

private sector support as well as institutional direct funding contributions.

Authority

Overall grant making authority for this program is contained in the Mutual Educational and Cultural Exchange Act of 1961, Public Law 87-256, as amended, also known as the Fulbright-Hays Act. The purpose of the Act is "to enable the Government of the United States to increase mutual understanding between the people of the United States and the people of other countries * * *; to strengthen the ties which unite us with other nations by demonstrating the educational and cultural interests, developments, and achievements of the people of the United States and other nations * * * and thus to assist in the development of friendly, sympathetic and peaceful relations between the United States and the other countries of the world." The funding authority for the program above is provided through legislation.

Notice

The terms and conditions published in this RFGP are binding and may not be modified by any Bureau representative. Explanatory information provided by the Bureau that contradicts published language will not be binding. Issuance of the RFGP does not constitute an award commitment on the part of the Government. The Bureau reserves the right to reduce, revise, or increase proposal budgets in accordance with the needs of the program and the availability of funds. Awards made will be subject to periodic reporting and evaluation requirements.

Notification

Final awards cannot be made until funds have been appropriated by Congress, allocated and committed through internal Bureau procedures.

Dated: April 16, 2003.

Patricia S. Harrison,

Assistant Secretary for Educational and Cultural Affairs, Department of State.

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DEPARTMENT OF STATE

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Bureau of Educational and Cultural Affairs Request for Grant Proposals: English as a Foreign Language (EFL) Institutes for Teachers and Administrators From Jordan and Morocco

SUMMARY: The Fulbright Teacher Exchange Branch, Office of Global Educational Programs of the Bureau of Educational and Cultural Affairs (ECA) announces an open competition for an assistance award program to support the development of two single-country teacher-training institutes. Accredited, post-secondary educational institutions meeting the provisions described in Internal Revenue Code section 26 U.S.C. 501(c)(3) may submit proposals to develop two English-as-a-Foreign Language (EFL) Institutes for teachers and administrators from Jordan and Morocco. Each Institute will provide an intensive five-week academic and one-week site visit program for 8-10 qualified English teachers and administrators from one of the respective countries.

Program Information

Overview

The Bureau asks for detailed proposals from U.S. institutions of higher education, which have expertise in the field of EFL. Proposals should demonstrate deep understanding of the local educational systems in Jordan and Morocco as well as the issues confronting English language education. Special expertise in handling cross-cultural programs is highly desired. Proposals should also outline practical and feasible follow-on activities that build on the achievements of the Institute while promoting the continued exchanges of ideas between the participants and the U.S. institution receiving the grant.

Project Objectives

The proposal should reflect three overall goals: First, to produce a highly focused seminar setting or "Institute" that updates participants in best practices in EFL at the primary through secondary levels; second, to provide participants with train-the-trainer skills that will enable them to conduct workshops on institute topics in their home countries in the future; and third, to provide participants with opportunities to interact with Americans, thereby allowing them to gain awareness and understanding of U.S. culture and society.

Guidelines

Project Planning and Implementation

Grant Inception and Duration

Pending availability of FY 2003 funds, the Institute should begin—and in-country follow-on workshops be conducted—as soon as local and international conditions allow.

Planning

With the concurrence of the Jordanian and Moroccan Ministries of Education, participants will be recruited and selected in-country by the Public Affairs Section of the U.S. Embassy, the Department of State's Regional English Language Officers (RELOs), and the Fulbright Commissions. U.S. embassy officials will work with the Ministries to facilitate follow-on training activities.

After the participants have been selected but prior to their arrival in the U.S., the grantee institution will be responsible for conducting an initial planning visit to both countries to consult with representatives from the U.S. Embassy, Fulbright Commissions, RELOs and local educators. During these meetings and in coordination with the local Fulbright Commission, the grantee institution will conduct a three-day pre-departure orientation workshop for the participants. For information on contacting the Fulbright Commissions please refer to the POGI. This workshop should provide information about the Institute, its goals, and expectations of participants. It should also offer a framework for integrating the Institute and its objectives into participants' previous training, and promote team-building strategies. At the workshops, organizers should seek input about the needs of local teachers, review comparative teaching practices, and address issues about participants' stay in the U.S.

In planning for the Institute, the U.S. grantee organization will identify and select specific training and instructional materials (up to a value of approximately \$800-\$1,000 per set) in consultation with the State Department, RELOs and local experts. Costs for the purchase of the materials and for their shipment will be paid through a separate contract. The grantee organization should not budget for these sets of materials. The materials will support the five-week academic program of the Institute as well as the in-country follow-on workshops. Numerous sets of these materials will be sent to both Jordan and Morocco and distributed to local teachers and schools participating in the follow-on workshops.