

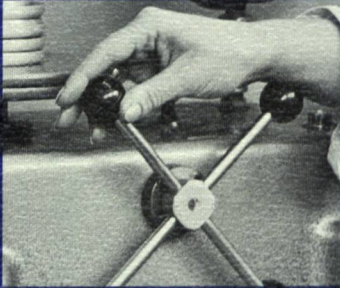
RT YEARBOOK 1981

ORGANIZATION FOR REHABILITATION THROUGH TRAINING



Inaugurating ORT's 2nd Century

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Organization for Rehabilitation through Training

World ORT Union

Chaim Herzog
President, World ORT Union

Shelley Appleton
Chairman, Executive Committee

David I. Young
*Chairman,
Administrative Committee*

Joseph Harmatz
Director General

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The One-Hundred and First Year

They came from all corners of the Jewish world, with the exception of Eastern Europe, where ORT originated, to mark the historic milestone of the 100th Anniversary of ORT. Fitting to the occasion, the ORT Centennial Congress assembled in Jerusalem. For one brief moment in the rush of events, and the daily work of a global operation whose map coincides with the geography of the Jewish people, they looked in wonder. So much had been done against all odds. And then, almost simultaneously, the Congress seemed to turn the page on the ten decades past and began the process of marking out the milestones of the second century.

The spirit of looking backward with pride and forward with confidence was expressed with all the clarity and strength of the notes sounded on the ram's horn at Yom Kippur in the opening remarks of Chaim Herzog, who was designated President of the World ORT Union:

"We are an ancient people. But, in the context of modern times, it is no mean achievement for a Jewish organization to have survived the vicissitudes which have affected the world, and particularly Europe, over the past 100 years. We have not only been part of that world. We have, on many occasions, been the target of hatred and of attack, the target of libel and of pogrom, and, finally, of the most horrible Holocaust mankind has ever seen.

"It is truly remarkable that ORT, a Jewish organization of international scope, has survived all of this and is now entering its second century, flourishing as never before.

"The founders of the organization would never, in their wildest dreams, have believed that after 100 years the largest ORT organization would be in an independent State of Israel, with more than 100 schools, that the second largest center of ORT's work would be in

France, and the third in Argentina and Latin America generally, while in Russia not a trace of their initiative would remain.

"We are, therefore, a direct human bridge—we who are here in person, the teachers, supervisors, and students in the ORT schools the world over—between the founders of the organization and those who celebrate the 100th anniversary of ORT."

The Congress paused but a moment to celebrate, before turning to establish the signposts for the ORT of the next decades. The thrust of the Congress was the future of ORT, the tasks before us, and how they are to be accomplished. The proceedings were marked by a sure sense of the significance of the program for the next era in the history of the Jewish people.

Commenting on the challenges that lie before ORT as the second century begins, the new Director General of the World ORT Union, Joseph Harmatz, noted, "It has taken a hundred years of hard work, of knowledge, of innovations, of adjustments, of proper implementation and much more to enable ORT to reach the stage of being the universally acclaimed global network it is today.

"But everything is still ahead of us. We have so much to do, our commitments are so tremendous, the challenges so overwhelming, that we have to renew our dedication and our determination in order to be able to face our new aims, our new dimensions and our new responsibilities. The future is uncertain, but whatever it holds, we know that ORT's second century will be even more glorious than its first.

"Our hundredth anniversary finds us at the peak of our activities. During the past 100 years, ORT's capacity for achieving its aims was tested and, diverse as those aims have been, we have met our challenges, especially during the last 35 years since the end of the Second World War. As we prepare to face new tests, develop new aims and meet new challenges, ORT is stronger than ever before."

The 1981 ORT Yearbook is designed to be a balance sheet of what ORT is today and how it all came to be. Simultaneously, this report, in the spirit of the Centennial, attempts to indicate the goals toward which ORT is headed as it begins its Second Century.



Springboard to the Future

The tenth decade of ORT, the years between 1970 and 1980, were characterized by accelerated growth in practically all spheres. At the same time, the accent on high-technology, and the advanced studies this requires, found an increasingly large place in ORT.

The technical institutes of the '60's became the technical colleges of the '70's. The spinal column of ORT practically everywhere it operates remained the vocational and technical high school. But the ORT vocational high school of 1980-81 is a far larger and more complex establishment than it was a decade ago. And what goes on in the school today, in terms of curriculum and facilities, is vastly different from what it was.

The graduate of a decade ago who returns to his alma mater is astonished at what he beholds. The very size of his school has burgeoned far beyond what he recalls. There are additional floors and sometimes additional buildings. The 250 enrollment school, as likely as not, is now in the 500 range; and the 500 registration has become 1,000.

Advanced educational technology, utilizing sophisticated electronic equipment, has become the norm in ORT schools. The computer, with its manifold applications and impact, has been so thoroughly integrated into the ORT educational process that today there is

hardly an ORT school of size that does not include some phase of computer technology.

There will always be courses in mechanics, electricity and carpentry. But a radical shift has occurred from skills of the hand to skills of the mind. This is the basic thrust of the new ORT that has emerged.

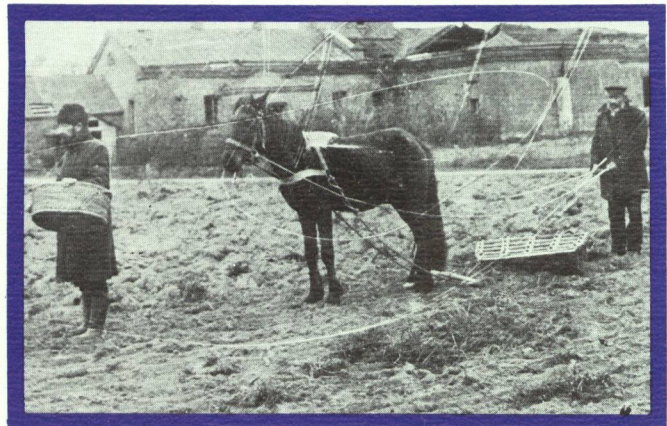
Even the ORT map has a significantly different design in 1980 than it had a decade ago. In 1970 there were over 3,100 students in the ORT schools in Iran; all of that ceased to be in September 1980, a victim of the political revolution. The last vestiges of ORT in Tunis closed up shop some years ago. Today, there are more Jews of Tunisian origin studying at ORT schools in France and Israel than there ever were in Tunis.

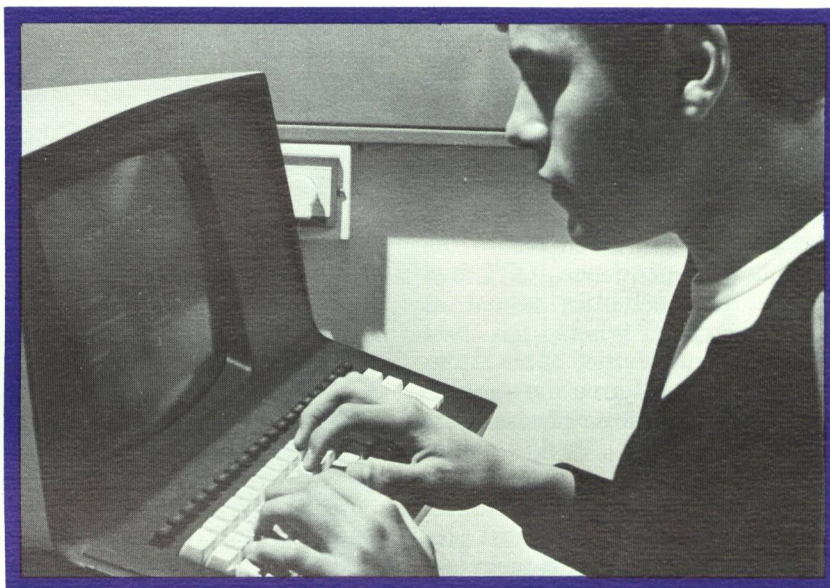
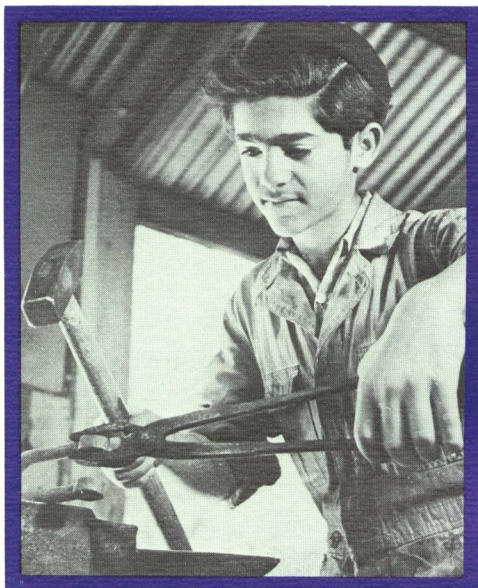
On the other hand, Ethiopia, which was not a part of the ORT network a decade ago, has a significant program today. Choisy-le-Roi was not in any Jewish travel guide then; today that working class quarter of Paris has a large settlement of North African Jews, and an ORT school. Latin America was then represented on ORT listings by Argentina, Brazil and Uruguay; now schools in those countries have undergone explosive growth in space and enrollment and to them have been added ORT operations in Chile, Colombia, Mexico, Paraguay, Peru and Venezuela—a roster which embraces an entire continent.



And in Israel, where there were 353 ORT educational units and 1,400 teachers a decade ago, there were last year 424 educational units with a faculty numbering 2,757.

The wide range of developments indicated here add up to a programmatic explosion. The tenth decade was one not only of expansion, but of change. The dimensions of that change are quantified in the following table:





Profile of ORT's 10th Decade

Comparison of the Program in 1970 with 1980

	1970	1980	Increase
Total Enrollment	56,629	102,727	81%
Major programs:			
Israel enrollment	38,187	69,172	81%
France enrollment	5,445	8,291	52%
Latin America	5,443	14,000	157%
U.S.A.	404	1,216	200%
Enrollment by age:			
14 and under	6,670	16,064	140%
High school age	35,220	56,212	59%
Adult students	12,739	30,451	139%
Graduates	15,044	30,399	102%

While there are variables in different categories listed in the above table, what the facts add up to is that ORT practically doubled in its 10th decade. In effect,

another ORT was added to what had been. And, as the observations made above indicate, ORT at its Centennial was not merely a larger version of what it had been.

Explosive quantitative growth has created a qualitatively different ORT. And the future holds still greater promise.

Growing with the State

ORT Israel was established only a few months after the Declaration of the State of Israel, in the early months of 1949. It began with the creation of workshops in Jaffa for the rehabilitation and training of demobilized and wounded soldiers of the Israel Defense Forces. Even before the War of Independence, ORT had opened a mechanics school at Rome Airport where the first pilots and mechanics of the fledgling Israeli Air Force were able to acquire the training necessary to make Israel's few planes functional.

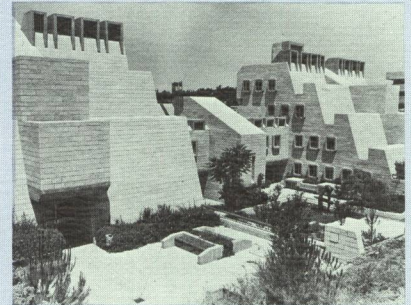
Today ORT Israel is the largest single network in the global program of vocational and technical schools and training centers which ORT operates in 36 countries on 5 continents. Since its inception, the Israeli system has graduated more than 150,000 people. A quarter million Israelis, or one-sixth of Israel's entire work force, have received ORT training in one country or another. Today 69,000 students study at the 103 ORT-related schools and training centers throughout Israel and the teaching and administrative staff numbers nearly 3,000.

The backbone of the network is comprised of three and four year comprehensive high schools, most of which function in cooperation with local municipal authorities of cities such as Tel Aviv, Haifa and Jerusalem. Others, like the schools at Natanya and Rehovoth, function as regional centers, drawing students from a wide area. Still others operate programs specifically geared for new immigrants or for adult training.

In 1961 ORT operations expanded in a new direction with the opening of ORT's first factory school, located at Israel Aviation Industries, Israel's largest company. Other factory schools have since come into being at the Amcor Refrigeration Plant in Tel Aviv, the Shaham Co. in Holon, the Haifa Phosphate Co., and in the

The ORT School of Engineering

The ORT School of Engineering located on the Givat Ram campus of the Hebrew University in Jerusalem, the largest project undertaken by ORT Israel in recent years, required an immense amount of planning and financial effort. The school, first opened in 1976 with 21 classes and a student body of 555 young men and 53 young women, represents ORT's dedication to providing the ad-



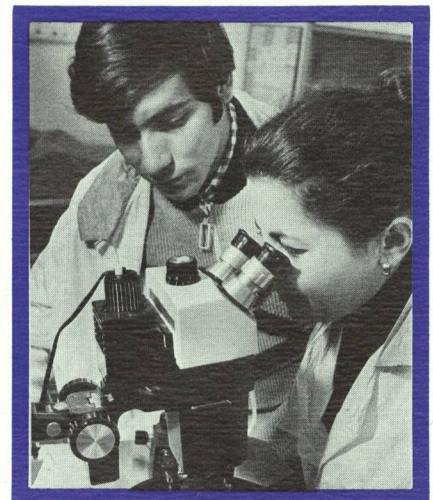
vanced technical education called for in the 80's and 90's and beyond. Today, more than 1,000 students at the secondary and post secondary levels are being trained and educated at the school. When construction on the second stage of the school is completed and it becomes operational, the number of students will more than double. The ORT School of Engineering in Jerusalem serves as the flagship for the entire technological educational system in Israel.



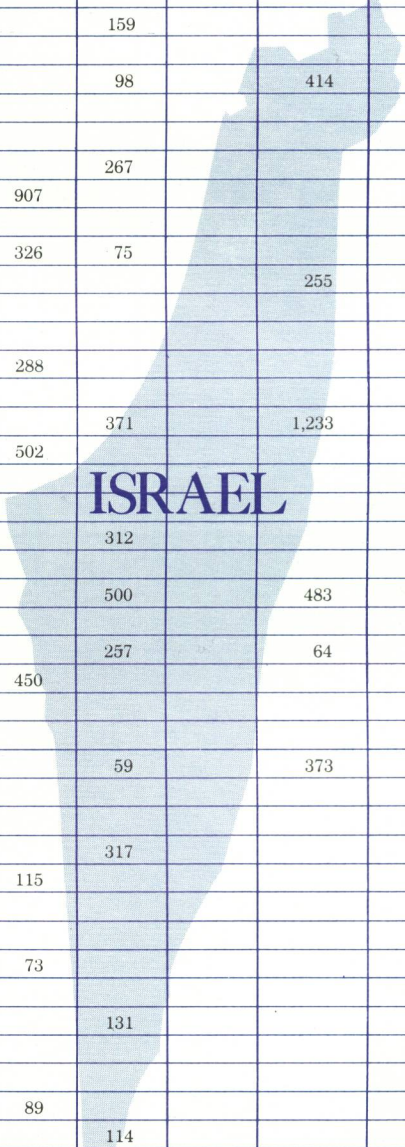
Negev at Tel Yeruham, to name a few.

The student population served by the ORT Israel network encompasses all sections of Israeli society. 67% of the students are of North African or Asian origin; in some schools this percentage rises to as much as 80-90%.

In ORT schools the study program encompasses a range of subjects that include practical, vocational training and theoretical, technical studies. ORT Israel has earned a reputation as a high-quality, innovative educational network and its graduates are in high demand throughout the country.



The ORT School Network in Israel



ISRAEL

LOCALITY	Junior High Schools (Middle Schools)	High Schools	Yeshiva and Other Religious Schools	Industrial Schools and Classes	Adult Programs	Apprenticeship Programs	Colleges and Other Post-Secondary Institutions	TOTAL
Affula		860					15	875
Arad				159				159
Ashdod		440						440
Ashkelon		697		98		414		1,209
Bat Yam		1,607						1,607
Beit Alfa		157						157
Beit El				267				267
Beit Sha'an	372	294	907					1,573
Benyamina		378						378
Bnei-Brak			326	75				401
Eilat						255		255
Ein Harod		230						230
Evron		126						126
Gan Yavneh			288					288
Givatayim		1,614					594	2,208
Haifa		908		371		1,233		2,512
Hazor	134	116	502					752
Herzlia		696						696
Hof Hasharon	205	464						669
Holon		1,893		312				2,205
Issafia		269						269
Jerusalem		2,112		500		483	821	3,916
East Jerusalem	2,316	373					91	2,780
Julis				257		64		321
Kfar Habad			450					450
Kfar Saba	693	871					51	1,615
Kiryat Bialik	1,744	1,454					564	3,762
Kiryat Gat				59		373		432
Kiryat Motzkin		990						990
Kiryat Tiv'on	685	360						1,045
Lod		839		317				1,156
Miron			115					115
Natanya		1,925					354	2,279
Nazareth		502						502
Pardes-Hana			73					73
Ramat Gan		2,834					85	2,919
Ramat Hasharon				131				131
Rehovot		811					106	917
Sasa		76						76
Sdeh Eliyahu			89					89
Sha'ar Hanegev				114				114
Shafir			668					668
Tel Aviv		2,100		1,073	20,359*	525	2,376	26,433
Tel Hashomer				133				133
Tel Nof				387				387
Yavneh				227				227
Zrifin I & II				366				366
TOTAL	6,149	25,996	3,418	4,846	20,359	3,347	5,057	69,172

*20,359 adults are registered in Tel Aviv but they study in different schools all over the country.

ORT Opens Three New Schools In Israel

Three new ORT vocational and technical schools have been opened in Israel this year. The schools are the ORT Bat Yam School in Ramat Yosef, the ORT Industrial School located in Misher Rotem near the Dead Sea, and a new ORT Vocational School in Rehovot. The three new facilities bring the total of schools in the ORT Israel network to 103.

"The ORT network of schools in Israel is expanding to meet the growing need for trained craftsmen and technicians in Israel's economy," noted Michael Avitzour, Director of ORT Israel. "Students know that graduation from an ORT program prepares them for high-demand jobs in Israel's labor force." The ORT Bat Yam School curriculum includes courses in architecture, fashion, and pedagogy. The 1981 student body consists of 250 boys and

girls and will rise to a maximum capacity of 800 students within three years.

The ORT Industrial School at Misher Rotem, located 40 kilometers from the Negev Desert town of Dimona, was built in a record construction time of nine months. Currently 140 students in five classes are studying industrial maintenance at the school. In the future, students will also be taught instrumentation and heavy-duty equipment maintenance. The eleventh and twelfth grade students participate in a special program that coordinates theory taught in the classroom with on-the-job training at one of the six plants affiliated with the Israel Chemical Co. The ORT Vocational School of Rehovot will provide training in the high-demand fields of industrial designing and electronics technology.

ORT Schools In Israel Report Record Enrollment

Over 75,000 Students Expected to Register for 1981-82 Academic Year

ORT schools in Israel recently reported a record student registration for the 1981-82 school year which begins September 1. More than 10,000 new students are expected to attend the 103 ORT-related schools throughout Israel, bringing the total enrollment to an estimated 75,000, a particularly significant achievement since registration began on April 10, coinciding with the 101st birthday of ORT.

The Girls From Tabor Street

Programs to alleviate the plight of the handicapped have been much in the news recently. The United Nations officially declared 1981 "The International Year of the Handicapped."

In Israel, where the practice of turning to neighbors for help has been an established tradition since the days of the *halutzim* (pioneers), girls at the ORT Vocational High School For Girls on Tel Aviv's Tabor Street have launched a unique program to help the handicapped who live in the vicinity of the school. The girls, like the handicapped they help, come primarily from one of Israel's four poorest slums — Neve Shalom, Keren Hatemanim, the Manshia Quarter and the ruins linking Tel Aviv with Old Jaffa — which surround the school on all sides.

Girls from the secretarial program regularly type for the blind, using a sophisticated computer that converts typewritten letters into Braille characters; girls studying hair dressing are welcome visitors at local hospitals, where they make up in enthusiasm what they lack in expertise as they attempt to reproduce the latest *au courant* hair styles for bedridden female patients; older girls from the teacher training department practice their sign language skills working with deaf children; and girls from other vocational programs spend several hours each week with handicapped individuals in the neighborhood, generally helping out. Hundreds of local residents of all ages and disabilities have come to rely on "*habanot m'rehov Tabor*," "the girls from Tabor Street."

For the young volunteers, the rewards extend beyond the on-the-job experience gained by putting into practice what they have learned in school. Working with the handicapped provides an invaluable sense of achievement and self-esteem, something which

is particularly meaningful to these girls who, for the most part, come from family backgrounds marked by extreme poverty.

Typical of the school's 500 students is Rachel, who lives with her parents and nine siblings in a two bedroom apartment where the family sleeps four to a bed. Long on the receiving end of welfare aid from various social service agencies, and attending school on an ORT scholarship, she welcomes the chance to apply her newly ac-

quired hair dressing skills to helping people less fortunate than herself. Rachel says she particularly enjoys the sense of responsibility that comes with having *others* rely on *her* for a change.

Maimonides said that the eighth, and highest, level of charity is helping someone to help themselves. In making life a little easier for their handicapped neighbors, "the girls from Tabor Street" are helping themselves as they help others.



New Strengths, New Challenges

ORT schools in France regularly maintain an 80% passing rate on government examinations (the national average for French state schools is 60%) and a nearly 100% placement rate on the job market, despite the high incidence of unemployment which plagues the French economy. The reason, says Eric Scheiber, Deputy Director-General of ORT France, is twofold: first, because French firms recognize the high standards in technical education maintained by ORT schools and seek out ORT graduates for employment and, second, because ORT schools closely follow the needs of the labor market and offer training in fields in which there is a high demand. This dual insistence on excellence and effectiveness makes demands on both the staff and students, but the dramatic rate of success is considered ample reward.

The Jewish population of France has soared in recent years, from 250,000 to 700,000 —making the French Jewish population the fourth largest in the world — due to the massive influx of Jews from North Africa, particularly Morocco. Today these Sephardic Jews comprise 70% of France's Jewish population. Greater Paris alone, the center of ORT operations in France, has a Jewish population numbering some 350,000. Marseilles, the second largest Jewish community in France, with a Jewish population of 70,000 is the site of ORT's second largest school network in France, up 68% in the past year, from 415 to 700 students. In Marseilles (and in Strasbourg) the percentage of ORT students passing state exams is an impressive 97%. A micro-processor course has been introduced at the school to further update the curriculum.

Many of the students ORT trains come from disadvantaged environments and scholastic backgrounds too poor to gain them acceptance into most state schools.

But ORT France reaches out to them, straining the capacity of already overburdened schools, where students eat lunch in four shifts, crammed into corners and corridors that are the remnants of a cafeteria which has long since been partitioned off into additional make-shift classrooms to accommodate the overflow of students.

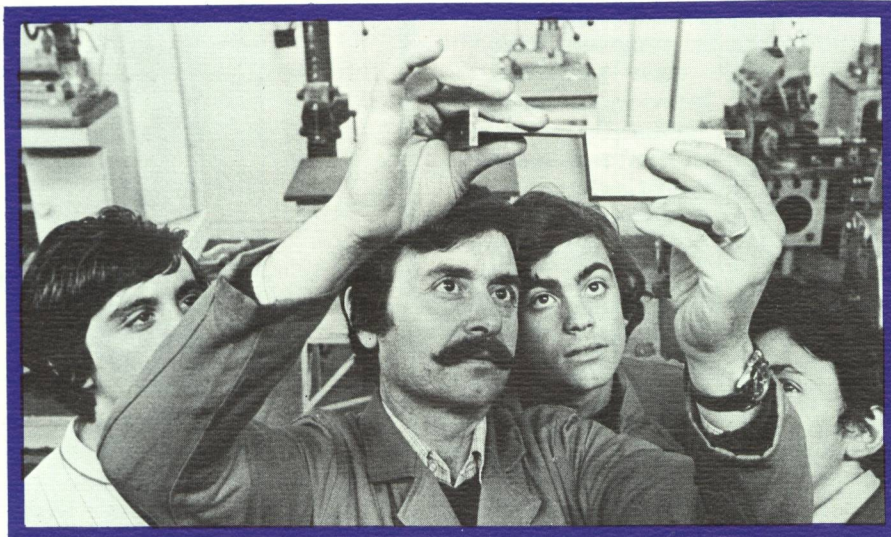
Pierre Dreyfus, President of ORT France and Industry Minister in the French cabinet, is particularly sensitive to the problems faced by this newest segment of French Jewry. "North African Jews tend to be very religious and loyal to their Jewish tradition," Dreyfus notes. "But France is a highly effective melting pot. Jewish schools, like those in the ORT network, play a major role in keeping the sons and daughters of this new community Jewish."

Through the ORT programs, Dreyfus says, "North African Jews learn the job skills that afford them an opportunity to live a decent life and remain true to the Jewish tradition of social justice."

Within the ORT France network, which includes schools serving some 8,000 people, students receive training in fields ranging from welding and secretarial skills to computer technology and microprocessing.

Always in the forefront of educational innovation, ORT has launched an experimental pilot project at the Choisy-le-Roi School in which four blind students have been admitted to the data processing section, the first such program in France. Although the training materials have been adapted for their needs, the students have been fully integrated into the same courses with sighted students, courses which approximate the working atmosphere they will have to deal with when they complete their training. Short-term adult courses have also begun at the school for data collection operators, typists, duplicator operators, plumbers and auto mechanics. The school, which is housed in what was formerly an old factory building, recently acquired a new IBM 43-41 computer, the most advanced computer on the market, making it the first school in the country to make state-of-the-art data processing equipment available for instruction. It is not surprising that graduates of the ORT school at Choisy-le-Roi are in such high demand in French industry.

Other developments in ORT France are equally impressive: the establishment of the two schools in the Paris area, at Choisy-le-Roi and Villiers-le-Bel,



designed to ease the student load at ORT Montreuil, has helped somewhat but they filled so quickly with students clamoring for admission that the Montreuil School is still operating far in excess of its originally projected capacity. So desperate is the school for space, an outside wall on the top of the building was broken through and the terrace enclosed to expand the electronics laboratory. Students study in 124 different groups, from 8 a.m. to 10 p.m. each day. Despite the shortage of space, Montreuil, the largest of the French ORT schools, with an enrollment of over 2,000, has added vocational courses for adults in the evening, including introductory courses in computer technology for industrial technicians and the first course in France in micro-processing at an engineering level, taught by a teacher who is himself a former ORT student. Typical of French ORT practice, a sheet metal course has been phased out due to lack of employment in this field and replaced with a new course in refrigeration technology.

The Ecole de Travail in Paris continues to be a highly rated institute for apprentices training in auto mechanics, plumbing, electricity, and dressmaking.

At ORT Lyon, the first group to graduate from a new course for telephone technical assistants met the final examination with an 86% pass rate. All the graduates immediately found work in this very sought after speciality, which includes training in the most recent innovations in the fields of telephone communications, micro-electronics and computers.

The ORT Technical High School in Toulouse, where Yeshiva students train for careers in complex, high-technology fields such as electronics, has proved a marked success. The first students to complete the course obtained outstanding results on their final examinations. The Technical Yeshiva



has met with like success. The avionics industry is growing rapidly in Toulouse and is in need of the kind of highly skilled people ORT trains.

ORT Strasbourg is the only school in the French ORT network with dormitory space, enabling students to come from other cities within France, as well as from Tunis, Algeria and Morocco. The school offers courses in mechanics, fitting, metrology and electronics and provides young Jewish students with a foothold to the future through high-demand skills in needed jobs.

One recent graduate of ORT Strasbourg, in Israel to continue his education at the Ben Gurion University of the Negev in Beersheva, wrote home to his former classmates back in France:

"I am taking preparatory courses in technology and plan to complete all the university courses for the B.S. degree here, which takes three years.

"The classes are on a high level and very difficult but I have found with joy that I can work as well as my fellow students. I now see the value of all the hard work I did when I was with you at the school. I thank the professors and all the supervisors who pushed me, who gave me courage and a taste for hard work . . ."

Ever alert to changing employment needs, ORT France con-

L'ORT VOUS PERMET DE PRÉPARER LES CARRIÈRES DE DEMAIN

<p>ÉCOLES TECHNIQUES POUR JEUNES (16 ans et plus de 14 à 17 ans) RECONNUES PAR L'ÉTAT Préparent aux C.A.P., B.E.P., Baccalauréat de Technicien</p>	<p>ÉTABLISSEMENTS PRIVÉS</p>	<p>COURS DE FORMATION PROFESSIONNELLE POUR ADULTES (Hommes et Femmes de 17 à 45 ans) Études sanctionnées par un DIPLOME D'ÉTAT</p>
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ENSEIGNEMENT GRATUIT
Restauration scolaire - Service médico-social
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RENSEIGNEMENTS ET INSCRIPTIONS :

- PARIS-MONTREUIL: 43, Rue Mazault à MONTREUIL
- CHOSY-LE-ROUS: 80-76, Rue du Peup
- ÉCOLE DE TRAVAIL-ORT: 430, Rue des Rieurs, PARIS 6^e
- LYON: 132, Rue Marthe Berlioz
- MARSEILLE: 3, Rue des Pèlerins
- STRASBOURG: 14, Rue Balthazar
- ÉCOLE AVEC INTERNAT POUR GARÇONS
- TOULOUSE: 8, Rue Simon Gabaret, 31115 TOULOUSE
- VILLIERS-LE-BEL: 33, Avenue de Chatelet GAVEC
FOYER D'HÉBERGEMENT POUR ÉLÈVES ADULTES

tinues to maintain a high level of theoretical instruction in rapidly developing technologies while introducing courses geared for the needs of each specific locale, always, of course, accompanied by a sound foundation of Jewish education.

This move away from an overall national perspective, offering the same courses throughout the program, to more directly applicable training in skills for which there is high local demand, promises new challenges and new successes for ORT France in the coming years.

A Resurgent Threat

Anti-Semitism has increased in France since 1967 when De Gaulle described the Jews as "an elite people, self-assured and domineering." During the high holy days of October 1980, right-wing militants staged coordinated pre-dawn machine gun attacks on four Jewish targets: a synagogue, a nursery, a school and the monument to the unknown deported by the Nazis. Two days later the bombing of the Rue Copernic Synagogue in Paris dramatically demonstrated to the world the extent of the danger confronting the Jews of France. The bombing triggered a demonstration of the growing solidarity and strength of the French Jewish community as the nation's Jews united to issue demands for greater vigilance on the part of the French government in suppressing that country's neo-Nazi movement. Memories of the Holocaust, which decimated France's pre-war Jewish community and left it at a mere 130,000 souls, were rekindled as hundreds of thousands of voices were raised in protest.

An Expanding Network

ORT currently operates in nine countries throughout Latin America, with programs in Argentina, Brazil, Chile, Colombia, Mexico, Paraguay, Peru, Uruguay and Venezuela, with schools and training centers serving some 15,000 students.

During a recent fact-finding tour of ORT operations in Latin America, American ORT Federation President Sidney E. Leiwant visited the ORT Institute of Technology in Rio de Janeiro, where he reported that the Institute, like the other ORT projects in Brazil, is held in high esteem by both the Jewish community and the Brazilian educational authorities. The Institute offers programs in electronics, chemistry and business administration and courses of

study leading to careers in modern technological fields.

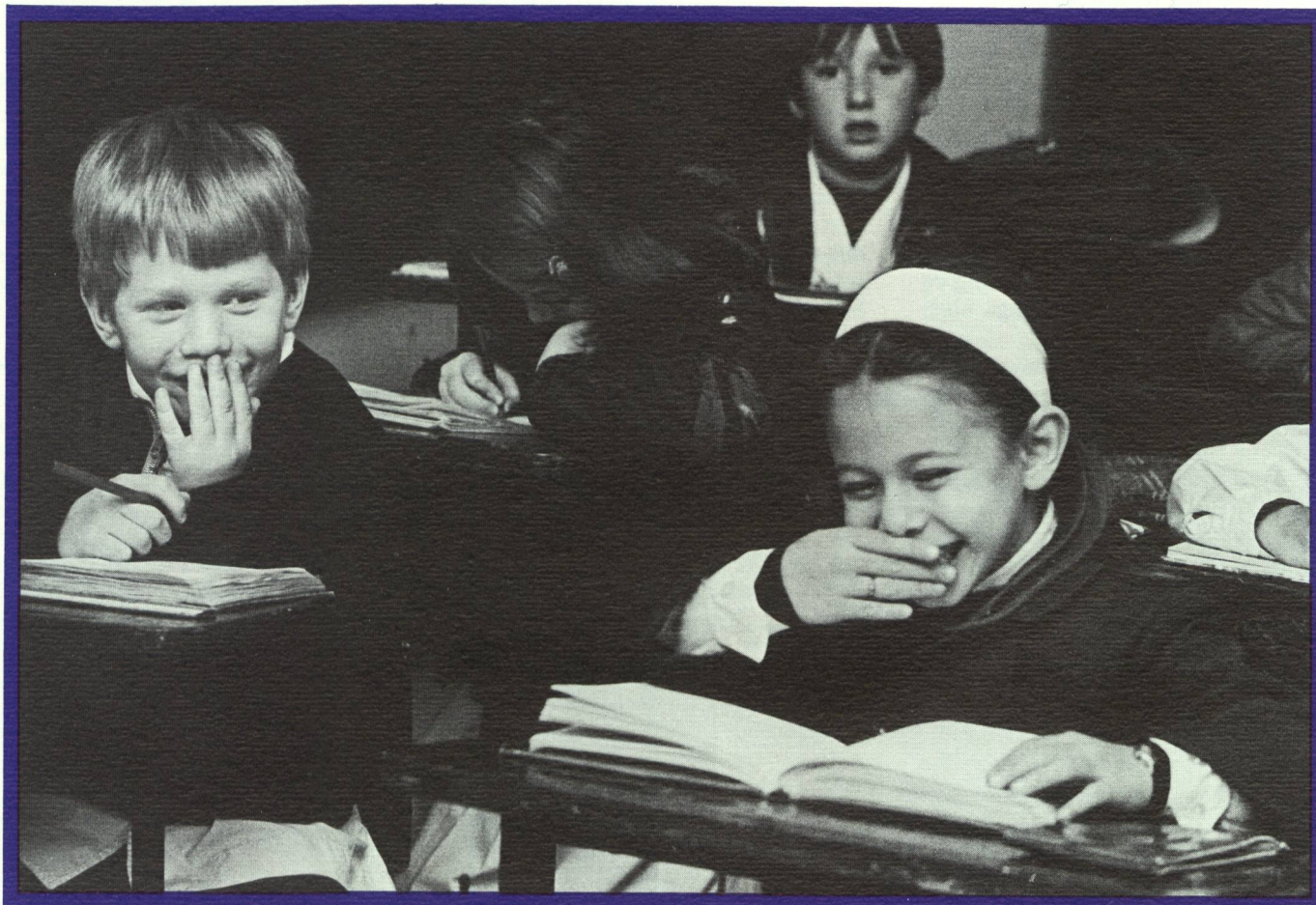
ORT's technical assistance program in Brazil, which includes a Distance Education Project featuring an innovative audio-visual method for teaching the basics of electricity and electrical maintenance to people who have little or no education, is in great demand. The program has proved successful in teaching the basics of electrical technology even to illiterates.

The ORT school in Santiago, the Chilean capitol, was recently rated the top school in the country in an evaluation of all Chile's public and private schools conducted at the request of the Chilean government by a United States educational institute. ORT educates

some 1,400 students in that country.

In Uruguay, where 95% of the country's 50,000 Jews live in the capitol city of Montevideo, ORT operates a technical high school. The reputation of the program is so high, employers seeking highly trained personnel in the electrical and computer based fields come to the school to recruit students prior to their graduation. ORT programs serve a total of 1,500 students in elementary and secondary schools and adult education classes.

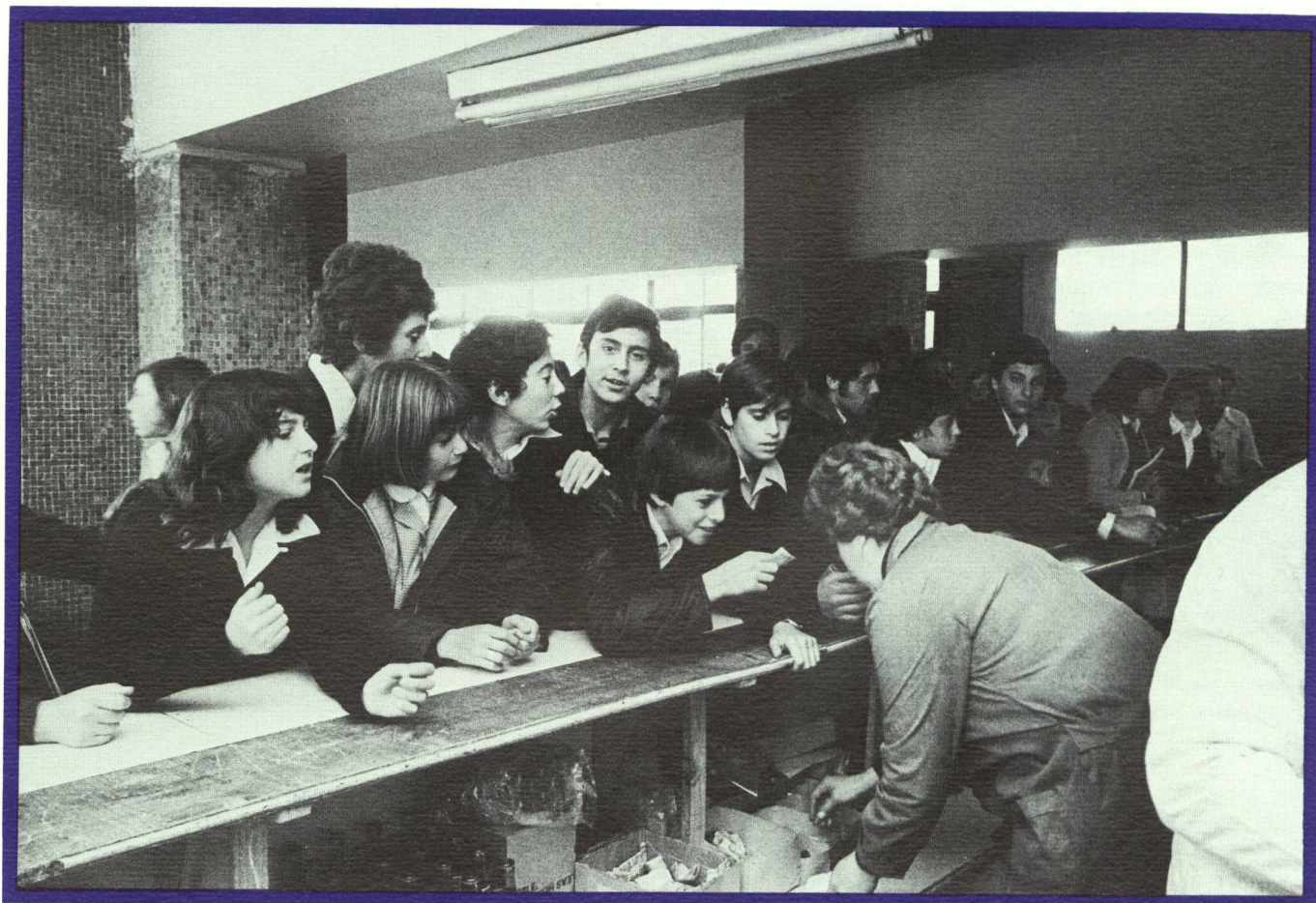
ORT programs train some 1,400 students in Peru, where the Jewish community has been much disturbed by the openly anti-Semitic and anti-Zionist bent of Peru's national media. When a re-



cent PLO-sponsored program broadcast on Peruvian television brought protests from Lima's Jewish community, those protests were dismissed out of hand by the authorities. Newspapers regularly run anti-Semitic articles and columns and copies of the slanderous "Protocols of the Elders of Zion" circulate throughout the country. Many of Lima's young Jews are leaving the country and Jewish leaders see little future for the continuance of the Jewish community there, a prospect ORT may have to confront in the coming years.

The ORT network in South America has adapted to suit the particular problems and needs of the local communities. This willingness to meet grass roots needs

is a major reason why ORT programs, teachers and graduates are in high demand throughout Latin America, as they are elsewhere throughout the world.



Coming of Age

Argentina, with the world's fifth largest Jewish community, numbering some 400,000 and the focus of much of the world's attention in the 1980's, is the site of the largest ORT program in Latin America, serving some 7,300 students. In August 1980 the centerpiece of that program, the ORT Technical High School in Buenos Aires was rocked by a terrorist bomb.

The 1,100 students at the school were not harmed. The television and computer equipment, though extensively damaged, was eventually repaired or replaced. But the incident served to demonstrate the reality of the anti-Semitic threat confronting Jews in Argentina, and, indeed, throughout all of Latin America. The authorities never apprehended the culprits responsible and chances seem slim that they will ever be brought to justice. After the bombing threatening calls were received at the school promising more "presents" in the future.

Another bomb, placed in the Bialik School in the Villa Crespo district, a largely Jewish quarter of Buenos Aires, was discovered in time and rendered harmless, a further graphic example of the virulent anti-Semitism pervading certain segments of Argentina's population. The Argentine press largely ignored the protests of Daia, the representative organization of Argentine Jews, against the two bomb attacks.

Today, the ORT Technical High School in Buenos Aires is back in operation, doing its outstanding job, educating and training Jewish students — a tribute to the dedication of the ORT staff and the very real need the school fills for Argentina's Jewish population.

ORT began operations in Argentina in 1935 and opened the doors of its first school in 1941. Housed in a small rented building in Buenos Aires, the school offered courses in mechanics, electricity and radio technology and, later, in

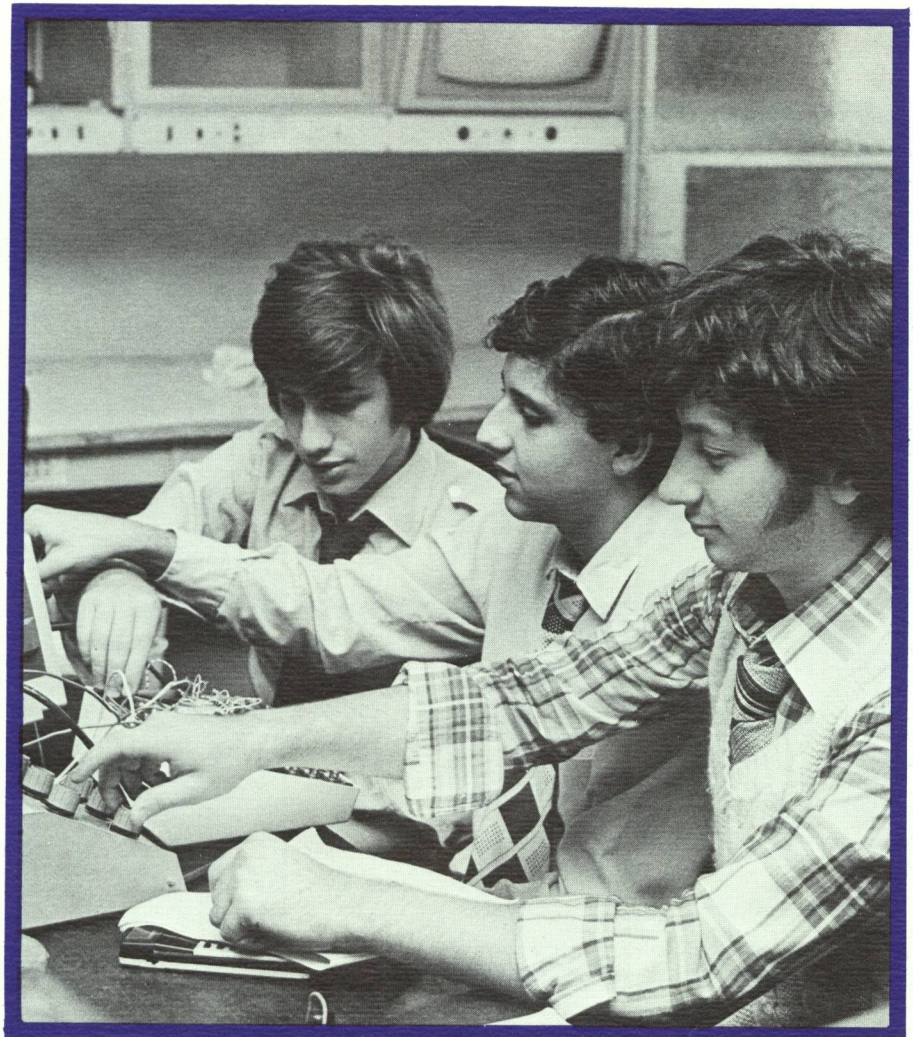
television. ORT also opened a school for agro-mechanics and dressmaking in Dominguez, one of the areas where Jewish colonizers in Argentina first settled, and a small school to teach dressmaking in Clara, some 250 miles from Buenos Aires.

That modest school system began seriously expanding into a national educational network in 1966, under the direction of ORT's director for Latin America, Bernard Wand-Polak. Today the ORT network in Argentina is recognized as one of the best educational systems in the country and is widely known. Perhaps this is one reason why the ORT Technical High School of Buenos Aires

was singled out by terrorists as a target.

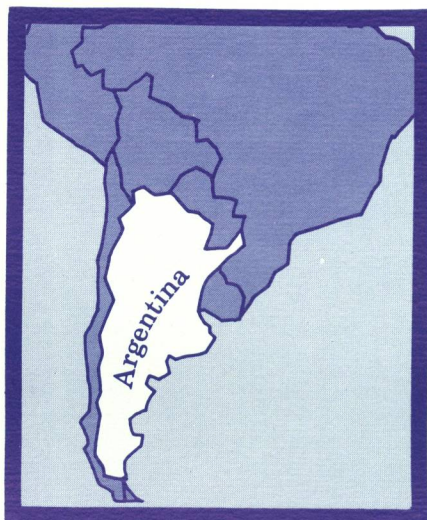
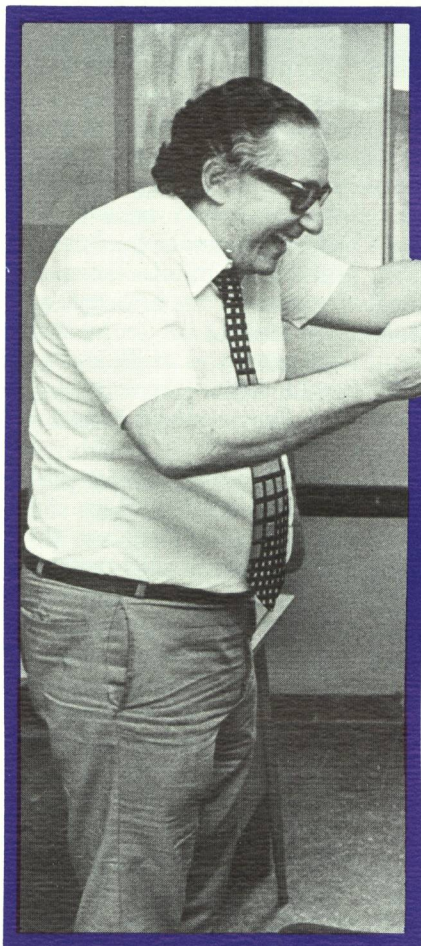
Courses at the school include electronics, industrial chemistry, data processing and building. Graduates receive a highly valued diploma as technicians in their chosen fields which insures them employment. Many students receive job offers even before they complete their studies. The course of studies also meets entrance requirements for university.

In 1977 ORT inaugurated advanced courses in data processing at the college level, courses which were immediately in high demand. Today they form a part of the ORT Institute of Technology and are recognized by Argentina's



National Board of Education. Applicants to the Institute, who must be high school graduates, have to pass a tough entrance examination. In two hard years a student can become a program analyst and, with an additional year of study, a systems analyst.

ORT Argentina is also involved in many other educational and training projects throughout the country, including 23 Jewish day schools, where ORT provides creative education classes which have added many fresh, innovative educational ideas to teaching methods that had grown rigid and stifling. One highlight of the program is a science lab for six year olds, where first-graders learn by actually performing simple scientific experiments at school. At present some 4,500 children benefit from these ORT programs.



In 1978 the World ORT Union, gave ORT Argentina an IBM 360 Computer (purchased through the American ORT Federation) which immediately proved a vital asset to the Data Processing Center. The Center's work for private companies helps sustain ORT operations in Argentina while at the same time providing invaluable on-the-job experience for ORT students in the computer sciences.

At present the ORT Technical High School includes courses on the pre-college level and the ORT Institute of Technology prepares over 400 students annually for careers in computer science, chemistry and industrial process control and trains teachers in mathematical sciences for secondary school.

Despite the threats and vicissitudes of an uncertain political time, ORT Argentina is flourishing and expanding and looking to the future. It will take more than terrorist bombs and anti-Semitic threats to impede the progress of this ORT operation which has grown from a few small classes in a rented building over forty years ago, to the extensive, highly regarded network it is today.

Perhaps the spirit of ORT Argentina is best captured in a poem composed by fifth year chemistry

students at the ORT Technical High School in Buenos Aires. The poem, written in honor of the ORT Centennial, serves as a testament to the meaning of ORT's work worldwide, both for the centuries past and for the centuries yet to come:

The Banner

This is the symbol that one day was bestowed on us by our ancestors.

These are the hands of a people fighting to keep its banner raised. They are working hands.

Hands that out of the swamp created life,

freedom and the will to survive.

Hands that love their history,

with which the Maccabees

fought,

with which Masada was

defended,

with which Warsaw's ghetto

uprose

with which the State of Israel

was built.

They are the same hands of the

same People which,

one hundred years ago, created

"our institution,"

and will always be the same:

hands of a free people,

preparing its sons for the future.

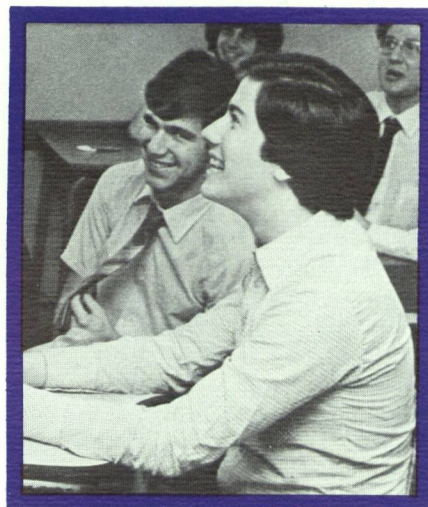
Tomorrow . . . they will be our

hands.

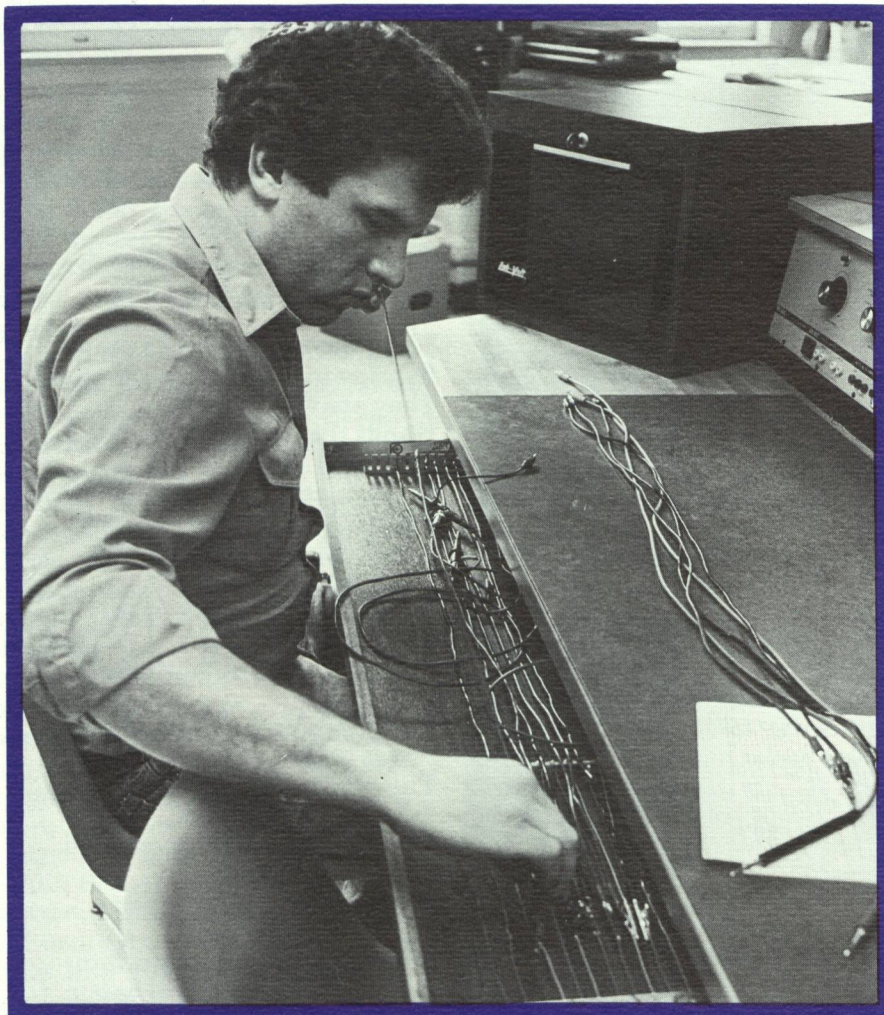
These students are carrying the

ORT banner -

They *are* the banner.



The Bramson ORT Technical Institute



The Bramson ORT Training Center

ORT has operated a training program in America for over 40 years, since 1941. Established in New York City to help Jewish refugees who had fled Hitler's Europe, the Bramson ORT Training Center, is currently situated in the headquarters building of the American ORT Federation, where today it serves Jewish refugees from new sources, primarily the Soviet Union. The school trained nearly 400 students last year in needle trades like sewing and pattern making. Registration throughout the 1980's will, as in the past,

reflect the expanding or diminishing numbers of newcomers to the United States.

When ORT was founded in 1880, in then-St. Petersburg, its goal was to train the Jews of Russia in the skills of basic industry such as the needle trades. More than a century later, ORT teachers in the U.S. are once again teaching these marketable skills to Russian Jews, providing an economic passport which will enable them to make their dreams of freedom and prosperity a reality.

Opened in 1977 with a student body of 47, in just a few short years the Bramson ORT Technical Institute in New York has established itself as a highly respected institution of higher education serving America's largest Jewish population center.

As the first technical college in the United States under Jewish auspices, Bramson ORT fills a much needed role in preparing students for high-demand jobs in an increasingly difficult and technically oriented job market. Accredited by the New York Board of Regents, Bramson ORT has been much praised by the city's civil and educational leaders. Bramson offers demanding one year certificate programs and topflight two year programs leading to associate degrees in such high-demand fields as ophthalmic technology, electronic technology, computer programming, accounting and business management. As is the case in ORT programs throughout the world, students at Bramson ORT are solicited for jobs by employers seeking skilled personnel, even before graduation. Bramson's 100% placement record is another reason why enrollment steadily increases as more and more students turn to Bramson ORT for the skills training they need to find satisfying jobs in today's economy.

A particularly successful program at Bramson has been the Women's Career Center, designed to meet the needs of the growing number of women who are returning to school after prolonged absences, often after years away from the job market raising a family. With counseling and sound course structure, Bramson is able to help these women find and advance in satisfying careers. The Center's Women's Career Exploration Day, attended by scores of women from the New York

Women's American ORT 13th National Board Conference



The final event of the ORT Centennial celebration took place in October 1980 in Houston, where more than 800 delegates to the 13th National Board Conference of Women's American ORT met to review the accomplishments of ORT's first century and gear up for the challenges of the century yet to come.

The conference was addressed by numerous U.S. government and overseas speakers. Israel's Permanent Representative to the United Nations, Yehuda Z. Blum, deplored the fact that Israel was often made the "whipping boy" by the anti-democratic majority in the U.N. Presentations were also made by Shirley Hufstедler, U.S. Secretary of Education; Joseph Harmatz, Director General of the World ORT Union; Michael Avitzour, Director-General of ORT Israel; Bernard Wand-Polak, Director of ORT's Latin American Operations; and Eric Schieber, Deputy Director-General of ORT France.

Mrs. Beverly Minkoff, WAO National President, summed up the philosophy which has kept ORT in the forefront of pedagogical innovation and enabled ORT to consistently meet the educational needs of Jews throughout the world for over a hundred years. "To fall behind," she said, "is to deny the future."

metropolitan area, attests to the recognition Bramson has earned as a mecca for women's career guidance programs.

The school's student body of 200 is basically composed of four kinds of students. 25% are college graduates who graduated without marketable skills, 25% are students with some college education who have transferred to Bramson for training in employable skills, 25% are students coming directly from high school who study for the Associates degree and are then in the enviable position of either continuing their education at a four year institution or entering the job market immediately, and 25% are older students who have come to "re-tool" for the changing job market of the 1980's.

Bramson is a distinctly American school and its student body reflects the fact. 85% of the students are American. The remaining 15% are new Americans, generally from the Soviet Union and

Iran. The technological demands of modern industry have phased out many formerly viable professions. The complex industries of today, and the even more complex industries which will develop in the future, require highly skilled individuals. Bramson ORT is there to provide the skills to people who will enter those industries to find meaningful and rewarding careers.

ORT Enters American Jewish Day School System

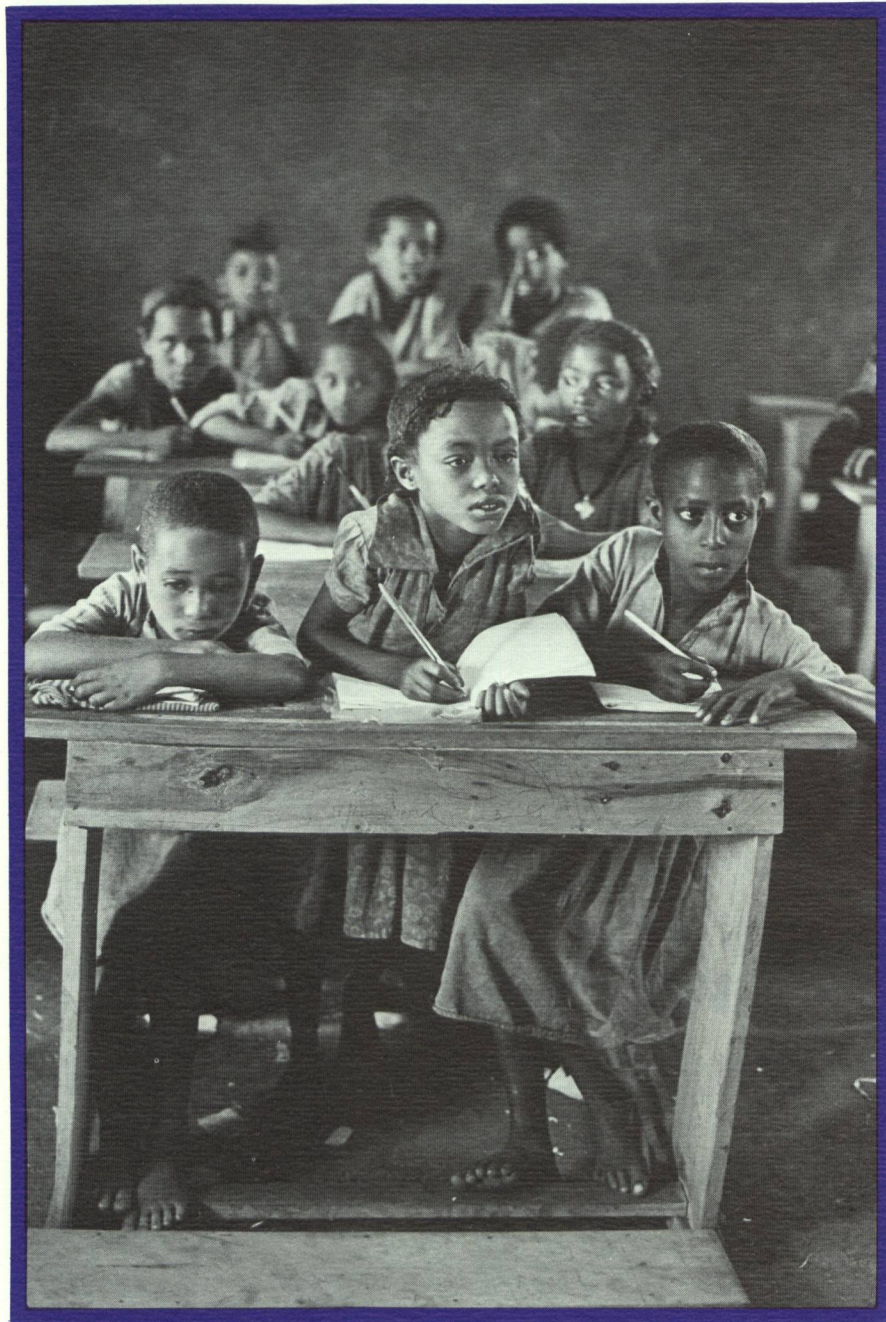
As ORT's second century began, ORT operations in the United States took a new turn, with the decision to participate in the new Jewish High School of South Florida, slated to open its doors in the fall of 1981. The American ORT Federation and Women's American ORT, with the cooperation of the World ORT Union, will co-sponsor the new venture, integrating modern technology into the teaching and learning aspects of the school, with a concentration on the cur-

riculum areas of science and technology.

Some 100 boys and girls will comprise the entering class; in three years time the student body is planned to be more than 250.

The experience and expertise ORT has acquired in the Jewish Day School systems of other countries, notably in South America, will serve as a sound foundation for this precedent setting move on the part of ORT in America.

A Matter of Survival



The Falashas, the black Jews of Ethiopia, have been the focal point of an ORT-JDC operation since 1976. Cut off from the mainstream of Jewish life for thousands of years, according to their traditions, the Falashas arrived in Ethiopia after the destruction of the first temple in Jerusalem in 586 B.C.E., arriving

overland by way of Egypt. Isolated as they were, the Judaism they practiced was based solely on the 24 books of the Bible; until recently they had no knowledge of later developments such as the Talmud. They practiced the Jewish rituals of circumcision and marriage, followed the dietary laws of kashrut, and observed

Shabbat, the Holy days and holidays like Passover, but knew nothing of Purim or Chanukah, holidays which commemorate events that took place after their separation from Jewish life 2,500 years ago.

Most of Ethiopia's Falashas are concentrated in the vicinity of Gondar, a provincial capital of 80,000, set in a rugged area of plateaus and hill country in the northwest corner of the country. The area, always one of the poorest in the world, with an average per capita income of barely \$100, has been subject to the tides of war and revolution in recent years. A 1979 census showed 28,000 Jews living in the region, though it is believed that number has since diminished.

The word Falasha means "stranger," "wanderer" and "one who does not own his land." The Jews of Ethiopia prefer to call themselves "*Beta Israel*" — "The House of Israel."

In 1975 an Israeli Inter-ministerial Committee ruled that the Falashas were Jews and, as such, were entitled under the Law of Return to full immigration rights to Israel.

Land is the key to economic freedom in heavily agricultural Ethiopia but an imperial decree issued in the 15th century forbade the Falashas to own land. They suffered five centuries of slavery under Ethiopia's feudal serfdom, with most of the crops they raised going to their landlords. The Falashas were forced to make their living as skilled craftsmen, becoming weavers, jewelers and blacksmiths. In remote Falasha villages like Ambober, Teddah and Wollega, where ORT maintains schools and training programs and has dug wells to provide the residents with clean, disease-free drinking water, the Falasha's craftsmanship kept them alive through the centuries.

In 1979 ORT-JDC aided 2,000

Falasha families, providing oxen, tools, seed fertilizer and agricultural instruction. In 1980 an additional 900 families received ORT aid. Crafts training includes sewing, pottery, carpentry, metal work, and welding.

In the past, the infant mortality rate among Falashas ran as high as 40%, due largely to water-borne diseases. ORT water projects in 75 villages, combined with improvements in sanitation and hygiene, could decisively lower that mortality rate.

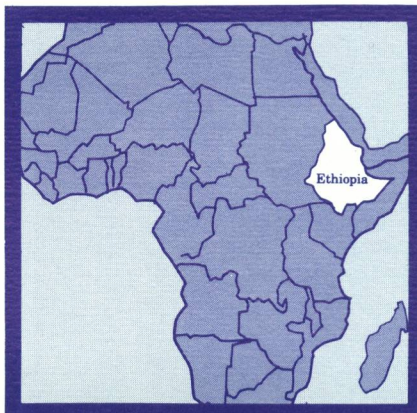
Michael Winn, a freelance writer and photographer, traveled to Ethiopia to investigate the situation of the Falashas first hand. Writing in the May 1981 issue of the B'nai B'rith monthly magazine, *The National Jewish Monthly*, Winn reported that ORT projects came in for high praise from Falashas he met with throughout Ethiopia.

Of the 22 ORT-JDC schools in the Gondar province, 21 are elementary schools and one is a junior school. The ORT school network employed 78 teachers in 1980. In 1979, 1,305 pupils were enrolled. In 1980 that figure rose to 2,612 an increase of 100%, with ORT's 1981 enrollment rising to 3,000 students. Projections place the total number of school-age Falasha children at approximately 4,000 and ORT plans to school them all by 1983.

In 1980 23 new classrooms were built, bringing the total number of classrooms to 83. Most of the buildings make use of local materials like chica, mud and wood. For more substantial construction, ORT has built and equipped hollow block workshops for the manufacture of solid building materials, a difficult but necessary operation in an area where transport is often restricted to what can be moved on the back of a horse.

Some random highlights of the 1980 ORT operations include:

The completion of a new



carpentry course by 12 students, 8 of whom are now employed teaching handicrafts in ORT schools. The next carpentry class opened with 16 trainees.

The first sewing class graduated 14 students; another course began with 12 students.

Matzot were distributed at Passover; the first such distribution ever performed by any organization.

Evening courses for adults are much in demand. When a new adult Hebrew class opened there was a great rush to join. 90 participants attend in the evenings, and, after working a full day in the

fields, diligently study by the light of lanterns.

The two new medical clinics, one in Ambober and the other in Teddah, which share one ambulance between them, treated a total of 46,250 patients in 1980. Because most diseases and epidemics have originated in polluted water from certain wells, ORT has intensified its maintenance of 19 wells and undertaken the construction of another 3 deep wells with pumps, pipes and taps. One goal is to make available, for the first time, a supply of running water to the schools in the region.

A flour mill has been set up in a building constructed by the villagers themselves in Ambober. A new ninth grade class opened in the Ambober school.

The new Sangatekem school opened its doors in October 1980 to more than 100 pupils, including adults attending evening classes.

The road to survival and economic freedom for the Falashas is made up of hundreds of such "small" achievements. ORT is justly proud of its role in making such achievements possible.



ORT INDIA

Confidence & Opportunity

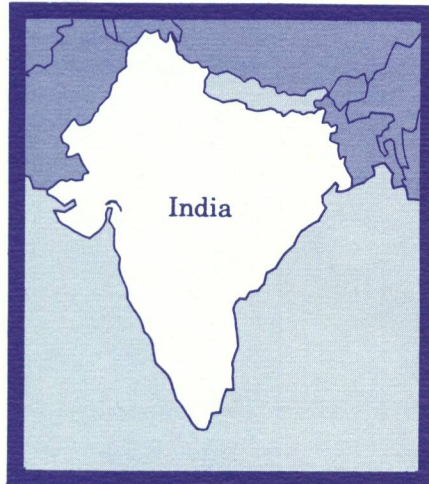
The Jewish population in India has decreased from 26,000 in 1951 to less than 8,000 today. Many have left the poverty of their homes to settle in Israel, where better opportunities are available.

For those who do remain, ORT is there with a vocational training school for boys, located in the old Jewish section of Bombay, established in 1960, and with a girls' school, established in 1970, housed in an attractive six-story building about a twenty minute drive from the boys' school.

The ORT boys' school offers the regular two year term of studies required by the Indian government. Students can also avail themselves of an optional third year of individual studies, a year that, after graduation, virtually guarantees employment as skilled operators, machinery repairmen and job inspectors. Also available is the "Last Chance Department" where school dropouts are trained to be blacksmiths, fitters and welders, lucrative trades in great demand in Bombay.

Upon graduation, the government requires all students to take an examination. 1980's class was the twentieth in which all students passed, a fine example of what 20 hours of study per week can accomplish in a national school system where only 10 hours per week are required.

In addition to their superior classroom work, ORT students participate in outside projects. ORT India students designed the official ORT Centennial coin, placed first, fourth and fifth in the Centennial poster contest, and won an honorable mention in the essay competition. They have also developed several mechanical inventions, including a small solar hot water system, one of the first in India, which is installed on the roof of the girls' school. In statewide competitions, the boys and girls of ORT India traditionally win first place honors.



At the girls' school the top two floors are used as a dormitory for the students. Since all the textbooks are written in English, the secretarial, home economics and beauty culture courses are taught using a phonetic system developed by ORT India. The system is an obvious success — 70% of the 30 girls who took speed tests in government shorthand and typing exams passed with high ratings.

The dormitory in which the girls

live consists only of simple cots lined up in rows — a stark setting, but one which the girls proudly keep immaculately clean. There is no recreational material and no playground. Yet the girls from ORT India, most of whom come from remote villages, fondly call it home. Some have no other home at all.

In a letter to the director of the ORT school in Bombay, one former student wrote to say what ORT India had meant to his life:

"First of all let me thank you for what I am today. It is an honorable distinction to stand on one's own legs in this vast and wide world. I thank you all for helping me with the confidence I have gained because I know my trade very well. I am at present an Instructor at a Polytechnic. I am teaching drawing for first year students. They are 21 in number . . ."

Teaching marketable skills — in a wholesome Jewish environment — that enable students to find productive employment and to stand tall, with pride in their own achievements, has been, and remains, the goal of ORT India.



ORT & SOVIET MIGRATION

First Steps to Freedom



The flow of Soviet emigrants arriving in Italy has slowed considerably and it is difficult to predict future trends. ORT programs in Rome, Ostia, and Ladispoli continue to help those Jews who manage to leave the Soviet Union with classes in English, "survival" courses to prepare them for their new lives in the West and classes in Jewish education.

Recent statistics indicate that after reaching a peak of 51,329 in 1979, the number of Jews emigrating by way of Vienna, the principal exit route, fell off sharply in mid-1980. The total for 1980 was

only 21,471, according to figures issued by the National Conference on Soviet Jewry, representing a decline of 46%. The first half of 1981 showed a continuing decline.

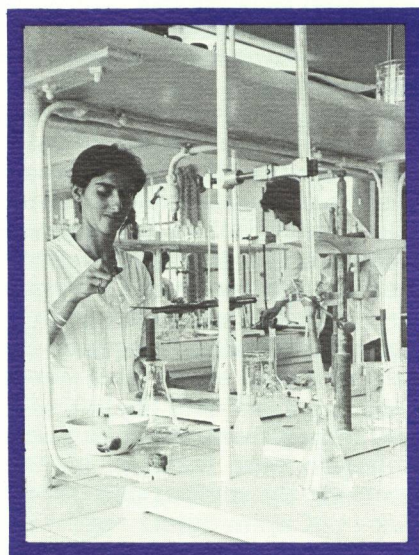
It is estimated that at least 10,000 Jews in the Soviet Union have applied for exit visas and have been refused. Some estimates place that number as high as 30,000.

A quarter million Jews, out of a total of two million, have left the Soviet Union since the West began to apply pressure. It is hoped that those "refuseniks" left behind will someday also be allowed to leave.

During 1980, some 13,000 Soviet Jews were served by facilities established by HIAS, JDC, and ORT in Italy, down from a previous 1979 high of 32,000. The figures for the first quarter of 1981 indicated a slightly reduced trend. Classroom space is at a premium and ORT strains to accommodate as many as possible, having room for only 700 at a time. Currently two classes are conducted for adults and one for children in Jewish education in the Ladispoli Community Center. In Ostia there are nineteen courses given. In Rome, four.

Because the processing of visas is erratic, and arrivals and departures hurried, every Monday the teachers find one-third of the class has left and a new group has entered. When possible, two levels of English are taught to overcome the constant changes.

Adults receive three hours of Jewish education each week; children receive three hours each day. Jewish literature and history are taught in Russian in order to acquaint adults and children alike with the Jewish tradition they have dreamed of, but have been deprived of, for so long.



ORT MOROCCO

Shifting Emphasis

ORT Morocco was the first program established in the Moslem world, and to this day it provides an oasis of learning for the Moroccan Jewish community.

There are less than 20,000 Jews left in Morocco today, (among 20 million Arabs), a mere fraction of a community that once numbered 260,000. The rate of emigration after graduation for boys runs as high as 90%. Many leave their families behind, creating a traumatic breakup of the family unit.

Where instruction in sewing

and hairdressing were once the main thrust of ORT education for women in Morocco, currently ORT concentrates on the executive secretarial and laboratory technician fields, areas in which ORT graduates can find employment. When the girls graduate from the two year secretarial school, their starting salary is approximately \$500 per month, enough for them to begin careers and to hold their heads high, with pride in their hard-earned self-sufficiency.

Training the Trainers

The ORT Technical Assistance Program is now entering its third decade. The demand for ORT's expertise in providing on-the-job training and formal skill development to developing countries has brought ORT experts and programs to work in 42 countries in Africa, Asia, Latin America, Europe and the Pacific.

ORT Technical Assistance began in 1960 when the United States Agency for International Development (then the International Cooperation Administration) asked ORT to survey the vocational training needs of 8 sub-Saharan African countries and to then implement many of the recommendations made. With this initial entry into Mali, Guinea, the Ivory Coast, Dahomey, Cam-

eroon, Nigeria, Sierra Leone and Ethiopia, the ORT Technical Assistance Program was born.

The goal was, and remains today, to establish an effective training system, geared to preparing local people to become skilled workers, technicians, and administrators. An integral part of every technical assistance project is the training of personnel qualified to undertake supervisory roles once the project is under local control. When the operation is turned over to indigenous control, ORT advisors serve as consultants for as long as is required.

The Technical Assistance program is involved in all stages pertaining to the establishment of vocational and technical training programs necessary for each spec-

ific locale. It begins with an analysis and evaluation of current and future manpower needs and the related training requirements. Technical training programs are then designed and the programs are implemented, with ORT applying its recommendations to the situation. Implementation is accompanied by ongoing evaluations of the results to measure achievements against original objectives and to insure that results conform to realistic goals.

The ORT headquarters staff supervises the activities of over 150 technical training instructors and administrators in some 20 developing countries. There are more than 30 ongoing projects with an equal number of studies and surveys in preparation or execution. ORT maintains an updated computerized register of specialists available around the world, many of whom are ORT graduates with experience in directing training programs for ORT.

The main fields of ORT Technical Assistance include: technical skills training, rehabilitation and maintenance of transport systems, agriculture and rural infrastructure, mining, industry and urban infrastructure. Training in supervisory skills is also an important component of technical assistance in each of these areas.

Technical assistance programs are sponsored by government agencies, multilateral funding agencies such as the World Bank, the Organization for Economic Cooperation and Development, the United Nations Development Program, and joint governmental and private ventures. ORT's role has been to provide the training component in these programs. Experience has shown that equipping countries with the necessary infrastructure must take into consideration the training of manpower in the running and maintenance of a variety of equipment, and the training of teachers to

ORT IRAN A Time of Waiting

The ORT schools in Iran, founded in 1950, have been nationalized. In January 1979 there were 1,002 students in the ORT Iran program. In January 1980 the number fell to 785, of which 120 were Moslem students, for an overall drop of 26%.

The greatest student loss was in the teacher's training program and finding Jewish teachers was the major problem. The beginning of the school year, slated for October 6, 1980, was postponed due to the outbreak of hostilities between Iran and Iraq.

The school in Teheran has now ceased to function within the ORT network. As has been the case before in ORT's century-long history, the time now is one of waiting.





train future skilled personnel. ORT's contribution centers on this essential aspect of technical assistance — the training of skilled personnel, too often the forgotten aspect of the development process.

In the 1980's, field programs will remain largely centered on one major aspect of primary importance in the development aid process — the training of skilled local people who will be qualified to continue and maintain the work after ORT personnel move on to the next job.

During the past year, six new contracts were signed, and are now in the process of being implemented, and 14 new full-time ORT specialists have joined the existing staff. The Technical Assistance Department recently submitted its Final Draft Report to the Ministry of Works in Tanzania on its contribution to that country's Fourth Highway Trunk

Road Maintenance Project, having been recommended to carry out this task by the World Bank.

ORT is continually reaffirming its commitment to share its technical and pedagogic knowledge,

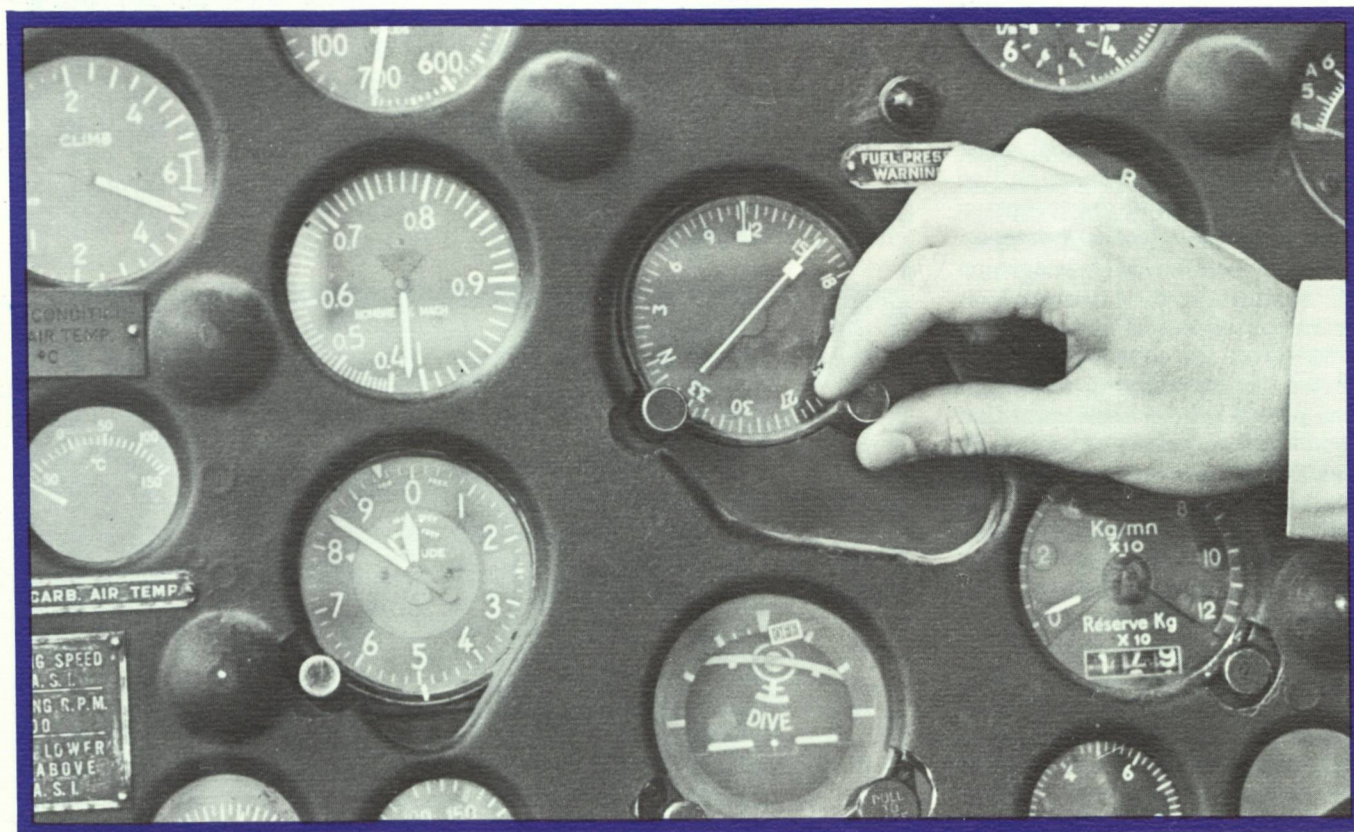
particularly with the developing countries, in order to secure for all a dignified life, starting with one of the most fundamental of human rights: the right to acquire the skills to work.



Enrollment

(For the Year 1980)

COUNTRY	Total Enrollment	Teaching Staff	Training Units	Vocational & Technical Schools	Adult Services	Community Schools	Apprentice Programs
Argentina	7,296	194	33	1,830	-	5466	-
Brazil	954	39	12	248	335	371	-
Chile	1,200	100	2	1,200	-	-	-
Colombia	139	2	1	-	-	139	-
Ethiopia	2,612	78	24	2,527	85	-	-
France	8,291	324	148	3,847	3,538	188	718
India	540	21	8	267	7	266	-
Iran	-	-	-	-	-	-	-
Israel	69,172	2,757	424	43,660	20,359	-	5,153
Italy	5,671	65	37	531	3,708	1,432	-
Mexico	1,050	6	4	-	-	1,050	-
Morocco	1,024	35	16	459	48	404	113
Paraguay	62	1	1	-	-	62	-
Peru	837	38	2	-	-	837	-
Uruguay	1,482	61	29	432	1,050	-	-
USA	1,216	33	20	-	1,216	-	-
Venezuela	965	2	3	-	-	965	-
Central Institute, Switzerland	216	8	6	111	105	-	-
TOTAL	102,727	3,764	770	55,112	30,451	11,180	5,984



The chart on this page summarizes the almost \$70,000,000 budget of the worldwide ORT program in 1981.

This figure contains a deficit of \$347,000, in addition to program requests of \$2,432,000 for which there are no funds and therefore no allocations. The largest portion of unmet requests are in Israel, France, and Argentina.

Multiple Support The continued generosity of many is built into this budget, as an ongoing source of funds.

The Joint Distribution Committee, from which the American ORT Federation received support out of income of the United Jewish Appeal, which in turn is supported by Jewish Federations and Welfare Funds, granted ORT \$4,100,000 in 1981, plus a special sum of \$350,000 for Ethiopian programs. The ties that have united ORT and JDC for 35 years remain as firm as ever.

Women's American ORT will contribute \$4,217,000 in 1981. WAO's participation at all levels of ORT budget policy determinations and programs is a mainstay of ORT operations and development. Included in this sum are funds for the construction of new facilities resulting from the sustained will and work of its more than 140,000 members throughout the American Jewish community.

American ORT Federation Men's Groups Greater contributions may also be anticipated from the expanding and increasingly effective Men's ORT Chapters of the American ORT Federation, and other affiliated groups. Approximately \$1,045,000 is anticipated from these groups and other sources.

Around the World ORT groups in Australia, Britain, Canada, Germany, Holland, Mexico, Scandinavia, South Africa, South America, Switzerland, and elsewhere are part of the support pattern.

The Baron de Hirsch Fund, the Jewish Colonization Association, the Canadian Jewish Congress, and the Combined Appeals in South Africa, South America, and other areas contribute significantly.

Note is taken of the generosity of the Danish Refugee Council, the Norwegian Refugee Council, the Van Leer Foundation of the Netherlands, and the governments of Canada, Denmark, Germany, Sweden, Switzerland, and others.

\$6,196,000 will be contributed from these sources.

Local Support Over 73% of the total cost is met within the communities served. Local income, amounting to \$50,925,000 is anticipated.

Cooperating Groups and the Family of ORT To all the organizations cited above, and to such cooperating bodies as the Alliance Israelite Universelle, HIAS, New York Association for New Americans, and others, we convey our gratitude. Above all, we express appreciation to our colleagues of the ORT organization in the various countries who together constitute the family of ORT.

1981 Program Budget

Argentina	\$6,105,300
Brazil	417,300
Chile	125,000
Colombia	10,000
Ethiopia	1,185,000
France	23,959,800
India	268,200
Iran (staff severance obligations)	130,000
Ireland	5,000
Israel	26,147,000
Italy	2,124,100
Mexico	150,000
Morocco	716,600
Paraguay	5,000
Peru	100,000
South American Office	165,000
Switzerland (Central Institute)	1,128,000
United States	909,100
Uruguay	999,900
Venezuela	15,000
Operational	1,522,000
Technical Assistance	1,998,000
Administrative and Other	1,427,000
TOTAL	\$69,612,300

NOTES

(1) An independent certified audit of each country of operation is prepared each year by Loeb & Troper, Certified Public Accountants in the State of New York.

(2) Quarterly enrollment, attendance and other country activity reports from all ORT institutions are received by the World ORT Union. On the basis of these reports and other information gathered through inspection trips, ORT operations are regularly reviewed by the Administrative Committee and Executive Committee of the World ORT Union and with the American Jewish Joint Distribution Committee.

(3) Besides the JDC, the World ORT Union has cooperative working relations with the Alliance Israelite Universelle, the Jewish Colonization Association, the Ozar Hatorah, HIAS, the Baron de Hirsch Fund and many other community and welfare organizations in the countries of operations.

(4) The World ORT Union cooperates with various U.N. and other specialized agencies that relate to its work, including the High Commissioner for Refugees, the Intergovernmental Committee for Migration (ICM), the U.S. Department of State, Office of Refugee and Migration Affairs, as well as the International Council of Jewish Social Services (INTERCO) and the International Council of Voluntary Agencies.

(5) Technical Assistance Project Funds. Not shown on the previous page are funds allocated by the United States Government under terms of the contracts between the Agency for International Development (AID) and the American ORT Federation for operation of technical assistance programs.

Other projects are funded by the Canadian, West German, and Swiss governments, as well as by the World Bank, enterprises in the private sector and other governmental and nongovernmental bodies.

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