Male</b>	<b>Female</b>	<b>% Female</b>
<i>Education Sector Total</i>	384	95	20%
<i>Business Sector Total</i>	12	0	0%
<i>Health Sector Total</i>	42	13	24%
<i>Munk. &amp; CD NGO's Total</i>	33	8	20%
<b>TOTAL</b>	<b>471</b>	<b>116</b>	<b>20%</b>

<b>SUMMARY: All Sectors</b>				
<b>Undergraduate Scholarships</b>	<b>Undergrad Scholarships</b>	<b>Undergrad Scholarships</b>	<b>Undergrad Scholarships</b>	<b>Undergrad Scholarships</b>
	<b>1980/81</b>	<b>pre-Intifada</b>	<b>current</b>	<b>total'78-89</b>
<i>Education Sector Total</i>	194	251	141	2262
<i>Business Sector Total</i>				
<i>Health Sector Total</i>				
<i>Munk. &amp; CD NGO's Total</i>				
<b>TOTAL</b>	<b>194</b>	<b>251</b>	<b>141</b>	<b>2262</b>

SUMMARY: All Sectors								
Fields of Study	Soc.Sci.	Engl/	Sci/	Engin'g	Educ/	Bus./Econ	Com-	Agric/Vet.
	Soc.Wk.	TOEFL	Math/	Env't./	Lib.Sci.	Hotel Mgt.	puter	Comm.
	Lang.		Stats	Arch.			Sci.	Devt.
<i>Education Sector Total</i>	61	8	111	77	76	40	27	13
<i>Business Sector Total</i>	0	0	0	0	0	6	2	1
<i>Health Sector Total</i>	4	0	0	1	0	0	0	0
<i>Munk. &amp; CD NGO's Total</i>	11	0	0	10	0	3	0	10
<b>TOTAL</b>	61	8	111	88	76	49	29	24

SUMMARY: All Sectors						
Fields of Study	Medical/	Communic./	Tech/Maint	Admin./	Total all	Indivi-
(Continued)	Health	Media	Bio-med.	Mgt.	fields	duals*
<i>Education Sector Total</i>	2	4	4	40	482	418
<i>Business Sector Total</i>	0	1	3	0	13	13
<i>Health Sector Total</i>	48	1	1	1	41	40
<i>Munk. &amp; CD NGO's Total</i>	7	0	0	0	41	38
<b>TOTAL</b>	57	6	8	41	577	509

SUMMARY: All Sectors									
Where are they now?	Work	Work	No Work	Approved	Indep.	Working	Working	Working	No. Info./
	In	outside	or	Study	Study	Gulf	In US	Else-	Deceased
	Field	Field	Married	Program	Prog.	States		where	etc.
<i>Education Sector Total</i>	247	1	1	70	7	11	5	3	105
<i>Business Sector Total</i>	9	0	0	0	0	0	0	0	4
<i>Health Sector Total</i>	35	0	0	2	1	0	2	0	16
<i>Munk. &amp; CD NGO's Total</i>	16	0	1	1	0	0	0	0	20
<b>TOTAL</b>	307	1	2	73	8	11	7	3	145

SUMMARY: All Sectors					
Where are they now?	TOTAL	Working	Commitments	No. Info./	
(Continued)	all	In	Fulfilled or	Deceased,	Commitments
	locations	Field	In Process	etc.	Incomplete
<i>Education Sector Total</i>	360	247	321	100	6
<i>Business Sector Total</i>	13	9	9	4	0
<i>Health Sector Total</i>	56	35	40	16	0
<i>Munk. &amp; CD NGO's Total</i>	38	16	19	20	0
<b>TOTAL</b>	467	307	389	140	6
	100%	66%	83%	30%	1%

<b>EDUCATION SECTOR:</b>						
<b>Enrollments and Female Students</b>	Enrollment before AMIDEAST*	Enrollment before Intifada/'87	Enrollment Current (Oct. '89)	% females before AMIDEAST*	% females before Intifada/'87	% females Current (Oct. '89)
<i>Colleges/Univ.</i>						
Arab College of Medical Professions	105	240	197	93%	na	na
total						
An Najah Univ.	1768	3416	4642	45%	55%	na
total						
Bethlehem Univ.	935	1437	1441	na	44%	na
total						
Birzeit Univ.	1675	2396	2653	37%	30%	na
total						
College of Science & Technology	60	600	600	na	na	na
total						
Gaza Islamic Univ.	1312	4483	4900	37%	40%	40%
total						
Hebron Univ.	949	1697	1400	na	na	na
total						
College/Univ. Total	6804	14269	15833	41%	43%	est.43%
<i>Technical/Community Colleges</i>						
Hebron Technical & Eng'g. College	681	914	914	6%	6%	8%
total						
Ibrahamiyya Community Coll.	na	na	648	na	na	na
total						
Tech School Total	na	na	1562	6%	6%	8%
<b>TOTAL -- ALL COLLEGES AND TECHNICAL SCHOOLS</b>	<b>7485</b>	<b>15183</b>	<b>16747</b>	<b>37%</b>	<b>40%</b>	<b>est. 40%</b>
Values calculated only where full data available to make comparisons meaningful						
* - dates vary by institution but are prior to AMIDEAST involvement						

<b>EDUCATION SECTOR:</b>		
<b>AMIDEAST MS/PhDs as Proportion of Faculty</b>	<b>AMIDEAST MS/PhDs as % of Total Faculty</b>	<b>AMIDEAST MS/PhDs as % of MS/PhDs</b>
<i>Colleges/Univ.</i>		
Arab College of Medical Professions	86%	120%
total		
An Najah Univ.	33%	40%
total		
Bethlehem Univ.	33%	41%
total		
Birzeit Univ.	38%	43%
total		
College of Science & Technology	31%	51%
total		
Gaza Islamic Univ.	12%	17%
total		
Hebron Univ.	5%	0%
total		
College/Univ. Total	48%	59%
<i>Technical/Community Colleges</i>		
Hebron Technical & Eng'g. College	16%	96%
total		
Ibrahamiyya Community Coll.		
total		
Tech School Total	16%	96%
<b>TOTAL -- ALL COLLEGES AND TECHNICAL SCHOOLS</b>	<b>45%</b>	<b>65%</b>

<b>EDUCATION SECTOR:</b>						
<b>AMIDEAST contribution to Faculty Training</b>	<b>MS &amp; PhDs as % of Faculty</b>			<b>PhDs as % of faculty</b>		
	Before	Before	Current	Before	Before	Current
	AMIDEAST*	Intifada/'87	(Oct. 1989)	AMIDEAST*	Intifada/'87	(Oct. 1989)
<i>Colleges/Univ.</i>						
Arab College of Medical Professions	27%	68%	71%	5%	12%	11%
total						
An Najah Univ.	72%	81%	81%	35%	47%	46%
total						
Bethlehem Univ.	65%	68%	81%	16%	38%	37%
total						
Birzeit Univ.	82%	87%	88%	33%	44%	48%
total						
College of Science & Technology	na	na	61%	na	na	30%
total						
Gaza Islamic Univ.	53%	65%	71%	28%	28%	31%
total						
Hebron Univ.	na	na	na	na	na	na
total						
College/Univ. Total	73%	77%	80%	29%	40%	40%
<i>Technical/Community Colleges</i>						
Hebron Technical & Eng'g. College	4%	14%	16%	0%	1%	1%
total						
Ibrahamiyya Community Coll.	na	na	na	na	na	na
total						
Tech School Total	na	na	na	na	na	1%
<b>TOTAL -- ALL COLLEGES AND TECHNICAL SCHOOLS</b>	<b>65%</b>	<b>67%</b>	<b>69%</b>	<b>26%</b>	<b>33%</b>	<b>33%</b>

<b>EDUCATION SECTOR:</b>						
<b>Training Provided and Interview Sample</b>	<b>MS Level</b>	<b>PhD level</b>	<b>Technical Training</b>	<b>Total Training</b>	<b>Individuals#</b>	<b>Interviews No.</b>
<i>Colleges/Univ.</i>						
Arab College of Medical Professions	28	6		34	30	8
total			4	4	4	2
An Najah Univ.	39	40		79	71	8
total			18	18	18	3
Bethlehem Univ.	19	19		38	37	12
total			14	14	13	5
Birzeit Univ.	48	42		90	85	12
total			48	48	44	10
College of Science & Technology	13	16		29	25	5
total			10	10	10	2
Gaza Islamic Univ.	12	9		21	21	7
total			4	4	4	2
Hebron Univ.	1	4		5	5	0
total			8	8	8	5
College/Univ. Total	160	136	106	402	364	81
<i>Technical/Community Colleges</i>						
Hebron Technical & Eng'g. College (1 BS)	22	3		26	26	5
total	22	3	26	26	24	6
Ibrahamiyya Community Coll.	2	0		2	0	2
total	2	0	1	1	3	2
Tech School Total	24	3	27	27	53	15
<b>TOTAL -- ALL COLLEGES AND TECHNICAL SCHOOLS</b>	<b>184</b>	<b>139</b>	<b>133</b>	<b>429</b>	<b>417</b>	<b>96</b>
#= Since an individual sometimes received more than one degree and/or short-term training, number of individuals trained is somewhat less than total number of training grants						

<b>EDUCATION SECTOR:</b>									
<b>AMIDEAST contribution to Faculty Strength</b>	<b>MS</b>	<b>PhD</b>	<b>Total</b>	<b>MS</b>	<b>PhD</b>	<b>Total</b>	<b>MS</b>	<b>PhD</b>	<b>Total</b>
	<b>Faculty</b>			<b>Faculty</b>			<b>Faculty</b>		
	<b>Before AMIDEAST*</b>			<b>Before Intifada/'87</b>			<b>Current (Oct. '89)</b>		
<i>Colleges/Univ.</i>									
Arab College of Medical Professions	5	1	22	19	4	34	21	4	35
total									
An Najah Univ.	76	71	203	75	105	222	76	101	218
total									
Bethlehem Univ.	42	14	86	34	42	111	49	41	111
total									
Birzeit Univ.	79	53	161	99	101	229	89	107	224
total									
College of Science & Technology	na	na	na	na	na	na	25	24	80
total									
Gaza Islamic Univ.	18	20	72	52	40	141	70	55	175
total									
Hebron Univ.	17	10	na	na	na	53	na	na	91
total									
College/Univ. Total	237	159	544	279	292	737	305	308	763
<i>Technical/Community Colleges</i>									
Hebron Technical & Eng'g. College	3	0	74	20	1	148	26	1	164
total									
Ibrahamiyya Community Coll.	na	na	na	na	na	na	na	na	38
total									
Tech School Total	na	na	na	na	na	na	na	na	202
<b>TOTAL - ALL COLLEGES AND TECHNICAL SCHOOLS</b>	<b>240</b>	<b>159</b>	<b>618</b>	<b>299</b>	<b>293</b>	<b>885</b>	<b>331</b>	<b>309</b>	<b>927</b>
Values calculated only where full data available to make comparisons meaningful									
* - dates vary by institution but are prior to AMIDEAST involvement									

<b>EDUCATION SECTOR:</b>						
<b>Student/Faculty Ratios</b>	<b>Student/total Faculty Ratios</b>			<b>Student/PhD Faculty Ratio</b>		
	Before	Before	Current	Before	before	Current
	AMIDEAST	Intifada/'87	(Oct. '89)	AMIDEAST	Intifada/'87	(Oct. '89)
<i>Colleges/Univ.</i>						
Arab College of Medical Professions total	5 (only 105 students)	7	6	105	60	49
An Najah Univ. total	9	15	21	25	33	46
Bethlehem Univ. total	11	13	13	67	34	35
Birzeit Univ. total	10	10	12	32	24	25
College of Science & Technology total	na	na	8	na	na	25
Gaza Islamic Univ. total	18	32	28	66	112	89
Hebron Univ. total	na	32	15	95	na	na
<b>College/Univ. Total</b>	<b>11</b>	<b>16</b>	<b>18</b>	<b>36</b>	<b>41</b>	<b>45</b>
<i>Technical/Community Colleges</i>						
Hebron Technical & Eng'g. College total	9	6	6	0	0	0
Ibrahimiyya Community Coll. total	na	na	na	na	na	na
<b>Tech School Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>TOTAL - ALL COLLEGES AND TECHNICAL SCHOOLS</b>	<b>10</b>	<b>15</b>	<b>16</b>	<b>41</b>	<b>44</b>	<b>48</b>

<b>EDUCATION SECTOR:</b>				
<b>Undergraduate Scholarships</b>	<b>Undergrad Scholarships 1980/81</b>	<b>Undergrad Scholarships pre-Intifada</b>	<b>Undergrad Scholarships current</b>	<b>Undergrad Scholarships total '78-89</b>
<i>Colleges/Univ.</i>				
Arab College of Medical Professions	0	21	0	42
total				
An Najah Univ.	65	90	86	833
total				
Bethlehem Univ.	76	26	15	464
total				
Birzeit Univ.	53	58	40	567
total			(est.)	
College of Science & Technology	0	0	0	0
total				
Gaza Islamic Univ.	0	0	0	0
total				
Hebron Univ.	0	0	0	0
total				
College/Univ. Total	194	195	141	1906
<i>Technical/Community Colleges</i>				
Hebron Technical & Eng'g. College	0	56	101	356
total				
Ibrahamiyya Community Coll.	0	0	0	0
total				
Tech School Total	0	56	0	356
<b>TOTAL -- ALL COLLEGES AND TECHNICAL SCHOOLS</b>	<b>194</b>	<b>251</b>	<b>141</b>	<b>2262</b>

<b>EDUCATION SECTOR:</b>			
<b>Women as Proportion of AMIDEAST Trainees</b>	<b>Male</b>	<b>Female</b>	<b>% Female</b>
Univ./Colleges	320	82	20%
Tech Schools	55	0	0%
Univ./Tech. Subtotal	375	82	18%
Education NGOs	9	13	59%
<b>Education Sector Total</b>	<b>384</b>	<b>95</b>	<b>20%</b>

<b>EDUCATION SECTOR:</b>		
<b>AMIDEAST MS/PhDs as Proportion of Faculty</b>	<b>AMIDEAST MS/PhDs as % of Total Faculty</b>	<b>AMIDEAST MS/PhDs as % of MS/PhDs</b>
Univ./Colleges	48%	59%
Tech Schools	16%	96%
Univ./Tech. Subtotal	45%	65%
Education NGOs		
<b>Education Sector Total</b>	<b>45%</b>	<b>65%</b>

<b>EDUCATION SECTOR:</b>								
<b>Fields of Study</b>	<b>Soc.Sci.</b>	<b>Engl/</b>	<b>Sci/</b>	<b>Engin'g</b>	<b>Educ/</b>	<b>Bus./Econ.</b>	<b>Com-</b>	<b>Agric/Vet.</b>
	<b>Soc.Wk.</b>	<b>TOEFL</b>	<b>Math/</b>	<b>Env't./</b>	<b>Lib.Sci.</b>	<b>Hotel Mgt.</b>	<b>puter</b>	<b>Comm.</b>
	<b>Lang.</b>		<b>Stats</b>	<b>Arch.</b>			<b>Sci.</b>	<b>Devt.</b>
Univ./Colleges	41	6	107	48	64	33	21	10
Tech Schools	0	1	3	29	4	2	5	3
Univ./Tech. Subtotal	41	7	110	77	68	35	26	13
Education NGOs	5	1	1	0	8	5	1	0
<b>Education Sector Total</b>	<b>46</b>	<b>8</b>	<b>111</b>	<b>77</b>	<b>76</b>	<b>40</b>	<b>27</b>	<b>13</b>

<b>EDUCATION SECTOR:</b>						
<b>Fields of Study (Continued)</b>	<b>Medical/</b>	<b>Communic./</b>	<b>Tech/Maint</b>	<b>Admin./</b>	<b>Total all</b>	<b>Indivi-</b>
	<b>Health</b>	<b>Media</b>	<b>Bio-med.</b>	<b>Mgt.</b>	<b>fields</b>	<b>duals*</b>
Univ./Colleges	0	2	3	35	404	343
Tech Schools	0	1	1	5	54	52
Univ./Tech. Subtotal	0	3	4	40	458	395
Education NGOs	2	1	0	0	24	23
<b>Education Sector Total</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>40</b>	<b>482</b>	<b>418</b>

<b>BUSINESS SECTOR SUMMARY:</b>				
<b>Training Provided and Interview Sample</b>	<b>Technical Training</b>	<b>Total Training</b>	<b>Individuals#</b>	<b>Interviews No.</b>
<i>Business Sector Total</i>	12	12	12	8

<b>BUSINESS SECTOR SUMMARY:</b>			
<b>Women as Proportion of AMIDEAST Trainees</b>	<b>Male</b>	<b>Female</b>	<b>% Female</b>
<i>Business Sector Total</i>	12	0	0%

<b>BUSINESS SECTOR SUMMARY:</b>							
<b>Fields of Study</b>	<b>Bus./Econ. Hotel Mgt.</b>	<b>Com-puter Sci.</b>	<b>Agric/Vet. Comm. Devt.</b>	<b>Communic./ Media</b>	<b>Tech/Maint Bio-med.</b>	<b>Admin./ Mgt.</b>	<b>Total all fields</b>
<i>Business Sector Total</i>	6	2	1	1	3	0	13

<b>BUSINESS SECTOR SUMMARY:</b>									
<b>Where are they now?</b>	<b>Work in Field</b>	<b>Work outside Field</b>	<b>No Work or Married</b>	<b>Approved Study Program</b>	<b>Indep. Study Prog.</b>	<b>Working Gulf States</b>	<b>Working in US</b>	<b>Working Else-where</b>	<b>No. Info./ Deceased etc.</b>
<i>Business Sector Total</i>	9	0	0	0	0	0	0	0	4

<b>BUSINESS SECTOR SUMMARY:</b>					
<b>Where are they now? (Continued)</b>	<b>TOTAL all locations</b>	<b>Working in Field</b>	<b>Commitments Fulfilled or In Process</b>	<b>No. Info./ Deceased, etc.</b>	<b>Commitments Incomplete</b>
<i>Business Sector Total</i>	13	9	9	4	0

<b>BUSINESS SECTOR:</b>								
<b>Fields of Study</b>	<b>Bus./Econ.</b>	<b>Com-puter</b>	<b>Agric./Vet.</b>	<b>Communic./</b>	<b>Tech/Maint</b>	<b>Admin./</b>	<b>Total all</b>	<b>Indivi-</b>
	<b>Hotel Mgt.</b>	<b>puter</b>	<b>Comm.</b>	<b>Media</b>	<b>Bio-med.</b>	<b>Mgt.</b>	<b>fields</b>	<b>duals*</b>
		<b>Sci.</b>	<b>Devt.</b>					
<b>Businesses</b>								
Ag. Devt. Credit Co.	1						1	1
Bev'ige Plant					1		1	1
Epco Comp.		1					1	1
Intercont. Hotel	1						1	1
Intermed Co.					1		1	1
Jerus. Media				1			1	1
Nabulsi Acctg	1						1	1
Notre Dame Hotel	2						2	2
Regent/Vienna Hotel	1						1	1
Sewing Mach. Repair					1		1	1
Sinoria Meat Co			1				1	1
Turbo Comp.		1					1	1
<b>Business Total</b>	<b>6</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>13</b>	<b>13</b>

<b>BUSINESS SECTOR:</b>						
<b>Training Provided and Interview Sample</b>	<b>MS Level</b>	<b>PhD level</b>	<b>Technical Training</b>	<b>Total Training</b>	<b>Individuals#</b>	<b>Interviews No.</b>
<i>Businesses</i>						
Ag. Devt. Credit Co.			1	1	1	1
Bev'rage Plant			1	1	1	
Ecco Comp.			1	1	1	1
Intercont. Hotel			1	1	1	
Intermed Co.			1	1	1	1
Jerus. Media			1	1	1	1
Nabulsi Acctg			1	1	1	1
Notre Dame Hotel			1	1	1	
Regent/Vienna Hotel			1	1	1	
Sewing Mach. Repair			1	1	1	1
Sinoria Meat Co			1	1	1	1
Turbo Comp.			1	1	1	1
<b>Private Sector TOTALS</b>			<b>12</b>	<b>12</b>	<b>12</b>	<b>8</b>

<b>HEALTH SECTOR:</b>						
<b>Training Provided and Interview Sample</b>	<b>MS Level</b>	<b>PhD level</b>	<b>Technical Training</b>	<b>Total Training</b>	<b>Individuals#</b>	<b>Interviews No.</b>
<i>Hospitals</i>						
Ahli Hosp.			3	3	3	3
Al Ittihad Hosp.			2	2	2	2
Augusta Vict. Hosp.			6	6	6	3
Caritas Baby Hosp.			2	2	2	2
Islamic Home			1	1	1	
Makassed	1			1	1	
Hospital			15	15	15	4
Naser Hosp.			1	1	1	1
Nablus/Rafidia Hosp.			2	2	2	2
Ramallah Hosp.			1	1	1	1
St. Lukes Hosp.			1	1	1	
Shifa Hosp.			2	2	2	1
<i>Hospital Subtotal</i>	1	0	36	37	37	19
<i>Medical NGOs</i>						
Arab Med.Wel.Asn.			1	1	1	1
Beth. Arab	1	0		1	1	
Society			3	3	3	1
Beth. Rehab. Ctr.			1	1	1	1
Birz. Women's C.S.			1	1	1	
Med. Relief Comm.			1	1	1	1
Palest. Char. Soc.			1	1	1	
Patient Friends Soc.			3	3	3	1
Red Cresc. Soc.			5	5	4	1
School for Blind			1	1	1	1
<i>Health NGO Subtotal</i>	1	0	17	18	17	7
<b>HEALTH SECTOR TOTAL</b>	<b>2</b>	<b>0</b>	<b>53</b>	<b>55</b>	<b>54</b>	<b>26</b>

<b>HEALTH SECTOR:</b>			
<b>Women as Proportion of AMIDEAST Trainees</b>	<b>Male</b>	<b>Female</b>	<b>% Female</b>
<i>Hospitals</i>			
Ahli Hosp.	3	0	0%
Al Ittihad Hosp.	1	1	50%
Augusta Vict. Hosp.	4	2	33%
Caritas Baby Hosp.	1	1	50%
Islamic Home	0	1	100%
Makassed	0	1	100%
Hospital	11	4	27%
Naser Hosp.	1	0	0%
Nablus/Rafidia Hosp.	2	0	0%
Ramallah Hosp.	0	1	100%
St. Lukes Hosp.	1	0	0%
Shifa Hosp.	2	0	0%
Hospital Subtotal	26	11	30%
<i>Medical NGOs</i>			
Arab Med.Wel.Asn.	1	0	0%
Beth. Arab	0	1	100%
Society	2	1	33%
Beth. Rehab. Ctr.	1	0	0%
Birz. Women's C.S.	1	0	0%
Med. Relief Comm.	1	0	0%
Palest. Char. Soc.	1	0	0%
Patient Friends Soc.	3	0	0%
Red Cresc. Soc.	5	0	0%
School for Blind	1	0	0%
Health NGO Subtotal	16	2	11%
<b>HEALTH SECTOR TOTAL</b>	<b>42</b>	<b>13</b>	<b>24%</b>

<b>HEALTH SECTOR:</b>								
<b>Fields of Study</b>	<b>Soc.Sci.</b>	<b>Engin'g</b>	<b>Medical/</b>	<b>Communic./</b>	<b>Tech/Maint</b>	<b>Admin./</b>	<b>Total all</b>	<b>Indivi-</b>
	<b>Soc.Wk.</b>	<b>Env't./</b>	<b>Health</b>	<b>Media</b>	<b>Bio-med.</b>	<b>Mgt.</b>	<b>fields</b>	<b>duals*</b>
	<b>Lang.</b>	<b>Arch.</b>						
<i>Hospitals</i>								
Ahli Hosp.			3				3	3
Al Ittihad Hosp.			2				2	2
Augusta Vict. Hosp.			6				6	6
Caritas Baby Hosp.			2				2	2
Islamic Home			1				1	1
Makassed			1				1	1
Hospital	1		14				15	15
Naser Hosp.			1				1	1
Nablus/Rafidia Hosp.			2				2	2
Ramallah Hosp.				1			1	1
St. Lukes Hosp.						1	1	1
Shifa Hosp.			2				2	2
<i>Hospital Subtotal</i>	1	0	34	1	0	1	37	37
<i>Medical NGOs</i>								
Arab Med.Wel.Asn.			1				1	1
Beth. Arab			1				1	1
Society	2				1		3	3
Beth. Rehab. Ctr.		1					1	1
Birz. Women's C.S.			1				1	1
Med. Relief Comm.			2				2	2
Palest. Char. Soc.			1				1	1
Patient Friends Soc.			3				3	3
Red Cresc. Soc.	1		4				5	4
School for Blind			1				1	1
<i>Health NGO Subtotal</i>	3	1	14	0	1	0	19	18
<b>HEALTH SECTOR TOTAL</b>	<b>4</b>	<b>1</b>	<b>48</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>56</b>	<b>55</b>

<b>HEALTH SECTOR SUMMARY:</b>				
Training Provided and Interview Sample	Technical Training	Total Training	Individuals#	Interviews No.
Hospitals	36	37	37	19
Health NGOs	17	18	17	7
<b>Health Sector Total</b>	<b>53</b>	<b>55</b>	<b>54</b>	<b>26</b>

<b>HEALTH SECTOR SUMMARY:</b>								
Fields of Study	Soc.Sci.	Engin'g	Medical/	Communic./	Tech/Maint	Admin./	Total all	Indivi-
	Soc.Wk.	Env't./	Health	Media	Bio-med.	Mgt.	fields	duals*
	Lang.	Arch.						
Hospitals	1	0	34	1	0	1	37	37
Health NGOs	3	1	14	0	1	0	19	18
<b>Health Sector Total</b>	<b>4</b>	<b>1</b>	<b>48</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>56</b>	<b>55</b>

<b>HEALTH SECTOR SUMMARY:</b>			
Women as Proportion of AMIDEAST Trainees	Male	Female	% Female
Hospitals	26	11	30%
Health NGOs	16	2	11%
<b>Health Sector Total</b>	<b>42</b>	<b>13</b>	<b>24%</b>

<b>HEALTH SECTOR SUMMARY:</b>									
Where are they now?	Work In Field	Work outside Field	No Work or Married	Approved Study Program	Indcp. Study Prog.	Working Gulf States	Working In US	Working Else-where	No. Info./ Deceased etc.
Hospitals	20	0	0	2	1	0	2	0	12
Health NGOs	15	0	0	0	0	0	0	0	4
<b>Health Sector Total</b>	<b>35</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>16</b>

<b>HEALTH SECTOR SUMMARY:</b>					
Where are they now? (Continued)	TOTAL all locations	Working in Field	Commitments Fulfilled or In Process	No. Info./ Deceased, etc.	Commitments Incomplete
Hospitals	37	20	26	12	0
Health NGOs	19	15	14	4	0
<b>Health Sector Total</b>	<b>56</b>	<b>35</b>	<b>40</b>	<b>16</b>	<b>0</b>

<b>MUNICIPAL &amp; COMMUNITY DEV'T. SUMMARY:</b>				
Training Provided and Interview Sample	Technical Training	Total Training	Indivi- duals#	Interviews No.
Municipalities	26	27	26	3
Community Dev't. NGOs	14	14	12	4
<b>Munic. &amp; CD NGO's Total</b>	<b>40</b>	<b>41</b>	<b>38</b>	<b>7</b>

<b>MUNICIPAL &amp; COMMUNITY DEV'T. SUMMARY:</b>							
Fields of Study	Soc.Sci.	Engin'g	Bus./Econ.	Agric/Vet.	Medical/	Total all fields	Indivi- duals*
	Soc.Wk.	Env't./	Hotel Mgt.	Comm.	Health		
	Lang.	Arch.		Devt.			
Municipalities	7	8	1	5	6	27	26
Community Dev't. NGOs	4	2	2	5	1	14	12
<b>Munic. &amp; CD NGO's Total</b>	<b>11</b>	<b>10</b>	<b>3</b>	<b>10</b>	<b>7</b>	<b>41</b>	<b>38</b>

<b>MUNICIPAL &amp; COMMUNITY DEV'T. SUMMARY:</b>			
Women as Proportlon of AMIDEAST Trainees	Male	Female	- % - . . . Female
Municipalities	20	7	26%
Community Dev't. NGOs	13	1	25%
<b>Municipalities &amp; CD NGO's</b>	<b>33</b>	<b>8</b>	<b>51%</b>

<b>MUNICIPAL &amp; COMMUNITY DEV'T. SUMMARY:</b>									
Where are they now?	Work in Field	Work outside Field	No Work or Married	Approved Study Program	Indep. Study Prog.	Working Gulf States	Working in US	Working Else- where	No. Info./ Deceased etc.
Municipalities	9	0	0	1	0	0	0	0	16
Community Dev't. NGOs	7	0	1	0	0	0	0	0	4
<b>Munic. &amp; CD NGO's Total</b>	<b>16</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>20</b>

<b>MUNICIPAL &amp; COMMUNITY DEV'T. SUMMARY:</b>					
Where are they now? (Continued)	TOTAL all locations	Working in Field	Commitments Fulfilled or In Process	No. Info./ Deceased, etc.	Commitments Incomplete
Municipalities	26		11	16	0
Community Dev't. NGOs	12	7	8	4	0
<b>Munic. &amp; CD NGO's Total</b>	<b>38</b>	<b>16</b>	<b>19</b>	<b>20</b>	<b>0</b>

<b>MUNICIPAL &amp; COMMUNITY DEV'T. SECTOR:</b>						
<b>Training Provided and Interview Sample</b>	<b>MS Level</b>	<b>PhD level</b>	<b>Technical Training</b>	<b>Total Training</b>	<b>Individuals#</b>	<b>Interviews No.</b>
<i>Municipalities</i>						
Ag. Dept./WB			4	4	4	
Gaza	1	0		1	1	
Municipality			2	2	2	2
Health Dept./Gaza			1	1	1	1
"    /W.Bank			1	1	1	
Jerus. Elec.			1	1	1	
MSW			1	1	1	
Soc. Welfare/WB			9	9	9	
Vet. Dept./WB			2	2	1	
Water Dept./WB			5	5	5	
<i>Municipal Subtotal</i>	1	0	27	27	26	3
<i>Community Development NGOs</i>						
Anahda Char. Soc.			1	1	1	
ANERA			4	4	2	1
Mennonite Ctrl. C.			2	2	2	
Save Children/CDF			4	4	4	2
Swed. Org. Ind. Rel.			1	1	1	
UNRWA			2	2	2	1
<i>Community Dev't. Subtotal</i>	0	0	14	14	12	4
<b>MUNICIPAL &amp; CD TOTAL</b>	1	0	41	41	38	7

<b>MUNICIPAL &amp; COMMUNITY DEV'T. SECTOR:</b>			
<b>Women as Proportion of AMIDEAST Trainees</b>	<b>Male</b>	<b>Female</b>	<b>% Female</b>
<i>Municipalities</i>			
Ag. Dept./WB	4	0	0%
Gaza	1	0	0%
Municipality	2	0	0%
Health Dept./Gaza	0	1	100%
"    /W.Bank	1	0	0%
Jerus. Elec.	1	0	0%
MSW	1	0	0%
Soc. Welfare/WB	3	6	67%
Vet. Dept./WB	2	0	0%
Water Dept./WB	5	0	0%
<i>Municipal Subtotal</i>	20	7	26%
<i>Community Development NGOs</i>			
Anahda Char. Soc.	1	0	0%
ANERA	4	0	0%
Mennonite Ctrl. C.	2	0	0%
Save Children/CDF	3	1	25%
Swed. Org. Ind. Rel.	1	0	0%
UNRWA	2	0	0%
<i>Community Dev't. Subtotal</i>	13	1	25%
<b>MUNICIPAL &amp; CD TOTAL</b>	<b>33</b>	<b>8</b>	<b>51%</b>

<b>MUNICIPAL &amp; COMMUNITY DEV'T. SECTOR:</b>							
<b>Fields of Study</b>	<b>Soc.Sci.</b>	<b>Engin'g</b>	<b>Bus./Econ.</b>	<b>Agric/Vet.</b>	<b>Medical/</b>	<b>Total all</b>	<b>Indivi-</b>
	<b>Soc.Wk.</b>	<b>Env't./</b>	<b>Hotel Mgt.</b>	<b>Comm.</b>	<b>Health</b>	<b>fields</b>	<b>duals*</b>
	<b>Lang.</b>	<b>Arch.</b>		<b>Devt.</b>			
<i>Municipalities</i>							
<b>Ag. Dept./WB</b>				<b>4</b>		<b>4</b>	<b>4</b>
<b>Gaza</b>		<b>1</b>				<b>1</b>	<b>1</b>
<b>Municipaliy</b>		<b>1</b>	<b>1</b>			<b>2</b>	<b>2</b>
<b>Health Dept./Gaza</b>					<b>1</b>	<b>1</b>	<b>1</b>
"    " <b>/W.Bank</b>					<b>1</b>	<b>1</b>	<b>1</b>
<b>Jerus. Elec.</b>		<b>1</b>				<b>1</b>	<b>1</b>
<b>MSW</b>	<b>1</b>					<b>1</b>	<b>1</b>
<b>Soc. Welfare/WB</b>	<b>6</b>			<b>1</b>	<b>2</b>	<b>9</b>	<b>9</b>
<b>Vet. Dept./WB</b>					<b>2</b>	<b>2</b>	<b>1</b>
<b>Water Dept./WB</b>		<b>5</b>				<b>5</b>	<b>5</b>
<b>Municipal Subtotal</b>	<b>7</b>	<b>8</b>	<b>1</b>	<b>5</b>	<b>6</b>	<b>27</b>	<b>26</b>
<i>Community Dev't NGOs</i>							
<b>Anahda Char. Soc.</b>	<b>1</b>					<b>1</b>	<b>1</b>
<b>ANERA</b>		<b>1</b>	<b>2</b>	<b>1</b>		<b>4</b>	<b>2</b>
<b>Mennonite Ctrl. C.</b>				<b>2</b>		<b>2</b>	<b>2</b>
<b>Save Children/CDF</b>	<b>1</b>	<b>1</b>		<b>2</b>		<b>4</b>	<b>4</b>
<b>Swed. Org. Ind. Rel.</b>	<b>1</b>					<b>1</b>	<b>1</b>
<b>UNRWA</b>	<b>1</b>				<b>1</b>	<b>2</b>	<b>2</b>
<b>Community Dev't. Subtotal</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>5</b>	<b>1</b>	<b>14</b>	<b>12</b>
<b>MUNICIPAL &amp; CD TOTAL</b>	<b>11</b>	<b>10</b>	<b>3</b>	<b>10</b>	<b>7</b>	<b>41</b>	<b>38</b>

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**APPENDIX 2**  
**LOGICAL FRAMEWORK**

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**LOGICAL FRAMEWORK  
WEST BANK/GAZA HUMAN RESOURCE DEVELOPMENT PROJECT**

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
<b>Goal</b>			
West Bank/Gaza has a sound economy and infrastructure needed for continued development.	Economic indicators	Government reports Independent studies & surveys	Political situation does not change significantly; manpower availability is a determinant of economic health.
<b>Purpose</b>			
Trained manpower available for sound economy and to staff public institutions.	Employment figures Employer statements	Government reports Employer surveys	Trainees work in local institutions; Institutions providing appropriate training. AMIDEAST working with enough institutions to have impact.
<b>Outputs</b>			
Trained manpower developed through (a) faculty development, (b) business/university linkages, (c) institutional development, (d) professional development, (e) small business creation program.	Trainees complete programs. Research is conducted. Links established between businesses and universities. Job creation supports established. Institutions financially stable. Cadre of trained managers exists.	AMIDEAST surveys & records	Potential trainees available; Researchers present proposals.
<b>Inputs</b>			
Graduate scholarships; Technical training; Local training; Technical assistance; Applied research grants; Material assistance; Sabbatical/conference grants.	\$5.7 million	AMIDEAST records USAID records	Funds are available.

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**APPENDIX 3**  
**SURVEY QUESTIONNAIRES**

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**BASIC STATISTICAL INFORMATION  
UNIVERSITY**

APPENDIX 3

		1980/81			1986/87			TODAY		
<b>STUDENT Enrollment</b>										
<b>FACULTY Total Numbers</b>		<b>BA</b>	<b>MS</b>	<b>PhD</b>	<b>BA</b>	<b>MS</b>	<b>PhD</b>	<b>BA</b>	<b>MS</b>	<b>PhD</b>
<b>By Dept:</b>	<b>Arabic</b>									
	<b>Biology</b>									
	<b>Chemistry</b>									
	<b>English</b>									
	<b>Business Admin</b>									
	<b>Medical Tech</b>									
	<b>Nursing</b>									
	<b>Education</b>									
	<b>Agriculture</b>									
	<b>Econ/Acctg</b>									
	<b>Engineering</b>									
	<b>Arts/Archaeology</b>									
	<b>Social Work</b>									
	<b>Architecture</b>									
	<b>Other</b>									
<b>STANDARD TEST SCORES, STUDENTS:</b>										
	<b>Admitted</b>									
	<b>Graduating</b>									
<b>GRADUATING STUDENTS, B.A., B.Sc.</b>										
<b>GRADUATING STUDENTS, M.S., Ph.D.</b>										
<b>ADMITTED STUDENTS, First Year</b>										
<b>EXPATRIATE FACULTY</b>										
<b>FACULTY SHORT-TERM TRAINING ABROAD</b>										
<b>FACULTY SHORT-TERM TRAINING, LOCAL</b>										
<b>FACULTY SCHOLARSHIPS ABROAD (MS/PhD)</b>										
<b>STUDENT SCHOLARSHIPS, LOCAL</b>										

**IMPACT**

**What difference has U.S. training made to you?**

---

**How do you know?**

---

**Changes in your institution?**

---

**How do you know?**

---

**Curriculum changes**

**Finan/Mgt Changes**

---

**Practical training**

**PhD Faculty Ratio**

---

**Employment of graduates**

**PhD Student Ratio**

---

**Administrative changes**

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PERSONAL QUESTIONNAIRE

Name Position
Home Address Institution
Phone Address
Today's Date Phone
Interview Location

Rec'd AMIDEAST Followup Q'r (4 yr) Y/N Filled/Returned: Y/N Date

HISTORY

Previous Education: Sec: College: Highest Degree

Previous Position(s)

Dates in US/TC

Institution

Subjects Highest Degree

Most Valuable Programs/Experience in US

Least Valuable Programs/Experience in US

Suggestions to USAID

(Orientation?)

(Work/Internships?)

Suggestions to Future Students to U.S.

Future Plans for Children's Education

RETURN TO PALESTINE

New Position: Job: When:

Difficulties

Suggestions to Help on Returning

(Re-Orientation?)

Contacts with AMIDEAST

Suggestions to AMIDEAST

Current Job: Since When:

Supervisor

Difficulties

Training/Trips Since Return

**IMPACT**

**What difference has U.S. training made to you?**

---

**How do you know?**

---

**Changes in your institution?**

---

**How do you know?**

---

**Curriculum changes**

**Finan/Mgt Changes**

---

**Practical training**

**PhD Faculty Ratio**

---

**Employment of graduates**

**PhD Student Ratio**

---

**Administrative changes**

---

## INSTITUTIONAL QUESTIONNAIRE

**INSTITUTION:**

Name  
Address  
Phone

	INITIAL Date:	PRE-INTIFADA Date:	CURRENT Date:
Faculty Size			
Enrollments			
Economic Status of Entering Students			
Attrition Rate of Entering Students Size of Graduating Class Size of Entering Class			
Employment Rate of Graduates			
Economic Status of Graduates			
Links between Curriculum and Economy Economy Job Needs/Skills Curriculum Skills Taught			
Length of Time to Graduate			
PhD/Faculty Ratio			
PhD/Student Ratio			
Changes in Faculty Skills/Subject Areas			
Faculty Access to Equipment/Facilities			
University/Business Links			
Internships			
Quality of Graduate: Grades			
Jobs			
Graduate School Acceptance			

Institutional Credibility Accreditation			
Comparison to Other Inst in Palestine			
Middle East/in Arab World			
US/Europe International			
Institutional Visibility Publication			
Confs/Seminars			
Intl Research Programs			
Invitations Abroad			
Library Holdings English			
Arabic			
Periodicals			
Total			

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**APPENDIX 4**  
**SCOPE OF WORK**

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## SCOPE OF WORK

EVALUATION OF WEST BANK/GAZA AMIDEAST HUMAN RESOURCE  
DEVELOPMENT PROJECTS

**PURPOSE:** The purpose of this evaluation is to provide the West Bank/Gaza Working Group (WBGWG) with an outside assessment of the progress the two Amideast participant training projects Human Resource Development II (HRD II) - 398-0159.09 and Human Resource Development III (HRD III) - 398-0159.25 have had in reaching their stated objectives. The evaluation team shall review the extent to which project sub-components are achieving their objectives; identify any areas that are weak and make suggestions for strengthening them; reexamine the overall project purpose to determine if it is still valid and make suggestions on any mid-term corrections that seem needed; assess project management and administration (both in the home office and in the field) and recommend improvements (if appropriate).

**BACKGROUND:** Amideast is a private voluntary organization specializing in human resource development in the Middle East. Amideast's HRD II has been operating in the West Bank/Gaza (WB/G) since 1982. In 1987 it initiated a new training program (HRD III) in the territories. The program had as its goal to develop human resources of the West Bank/Gaza for development of the area by: developing public institutions that can continue to train, research, explore and solve community problems; and by helping develop a stronger business sector that will support the public institutions.

The project has five sub-components: faculty development, institutional development, business/university linkages, professional development, and small business development.

The faculty development component's goal is to provide good staff for public institutions; to improve training ability in-country; and to contribute to local problem-solving ability. The sub-component also intends to lessen WB/G faculty isolation by putting them in touch with the larger intellectual and research community. This component provides limited training to the M.A. level, short-term training in the U.S., partial funding for graduate scholarships, research grants, technical training, local seminars and workshops, technical assistance for Teaching English as a Foreign Language, and some funds for sabbaticals and conferences.

The Business/University Linkages Component: the purpose of this component is to create and develop links between the universities and business in the West Bank/Gaza. Amideast will set up linkages by sending private sector

representatives on short-term training to the U.S. and in return the companies will establish 4-6 month internships for last year students at the universities. The professors will monitor these internships and thus become more aware of practical private sector problems. The university, in a second phase, will set up on-the-job training to prepare graduates more realistically for private sector employment. The sub-component will also involve university faculty in more collaborative problem-solving with the private sector, encouraging application of faculty skills to practical problems. Some technical assistance will be used to help initiate university outreach internships and on-the-job training.

The Institutional Development Component has as its goal to improve administration and planning in the WB/G's institutions. In 1988/89 and in 1989/90 it will offer five M.A.s in administration and planning for personnel from universities, hospitals, charitable institutions and the private sector; it will also fund 10 short-term training activities. This sub-component provides technical assistance to assist educational institutions in curriculum development, financial management, and manpower planning. Some developmental materials are also provided. The component will conduct seminars on educational planning, medical records-keeping and other topics. Annual technical assistance to the universities in long-range planning and financial planning was planned.

The Professional Development Component's purpose is to provide professional training and specialized degree programs in fields critical to the development of the occupied territories, and to help combat the isolation of local professionals by providing them with opportunities for short-term exchanges in the United States. A manpower survey was funded under this component in 1987/88 to identify skill areas needed in the WB/G for which training was inadequate or not available. Based on this survey, the component should provide 5 MA level scholarships in 1989/90 and five more in 90/91. Amideast will also fund five technical training programs each year (in the U.S.) and local workshops, seminars and classes to improve professional skills and encourage the formation of professional societies.

The Small Business Creation Program's purpose is to help create programs in the West Bank and Gaza that will provide support to individuals trying to start small businesses. Primary beneficiaries are expected to be recent unemployed university graduates. This component will work closely with two established vocational training centers: the Bethlehem Job Creation Center (which is setting up a job creation center and will also serve as an information source), and the YMCA Vocational Education

Training Center to upgrade their skills and eventually to replicate these centers. The centers will be given technical training, local training, technical assistance and material assistance. Trainers will be sent on observational tours in the U.S. and more in-depth follow-up visits will be arranged. Some technical assistance will also be provided to hold workshops in the WP/G.

#### SPECIFIC TASKS OF THE EVALUATION

1. The team will assess the contribution all five components of HRD III and HRD II have made towards the joint objectives of: developing public institutions which can continue to train, research, explore and solve community problems; and helping develop a stronger business sector that will support the public institutions.

Through an examination of project records they will determine the types of training now in process or completed by each sub-component and identify how many participants have been trained in areas that will support community problems or develop a stronger business sector.

The team will then select a cross-section of participants from both projects who have received long-term (MA level or PhD level) training, and those who have had short term U.S. training, as well as those who have participated in local workshops and seminars. Through a series of interviews the evaluators will determine:

relevancy of training to the two project goals listed above

how participants are using their new skills; give examples if possible of ways they are participating in solving community problems or strengthening the private sector

participants' opinions about the training they received (relevance, quality, fit with own desires, administration and management).

opinions of the receiving or client groups about the program: are former participants well-trained? Is the training useful? Are there other areas in which they feel more training is needed? How were participants recruited? Did the clients feel they had an equitable chance to be included in the program?

2. The Faculty Development Component: how many participants have been chosen for long and short term training? In what fields? How were the fields determined and how were participants chosen? How many local seminars have been given? What were the topics? Through field interviews with participants determine how useful these were, how they have improved what the participants do, how they have contributed to training ability or local problem-solving. Where skills have been upgraded significantly, (i.e. from a B.A. to an M.A. or higher) have faculty been able to obtain higher salaries or other rewards for these achievements?
3. Business/University Linkages Component: what progress has been made in establishing internships? What role are university faculty playing in monitoring these? In interviews with faculty determine in what ways they have found this useful. Has it improved their understanding of the private sector? Has it helped them improve courses and make them more practical? Are students more oriented toward the private sector? Do private sector firms perceive that universities are producing entry-level staff for them? If not, what are the problems? In discussions with students who have participated in the intern programs, have they found jobs in the private sector after the training? Do they have suggestions on ways the program could be improved? Give examples in which university faculty have become more involved in collaborating with the private sector on problem solving. Has the technical assistance been productive? If not, how could it be improved?
4. Institutional Development Component: have all long-term participants been selected and sent for training? In what fields? Do they have guaranteed or identified jobs on return? How were they selected? How effective has the technical assistance been? Describe the types of workshops and seminars that have been held; in discussions with some of the former participants of the workshops, determine how effective they found these activities and how it has improved their performance. Has there been an improvement in curricula? Are they more oriented toward providing manpower for critical areas lacking trained personnel? Have planning activities (both financial and other) improved where training and technical assistance were given? Describe and analyse this assistance.
5. Professional Development Component: Describe the critical skill areas identified in the manpower surveys. Do they conform with the types of long-term training being

funded by the project? What kinds of workshops and local short-term training have been funded under this component? In discussions with participants and their employers determine what value these seminars have had; are there ways they could be improved? Have any professional societies been formed? Are there any problems politically with formation of these societies?

6. The Small Business Creation Component: In meetings with the Bethlehem Job Creation Center and the YMCA Vocational Education Center, determine who their trainees are (how many are recent unemployed university graduates?) How effective have these centers been in assisting their clients to create new jobs? In interviews with participants, what are their opinions of the training? Do they have suggestions on how it could be improved? How effective has the U.S. training been for the trainers? Describe that training and indicate its strengths and weaknesses.

7. Sustainability: A major U.S.A.I.D. concern is that projects it funds be sustainable when the funding period is over. In the case of human resource development one way to determine this sustainability is to assess whether returning participants are capable and motivated to work effectively in their fields without further training, and whether they can pass on their skills. Another important feature of sustainability is public demand for these services. The evaluation team should assess these factors and comment on them; if there are problems, the team should suggest ways future project implementation could improve sustainability potential.

8. Administration: The team should review administration of the project, in the West Bank/Gaza, as well as at the home office of Amideast. Has it been efficient and effective? Has training been managed in a timely way? Have participants been chosen equitably? Is there good communication between ConGen Jerusalem, U.S. Embassy Tel Aviv, and Amideast? Is there a satisfactory collaborative relationship between Amideast and other NGOs working in the WB/G (both indigenous and U.S.)? Is there sufficient feedback and guidance from A.I.D.? Review Amideast's reporting system, both semi-annual progress reports and quarterly financial reports. Is enough information given in a consistent form to indicate whether Amideast is achieving its objectives? Could it be improved? Are the financial reports complete?

9. Project Environment: How has the intifada affected project implementation? Are these effects likely to be long-term or short-term? If long-term, are there any changes in the design that could make the project more realistic or practical?

#### 10. Future Activities:

Based on the results of the evaluation, what overall programmatic changes are needed? Is the overall mix of training appropriate in terms of long-term degree vs. short-term U.S., vs. local workshops. Have the right skill needs been identified. Has the technical assistance been effective? Have women been included in an equitable manner?

What management improvements are needed to improve the overall performance of Amideast and A.I.D.'s relationship with them (e.g., better reporting, better planning, better monitoring and evaluation, more frequent communication between A.I.D. and Amideast)

What programmatic changes are needed to align Amideast activities more closely with A.I.D.'s WB/G strategy?

#### METHODS AND PROCEDURES

1. Sources of Information: The project has been gathering baseline data that Amideast will make available to the team. An internal evaluation was performed last year and this should also be available. In addition, there is a group of local Palestinian educators who act as local evaluators and who have been monitoring the project since its inception. Basic employment data and economic data should be available at the Amideast Office in Amman, Jordan. In the WB/G the team will meet with Palestinian university and other public institution staff involved in the project, representatives of the private sector, U.S. government officials, Amideast staff, and other local staff, as appropriate.

2. Team Planning Meeting: In preparation for the evaluation, a two-day team planning meeting will be held in Washington, including briefings by A.I.D. and Amideast.

3. Methodology: In addition to written reports and baseline data, the team will interview a representative sample of participants as discussed on Page 3, #1. These participants should include a proportionate number of women. In addition to participants, the team should also interview employers or prospective employers of the trainees.

4. Evaluation Team Composition and Scheduling: The evaluation team will be composed of the following specialists:

- a. A manpower planner with skills in planning and evaluation of training; it is highly desirable that this person have previous experience in the Middle East.

b. A human resources development specialist, with experience in planning, skills training, management of internships, links between university and private sector for training. Previous experience in evaluation and design of similar A.I.D. or other donor projects is preferred.

c. A social scientist with previous experience in the Middle East and experience in A.I.D. evaluation methodology (note: this will be an A.I.D. direct hire)

The team will work a six-day week with the following schedule:

- 2 days in AID/Washington for a team planning meeting
- 4 weeks in WB/G to collect data
- 1 week in WB/G to produce a draft report;
- 5 days (team leader only) to revise and incorporate comments on the draft report to produce a final report that meets Agency evaluation standards.

#### 5. Reporting Requirements :

Compliance with A.I.D. evaluation standards (see A.I.D. Evaluation Handbook) will be required for acceptance of the final evaluation report and payment. The final evaluation report will include an executive summary, project identification face sheets; a summary evaluation matrix of findings, conclusions and recommendations/annexes that will include a copy of the scope-of-work, a list of individuals interviewed, reports and other reference materials, a list of on-going and completed project activities, and other appendices as the team so chooses.

A draft report will be prepared and distributed at least two days prior to an exit debriefing in Jerusalem and Tel Aviv. No later than two weeks after the exit debriefing 20 copies of the draft evaluation report will be distributed to Stephen Grant of the ANE/WB/G Working Group for review and comment, that will be provided within five working days of receiving the draft. The team leader will then revise and respond to comments received both in WB/G and from AID/W. All factual errors will be corrected; matters of judgement or interpretation will be dealt with at the discretion of the team leader. Amideast will have an opportunity to comment on the draft report and on the revised report before it is ultimately submitted to A.I.D. The final report should be submitted to A.I.D. (20 copies) no later than four weeks after the final report.