



2012 ANNUAL REPORT

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well as opportunities for professional credentialing and reliable assessment options for local ministries and educational institutions



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ABOUT AMIDEAST

An American nonprofit founded in 1951, AMIDEAST has a long and distinguished record as one of the primary U.S. organizations engaged in international education, training, and development assistance in the Middle East and North Africa. With 24 offices in 13 countries and over 650 dedicated professional staff, AMIDEAST provides programs and services to improve educational opportunity and quality, strengthen local institutions, and develop language and professional skills for success in the global economy.

MISSION

AMIDEAST seeks to strengthen mutual understanding and cooperation between Americans and the peoples of the Middle East and North Africa.

MESSAGE FROM THE CHAIR AND PRESIDENT



Dear Friends,

During difficult times, opportunity can seem beyond reach. That's what makes AMIDEAST's task ever more relevant. Education and training are potent tools that individuals can use to transform their challenges into opportunities. Just as consequential, these tools are critical if the Middle East and North Africa as a region is to emerge from the current period of turmoil capable of realizing its vast potential. This is especially true for the region's youth – who sparked the Second Arab Awakening – if this largest-ever cohort is to become an engine of regional growth and prosperity.

Our 2012 annual report, entitled *Turning Challenges into Opportunities*, highlights our efforts to innovate education and training solutions. Of particular note are three training initiatives, launched during 2012, that will produce benefits for years to come: PCELT, an accredited training program for the region's English teachers that holds the promise of upgrading the teaching of English in the region's schools; Skills for Success, a model for employability training that gives hope to thousands of young graduates; and the Arab Women's Entrepreneurship Project, which offers women from disadvantaged backgrounds a path to personal success and economic rewards for themselves and their families.

These initiatives strengthen our ongoing mission of assisting thousands of young men and women to gain workforce skills that will in turn help them achieve their personal and career goals. They also support the efforts of institutions and governments to build the necessary capacity to meet the challenges of the 21st century information economy.

For more than 60 years, AMIDEAST's commitment to the MENA region has endured. Our programs are more relevant than ever. We are grateful for your continuing support and interest, which make our work possible and enable us to expand our longstanding engagement in this region.

Sincerely,

Mary W. Gray
Chair

Theodore H. Kattouf
President and CEO

2012

HIGHLIGHTS OF THE YEAR



Improving Basic Education in Palestine

AMIDEAST's work in the critically important area of basic education reform expanded as USAID awarded it a major four-year project designed to improve primary and secondary education in Palestine. Implementation of the Leadership and Teacher Development (LTD) Program coincided with the final year of the Model Schools Network (MSN) Program, a USAID-funded project that improved educational outcomes in 69 model schools in the West Bank and Gaza. The LTD Program will build on these successes by replicating on a national scale many of the educational policies and approaches introduced by the MSN Program.

Strengthening English Language Teaching in MENA Schools

AMIDEAST introduced the Professional Certificate for English Language Teaching (PCELT), a unique training program that opens new vistas for improving the teaching of English in schools across the region. Developed in partnership with World Learning/SIT Graduate Institute, PCELT will fill a gap in professional development opportunities for English language teachers, particularly for those serving in public school systems. With generous funding from the GE Foundation, PCELT was piloted in Egypt, Jordan, and the West Bank in 2012. After pilots in Iraq, Morocco, and Tunisia in 2013, AMIDEAST plans to offer it regionwide.

Expanding Our Capacity to Meet New Needs

After outgrowing its existing facility in Amman, AMIDEAST was pleased to move its operations for Jordan to a larger location. Located in a fast-growing section of the Jordanian capital, the new building offers a modern, high-tech learning environment capable of matching the growing demand for education and training services in that country. The facilities upgrade was part of a multi-year, organization-wide effort to strengthen the professional quality of AMIDEAST training centers across the region.

Growing Demand for Study Abroad in the Arab World

Enrollments in AMIDEAST Education Abroad Programs reached new highs during 2012, as young Americans sought in-region opportunities to hone Arabic language skills and improve their understanding of the region. Classes in Egypt resumed in spring 2012, ending a hiatus that began at the start of the January 25, 2011 Revolution. Enrollments were also significantly higher in Jordan and Morocco.

Advancing Entrepreneurship across the Region

AMIDEAST continued to expand its capacity to meet regionwide interest in entrepreneurship training by opening Cisco Entrepreneur Institutes in Rabat and Tunis in 2012, complementing three institutes in Beirut, Muscat, and Ramallah already under AMIDEAST management. Recognizing the potential benefits of entrepreneurship for women, AMIDEAST partnered with Citi Foundation to launch the Arab Women's Entrepreneurship Project (AWEP) to bring entrepreneurship training to economically underserved women. Sixty women participated in the first AWEP training rounds, offered in Kuwait, Lebanon, Morocco, and the UAE.

Introducing New Employability Skills Programs

Economic and political turmoil continued to hurt labor markets across the region, dimming job prospects in particular for secondary school and college graduates. In an effort to help recent graduates and entry-level professionals enhance their employability, AMIDEAST introduced Skills for Success, a new training model that develops English language, basic business, and job search skills. Two rounds were offered in Egypt, while a decision taken by the Union of the Mediterranean to label it paved the way to its implementation on a large scale in the near future.

Advisory Board Formed for the West Bank and Gaza

Meeting the evolving needs of local communities has long been an AMIDEAST priority. The launch of an advisory board of prominent Palestinian civic and business leaders will make this goal easier to meet in the West Bank and Gaza. Modeled after the successful two-year-old advisory board for Lebanon, the new board will provide an important source of guidance and support, particularly for efforts to expand training and educational opportunities for Palestinian youth. "AMIDEAST is most fortunate that these distinguished, successful and public-spirited individuals have agreed to serve on our first-ever Palestinian advisory board," said AMIDEAST President and CEO Theodore H. Kattouf in welcoming them during the board's inaugural meeting in Ramallah in June 2012.



Advancing English Language and Workforce Skills

PROFESSIONAL CERTIFICATE IN ENGLISH LANGUAGE TEACHING (PCELТ)



Shireen Alakhras, PCELТ Program, Jordan

Like many teachers across the MENA region, Shireen Alakhras from Jordan wished for a training course that would help her be more effective in teaching English to her young students in an Amman public school. Knowing how critical English skills are to opening doors to academic and career opportunities, she wanted her students to have the best possible instruction. When she heard of a new training program offered by AMIDEAST and World Learning/SIT Graduate Institute, she was quick to apply. She wasn't let down. In fact, like many teachers who have now completed the Professional Certificate in English Language Teaching (PCELТ), Shireen found it to be the most useful professional development experience she had had in her 10 years in the field.

"I can't stop thinking about the best training course I've ever had. Every morning when I am on my way to school, I recharge myself with the positive attitude I gained from PCELТ," Shireen observes, several months after completing the course. She is convinced that the changes in her teaching are, in turn, giving her students a whole new perspective on language learning and increasing their motivation. They communicate more in English, use the language more creatively, and even perform better on exams – changes PCELТ graduates consistently report. "PCELТ showed me that nothing is impossible when it comes to implementing the best in our classrooms."



impact
2012

AMIDEAST provided training to over 67,400 individuals, helping them develop global language skills, professional expertise, and entrepreneurial acumen that will enable them to fulfill their personal aspirations and contribute to a thriving regional workforce.

PROFESSIONAL CERTIFICATE IN ENGLISH LANGUAGE TEACHING (PCELТ)

Improving the Teaching of English

For decades, AMIDEAST has provided specialized training that has helped teachers at primary, secondary, and tertiary educational institutions in the region to become better teachers of English. In 2012, it drew on that long experience to launch the Professional Certificate in English Language Teaching (PCELТ), a unique training program that AMIDEAST developed in partnership with World Learning/SIT Graduate Institute, an American institution known globally in the field of teacher education.

PCELТ links international best practices with the real needs of teachers throughout the Arab world. The GE Foundation provided generous funding that enabled it

to be piloted in Egypt, Jordan, and Palestine in 2012 and in Iraq, Tunisia, and Morocco in 2013. Following the pilot phase in these six countries, AMIDEAST offices across the region will be prepared to offer PCELТ training.

In addition, funding provided by the Regional English Language Office of the U.S. Embassy in Cairo made it possible to capitalize on the success of the pilot program in Egypt. As a result, AMIDEAST, in partnership with World Learning/SIT Graduate Institute, offered two more rounds of PCELТ training, benefiting teachers affiliated with Egypt's Ministry of Education, El Azhar University, and the U.S. Department of State-funded English Access Microscholarship Program.

■ CISCO ENTREPRENEUR INSTITUTES

UNLOCKING THE REGION'S ENTREPRENEURIAL POTENTIAL



Small and medium-size businesses make up a sizable portion of the MENA economy and thus represent a key lever of the growth the region needs to create economic opportunity and change lives. In 2012, AMIDEAST continued its focus on entrepreneurship training that targets this source of potential growth. Its partnership with Cisco Systems, Inc. expanded with the launch of AMIDEAST-managed Cisco Entrepreneur Institutes in Rabat and Tunis, adding to the three such institutes that AMIDEAST manages in Beirut, Muscat, and Ramallah. More than 400 aspiring entrepreneurs in Lebanon, Morocco, Oman, Tunisia, and Palestine participated in activities featuring the Cisco Entrepreneur Institute's effective formula of trainer-led instruction supplemented

by the use of Web 2.0 technologies, social networking, localized content, and mentoring.

Also of note, partnerships with regional organizations enabled AMIDEAST to make the Cisco Entrepreneur Institute available to a broader spectrum of aspiring entrepreneurs. In Lebanon and Oman, Bank of Beirut funded scholarships for training at the Cisco Entrepreneur Institutes in each country. Meanwhile, funding from the OCP Groupe enabled 100 Moroccan men and women in the Training for Success program to receive entrepreneurship and employability skills training targeting graduates and entry-level professionals.

■ SKILLS FOR SUCCESS

ADVANCING YOUTH EMPLOYABILITY

Ayman Kamal applied for many jobs after graduating from college without ever being called back for an interview, let alone receiving a job offer. His lack of experience was one obstacle, but the Cairo native also felt that his CV was weak. He didn't know how to highlight his strengths in order to give his portfolio a professional look. He also needed to build a set of basic skills that employers seek in young hires. Through AMIDEAST's new Skills for Success program, he improved his English language and ICT skills as well as a variety of important "soft skills," from delivering presentations with confidence and managing his time to presenting himself professionally in work-related situations. "This program has totally changed me. Now I'm very confident in my skills and capabilities and I have a clear plan for my future," Ayman asserts.

A society's potential lies in its youth, none more so than those who are educated. But unemployment rates in most MENA countries are highest among college graduates, diminishing the ability of these highly motivated individuals to realize a brighter future. As the region seeks answers to the challenge posed by its large "youth bulge," employability skills training has emerged as a way to provide a needed bridge between higher education and the workplace.



Working with regional and international partners, AMIDEAST is expanding opportunities for employability skills training for college graduates and entry-level professionals. In 2012, it was pleased to introduce its new workforce training program, Skills for Success, which emphasizes training in the knowledge and skills needed for success in the global business environment. Two rounds of training were offered in Egypt with funding from the Boeing Company and the U.S. Embassy, benefiting more than 60 young men and women.

AMIDEAST was also pleased to receive recognition from the Union for the Mediterranean (UfM) for this new initiative. In July, the UfM labeled a version of the program designed for young, disadvantaged, and unemployed women who have completed secondary school. The Skills for Success: Employability Skills for Women project's first phase is to be implemented in Egypt, Jordan, Lebanon, Morocco, and Tunisia.

"This program has totally changed me. Now I'm very confident in my skills and capabilities and I have a clear plan for my future."

Ayman Kamal, Skills for Success, Egypt

Meanwhile, AMIDEAST supported Morocco's national phosphate company, the OCP Groupe, in the implementation of its Training for Success program for a second consecutive year. The program provided 300 recent secondary school and university graduates with training to improve their English and French language proficiency and to upgrade their basic business, ICT, and other technical skills. Training in entrepreneurship through the Cisco Entrepreneur Institute was also offered, as well as mentoring and career counseling to further extend the impact of the program.

ENGLISH LANGUAGE PROGRAMS

BUILDING GLOBAL COMMUNICATION SKILLS

Mastery of the English language is critical in our increasingly connected world. In recent years, the value placed on English language acquisition across the MENA region has been manifest in high enrollments in AMIDEAST's English language training courses. Similarly, a wide range of public and private sector organizations continued to turn to AMIDEAST for customized courses to meet their specialized communication needs.

In 2012, more than 56,000 students, professionals, and others benefited from AMIDEAST's English language programs. Featuring innovative courses, expert teachers of American English, and small class sizes,

these programs offer learner-centered instruction and activities such as conversation clubs that help learners master the language and become confident users of practical, everyday English for real-life situations – both face-to-face and at a distance.

In addition, under AMIDEAST's Offsite Service Providers (OSP) initiative, AMIDEAST helped ensure quality instruction for nearly 5,000 learners at English language training centers throughout Egypt by certifying that these independent facilities met AMIDEAST's standards for teacher and program quality.

Customizing Language Instruction

In addition to publicly offered English language programs, AMIDEAST experts tailored instruction to meet the specific training needs of diverse public and private sector organizations. These English for Specific Purposes (ESP) courses often combined training in job-related communication and professional skills, thereby helping these organizations build the capacity required to operate successfully in today's global environment. During 2012, AMIDEAST also partnered with numerous sponsors to provide training in English language specific to the needs of a range of professionals including diplomats, civil servants, journalists, medical professionals, law students, antiquities professionals, and religious leaders.

Matching Language Skills to Workplace Needs

Employers worldwide recognize English language communication as an essential skill and increasingly seek quality training and appropriate tools to measure this ability. As shown in 2012 studies by *Euromonitor International*, English language proficiency has a bearing on an organization's image, productivity, and profitability. Employees with strong English skills earn more than otherwise similarly skilled individuals, with higher salaries by as much as 75 percent in Egypt and 200 percent in Iraq.

AMIDEAST testing centers offer businesses, government ministries, universities, and other institutions throughout the Middle East and North Africa and in the United States the ability to fairly, accurately, and securely measure employee and student language skills. AMIDEAST

administers the Test of English for International Communication (TOEIC®), the TOEIC Bridge, and other exams created by ETS that assess how well the English language skills of learners match specific workplace needs. It also administers the *Test de français international* (TFI), which tests French language proficiency for the workplace.

During 2012, AMIDEAST centers in the United Arab Emirates, Egypt, and Tunisia directed test distribution throughout those countries in their capacities as ETS Country Master Distributors (CMDs). All other AMIDEAST offices maintained their status as ETS Preferred Associates (EPAs), distributing the TOEFL and TOEIC family of tests as well as test preparation products to help candidates achieve high scores.



PROFESSIONAL DEVELOPMENT

MEETING PROFESSIONAL DEVELOPMENT NEEDS

In 2012, ongoing economic challenges continued to drive demand among professionals and public and private sector organizations for training in a variety of critical skills, including performance-based management practices, technology usage, interpersonal effectiveness, and entrepreneurship. In response, AMIDEAST centers in Egypt, Jordan, Kuwait, Lebanon, Morocco, Oman, Tunisia, the UAE, and the West Bank and Gaza offered courses, workshops, and seminars that addressed

professional training needs in a broad range of areas, such as Information and Communication Technology (ICT), time management, presentation skills, negotiation skills, business writing, customer service, human resources management, and team building. In addition to regularly scheduled sessions, AMIDEAST customized training programs and integrated various topics to meet the specific needs of organizations in different economic sectors.

Enhancing Management and Technical Expertise

Organizations across the region turned to AMIDEAST during 2012 for training in performance-based management practices and technical skills required to increase effectiveness, achieve efficiencies, and maximize resource use in a competitive economic environment. In their capacity as Registered Education Providers of the Project Management Institute (PMI), AMIDEAST centers delivered training that prepared hundreds of men and women for professional certificate examinations such as PMI's Project Management Professional (PMP®), Certified Associate in Project Management (CAPM™), and Risk Management

Professional (PMI-RMP®). AMIDEAST also provided training that developed competencies in a variety of technical skills including LEED® certification in green building standards, engineering and construction project auditing, and monitoring and evaluation. In addition, AMIDEAST testing centers enabled professionals to certify their credentials through assessment tools such as the Certified Management Accounting (CMA®), Chartered Financial Analyst (CFA®), APICS Certified in Integrated Resource Management (CIRM®), and Commission on Graduates of Foreign Nursing Schools (CGFNS) certification examinations.

Empowering Youth and Women

ARAB WOMEN'S ENTREPRENEURSHIP PROJECT (AWEP)



Amina Majdi, Arab Women's Entrepreneurship Project, Morocco

In the Arab world, women who own or operate a business tend to hire more women, producing a ripple effect that benefits families and communities. For Amina Majdi, president of a women's cooperative in Morocco, expanding sales of the many artisanal products produced by its members is critical for creating job opportunities and raising living standards in her rural village, where unemployment and poverty are significant. Her dream is to house the venture's many activities, from catering to sewing, under one roof as this would attract more tourists and, in turn, improve sales.

Through the Arab Women's Entrepreneurship Project (AWEP), Amina was able to give her business the strategic direction it needed. She learned vital entrepreneurial skills that helped her strengthen the cooperative's management, improve its customer service and marketing, and expand its product line. These successes are helping the cooperative to realize its goal of building a center for its many social and economic activities. "The AWEP program has changed my life completely," Amina avows. "It has taught me the skills that I need to achieve my business goals and expand opportunity for the women and families in my community."



impact
2012

AMIDEAST directly benefited more than 15,400 young men and women through training and enrichment activities tailored to meet their needs.

ARAB WOMEN'S ENTREPRENEURSHIP PROJECT (AWEP)

ADVANCING WOMEN'S ENTREPRENEURIAL POTENTIAL

Women throughout the MENA region are looking to entrepreneurship and other nontraditional paths for career fulfillment and to advance the well-being of their families and communities. But getting started is a challenge, especially when women represent only 28 percent of the region's workforce and make up a far smaller percentage of the owners and operators of the region's businesses.

In 2011, AMIDEAST was pleased to partner with Citi Foundation to launch the Arab Women's Entrepreneurship Project (AWEP) in order to provide training, mentoring, and other support to women from underserved backgrounds. The AWEP model is designed to help them overcome the particularly steep challenges they face when starting or expanding a business. Participants spend the first three weeks in workshops

learning how to operate a small business, deal with management challenges, and address concerns such as customer service, sales, small business accounting, and branding. In the months that follow, AWEP provides a support network as the participants seek to implement the business plans they designed during the initial training.

In 2012, the project offered its first round of training in Kuwait, Lebanon, Morocco, and the UAE. Out of 60 women who participated, close to half were able to significantly advance their business plans despite the short time frame. Based on these positive results and the interest that the program generated in these countries, Citi Foundation awarded a grant to provide a second round of training in Lebanon and Morocco and introduce the program in Egypt and Jordan in 2013.

AWAKENING YOUTH TO COMMUNITY ENGAGEMENT



A common theme in many AMIDEAST programs for youth is community engagement. Under AMIDEAST's management, YES alumni organizations in most of our countries have welcomed returnees to participate in activities that address needs in their communities. After many years of operation, these chapters have taken root and are flourishing.

Beach clean-ups and hospital visits were characteristic of early YES alumni activities. Thanks to a small grants program, many YES alumni have been encouraged to develop and carry out innovative ideas for meeting local needs. During 2012, grants helped Lebanese alumni organize a summer school program for needy children in Tripoli and publish a book of short stories inspired by their experiences as YES students. YES alumni often joined forces with students in the English Access Microscholarship Program in countries where these programs overlap.

Youth empowerment was the goal of several other programs that AMIDEAST supported during 2012. Two programs in the West Bank and Gaza – the Palestinian Youth Empowerment and Volunteerism Program and the Community Engagement Program – empowered youth to implement ideas for projects that addressed important concerns such as environmental protection and healthcare.

Meanwhile in Yemen, the USAID-funded Promoting Youth Civic Engagement (PYCE) Program launched training activities for youth networks in Aden, Sana'a, and Marib. Despite economic and political turmoil, more than 500 youth participated in activities that included workshops on community visioning, positive messaging, presentation skills, volunteerism, basketball clinics, chess and soccer tournaments, and community coaching for basketball and volleyball.

WOMEN'S INDIVIDUAL AND SOCIAL EMPOWERMENT (WISE) PROGRAM

Meeting Needs in Nearby Communities



Large cities typically offer access to education, jobs, and other resources. But for poor young women living in marginalized communities in central Cairo – some not far from AMIDEAST's offices – the effects of gender inequality hinder their ability to overcome longstanding social and economic barriers in order to access these benefits. In summer 2011, AMIDEAST's Cairo office began to work with young women from some of these neighborhoods to help them break out of the cycle of poverty.

Developed by AMIDEAST and implemented with funding from the U.S. Embassy in Cairo, the Women's Individual and Social Empowerment (WISE) Program provided 74 women with English language, life skills, and leadership training throughout 2012. It also engaged them in special activities designed to raise their awareness of personal safety, community engagement, and economic empowerment. Above all, emphasis was placed on learning strategies that will help them navigate the many challenges that lie ahead due to their gender and socioeconomic circumstances.

UNIVERSITY PREPARATORY PROGRAM (UPP)

Realizing the Potential of Women in Academia

Reducing barriers to women's participation, particularly in the area of education, is increasingly recognized as essential to the region's ability to reach its development goals. During 2012, AMIDEAST was pleased to work with the King Faisal Foundation in Saudi Arabia to open the doors of the University Preparatory Program (UPP) to women students. Developed and managed by AMIDEAST since its establishment in 2007, the UPP has provided a bridge for hundreds of male graduates of Saudi secondary schools to enter and succeed in Alfaisal University. Its curriculum, taught using the latest in educational technology and teaching methods,

emphasizes English language, mathematics, the sciences, and other key subject areas.

During the 2011–12 academic year, the UPP enrolled 122 women students, who constituted 43 percent of its student body. AMIDEAST oversaw the establishment of the women's section and the recruitment of new faculty to provide the same rigorous instruction offered to its previously all-male student body. In addition, pedagogical and administrative adaptations were implemented in order to utilize the special classroom arrangements required to teach male and female students.

Creating Steps of Educational Opportunity for Deserving Youth

Through its support of a variety of initiatives introduced during the past decade, AMIDEAST has helped to create a ladder of educational opportunities that are changing the lives of many deserving young men and women across the MENA region.

For many students, the first rung on the ladder is the English Access Microscholarship Program, a U.S. Department of State-funded program that offers non-elite youth the opportunity to master English, develop their leadership potential, and broaden their worldview while they are still in high school. To date, AMIDEAST has administered scholarships for more than 20,800 youths, including almost 9,500 this year alone in Egypt, Iraq, Jordan, Kuwait, Lebanon, Morocco, Oman, Tunisia, the West Bank/Gaza, and Yemen.

Similarly, the Kennedy-Lugar Youth Exchange and Study (YES) Program has made it possible for high school students from across the region to develop English language, leadership, and other skills during an exchange year in the United States. Many YES students come out of the Access Program with the English language skills and cultural knowledge that prepare them to get the most out of their exchange experience.

Access and YES students benefit from other initiatives designed to enable disadvantaged youth to take advantage of opportunities for higher education in the United States or at American-style institutions in the region. These include Competitive College Clubs and the Opportunity Program, which many AMIDEAST-managed EducationUSA advising centers offer. For Palestinian youth, they also include the Abraham Lincoln Incentive Grants and American-Palestinian Local University Scholarships (A-PLUS) Program, which together benefited 70 students in 2012.

AMIDEAST's own Diana Kamal Scholarship Search Fund (DKSSF) and David Mize Scholarship Fund (DMSF) allow exceptional students to be matched to scholarships for undergraduate study in the United States. In 2012, AMIDEAST secured admission and generous scholarship support for eight DKSSF Scholars from Egypt, Jordan, Lebanon, Tunisia, and the West Bank/Gaza to begin their studies at Harvard University and Augustana, Barnard, Concordia, Grinnell, and Wilson Colleges. This year also produced a Mize Scholar, who won a generous scholarship award from the University of Michigan.

In addition, AMIDEAST works through other programs to help deserving young men and women succeed in obtaining scholarships and admissions to U.S. or U.S.-style colleges and universities. They include the Hope Fund, which placed 20 promising young Palestinians mainly from refugee backgrounds at colleges and universities across the United States in 2012, as well as the Tomorrow's Leaders Scholarship Program, which has placed more than 150 students at American-style universities in the region since 2008.



Countless stories demonstrate the transformative value of the laddering effect. In Yemen alone during the past decade, more than 125 young men and women have taken advantage of successive educational opportunities to reach higher levels of achievement. Of those, 81 began in the Access Program, and 75 spent a year in the United States on the YES Program. Many have gone on to pursue higher education, including on scholarships to study in the United States or at U.S.-style institutions in the region.

Building Institutional Capacity

MODEL SCHOOLS NETWORK (MSN) PROGRAM



Ihsan Srour, Model Schools Network Program, West Bank

Training is an integral part of the process of building institutional capacity. Ihsan Srour, principal of a school in the West Bank, discovered just how important it is after his school was selected to be part of the Model Schools Network (MSN) Program. He had largely approached his responsibilities as an administrative task until he participated in the numerous opportunities for professional development that the MSN Program made available to school administrators and teachers. That training – one of the program’s key components – opened his eyes to the critical role that school leaders play in the educational process.

Ihsan now finds that he is better able to work with his teaching staff to improve learning in the classroom. Outreach to school families and other schools has become important to him, and much easier after he learned new social media tools. Ihsan is proud that his Ramallah-based school functions better in many ways, and student achievement has improved. “The MSN leadership training made me focus on the technical side, educational improvement, and the needs of the teacher,” he recalls. “Through the MSN training and workshops, I started to be a leader.”



impact
2012

AMIDEAST partnered with local, regional, and international organizations in Lebanon, Palestine, Saudi Arabia, and Yemen to support 10 projects that improved the delivery of basic and higher education, expanded opportunities for youth, and strengthened the functioning of legal systems.

- MODEL SCHOOLS NETWORK PROGRAM
- LEADERSHIP AND TEACHER DEVELOPMENT PROGRAM

IMPROVING BASIC EDUCATION IN PALESTINE

Strong school leadership, quality teaching, appropriate educational technology, and community engagement are basic elements of a learning environment that enables children to thrive. These dimensions were at the heart of two major reform projects that addressed basic education needs in the West Bank and Gaza. During 2012, AMIDEAST oversaw the final phase of the Model Schools Network (MSN) Program, a USAID-funded initiative that supported 69 public and private schools in the West Bank and Gaza, creating a network of model schools for improving basic education throughout Palestine. Capping this five-year effort, the project produced a final report, *Improving Schools and Futures in Palestine*; convened four thematic conferences; and held a closing policy summit in order to foster discussion within the Palestinian educational community of the program’s core recommendations.

The measures introduced over the MSN Program’s lifespan produced improvements that validated its comprehensive approach. Chief among them were the qualitative strengthening of school leadership and teaching practices arising out of its emphasis on in-service professional development of school principals, administrators and teachers; enhanced teacher effectiveness as a result of the introduction of innovative approaches to the use of educational technology; and

improvements in learning due to the strengthening of the role of community engagement and extracurricular activities in the learning process.

The lessons learned under the MSN Program led USAID and the Ministry of Education (MoE) to embark upon a nationally scaled effort to integrate many of the MSN Program’s educational approaches and policies. Launched in May 2012, the Leadership and Teacher Development (LTD) Program seeks to improve the quality of K-12 education by introducing an evidence-based approach to leadership and teacher development in 300 schools in the West Bank, as well as improve the quality of teacher development in Gaza. Over the coming four years, this USAID-funded initiative will support the MoE’s comprehensive reform strategy by strengthening the capacity of the selected schools to enable school principals, supervisors, and teachers to work together to improve classroom instruction. It will also assist the National Institute for Educational Training in the establishment of a national cadre of teacher and leadership educators that meet MoE standards for instruction and supervision. Lastly, the LTD Program will work towards strengthening the ministry’s capabilities to undertake policy development and systemic reform, particularly in the area of teacher performance assessment.



PALESTINIAN FACULTY DEVELOPMENT PROGRAM (PFDP)

Building Capacity in Palestinian Universities

“ [Because of the PFDP], I am more confident now about how e-learning should move forward in Palestine, in general, and at An Najah University, in particular.”

—Dr. Saida Affouneh, PFDP, West Bank



In partnership with USAID and Open Society Foundations, AMIDEAST continued work underway since 2005 to improve capacity and quality in higher education in the West Bank and Gaza. The Palestinian Faculty Development Program (PFDP) moved closer to its goal of creating a new generation of leaders at Palestinian universities as more PFDP Fellows completed their doctoral and master’s degree programs at U.S. universities and returned home, other educators completed short-term programs in the United States, and still others received grants to develop new approaches to teaching and curriculum development.

With a view to engaging a broad spectrum of the Palestinian university community, the PFDP also organized a variety of outreach activities. As in previous years, these activities included an annual academic colloquium, seminars, and workshops. Rounding out its efforts to be a catalyst for change, the PFDP also sponsored nine national roundtables to address issues critical to the future of the Palestinian university system.

Held over the span of nine months, the roundtables enabled more than 600 university faculty to join with international experts and Palestinian education officials to weigh the respective roles of factors such as leadership, community engagement, university-private sector collaboration, and continuing education in the learning and teaching process. By bringing Palestinian educators together, the PFDP created a widespread appreciation for professional engagement with colleagues from other universities. These discussions, moreover, are likely to bear fruits for years to come, as many attendees introduce at their universities activities and ideas learned during the roundtables.

One of them was Dr. Saida Affouneh, director of the e-Learning Center at An-Najah National University. She came away from a roundtable discussion on e-learning inspired by ideas she heard, and her participation led to an invitation and scholarship that enabled her to attend the annual Institute for Emerging Leadership in Online Learning at Pennsylvania State University. The roundtable also helped her join an international network of educators who share her interest in e-learning. She now plans to organize a national discussion of e-learning strategy in coordination with the Ministry of Higher Education. Because of the PFDP, she observes, “I am more confident now about how e-learning should move forward in Palestine, in general, and at An-Najah University, in particular.”

PALESTINIAN RULE OF LAW (PROL) PROGRAM

PROMOTING THE RULE OF LAW

For Thuraya Judi Alwazir, the Palestinian Rule of Law (PROL) Program offered a “once in a lifetime” opportunity to expand her knowledge of the law through post-graduate studies at a highly ranked university in the United States. The year she spent in Yale University’s LL.M. (Master of Law) Program also changed her professional expectations. Although she had already served three years as a judge in the Palestinian Authority Conciliation Courts, “having the scholarship motivated me to have higher ambitions to be one day a constitutional court judge.”



“ The most important element in building a better and peaceful future for Palestinians is to invest in their education and to give them a chance to broaden their experiences and be introduced to other cultures.”

— Thuraya Judi Alwazir, Gaza



Since completing her LL.M. in 2006, Thuraya has become an appeal judge and the head of the Planning and Project Management Unit in the High Judicial Council. She credits the PROL scholarship with having prepared her to work under the pressure of an expanding load of judicial and administrative duties. Equally important, it opened her horizons to new ways of thinking: “It gave me exposure to international experiences in the judiciary and to international developments in the field of rule of law...The most important element in building a better and peaceful future for Palestinians is to invest in their education and to give them a chance to broaden their experiences and be introduced to other cultures.”

Since 2003, the Open Society Foundations-funded PROL Program has enabled 70 men and women to expand their understanding of the law by completing Master’s of Law programs at leading U.S. law schools and Central European University. It has also contributed to building the capacity of the higher education legal sector in Palestine. Since 2007, it has made it possible for 10 law faculty to attend a U.S. law school on a

short-term fellowship designed to encourage pursuit of academic careers, generate new approaches to curricular and pedagogical reform in Palestinian law schools, and provide scholarly research opportunities.

Upon their return to the West Bank and Gaza, PROL fellows have helped to advance the understanding of the legal precepts that underlie the law. They are engaged in law reform, teaching, and the development of a Palestinian rule of law infrastructure. Working alone or in tandem, PROL alumni are helping to translate the core of their specialized training into concrete activities that advance the rule of law.

The success of the PROL Program led to its expansion to Egypt, Jordan, Lebanon, Palestine, Syria, and Tunisia in 2013. The Middle East Rule of Law (MEROL) Program will offer scholarships to students from these countries for graduate study in fields related to rule of law in order to assist in the creation of a critical mass of reform-minded professionals in the Middle East working in fields crucial to the development and sustainability of open societies.

Expanding Global Understanding

FULBRIGHT FOREIGN STUDENT PROGRAM



Mohamed Yassine,
Fulbright Foreign
Student Program,
Lebanon

mohamed Yassine's job prospects were bright upon graduation from the American University of Beirut with a degree in Electrical and Computer Engineering. However, a stint as a Red Cross volunteer in Beirut's public schools raised his awareness of his passion for civic and educational reform and led him to think about ways of employing his high-tech skills for social development. Through the Fulbright Foreign Student Program, Mohamed was accepted into Stanford University's Learning, Design, and Technology Master's Program. There, he has been able to advance his understanding of how people learn and of how to apply design thinking and technology to meet the needs of the learner.

"The Stanford program was made for me. I have been designing solutions for civic problems in local communities in the USA and in Sierra Leone. I have also been thinking of the effectiveness of technology in solving these problems," he observes. "Each design challenge requires us to empathize with and understand the community we are designing for. We build our solutions iteratively by quickly prototyping and testing in order to gain even more insights about the learner. I look forward to applying my Stanford experience to learn more about my own community and strengthen civic engagement in Lebanon."

impact
2012

AMIDEAST-supported scholarship and exchange opportunities enabled nearly 2,200 students and professionals from the MENA region and the United States to engage in international educational exchange during 2012.

FULBRIGHT FOREIGN STUDENT PROGRAM

EDUCATING FUTURE LEADERS

The young men and women selected for the Fulbright Foreign Student Program stand out for their academic achievements and desire to make a difference. Although they represent a range of disciplines, from engineering and the sciences to finance, business, literature, and the arts, they share a common quest to apply the knowledge and skills acquired during their programs to solving the challenges facing their societies and communities. At this historic moment in the Middle East and North Africa, their contributions to helping their countries make the transition to knowledge-based economies will be instrumental. If the past is prologue, it is likely that many of them will also go on to fill positions

of leadership in diverse arenas, from local organizations to the highest levels of government.



In 2012, AMIDEAST was proud to administer this flagship program of the U.S. Department of State in 15 countries: Algeria, Bahrain, Egypt, Iraq, Jordan, Libya, Lebanon, Morocco, Oman, Saudi Arabia, Syria, Tunisia, the UAE, the West Bank/Gaza, and Yemen. This activity enabled 376 grantees to pursue graduate study and research and 214 nominees to be placed in U.S. graduate programs.

Since 1970, AMIDEAST has advanced the academic and professional careers of nearly 2,000 talented men and women selected for this prestigious program because of their potential to be leaders in their chosen fields and communities. The Fulbright program also promotes international cultural understanding by broadening students' understanding of the world, the United States, and their own societies.



KENNEDY-LUGAR YOUTH EXCHANGE AND STUDY (YES) PROGRAM

Ten Years of Building Bridges of Understanding

“The YES Program was truly a wonderful, nourishing, and learning experience in many different ways...I got to meet and work with the most amazing people who are driven to help people and give back to their communities.”

— Hadeel Al Maskari, YES Program, Oman



they had for me. I got to meet and work with the most amazing people who are driven to help people and give back to their communities,” she observed.

YES Abroad

In recognition of the value of high school exchanges for advancing cross-cultural understanding, the YES Program was expanded in 2009 to enable American high school students to have the enriching experience of living in the Muslim world. In 2012, AMIDEAST was pleased to again be one of several organizations that implemented the YES Abroad Program, enabling nine American students to spend an academic year in either Morocco or Oman. There they lived with local families, attended local private schools, and participated in a variety of enrichment activities including Arabic language lessons and visits to local cultural attractions.

Leaving home for a year-long stay in another country can be daunting, especially for teenagers. The excitement of discovery is great, but so is the challenge of adapting to life with a host family and a new school in another culture. However, as most of the teenage participants in the Kennedy-Lugar Youth Exchange and Study (YES) Program discover during their exchange year in the United States, this life-changing experience has lasting value once they overcome the hurdles and adjust to life in their new surroundings.



In 2012, AMIDEAST was pleased to join the YES Program in celebrating its tenth anniversary as one of the organizations that have administered this important initiative since shortly after 9/11, when the U.S. Congress established it in order to improve understanding between the United States and the Arab and Muslim worlds. During the year, AMIDEAST staff assisted in the selection of 191 boys and girls from Bahrain, Jordan, Kuwait, Lebanon, Morocco, Oman, Qatar, Tunisia, the West Bank/Gaza, and Yemen, as well as in their predeparture orientation and travel to the United States for the 2012-13 academic year.

In addition, AMIDEAST offices in Jordan, Kuwait, Lebanon, Morocco, Oman, Tunisia, the West Bank/Gaza, and Yemen continued to manage YES alumni networks that they established. These networks help to keep the YES experience alive for many of the 2,000 returnees from these countries well beyond their exchange year, as Hadeel Al Maskari discovered as one of several alumni counselors selected to accompany a new group of YES students to the United States in fall 2012.

“The YES Program was truly a wonderful, nourishing, and learning experience in many different ways. I got to learn how to teach a classroom, and most importantly I got to share my experience with all of the students and answer all the questions

PROMOTING STUDY IN THE USA

During 2012, AMIDEAST continued its longstanding commitment to encouraging and supporting students in the Middle East and North Africa in their pursuit of study at colleges and universities accredited in the United States. Approximately 125,000 contacts were recorded by the 11 EducationUSA Centers that AMIDEAST hosts in Egypt (Cairo and Alexandria), Gaza, Jordan, Kuwait, Lebanon, Morocco, Oman, Tunisia, the West Bank, and Yemen from individuals seeking information and guidance to help ensure they select the right academic programs and successfully navigate the often complicated university application process.

EducationUSA advisers also provided information about scholarship and exchange opportunities administered by AMIDEAST and other institutions. Many qualified but financially needy students were assisted by the U.S. Department of State’s Opportunity Grant Program or other programs, such as AMIDEAST’s own Diana Kamal Scholarship Search Fund.

In addition, Competitive College Clubs established at many EducationUSA centers offered in-depth support and mentoring to help well-qualified undergraduate



candidates improve their chances of securing admission and scholarship assistance from U.S. institutions of higher learning. EducationUSA centers also assisted visiting U.S. college and university representatives by orienting them to local educational systems and facilitating contact with prospective students.

Testing for Educational Access

Closely associated with AMIDEAST’s educational advising services are its standardized testing services, providing access to examinations required for study in the United States as well as opportunities for professional credentialing and reliable assessment options for local ministries and educational institutions. As the regional leader for standardized testing support, AMIDEAST organized testing in 16 countries during 2012, providing a safe, secure environment for the administration of approximately 156,500 computer-, paper-, and

Internet-based tests. Tests included those required for U.S. university admission, including the SAT®, the Test of English as a Foreign Language (TOEFL®), and the Graduate Record Examination (GRE®), as well as many others including the College-Level Examination Program (CLEP®) tests, Dantes Subject Standardized Tests (DSST®), General Educational Development (GED®) tests, and U.S. Medical Licensing Examination (USMLE™).

EDUCATION ABROAD

ENHANCING UNDERSTANDING OF THE ARAB WORLD

“I went to Morocco ... and learned some new things and re-affirmed some ideas that I already believed...[W]hat I gained was something especially relevant in a world of stereotypes about Arab nations and cultures. You cannot know until you go, and going is always worthwhile.”



In those words, Emily Goshey, a student at the University of Pennsylvania, captured the meaning of her experience in AMIDEAST's Education Abroad Program in Morocco during the 2011-12 academic year. Her remarks appeared on Mosaic, the official blog of AMIDEAST Education Abroad. Featuring contributions from students studying abroad on AMIDEAST programs across the Middle East and North Africa, the blog exemplifies the creative direction our programs have taken in combining traditional classroom study with innovative ideas for advancing intercultural understanding – in this case, making use of new social media.

Emily wasn't alone in her experience. Reflecting the growing interest among American undergraduates for opportunities to learn about this important region, 335 students enrolled in the summer, semester, and full-year study options offered by AMIDEAST Education Abroad Programs in the Arab World in 2012. Students earned credit for coursework in Modern Standard and Colloquial Arabic as well as related area studies courses, while benefitting from the chance to live with local families in some locations. All semester-long programs also offered other organized activities such as cultural dialogues, language partners, reflection periods, and community-based learning opportunities designed to develop intercultural sensitivity and understanding of the changing MENA region.

Semester and summer programs were offered in Egypt, Jordan, and Morocco. In Egypt, classes resumed in spring 2012, ending a two-semester hiatus that began days after the January 25, 2011 Revolution caused the cancellation of the Egypt program. In addition, 16 students participated in summer "Learn & Serve" programs in Egypt and Tunisia. Besides learning colloquial Arabic, students in Egypt extended their learning experience through placements in NGOs in the greater Cairo area, while students in Tunisia served as cultural and linguistic resources in an English immersion program for Tunisian university students who are English language majors.

Customized Short-Term Programs

During 2012, AMIDEAST also assisted nearly 20 U.S. institutions in the development and implementation of short-term education abroad programs in Jordan, Morocco, and Oman. By organizing homestays, lectures, cross-cultural discussions, site visits to community organizations, service learning projects, and cultural excursions, AMIDEAST ensured that the more than 200 participating high school and college students and educators gained invaluable insights that expanded their understanding of the region and helped them build bridges with its citizens.

These short-term programs were tailored to meet a variety of needs and interests. Several programs were designed around intensive language study, reflecting the rising interest in Arabic language study at American universities. Notably among them, two U.S. Department of State-funded programs in Morocco and Oman advanced the Arabic language proficiency of 70 secondary and post-secondary students.

Other customized programs enabled participants to explore special topics. Nursing and public health students from the University of Wisconsin-Milwaukee learned firsthand about maternal and child health issues during a summer program in Rabat and rural locations in the Middle Atlas Mountains. Also in Morocco, engineering students from Pennsylvania State University engaged in a collaborative effort with Moroccan peers aimed at improving approaches to water resource management in that North African country.

Meanwhile, a joint program with the London-based Foundation for International Education brought 15 students to Amman to explore the Middle East dimension of peace and conflict resolution, after they had spent two weeks in London studying conflict resolution in Northern Ireland. Other college programs focused on religion, traditional Islamic arts, and gender issues.

Fostering Intercultural Communication

In addition to providing a solid classroom-based academic program, AMIDEAST Education Abroad Programs incorporate activities that make it possible for students to learn about Arab society through firsthand experience. The language partners program pairs students with local university students as language and cultural exchange partners. Twice-monthly dialogue sessions create a safe space for American students and their peers from local universities to exchange ideas about the core values and beliefs in their respective societies.

Community-based learning places students in local projects related to the fields of education, human development, journalism, and social services, affording myriad learning opportunities. All semester programs end with Reflection Week, offering students time to think back on their academic learning and intercultural development, and to bring closure to their experience with the people and places of their host community.



STATEMENT OF FINANCIAL POSITION September 30, 2012 (With Comparative Totals for 2011)

Assets	2012	2011
Cash and cash equivalents	\$ 4,118,874	\$ 4,800,325
Reimbursable expenditures under contracts and grants	5,403,600	4,636,699
Receivables, net	2,815,405	2,924,086
Promises to give, net	92,943	152,661
Inventory, net	1,750,773	1,167,373
Prepaid expenses and other	1,161,423	1,382,451
Investments	12,627,539	11,096,882
Property and equipment, net	1,694,207	1,638,553
	\$ 29,664,764	\$ 27,799,030
Liabilities and Net Assets		
LIABILITIES		
Accounts payable	\$ 3,301,865	\$ 2,870,214
Severance payable	1,653,429	1,632,793
Accrued expenses	1,674,517	1,653,809
Refundable advances	7,107,207	6,459,604
Deferred revenue	558,784	807,703
Capital lease obligation	428,748	-
Deferred rent	297,371	329,798
Total liabilities	15,021,921	13,753,921
NET ASSETS		
Unrestricted		
Undesignated	2,127,621	2,730,513
Board-designated endowment	11,047,743	9,742,233
	13,175,364	12,472,746
Temporarily restricted	1,467,479	1,572,363
Total net assets	14,642,843	14,045,109
Total liabilities and net assets	\$ 29,664,764	\$ 27,799,030

STATEMENT OF ACTIVITIES Year Ended September 30, 2012 (With Comparative Totals for 2011)

	2012			2011
	Unrestricted	Temporarily Restricted	Total	Total
SUPPORT AND REVENUE				
Grants and contracts	\$ 53,883,192	\$ -	\$ 53,883,192	\$ 57,681,281
Fees for services	23,112,408	-	23,112,408	22,584,645
Contributions	93,521	179,056	272,577	173,289
Investment (loss) income	1,316,175	-	1,316,175	(57,781)
Other	72,818	-	72,818	64,941
Net assets released from restrictions	283,940	(283,940)	-	-
Total support and revenue	78,762,054	(104,884)	78,657,170	80,446,375
EXPENSES				
Program services:				
Field offices	40,605,779	-	40,605,779	45,231,747
Exchange programs	28,795,935	-	28,795,935	26,985,751
Other programs	1,761,815	-	1,761,815	2,061,167
Total program services	71,163,529	-	71,163,529	74,278,665
Supporting services	6,895,907	-	6,895,907	7,151,972
Total expenses	78,059,436	-	78,059,436	81,430,637
CHANGE IN NET ASSETS	702,618	(104,884)	597,734	(984,262)
NET ASSETS				
Beginning	12,472,746	1,572,363	14,045,109	15,029,371
Ending	\$13,175,364	\$ 1,467,479	\$ 14,642,843	\$ 14,045,109

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Ramallah, Palestine

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CEO, Birzeit Pharmaceutical Company
Ramallah, Palestine

FIELD AND PROJECT OFFICES

EGYPT

Cairo
38 Mohie El Din Abo El Ezz Street,
Dokki, Giza
Mail: PO Box 417, Dokki, Giza 12311
Phone (inside Egypt): 19263
Phone (international): +20-2-19263
Fax (inside Egypt and international):
+20-2-3332-0413
U.S. Fax: + 1-202-776-7117
Email: egypt@amideast.org

Alexandria

15 Abd El Hamid El Abbady Street,
Roshdy, 21311
Phone (inside Egypt): 19263
Phone (international): +20-3-19263
Fax (inside Egypt) and international:
+20-3-545-8475
U.S. Fax: +1-202-776-7118
Email: alexandria@amideast.org

IRAQ

Erbil
House #11, Ashtar TV Street
Near Mar Youhanna Al-Mahamdan
Church
Ainkawa, Erbil
Mail (inside Erbil):
Ainkawa Post Office: PO Box 8/981
Ainkawa, Erbil, Iraq
Mail (international):
1730 M Street, NW, Suite 1100,
Washington, DC 20036
Phone: +964 750 737 3200
U.S. Fax: +1-202-776-7111
Email: iraq@amideast.org

JORDAN

Amman
8 Princess Basma Street, Wadi
Abdoun, Amman
Mail: PO Box 852374, Amman 11185
Phone: +962-6-592-9994
Fax: +962-6-592-9996
U.S. Fax: +1-202-776-7103
Email: jordan@amideast.org

Aqaba

Sixth Area Commercial Complex 2,
Office Number 207, Aqaba
Mail: PO Box 852374, Amman 11185
Phone: +962-3-206-0511
Fax: +962-3-206-0513
U.S. Fax: +1-202-776-7103
Email: ghallak@amideast.org

KUWAIT

Kuwait City
Commercial Bank Building, 2nd Floor
Opposite Al-Awadhi Mosque
Ahmed Al-Jaber Street, Sharq
Mail: PO Box 44818, Hawalli 32063
Phone: +965-2247-0091
Fax: +965-2247-0092
U.S. Fax: +1-202-776-7109
Email: kuwait@amideast.org

LEBANON

Beirut
Bazerkan Building
(Nijmeh Square, next to Parliament)
Beirut Central District
Mail: PO Box 11-2190, Riad El Solh
Beirut 1107 2100
Phone: +961-1-989901
Fax: +961-1-989901, ext. 100
U.S. Fax: +1-202-776-7101
Email: lebanon@amideast.org

MOROCCO

Rabat
35, zanqat Oukaimeden, Agdal, Rabat
Phone: +212-53-767-5081;
Fax: +212-53-767-5074
U.S. Fax: +1-202-776-7110
Email: morocco@amideast.org

Casablanca

3, Boulevard Al Massira Al Khadra
Maarif, Casablanca
Phone: +212-52-225-9393
Fax: +212-52-225-0121
Email: morocco@amideast.org

OMAN

Muscat
Al Jami'a Al Akbar Street
Airport Heights-Ghala
Mail: PO Box 798, PC 116,
Mina Al Fahal, Sultanate of Oman
Phone: +968-2459-0309
Fax: +968-2459-0360
U.S. Fax: +1-202-776-7100
Email: oman@amideast.org

SAUDI ARABIA

Riyadh
Al Kindi Plaza #59
Diplomatic Quarter
Mail: PO Box 94473, Riyadh 11693
Phone: +966-11-483-8800
U.S. Fax: +1-202-776-7119
Email: saudiarabia@amideast.org

TUNISIA

Tunis
22, rue Al Amine Al Abbassi
Cit  Jardins, 1002 Tunis
Mail: BP 351, Tunis-Belved re 1002
Phone: +216-71-145-700
Fax: +216-71-145-701
U.S. Fax: +1-202-776-7106
Email: tunisia@amideast.org

Sousse

Avenue Yasser Arafat (next to Planet
Food)
4054 Sahloul, Sousse
Phone: +216-71-145-770
Fax: +216-71-145-771
U.S. Fax: +1-202-776-7105
Email: sousse@amideast.org

UNITED ARAB EMIRATES

Abu Dhabi
CERT Technology Park
Higher Colleges of Technology
Muroor Road (4th Street)
Abu Dhabi
Mail: PO Box 5464, Abu Dhabi
Phone: +971-2-445-6720
Fax: +971-2-443-1489
U.S. Fax: +1-202-776-7107
Email: uae.testing@amideast.org

Dubai

Block 2B, Office G-01
Knowledge Village, Dubai
Prometric Testing Center:
Phone: 971-4-367-8176
Fax: 971-4-367-8039
Email: uae-cbt@amideast.org
Other Exams:
Phone: 971-4-367-2208
Fax: 971-4-367-8039
Email: uae-cbt@amideast.org

WEST BANK/GAZA

East Jerusalem
Al-Zahra Street
Chamber of Commerce Building, 1st
Floor
East Jerusalem
Mail: PO Box 19665, Jerusalem
91196
Phone: +970 (or 972)-2-582-9297
Fax: +970 (or 972)-2-582-9289
Email: westbank-gaza@amideast.org

Ramallah

Al-Watanieh Towers, 1st Floor
34 Municipality Street
El-Bireh, Ramallah, West Bank
Mail: PO Box 19665, Jerusalem
91196
Phone: +970 (or 972)-2-240-8023
Fax: +970 (or 972)-2-240-8017
U.S. Fax: +1-202-776-7113
Email: westbank-gaza@amideast.org

Hebron

University Commercial Center, 2nd
Floor
Hebron University Street, Hebron,
West Bank
Mail: PO Box 19665, Jerusalem
91196
Phone: +970 (or 972)-2-221-3301
Fax: +970 (or 972)-2-221-3305
Email: westbank-gaza@amideast.org

Nablus

Trust Insurance Building, 3rd Floor
Amman Street, Nablus, West Bank
Mail: PO Box 19665, Jerusalem
91196
Phone: +970 (or 972)-9-238-4533
Fax: +970 (or 972)-9-237-6974
Email: westbank-gaza@amideast.org

Gaza

Martyr Raja St. No. 8/704
Bseiso Building, 8th Floor
(opposite the Arab Bank of Rimal)
Al Jondi Al Majhool, Rimal
Neighborhood
Mail: PO Box 1247, Gaza City
Phone: +970 (or 972)-8-282-4635
Fax: +970 (or 972)-08-283-8126
U.S. Fax: +1-202-776-7114
Email: westbank-gaza@amideast.org

YEMEN

Sana'a
Off Algiers Street, Sana'a
Mail: PO Box 15508, Sana'a
Phone: +967-400-279; 400-280;
400-281
Fax: +967-1-206-350
U.S. Fax: +1-202-776-7115
Email: sanaa@amideast.org

Aden

162 Miswat Street, Khormaksar, Aden
Mail: PO Box 6009, Khormaksar
Phone: +967-2-235-069; 235-070;
235-071
Fax: +967-2-235-069, ext. 102
U.S. Fax: +1-202-776-7116
Email: aden@amideast.org

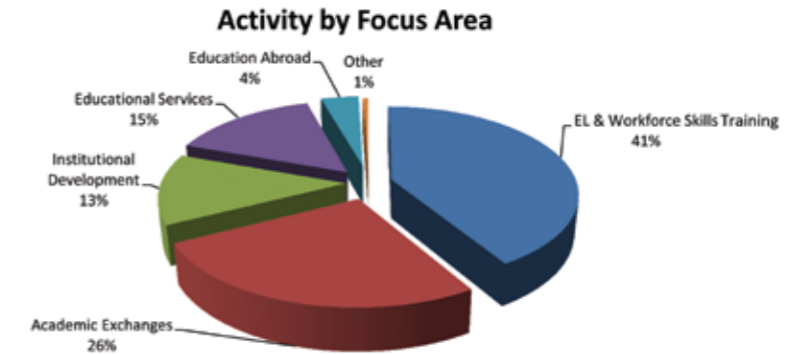
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Green Villa, Off Algiers Street, Sana'a
Villa #5 Saba Street, Khormaksar,
Aden
Phone: +967-1-539-270; +967-2-
236-953; +967-771-240-975
Email: pyce@amideast.org
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1730 M Street, NW
Suite 1100
Washington, DC 20036-4505
Phone: 202-776-9600
Fax: 202-776-7000
Email: inquiries@amideast.org

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