



## HIGHER EDUCATION FOR DEVELOPMENT (HED)

### *Knowledge, Partnership, Results*



## SEMIANNUAL SUMMARY PROGRESS REPORT

*To: The U.S. Agency for International Development*

*For: LWA (AEG-A-00-05-007-00)*

*Data from Reporting Period from*

*October 1, 2011 – March 31, 2012*

*The Leader Cooperative Agreement is managed by USAID's E3 office, and serves as a resource to Missions and Bureaus across the Agency's technical sectors to address any strategic objective or performance plan for which investments in tertiary education institutions would be an asset. HED partnerships provide USAID with a high degree of flexibility for investment in higher education programs that directly support key strategic objectives, program components, or technical sector interests at the Mission, Bureau, or Agency-wide level. HED develops higher education partnerships through the core LWA mechanism and through Associate Awards, as deemed most appropriate by USAID. Associate Awards may support complex HED consortia partnerships in a country or region or clusters of partnerships with a more limited range of support, as well as the traditional one-on-one U.S./Host-Country higher education partnerships. E3 may elect to match funds from Missions and Bureaus to catalyze needed investments.*

*(Source: American Council on Education, AID- AEG-A-00-05-007-00)*

Higher Education for Development was established in 1992 by the six major U.S. higher education associations to engage the higher education community in global development.

American Council on Education (ACE) | American Association of Community Colleges (AACC) | American Association of State Colleges and Universities (AASCU) | Association of American Universities (AAU) | Association of Public and Land-grant Universities (APLU) | National Association of Independent Colleges and Universities (NAICU)

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## List of Acronyms

AACC	American Association of Community Colleges
AASCU	American Association of State Colleges and Universities
AAU	Association of American Universities
ACE	American Council on Education
ALO	Association Liaison Office for University Cooperation in Development
AOTR	Agreement Officer's Technical Representative
APLU	Association of Public and Land-grant Universities
BMENA	Broader Middle East and North Africa
CAFTA-DR	Dominican Republic-Central America-United States Free Trade Agreement
CONACYT	Consejo Nacional de Ciencia y Tecnología
D&G	Democracy and Governance
DCHA	Bureau for Democracy, Conflict and Humanitarian Assistance
DoS	U.S. Department of State
E3	Bureau for Economic Growth, Education and the Environment
EE	Europe and Eurasia
EGAT/ED	Bureau for Economic Growth, Agriculture and Trade, Office of Education
EMBA	Executive Master of Business Administration
FAO	Food and Agriculture Organization of the United Nations
HBCU	Historically Black College and University
HCN	Host-Country National
HEALTH	Higher Education Alliance for Leadership Through Health
HED	Higher Education for Development
HEI	Higher Education Institution
HSI	Hispanic-serving Institution
ICAA II	Initiative for Conservation in the Andean Amazon, Phase II
ICT	Information and Communications Technology
JOBS	Job Opportunity for Business Scale-up
LAC	Latin America and the Caribbean
LIPHEA	Leadership Initiative for Public Health in East Africa
MCC	Millennium Challenge Corporation
M&E	Monitoring & Evaluation
MENA	Middle East and North Africa
MEPI	Middle East Partnership Initiative
MoE	Ministry of Education
MoU	Memorandum of Understanding
MSI	Minority-Serving Institution
NAICU	National Association of Independent Colleges and Universities
NGO	Non-Government Organization
NRM	Natural Resource Management
OMEP	Office of Middle East Programs
PEPFAR	U.S. President's Emergency Plan for AIDS Relief
PD	Partnership Director
PI	Principal Investigator
PRIME	Partnership Results and Implementation Management Engine
Q1	Quarter One (October 2011 to December 2011)
Q2	Quarter Two (January 2012 to March 2012)
Q3	Quarter Three (April 2012 to June 2012)
Q4	Quarter Four (July 2012 to September 2012)
RFA	Request for Application
RF	Results Framework
TCU	Tribal College and University
TIES	Training, Internships, Exchanges and Scholarships program
ToT	Training of Trainers

UNEP	United Nations Environment Programme
USAID	United States Agency for International Development
WID	Women in Development

## Executive Summary

With funding from USAID's Bureau for Economic Growth, Education and the Environment, USAID's functional and regional Bureaus and worldwide Missions and the U.S. Department of State, Higher Education for Development (HED) mobilizes the expertise and resources of the higher education community to address global development challenges by facilitating and managing higher education partnerships.

This report highlights activities and results for October 1, 2011–March 31, 2012, as well as describes progress toward achieving FY 2012 targets at both the partnership and portfolio levels. This document fulfills the requirement for the first semiannual performance report, as stipulated in the Cooperative Agreement.

In the October 1, 2011–March 31, 2012 reporting period, HED managed a total of 64 active partnerships in 32 countries involving 68 host-country and 50 U.S. institutions of postsecondary education. These partnerships ranged from \$119,015 to \$3,669,385 in value. Furthermore, the following five new partnership awards were executed, with sub-award agreements signed during the reporting period:

- Indiana University and University of Liberia (Liberia).
- Middlesex Community College and École Normale Supérieure de l'Enseignement Technique of Rabat/École Normale Supérieure de l'Enseignement Technique (Morocco).
- Nassau Community College and Al-Kafaàt Foundation Schools (Lebanon).
- Washtenaw Community College and Al Quds College (Jordan).
- Gateway Technical College (Entrepreneurial) and Université Mohammed Premier Oujda, École Supérieure de Technologie Oujda (Morocco).

HED partnerships made significant progress toward building sustainable institutional and human capacity to increase the ability of higher education institutions to contribute to the development efforts in their national and regional contexts. The report also reflects heightened attention placed on assessing and managing progress to annual targets, further demonstrating the results-driven focus of HED's partnerships. Among the human capacity achievements that partners reported as a consequence of support from USAID funding, 1,778 individuals were offered admission to tertiary education programs; 72 faculty and/or teaching staff completed long-term training programs and 66 enrolled in such programs; 486 host-country institution students or administrative staff completed long-term degree programs; and 790 host-country institution individuals completed short-term training. With regard to institutional capacity development enabled through U.S. government funding and support, HED partners reported 86 higher education institution engagement/outreach activities in their communities and 120 joint development research projects were implemented.

This report illustrates the strength and vitality of the contributions that higher education is making toward alleviating poverty and promoting economic growth through global education investments. Moving forward, HED anticipates that further systems strengthening, new upcoming RFAs and technical assistance opportunities, workshops, roundtables, and conferences, and a solid research agenda will advance HED's partnerships important role in higher education development throughout the world.

## Section 1—About HED’s Partnerships

Higher Education for Development (HED) mobilizes the expertise and resources of the higher education community to address global development challenges. Through a competitive process which provides USAID with access to a wide range of expertise within the higher education community, HED identifies institutions well suited to partner with institutions in developing nations. HED operates with the advice and counsel of six higher education presidential associations: the American Council on Education (ACE), the American Association of Community Colleges (AACC), the American Association of State Colleges and Universities (AASCU), the Association of American Universities (AAU), the Association of Public and Land-grant Universities (APLU), and the National Association of Independent Colleges and Universities (NAICU).

HED receives funding from USAID’s Bureau for Economic Growth, Education, and Environment (E3), USAID’s functional and regional Bureaus and worldwide Missions, and the U.S. Department of State to support higher education partnerships to advance global development, economic growth, good governance, and healthy societies. These partnerships provide training, applied research, program evaluation, policy analysis, and program implementation, which are critical to furthering the U.S. government’s foreign assistance goals.

Under the current Leader with Associate Award (LWA) managed by USAID’s E3 office and ACE, (AEG-A-00-05-007-00), HED operates under the following performance objectives:

1. HED will work with higher education institutions and USAID Missions, Bureaus, and technical sectors to design RFAs resulting in 10 or more collaborative partnerships (four to eight solicitations annually—Leader and Associate Awards).
2. HED will widely distribute RFAs and conduct fair and transparent application review, and nomination processes for partnership selection resulting in broad participation from the U.S. higher education community.
3. Partnerships between U.S. and host-country higher education institutions will result in improved institutional capacity to offer technical assistance for addressing development goals in host countries.
4. Partnerships between U.S. and host-country higher education institutions will result in improved human capacity of higher education professionals’ to address teaching, research, and public service resulting in measurable effects on regional and national development goals.
5. HED will secure advisory assistance/expertise from the higher education community to support USAID Bureaus, Missions, and technical sectors’ strategic objectives.
6. HED will sponsor/promote a series of research studies, roundtables, and conferences related to global development issues resulting in:
  - State-of-the-art research and practices shared with USAID and the higher education community worldwide.
  - Shared innovations in development practice.

- Opportunities for international development collaboration among USAID, NGOs, higher education, foundations, and other relevant organizations.
7. During the cooperative agreement's fourth year, HED will design and implement a valid and reliable research study to measure the degree of impact on development goals resulting from higher education partnerships' contributions to poverty reduction, economic growth, and social advancement.

HED partnerships contribute directly to realization of Goal 2 of USAID's Education strategy: *Improved ability of tertiary and workforce development programs to produce a workforce with relevant skills to support country development goals by 2015.*

For more information on Higher Education for Development, please visit [www.hedprogram.org](http://www.hedprogram.org).

## Section 2—Overview of Active Partnerships

During the first two quarters FY 2012 (October 1, 2011-March 31, 2012), HED managed a total of 64 active partnerships in 32 countries. Twenty of those partnerships were funded under the Leader with Associate (LWA) Award and 44 were funded through Associate Awards. In total, these partnerships involved 68 host-country and 50 U.S. institutions of postsecondary education.

The entire HED portfolio for this reporting period totaled \$40,714,900 for an average award amount of \$636,170 per active partnership. The median award amount per active partnership across the HED portfolio was \$450,000. Individual awards ranged between \$119,015 and \$3,669,385.

As a result of the initial communications with USAID Missions through which they were initiated, partnerships often clustered around a particular geographic region or sectorial theme. Some were developed using a consortia approach in which multiple institutions, either in the host country or in the United States, collaborate in a single partnership. Both cluster and consortia partnership implementation models increase the development impact by increasing the economies of scale devoted to addressing a particular issue. This reporting period, examples of HED partnership clusters included those developed under the Africa Initiative, JOBS Initiative, BMENA I and BMENA Entrepreneurship Initiatives, Haiti Associate Award, MEPI, and TIES. Partnerships based upon the consortia model included those like the Southern Africa Community-Based Natural Resource Management partnership.

A complete list of the active partnerships under the LWA appears in Table 1 and a complete list of Active Associate Award Partnerships appears in Table 2. Narratives about active partnerships can be found in Appendix A.

**Table 1 – Active Awards under the Leader**

Program Name	Country	U.S. Institution Name	Host Country Institution Name	Partnership Title	Period of Performance	Award Amount	Primary USAID Sector	Funding Source
Pakistan Collaborative	Pakistan	California State University Fullerton	Fatimah Jinnah Women University/Sardar Bahadur Khan Women University	Partnership for Women in Science and Technology in Pakistan	03/03/2008 – 12/31/2012	\$199,999	Education	Leader-AEG
Somalia Collaborative	Somalia	Eastern Mennonite University	University of Hargeisa	Center for Conflict Resolution and Peace Building at the University of Hargeisa	12/17/2007 – 12/31/2011	\$399,647	Democracy & Governance/Public Policy/ Journalism	Leader-AEG
BMENA I	Jordan	EICCD-Muscatine Community College	Al Quds College	Economic Empowerment through Entrepreneurship	07/01/2010 – 03/30/2012	\$119,015	Workforce/Entrepreneurship Development	Leader-AEG
Senegal Collaborative	Senegal	Fairfield University	Université de Bambey	Use of ICT and Service Learning to Develop Health Curricula	10/01/2010 – 09/30/2013	\$299,607	Education	Leader-AEG
BMENA I	Morocco	Gateway Technical College	Ecole Supérieure de Technologie Oujda	Automotive Diagnostics Partnership	08/15/2010 – 03/31/2015	\$148,482	Workforce/Entrepreneurship Development	Leader-AEG
Egypt BESPA	Egypt	Georgia State University	Cairo University-BESPA	Egypt: Business Education and Private Sector Alignment (BESPA)	07/30/2007 – 06/30/2012	\$700,000	Economic Opportunity/Business	Leader-AEG
BMENA I	Egypt	Highline Community College	Mataria Technical College	Leveraging Community College Workforce Development Expertise: Creating Educational Pathways to High Skills Employment at Mataria Technical College	09/01/2010 – 03/31/2012	\$183,730	Workforce/Entrepreneurship Development	Leader-AEG
BMENA Entrepreneurship	Morocco	Middlesex Community College	Ecole Normale Supérieure de l'Enseignement Technique of Rabat/Ecole Normale Supérieure de l'Enseignement Technique	Linkages for Entrepreneurship Achievement Project (LEAP)	01/01/2012 – 12/31/2014	\$461,132	Workforce/Entrepreneurship Development	Leader-AEG
BMENA I	Jordan	Red Rocks Community College	Al-Huson University College/AI-Balqa Applied University	Expanding Jordan's Green Collar Workforce: An International Partnership to Establish an Associate Degree Program in Solar Energy Technology (SET)	08/01/2010 – 12/31/2014	\$131,595	Workforce/Entrepreneurship Development	Leader-AEG
Uganda Collaborative	Uganda	State University of New York-Albany	Uganda Martyrs University	Uganda Parliamentary Research and Internship	01/22/2008 – 06/30/2012	\$556,360	Democracy & Governance/Public	Leader-AEG

Program Name	Country	U.S. Institution Name	Host Country Institution Name	Partnership Title	Period of Performance	Award Amount	Primary USAID Sector	Funding Source
				Program (PRIP)			Policy/Journalism	
Africa Initiative	Burkina Faso	Tuskegee University	International Institute for Water & Environment Engineering	Africa-U.S. Network of Centers of Excellence in Water and Environmental Science & Technology	03/15/2011 – 09/30/2015	\$1,100,000	Environment	Leader-AEG
Ethiopia Collaborative	Ethiopia	University of Arizona	Bahir Dar University	Institutional Capacity Building in Disaster Risk Management and Sustainable Development at Bahir Dar University	09/26/2007 – 03/31/2012	\$411,823	Democracy & Governance/Public Policy/Journalism	Leader-AEG
Southern Africa Community-Based Natural Resource Management	Namibia	University of Florida	Polytechnic of Namibia/ Namibia University of Science and Technology/University of Botswana/Sokoine University	Transforming CBNRM Education in Southern Africa	05/04/2009 – 09/30/2012	\$600,000	Environment	Leader-AEG
Hawaii Collaborative	Albania	University of Hawai'i at Manoa	Agricultural University of Tirana	Increasing Institutional Capacity in Agricultural Economics	08/27/2008 – 09/30/2012	\$399,948	Economic Opportunity/ Business	Leader-AEG
MEPI	UAE	University of Southern Maine	American University of Sharjah	Reforming Higher Education in the UAE by Integrating the Role of Women in Society, Equity and Social Inclusion, Family/Child Rights, and Women's Rights into the Curriculum	01/08/2008 – 08/31/2012	\$284,895	Education	Leader-AEG
Central America Small Business Development Centers (SBDC)	Costa Rica, D.R., El Salvador, Guatemala, Honduras, Nicaragua	University of Texas San Antonio	Central American University Consortium	Central American Small Business Development Center Partnership Program: Adapting and Replicating the Small Business Development (SBDC) Model throughout Central America	09/15/2011 – 09/15/2013	\$545,000	Workforce/Entrepreneurship Development	Leader-AEG
Nepal Collaborative	Nepal	Virginia Polytechnic Institute	Tribhuvan University	Creating a Center of Excellence to Strengthen Capacity in Forestry and Natural Resource Conservation	09/21/2007 – 09/30/2012	\$600,000	Environment	Leader-AEG
BMENA Entrepreneurship	Morocco	Gateway Technical College (Entrepreneurial)	Universite Mohammed Premier Oujda, Ecole Supérieure de Technologie Oujda	Collegiate Entrepreneurship and Collaborative Strategies	03/01/2012 – 09/30/2014	\$461,575	Workforce/ Entrepreneurship Development	Leader-AEG
BMENA Entrepreneurship	Lebanon	Nassau Community College	Al-Kafaàt Foundation Schools	SUNY Community College Consortium	01/01/2012 – 12/31/2014	\$461,151	Workforce/ Entrepreneurship	Leader-AEG

Program Name	Country	U.S. Institution Name	Host Country Institution Name	Partnership Title	Period of Performance	Award Amount	Primary USAID Sector	Funding Source
							Development	
BMENA Entrepreneurship	Jordan	Washtenaw Community College	Al Quds College	Community College Entrepreneurship: Integration to Incubation	01/01/2012 – 12/31/2014	\$446,938	Workforce/ Entrepreneurship Development	Leader-AEG

**Table 2 – Active Awards under the Associate Awards**

Program Name	Country	U.S. Institution Name	Host Country Institution Name	Partnership Title	Period of Performance	Award Amount	Primary USAID Sector	Funding Source
Algeria	Algeria	University of Michigan William Davidson Institute	Mentouri University Constantine	Recruiting Employable Students at the University with Management Education (RESUME)	10/07/2009 – 06/30/2012	\$600,000	Workforce/ Entrepreneurship Development	Associate Award-Algeria
Barbados-JOBS	Barbados	Indiana University	University of the West Indies-CHSB	Barbados: Supporting Entrepreneurs through the JOBS Initiative	02/28/2011 – 12/31/2013	\$1,349,927	Workforce/ Entrepreneurship Development	Associate Award-Barbados
Burundi Collaborative	Burundi	South Carolina State University	Ngozi University	Strengthening Rural Agriculture Development	02/09/2009 – 03/25/2011	\$449,641	Agriculture/ Ag. Business/ Animal Science	Associate Award-Burundi
CAFTA-DR	Guatemala, Nicaragua, DR	Tulane University	Universidad Iberoamericana/ Universidad Rafael Landívar/Univ Paulo Freire	CAFTA-DR Environmental Law Capacity Building Initiative	07/15/2010 – 09/30/2012	\$472,769	Environment	Associate Award-EGAT-LAC
Egypt ECON	Egypt	Georgia State University	Cairo University (Dept. of Economics)	Enhancing Capacity for Research in Economics	09/29/2008 – 08/31/2013	\$399,582	Economic Opportunity/ Business	Associate Award-Egypt
Egypt EMBA	Egypt	Georgia State University	Alexandria University-EMBA	Executive Master in Business Administration in Alexandria, Egypt	10/27/2008 – 09/30/2012	\$1,499,500	Economic Opportunity/Business	Associate Award-Egypt
Africa Initiative	Ethiopia	University of Connecticut	Addis Ababa University	Sustainable water resources: capacity building in education, research and outreach	01/14/2011 – 12/15/2012	\$1,100,000	Environment	Associate Award-Ethiopia
Africa Initiative	Ghana	Brown University	University of Ghana	University of Ghana – Brown University academic partnership to address HIV/AIDS in Ghana	07/01/2011 – 06/30/2013	\$1,100,000	Health/ Population/ Nutrition/HIV/AIDS	Associate Award-Ghana
Guyana Collaborative	Guyana	Ohio University	University of Guyana	Guyana Strengthening Mass Communications and Journalism	10/27/2008 – 12/31/2011	\$299,646	Democracy & Governance/ Public Policy/ Journalism	Associate Award-Guyana
Haiti	Haiti	University of Florida	Faculte d'Agronomie et de Medicine Veterinaire	Delivering High Quality Academic Programming in Agribusiness	03/31/2008 – 08/31/2012	\$297,433	Agriculture/ Ag. Business/ Animal Science	Associate Award-Haiti

Program Name	Country	U.S. Institution Name	Host Country Institution Name	Partnership Title	Period of Performance	Award Amount	Primary USAID Sector	Funding Source
Haiti	Haiti	University of Massachusetts-Boston	State University of Haiti-National Institute of Administration, Management and International Studies (INAGHEI)	The UMass Boston/INAGHEI University Partnership	07/29/2008 – 06/30/2012	\$299,998	Economic Opportunity/Business	Associate Award-Haiti
Haiti	Haiti	Virginia Polytechnic Institute	Ecole Superieure d'Infotronique d'Haiti	Partnership to Strengthen Computer Science Capabilities at ESIH	02/08/2008 – 09/30/2012	\$921,685	Information & Communication Technologies/Distance Learning: Education	Associate Award-Haiti
Jordan Collaborative	Jordan	Utah State University	University of Jordan/University of Petra	Strengthening Early Childhood Education in Jordan	10/13/2008 – 10/15/2011	\$450,000	Education	Associate Award-Jordan
Africa Initiative	Kenya	Colorado State University	University of Nairobi	Centre for Sustainable Drylands: A University Collaboration for Transforming Higher Education in Africa at the University of Nairobi	04/01/2011– 06/20/2013	\$1,100,000	Agriculture/ Ag. Business/ Animal Science	Associate Award-Kenya
Africa Initiative	Kenya	Syracuse University	Kenyatta University	Capacity through Quality Teacher Preparation	04/01/2011 – 03/31/2013	\$860,701	Education	Associate Award-Kenya
Africa Initiative	Liberia	Indiana University	University of Liberia	Increasing Availability of Well-Trained Health Care Workers	10/01/2011 – 09/27/2015	\$1,100,000	Health/ Population/ Nutrition/HIV/AIDS	Associate Award-Liberia
Africa Initiative	Malawi	Michigan State University	University of Malawi	Agro-Ecosystem Services: Linking Science to Action in Malawi and the Region	04/05/2011 – 04/04/2013	\$880,000	Agriculture/ Ag. Business/ Animal Science	Associate Award-Malawi
TIES (USAID/Mexico)	Mexico	Alamo Colleges	UT-Ciudad Juarez	Partnership to Improve Workforce Productivity of Maquiladora Workers along the Texas/Mexico NAFTA Corridor	09/04/2010 – 08/31/2012	\$785,242	Workforce/ Entrepreneurship Development	Associate Award-Mexico
TIES (USAID/Mexico)	Mexico	Appalachian State University	Universidad de las Américas-Puebla	Renewable Energy, Energy Efficiency and Competitiveness	01/15/2010 – 06/30/2012	\$300,000	Environment	Associate Award-Mexico
TIES (USAID/Mexico)	Mexico	Arizona State University	Institute of Ecology at the National Autonomous University of Mexico	Managing Biodiversity Under Climate Change: Enhancing Capacities in Mexico for Conservation Planning, Decision-Making and Sustainability Assessment	01/25/2010 – 06/30/2012	\$298,271	Environment	Associate Award-Mexico
TIES (USAID/Mexico)	Mexico	Colorado State University	Universidad Iberoamericana	Green Construction Human and Institutional Development Program	07/01/2011 – 06/30/2012	\$799,994	Workforce/ Entrepreneurship Development	Associate Award-Mexico
TIES (USAID/Mexico)	Mexico	Duquesne University	Universidad Autonoma de Nuevo Leon	Expanding Knowledge, Curricula and Research for	12/21/2009 – 06/30/2012	\$300,000	Environment	Associate Award-Mexico

Program Name	Country	U.S. Institution Name	Host Country Institution Name	Partnership Title	Period of Performance	Award Amount	Primary USAID Sector	Funding Source
				Mexican Students, Faculty and Professionals to Enhance Competitiveness in Renewable Energy and Energy Efficiency				
TIES (USAID/Mexico)	Mexico	Emory University School of Law	Universidad Panamericana	Emory and Panamericana University Partnership to Establish a Mexican Institute for Trial Advocacy	11/02/2009 – 06/30/2012	\$577,991	Democracy & Governance/ Public Policy/ Journalism	Associate Award-Mexico
TIES (USAID/Mexico)	Mexico	Florida International University	CIIDIR-Oaxaca	Student Training, Research, and Action on Restoring Soils and Forests, Establishing Seed Banks, and Promoting Payment for Environmental Services in Community Protected and Coffee Farms in Oaxaca and Chiapas	12/01/2008– 03/30/2012	\$246,486	Environment	Associate Award-Mexico
TIES (USAID/Mexico)	Mexico	Illinois Institute of Technology	ITESM-Mexico City	Chicago-Kent and ITESM-Mexico City Partnership	06/02/2009 – 06/30/2012	\$449,291	Democracy & Governance/ Public Policy/ Journalism	Associate Award-Mexico
TIES (USAID/Mexico)	Mexico	Illinois Institute of Technology-(Merida)	ITESM-Mexico City-(Merida)	Chicago-Kent and ITESM-Mexico City Partnership-Merida	11/01/2010– 06/30/2012	\$184,724	Democracy & Governance/ Public Policy/ Journalism	Associate Award-Mexico
TIES (USAID/Mexico)	Mexico	Michigan Technological University	Instituto Tecnológico de la Valle de Oaxaca , Colegio de la Frontera Sur	Enhancing the Capacity for Sustainable Forest Management and Ecosystem Service Provisioning in Chiapas and Oaxaca	02/16/2009 – 08/31/2012	\$470,062	Environment	Associate Award-Mexico
TIES (USAID/Mexico)	Mexico	Ohio State University	Colegio de Postgraduados en Ciencias Agrícolas	Building Human Capital for Microfinance Institutions in Order to Increase Competitiveness and Reduce Rural Poverty in Mexico	08/01/2007– 08/31/2012	\$449,500	Economic Opportunity/ Business	Associate Award-Mexico
TIES (USAID/Mexico)	Mexico	University of California, San Diego	El Colegio de la Frontera Norte	A Binational Training Program to Improve Social Justice in the Mexico-US Border Region	07/22/2010 – 06/30/2012	\$3,669,385	Health/ Population/ Nutrition/ HIV/AIDS	Associate Award-Mexico
TIES (USAID/Mexico)	Mexico	University of Colorado at Boulder	Universidad de Guanajuato	Promoting Sustainable Energy Efficiency Technologies for Buildings	02/12/2010 – 06/30/2012	\$300,000	Environment	Associate Award-Mexico
TIES (USAID/Mexico)	Mexico	University of Florida	Universidad Veracruzana	Bridging Academia and Practice: Integrative Leadership for Biodiversity Conservation in Managed	12/24/2009 – 06/30/2012	\$299,409	Environment	Associate Award-Mexico

Program Name	Country	U.S. Institution Name	Host Country Institution Name	Partnership Title	Period of Performance	Award Amount	Primary USAID Sector	Funding Source
				Landscapes				
TIES (USAID/Mexico)	Mexico	University of Nebraska-Lincoln	Universidad Nacional Autonoma de Mexico	UNL-UNAM Rule of Law Partnership	06/22/2010 – 06/30/2012	\$449,384	Democracy & Governance/ Public Policy/ Journalism	Associate Award-Mexico
TIES (USAID/Mexico)	Mexico	University of San Diego School of Law	Universidad Autonoma de Baja California, Mexicali	USD-UABC Legal Education Program	12/21/2009– 06/30/2012	\$450,000	Democracy & Governance/ Public Policy/ Journalism	Associate Award-Mexico
TIES (USAID/Mexico)	Mexico	University of Texas at El Paso	Universidad Autonoma de Ciudad Juarez	SABEMOS II (Science/Literacy Across Borders for Educators in Mexico to Promote Outstanding Schools)	09/15/2010 – 06/30/2012	\$2,305,379	Education	Associate Award-Mexico
TIES (USAID/Mexico)	Mexico	Western Illinois University	Universidad Tecnologica de la Selva/Universidad Autonoma de Queretaro	Capacity Building in Southern Mexico	10/01/2006 – 08/31/2012	\$598,661	Economic Opportunity/ Business	Associate Award-Mexico
Africa Initiative	Senegal	Ohio State University	Universite Gaston Berger	Development of agronomy and crop production academic programs, research, and need based extension programs for sustainable food production in Senegal	12/21/2010 – 09/30/2015	\$1,100,000	Agriculture/ Ag. Business/ Animal Science	Associate Award-Senegal
South Africa Collaborative - Math Education	South Africa	State University of New York-Buffalo	University of KwaZulu-Natal	Enhancing Secondary Mathematics Teacher Education	10/13/2008 – 02/29/2012	\$224,034	Education	Associate Award-South Africa
Africa Initiative	South Africa	University of Cincinnati	University of Cape Town	Nano power Africa	02/21/2011 – 02/28/2013	\$1,100,000	Economic Opportunity/Business	Associate Award-South Africa
South Africa Collaborative - Tourism	South Africa	University of Florida	Tshwane University of Technology	Partnership to Strengthen Teaching, Research, Service & Faculty Development in Tourism Management	01/05/2009– 12/31/2011	\$250,000	Education	Associate Award-South Africa
South Africa Collaborative - Transportation	South Africa	University of Michigan William Davidson Institute	University of Johannesburg	SALETTI: South Africa Logistics Excellence and Transportation Training Initiative	12/18/2008 – 12/31/2011	\$249,930	Economic Opportunity/ Business	Associate Award-South Africa
Africa Initiative	South Sudan	Virginia Polytechnic Institute	University of Juba/Catholic University of Sudan	Rebuilding higher education in agriculture to support food security, economic growth and peace efforts in Southern Sudan	02/07/2011 – 09/30/2012	\$1,470,396	Agriculture/ Ag. Business/ Animal Science	Associate Award-Sudan
Africa Initiative	Uganda	North Dakota State University	Makerere University	Capacity building in integrated management of trans-boundary animal diseases and zoonoses	02/15/2011 – 01/28/2013	\$1,100,000	Health/ Population/ Nutrition/HIV/AIDS	Associate Award-Uganda
Ethiopia-Clean Water	Ethiopia	Cornell University	Bahir Dar University	Improved Drinking Water Resource Utilization	01/04/2010 – 08/31/2012	\$295,246	Environment	Associate Award-Water

Program Name	Country	U.S. Institution Name	Host Country Institution Name	Partnership Title	Period of Performance	Award Amount	Primary USAID Sector	Funding Source
				through Integrated University Research, Planning, and Training Initiatives in the Lake Tana Region Ethiopia				
Uganda - Clean Water	Uganda	State University of New York-Albany	Makerere University	Drinking Water Supply, Sanitation, and Hygiene Promotion: Health Interventions in Two Urban Communities of Kampala City and Mukono Municipality, Uganda	02/09/2010 – 09/30/2012	\$299,736	Environment	Associate Award-Water

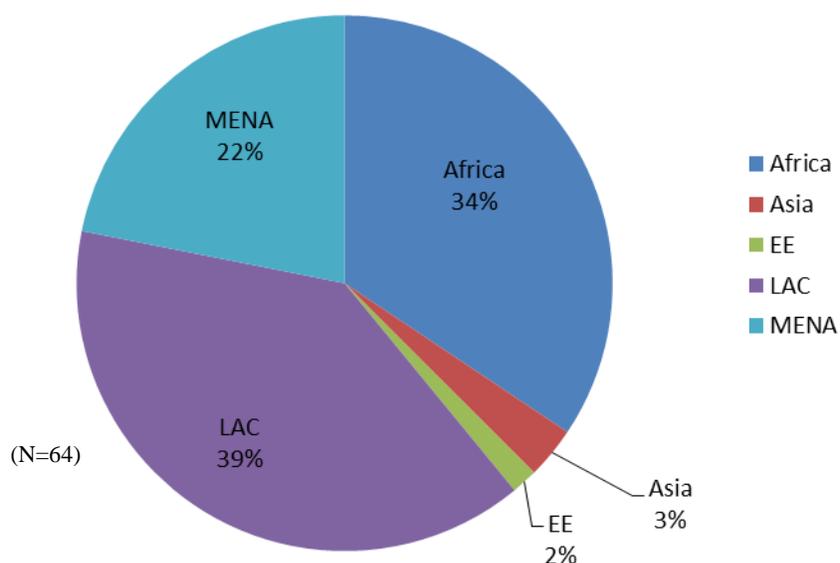
Seven partnerships closed during this reporting period. One of these was funded under the Leader with Associate Award and six were funded by Associate Awards. The closed partnerships include those between the following institutions:

- University of Florida/ Tshwane University of Technology;
- Eastern Mennonite University/ University of Hargeisa;
- University of Michigan William Davidson Institute/ University of Johannesburg;
- State University of New York-Buffalo/ University of KwaZulu-Natal;
- Utah State University/ University of Jordan/University of Petra;
- Ohio University/ University of Guyana; and
- Florida International University/ CIIDIR-Oaxaca.

Refer to Appendix B for more detailed information about these closed partnerships. Final closeout reports for these partnerships will be included in their entirety in an appendix to the HED Annual Progress Report submitted in December.

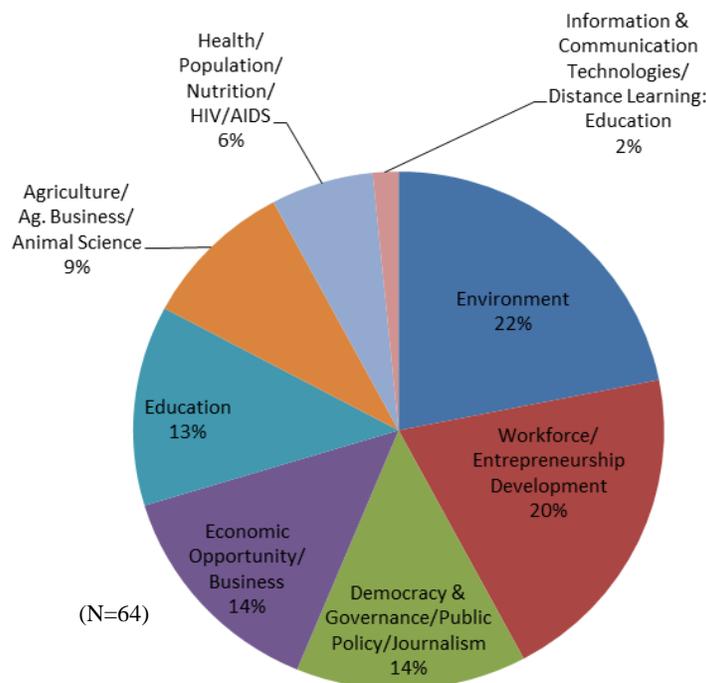
In this reporting period, HED managed active partnerships in all five regions of the world in which USAID provides assistance. Thirty-nine percent (n=25) of active partnerships were in Latin America and the Caribbean (LAC), 34 percent (n=22) were in Sub-Saharan Africa (Africa), 22 percent (n=14) were in the Middle East and North Africa (MENA), 3 percent (n=2) were in Asia, and another 2 percent (n=1) were in Europe and Eurasia (EE). Refer to Figure 1 for a chart illustrating active partnerships by global region for this reporting period.

**Figure 1 – Active HED Partnerships, by Global Region (October 1, 2011 to March 31, 2012)**



HED continues to manage active partnerships in diverse sectors, as illustrated in Figure 2. The largest percentage of HED active partnerships for this reporting period focused on the environment (22 percent; n=14). The second largest percentage of HED active partnerships during this reporting period focused on workforce/entrepreneurship development (20 percent; n=13). Economic opportunity/business and democracy and governance were not far behind with 14 percent (n=9) each, followed closely by education (13 percent; n=8). Agriculture-related partnerships constituted 9 percent (n=6) of the partnership portfolio. HED managed fewer partnerships focusing on the health/population/nutrition/HIV/AIDS (6 percent; n=4) and the communication technologies/distance learning sectors (2 percent; n=1).

**Figure 2 – Active HED Partnerships, by USAID Primary Sector (October 1, 2011 to March 31, 2012)**



### Section 3—Results and Progress

HED identified 29 indicators for which it sets annual targets and collects and analyzes data to track progress on its seven LWA Performance Objectives. Twelve of these indicators are USAID standard higher education indicators that are intended to measure progress toward institutional and human capacity building at the host-country partner institutions with which HED and its U.S. partners work. The remaining 17 indicators were developed by HED and are intended to measure progress toward HED portfolio management.

Section 3 of this report is structured so that an overview of progress toward all objectives and associated indicators is presented immediately below (see Table 3) and then more detailed information about progress toward each of the seven objectives follows. In addition, throughout this report, two types of targets are displayed—partnership targets and HED targets. Partnership targets, which only relate to institutional capacity and human capacity indicators, are an aggregate of the fiscal year targets set by each partnership based on their individual experiences and expertise, while HED targets are set by HED based on a review of several years of past progress. Partnership targets are only set for indicators associated with LWA

Performance Objectives 3 and 4 that relate to institutional and human capacity building at the host-country partner institutions with which HED and its U.S. partners work.

Please note that in this reporting period, HED only reports progress on seven of the USAID standard higher education indicators. The scope of the other five USAID standard higher education indicators only necessitates annual data reporting. In addition, Data Quality Verifications for this reporting period’s data were underway and were not fully completed at the time this report was written; data should consequently not be considered final. In addition, final, verified data will be reported and analyzed in the annual progress report submitted in December 2012.

**Table 3 – Overview of Results and Progress on All HED LWA Indicators  
(October 1, 2011 to March 31, 2012)**

LWA Performance Management Plan (PMP) Objectives	LWA PMP Indicators	Actual Achievement This Reporting Period	FY 2012 Partnership Target <sup>1</sup>		FY 2012 HED Target <sup>2</sup>	
			FY 2012 Target	Progress to FY 2012 Target (%)	FY 2012 Target	Progress to FY 2012 Target (%)
<b>Objective 1:</b> HED will work with higher education institutions and USAID Missions, bureaus, and technical sectors to design RFAs resulting in 10 or more collaborative partnerships (4-8 solicitations annually--Leader and Associate Awards.	Number of RFAs designed	5	n/a	n/a	11	45.5%
<b>Objective 2:</b> HED will widely distribute RFAs and conduct fair and transparent application review, and nomination processes for partnership selection resulting in broad participation from the U.S. higher education community.	Number of contacts through which RFA was advertised	60,044	n/a	n/a	148,016	40.6%
	Number of applications received	18	n/a	n/a	44	40.6%
	Number of peer reviews organized and completed	4	n/a	n/a	11	36.4%
	Number of peer reviewers	21	n/a	n/a	55	38.2%
	Number of applications recommended for funding	8	n/a	n/a	20	40.0%
	Number of collaborative partnerships funded	64	n/a	n/a	82	78.0%
	Number of higher education institutions supported through HED	118	n/a	n/a	149	79.2%
<b>Objective 3:</b> Partnerships between U.S. and host country higher education institutions will result in improved institutional capacity to offer technical assistance for addressing development goals in host countries.	Number of new and/or improved policies that support increased access of underserved and disadvantaged groups <sup>4</sup>	n/a	n/a	n/a	4	n/a
	Number of new U.S. Government-supported tertiary education programs that develop or implement industry-recognized skills certification <sup>4</sup>	n/a	n/a	n/a	21	n/a
	Number of U.S. Government-supported tertiary education academic degree programs that include experiential and/or applied learning opportunities for learners <sup>4</sup>	n/a	n/a	n/a	27	n/a

	Number of curricula developed and/or revised with stakeholder input or based on market research <sup>4</sup>	n/a	n/a	n/a	62	n/a
	Number of U.S. Government-supported research initiatives whose findings have been applied, replicated, or taken to market <sup>4</sup>	n/a	n/a	n/a	12	n/a
	Number of higher education institution engagement/outreach activities in the community	86	731	11.8%	164	52.4%
	Number of U.S.-host country joint development research projects	120	99	121.2%	6	2,000.0%
<b>Objective 4:</b> Partnerships between U.S. and host country higher education institutions will result in improved human capacity of higher education professionals <sup>1</sup> to address teaching, research, and public service resulting in measurable effects on regional and national development goals.	Number of individuals from underserved and/or disadvantaged groups accessing tertiary education programs	1,778	9,911	17.9%	6,297	28.2%
	Number of host-country institution faculty and/or teaching staff who enrolled in long-term degree programs <sup>4</sup>	66	89	74.2%	n/a	n/a
	Number of tertiary institution faculty and/or teaching staff whose qualifications are strengthened through U.S. Government-supported university partnerships	72			328	22.0%
	Number of host-country institution individuals (excluding faculty and/or teaching staff) who completed long-term programs resulting in academic degrees or professional or technical certificates (Long-term qualifications strengthening - excluding faculty and/or teaching staff )	486	227 <sup>3</sup>	245.8% <sup>3</sup>	338	145.5%
	Number of host-country individuals who completed short-term training or exchange programs involving higher education institutions—all individuals	790	963	82.0%	8,015	9.9%
<b>Objective 5:</b> HED will secure advisory assistance/expertise from the higher education community to support USAID Bureaus, Missions and technical sectors' strategic objectives.	Number of technical assistance field visits to USAID Missions (by team members/ composition)	11	n/a	n/a	14	78.6%
	Number of technical assistance requests from USAID Missions received	4	n/a	n/a	4	100.0%
<b>Objective 6:</b> HED will sponsor/promote a series of research studies, roundtables, and conferences related to global development issues.	Number of technical presentations given by HED staff at higher education and international development conferences or institutions/organizations	13	n/a	n/a	15	86.7%
	Number of roundtables and/or conferences organized by HED	3	n/a	n/a	6	50.0%
	Number of new technical resources or other related materials that HED created for the higher education community	2	n/a	n/a	10	20.0%
<b>Objective 7:</b> Results-based management, ongoing monitoring and impact studies/research	Number of evaluations/assessments carried out whose findings have been published or widely distributed	2	n/a	n/a	10	20.0%

	Number of monitoring visits across HED portfolio	8	n/a	n/a	16	50.0%
	Number of updated and/or new HED performance management processes	4	n/a	n/a	9	44.4%
	Number of research activities conducted by HED	0	n/a	n/a	6	0.0%

n/a= not applicable

<sup>1</sup> FY 2012 Partnership Targets data are provided by the partnerships and are presented in the aggregate.

<sup>2</sup> FY 2012 HED Targets data were established in October 2011 in consultation with USAID 3E.

<sup>3</sup> The FY 2012 Partnership Target for Training - Long Term (Completed) was reported cumulatively for host-country institution faculty and/or teaching staff, students, and administrative/other staff. Therefore, it was not possible to disaggregate progress to target for faculty and/or teaching staff versus other individuals (students and administrative/other staff).

<sup>4</sup> Data for Access-Policies, Experiential and/or applied Learning, Programs-New, Curriculum New and/or Revised, and Research- Applied, Replicated, Taken to Market are reported annually and thus are not reported for this reporting period.

### 3.1 LWA OBJECTIVE 1: RFA Design

HED’s LWA Performance Objective 1 is to “work with higher education institutions and USAID Missions, Bureaus, and technical sectors to design RFAs resulting in 10 or more collaborative partnerships (four to eight solicitations annually-Leader and Associate Awards.” To track performance for Objective 1, data were collected and reported for one indicator—number of RFAs designed. For this indicator, a RFA is counted if its major components (e.g., program description, Results Framework, etc.) received approval from the donor agency (E3, USAID Mission, U.S. Department of State), although these major components may vary across partnerships. Design does not necessarily include issuance/posting of RFA.

Between October 1, 2011 and March 31, 2012, HED finalized the design of five RFAs for the following new partnerships:

- Tunisia JOBS;
- JOBS for Mindanao;
- Caribbean Region Climate Adaptation;
- Women’s Leadership Program: Paraguay; and
- Women’s Leadership Program: Rwanda (Agriculture).

Actual achievement data, FY 2012 targets, and progress toward FY 2012 targets for this indicator are presented in Table 4.

**Table 4 – Indicator Tracking for RFAs Designed (LWA Objective 1): Actual Achievement, FY 2012 Target, and Progress to FY 2012 Target (October 1, 2011 to March 31, 2012)**

Indicator for LWA Objective 1	Actual Achievement This Reporting Period	FY 2012 HED Target	
		FY 2012 Target	Progress to FY 2012 Target (%)
Number of RFAs designed	5	11	45.5%

### 3.2 LWA OBJECTIVE 2: RFA Distribution and Application Review

HED’s LWA Performance Objective 2 is to “widely distribute RFAs and conduct fair and transparent application review, and nomination processes for partnership selection resulting in broad participation from the U.S. higher education community.” To track performance for Objective 2, data were collected and reported for seven indicators:

- Number of contacts through which an RFA was advertised;
- Number of applications received;
- Number of peer reviews organized and completed;
- Number of peer reviewers;
- Number of applications recommended for funding;
- Number of collaborative partnerships funded; and
- Number of higher education institutions supported through HED.

Actual achievement data, FY 2012 targets, and progress toward FY 2012 targets for each of these seven indicators are presented in Table 5.

**Table 5 – Indicator Tracking for RFA Distribution and Application Review (LWA Objective 2): Actual Achievement, FY 2012 Target, and Progress to FY 2012 Target (October 1, 2011 to March 31, 2012)**

Indicators for LWA Objective 2	Actual Achievement This Reporting Period						FY 2012 HED Target	
							FY 2012 Target	Progress to FY 2012 Target (%)
Number of contacts through which RFA was advertised	60,044 <sup>1</sup>						148,016	40.6%
Number of applications received	<u>Total Applications Received:</u> <sup>2</sup> 18						44	40.9%
	<u>By Association:</u> <sup>3</sup>							
	APLU	NAICU	ACE	AASCU	AAU	AACC		
	12	3	16	1	7	0		
	<u>By Minority-serving Institution:</u> <sup>3</sup>							
	HSI	HBCU		TCU				
1	0		0					
Number of peer reviews organized and completed	4						11	36.4%
Number of peer reviewers	<u>Total Peer Reviewers:</u> 21						55	38.2%

	<u>By Affiliation:</u>				
	<u>Academia:</u> 15	<u>USAID:</u> 4			<u>Other:</u> 2
	<u>By Sex:</u>				
	<u>Females:</u> 6	<u>Males:</u> 15			
Number of applications recommended for funding	8		19	42.1%	
Number of collaborative partnerships funded <sup>4</sup>	64		82	78.0%	
Number of higher education institutions supported through HED <sup>4</sup>	<u>Total Higher Education Institutions:</u> 118		149	79.2%	
	<u>Host country Institutions:</u> 68	<u>U.S. Institutions:</u> 50			

<sup>1</sup> These contacts were made for four RFAs, for publicizing deadlines approaching for HED funding opportunities, and for publicizing deadlines approaching for HED online information sessions.  
<sup>2</sup> These applications were received for a total of four RFAs.  
<sup>3</sup> U.S. higher education institutions could be members of one or more higher education associations  
<sup>4</sup> These indicators refer to collaborative partnerships currently active and to higher education institutions currently supported this reporting period.

### 3.2.1 RFA Advertisement

Four RFAs were publicized during this reporting period: Cleaner Production, Tunisia JOBS, JOBS for Mindanao, and Caribbean Region Climate Adaptation. RFA announcements, deadlines approaching for HED funding opportunities, and deadlines approaching for HED online information sessions were publicized via electronic communication vehicles. The high volume of RFA announcements during this reporting period required HED to formulate a more targeted and comprehensive outreach plan to complement its existing efforts. This plan included sending RFA announcements to deans of academic disciplines related to each RFA’s subject matter, niche higher education groups, listserves, grants directories, women’s centers, professional associations and minority-serving institutions. HED also utilized social media tools like Twitter and Facebook to raise awareness about its competitions. As a result of these activities, HED was able to publicize its RFAs to more than 60,000 contacts (see Appendix C).

### 3.2.2 Applications Received

HED continues to improve the efficiency of RFA development. In January 2012, HED developed and launched an online Request for Application submission platform, which will become the standard platform through which all applications are submitted to HED in response to RFAs. The online submission platform has much efficiency. It allows for full electronic submission of applications, which in turn allows for more efficient sharing and reviewing of applications among HED peer reviewers. It reduces expenses associated with sharing applications both among applicants and HED staff. Furthermore, it allows HED to better catalog, archive, and organize applications.

This reporting period, a total of 18 applications were received for all four HED RFAs (see Appendix C). HED received four applications in response to the Cleaner Production RFA, eight in response to the Tunisia JOBS RFA, one in response to the JOBS for Mindanao RFA, and five in response to the Caribbean Region Climate Adaptation RFA. Please Note: While the RFA tool was introduced in January, the first HED competitions to utilize the new tool were announced in March 2012.

### 3.2.3 Peer Reviews and Recommendations for Funding

HED organized and completed four peer review panels (see Appendix C). These panels comprised a total of 21 reviewers (15 males and 6 females). The Cleaner Production panel consisted of five reviewers (three males and two females). The Tunisia JOBS panel consisted of six reviewers (four males and two females). Five individuals (four males and one female) served on the JOBS for Mindanao review panel. And five individuals (four males and one female) served on the Caribbean Region Climate Adaptation review panel. These panels reviewed applications and recommended eight applications for five new partnerships (see Table 6 and Appendix C). In instances in which the panel believed that more than one applicant could meet the goals and objectives of the RFA, they recommended multiple applications for consideration. Final selections were made by the funding agency.

**Table 6. Overview of Peer Reviews  
(October 1, 2011 to March 31, 2012)**

Partnership	Funding Agency	Number of Applications Recommended for Funding	Number of Partnerships Awarded	U.S. Institution(s) that Received Award(s)
Cleaner Production Practices in Central America	Department of State	2	1	Illinois Institute of Technology (ITT)
Tunisia JOBS	USAID E3 and Department of State	3	2	University of Colorado Boulder (CU) (both awards)
JOBS for Mindanao	USAID/Philippines	1	1	University of Hawaii
Caribbean Region Climate Adaptation	USAID E3 and Department of State	2	1	Columbia University

### 3.2.4 Collaborative Partnerships Funded and Higher Education Institutions Supported

This reporting period, HED managed a total of 64 active partnerships throughout the world. These active partnerships supported 118 higher education institutions overall (68 host-country institutions and 50 U.S. institutions).

## 3.3 LWA OBJECTIVE 3: Institutional Capacity Development

HED’s LWA Performance Objective 3 states that “Partnerships between U.S. and host-country higher education institutions will result in improved institutional capacity to offer technical assistance for addressing development goals in host countries.”

In the October 1, 2011–March 31, 2012 reporting period, HED’s diverse partnership portfolio contributed to USAID’s development efforts in higher education with a range of institutional capacity development activities. Specifically, to track performance for Objective 3 for this reporting period, data were collected and reported for two indicators:

- Number of joint development research projects; and
- Number of outreach and/or extension activities that occurred at the host-country institution.

Data on actual achievement, FY 2012 targets, and progress to FY 2012 targets are reported for these two indicators in Table 7.

Please note that data on the following indicators used to measure progress toward institutional capacity development will be collected and reported in the December 2012 Annual Summary Progress Report.

- Number of new and/or improved policies that support increased access of underserved and disadvantaged groups;
- Number of new U.S. Government-supported tertiary education programs that develop or implement industry-recognized skills certification;
- Number of U.S. Government-supported tertiary education academic degree programs that include experiential and/or applied learning opportunities for learners;
- Number of curricula developed and/or revised with stakeholder input or based on market demand; and
- Number of U.S. Government-supported research initiatives whose findings have been applied, replicated, or taken to market.

**Table 7 – Indicator Tracking for Institutional Capacity (LWA Objective 3):  
Actual Achievement, FY 2012 Target, and Progress to FY 2012 Target  
(October 1, 2011 to March 31, 2012)**

Indicators for LWA Objective 3	Actual Achievement This Reporting Period	FY 2012 Partnership Target		FY 2012 HED Target	
		FY 2012 Target	Progress to FY 2012 Target (%)	FY 2012 Target	Progress to FY 2012 Target (%)
Number of U.S.-host country joint development research projects	120	99	121.2%	6	2,000.0%
Number of higher education institution engagement/outreach activities in the community	<i>Activities:</i> 86	731	11.8%	164	52.4%
	<i>People in Attendance:</i> 5,457			n/a	n/a

n/a=not applicable

### 3.3.1 Research – Joint Projects

Partners provided qualitative data describing their joint research project activity. They described the research questions addressed, the anticipated duration of the project, the expected significance for host-country, local and/or national development goals, and the role of the U.S. and host-country partners in the project. They also identified other funding sources that may have supported the joint research project. A few examples illustrating the significance of partnership efforts toward institutional capacity building through joint U.S. and host-country joint research development projects are presented below.

- **Egypt – Cairo University and Georgia State University.** Economics faculty and graduate students from Cairo University and Georgia State University co-authored a research report titled, “Macroeconomic Policies and Growth in Egypt: Policy Options.” Dr. Manal Metwaly delivered a presentation about the paper on January 17, 2012 at Cairo University.

- **Ethiopia – Addis Ababa University and University of Connecticut.** Seventeen Ph.D. and 23 Master of Science thesis research projects were launched by graduate students during this reporting period. The anticipated duration is 12 months for Master of Science projects, and 30 months for Ph.D. projects. The projects were identified based on national priorities of the country. A “Research Topic Identification” workshop was conducted jointly by U.S. and Ethiopian faculty. A sample of topics includes “Remote Sensing Based Hydrological Characterization,” “Groundwater Quality Assessment and Characterization in Baro-Akobo River Basin,” and “Estimation of Runoff Variability Due to Rainfall and Land Cover Change at Omo Gibe River Basin,” to name a few.

### 3.3.2 Outreach/Extension Activities

In addition to describing collaborative international research efforts, partners evoked the outreach and/or extension activities that they implemented; the type, duration, location, and number of people reached or in attendance at the outreach and/or extension activity; and the contributions of the U.S. and host-country partner toward this activity. A few examples illustrating the significance of partnership efforts toward institutional capacity building through outreach and/or extension activities are presented below.

- **Senegal – University of Gaston Berger and The Ohio State University.** Twenty-six farmers (including four women), UGB faculty, OSU faculty, and other NGO/partner agencies went on a field trip to the Program of Development of Agricultural Markets in Senegal (PDMAS) site. All of the partners and farmers attended a focus group session led by the Senegal partnership director. The purpose of the session was to engage farmers and to determine their training and information needs. Another outreach activity involved University of Gaston Berger faculty taking a two-day trip to the northern cities to contact the management structures of rural populations and to learn about the constraints they face in conducting their farming activities. The conversation was also an opportunity for University of Gaston Berger to express their interest in working with local farmers to help address their problems in agriculture, aquaculture, and food science. A third outreach activity this reporting period involved meetings with tomato and onion farmers who were introduced to University of Gaston Berger’s research activities taking place at the UGB agricultural farm.
- **Albania – Agricultural University of Tirana and University of Hawaii-Manoa.** The partnership’s Advisory Committee met with the Ministry of Agriculture, Food, and Consumer Protection. The Ministry officials and Committee members shared their ongoing support for the partnership and outcomes to date, such as new trainings of faculty, focusing faculty research on the needs of extension and farmers, and enforcing the scientific collaboration between faculty and the Ministry.
- **Algeria – Mentouri University and the William Davidson Institute at the University of Michigan.** Activities during this period included the Annual Career Center’s Employer Forum, which involved 234 students and 13 local employers. The focus of the event was on internships and employer and student experiences through internships. Five of the 13 employers and six students made presentations.
- **Burundi – Ngozi University and South Carolina State University.** This reporting period, the five agricultural research stations established by the partnership have taken on another role beyond the continued development of new vegetable, fruit, and rice seeds for the benefit of local farmers and communities: They now also serve as distribution centers for the seeds.

### 3.4 LWA OBJECTIVE 4: Human Capacity Development

HED’s LWA Performance Objective 4 states that “Partnerships between U.S. and host-country higher education institutions will result in improved human capacity of higher education professionals’ to address teaching, research, and public service resulting in measurable effects on regional and national development goals.”

In the October 1, 2011–March 31, 2012 reporting period, HED’s diverse partnership portfolio contributed to USAID’s development efforts in higher education with a range of human capacity development activities. Specifically, to track performance for Objective 4 for this reporting period, data were collected and reported for four indicators:

- Number of students from underserved or disadvantaged communities who accessed (e.g., are offered enrollment in) tertiary education programs;
- Number of host-country institution faculty and/or teaching staff who enrolled in long-term training programs;
- Number of host-country institution individuals who completed long-term training programs; and
- Number of host-country institution individuals who completed short-term training.

Data on actual achievement, FY 2012 targets, and progress to FY 2012 targets are reported for these four indicators in Table 8.

**Table 8 – Indicator Tracking for Human Capacity (LWA Objective 4):  
Actual Achievement, FY 2012 Target, and Progress to FY 2012 Target  
(October 1, 2011 to March 31, 2012)**

Indicators for LWA Objective 4	Actual Achievement This Reporting Period	FY 2012 Partnership Target		FY 2012 HED Target	
		FY 2012 Target	Progress to FY 2012 Target (%)	FY 2012 Target	Progress to FY 2012 Target (%)
Number of individuals from disadvantaged and/or underserved groups accessed tertiary education programs	<i>Total:</i> 1,778	9,911	17.9%	6,297	28.2%
	<i>Males:</i> 650 <i>Females:</i> 1,128				
Number of host-country institution faculty and/or teaching staff who <u>enrolled</u> in long-term training programs	<i>Total:</i> 66	89	74.2%	n/a	n/a
	<i>Males:</i> 34 <i>Females:</i> 32				
Number of tertiary institution faculty and/or teaching staff whose qualifications are strengthened through U.S. Government-supported university partnerships	<i>Total:</i> 72	227 <sup>1</sup>	245.8% <sup>1</sup>	328	22.0%
	<i>Males:</i> 43 <i>Females:</i> 29			338	145.5%
Number of host-country institution individuals (excluding faculty and/or teaching staff) who completed long-term programs resulting in academic degrees or professional or technical certificates (Long-term qualifications strengthening - excluding faculty and/or teaching staff )	<i>Total:</i> 486	963	82.0%	8,015	9.9%
	<i>Males:</i> 254 <i>Females:</i> 232				
Number of host-country individuals who completed short-term training or exchange programs involving higher education institutions—all individuals	<i>Total:</i> 790	963	82.0%	8,015	9.9%
	<i>Males:</i> 490 <i>Females:</i> 300				

<sup>1</sup> The *FY 2012 Partnership Target for Training - Long Term (Completed)* was reported cumulatively for host-country institution faculty and/or teaching staff, students, and administrative/other staff. Therefore, it was not possible to disaggregate progress to target for faculty and/or teaching staff versus other individuals (students and administrative/other staff).

### 3.4.1 Access – Students

Partners provided further details regarding which group(s) they considered underserved and/or disadvantaged based on the context of their partnership. They also described how their partnership contributed to increasing access of the underserved and/or disadvantaged groups to tertiary education programs as well as the U.S. and host-country institution partners' contribution toward progress on this indicator. A few examples illustrating the significance of partnership efforts toward human capacity development by addressing student access are presented below.

- **South Africa – University of Cape Town and University of Cincinnati.** The business venture resulting from this partnership, NanoPower Africa, recruited 12 female undergraduate students out of the physics program at Haramaya University in Ethiopia. Three graduate students (two males and one female) from Haramaya University were also admitted to the graduate program at University of Cape Town. Additionally, two graduate students (one male and one female) from Kigali Institute of Education in Rwanda were recruited into the graduate program at the University of Cape Town.
- **Mexico – Technological Universities of Ciudad Juarez, Coahuila, Nuevo Laredo and Matamoros and Alamo Colleges.** The partnership provided eight scholarships to underserved faculty at Mexican institutions for participation in a graduate level program. Master's-level students will be trained in workforce development management and leadership. Eight students were admitted to an online master's degree program at Wayland Baptist University and are in the process of completing their degree.

Additional information regarding the disaggregation of individuals from underserved and/or disadvantaged communities who were offered admission to tertiary education programs during this reporting period can be found in Appendix D.

### 3.4.2 Training – Long Term (Faculty Enrolled)

Partners also provided detailed information about and described the field, type, and the location of long-term training programs in which faculty and/or teaching staff were enrolled. They also described the U.S. partners' contribution to qualifications strengthening in the context of faculty and/or teaching staff's enrollment in long-term training programs. An example illustrating the significance of partnership efforts toward human capacity development by enrolling in long-term training is presented below.

- **Malawi - University of Malawi and Michigan State University.** During this reporting period, the project established an undergraduate student scholarship program that targets third- and fourth-year female students enrolled in B.S. and B.A. programs in AgroEcoSystems Services (AgESS)-related disciplines. This activity addressed the issue of gender disparities and the low number of women in these fields of study at Bunda and Chancellor Colleges. Bunda and Chancellor College conducted an application and selection process on each of their respective campuses and selected a total of 11 women students for the 2011–12 academic year (six at Chancellor, five at Bunda) to receive partial scholarships.

Additional information regarding the disaggregation of faculty and/or teaching staff who enrolled in long-term training during this reporting period can be found in Appendix D.

### 3.4.3 Training – Long Term (Completed)

Partners provided information in a narrative form about the field, type, and location of long-term training programs completed. They also described the U.S. partners' contribution to qualifications strengthening in the context of long-term training program completion. An example illustrating the significance of partnership efforts toward human capacity development through completed long-term training is presented below.

- **Mexico – Universidad de las America Puebla and Appalachian State University.** The first two UDLAP graduate students completed their studies for the one-year certificate program in renewable energy at Appalachian State University and a master's degree program from Universidad de las America Puebla. The training model has students completing their first year of studies at Universidad de las America Puebla, followed by a year of study at Appalachian State University. They graduate with an Universidad de las America Puebla degree in engineering with specialization in renewable energy.

Additional information regarding the disaggregation of individuals who completed long-term training during this reporting period can be found in Appendix D.

### 3.4.4 Training – Short Term

Partners described the field, type, and location of the short-term trainings that host-country institution individuals completed. They also described the U.S. partners' contribution to qualifications strengthening in the context of short-term trainings. Examples illustrating the significance of partnership efforts toward human capacity development through short-term training are presented below.

- **Senegal – University of Bambey and Fairfield University.** Twenty students from Lambaye and 10 from Bambey were selected to participate in training. Five additional students showed up without having previously registered. Six groups of male and female students were formed, each with a U.S. student with a flash drive, a few handouts, and two- to three- student-owned laptops per group. The training was designed as a train-the-trainers model to expand the use of technology in teaching health topics. Three groups were given cameras and another three groups started with storyboards. The groups walked around the campus, including dorm rooms, to take photos. Each group brought two digital stories to the next session for sharing. The U.S. students spoke highly about the passion and energy of the University of Bambey students. Some of the topics covered in their media presentations included: smoking, rape, malaria, and prenatal health.
- **Kenya – Kenyatta University and Syracuse University.** Three capacity building workshops were held during this reporting period. The first was a full-day (six-hour) workshop held at the Kenyatta University Conference Centre focused on the topic of "Teaching Large Classes." In all, 22 faculty members from the Department of Educational Communication and Technology participated. The second workshop was a half-day (three-hour) training held at the Kenyatta University Conference Centre focused on the topic of "Supporting All Learners." In all, 22 faculty members of the Department of Educational Communication and Technology also participated in this training. The third workshop was a full-day (six-hour) training session held at the National ICT Innovation and Integration Centre, which is part of the Ministry of Education in Kenya. The workshop focused on "Technology Integration in Teaching." In all, 24 faculty members from the Department of Educational Communication and Technology participated, along with one project staff member. Members of the Syracuse University team were present for all three of these workshops and assisted in planning for the workshops.

- Mexico - Alamo Colleges/UT Ciudad Juarez, Coahuila, Nuevo Lardeo and Matamoros; University of California San Diego/Universidad Autonoma de Baja California.** Faculty took training courses to upgrade their skills and train other faculty on their campuses in the respective fields. Four completed the Industrial Security course (three males and one female), five completed the Lean Manufacturing course in the Mexican border city of Reynosa (two males and three females), and six completed the Lean Manufacturing course in Coahuila (one male and five females). One female instructor at the Reynosa campus completed two courses.

Additional information regarding the disaggregation of individuals who participated in short-term training during this reporting period can be found in Appendix D.

### 3.5 LWA OBJECTIVE 5: Advisory Assistance and Expertise

HED’s LWA Performance Objective 5 is to “secure advisory assistance/expertise from the higher education community to support USAID Bureaus, Missions and technical sectors' strategic objectives.”

Technical assistance activities vary in nature and are driven by USAID’s needs for technical support. To ensure adequate support and accurate reporting to USAID, HED gathers data and tracks this effort at two related levels:

- Number of technical service requests received in each reporting period; and
- Number of technical assistance visits.

Actual achievement data, FY 2012 targets, and progress toward FY 2012 targets for each of these two indicators are presented in Table 9.

**Table 9 – Indicator Tracking for Technical Assistance Field Visits to and Requests from USAID Missions (LWA Objective 5): Actual Achievement, FY 2012 Target, and Progress to FY 2012 Target (October 1, 2011 to March 31, 2012)**

Indicators for LWA OBJECTIVE 5	Actual Achievement This Reporting Period	FY 2012 HED Target	
		FY 2012 Target	Progress to FY 2012 Target (%)
Number of technical assistance field visits to USAID Missions (by team members/ composition)	11	14	78.6%
Number of technical assistance requests from USAID Missions received	<u>Total Technical Assistance Requests:</u> 4		4 100%
	<u>From USAID Missions:</u> 4	<u>From Other Bureaus/Agencies:</u> 0	

#### 3.5.1 Technical Assistance Field Visits

In this reporting period, HED supported USAID with 11 technical assistance field visits to USAID Missions to conduct needs assessment, strategic program planning, and support design efforts for new higher education partnerships in host countries (see Appendix C). There were visits to Armenia in January and to

Paraguay, South Sudan, and Rwanda in February to meet with higher education partners and USAID to develop RFAs for partnerships under the Women's Leadership Program. These RFAs were submitted for Mission approval within three weeks of the design visit in most cases. Six technical assistance visits during the period focused on the design of the RFA for the ICAA II partnerships involving institutions in Colombia, Peru, Bolivia, and Ecuador as well as briefing the South American partners on the HED and USAID competitive process. Finally, a design team of academic specialists in human rights visited Colombia in February and March to assess current needs and capabilities of regional law schools and contribute to the development of an RFA HED designed for USAID/Colombia to establish higher education partnerships focused on human rights law. These technical assistance visits contributed to clear RFAs that support Mission priorities and strategies and establish a sound platform for the development of new partnerships in these critical areas of engagement.

- **Women's Leadership Program.** HED fielded four teams consisting of HED staff and gender and program design specialists, along with USAID staff in some instances, to design new partnerships as part of the Women's Leadership Program. The countries visited included Paraguay (with Program Specialist Emily Wallsh), Armenia (with Senior Program Specialist Marilyn Crane and Associate Director Jessica Bagdonis), South Sudan (with Director of Program Quality and Impact Azra Nurkic, Program Specialist Crystal Morgan, and Program Quality Manager Noopur Vyas), and Rwanda (with Deputy Executive Director Jeanne-Marie Duval and Senior Program Specialist Kine Liddell). Two distinct partnerships will be implemented in Rwanda. The design assessments helped to focus the partnership program and contextualize the goals and objectives within each country's specific social and educational systems. An overarching Results Framework (RF) was developed at the program level. This RF was also used to inform the monitoring and evaluation plans at the country level.
- **Initiative for Conservation of the Andean Amazon (ICAA).** HED staff and academic experts traveled extensively through South America at the request of USAID/LAC to provide technical assistance necessary to develop the ICAA II Higher Education Partnership Program competition. Technical assistance had three primary purposes: 1) Gathering information to allow for the development of Results Frameworks; 2) Meeting with various USAID Missions involved (Bolivia, Colombia, Ecuador, and Perú) to ensure their priorities are addressed in the eventual competition; and 3) Disseminating and discussing results of the Institutional Assessment with USAID.

HED technical assistance visits to ICAA-targeted countries also included travel to the regional centers in the Andean Amazon for the purpose of conducting initial institutional assessment and determine USAID priorities in the ICAA-targeted countries. HED was represented by Senior Program Specialist Manny Sánchez and Director of Program Quality and Impact Azra Nurkic. The two traveled to all four ICAA countries to consult with USAID Missions and to participate in the institutional assessment activities.

HED Executive Director Tully Cornick and Director of Programs Roy Zimmermann traveled to Lima to deliver the findings of the assessment to USAID/Perú in February. Representatives from USAID participated in the final debriefing along with three of the four consultants that conducted the assessment. Initial recommendations were presented to USAID and preliminary feedback was received and then incorporated into a final ICAA institutional assessment report.

At USAID's request, HED sent two representatives to participate in the regional ICAA Monitoring and Evaluation conference. HED Executive Director Tully Cornick and Program Management Associate Kristin Bushby participated in the conference and collected seminal information that would inform HED's ICAA results-based management monitoring and evaluation framework.

- **Colombia.** A new partnership program focusing on human rights law in Colombia began planning in late December 2011. HED, in coordination with USAID/Colombia, conducted an institutional assessment of 16 law schools in five outlying regions of the country to inform the design of this program. In addition to fielding four consultants to conduct the assessment, HED also was represented by Senior Program Specialist Diana Páez-Cook who participated in a portion of the 12-day assessment and Director of Programs Roy Zimmermann who participated in the analysis and presentation of the assessment’s findings to USAID/Colombia.
- **South Africa.** During this reporting period, USAID/South Africa invited HED and the partner implementing institutions to provide a final debrief in January 2012 at the regional Mission of major activities and results as the three partnerships began to complete activities under the HED program. HED was represented by Senior Program Specialist Charlie Koo. HED’s Associate Award ended March 31, 2012 and the partnerships (and areas of focus) represented were:
  - SUNY-Buffalo/University of KwaZulu Natal (secondary mathematics education)
  - University of Florida/Tshwane University of Technology (tourism)
  - University of Michigan’s William Davidson Institute (supply chain management/transportation)

### 3.5.2 Technical Assistance Requests

In addition to the above, HED received four new technical assistance requests in this reporting period to support USAID missions in South Africa, Azerbaijan, and El Salvador. These requests included debriefs on partnership closeouts (South Africa), support for a new Rule of Law activity (Azerbaijan), and discussions on possible extension and request for support for the development of a new higher education strategy (both for El Salvador).

### 3.6 LWA OBJECTIVE 6: Research Studies, Roundtables, Conferences

HED’s LWA Performance Objective 6 is to “sponsor/promote a series of research studies, roundtables, conferences related to global development issues.”

To achieve this objective, HED tracks and reports data on the following three indicators:

- Number of technical presentations given by HED staff at higher education and international development conferences or institutions/organizations;
- Number of roundtables and/or conferences organized by HED; and
- Number of new technical resources or other related materials that HED created for the higher education community.

Actual achievement data, FY 2012 targets, and progress toward FY 2012 targets for each of these two indicators are presented in Table 10.

**Table 10 – Indicator Tracking for Research Studies, Roundtables, and Conferences Organized by HED (LWA Objective 6): Actual Achievement, FY 2012 Target, and Progress to FY 2012 Target**

Indicators for LWA OBJECTIVE 6	Actual Achievement This Reporting Period	FY 2012 HED Target	
		FY 2012 Target	Progress to FY 2012 Target (%)
Number of technical presentations given by HED staff at higher education and international development conferences or institutions/organizations	13	15	86.7%
Number of roundtables and/or conferences organized by HED	3	6	50.0%
Number of new technical resources or other related materials that HED created for the higher education community	2	10	20.0%

### 3.6.1 Technical Presentations

During this reporting period, HED implemented a robust schedule of conference presentations, roundtables, and production of technical resources (see Appendix C). Externally, HED staff shared lessons learned and best practices at 13 assemblies of U.S. and international higher education community groups including the Consortium for Northern America Higher Education Collaboration 2011 Conference, Hispanic Association of Colleges and Universities Annual Conference, Association of International Educators Administrators Conference, the USDA National Institute of Food and Agriculture's (NIFA) Center for International Programs, Community Colleges for International Development (CCID), and the American Council on Education Annual Meeting. A description of some of these presentations follows.

- Hispanic Association of Colleges and Universities (HACU) Webinar on October 19, 2011.** As part of its strategic objective to further engage minority-serving institutions, HED co-sponsored an interactive joint webinar in October 2011 with the Hispanic Association of Colleges and Universities (HACU). Nearly two-dozen HACU institutions participated in the first-time event in which HED presenters discussed current funding opportunities, tips for responding to a HED Request for Applications (RFA), and how HED supports international development goals across sectors identified by the U.S. Agency for International Development (USAID).
- Presentation at the Morgan State University ‘International Education Week’ program in Baltimore on November 15, 2011.** Gary Bittner (USAID/3E) and Teshome Alemneh (HED) participated in the *International Education Week* program at Morgan State University in Baltimore. They gave a presentation focused on what USAID and HED do and lessons on how institutions write winning proposals. The session was attended by approximately 18 faculty and administrators of Morgan State University. Gary Bittner spoke about the 2011 USAID Education Strategy and the mechanisms of funding by USAID (solicited and unsolicited proposals)--important points to consider when responding to Requests for Applications (RFAs). He also informed participants on new opportunities, such as the Tunisia Job Opportunities for Business Scale-up (JOBS) RFA and the Women’s Leadership Program. Teshome Alemneh’s presentation covered topics related to introducing what HED is and does, how it develops RFAs, how it convenes peer reviews and the decision-making process, and how it manages partnerships. It also emphasized the most critical evaluation criteria that applicants should focus on. The importance of timely submission of applications, the need for universities to argue for support to higher education as a mechanism/tool (through its research, education, and outreach and/or extension activities) to address development challenges, such as primary education, health, agriculture, or other disciplines,

the need to emphasize that partnership are for mutual benefits were also emphasized in these presentations. Participants were encouraged to periodically check websites of USAID, HED, Department of State, and other potential funders for RFAs and new developments and opportunities.

- **Presentation at the Association of African Studies Programs' Annual Spring Meeting on March 30, 2012.** Teshome Alemneh participated and presented a paper titled '*Higher Education Partnerships toward Strengthening Human and Institutional Capacity Development*' at the Association of African Studies Programs' Annual Spring meeting held at the Johns Hopkins University, Paul H. Nitze School of Advanced International Studies in Washington, D.C. The session was attended by approximately 20 participants. The presentation highlighted the major institutional and human capacity challenges of Africa's higher education system. It emphasized the critically low number of tertiary-level human capital and the poor quality and competitiveness of available capacity. The presentation argued that with only about a third of higher education students enrolled in science and technology fields and limited investment and emphasis on research capacity including expansion of master's and doctorate programs, universities in Africa do not yet possess the research capabilities needed to combine global knowledge with national experience in support of innovation and problem solving. The presentation also covered topics introducing HED's work toward supporting higher education partnerships to advance global development, economic growth, good governance, and healthy societies. It emphasized the fact that higher education partnerships are cost effective and sustainable mechanisms of solving societal problems and addressing science, education, and technology issues in Africa.

### 3.6.2 Roundtables and/or Conferences

HED organized three roundtables and/or conferences this reporting period. Precisely, HED organized one USAID Indicator Roundtable (October 2011), hosted a widely attended international partners' conference in Addis Ababa, Ethiopia under the Africa-U.S. Higher Education Initiative (February 2012), and had a session with BMENA-U.S. Community College Initiative partners at the Community Colleges for International Development Annual Convention in New Orleans, Louisiana (February 2012). The following are descriptions of some of these roundtables and conferences.

- **Roundtable on Modeling International Partnership Impact.** Under the sponsorship of USAID, HED convened a two-day roundtable discussion on October 25 - 26, 2011 in Silver Spring, Maryland, on modeling the impact of higher education partnerships for international development. Twenty-nine thought leaders from higher education institutions and government agencies and individuals from non-governmental organizations, higher education associations, and HED assembled with the intent to advance the ability of HED to respond to the evolving policy framework of USAID regarding the measurement of development impact. The primary objective of the meeting was to develop a renewed common understanding of what a successful international higher education partnership looks like in order to better capture success stories, and demonstrate the impact of higher education in international development. Participants provided recommendations and delineated next steps to address "Telling the HED Story," partnership models, strategic alignment, and capturing impact.
- **Session at the Community Colleges for International Development Annual Conference in New Orleans, Louisiana, in February 2012.** The conference session that HED convened included BMENA I and BMENA II partners and focused on results-based monitoring. HED Director of Program Quality and Impact Azra Nurkic gave a presentation that described HED's results-based management approach, as related to the 2011 USAID Education Strategy, Evaluation Policy, and Higher Education Standard Indicators. During the training session, she provided a detailed overview to ensure consensus on the

purpose of the results framework, introduced the baseline data collection process, and outlined HED partnership reporting expectations. HED staff then convened individual partnership meetings to discuss monitoring and evaluation with partnership directors. This session helped provide partners with a deeper understanding of results-based management, the tools that HED has developed for their use, and how their reporting ties into overarching USAID strategy. Individual meetings allowed HED to share partnership-specific feedback with partners and answer their questions.

- **Africa-U.S. Higher Education Initiative Partners' Meeting in Addis Ababa, Ethiopia, February 13-15, 2012.** About 90 participants from several organizations participated in the three-day meeting. The meeting accomplished its goals of sharing experiences and lessons, providing opportunities for networking and exchange of ideas, facilitating better understanding of USAID regulations and requirements, as well as exploring modes of elevating the 11 partnerships into a regional program level collaboration.

### 3.6.3 Technical Resources

HED developed two new technical resources for partners – the Partnership Results and Implementation Management Engine (PRIME) database and its accompanying user guide. A description of both follows.

- **HED's New PRIME Reporting System.** HED partnerships are carefully designed to address development challenges through higher education interventions and are strategically managed to achieve sustained impact—building institutional and human capacity in a way that sets the stage for ongoing improvement in the course of and beyond the partnership. The higher education community recognizes the importance of the results-based management to achieving a sustained impact. Hence, HED has put into place a system for effective results-based management of partnerships and ongoing monitoring and evaluation (M&E) efforts. As part of this process, HED tracks performance of its higher education partnerships across a set of custom indicators specifically developed for each partnership and a set of standard indicators on human and institutional capacity development that are derived both from Goal 2 of the 2011 USAID Education Strategy and HED's experience in higher education partnerships for development.

Effective monitoring and evaluation for results goes beyond tracking performance solely based on measuring inputs and outputs. It also involves accurately assessing progress toward determined, significant human, cognitive, or behavioral changes at checkpoints along a partnership lifespan. Following an internal review of HED's M&E system and capacity during the second semiannual reporting period of FY 2011, five strategic priorities were outlined for FY 2012-2015 and among them, HED set an ambitious goal to strengthen its systems with an aim to “operate with efficient, decentralized, and accountable M&E and project management processes and systems.” To that effect, HED has designed and developed a new comprehensive, nimble, and user-friendly web-based reporting and management tool called Partnership Results & Information Management Engine (PRIME). PRIME was used to generate data, conduct analysis and produce data reports for this reporting period.

PRIME consists of four core functionalities that support a comprehensive results-based management of HED partnerships: HED Portfolio Management, Partnership Reporting, Partnership Monitoring and Evaluation, and Partnership Performance Management. For this reporting period, HED released a reporting function of PRIME that is compliant with the version of USAID's Automated Directive System (ADS), chapter 203, guidelines on Assessing and Learning, issued in February 2012. PRIME integrates HED's Performance Management Plan (PMP) and allows for disaggregated reporting and

complex data analysis needed for successful results based management. To ensure full compliance with USAID reporting requirements, remediate recommendations from the Office of Inspector General’s audit of HED Program (released March 29, 2012) and ensure incorporation of best practices in assessment and learning approaches, PRIME was designed to systemically address the need for highest standards of data quality (validity integrity, reliability, precision, and timeliness) and ensure completeness and streamlined data verification process.

Built on Social Solutions’ ETO Software platform, PRIME is a robust system that offers a variety of tools, with the overarching purpose of making informed strategic decisions about managing partnerships for results. PRIME’s M&E tools started being released in phases. The first phase was finalized in March 2012. Partners were asked to submit their partnerships’ data for this past semiannual reporting period. This PRIME performance report not only included actual achievement data for standard and custom performance indicators, but also annual targets for this fiscal year, success stories, and additional information encompassing stakeholders, implementation progress and challenges, lessons learned, or upcoming events. Data submitted were both quantitative and qualitative in nature. PRIME also allowed that substantiated documents be uploaded to accompany the actuals data submitted.

- **PRIME User Guide.** In order to assist partners in transitioning to this new PRIME system, a HED Partners’ PRIME User Guide was developed and partners had the opportunity to ask questions during two Q&A WebEx sessions led by HED staff on April 16, 25, and 27, 2012.

### *3.7 LWA OBJECTIVE 7: Results-based Management, Monitoring, Evaluations/Assessments, and Research*

Objective 7 of HED’s LWA evokes a heightened focus on “results-based management, ongoing monitoring, and impact studies/research.” Performance for this objective is tracked through data collected for four indicators:

- Number of evaluations/assessments;
- Number of monitoring visits;
- Number of updated and/or new HED performance management processes; and
- Number of research activities conducted by HED.

Actual achievement data, FY 2012 targets, and progress toward FY 2012 targets for each of these four indicators are presented in Table 11.

**Table 11 – Indicator Tracking for Results-based Management, Monitoring, and Updated and/or New HED Performance Management Processes (LWA Objective 7): Actual Data, FY 2012 Target, and Progress to FY 2012 Target**

Indicators for LWA OBJECTIVE 7	Actual Achievement This Reporting Period	FY 2012 HED Target	
		FY 2012 Target	Progress to FY 2012 Target (%)
Number of evaluations/assessments carried out whose findings have been published or widely distributed	2	10	20.0%
Number of monitoring visits across HED portfolio	<i>Total Monitoring Visits: 8</i>		
	<i>Africa: 3</i>	<i>Asia: 0</i>	<i>EE: 0</i>
	<i>LAC: 3</i>	<i>MENA: 2</i>	
Number of updated and/or new HED performance management processes	4	9	44.4%
Number of research activities conducted by HED	<i>Total Research Activities: 0</i>		
	<i>Research Topics: 0</i>	<i>Research Tools: 0</i>	<i>Research Data Collection: 0</i>
	<i>Research Publications: 0</i>	6	0.0%

### 3.7.1 Evaluations/Assessments

During this past reporting period, two evaluations of HED partnerships were conducted and their findings have been disseminated. A final external evaluation was conducted on the partnership between the University of Arizona and Bahir Dar University in Ethiopia. A second evaluation conducted was an internal evaluation of the partnership between the William Davidson Institute, University of Michigan and The University of Johannesburg in South Africa. A description of each follows.

- Ethiopia.** The partnership between the University of Arizona and Bahir Dar University, supported through an HED partnership award from 2007 to 2012, has been a driving force for the professionalization of disaster risk management training and research practices at higher learning institutions in Ethiopia. The partnership was initially intended to train four to six faculty members of the Department for Disaster Risk Management and Sustainable Development. The partners exceeded their target and trained more than 78 post-graduate students in four cohorts of the Master of Science in Disaster Risk Management Science and Sustainable Development (DRMSD).

An external evaluation conducted in 2011 found that content of the Master of Science curriculum is highly relevant to responding to the major types of disasters that Ethiopia faces; namely, drought, famine, food insecurity, and environmental degradation. The revision of the curriculum to introduce new post-graduate courses on pastoralist livelihoods, natural-resources based conflict management, and food security analysis was felt by the evaluator to be especially timely. The evaluation also cited a growing knowledge base being created through the Master of Science thesis works. The evaluator recommended that the department initiate the publication and circulation of selected Master of Science thesis series to motivate students and young researchers and enhance their participation in the construction of knowledge base in Disaster Risk Management.

The Department for Disaster Risk Management and Natural Resources has gained trust and support from government departments, specifically from the Amhara region and the federal Disaster Management and Food Security Sector (DMFSS). This was partly demonstrated through the commissioning of the Department to conduct short-term trainings and have DMFSS staff trained in the

post-graduate training program. The department has also diversified its institutional linkages with other universities in Africa and has shown the potential to emerge as a sub-continental hub for training and research in disaster risk management training.

Bahir Dar University has made adequate provisions to support the Department for Disaster Risk Management and Sustainable Development to continue the Master of Science training program after the HED partnership funding comes to an end. Bahir Dar University will continue to collaborate with the University of Arizona to exchange senior research scholar and develop joint research projects of international/regional importance as BDU develops its Institute for Disaster Risk Management.

- **South Africa.** The final evaluation of the South Africa Logistics Excellence Transportation Training Initiative (SALETTI) was conducted by Dr. Ravi Anupindi of the William Davidson Institute and was submitted to HED in November 2011. SALETTI was a three-year (2009-2011) partnership between the University of Michigan William Davidson Institute and the University of Johannesburg. It strengthened the preparation of higher education graduates for transportation careers and built capacity for training in logistics and transportation management in South Africa. The partnership objectives were to: 1) build the capacity at the University of Johannesburg (UJ) to train current and future generations of leaders in transportation, logistics, and supply chain management (SCM); and 2) stimulate innovative educational approaches and networks.

The baseline assessment conducted in 2009 revealed that South African employers criticize undergraduate SCM programs for the following: 1) academic training excessively theoretical; 2) lack of experiential training in the curriculum followed to bridge the gap between theory and practice; 3) inability to look beyond classical silos of transportation, warehousing, etc., to develop an understanding of supply chains from a customer's perspective; 4) limited awareness of the unique challenges of globalization and supply chains of different industry sectors (e.g., automotive, mining, chemicals, agricultural, consumer packaged goods, etc.); and 5) a need for enhanced quantitative, problem solving and decision-making skills. In addition to the curriculum development, the review focused on program administration, admissions and sustainability. The baseline assessment included a recommendation to implement the following steps:

- Development of four to five new courses;
- Acknowledgement of teaching capacity constraints;
- Accommodation of the South African context in the course content;
- Development of a business plan;
- Creation of a (permanent) Industry Advisory Board; and
- Piloting of new courses in 2010.

The partnership made fast progress. The University of Johannesburg (UJ) was able to establish its Master of Commerce program and enhance innovative pedagogical approaches and networks to support the students. Within the current southern African academic context there continues to be a regional shortage of suitably qualified graduates from "strong" academic institutions. Increasing collaboration between academic institutions in the region has the potential to resolve transportation/SCM problems unique to Southern Africa and permits UJ to position itself as an academic hub in transportation/SCM. Toward this goal, the University of Johannesburg signed a Memorandum of Understanding with the

Polytechnic of Namibia in 2012 to assist in the design and implementation of a similar Master's program. This arrangement has the potential for the skills gain to be felt across the region, particularly in the southern African context.

The external evaluation of SALETTI determined that the partnership was able to achieve its objectives, namely, assist in capacity building at the University of Johannesburg, and train existing and prospect leaders in supply chain management, logistics, and transportation. Additionally, links were created between industry and academia which encouraging innovative, business-focused educational approaches.

### 3.7.2 Monitoring

HED established and released a revised monitoring protocol guiding program staff in preparation for, delivery of, and reporting on monitoring visits to partnerships. This reporting period, HED staff conducted eight monitoring visits to active partnerships in Mexico, Kenya, South Sudan, Liberia, United Arab Emirates, and Egypt. As a deliverable from each monitoring visit, HED staff prepared a detailed report outlining the proceedings, findings, recommendations and action steps agreed upon during the visit.

- **Mexico and Dominican Republic.** There were two visits to Mexico, the first a monitoring visit to Chiapas, Mexico in October 2011 and the second a visit to USAID/Mexico in December to plan for the closeout of the Associate Agreement supporting U.S.-Mexico partnerships. A monitoring visit to the Dominican Republic in October examined the extension of the Small Business Development Center partnership developed by the University of Texas at San Antonio and the Universidad Veracruzana in Mexico to Central America and the Caribbean.
- **Kenya and South Sudan.** In February 2012, monitoring visits were conducted to Kenya for the partnerships of Kenyatta University with Syracuse University and the University of Nairobi with the University of Colorado, and to South Sudan for the partnership between the Virginia Polytechnic Institute and State University and the Catholic University of South Sudan.
- **Liberia.** In March 2012, a visit to the University of Liberia supported the University of Liberia and its partner, Indiana University, in the development of a strengthened monitoring and evaluation plan.
- **United Arab Emirates and Egypt.** Visits in March 2012 to the Middle East and North Africa included a visit to the partnership between the University of Sharjah, UAE and the University of Southern Maine for a ground breaking conference on women's studies and the Middle East, as well as a visit to USAID/Cairo to review partnerships in Egypt.

### 3.7.3 HED Performance Management Processes

Over the past six months, HED continued to implement a systemic review of performance management systems and processes in an effort to ensure program quality and alignment with donor requirements. This reporting period, there were four notable developments in this area.

- **Updated Portfolio Review Process.** HED reviewed its portfolio review process and restructured it to allow for a balanced assessment of partnership progress relative to stage of implementation using a standardized scorecard (portfolio snapshot). The scorecard requires assessment and scoring on a set of determined progress questions. Scoring is done using a four-point scale ranging from "Does not

demonstrate achievement” to “Exceeds Expectations.” Performance percentage is calculated as a result of this scoring that allows partnership progress comparisons across the portfolio.

- **Online RFA Application Tool.** HED introduced an online application process in January 2012. This online application replaces the traditional paper and postal method for the submission of applications in response to HED’s active RFA(s). The tool allows applicants to provide their contact information, a synopsis of their proposal, and upload all the required documents securely online, thus reducing submission time and costs. Recognizing that this is a departure from the paper method, HED provided technical support to the applicants who needed guidance with using the RFA application tool to upload their material. The application tool allows potential peer reviewers to be registered in HED’s database for future peer reviewer opportunities. This functionality has contributed to increasing transparency and widening access to technical resources and expertise for the higher education community.
- **Data Quality Verification (DQV) Protocol.** To keep with the highest standards of practice in data quality, HED initiated in November 2011 the establishment of a more rigorous procedure for verifying the data our partners report in their progress reports. Beginning this reporting period, HED’s program specialists and officer completed a formal DQV process following a set of formalized steps articulated in the DQV Protocol to examine for accuracy, consistency, and completeness of their reports and supporting documentation. The review incorporates a desk review, phone conferences between HED staff and partnership directors and M&E specialist (when applicable), as well as spot checking and request for data substantiation for indicators on which the partnership has reported.
- **Monitoring Visits Protocol.** To strengthen and improve the structure of monitoring visits to HED partnerships, HED issued a revised Monitoring Visit Protocol in December 2011. This Monitoring Visit Protocol guides program specialists and other travelers on monitoring trips through the steps of before-travel preparation, in-country data and documentation review, description of findings of the implementation progress review, and subsequent monitoring visit reporting. This protocol standardizes HED’s monitoring visits processes and reporting and results in a more focused and structured monitoring effort.

### 3.7.4 Research

In this reporting period, HED did not carry out any research activities. However, several activities will be carried out in the next reporting period. See the section, “Moving Forward” for a description of the upcoming research activities.

## Section 4—Additional Achievements and Challenges

### 4.1 From HED

HED’s communications and outreach efforts to higher education extend well beyond the number of contacts through which RFAs are publicized and the number of conference presentations. A snapshot of those accomplishments follows. One significant accomplishment was the launch of HED’s new website in January 2012. HED’s new web presence features a host of new and dynamic features that showcase HED’s work in international development and the strength of higher education partnerships. The new site has a fresh, modern design, offers a more robust user experience, and includes an interactive map, easier site

navigation, enhanced search capabilities, and a new online Request for Applications (RFA) tool. Partnership profiles and success stories are prominently featured on the new site as are valuable resources and publications designed to make the new site a strong communications vehicle. With the launch of the new website, HED has an improved digital communications strategy for its external audiences and important stakeholders including partners, USAID, Department of State, Congress, the international development community, and U.S. higher education at large.

Furthermore, as part of its ongoing strategy to reach out to underrepresented higher education audiences, HED produced a special publication aimed at the Hispanic-Serving Institutions (HSIs) who are members of the Hispanic Association of Colleges and Universities. This brochure was distributed at the 2011 HACU Annual Conference in October. The publication illustrated HED's partner connections with HSIs and showcased the global footprint that HSIs have in international partnerships.

HED also issued three e-newsletters during this timeframe: September-October 2011, November-December 2011, and January-February 2012 (see Appendix E for select publicity materials).

HED also profiled the good work of five partners via Success Stories. The partners highlighted were from the TIES initiative, Somaliland, Uganda, and Kosovo (see Appendix F for success stories).

During this reporting period, HED's activities received media coverage from a variety of sources—trade publications, international news outlets, and higher education association online offerings to name a few, particularly two of the six major U.S. higher education associations: the American Council on Education (ACE) and the National Association of Independent Colleges and Universities (NAICU). ACE's e-newsletter, Higher Education and National Affairs publicized HED RFA announcements eight times during this reporting period. ACE's weekly communique to its member presidents also mentioned HED competitions twice. Additionally, NAICU's Washington Update featured HED RFA news twice. HED and its partner institutions extended its reach of unearned media with appearances in *Voice of America*, the *Chronicle of Higher Education*, *Diverse Issues in Higher Education*, and *Liberian Times*. (See Appendix G for select media coverage).

## 4.2 From Partners

### 4.2.1 Additional Achievements

A number of partnerships described significant successes during this reporting period. University of Texas – El Paso working with Universidad Autónoma – Ciudad Juárez in Mexico in Mexico shared that the Afterschool Program has been their partnership's greatest success, by enhancing the academic and cognitive development of the students. At the beginning of the program, students were not engaged in the afterschool activities. After careful review, physical education was introduced at the start of the day. This proved to be an element that promoted active engagement of the students in the academic content of the program. As a result, students showed a positive change in their behavior and emotional well-being. Students also showed an improvement in grades in their classes. Another partnership in Mexico between University of California – San Diego and College of the Northern Border (COLEF–Norte) reported that a conversation between students trained under the partnership and a representative from the Mexican Department of Health sparked a reduction movement focused on overdose prevention.

In a Ugandan community, a partnership between SUNY Albany and Makerere University has increased the use of the 'tippy tap' technology for hand-washing after toilet use. This has greatly improved the hygiene practices of the community members which may lead to reduced occurrence of diarrheal diseases. The partnership's training of 19 community members on Water, Sanitation, and Hygiene is another success. After the training, the trainees put the knowledge and skills gained into practice to improve the sanitation and hygiene status in their communities. They have also imparted knowledge to other members in the study areas.

#### 4.2.2 Challenges

Several partners mentioned implementation challenges during this reporting period. Partnerships in Mexico were faced with significant budget cuts and directives to begin early termination of activities due to budgeting constraints and changes in strategic priorities at USAID. Alamo Colleges, for example, reported that a number of originally planned activities had to be eliminated along with planned site visits and leadership training for high school teachers in Mexico. Alamo, along with other TIES partners, particularly those working along the border region, also faced challenges related to safety in Mexico and needed to rethink some implementation strategies due to Department of State Travel Warnings.

Faculty strikes at the University of Bambey in Senegal made it difficult for scheduled meetings to take place with their partners in Fairfield University. Some faculty ultimately agreed to meet but sometimes violent demonstrations inhibited travel. In Malawi, a foreign exchange crisis and an overall worsening economic climate severely limited availability of both petrol and diesel fuel in the country. This impacted the ability of the program coordinators to conduct activities. Moreover, the soaring costs have had dramatic effects on the overall budget of the project, requiring much more funding than originally planned.

## Section 5—Moving Forward

### *5.1 Partnership Development*

HED is planning to release five Requests for Applications (RFAs) in the second six months of FY 2012. Figure 3 shows the critical dates related to each of these RFAs, with dates of the release of the RFAs, on-line information sessions involving U.S. and host-country higher education institutions, application deadlines, and scheduled peer review extending through August 2012. The goal is to initiate new partnership activities in September 2012.

**Figure 3 – Critical Dates for Upcoming HED Requests for Applications**

HED RFA Calendar as of May 30, 2012	Mar 2012	April 2012	May 2012	June 2012	July 2012	August 2012
<b>Women's Leadership Program: Armenia</b>						
Monday, April 16: RFA released		■				
Thursday, April 30: Online information session			■			
Monday, June 25: Applications due				■		
Week of July 9: Peer review panel					■	
<b>Women's Leadership Program Paraguay</b>						
Friday, March 30: RFA Release	■					
Thursday, April 12: Online information session		■				
Monday, June 18: Applications due				■	■	
July 17 or 18: Peer review panel						
<b>WLP-Rwanda (Agriculture Partnership)</b>						
Monday March 26: RFA released	■					
Tuesday, April 17: Online information session		■				
Wednesday, June 20: Applications due				■		
Week of July 9: Peer review panel					■	
<b>WLP-Rwanda (Education Partnership)</b>						
Friday April 20: RFA released		■				
Monday, May 7: Online information session			■			
Monday, July 9th: Applications due					■	
Week of July 30: Peer review panel						■
<b>WLP-South Sudan: Curently On Hold</b>						
<b>Colombia Human Rights Law</b>						
Monday, May 21: RFA Released			■			
Wednesday, June 6: Online information session				■		
Monday, July 23: Deadline for Applications					■	
Week of August 13: Peer Review Panels						■
<b>ICAA II : Initiative for the Conservation of the Andean Amazon</b>						
Wednesday, April 25: RFA Released		■				
Thursday, May 17: Online information session			■			
Thursday, June 28: Deadline for Applications				■		
July 31 and August 1: Peer Review Panel					■	■

## 5.2 Technical Assistance

HED anticipates that during the second FY 2012 reporting period, from April 2012 through the end of September, two possible requests would occur for technical assistance from USAID/El Salvador and USAID/Azerbaijan Missions. These technical assistance visits are expected to center around provision of support for the development of a higher education strategy and possible interventions, including higher education partnerships. The technical assistance visit to El Salvador is scheduled for July 2012. The dates for the technical assistance visit to Azerbaijan are still pending.

### 5.3 Workshops, Roundtables, and Conferences

During the second FY 2012 reporting period, HED is planning two roundtables that will bring together USAID, HED, and the higher education community to:

- Learn and reflect on mandatory reporting and compliance elements, which are now required by USAID. This first roundtable will also focus on the alignment of HED activities with Goal 2 of the USAID Education Strategy. Participants will discuss best practices, challenges, and lessons learned from the introduction of the new reporting requirements and results-based management systems (specifically PRIME) and strategize about the best ways to increase activity alignment with the Strategy, communicate impact, and inspire the academic community with this new vision. This roundtable will inform USAID policy and practice and provide the agency with critical feedback.
- Brainstorm about the appropriateness of standard performance indicators and ways to measure and provide evidence of the ways in which higher education partnerships enhance the relevancy and appropriateness of education to meeting host-country workforce needs.

In addition, planning will continue on the BMENA Partners' Meeting, currently scheduled for October 30 through November 1, 2012 in Tunis. This will be an opportunity for current and past HED higher education partners in the BMENA region to come together to build and inform a common community of practice.

The BMENA Partners' Meeting objectives are to:

1. Identify and discuss characteristics of effective higher education partnerships so that these traits may be strengthened and integrated by existing (and future) partnerships;
2. Better enable higher education partnerships to overcome challenges by providing an interactive platform for sharing resourceful techniques and solutions;
3. Identify and highlight promising practices for partnership sustainability; and
4. Improve understanding of HED and USAID regulations and requirements and results-based partnership management.

The meeting will also be an opportunity to discuss new and current USAID/HED tools and procedures related to implementing results-based partnership management through the use of monitoring and evaluation tools, and better understanding financial and budgetary requirements and regulations, branding and marking guidelines, and the J-1 Visa acquisition process.

### 5.4 Research

HED is committed to learning about and effectively communicating the extent of the impact of higher education partnerships in development context. To that end, several discrete research activities have been planned for the second semiannual period of FY 2012, aimed at answering the following question: *What is the short- and intermediate-term effect of higher education partnerships on host-country institutions contribution to development goals?* HED plans to convene a series of small working group (six research experts: three HED staff and three external experts) meetings to conduct the following:

1. Conduct a literature review and synthesis of existing approaches to measuring the benefits and impacts of investments in institutional capacity development. This literature review will examine studies of institutional capacity development interventions in higher education institutions in the U.S. and overseas as well as effects of organizational change interventions in other industries.
2. Design of two research studies:
  - a) Social benefits of higher education partnerships in development (institutional level)
  - b) Effects of investments in human capacity development on leadership in higher education in development (individual level)

As a follow-up to the research design effort conducted by the above working group, HED plans to initiate a process of structured consensus-building using the Delphi study method. This will consist of designing and administering a series of questionnaires to a group of approximately 14 experts. Through structured communication facilitated by a series of questionnaires, group consensus about a particular issue can be achieved. Using this process, HED will seek to identify:

- Development goals to which higher education partnerships are assumed to contribute (dependent variables); and
- Factors that contribute to an institution's ability to contribute to development (independent variables).

Identification of these variables will enable HED to commence a rigorous research study across a wide geographical and institutional sample to provide for analysis by region and institution type to answer the research question above in FY2013 and beyond.

In addition, ACE/HED has commissioned a study to map a strategy for institutional capacity building in senior and mid-level management and leadership for sub-Saharan African higher education institutions, with a particular focus on the eleven Africa Initiative partnership institutions. The study for a sub-Saharan Africa Higher Education Leadership Development (SAHEL) Program will be managed and coordinated by the Association of African Universities. Although lot of progress has been made in higher education institutions across sub-Saharan Africa, many persistent challenges have limited African universities' abilities to thrive. Many of these limitations can be overcome by targeting university administrators and leaders for upgraded capacity in management and leadership development. The difficult situation facing higher education in Africa is exacerbated by leadership, management, and governance challenges. Management inefficiencies drain scarce resources away from the fundamental goals of increasing access, quality, and relevance. Human and financial resources are stretched thin. Inefficiencies and capacity limitations lead to underutilized facilities, duplicative program offerings, low student/staff ratios, high dropout and repetition rates, inefficient procurement procedures, and allocation of a large share of the budget to non-educational expenditures. Institutional leadership and management positions are usually held by academicians who are rarely trained in the management and administration of higher education institutions. Institution leaders at all levels generally have inadequate orientation and preparation in skills required for effective management and administration of these complex institutions. It is expected that the study will provide a detailed situation analysis of higher education governance, leadership, management and administration situations in sub-Saharan Africa. Leadership, management, and administration capacity needs and recommendations for capacity building and a strategy specific to supporting and increasing female university administrators will be designed for a potential follow-on funding and implementation.

## *5.5 Systems Strengthening*

To fully utilize the capacity of PRIME software and tools, HED will continue to work on developing additional functionalities of PRIME beyond reporting. These planned new functionalities will be released in phases over the next six months and will include the following tools:

- A powerful dynamic, real-time reporting tool, which will allow users to retrieve data at different reporting levels (partnership level, group of partnership levels, and entire portfolio of HED partnerships level);
- The trio of HED's results-driven M&E instruments, namely the Results Framework, Partnership Monitoring Plan, and Partnership Management Plan. These three M&E instruments lay out the partnership strategy logic as well as details on how this strategy will be executed and the results be measured; and
- The Baseline Assessment Study instrument which, through the gathering of performance indicator data before a partnership's activities begin, intends to provide a pre-implementation contextualized panorama and consequently enable to later assess the progress made toward achieving objectives.

## **Contact Information**

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# Appendix A

## Partnership Program and Associate Award Narratives

(October 1, 2011 – March 31, 2012)

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### AFRICA

#### Africa Initiative

#### BURKINA FASO

**Partnership Title:** Africa-U.S. Network of Centers of Excellence in Water and Environmental Science & Technology.

**Partner Institutions:** Tuskegee University and International Institute for Water & Environmental Engineering (2iE).

**Results:** A new cohort of 13 MS students was admitted into the new graduate degree program at 2iE developed under this project. Three Ph.D. students were also admitted to be jointly supervised between the partners.

The Tuskegee University Project Director traveled to 2iE for research work relating to the development of new research projects for graduate students. A Tuskegee faculty taught one MS graduate course at 2iE.

Tuskegee University received two MS exchange students from 2iE for long-term research training as part of their MS degree training at 2iE. Two Tuskegee faculty members are directly supervising their thesis work.

The partners jointly developed a 2012 summer program for exchange faculty and students visiting 2iE from Tuskegee University. A team of five faculty and four undergraduate students were selected and will be visiting 2iE for summer school activities.

The partnership engaged in a number of outreach activities. Partners developed and submitted a joint proposal to a funding agency for multi-year funding in support of program sustainability and initiated discussions between 2iE and University of Mines and Technology (UMaT) in Ghana for collaboration in training and research. The partners also attended the Africa-U.S Higher Education Initiative Regional Partners Meeting in Addis Ababa, Ethiopia from Feb 13 – 15 and networked with attendees representing similar partnerships. To help with outreach efforts, a project website was developed and completed.

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## GHANA

**Partnership Title:** University of Ghana – Brown University Academic Partnership to Address HIV/AIDS in Ghana.

**Partner Institutions:** Brown University and University of Ghana.

**Results:** The University of Ghana-Brown University partnership in HIV/AIDS held two faculty development training workshops in which 83 University of Ghana faculty members were trained. Six students were chosen for the community attachment program out of 19 applicants and completed attachments at three district hospitals. The partnership leveraged funds to support three Masters' and Ph.D. candidates through the Brown Fogarty AIDS International Training and Research Program (AITRP).

In terms of institutional capacity development, a curriculum needs assessment report was written based on baseline findings to review current curricula, identify gaps, and move forward with curriculum development activities. Four University of Ghana schools were involved in this needs assessment. The pre-service curriculum was reviewed leading to development of content including lectures, materials, and hand-outs. University of Ghana staff obtained servers and equipment for TUSK installation. The partnership recommended the Center for AIDS Research (CFAR) grants at Brown University to University of Ghana applicants, assisted with applications for research funding and identifying American mentors resulting in four applicants receiving funding of \$30,000 each.

## KENYA

**Partnership Title:** Centre for Sustainable Drylands: A University Collaboration for Transforming Higher Education in Africa at the University of Nairobi.

**Partner Institutions:** Colorado State University and University of Nairobi.

**Results:** The partnership established and continues to operate through the Centre for Sustainable Drylands (CSDDES) at the University of Nairobi (UoN). Advisory Board and Management Committee meetings are held routinely. This reporting period, partners developed a Dryland Leadership Through Learning Program at the CSDDES and has provided part time teaching assignment to seven students and CSDDES practitioner associates. Partners have also developed a new undergraduate concentration or major at UoN and CSU related to dryland sustainability.

The partnership has developed and awarded a competitive research-for-development Fellowship Program for student/faculty teams to work together on critical social and ecological issues. The fellowship awardees are ahead of schedule in completing service learning projects with pastoral community members. Faculty development seed grants were developed and awarded as well. Finally, the partnership hosted a workshop on Developing an Integrated Approach to Sustaining Drylands in Kenya.

## KENYA

**Partnership Title:** Building Capacity through Quality Teacher Preparation.

**Partner Institutions:** Syracuse University and Kenyatta University.

**Results:** The Committee for Faculty Development (CFD) planned and carried out three professional development workshops. Two faculty scholar exchanges were completed and sixteen (16) more are planned during the next reporting period.

The collaborative research teams at Kenyatta University are preparing four (4) research plans and the partners are planning to conduct field studies of teachers' knowledge in areas of supporting all learners, IT skills, content and pedagogical content knowledge.

Partners are also developing pre-service teachers a mentoring program in teaching practice and multimedia case studies. Eight case studies have been filmed, edited and published thus far. These can be found at <http://kenyammcs.syr.edu> (password: KUcases\$).

A stakeholder meeting was held on February 10, 2012 to communicate lessons learned about teacher education in Kenya. Partners also wrote two policy briefs related lessons learned through this partnership.

## LIBERIA

**Partnership Title:** Center for Excellence in Health and Life Sciences (CEHLS).

**Partner Institutions:** University of Liberia (UL); Indiana University, Bloomington (IU); and University of Massachusetts Medical School (UMMS).

**Results:** The major programmatic activities during this reporting period have focused on deepening the stakeholder relationship through multiple site visits, trainings, and resource delivery.

UMMS, IU, UL along with USAID/Liberia and HED partners organized and attended the publicly recognized partnership launch ceremony in Monrovia on March 26, 2012. While in Liberia, HED, UMMS and IU stakeholders worked on M&E plans, selected science and public health fellows, visited with the Ministry of Health and toured facilities at the Fendell Campus. Still during this visit the UMMS and IU partners worked with UL on grant planning and implementation, establishment of UL sub-award, and identification of faculty housing. UMMS librarians visited the University of Liberia's Doggliotti School of Medicine (DSM) Medical Library from February 12 to 24, 2012 to catalogue and organize books.

The partnership also conducted teaching and training activities at both UL and TNIMA. Dr. Deborah Harmon-Hines conducted a two-week Anatomy course at UL for first year Medical Students from January 2 to February 11, 2012. Plans were made for Dr. Anne Gilroy to visit University of Liberia in May 2012 to teach other topics in Anatomy. Dr. Katherine Luzuriaga visited DSM in January 2012 and gave lectures on Virology, Immunology and HIV. UMMS

librarians consulted and conducted trainings in managing the new medical reference collection at DSM's Medical Library.

Two TNIMA faculty fellows began advanced studies at Indiana University's –School of Nursing (IU-SON) in January 2012. IU-SON worked with all clinical preceptors for three days of trainings. UMMS implemented six weeks of nursing leadership training for TNIMA staff. The curriculum development activities of this partnership are well underway. IU-SON and TNIMA drafted articulation program for the Bachelor of Science degree in Registered Nursing RN-BSc at UL/TNIMA. IU-SON and TNIMA midwifery faculty met for two days regarding curriculum assessment for the RN-BSN program. IU-SON and TNIMA met with President of Liberian Board of Nursing to present and discuss the RN-BSc Articulation Program. In terms of outreach, UMMS and IU-SON initiated communication to pursue collaboration with the University of Ghana in faculty development training for TNIMA nursing faculty. The CEHLS science coordinator from IU traveled to University of Cape Coast on behalf of CEHLS to establish faculty linkages.

A number of resources were also acquired for the benefit of this partnership. Librarians worked with UL Dean Dr. Vuyu Golakai to develop a list of textbooks still needed by UL faculty for instruction and students for personal use and for the Medical School library. UMMS laptops were donated for use at UL: three were donated to DSM library for catalogue search, two for faculty use, and four copies of Acland's Anatomy donated for use by students loaded on to library laptops. The Sabre foundation donated and shipped - 7,500 texts and reference materials representing 500 new titles for the UL medical library and TNIMA.

## MALAWI

**Partnership Title:** Agro-Ecosystem Services: Linking Science to Action in Malawi and the Region.

**Partner Institutions:** Michigan State University, University of Malawi, and Lincoln University.

**Results:** Thirty-five trainees attended the grant identification and grant writing short courses offered by the partnership at Bunda College of Agriculture in Lilongwe, Malawi March 26-30, 2012. Furthermore, fifteen participants including financial officers from Chancellor College, Bunda College of Agriculture, and the University of Malawi Central Administration attended the grants financial management for the colleges' financial officers. Through the competitive undergraduate scholarship programs six (6) students from Chancellor College and five (5) students at Bunda were selected the current reporting period.

In the area of institutional capacity development, the partnership identified five major areas of potential collaborative research; six (6) collaborative grant applications were submitted to support collaborative activities related to this project; short courses in grant identification & grant writing for faculty, graduate students, NGO, private and public sector personnel and grants financial management for the colleges' financial officers. Partners reviewed the syllabi of existing AgESS-related courses for gender content and identified two AgESS modules to be developed. Competitive undergraduate scholarship programs were developed at both Chancellor

and Bunda Colleges. The partnership has begun acquiring e-books, e-journals, hard copy books and journals to address AgESS book and journal shortage.

## UGANDA

**Partnership Title:** Capacity Building in Integrated Management of Trans-boundary Animal Diseases and Zoonoses.

**Partner Institutions:** North Dakota State University (NDSU) and Makerere University.

**Results:** A new cohort of six students was admitted into the Makerere University-NDSU joint MS degree program in Integrated Disease Management (IDM) established under this partnership. The six MS-IDM students will transfer to NDSU on August 15, 2012 for their second year of study under this joint degree program.

Partners have been working to plan a large dissemination meeting at Makerere University in early July 2012 that will bring together faculty members and students from five universities in the U.S.

The partnership director at NDSU has been invited and attended several workshops and seminars that have resulted in the formation of new collaborative partnerships and the leveraging of additional funding through successful grant proposals.

## ETHIOPIA

**Partner Institutions:** Addis Ababa University and University of Connecticut.

**Overview:** The collaboration of Addis Ababa University (AAU) and the University of Connecticut (UConn) will build capacity in graduate-level education, research, outreach and institutional development in sustainable water resources management that addresses one of the most critical development priorities of Ethiopia: water resources management through collaboration between higher education institutions. The partnership enhances the capacity of partnering higher education institutions in Ethiopia in their educational programs, research, and community engagement. The result will be improved and sustainable water resources use and management to ensure food security, promote clean energy production, improve human and environmental health, advance educational opportunities and promote socio-economic development. The vision of the partnership is to establish a long-term, mutually beneficial academic partnership between the UConn, Alabama A&M University and Addis Ababa, Mekelle, Hawassa, Arba Minch and Bahir Dar Universities to train the next generation of professionals and practitioners who can develop and manage Ethiopia's water resources in a sustainable and productive manner.

**Results:** During this reporting period partners AAU faculty advised 24 Master's students and 18 Ph.D. students and these 42 graduate students at EIWR (4 female and 38 Male students) attended 12 weekly seminars and training on Geographic Information system. The partnership implemented a three-week Winter Research Workshop, training the 42 graduate students on data

analysis, proposal write-up, and research thematic areas. Research advising was provided to 18 faculty (of these, two women) from seven Ethiopian universities enrolled for M.Sc. training and to 12 faculty (of these, two women) from eight Ethiopian universities enrolled for Ph.D. training. Four practitioners (of these, two women) from four non-academic Ethiopian organizations enrolled for M.Sc. training and one practitioner from a non-academic Ethiopian organization enrolled in Ph.D. training also received the research advising. Faculty advisors from Ethiopia strengthen the students' advisory opportunities by providing guidance on selection of relevant research areas which address developmental challenges facing the water sector in Africa. The Ethiopian Institute of Water Resources (EIWR) was officially inaugurated. The inauguration ceremony was held on February 15, 2012 at Addis Ababa University with 121 participants from 29 organizations. There were seven courses, modules and teaching materials developed and approved and these courses were delivered to graduate students. Two new courses and related teaching materials were developed. Course delivery supports the institute's mission of empowering institutes of higher learning in sustainable water resource development and management EIWR initiated the first informal discussion forum "Talk Water Ahead" on February 13, 2012 with participation of seven organizations. EIWR organized a two-day outreach workshop with partner university representatives and stakeholders on February 13-14, 2012. Partners also created a publication on 'Creating a Learning Organization to Promote Sustainable Water Resources Management in Ethiopia' was submitted to the Journal of Sustainability Education. Abstract jointly written by UConn and AAU faculty on Accelerated Capacity Development in Water Resources Education: The Experiences of the Ethiopian Institute of Water Resources was accepted for a Poster Session at the European Geosciences Union General Assembly 2012, April 22-27, 2012, Vienna, Austria. A paper titled Comparative Hydrology in Ethiopia: Learning Experience was accepted for presentation at the 2012 European Geosciences Union General Assembly. Newsletter, brochures, five video clips, and two posters were produced on sustainable water resource management.

## SENEGAL

***Partner Institutions:*** Université Gaston Berger and The Ohio State University.

***Overview:*** The collaboration of University of Gaston Berger (UGB) and The Ohio State University (OSU), in partnership with stakeholders, national research institutions, and NGOs is designed to create the long-term professional capacity to solve agricultural management challenges in the fragile Northern Senegal and Sahelian ecosystems. The partnership will develop a premier and innovative agronomy and crop production degree program and establish the University of Gaston Berger Agricultural Research and Development Center (UGB-ARDC) based at the University of Gaston Berger (UGB), St. Louis, Senegal. The Center will positively impact agricultural higher education in Senegal and throughout the Sahel. The graduates from the program will be trained to address the ecological and agricultural challenges of this fragile, semi-arid environment and provide the human capacity to serve the emerging food export industry. The overall project goal is to develop an agronomy and crop production program focused on sustainable food production in the Sahel that integrates academic curricula, research, and community service at the University of Gaston Berger.

***Results:*** During this reporting period partners a short-term training program for UGB faculty occurred on November 15-18 at UGB. The first training of the week was presented by Richard

Dick called "Administrative Structure and Internal Activities of OARDC in Delivering Participatory Research and Extension Programs." The presentation provided a framework for meetings later that week that were focused on establishing the institutional structure of UGB's Research and Development Center. Brad Bergefurd, OSU Extension Specialist, provided two training sessions. The first was an overview of "Ohio Agriculture and Extension Services in the United States," and the second was called, "Marketing Methods of Local Produce in Ohio." Steve Neal, Assistant Director of OSU's Agricultural Technical Institute, presented, "An Overview of Associate Degree Programs at The Ohio State University," and "Considerations for Using the Farm Instructional Laboratories to Enhance Academic Programs." In January UGB faculty and Administration went on a two day trip to the Northern municipalities to contact the management structures of rural populations and to learn about the constraints they face in conducting their activities and to explain the desire of the UGB faculty to work with them to address their problems in agriculture, aquaculture, and food science. Also, during this reporting period the degree programs at UGB are now in the third semester for the Bachelor's degree in Agronomy and in the second semester for the Associate degree in Agroecology. A program plan has been developed for the internship practicum program. A mechanical transplanter was purchased for the student farm. The device will greatly enhance the ability to plant seedlings on the farm. Also, additional funding sources have been leveraged using the Partnership. UGB has secured \$400,000 from USAID to engage in training to manage and reduce the risk and impact of disasters. The program is called Partners Enhancing Resilience to People Exposed to Risks.

## SOUTH AFRICA

**Partner Institutions:** University of Cape Town and University of Cincinnati.

**Overview:** The collaboration of University of Cape Town (UCT) and University of Cincinnati (UC) will be to strengthen the capacity of the University of Cape Town to respond to the need to create self-sustainable, technical and scientific MS and Ph.D. programs in sub-Saharan Africa through a research effort that develops low-cost, indigenously produced photovoltaic devices based on nanomaterials that can be manufactured in the challenging business environments of sub-Saharan Africa. This will be achieved in part through strengthening the infrastructure of the NanoSciences Innovation Centre at the University of Cape Town which will form the main African hub of a growing research and innovation network. The long term goal is to enhance teaching and research capacity, in all the African partner institutions as well as their reputations for research and innovation. The long-term vision for this collaborative partnership is to use both the enhanced research capacity and the network to drive entrepreneurial business growth in the target countries that will benefit the local community. In addition to the lead and secondary higher education institutions of the partnership, several stakeholders continued to be involved in partnership activities during this reporting period. These include Rhodes University, University of Botswana, BOTEC, Addis Ababa University, Argonne National Laboratory and Oak Ridge National Laboratory, Eclipse Film Technology and Printed Silicon Technology and Rotary Club of Cincinnati and Solar Light for Africa. Partnership network has been expanded to Addis Ababa University, University of Botswana, BOTEC and Rhodes University.

**Results:** During this reporting period, three individuals (two from Kigali Institute of Education and one from Haramaya University) were offered admission to a master's degree program, two of those being female and representing underserved or disadvantaged groups. Two (both male)

individuals (from Haramaya University) were offered admission to a doctorate degree program. NanoPower Africa has recruited/supports 12 female undergraduate students in the Physics Program at Haramaya University in Ethiopia. The partnership is contributing to increased access of the underserved and/or disadvantaged groups to tertiary education programs. There were 30 students from the partnering institutions that participated in the web based interactive course that linked five campuses in Africa with the University of Cincinnati. Under the exchange program, two extended visits to UCT were made by faculty from HU and KIE. Three visits were also made to Cincinnati, Argonne and Oak Ridge for HU, KIE and Rhodes University faculty. A short-term training was completed with five faculty and/or teaching staff (one female and four male). These include David Britton and Margit Harting (UCT), Schadrack Nsengiyumva (RU), Evariste Minanai (KIE), and Goro Girma Gonfa (HU) on measurements at ORNL and ANL. Five graduate students at Haramaya University participated in NPA project with UC undergraduates installing a PV system in a village near Haramaya. Partners developed and submitted proposals for funding from different sources, including NSF, African Union local University Research Offices, USAID Mission and the US Embassy. Partners wrote a proposal to NSF for development of conductive titania for use in NPA project in Sub Saharan Africa. One publication has been accepted by a peer reviewed journal. A number of joint research projects were implemented, including in the areas of (a) Screen Printed PV systems, (b) Reel to Reel coating PV systems, (c) Conductive titania nanoparticles, (d) ZnO Nanoparticles, (e) Silicon Nanoparticles by commutation and by CVD processes, (f) Printed Medical Temperature Sensors, (g) Printed Agricultural Water Sensors, (h) PV roofing materials at ORNL, and (i) Organic photovoltaic thin films. Gregory Beaucage (UC), Margit Harting & David Britton (UCT), Goro Girma Gonfa (HU), Mussie Alemseghed (post-doc), Evariste Minanai, Schadrack Nsengiyumva and Cheddi Kiravu (KIE) involved in joint research projects.

## SOUTH SUDAN

***Partner Institutions:*** Virginia Polytechnic Institute and State University and Catholic University of Sudan/University of Juba.

***Overview:*** The collaboration of University of Juba/ Catholic University of South Sudan (UoJ/CUoSS) and the Virginia Polytechnic & State University (VT), in partnership with stakeholders, national research institutions, and NGOs is designed to create long-term professional capacity to solve agricultural management challenges in the fragile Northern South Sudan and Sahelian ecosystems. The partnership will develop a premier and innovative agronomy and crop production degree program and establish an Agricultural Research and Development Center (ARDC) based at UoJ/CUoSS, South Sudan. The Center will positively impact agricultural higher education in South Sudan and throughout the Sahel. Graduates from the program will be trained to meet the ecological and agricultural challenges of this fragile, semi-arid environment and provide the human capacity to serve the emerging food export industry. Rebuilding higher education in agriculture in South Sudan is essential due to the long civil war which had catastrophic consequences for the entire southern region, especially in the areas of education and agriculture. The collective vision of the partnership is to adopt a “land-grant university” approach in South Sudan through tertiary education, research, and outreach missions.

**Results:** During this reporting period, US partners conducted training in accounting and project reporting procedures for three UoJ/CUoSS faculty (David Lomeling, Johan Lake & Mike Schultheis). One CUoSS senior faculty and 20 students attended training on preparing for employment, preparing resumes, job search strategies, and how to prepare for an interview. Dr. Mallikarjunan conducted two food processing, quality control, & rheology training sessions for six faculty and 24 undergraduates in Food Technology. USDA personnel supported by USAID conducted drip irrigation training program at CUoSS and installed drip irrigation systems at CUoSS experiential learning farm. Three UoJ faculty enrolled in MS/pre-MS programs at University of Pretoria and Stellenbosch University in South Africa. Six UoJ faculty members (one woman & five men) were nominated for MS (3) and Ph.D. (3) studies in the US. They have been matched with departments and faculty at VT and elsewhere in the US and are in the process of applying. South Sudanese and US partners reviewed and assessed RHEA progress during the first seven months, identified challenges, opportunities, and developed a new annual work plan that reflected challenges, opportunities, audit of partner accounting and business procedures, recommend changes in accounting procedures and trained partners in accounting & reporting. CUoSS has completed fencing and hand-dug irrigation wells at four CUoSS river farms for the Experiential Learning Farms. Farm master plan is developed and crops have been planted. At the UoJ land agreement for community is finalized, land surveyed and draft master plan for development completed. Ezekiel Musili, UNOPS, working for USAID, visited Wau to access CUoSS campus and prepare plan for possible USAID sponsored engineering and construction work. In order to increase library holdings of UoJ and CUoSS partnership have collected over 100 books and journals during the reporting period, increasing the total number to more than 6000 donated books and journals for shipment in June 2012. To secure external funding/donations in kind partners have submitted two proposals to USAID for six surplus container housing/office units for CUoSS and UoJ. USAID donated surplus material, supplies, and equipment to UoJ and CUoSS. One article was published in USAID/South Sudan newsletter to publicize the activities and accomplishments of the RHEA partnership. No partnership's outreach/extension activities were conducted during this reporting period.

## Burundi Associate Award

**Overview:** During this reporting period, HED continued to manage a partnership program between South Carolina State University and Ngozi University. In collaboration with USAID/Burundi and USAID's Bureau of Economic Growth, Agriculture and Trade (USAID/EGAT), HED issued a Request for Applications (RFA) in April 2008, ultimately resulting in a \$450,000 award for a three-year project titled: "South Carolina State University-Ngozi University Partnership for Strengthening Educational Capacity and Rural Development." The objective of the partnership between SCSU and NU is to strengthen NU's capacity to teach, conduct research, and contribute to rural development by providing extension and outreach services to small farmers and rural communities. The partnership will build the capacity of NU faculty to improve academic standards and enhance rural livelihoods.

**Results:** The greatest achievement during this reporting period was the continuing success of the three NU students in SCSU's MBA program. Having matriculated in August 2011, they are all on schedule to graduate in May 2013 upon which they will return to Burundi and serve as

instructors in the new, partnership-developed undergraduate Agribusiness program at NU. The SCSU partners report that “they are making good progress towards graduation.” The partners also report being pleased that the experimental research stations have now taken on the additional role of distribution centers for the newly developed rice and vegetable seeds.

## South Africa Associate Award

**Overview:** During this reporting period, HED closed out the three partnership programs between U.S. and South Africa tertiary institutions. HED issued a Request for Applications (RFA) in March 2008 for a three-year program in mathematics teacher education and another in August 2008 for a three-year program in tourism and a three-year program in transportation and supply chain management. With USAID/South Africa concurrence, HED made a \$225,000 award to the State University of New York-Buffalo for a partnership with the University of KwaZulu Natal in the area of mathematics teacher education (subagreement executed 26 September 2008), a \$250,000 award to the University of Florida for a partnership with the Tshwane University of Technology in the area of tourism (subagreement executed 19 December 2008), and a \$250,000 award to the University of Michigan’s William Davidson Institute for a partnership with the University of Johannesburg in the area of transportation and supply chain management (subagreement executed 16 December 2008).

**Results:** The most notable accomplishments included, by partnership:

1. State University of New York-Buffalo/University of KwaZulu-Natal:
  - Development of an Advanced Certificate of Education (ACE) in Further Education and Training (FET) Mathematics comprised of 8 modules, all of which have been delivered.
  - Training of approximately 350 secondary math teachers (61% male, 39% female) from disadvantaged backgrounds using the \$100,000 in unexpected leveraged funding last year from the KwaZulu Natal Department of Education. This number represents a ten-fold increase from the originally anticipated cohort size.
  
2. University of Florida/Tshwane University of Technology:
  - Fully developed and approved Casino Management diploma program.
  - Fully developed and approved Aviation Management diploma program (pending approval from the Department of Higher Education and Training).
  - Fully revised and updated Event Management diploma program.
  - Fully established and approved Center for Sustainable Tourism at TUT.
  - Completion of research on FIFA World Cup project (\$136,000 in leveraged funding and cost sharing), resulting in three reports, six international conference papers, two manuscripts submitted to accredited journals, and additional manuscripts being drafted by UF and TUT faculty.

- On-going research on the Vredefort Dome World Heritage Site project (\$8,500 in leveraged funding from TUT), likely to result in two international conference papers and two publications in accredited journals.
  - Strengthening of extant and establishment of new ties between TUT and multiple stakeholders, including the tourism industry, NGOs, and local and regional government agencies and programs.
3. University of Michigan William Davidson Institute/University of Johannesburg:
- Fully established and active Master's of Commerce (MCom) program at UJ to train current and future leaders in transportation and supply chain management.
  - The introduction of the case-study method by the US partners and its whole-hearted acceptance by the South Africa partners such that "it is now an integral part of the curriculum at UJ, not only in the Supply Chain courses, but across all the courses that constitute the new MCom program."
  - Participation in exchanges by four undergraduate UJ students and four UJ faculty.

Per the terms of the Associate Award, HED will submit a final close-out report to USAID/Southern Africa by June 30, 2012.

## Clean Water Associate Award

### ETHIOPIA

**Partner Institutions:** Cornell University and Bahir Dar University.

**Overview:** The partnership between Cornell University, Tompkins Cortland Community College, and Bahir Dar University in Ethiopia is strengthening both human and institutional capacity at Bahir Dar University to deal with water and sanitation issues in local communities. The partners are delivering a Cornell master's degree at Bahir Dar University (BDU) to a minimum of 40 graduate students following a curriculum in which participatory skills, watershed management, water supply, and interdisciplinary implementation are taught.

**Results:** During this reporting period partners from Bahir Dar University, School of Civil and Water Resources Engineering held a workshop at BDU to disseminate research products from the "Learning and Communication in WaSH in Amhara Region" project. This work involved our MPS students and partnership BDU faculty but no Cornell faculty. The session hosted 27 people, 17 from BDU and 10 from other organizations. Partners also participated in an Africa-U.S. Higher Education Initiative Partners Meeting in Addis Ababa in February 2012. A BDU faculty member prepared a poster, available on request. The BDU School of Civil and Water Resources Engineering held a February 6-17 training session about hydrological modeling, at BDU. Cornell and BDU partnership faculty participated, led by Seifu Admassu of BDU. The trainees included two lecturers from BDU and 14 governmental personnel. A key sponsor was the Tana Sub Basin Office. The Blue Nile Water Institute hosted a one-day research workshop at Bahir Dar to present the work of our Cohort I and II MPS students. It included 14 oral presentations and nine

posters. Roughly 50 people participated, including 11 Cohort I or Cohort II MPS students. Robert Post, Public Affairs Officer of the US Embassy in Ethiopia, participated. Other organizations represented included IWMI and Water Aid Ethiopia. Abeyou Worqlul is a faculty member of Bahir Dar University's School of Civil and Water Resources Engineering, and has been involved in teaching our partnership's MPS students hosted at Bahir Dar. He enrolled in a Cornell Ph.D. program in the field of Biological and Environmental Engineering in fall 2011 and began coursework in the fall semester. He expects to spend one year in the US then to return to Ethiopia to conduct his doctoral research project. This project will be done in collaboration with the International Water Management Institute's East Africa office in Addis Ababa.

## UGANDA

**Partner Institutions:** Makerere University and State University of New York, University of Albany.

**Overview:** The partnership between State University of New York, Albany, Tuskegee University, and Makerere University in Uganda is enhance both human and institutional capacity at Makerere University to address safe drinking water issues in two selected communities so that Makerere University and its faculty will have the skills and knowledge to promote safe drinking water throughout Uganda. The partners also are developing greater capacity within the study communities to identify and deal sustainably with water and sanitation issues. Community members are being taught to address the issues, and are empowered to transfer their knowledge to other communities.

**Results:** During this reporting period partners have been making significant progress a total of 19 community members were trained in a two-day course on Water, Sanitation and Hygiene (WASH). The trainees were mainly community health workers (including Village Health Team members), local leaders and youth. The training covered topics aimed at improving the WASH status in the two study communities. Some of the topics covered are water safety, waste management, human excreta management, food hygiene and vector control. The training was conducted in Kampala and Mukono (Uganda) and facilitated by faculty of Makerere University School of Public Health and local health departments. These trainees have gone on to train several other community members on aspects of water, sanitation and hygiene.

The partnership promoted sanitation and hygiene in two primary schools (Kikulu and Lweza) through conducting health education trainings, demonstration of hand washing facilities and drawing competitions among health club members. The sessions were on various topics including hand washing, personal hygiene and sanitation at households. The project continued promoting the 'tippy-tap' technology of hand washing. This was done through health education and carrying out demonstrations in the community. Also, during the reporting period over 100 community members were taught how to make and use the 'tippy-tap' for hand washing. Many of these have since made and installed the 'tippy taps' at their toilets. The partnership developed sanitation and hygiene promotion materials for the two primary schools involved in the project. After the materials were developed, they were placed (permanently) in conspicuous places in the compounds of the schools in form of 'talking compound' messages. These messages are accessible to all pupils of the respective schools ranging from primary one to seven.

## Community Based Natural Resources Management (CBNRM) Partnership - Southern Africa

***Partner Institutions:*** University of Botswana, Namibian University of Science and Technology, Sokoine Agricultural University, Southern African Wildlife College, WWF and University of Florida

***Overview:*** The partnership between the University of Florida, the University of Botswana (UB), Namibian University of Science and Technology (NUST), Sokoine Agricultural University (SAU), Southern African Wildlife College, and WWF is to transform Community Based Natural Resources Management (CBNRM) Education in Southern Africa and to develop curricular, tools and materials to support training at graduate, undergraduate, and vocational levels in the region. Through a partnership facilitated by the University of Florida, these materials will be developed collaboratively in this partnership in a manner that can easily be extended to other training institutions.

***Results:*** During this reporting period, eight African scholars spent four months during the Fall 2011 semester at the University of Florida to participate in a tailored short term training program with respect to Community-Based Natural Resource Management (CBNRM) education organized by the Center for African Studies. The purpose of the program was to develop higher education (university level) capacity in community-based natural resource management in southern Africa. Short term visiting scholars' from partner institutions in Southern Africa demonstrated varying degrees of conceptual and writing skills. This variance resulted in a delay in the completion of draft chapters for curriculum related materials. Additional mentorships were offered and product development process was prolonged but resulted in quality assurance of materials. Overall, additional time is needed for curriculum development given the several rounds of review process.

## Leadership Initiative for Public Health in East Africa (LIPHEA)

After responding to the RFP released by HED on February 7, 2011, JBS International of Bethesda, MD signed a contract with ACE/HED on April 13, 2011 and traveled to East Africa during the summer to conduct an impact assessment of the LIPHEA partnership project. Upon receipt of a draft report in August, HED hosted a face-to-face meeting with JBS representatives on November 9, 2011 to suggest further edits to the document including a restructuring of the content to more clearly reflect impact based on the partnership's original five objectives and a clarification of the team's methodological approach.

The goal of the impact assessment was to measure the extent to which the LIPHEA partnership accomplished its original objectives and to document the impact of the five-year LIPHEA partnership on multiple stakeholders. The assessment sought to examine the human and institutional capacity built by the partners as it related to the objectives of the partnership, which were to:

- Strengthen teaching and educational programs that integrate leadership training throughout the curricula;

- Create a network that links public health schools, ministries of health, public health practitioners, regional organizations, and other critical stakeholders, to facilitate information and resource sharing;
- Establish a faculty development program that will sponsor promising young public health faculty from MUSPH and MUCHS through a combination of degree programs and in-service programs in public health leadership;
- Create an enabling environment in Tanzania and Uganda for public health activities by building leadership and advocacy skills among public health faculty and key decision-makers; and
- Improve the teaching infrastructure at the Muhimbili University College of Health Sciences (MUCHS) and the Makerere University School of Public Health (MUSPH).

In collaboration with USAID's Bureau of Global Health, HED made an initial award of \$2 million in January 2006 for a partnership between MUCHS, MUSPH, Johns Hopkins University School of Public Health, and Tulane University titled "Leadership Initiative for Public Health in East Africa," or LIPHEA. The primary goal of LIPHEA was to strengthen public health leadership in East Africa by improving the capacity of local institutions to train mid- and senior-level health professionals in leadership skills.

Over the course of the next five years, USAID provided an additional \$3.9 million to expand the partnership's efforts into the area of health emergency management, with a particular emphasis on zoonotic diseases. The most notable accomplishment and legacy of LIPHEA was the creation of the Higher Education Alliance for Leadership Through Health, or "HEALTH," a legal entity comprised of seven schools of public health in six countries (the Democratic Republic of the Congo, Ethiopia, Kenya, Rwanda, Tanzania, Uganda). The increasing local, regional, and international recognition of HEALTH as a highly committed, coordinated, and active alliance with state-of-the-art capacity in health emergency management, zoonotic diseases, and leadership has resulted in HEALTH being selected to serve as the African hub for a DFID<sup>1</sup>-funded \$12 million project through Future Health Systems, an international consortium of health research institutions in Asia, Africa, and the United States. HEALTH is also a partner in USAID's \$185 million RESPOND initiative addressing emerging infectious diseases. Alliance has already served as the hub for an NSF grant investigating the impact of natural disasters on local communities.

On April 9, 2012, JBS submitted a detailed 107-page (including appendices) final impact assessment report of the LIPHEA partnership to HED, which included lessons learned and recommendations, organized by programmatic objective. (The report was delayed by approximately two months due to a "desk audit" of invoices submitted to ACE/HED.) Overall, JBS found LIPHEA to be:

...a highly productive and consequential program. It was successful to a large degree in its activities engaging other universities, governmental organizations, and NGOs. There were, however, two areas that could have been strengthened, even in light of the strong institutional bases that three of the four universities included in the study had, and these are related to

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<sup>1</sup> The UK's Department for International Development

improving faculty development and teaching and teaching infrastructure. The African Partner Institutions and the HEALTH Alliance partners might have benefitted from increased strategic and technical guidance from the U.S. partner institutions. In addition, closer program monitoring at the HED level might have caught and corrected certain strategic and management weaknesses in the program earlier-on.

HED shared the full report with JHU, Tulane, USAID/Global Health, and USAID/EGAT/ED on April 11, 2012. The U.S. partners, in turn, shared the report with their African counterparts.

## LATIN AMERICA AND THE CARIBBEAN

### Pathways to Cleaner Production Department of State Cooperative Agreement

**Overview:** The *Pathways to Cleaner Production Higher Education Partnership* program seeks to increase and utilize the capacity of higher education institutions to contribute to cleaner production practices in participating countries. The purpose of this initiative is to further environmental cooperation in Latin America and contribute to the improvement of the private sector environmental performance of SMEs and supply chains in energy efficiency, water conservation, pollution and material resource-use reduction, and cost-savings.

On September 29, 2011, Higher Education for Development (HED), in cooperation with the Bureau of Oceans and International Environmental and Scientific Affairs (OES) at the U.S. Department of State, issued a Request for Applications (RFA) for the Pathways to Cleaner Production Higher Education Partnership. The subsequent major activities took place during this reporting period following the issuance of the RFA:

1. Four U.S. higher education institutions submitted proposals in response to the Cleaner Production RFA.
2. HED convened a peer review panel, which included representatives from higher education, the cleaner production sector, and the United States Agency for International Development (USAID).
3. A funding decision was made on the basis of reviewers' recommendations of merit and final selection by the U.S. Department of State; Illinois Institute of Technology (IIT) was selected as the lead grant recipient.
4. Representatives from IIT and a partnership institution, New York Institute of Technology (NYIT), traveled to Washington, DC to meet with HED, the World Environment Center (WEC) and the U.S. Department of State to discuss program start-up and implementation.
5. HED initiated negotiations for a sub-cooperative agreement with IIT.
6. In response to a request from DOS, HED submitted a proposal for an amendment to the Cooperative Agreement which would allow the partnership to receive additional funding to expand the initiative in up to three additional Latin American countries

HED expects to make one award for three years for a regional higher education partnership between IIT and partner institutions in Costa Rica, the Dominican Republic, El Salvador, and Peru.

**Objectives:** The partnership will address the following major objectives:

- Enhance academic program offerings and improve university curricula in cleaner production practices.
- Improve the ability of universities to collaborate with National Cleaner Production Centers (NCPCs) and offer training and technical assistance that result in greater implementation of cleaner production practices and technologies.
- Create a network to share best practices and support the adoption of cleaner production processes in small and medium size enterprises (SMEs) across the participating countries.

Through this program and in partnership with NCPCs, World Environment Center (WEC), and the private sector, countries will work together to strengthen technical courses on cleaner production, share best practices in curriculum development, facilitate practical learning experiences for students with SMEs, and enhance students' ability to succeed in an economic environment increasingly focused on sustainability, resource efficiency, and energy efficiency.

## Guyana USAID Associate Award

**Overview:** This associate award provided funding for the establishment of one higher education partnership. In October 2008, under Associate Award EDH-A-00-08-00008-00 executed September 12, 2008, HED made one award of \$300,000 to Ohio University (OU) for a three-year partnership project titled: "Guyana: Strengthening Mass Communication and Journalism" for a collaboration with the University of Guyana (UG). The overall goal of the partnership between OU's Scripps College of Communication and UG's Center for Communications Study (CCS) is to strengthen CCS's effectiveness in preparing undergraduate students to meet workforce demands in the media and communications industries after graduation.

**Objectives:** The partnership's objectives were to: Upgrade the curriculum and course content at CCS, based on the findings of a baseline needs assessment with particular emphasis on curricular shortcomings; Upgrade the education, skills, and experience of CCS faculty through master's degrees, professional development workshops, and other academic opportunities; Upgrade the education, skills, and experience of Guyanese journalists and media professionals including working students and practicing journalists through online courses, in-country workshops, and annual communications conferences; Develop a mixed-mode service (Internet, radio, and postal service) to deliver mass communication and journalism education and training to students and journalists in rural and isolated regions; and Upgrade the experience for CCS students to include more structured interactions among students, faculty, and local media professionals through joint activities such as co-teaching, internships, and applied research projects.

**Results:** Notable partnership intermediate results and their respective activities during this reporting period included the following:

Human capacity has increased:

- Ohio University faculty member Brian Zham led an intensive, three-month workshop on narrative film making.
- Eight short films produced by CCS students premiered at the Guyana Cultural Association's Film and Video Festival in New York City and Coventry, England (Appendix A).
- Two CCS faculty members completed their Master's degree programs at OU and returned to Guyana to resume teaching at the Centre.

Institutional capacity has increased:

- One new Narrative Film Program was created and one new course in Rapid Film Production was created at UG.
- UG received \$51,000 in leveraged funds from the Presidential Film Endowment to support film projects and the establishment of CineGuyana, Inc.
- The partnership is developing three possible income generating projects to help sustain CCS work: CineGuyana, Inc., the emergent Distance Education program, and seminar publications.

Other areas have also improved:

- Awareness: Knowledge about the partnership and enhanced CCS program was increased through the international premier of the 8 short films produced by CCS students.
- Research capacity: UG-CCS hosted its Third Annual Student Research Seminar "Virtual Politics in Guyana." (Appendix B)

The partnership between OU and UG ended on December 31, 2011. When the partnership began in 2008, Guyana found itself in an unfortunate cycle; a lack of high-quality education programs resulted in poorly trained media and journalism professionals, and the absence of well-trained professionals resulted in a negative public perception of the national media. The partnership set out to accomplish several high-level objectives in hopes of breaking this cycle and improving media inadequacies at a national level. The University of Guyana is the country's sole tertiary education institution, and addressing these development challenges through this higher education institution resulted in impacts at the institutional, human and national level.

The core of the partnerships' success was the revision and strengthening of CCS' curriculum and educational offerings both within and outside the walls of the institution. Improving the institution's capacity and, in turn, the public perception of UG, has had a multiplying effect: UG now attracts higher caliber students, faculty members, and widespread interest from local and international organizations that seek opportunities for collaboration. The partners wisely invested in the sustainability of this impact by upgrading the educational capacity of their faculty to continue delivering the new curricula. High-quality and innovative training will continue to produce Guyanese media professionals that report responsibly and objectively. At the macro level, these media professionals contribute to a strong, independent media system which is the foundation of Guyana's democracy. Evidence of this partnership's impact can be seen in the

significant increase in applicants to UG's communications program, the number of new, formal collaborations between UG and organizations both within Guyana and abroad, as well as the dramatic rise of Guyanese media on the worldwide stage.

## Training, Internships, Exchanges and Scholarships (TIES) Program

**Overview:** The Training, Internships, Exchanges and Scholarships (TIES) Program was developed by USAID/Mexico in response to the commitment of presidents Bush and Fox to forge a common development agenda in support of the North American Free Trade Agreement (NAFTA). Investments in higher education were deemed instrumental as a contributing factor to bi-national objectives: build on Mexico's strong regional development efforts, foster growth in less developed areas of Mexico, and increase international trade and macroeconomic stability.

TIES partnerships have continued to play a key role in Mission strategies because they build capacity in higher education institutions to be stronger partners in development. TIES partners address a broad range of challenges in Mexico, including better livelihoods and incomes, lower carbon emissions and protection of the environment, access to education and health services, and rule of law. During the period October 1, 2010 through September 30, 2011 Higher Education for Development (HED) built on nine years of experience with 79 university partnerships, and responded to the goals of the U.S. Mission in Mexico including the Merida Initiative, new guidelines under USAID Forward, and the recently launched USAID Education Strategy 2010-2015.

To respond to the demands of the global economy, Mexico's higher education institutions must keep pace with the rapid technological transformations and the pressing workforce demands of both the private and public sectors. Higher education partnerships with the United States involving universities, federal, state and local governments, businesses, local communities, and NGOs and other civil society actors from both countries provide an important means for strengthening Mexico's current and future workforce, thus improving Mexico's competitiveness.

Higher education institutions in the U.S. and Mexico continue to play a leading role in this transformation by upgrading their programs to enable Mexicans to more effectively participate in the new global industrial and economic landscapes. At the same time, the human capacity of Mexicans must be increased through training programs, particularly those that target underprivileged youth, disadvantaged areas, and sectors that generate employment opportunities.

On October 27, 2011 ACE/HED received notification from the USAID/Mexico Supervisory Regional Agreement Officer that USAID/Mexico will end its relationship with ACE/HED for the Training, Internships, Exchanges and Scholarships (TIES) program, effective November 30, 2012. While 10 of the partnerships were already operating under restricted funding levels as a result of the contingency plan, HED asked U.S. and Mexican partners to work together to realign their work plans and budgets to accommodate an early close-out of partnership activities.

During this reporting period, Higher Education for Development:

- Managed 18 higher education partnerships between the U.S. and Mexico;
- Managed the close-out of one higher education partnership;

- Presented at two international higher education conferences alongside TIES partnership directors;
- Met with the TIES team at USAID/Mexico on two separate occasions to discuss partnership close-out plans and to strategize about how to address strategic priorities;
- Finalized the revision of work plans, budgets and performance targets with all TIES partnerships to meet priority objectives while preparing for the close of the portfolio;
- Oversaw the formal modification of all TIES partner sub-agreements to reflect revised end dates and corresponding work plans and budgets;
- Conducted one financial audit visit to a recently closed TIES partnership; and
- Supported partners' sustainability efforts and accomplishments in light of new directions and opportunities under USAID Forward.

***Results:*** TIES partnerships contributed to the following development areas during this reporting period:

**Rule of Law Reform: Trial Advocacy Training.** A higher education partnership between the University of Nebraska Lincoln (UNL) and the Universidad Nacional Autónoma de Mexico (UNAM) concluded a highly successful train-the-trainer workshop for educators who will prepare the next generation of Mexican lawyers amidst country-wide legal reform. This partnership provides educational and training programs in trial advocacy for Mexican law faculty, students, attorneys and judges in support of Mexico's new legal reforms. The three-day workshop was held at UNAM's Mexico City campus and over twenty UNAM law faculty and professors participated in the training. Utilizing UNAM's new mock-courtroom facilities, participants learned about critical oral advocacy techniques, critiquing methods, direct vs. cross examination, opening and closing arguments, and video review. The law professors and faculty members also practiced each new skill set and reviewed best-practices for teaching the latest techniques to students.

**Workforce Development and At-Risk-Youth.** Colorado State University (CSU) and Universidad Iberoamericana (UIA) - Tijuana campus signed an International Memorandum of Understanding (IMOU) to encourage collaboration and cooperation throughout the duration of the "Green Construction Human and Institutional Development Program" and beyond. The TIES partnership is developing educational and training programs in both soft skills and technical skills with a strong foundation in ethics and drug resistance strategies. By assisting vulnerable populations and increasing economic opportunities in the border city of Tijuana, this program supports USAID/Mexico's strategic objective to build strong and resilient communities that can withstand the pressures of criminal influence and economic downturns. The IMOU was signed in Tijuana during the partnership's first advisory board meeting. Over thirty people participated in the meeting, including representatives from both universities and individuals from government agencies, non-profit agencies and the construction industry.

**Environmental Sustainability.** Partners from Arizona State University (ASU) and the Universidad Nacional Autónoma de México (UNAM) are working together to develop and institutionalize a Master Degree in Sustainability Sciences at UNAM. The partners have delivered a series of workshops that bring together core UNAM faculty and administration who are committed to participating in the new degree program. During the intensive workshops, partners focused on the following key topics: practical approaches to curriculum development and design, pedagogical methodologies, garnering internal institutional and administrative support, integration of practical skills training, and curriculum assessment and evaluation. This comprehensive and collaborative approach to curriculum development has resulted in Mexican ownership and commitment to institutional capacity building. During this reporting period the partners presented their jointly-developed curriculum to UNAM’s Secretary of Institutional Development and the Dean of Post Graduate Studies as a formal step in the institutional degree approval process.

**Rule of Law Reform: Criminal Justice Conference.** The TIES partnership between the Illinois Institute of Technology, Chicago-Kent College of Law and Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM), Campus Mexico City concluded a successful conference entitled “Criminal Justice System in Transition.” The conference, held in Chicago, promoted training in criminal procedure, criminal law, and trial advocacy for members of the judiciary from Estado de México, Queretaro, and Mexico City. Six Mexican judges who are currently being affected by the latest criminal justice reforms in Mexico had the opportunity to learn about a judge’s role in assessing credibility, patient protection, and media and transparency in the courtroom. Participants also traveled to the Domestic Violence Court in Chicago to observe criminal and civil domestic violence hearings. The partnership is directly supporting USAID/Mexico’s participation in Pillar 2 under the Mérida Initiative: institutionalize capacity to sustain the rule of law.

## **Initiative for Conservation in the Andean Amazon (ICAA) Associate Award**

**Overview:** Through an Associate Cooperative Agreement with HED, USAID’s Latin America and the Caribbean regional bureau is supporting a new higher education partnership program in the Andean Amazon region. The resulting program will improve the capacity of institutions of higher education in this region to conduct applied research, train faculty and students, and work in public service/extension in support of the conservation of biodiversity and maintenance of the Andean Amazon Biome as part of the Initiative for Conservation in the Andean Amazon (ICAA).

HED envisions awarding up to four higher education partnerships across four targeted countries: Bolivia, Colombia, Ecuador, and Peru as part of the ICAA II Higher Education Partnership Initiative. Each partnership award will be up to \$750,000 with a duration of three years. The host-country institutions to be strengthened must either be located in the Andean Amazon or have a campus in the region.

To determine which host-country higher education institutions and components will be involved in each of the targeted countries HED sought the assistance of four experts (one team leader and three team members) drawn from the higher education and biodiversity conservation communities, to undertake field visits to the Andean Amazon region in January 2012. The team members were tasked with conducting further background research to inform the development of a Request for Applications (RFA) through which this activity will be competitively sourced in early 2012.

***Research and Design Assessment Visits to Bolivia, Colombia, Ecuador, and Peru:***

***Methodology: Overview.*** HED assembled two design teams of two academics each who traveled to Bolivia, Colombia, Ecuador, and Peru from January 16 through February 3 to survey and assess the present and potential capacities and interest of host country institutions to inform the development of HED's HEPP RFA. Areas visited included capital cities and regions within the Andean Amazon. To better understand the context in which these universities work, the teams met with faculty, administration, biodiversity conservation experts in state and nongovernmental organizations (NGOs), officials from host country governments and with USAID national and regional programs. The teams were accompanied for many of the site visits by USAID staff or the HED program manager.

Due to the short timeframe each design team had in-country, an attempt to maximize time in the field visiting universities, and travel considerations in the Amazon, HED decided to consolidate meetings in the capital cities in the structure of a focus group. By consolidating meetings through a focus group approach, HED aimed to broaden the overall reach to verify and supplement information collected in the field about potential institutional partners.

The university interviews typically lasted 1-3 hours, sometimes including tours of labs and facilities, and 1-2 hours with governmental agencies and NGOs. Some universities completed short questionnaires asking for basic data regarding faculty, student body, and curriculum during or after the visits. The teams also reviewed university web sites and used them to gather additional relevant information. Based on the visits, the teams completed customized questionnaires to record the collected data in a consistent and systematic format. The team members then compared their findings across the regions, extracting common themes and developing recommendations. These findings were consolidated into a final report presented to HED following the site visits.

***Main Findings: Overview.*** The final research and design assessment report, derived directly from both the data collected and the team member's assessments, includes recommendations that vary from country to country. For example, in Bolivia and Peru, the team recommended that partnerships should include not only a US institution and one (or more) target institutions in the Andean Amazon region, but that partnerships should also include at least one national university (to provide skilled faculty in areas not well-represented at the target institutions, and perhaps one or more NGOs (to provide essential research and student mentoring capabilities). In Ecuador, given upcoming changes in the university accreditation system, it will not be possible to partner with an institution in the Andean Amazon region, and it will be necessary to partner with national universities instead.

Based on the findings of the research and design assessment and after subsequent consultations with USAID, overall recommended partnership approaches for each country are as follows: In **Bolivia**, focus on building partnerships to strengthen programs and train undergraduate students and faculties at the Universidad Amazónica de Pando (UAP). A consortia arrangement could be established to include one or more of three national universities: (1) Universidad Mayor San Andrés in La Paz, (2) Universidad Mayor de San Simón in Cochabamba and (3) Universidad Autónoma Gabriel René Moreno in Santa Cruz. The partnership could also include NGOs, such as the Instituto Boliviano de Investigación Forestal (IBIF) that have capacity for training students and conducting applied research.

In **Colombia**, focus on strengthening the academic and research capacity of the master's and doctoral programs of the National University of Colombia, Pontificia Universidad Javeriana and Universidad de los Andes for training students on conservation biology, environmental science and Amazonian studies. To consolidate the academic and research capacity of the master's and doctoral programs of these institutions, it is possible that a consortium approach be established with Universidad Nacional de la Amazonia sede Florencia and Instituto Amazónico de Investigaciones Científicas (SINCHI), the one public Colombian research institution working on conservation of natural resources in the Amazon basin. This consortium could potentially be strengthened through additional partnerships with the large national and private universities, NGOs, and other government organizations.

In **Ecuador**, focus on improving the academic and research capacity of Ecuadorian universities designated as level "A" by the national government. Many of these universities, which are considered to have high academic standards by the national government, have programs for training indigenous peoples and other Amazonian minorities in conservation biology, environmental science and Amazonian studies. Due to the ongoing accreditation changes in Ecuador, all existing universities located in the Andean-Amazonian region in Ecuador that function as technical institutes will be closed, thus the option for direct intervention in the region is not open at this time. The Ecuadorian Amazon region is highly influenced by academic institutions from large cities (Quito and Loja). It is possible that a consortium approach be established with a target level "A" university to help strengthen the less-developed research capacity of other universities.

In **Peru**, focus on establishing a partnership for strengthening programs and training undergraduate students and faculty members with institutions in the Madre de Dios region in Puerto Maldonado and/or in Pucallpa. A consortium approach could be established with one or more of three national universities in any partnership to help strengthen their institutional capacities. The partnership should strengthen existing undergraduate programs at the target institutions. In particular, existing curricula will be strengthened to ensure the inclusion of the necessary basic science and quantitative courses to provide a strong foundation for programs such as agronomy, ecotourism and agroforestry engineering.

During this reporting period, HED:

- Submitted a Performance Monitoring Plan, Implementation Plan and Results Framework to USAID/LAC;

- Released an international open call for short term research and design consultants for the Andean Amazon field visits;
- Selected one research and design team leader and three team members to undertake the field visits;
- Finalized itineraries and protocols for the research and design field visits;
- Assembled two design teams who traveled to Bolivia, Colombia, Ecuador, and Peru from January 16 through February 3 to survey and assess the present and potential capacities and interest of host country institutions to inform the development of the HEPP RFA;
- Participated in the ICAA Management and Monitoring & Evaluation meeting in Lima, Peru; and
- Released an RFA Watch to publicize the upcoming partnership award opportunities.

## Central American Small Business Development Center (SBDC)

**Overview:** Working in Costa Rica, the Dominican Republic, Honduras, and Panama, The University of Texas at San Antonio and the Center for the Promotion of Micro and Small Enterprise in Central America are collaborating to adapt and replicate the highly successful Small Business Development Center (SBDC) model. The Central American SBDC network will link with existing SBDC programs in the United States, El Salvador, Mexico, and Colombia to share best practices and connect clients with trade opportunities. This collaboration is a key action item in the Pathways to Prosperity in the Americas initiative as it seeks to foster the development of micro and small enterprises to combat the root causes of social problems in the region.

**Results:** Notable partnership activities during this reporting period included the following:

- Partners attended the Fourth Ministerial Reunion for the “Caminos para la Prosperidad” Initiative in Santo Domingo, Dominican Republic and included in the Ministerial Statement actions to be taken for leveraging small business development;
- Consultation with key stakeholders from the public, private and academic sectors in the Dominican Republic held. Determined implementation plans to adapt and establish the Dominican Republic SBDC Network;
- Consultation with key stakeholders from the public, private and academic sectors in Costa Rica held. Higher education institutions were very interested in participating in the initiative lead by the Costa Rican government as a way to contribute to national development goals; and
- Memorandum of Understanding signed between the Mexican Association of SBDCs and CENPROMYPE with the overarching goal of promoting increased collaboration between Mexico and the Central American SBDC networks. This will include Mexico sharing their Accreditation Standards with the Central American SBDCs and in joint work in populating the SBDCGlobal trade platform.

## Central America-Dominican Republic Free Trade Agreement (CAFTA-DR) – Associate Award

**Overview:** In September 2009, HED made an award of \$650,000 to Georgia State University (GSU) for a three-year partnership project titled “CAFTA-DR Environmental Law Project” as part of the U.S.-Central America-Dominican Republic Free Trade Agreement (CAFTA-DR) and the Environmental Cooperation Agreement. The partnership includes lead partner institutions in the three host countries of the Dominican Republic, Guatemala, and Nicaragua (Universidad Iberoamericana, Universidad Rafael Landivar, and Universidad Paulo Freire, respectively) and nine other universities. The subagreement between HED/American Council on Education (ACE) and GSU was executed as an Associate Cooperative Agreement (No. EDH-A-00-08-0029-00) under HED’s Leader Cooperative Agreement with USAID (AEG-A-00-05-00007-00). Following the U.S. Principal Investigator’s transfer from GSU to Tulane University, management of the project was subsequently transferred to Tulane via a new subagreement with HED/ACE effective July 15, 2010.

**Objectives:** The overall objective of the partnership is to strengthen the teaching and implementation of environmental law in the three CAFTA-DR partner countries. Anticipated major activities and outcomes include:

- A comprehensive review of environmental law curricula and practices in the three partner countries;
- Eight to 12 technical experts in areas germane to environmental law selected to serve as resource persons in each partner country;
- Nine train-the-trainer workshops (three in each partner country);
- 18 personnel (six from each partner country) selected and trained to serve as trainers;
- A 100-120 hour, practical, action-oriented certificate program (*diplomado*) in Environmental Law, staffed by newly trained trainers, in each partner country;
- A *Diplomado* program completed by 45 participants (15 from each country);
- A jointly developed regional training manual for the Environmental Law *diplomado*; and
- A process established to make the manual and *diplomado* available to the Central American University Environmental Law Network (RUDA) for replication in the region.

In full anticipation of a 12-month no-cost extension to HED’s Associate Award with USAID/El Salvador through September 28, 2013 and, in turn, a 12-month no-cost extension to Tulane’s subagreement with ACE/HED through June 30, 2013, Tulane and its CAFTA-DR partners readjusted their schedules so as to focus 100 percent on the full development and refinement of the *diplomado* curriculum and accompanying instructional manuals during this reporting period. The expectation is that the partners will begin rolling out the *diplomado* programs in the Dominican Republic, Guatemala, and Nicaragua in Fall 2012.

Related to the above change in the work plan, at the invitation of the AOTR at the USAID Regional Mission, the US PI and two representatives from HED (including the author) traveled to San Salvador, El Salvador to share overall program objectives, major partnership results to date, planned future activities, and expected impacts to better ensure that efforts by other USAID-funded stakeholders working in the CAFTA-DR region in the area of environmental law – namely, the Central American Commission for Environment and Development (CCAD) – are not duplicated. Over the course of the 24 February 2012 visit, the AOTR also arranged for a lunch meeting at the Instituto Tecnológico Centroamericana (ITCA), a local technical institution seeking to incorporate a more robust environmental awareness component into its various curricula and potential new collaborator in the partnership. The AOTR stated his keen desire to see the CAFTA-DR partnership expand its *diplomado* program into El Salvador as well as possibly Panama as a means of capitalizing on the \$115,000 in supplemental funds serendipitously made available to the partnership due to a significant reduction in ACE's indirect costs. Both Tulane and HED were highly enthusiastic about and supportive of the idea, and HED agreed, as the next step, to submit a formal request to USAID/El Salvador, via the AOTR, for a 12-month no-cost extension to its Associate Award. Such an extension would, in turn, allow ACE/HED to extend its subagreement with Tulane.

Despite full concurrence on April 24 from the AOTR and the Deputy Office Director of Regional Programs at the Mission, the request was ultimately denied by the Regional Contracting Officer. This development will be detailed in the next semi-annual report covering the 4/1/12-9/30/12 period. For the time being, barring a change in the Mission's decision, HED is currently working to extend the end date of Tulane's subagreement to September 28, 2012, the same end date as the Associate Award.

Aside from the on-going development of the curriculum and the instructional manuals, no capacity-building or training activities were conducted this reporting period.

## Barbados JOBS

***Overview:*** The Barbados and Eastern Caribbean Jobs Opportunities for Business Scale-up (JOBS) initiative stems from a worldwide initiative to promote post-secondary skills training and capacity building for tertiary institutions. JOBS provides learning opportunities that support enterprise growth for existing entrepreneurs, and for graduates who have an entrepreneurial spirit, to consider starting their own small business, to create jobs or to fill positions in growth sectors.

The three-year partnership between Indiana University and the Cave Hill School of Business (CHSB) titled: "Barbados: Supporting Entrepreneurs through the JOBS Initiative" envisions building the capacity of CHSB to develop and expand its Centre for Enterprise and Entrepreneurship (CEE). The overall goal of this partnership is to support the growth of an entrepreneurial culture and diversify the service oriented economies in this region. The project seeks to create new business opportunities in Barbados and neighboring countries, especially for young adults. The partnership will also work to establish CHSB's CEE as the hub for innovative business training and growth in the Eastern Caribbean. The partnership will cultivate an entrepreneurial mindset in the region through updated degree and certificate programs focusing

on alternative energy initiatives, high-tech ventures, social entrepreneurship, and entrepreneurship in cultural industries.

***Results:*** During this reporting period, the partners worked on re-scoping the project in an effort to strengthen the future direction of the partnership and to further emphasize three main pillars deemed critical for this partnership success. The three pillars are faculty development; entrepreneurship training and services; and youth program initiatives. As such, during this period the partners worked on enhancing CHSB faculty capacity on case writing and teaching with cases through mentorship and coaching conducted by IU faculty members. CHSB staff also attended two international conferences that proved helpful in generating new ideas to improve the entrepreneurship educational offerings available at CHSB. In addition, the partners worked on strengthening the institutional capacity of CHSB to offer short-term trainings on entrepreneurship by implementing a workshop series titled “Entrepreneur’s Survival Series” and developing an “Introduction to Entrepreneurship” workshop that will be offered during the next reporting period. Finally, the partners worked to raise CHSB’s profile and community standing as a resource for entrepreneurship development by increasing collaboration with key national and regional stakeholders through forums and individual meetings. These efforts also led the Barbadian Ministry of Industry and Rural Development to present an award to CHSB for their role in promoting entrepreneurship in Barbados. CHSB was also invited by this Ministry to attend their annual Stakeholders’ Forum.

## **Energy and Climate Partnership of the Americas/Caribbean Region Climate Adaptation Partnership Initiative**

***Overview:*** During this period, HED, in cooperation with USAID and the Office of Economic Policy and Summit Coordination at the U.S. Department of State (DoS), issued a request for applications (RFA) for the Energy and Climate Partnership of the Americas (ECPA)/Caribbean Region Climate Adaptation (CRCA) Partnership Initiative. The goal of this partnership is to build additional permanent, local capacity in the area of climate adaptation at University of the West Indies/Centre for Resource Management and Environmental Studies (UWI/CERMES) in Barbados. The partnership will focus on research and policy and will result in tangible products such as expanded research, outreach to policy makers, short-course development for academic, public and private sector audiences and strategic planning to secure long-term funding.

The partnership seeks to help UWI/CERMES become internationally recognized as a Caribbean center of excellence in climate adaptation research and data collection. Through its academic offerings, expanded research, and graduate level degree programs and continuing education offerings for professionals, UWI/CERMES can lead the way for the region in utilizing the latest data collection and analysis techniques to inform policy and address the many climate adaptation challenges facing the Caribbean region. While the primary international partner for this activity will be UWI/CERMES, a secondary partner will be the Caribbean Institute for Meteorology and Hydrology (CIMH). CIMH and UWI/CERMES have a close working relationship, with complementary expertise and roles in providing climate data, products and services across the region.

***Objectives:*** Following a peer review panel convened by HED on March 13, 2012, Columbia University’s International Research Institute for Climate and Society (IRI) was selected with USAID and DoS concurrence. This partnership will represent a collaborative effort among UWI/CERMES, CIMH, and three institutes of Columbia University: the IRI, Columbia’s Water Center (CWC) and the Center for New Media Teaching and Learning (CCNMTL) to:

1. Develop short courses and training modules to support water resources and climate change adaptation education at the University of the West Indies.
2. Pursue a long term research agenda to address specific questions related to climate change adaptation and water resources management in the Caribbean.
3. Bolster a community of practice able to work in an interdisciplinary fashion to address the varied challenges of climate adaptation and water resources management in the Caribbean.

HED is currently negotiating the subaward with Columbia University and partnership activities are expected to begin in the next reporting period.

## **Colombia-U.S Human Rights Law School Partnership Associate Award**

***Overview:*** In late December 2011, HED signed an Associate Award with USAID/Colombia to implement the “Colombia-U.S Human Rights Law School Partnership”. This program seeks to support national and local initiatives to improve respect for and protection of human and basic rights in Colombia by strengthening the capacities of law schools in the outlying and frequently conflict-prone regions of the country to provide formal and non-formal training in human rights.

***Objectives:*** Through this program, HED will design and implement an estimated three partnerships between U.S. law schools with strong programs and expertise in international human rights and eight law schools in Colombia. The initiative will enable law school students, graduates, civil society groups, and Colombian government agencies supporting human rights respect and compliance to better serve marginalized and vulnerable populations with limited access to and understanding of the Colombian legal system. Specific objectives of this program include:

- Objective 1: To strengthen the institutional capacity of Colombian schools of law to train future legal practitioners in human rights by introducing or strengthening curriculum in human rights as well as experiential models of legal education, such as clinics and externships;
- Objective 2: To enhance the outreach capacity of regional law schools to better serve vulnerable populations with limited access to or knowledge of the legal system through the creation of cross-regional law school human rights networks; and
- Objective 3: To equip future legal professionals with an understanding of national and international standards of human rights and the skills to support human rights reform in Colombia.

***Results:*** During this reporting period, HED assembled a design team of four professors from U.S. and Colombian law schools who traveled to Colombia from February 20 through March 2

to assess the present and potential capacities and interest of 17 universities (16 law schools) in five regions of the country regarding their education and community outreach in human rights. The regions visited are some of the most affected by violence and concentrate significant vulnerable populations. To better understand the context in which these law schools work, the design team also met with national, regional and local human rights experts in state and nongovernmental organizations (NGOs) as well as USAID/Colombia officials.

Following the assessment, the design team members developed a comprehensive report describing detailed findings of each visit, assessing the capacity and current gaps in the human rights programs and other efforts being conducted by the law schools in the area of human rights education. The report provided detailed information related to human rights programs at each law school and contextual information obtained through interviews with CSOs and government agencies working in the area of human rights. It also outlined specific recommendations regarding key elements that should be taken into account in the partnership design and included a justification for each recommended partnership model. An extensive list of expected outcomes, outputs and illustrative activities that could be undertaken by the partnerships was also included in this report. The report was instrumental in helping USAID/Colombia select the Colombian partners and determine the partnership models that will be pursued under this program. Selected Colombian partner institutions by region include:

- Antioquia: Universidad de Antioquia, Universidad de Medellín, Universidad Pontificia Bolivariana, Universidad Católica de Oriente;
- Valle del Cauca: Universidad Santiago de Cali, Pontificia Universidad Javeriana Cali; and
- Caribbean Coast: Universidad del Norte and Universidad del Magdalena.

During the next reporting period, HED will develop and launch a Request for Applications based on the report developed by the design team, to identify up to three U.S. law schools that will implement the three partnerships supported under this program.

## USAID/Haiti Associate Award

***Overview:*** The U.S.-Haiti Higher Education Partnership Program is supported through an Associate Award with USAID/Haiti that was executed in June 2007. As part of the U.S.-Haiti program, four partnerships have been established between colleges and universities in the United States and higher education institutions in Haiti identified by USAID/Haiti.

During this reporting period, HED responded to requests for financial and programmatic information from USAID/Haiti, including reporting on annual targets and results for FY12, and managed three active partnerships under the U.S.-Haiti Higher Education Partnership Program to help ensure they were on target to meet performance objectives. HED conducted partner teleconferences to facilitate program implementation and worked with the *University of Florida/State University of Haiti (UEH) - Faculté d'Agronomie et de Médecine Vétérinaire (FAMV)* partnership to extend their partnership end date from March 31, 2012 to August 31, 2012. HED also worked with the *University of Massachusetts-Boston (UMass Boston)* and the

*State University of Haiti - National Institute of Administration, Management and International Studies (INAGHEI)* to re-engage the partnership after UMass Boston experienced a significant transition in key personnel and met with a number of U.S. higher education representatives to discuss strategies to work with higher education in Haiti.

**Results:** A number of other notable partnership activities/outcomes were accomplished during this reporting period:

- Under the *Virginia Polytechnic Institute and State University (Virginia Tech)* and *Ecole Supérieure d'Infotronique d'Haiti (ESIH)* partnership, one student successfully completed his studies at Carnegie Mellon University and graduated with a master's degree in computer science. Because of his four years of education in the United States, with the help of ESIH, he now is a doctoral student in computer science in France and plans to return to Haiti after graduation. Four other Haitian students continued their graduate studies at Virginia Tech and will return to Haiti in late May and early June 2012 to graduate. Through teleconference and Moodle, Virginia Tech also provided two-day training for three ESIH faculty and staff members on curriculum design, collaborative learning, online teaching, and Moodle administration.
- The *State University of Haiti (UEH) - Faculté d'Agronomie et de Médecine Vétérinaire (FAMV)* and the *University of Florida* conducted a one-day Agribusiness Symposium attended by 233 students, faculty, and agribusiness professionals including officials from USAID/Haiti, the Ministry of Agriculture, Natural Resources and Rural Development, the State University of Haiti deans, and local entrepreneurs from the private sector. Partners also conducted student career development workshops on finding a job and workshops for FAMV faculty on teaching and learning, entrepreneurship and curriculum content, and gender roles in Haitian agribusiness.
- The *University of Massachusetts-Boston (UMass Boston)* and the *State University of Haiti - National Institute of Administration, Management and International Studies (INAGHEI)* focused on re-engaging the partnership. Prolonged and disruptive student unrest as well as the departure of the partnership director at UMass Boston made re-engagement a priority for this partnership. This re-engagement included the appointment of a new transition team at UMass Boston and the initiation of a document review and telephone interviews to determine progress against partnership milestones.

## ASIA

### JOBS for Mindanao Associate Award

**Overview:** On 17 November 2011, HED released a Request for Applications (RFA) for the Job Opportunity for Business Scale-up (JOBS) for Mindanao Higher Education Program, with a submission deadline of February 29, 2012. The RFA announced that HED, with concurrence from USAID/Philippines, would make a single award of up to \$1,071,500 for a higher education partnership between one or more U.S. institutions and Southern Christian College (SCC), an institution the Mission had pre-selected for this program. On December 7, HED hosted an on-

line information session for potential applicant U.S. higher education institutions, featuring the participation of a representative from USAID/Philippines who provided additional contextual background for the JOBS for Mindanao initiative and responded to questions. HED shortly thereafter posted all the questions and answers on its website in the FAQ section of RFA. A total of 14 individuals representing 11 institutions participated in the session.

Ultimately, HED received only a single application. Following an independent peer review of the applications in Washington, DC on March 22, 2012 and concurrence from USAID/Philippines, ACE/HED notified the University of Hawaii, Manoa (UH) that they had been selected as the lead U.S. institution. The U.S. and Philippines partner institutions are expected to commence activities as soon as the subagreement between ACE/HED and UH has been fully executed. The first major activity will be a baseline assessment, expected to be conducted in July 2012.

***Objectives:*** The overall purpose of the proposed three-year JOBS for Mindanao program is to strengthen the capacity of SCC to develop the job skills and improve the livelihoods of rural, out-of-school youth in Mindanao. The goals are to: (1) increase the institutional capacity of SCC in rural workforce development through extension programs in agricultural entrepreneurship; and (2) improve the livelihood and increase incomes for rural out-of-school youth through training in workforce development and deployment of entrepreneurial agriculture extension services.

## MIDDLE EAST AND NORTH AFRICA

### Broader Middle East and North Africa (BMENA) U.S. Community College Initiative

***Overview:*** From October 1, 2011 through March 31, 2012 HED managed a series of partnerships under the ***Broader Middle East and North Africa – U.S. Community College Initiative***. The Broader Middle East and North Africa – U.S. Community College Initiative is composed of four (4) partnerships under the Broader Middle East and North Africa – U.S. Community College Small Grants Initiative (BMENA I) and six (6) partnerships under the Broader Middle East and North Africa – U.S. Community College Entrepreneurship Proposal Development Grants (BMENA II).

In February 2012, HED convened a session at the Community Colleges for International Development annual conference that included BMENA I and BMENA II partners and focused on Results-Based Monitoring. HED Director of Program Quality and Impact Azra Nurkic gave a presentation that described HED's results-based management approach, as related to the new USAID Education Strategy, Evaluation Policy, and Higher Education Standard Indicators. During the training session, she provided a detailed overview to ensure consensus on the purpose of the results framework, introduced the baseline data collection process, and outlined HED partnership reporting expectations. HED staff then convened individual partnership meetings to discuss monitoring and evaluation with partnership directors.

HED also continued planning for the Broader Middle East and North Africa Regional Higher Education Partners Meeting in collaboration with USAID, the U.S. Department of State, the U.S. Department of Education, and the American Association of Community Colleges during this reporting period. Due to a change in the approvals process at USAID for holding international meetings, HED postponed the BMENA Regional Higher Education Partners Meeting, originally planned to occur in Jordan in the late spring of 2012, to the fall of 2012. As a result of this postponement and continued regional instability, HED is exploring alternate venues and dates for the meeting.

**Results:** Notable activities and accomplishments for both programs are outlined below.

***Broader Middle East and North Africa – U.S. Community College Small Grants Initiative (BMENA I).*** In 2010, HED launched the ***Broader Middle East and North Africa – U.S. Community College Small Grants Initiative (BMENA I).*** By providing small grants to four partnerships, the goal of BMENA I is to promote capacity building in education through collaboration between community colleges in the United States and technical and community colleges in the BMENA region. Throughout their implementation, these four partnerships demonstrated strong ownership of activities by the host country institutions; high performance that met and, in some cases, exceeded the original partnership goals and targets; relevance to current and future USAID priorities; a high likelihood of broadening and deepening development impact; and a high quality of implementation, including the efficient use of funds, timely delivery of reports, and timely accomplishment of goals. Due to these successes and the high potential of the four BMENA I partnerships for even greater development impact, USAID made a commitment to scale up these partnerships for two to three additional years at a cost of up to \$375,000 per partnership.

During this reporting period, HED reviewed partner plans for expansion and collaborated with partners from the U.S. and host-country institutions to develop results frameworks, partnership management plans, and partnership implementation plans to ensure results-based monitoring of partnerships. HED also negotiated modifications to the sub-cooperative agreements with the lead U.S. institutions to award the additional funding and secure additional cost share commitments, carefully monitored implementation of the four active BMENA I small grants partnerships to ensure program objectives and activities were on target to be met; responded to requests for financial and programmatic information from USAID, the State Department, and the Department of Education; and conducted partner teleconferences to facilitate program implementation.

Partners accomplished a number of notable activities and outcomes during this reporting period:

- ***Eastern Iowa Community College District (EICCD)*** and ***Al Quds College*** (Jordan) focused on identifying AQC students to participate in the partnership-developed entrepreneurship certificate program. The ten students – five male, five female – in the first pilot cohort were selected based on academic excellence and interest, and began meeting regularly with the new AQC business faculty member who was hired to teach entrepreneurship. In addition, via electronic communication, video conferencing, and during a visit to AQC, partners from both institutions collaborated on the development of comprehensive monitoring and implementation plans for the scale-up period.

- **Gateway Technical College** and the **Ecole Supérieure de Technologie, Oujda** (Morocco) focused activities on the development and refinement of comprehensive partnership management and implementation plans for the scale-up period and began preparations for the collections of baseline data.
- Faculty and administrators from **Mataria Technical College** (Egypt) visited **Highline Community College** and participated in workshops on teaching innovation and Universal Design for Learning, developing active learning competency based outcomes, and developing and strengthening industry partnerships through advisory committee composition and relations. As part of their work redesigning Mataria's tourism program, the visiting faculty from Mataria also participated in training resulting in Super Host Customer Training certificates. During a March visit to Cairo, Egypt, the Highline and Mataria teams met with the American Chamber of Commerce leadership to identify potential partnerships for student internships and create business and industry relations for the culinary, automotive, tourism, appliance repair and dispensing optician programs at Mataria.
- **Red Rocks Community College** and **Al-Huson University College (HUC)**, part of **Al-Balqa Applied University** (Jordan) admitted 54 students into the Solar Energy Technology (SET) program, and these 44 male and 10 female students began their course of study. During this period, partners began strategizing for the new Health Safety Education component of the partnership. The HSE program advisory council, comprised of 10 individuals and including HSE managers from major Jordan industries, met to contribute to curricular development, provide insights on the main competencies needed for the HSE program, and to discuss crucial topics for staff capacity-building, in both industry and the academy. Finally, partners devoted significant time to the development of comprehensive monitoring and implementation plans for the scale-up period, and collected baseline data.

**Broader Middle East and North Africa – U.S. Community College Entrepreneurship Grants (BMENA II).** Under **the Broader Middle East and North Africa – U.S. Community College Entrepreneurship Proposal Development Grants** program, vocational and technical institutions in the BMENA region and U.S. community and technical/vocational colleges were given awards of up to \$60,000 each to collaboratively develop proposals for long-term partnerships during a six-month period of performance. These grants supported the creation of proposals for long-term partnerships of not less than three (3) years focused on strengthening the capacity of the BMENA partner institutions through the promotion of entrepreneurship.

During this period, USAID provided concurrence for the six partnerships recommended by the peer review, and HED began working closely with the six partners to negotiate sub-cooperative agreements in support of three-year partnerships funded at approximately \$450,000 each. As a component to the subaward negotiation process, HED provided custom support to U.S. community college and host country partners in reviewing and revising partnership results frameworks, partnership management plans, and partnership implementation plans. This group of longer-term partnerships will from hereon be referred to as **the Broader Middle East and North Africa – U.S. Community College Entrepreneurship Grants (BMENA II)**.

One of the six partnerships selected for funding, Eastern Iowa Community College District with Sanaa Community College in Yemen, is on hold due to ongoing administrative changes at the Yemeni institution. HED communicated with the U.S. Embassy in Sanaa to receive guidance on the partnership’s viability, and HED will continue to work with USG, USAID, U.S. partners, and the host country institution to ensure that the partnership will be viable before the awarding of funds. The list of the remaining BMENA II partnerships that have been awarded funding follows. Award amounts include anticipated costs of partner attendance at the HED BMENA Regional Higher Education Partners Meeting.

<b>Central Community College/Bahrain Polytechnic</b>		
Partnership Title: Bahrain Entrepreneurship Project		
Country: Bahrain	Award Amount: \$458,806	Proposed Cost Share: \$150,344

Central Community College (CCC) will collaborate with Bahrain Polytechnic (BP) to implement a three-year model program to create a center of entrepreneur development for student success at BP. The primary objectives of the partnership are to: 1) establish the Bahrain Polytechnic Enterprise Development Center (BPEDC) to encourage student enterprise development through innovation and entrepreneurship; 2) implement curricular changes within BP to deliver courses and activities that foster business innovation and entrepreneurship across the curriculum; and 3) increase the awareness of global entrepreneurship of faculty from both BP and CCC. BPEDC will provide entrepreneurial support and mentoring services to students, with the aim of directly serving 1,500 participants throughout the award period. Curricular changes will provide students with experiential and applied learning opportunities, as well as the means to overcome cultural barriers and stereotypes through participation in a Virtual Student Chamber of Commerce that will include students from CCC and secondary U.S. partner colleges. Administrators and faculty will participate in exchanges and attend an entrepreneur professional association’s annual conference. Additionally, workshops, seminars and webinars in entrepreneurship education will be offered to BP faculty by international experts. CCC and BP will leverage their involvement in the Postsecondary International Network and work with other educational institutions, such as Kingsborough Community College and Houston Community College, to identify resources and best practices in the international aspects of entrepreneurship education. Monitoring, evaluation and reporting are all key elements in the success of the program, and will be carried out on a consistent basis to provide formative and summative feedback to the partner institutions.

<b>Washtenaw Community College/William Davidson Institute at the University of Michigan/Al Quds College</b>		
Partnership Title: “Community College Entrepreneurship: Integration to Incubation”		
Country: Jordan	Award Amount: \$446,938	Proposed Cost Share: \$168,329

Washtenaw Community College (WCC), Al Quds College (AQC) in Jordan, and the William Davidson Institute (WDI) at the University of Michigan are partnering to implement strategies for developing an entrepreneurial mindset among a young generation of Jordanian community college students and to support and assist them in launching successful businesses. To this end, the partnership will focus on three objectives: 1) to build the institutional capacity of AQC and develop faculty who have the knowledge, skills, and training that will result in an improved ability to teach and advise students, recent graduates, and parents/influencers in critical components of entrepreneurial and enterprise development; 2) provide AQC students and recent

graduates the tools to incubate a small business by establishing a business incubator at AQC; and 3) create a clear pathway to entrepreneurship as a means of self-employment and career development for AQC students. The partners will develop an educational approach that will integrate the vocational and technical skills that students are pursuing at AQC with business skills, practical experience, and access to a support network so the students will understand how to establish, operate, and grow small businesses. The partnership will develop both human and institutional capacity through activities that will create and promote an entrepreneurial mindset, prepare faculty to integrate entrepreneurship principles into their occupational curricula, build a pipeline for the proposed business incubator, and support the development of networks between students, parents/influencers, entrepreneurs, and business support services within the community.

<b>State University of New York at Nassau Community College/Monroe Community College/North Country Community College/Onondaga Community College/Al-Kafaat Foundation Schools</b>		
Partnership Title: "SUNY Community College Consortium"		
Country: Lebanon	Award Amount: \$461,151	Proposed Cost Share: \$444,289

The State University of New York (SUNY) Community College Consortium, comprised of Nassau, Monroe, North Country and Onondaga community colleges and Al-Kafaat Foundation Schools, have partnered to foster business education and entrepreneurship in Lebanon. The Consortium will pursue three objectives to achieve this goal: 1) develop capacity-building activities that provide BMENA institution faculty with knowledge, skills, and training resulting in their improved ability to teach students and advise local citizens in critical components of entrepreneurial and enterprise development; 2) train future entrepreneurs by creating and/or strengthening existing curricula, modules, courses, workshops, and/or certificate programs, based on international "promising practices" in entrepreneurship and 3) support the establishment of local business start-ups measurably enhance existing small and medium-sized business enterprises. Partners will conduct train-the-trainer workshops to support faculty development, develop a certificate program in Business Administration, establish an English as a Second Language program to enhance the ability of students and entrepreneurs to communicate and understand the language of global business, and create a learning center to support faculty professional development and foster student success in the Business Administration certificate program as well as student career development as future entrepreneurs. Partners also will create a business incubator based on successful business models, develop the capacity of Al-Kafaat's B-START (Business Support and Training Activities for a Resourceful Transition) program to serve a larger population more effectively, and expose students to experiential opportunities with Lebanese businesses associated with the B-START program.

<b>Gateway Technical College/Ecole Supérieure de Technologie Oujda/Université Mohammed I Oujda</b>		
Partnership Title: "Collegiate Entrepreneurship and Collaborative Strategies"		
Country: Morocco	Award Amount: \$461,576	Proposed Cost Share: \$181,357

Gateway Technical College and the Ecole Supérieure de Technologie (EST) in Oujda, Morocco, are collaborating to promote entrepreneurial principles and enhance the Eastern Region of Morocco as a pluralistic, participatory, and prosperous society through program and curricular entrepreneurial exposure and application. The partnership is focusing on achieving three primary objectives: 1) develop capacity-building activities that will provide BMENA institution

faculty with knowledge, skills, and training resulting in their improved ability to teach students and advise local citizens in critical components of entrepreneurial and enterprise development; 2) strengthen the capacity of students to launch and operate their own business and/or measurably enhance existing small- and medium-sized enterprises by creating internships and other experiential learning opportunities; and 3) develop and deploy technological innovations that improve instruction and integrate technology and classroom practice to meet the needs of the productive sectors in society. The partnership will target approximately 720 EST students enrolled in the Mechatronics, Marketing, Accounting, Business Management, and Information Technology programs.

Middlesex Community College /Bristol Community College /Ecole Normale Supérieure de l'Enseignement Technique de Rabat/Ecole Normale Supérieure de l'Enseignement Technique de Mohammedia		
Partnership Title: "Linkages for Entrepreneurship Achievement Project (LEAP)"		
Country: Morocco	Award Amount: \$460,852	Proposed Cost Share: \$107,345

Middlesex Community College (MCC), Bristol Community College (BCC), Ecole Normale Supérieure de l'Enseignement Technique of Rabat (ENSET Rabat), and Ecole Normale Supérieure de l'Enseignement Technique of Mohammedia (ENSET Mohammedia) have established a partnership to implement the Linkages for Entrepreneurship Achievement Project (LEAP). The goal of the partnership is to promote entrepreneurship and workforce development through capacity building at the two technical colleges in Morocco. The partnership will engage in three primary objectives: 1) Build the capacity of faculty at the ENSETs to teach students the critical components of entrepreneurial and enterprise development; 2) create an educational framework that will succeed in delivering high quality, experiential learning opportunities to strengthen the capacity of students and local citizens to launch and operate their own businesses and 3) increase the capacity of ENSETs to carry out extension and outreach activities. Partners will design a curriculum framework based on learning outcomes related to entrepreneurship education that will guide the strengthening of existing curricula and development of new modules, courses, and workshops based on international best practices within the context of the regions served by the ENSETs. In addition, the educational framework will contain two entrepreneurship certificates designed for students graduating with a Diploma of Technical University and students graduating from the bachelor's program and will include coursework in marketing, small business management/finance, and business plan development. Curriculum enhancement will include the integration of experiential opportunities through simulation software, work-based experiences, and a business plan competition.

## DOS – Pakistan Partnership (LWA)

***Overview and Objectives:*** In March 2008, HED made an award of \$199,999 to *California State University Fullerton (CSUF)* for a project with two selected Pakistani institutions: *Fatma Jinnah Women University (FJWU)* in Rawalpindi, and *Sardar Bahadur Khan Women University (SBKWU)* in Quetta. Through this "Partnership for Women in Science, Technology, and Engineering in Pakistan," these three partner institutions are collaborating to increase women's access to academic opportunities at the undergraduate and master's level in fields related to science, technology, and engineering (STE), and to increase the opportunities open to

women to participate in STE research in Pakistan. The project focuses on four primary goals to increase:

1. The number of high school/junior college girls entering universities and choosing fields of STE;
2. The capacity of the two partner universities in Pakistan to attract and train more women in the fields of STE;
3. Internship and employment opportunities for women graduating in the STE from the partner universities in Pakistan; and
4. Research and curriculum development collaboration between CSUF and the two universities in Pakistan in the fields of STE.

The partnership aims to provide two graduate students with scholarships to earn their Master's degrees in STE fields from CSUF. Additionally, by the December 31, 2012 end date, the partners will provide 10 full graduate scholarships and 80 partial undergraduate scholarships for Pakistani women to complete degrees in STE at FJWU and SBKWU.

**Results:** Major partnership activities during this reporting period (October 1, 2011 – March 31, 2012) included:

- Four female faculty members from FJWU and five female faculty members from SBKWU are currently enrolled in graduate studies in their respective STE fields at various universities in Pakistan;
- The CSUF partnership director visited SBKWU (Quetta) and FJWU (Rawalpindi) to engage in collaborative research activities and meet with SBKWU administrators to discuss the graduate student component;
- Two collaborative research activities (technical papers) between CSUF partnership director and FJWU faculty members in the area of computer science continued;
- SBKWU identified a candidate to begin graduate studies in biology in fall 2012, provided that she is accepted by CSUF and that a partnership no-cost extension be approved; and
- HED continued monitoring partnership progress, provided ongoing guidance to partners, and helped troubleshoot challenges.

Due to difficulties in identifying a suitable candidate from SBKWU to join a graduate program in STE at CSUF, partners considered moving forward instead with a new project component focused on faculty development. However, SBKWU administrators are of the view that the best way to strengthen the faculty is to send a faculty member to CSUF for graduate studies. One candidate from the SBKWU faculty was selected and has applied for admission to CSUF for MS in Biology. Provided that the candidate is accepted by CSUF, the CSU partnership director will prepare a formal request to HED for no-cost extension of the partnership from its current end date of December 31, 2012 until December 31, 2013 in order to allow for her degree completion.

**Future Undertakings:** Anticipated partnership undertakings during the next six months (April 1 – September 30, 2012) include:

- Provided that the SBKWU graduate candidate is accepted by CSUF the CSUF partnership director will submit a request for no-cost extension of the partnership;
- HED will consider the request for no-cost extension;
- If the no-cost extension request is approved, the SBKWU candidate will begin her course of study at CSUF in the fall semester 2012;
- If the SBKWU graduate candidate is not accepted by CSUF, the partners will re-evaluate a plan to equally benefit the human capacity of SBKWU in the field of STE, which will be considered by HED and USAID;
- Faculty from FJWU and CSUF will continue to collaborate on their jointly researched technical papers; and
- The four FJWU and five SBKWU students will complete their graduate programs in Pakistan and join their respective university faculties.

## USAID/Egypt EMBA Associate Award

**Overview:** Through an Associate Award with HED, USAID/Egypt is supporting improvement in the quality of business managers in the Egyptian private sector through the establishment of a partnership between Georgia State University (GSU) and Alexandria University (AU) to enhance the Executive MBA (EMBA) program at Alexandria University.

During this reporting period, HED:

- participated in teleconferences with USAID AOTR Manal El-Samadony to clarify procedural and programmatic issues and provide updates on the progress of the EMBA program;
- continued regular telephone discussions with GSU and AU on activities and outcomes in relation to program objectives and revisions to the work plan; and
- continued to monitor program implementation and performance.

**Results:** In March 2012, 28 students from Alexandria University visited Atlanta for two weeks for international residencies, which is a requirement of the EMBA degree. During their visits, they met with various companies and attended lectures specifically designed for them. As part of their international residencies, students met with the Georgia Department of Economic Development, Adventure Aviation, UPS, Coca-Cola, SunTrust, Marriott International, and CNN. The international residency program started months before the visit with a videoconference class and student presentations.

At the request of AU, the graduation of Cohort #1 and Cohort #2 was postponed to late June 2012 due to security concerns.

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## USAID/Jordan Associate Award

**Overview:** The Early Childhood Education Strengthening Program in Jordan is supported through an Associate Award with USAID/Jordan that was executed in August 2008. As part of the Associate Award, a partnership between the *University of Jordan (UJ)*, *Petra University (PU)*, and *Utah State University (USU)* has been established to strengthen the childhood education undergraduate programs at the two Jordanian institutions. This collaboration is focusing on:

- Increasing the number of graduates with basic knowledge of early childhood development theory, appropriate pedagogy, and relevant skills to deliver high quality early childhood education;
- Delivering well-designed practicum experiences for student teachers ultimately reducing the burden on the Ministry of Education to provide teachers with intensive in-service training courses; and
- Providing guidance to improve the skills of current kindergarten teachers who mentor and instruct university students throughout the student teaching process.

During this reporting period, HED participated in teleconferences with USU to discuss financial and programmatic reporting, external evaluation, and initiated program close-out. HED also provided USAID/Jordan with programmatic and financial updates as needed.

**Results:** Notable partnership activities/outcomes accomplished during this reporting period:

- Petra University held a Regional Conference that highlighted the strengths of various early childhood education practices at the universities, within the Ministry of Education, in primary schools, and in the private sector. The conference also increased dialogue and collaboration among those in the early childhood education arena. Approximately 75 professionals and 300 students attended the conference, which was supported by project funds.
- Materials were purchased for the University of Jordan for a kindergarten classroom laboratory. The University of Jordan now has state of the art materials for a kindergarten classroom practice laboratory for their students.

## USAID/OMEP Strengthening Workforce Preparation in Algeria Associate Award

**Overview:** In February 2009, with support from the U.S. Embassy in Algeria, USAID's Office of Middle East Programs (OMEP) initiated an Associate Award with HED to strengthen the Algerian workforce through a higher education partnership. As part of the Associate Award, HED awarded the William Davidson Institute (WDI) at the University of Michigan \$600,000 for a higher education partnership with Mentouri University, Constantine (UMC) in Algeria to enhance English language studies; strengthen the business management curricula; and establish a career development center resulting in the development of relevant skills for the local workforce.

During this reporting period, HED conducted monthly teleconferences with WDI, USAID/OMEP, and the U.S. Embassy in Algiers to discuss implementation of the program; monitored implementation of the program to ensure program objectives and activities are on target; and prepared for a May 2012 site visit to Algeria to meet with officials from the U.S. Embassy in Algiers, USAID/OMEP, and the Ministry of Education and representatives from WDI and UMC to discuss the need to integrate the Career Center into UMC's organization structure.

**Results:** Notable partnership activities and outcomes include:

- The Master's in Business Administration degree was launched in October 2011. Eighty-eight students were enrolled and began taking courses.
- The second year of English for Specific (ESP) courses was launched in October 2011.
- Materials and curriculum development for the third year ESP courses continued.
- The Career Center held its annual Employer Forum, which was attended by 234 students and 13 local employers. The focus of the event was on internships and employer and student experiences with internships. Five of the 13 employers and six students made presentations.
- The Career Center held 21 workshops attended by 232 students and eight information sessions attended by 965 students.
- Seventy-seven internships were offered to students during this period through the Career Center, of which 71 were accepted.

## Middle East Partnership Initiative (MEPI)

**Overview:** The goal of the U.S.–Middle East University Partnerships Program, which is supported by funds from the U.S. Department of State's Middle East Partnership Initiative (MEPI), is to contribute to broader democratic reform efforts in the Middle East and North Africa (MENA) region. Activities under this program support sustainable reform in higher education throughout the MENA region by funding partnerships that emphasize the role of economic and civil society partners in education, improve the quality of faculty instruction and research, and enhance the universities' administrative and managerial capacities. During this reporting period, HED managed one active partnership in the United Arab Emirates under the U.S.-Middle East University Partnerships Program.

This reporting period, HED's primary activities included:

- Monitoring the progress of the active partnership to ensure program activities and objectives were met;
- Traveling to the United Arab Emirates to attend a partnership-sponsored conference and carry out additional partnership monitoring;
- Responding to requests from MEPI and USAID for data and background information on the program;

- Evaluating the request for a no-cost extension of the Thunderbird School of Global Management and Zayed University (MEPI 2008) partnership, which resulted in a decision not to grant an extension; and
- Facilitating the close-out of the Thunderbird School of Global Management and Zayed University partnership.

**Results:** Notable partnership activities during this period include the following:

University of Southern Maine (USM) worked collaboratively with the American University of Sharjah (AUS) and faculty in several other UAE universities through the UAE Gender and Women’s Studies Consortium to successfully host the conference “Gender and Women’s Studies in the Arab Region” on March 7-9, 2012. This represented the first such conference in the Gulf Region, and brought over 150 individuals from around the MENA region, Europe, North America, and Australia to the AUS campus to participate, including representatives from HED and MEPI’s Abu Dhabi Regional Office. Over 90 research papers were presented during the 2.5-day event. This conference contributed toward partnership objectives to create a vibrant network of gender and women’s studies scholars in the UAE and support research focused on gender and women’s studies at Consortium institutions. Also during this period, partners selected research papers presented at the conference to be included in a published volume. As a result of participant feedback from the conference and high regional interest, partners have recognized the need to open the Consortium to institutions from additional MENA countries. To this end, partners have begun planning to hold a workshop in summer 2012 that will be attended by directors of existing gender and women’s studies programs and research centers, in place of the summer graduate certificate for UAE students. In addition, in fall 2010 the partnership held an interdisciplinary faculty development seminar between faculty at AUS and USM. These seminars have been held one to two times per semester to bring faculty from both primary partner institutions together to discuss pre-determined gender and women’s studies-related texts and to share strategies for incorporating the texts into undergraduate courses. Finally, plans are underway for one AUS professor to travel to Maine in summer 2012 to receive professional development support through co-teaching a course titled “Women in the History and Politics of the Middle East.”

## **Tunisia: Job Opportunities for Business Scale-ups (JOBS) Leader With Associate**

In November 2011, Higher Education for Development (HED), in cooperation with E3/ED/HEWT and the U.S. Embassy in Tunis, issued a Request for Applications (RFA) for “Tunisia Job Opportunities for Business Scale-up (Tunisia JOBS)”. Under Tunisia JOBS, HED will make two (2) awards of up to \$500,000 each for three-year higher education partnerships with (1) the Institut Supérieur des Etudes Technologiques de Sidi Bouzid (ISET Sidi Bouzid) and (2) the Institut Supérieur des Etudes Technologiques de Médenine (ISET Médenine) and the Institut Supérieur des Etudes Technologiques de Tataouine (ISET Tataouine).

The goal of the Tunisia JOBS partnerships is to strengthen the capacity of the ISET partners to offer continuing education and to prepare graduates who can contribute to the economic development of their communities by focusing on achieving the following three objectives.

- Objective 1–To enhance the capacity of ISET faculty to offer relevant advanced academic and technical training and programs
- Objective 2–To modernize entrepreneurial curricula and enhance applied research at the ISET(s)
- Objective 3–To increase ISET engagement with the community and private sector

HED held online information sessions for interested applicants in December 2011 and again in January 2012 in which interested applicants could submit questions concerning the RFA to officials from the U.S. Embassy in Tunis, USAID, and the Tunisian Ministry of Education and to representatives from the three ISETs and HED. The first online information session was attended by 33 participants from 22 institutions/organizations, while 65 participants from 33 institutions/organizations attended the second online information session. Questions and answers from both sessions were posted to the Frequently Asked Questions section of the RFA.

HED received eight (8) applications from six (6) institutions in response to the RFA and convened a peer review panel of academics and development practitioners with expertise in workforce development, technical/vocational education, and the North Africa region to review the applications in March 2012. Based on the panel’s recommendations, the University of Colorado was selected for funding for both partnerships.

<b>U.S. Higher Education Institution: University of Colorado Tunisian ISET Partners: ISET Tataouine and ISET Médenine</b>	
Partnership Title: “Promoting Sustainable Energy Technologies in the Industrial Sector of Tunisia”	
Requested Award Amount: \$500,000	Total Proposed Cost Share: \$106,885 (21% of award)

The partnership will enhance the ISETs’ curriculum and professional training by creating a series of courses that will provide students and professionals with practical information and procedures in the design, evaluation, implementation, and financing of energy efficient and renewable energy projects for the industrial sector. These courses will lead to the development of advanced academic training programs at the ISETs that will focus on state-of-the-art knowledge and applied research opportunities. The partnership also will work with the International Center for Appropriate and Sustainable Development Communities (iCAST) to create a Sustainable Solutions Center for industries that will help to engage local businesses and communities and act as a vehicle to find relevant internships for students. Throughout the partnership the Sustainable Solutions Center will be constantly engaged in conducting a series of seminars, short-courses, workshops, and demonstration projects to reach local communities.

<b>U.S. Higher Education Institution: University of Colorado Tunisian ISET Partner: ISET Sidi Bouzid</b>	
Partnership Title: “Promoting Water Management, Energy Efficiency, Renewable Energy Technologies in the Agricultural Sector of Tunisia”	
Requested Award Amount: \$500,000	Total Proposed Cost Share: \$106,885 (21% of award)

Partners plan to enhance the current ISET curriculum by creating a series of courses that will provide students and professionals with practical information and procedures in design, evaluation, implementation, water management, energy efficiency, and renewable energy

projects for the agricultural sector. These courses will lead to the development of advanced academic training programs at the ISET that will focus on state-of-the-art knowledge and applied research opportunities. The partnership also will work with the International Center for Appropriate and Sustainable Development Communities (iCAST) to create a Sustainable Solutions Center for agriculture that will help to engage local businesses and communities and act as a vehicle to find relevant internships for students. Throughout the partnership the Sustainable Solutions Center will be constantly engaged in conducting a series of seminars, short-courses, workshops, and demonstration projects to reach local communities.

## USAID/Egypt ECON Research Associate Award

**Overview:** In September 2008, HED made an award of \$400,000 to Georgia State University (GSU) for a three-year project with Cairo University (CU) titled: “Egypt: Enhancing Capacity for Research in Economics.” USAID/Egypt had pre-selected CU as the partner institution before drafting the Request for Applications. The subagreement between HED/American Council on Education and GSU was executed as an Associate Cooperative Agreement (No. EDH-A-00-08-00013-00) under HED’s Leader Cooperative Agreement with USAID (AEG-A-00-05-00007-00).

**Objectives:** The goal of the partnership between GSU’s Andrew Young School of Policy Studies (AYSPS) and Cairo University’s Department of Economics, Faculty of Economics and Political Sciences (DOE-FEPS) is to increase the capacity of the DOE-FEPS faculty in economics research, strengthen outreach capacity in order to serve as a regional hub for teaching and research, and as a provider of technical economic assistance in Egypt and the Middle East region. The partners are working to enhance the quality of economics teaching and research as a way to serve a variety of stakeholders including think tanks, development agencies, the Egyptian government, civil society, the private sector, and government policymakers.

The five objectives of the partnership are to:

1. strengthen the academic capacity of DOE-FEPS;
2. strengthen the outreach capacity of DOE-FEPS;
3. strengthen the applied research capacity of DOE-FEPS to engage in the support of better informed decisions and policy making;
4. create an international network of experts to support Egypt’s public policy reform; and
5. integrate appropriate information technology and distance learning techniques into the academic and outreach components of the project.

**Results:** Major partnership activities during this reporting period included:

- Finalization of the no-cost extension to the USAID/Egypt Associate Cooperative Agreement to September 11, 2013, and no-cost extension of the sub-cooperative agreement between ACE/HED and GSU in support of the partnership;
- Enrollment, commencement, and completion of the first semester (four courses) of one DOE teaching assistant into a GSU graduate program in public policy;

- Completion of two GSU-led training courses held at CU for junior faculty at DOE-FEPS in January 2012:
  - One five-day course in Public Economics, which focused on a theoretical and empirical analysis of the burden of public funding decisions, led by Dr. Sally Wallace and attended by 19 faculty (7 male, 12 female); and
  - One five-day course that provided an introduction to Financial Econometrics, led by Dr. Richard Luger and attended by 31 faculty (5 male, 26 female);
- Completion of one joint research paper entitled “Macroeconomic Policies and Growth in Egypt: Policy Options” and dissemination seminar presentation of the research at CU on January 17, 2012 by co-authors Dr. Manal Metwaly (Professor of Economics, CU) and Dr. Andrew Feltenstein (Professor of Economics, GSU) as well as Jeffrey Condon (Ph.D. student and Graduate Research Assistant, GSU); and
- Continuation of the remaining two joint research papers between DOE-FEPS and GSU faculty members.

The two training courses at CU were driven by high interest at DOE-FEPS and were well-attended. In fact, the partners had initially planned only one training course for this implementation period, but due to cost-savings were able to meet the DOE-FEPS demand for two courses. With the no-cost extension, the partnership is on-time overall, though political uncertainty in Egypt has led partners to delay plans for the remaining two joint research dissemination conferences to 2013.

**Future Undertakings:** Anticipated partnership undertakings during the next six months (April 1 – September 30, 2012) include:

- Completion of remaining joint research papers between CU and GSU faculty by the end of 2012, and collaboration for dissemination seminars to take place in 2013; and
- Continuation of DOE teaching assistant’s course of study in the masters of public policy program at GSU.

## Women’s Leadership – Leader with Associate

**Overview:** Through a Leader with Associates agreement with Higher Education for Development (HED), E3 launched a new partnership program titled, “Women’s Leadership Program” (WLP) in the early fall of 2011. As part of the WLP, E3 sought co-funding with Missions and Bureaus interested in establishing country and/or regionally-driven higher education partnerships that are focused on strengthening women’s leadership programming in host country higher education institutions by requesting Expressions of Interest (EOI). E3 agreed to provide funding to leverage matching funds from country or regional Missions, in the range of \$500,000 to \$1 million.

In all, five programs were selected for funding in four countries: Armenia, Paraguay, Rwanda (2), and South Sudan. Guided by the WLP framework outlined below, four design teams comprised of HED and USAID staff and monitoring and evaluation and gender experts, as

needed, traveled to the four countries to work with the Missions to design country-specific WLP programs in late January through March 2012.

**Objectives:** **Purpose:** To support national and local development goals that promote gender equality and female empowerment.

**Goal:** To enhance the ability of higher education institutions to advance women's leadership.

**Objectives:** To achieve its goal, the WLP will establish multi-year country and regionally driven higher education partnerships that are focused on strengthening women's leadership programming in host country institutions. The higher education partnerships will include the following objectives:

- Objective 1: Promote and support the access of women to higher education and advanced degrees
- Objective 2: Strengthen institutional capacity in research and education on women's leadership
- Objective 3: Promote women's leadership through higher education extension/outreach efforts in underserved communities

**Outcomes:** Expected outcomes of the WLP include, but are not limited to, the following outcomes:

- Outcome 1.1: The number of women accessing higher education and advanced degrees will be increased.
- Outcome 2.1: Host country higher education institutions will utilize research to identify women's leadership constraints and provide policy recommendations.
- Outcome 2.2: Host country educational offerings that promote women's leadership will be improved.
- Outcome 3.1: The number of underserved community members using higher education extension/outreach services that advance gender equality and women's leadership will be increased.

### **WLP Partnerships**

<b>Women's Leadership Program: Armenia</b>	
Partner: Yerevan State University	Anticipated Award Amount: \$1,305,000
By addressing the gap between university performance and the career success of women, the partnership will contribute to the objective of a more competitive and diversified private sector through increased enterprise efficiency and productivity.	

<b>Women's Leadership Program: Paraguay</b>	
Partner: National University of Asunción	Anticipated Award Amount: \$812,000
The partnership will center on strengthening institutional capacity to advance women's leadership and prepare graduates in the agriculture sector who can contribute to promoting gender equality in Paraguay's workforce.	

<b>Women's Leadership Program: Rwanda (Agriculture)</b>
---

Partner: National University of Rwanda	Anticipated Award Amount: \$1,080,000
The partnership's goal is to increase women's access to advanced degrees in agricultural sciences and empower women in the agricultural sector.	

Women's Leadership Program: Rwanda (Education)	
Partner: Kigali Institute of Education	Anticipated Award Amount: \$1,080,000
The partnership's goal is to support the Government of Rwanda and USAID/Rwanda's education development goals that promote gender equality and female empowerment in the teacher training curriculum.	

Over the next reporting period, HED anticipates launching Requests for Applications, organizing online information sessions, collecting online Applications, conducting peer reviews, and negotiating sub cooperative agreements with the institutions selected for funding for all five WLP programs.

## COLLABORATIVE PARTNERSHIPS

**Results:** Two Collaborative Partnerships officially closed out during this reporting period. The most notable accomplishments included, by partnership:

### 1. Eastern Mennonite University/University of Hargeisa (Somaliland)

- Fully established Institute for Peace and Conflict Studies at UH, offering a post-graduate certificate in Peace and Conflict Studies. Seventy-eight students graduated from the first two cohorts with an additional 36 enrolled in the third cohort.
- Publication in October 2012 of the premier edition of *The Somaliland Journal of Peace and Development*, the first of its kind by a higher education institution in Somalia.
- Implementation of a "Learning Tour" in July 2011 of on-going peacebuilding processes on the Kenya/Somalia border to acquaint UH faculty with current peacebuilding efforts and to increase awareness among practitioners about the new Institute at UH.
- Implementation of an "Elders Workshop" in September 2011 convening 30 traditional tribal leaders to explore and compare their traditional understanding of peace and justice with more contemporary approaches taken by state and national governments.

### 2. University of Pittsburgh/University of Prishtina (Kosovo)

- Fully established and active Master of Science program in Telecommunications (MST) at UP geared toward working professionals.
- Completion of coursework by three UP junior faculty members in the M.S. in Telecommunications program at Pitt and the retention of teaching positions in the new MST program at UP. (Two of the three faculty members are continuing to work on their theses.)
- Establishment of a highly active Industrial Advisory Council to inform the MST program, thus ensuring a curriculum more relevant to market needs.
- Establishment of a state-of-the-art telecommunications lab at UP.

Other notable activities and achievements during this reporting period by other Collaborative Partnerships included:

1. Fairfield University/Université de Bambey (Senegal):

- The US PI spent seven weeks in residence during his sabbatical to train UB faculty in service learning (SL), including the incorporation of SL into their courses. He also worked with his counterparts to find a way to bring Internet and WiFi access to all four UB campuses.
- In February 2012, the co-US PI (formerly of Fairfield, now with Marymount University) and six of her graduate students trained 40 faculty, students, and middle school teachers at the Diourbel campus of UB and 30 at the Lambaye campus in the use of “Digital Story Telling” (DST) as a simple, interactive means of conveying important health and sanitation information to the local community. During a subsequent community meeting, one group of students used DST to discuss the dangers of malaria and the best preventive measures.

2. State University of New York-Albany/Uganda Martyrs University/Islamic University in Uganda/Nkumba University:

- Three lecturers – one from each of the partner Ugandan institutions – participated in a two-month Legislative Studies Seminar in Albany, New York. The seminar consisted of auditing two graduate-level classes along with a series of structured meetings and site visits to provide a broad comparative understanding of the study of legislatures. The partners will use this knowledge to develop coursework in the field of legislative studies at their respective campuses.
- One staff member from the Parliament of Uganda began a four-month fellowship working in the New York State Senate. The activity is designed to provide him with a comparative legislative experience which will help him generate ideas on how to enhance the capacity of Parliament.
- The seventh and final cycle of 18 students (six from each of the partner universities) completed their internships in Parliament.

3. University of Hawai’i/Agricultural University of Tirana (Albania):

- Presentation of a workshop on “Authorship in Scientific Research” for 13 AUT faculty members (eight women) by the US PI during a site visit in November 2011 as another activity aimed at building faculty capacity in applied research.
- Particular highlight: Eight papers submitted by the partners have been accepted for presentation at the June 2012 International Food and Agribusiness Management Association (IFAMA) conference in Shanghai, China. Six papers were accepted at last year’s conference in Frankfurt, Germany. Additionally, four AUT faculty members have submitted abstracts for the August 2012 Agricultural and Applied Economics Association (AAEA) conference in Seattle. The AAEA is the leading organization for professional advancement in and dissemination of knowledge about agricultural development, environment, food and natural resources, and associated areas of applied economics and business. If their papers are accepted, this will represent a new and important conference

for the AUT faculty through which they will be able to improve their presentation skills in an international forum, receive exposure to cutting edge research in agribusiness and policy, and network with fellow experts and researchers.

4. Virginia Tech University/Tribhuvan University Institute of Forestry (Nepal):

- Establishment of a partial scholarship fund by the new Acting Dean of the IOF for two Ph.D. candidates per year at \$1,500 each through the partnership-founded Memorial Center of Excellence.
- Collaboration with a Blacksburg, VA-based architect on making minor structural improvements to the women's dormitories on the two IOF campuses so as to better attract and retain female faculty and students.
- Particular highlight: The number of female faculty at the IOF has increased markedly since the start of the partnership. Five of the current 46 faculty members at the Pokhara campus are women compared to just one prior to the partnership. Four (along with 15 additional male faculty members) were hired this year. Two of the current 39 faculty members at the Hetauda campus are women, up from zero at the start of the partnership. Both were hired this year shortly after their graduation from the IOF. Therefore, since the start of the HED partnership, a total of six female faculty members have been hired. Through the activities of the partnership's Memorial Center of Excellence, all new faculty members receive training in "social inclusion," with a particular emphasis on gender equality.

5. University of Arizona/Bahir Dar University (Ethiopia)

- Final external evaluation of partnership project
- Final "Transition Workshop" held at BDU – which included the participation of USAID/Ethiopia – to review a strategic plan for a Disaster Risk Management and Food Security Institute to be established at the university and to draft a funding proposal which would involve the participation of UA faculty in research and training activities of the Institute.

6. Georgia State University/Cairo University (Egypt, BEPSA)

- In early 2012, six (6) Cairo University (6) faculty members visited Georgia State University (GSU) for 3 months to participate in a faculty development program specially designed to meet their individual needs. By attending workshops, classes, and special seminars, visiting faculty were exposed to new technologies for teaching marketing courses at the undergraduate and postgraduate levels, learned to develop course syllabi and student learning assessment techniques, and enhanced their academic research and communication skills.
- Four (4) GSU faculty members taught accounting, marketing, finance, and business communication courses in Cairo.
- The GSU partnership coordinator met with the Sustainability Committee in Cairo to present the concept of sustainability and review the post-HED funding business plan.

- Cairo University administrators traveled to GSU in November 2011 and January 2012 to work on the details of the program and sign a new MOU expanding the scope of the collaboration between the two universities.

# Appendix B

## List of Partnership Closeout Reports

(October 1, 2011– March 31, 2012)

**A total of seven partnerships closed out during this semi-annual reporting period.**

***\*One closed HED partnerships funded under the Leader with Associate Award:***

**Country:** Somalia

**U.S. Institution:** Eastern Mennonite University

**Host-country institution:** University of Hargeisa

**Partnership title:** Center for Conflict Resolution and Peace Building at the University of Hargeisa

***\*Six closed HED partnerships funded by Associate Award:***

**Country:** Jordan

**U.S. Institution:** Utah State University

**Host-country institution:** University of Jordan/University of Petra

**Partnership title:** Strengthening Early Childhood Education in Jordan

**Country:** South Africa

**U.S. Institution:** University of Florida

**Host-country institution:** Tshwane University of Technology

**Partnership title:** Partnership to Strengthen Teaching, Research, Service & Faculty Development in Tourism Management

**Country:** Guyana

**U.S. Institution:** Ohio University

**Host-country institution:** University of Guyana

**Partnership title:** Guyana Strengthening Mass Communications and Journalism

**Country:** South Africa

**U.S. Institution:** University of Michigan William Davidson Institute

**Host-country institution:** University of Johannesburg

**Partnership title:** SALETTI: South Africa Logistics Excellence and Transportation Training Initiative

**Country:** South Africa

**U.S. Institution:** State University of New York-Buffalo

**Host-country institution:** University of KwaZulu-Natal

**Partnership title:** Enhancing Secondary Mathematics Teacher Education

**Country:** Mexico

**U.S. Institution:** Florida International University

**Host-country institution:** CIIDIR-Oaxaca

**Partnership title:** Student Training, Research, and Action on Restoring Soils and Forests, Establishing Seed Banks, and Promoting Payment for Environmental Services in Community Protected and Coffee Farms in Oaxaca and Chiapas

## Appendix C

### HED Leader with Agreement Performance Management Plan (PMP): Indicator Tracker For Objectives 1, 2, 5, 6, and 7

Performance Objectives	Indicator	Indicator Definition	Total for Each Indicator	Number	Activity	Date(s) (if applicable)
<b>Objective 1:</b> HED will work with higher education institutions and USAID Missions, bureaus, and technical sectors to design RFAs resulting in 10 or more collaborative partnerships (4-8 solicitations annually-- Leader and Associate Awards.	Number of RFAs designed	A RFA will be counted if its major components (e.g., program description, RF, etc.) received approval from the donor agency (EGAT/ED, USAID Mission, DOS). Major components may vary across partnerships. Design does not necessarily include issuance/posting of RFA.	5	1	Tunisia JOBS	November 2011
				1	JOBS for Mindanao	November 2011
				1	Caribbean Climate Adaptation	November 2011
				1	Women's Leadership Program (WLP): Paraguay	March 2012
				1	Women's Leadership Program (WLP): Rwanda (Agriculture)	March 2012
<b>Objective 2:</b> HED will widely distribute RFAs and conduct fair and transparent application review, and nomination processes for partnership selection resulting in broad participation from the U.S. higher education community.	Number of contacts through which RFA was advertised	A contact through which an RFA is advertised is one that receives communications from HED about RFA releases and pre-award solicitations.	60,044	6	Cleaner Production RFA	October 5, 2011
				10,675	Tunisia JOBS RFA	November 10, 2011
				10,333	Philippines JOBS RFA	November 17, 2011
				10,320	Caribbean Climate Adaptation RFA	November 22, 2011
				9,949	LWP Rwanda AG RFA	March 29, 2012
				11,125	Deadlines Approaching for HED Funding Opportunities	January 26, 2012
				7,636	Deadlines Approaching for HED Online Information Sessions	December 1, 2011
	Number of applications received	An application is counted as received if it is submitted by the due date and through identified channels described in the RFA and if it contains all required components necessary for inclusion in the peer review pool. Applications are disaggregated by presidential-level higher education association membership, public vs. private, two-year vs. four-year, and HBCU, HSI, TCU, and MSI classifications.	18	4	Cleaner Production	September-December 2011
				8	Tunisia JOBS	November 2011-February 2012
				1	JOBS for Mindanao	November 2011-February 2012
				5	Caribbean Climate Adaptation	November 2011-February 2012
	Number of peer reviews organized and completed	A peer review is counted as organized and completed if the panel of five experts scoring applications is formed, meets, and produces funding recommendations for the donor. Only completed peer reviews will be counted in a given reporting period.	4	1	Cleaner Production	January 2012
				1	Tunisia JOBS	March 2012
				1	Philippines JOBS	March 2012
				1	Caribbean Climate Adaptation	March 2012
	Number of peer reviewers	A peer reviewer is counted if he or she is selected by HED to be a panel member, gives qualitative and quantitative scores to a group of application submitted for an RFA, participates in a virtual or in-person discussion of the strengths and weaknesses of each application, and gives each application a funding recommendation. Peer reviewers will be disaggregated by gender and the institution they represent (U.S. government, academia, other).	21 (15 males and 6 females)	5 (3 males and 2 females)	Cleaner Production	n/a
				6 (4 males and 2 females)	Tunisia JOBS	n/a
				5 (4 males and 1 female)	Philippines JOBS	n/a
				5 (4 males and 1 female)	Caribbean Climate Adaptation	n/a
	Number of applications recommended for funding	An application is counted as recommended for funding if the peer review panel based on pre-defined evaluation criteria (included in the RFA) decides it should be put forward to the donor as worthy of receiving an award.	8	2	Cleaner Production	January 2012
				3	Tunisia JOBS	March 2012
1				Philippines JOBS	January 2012	
2				Caribbean Climate Adaptation	January 2012	

Performance Objectives	Indicator	Indicator Definition	Total for Each Indicator	Number	Activity	Date(s) (if applicable)
	Number of collaborative partnerships funded	A collaborative partnership under the LWA and/or AAs is a joint higher education endeavor between one or more US and one or more Host Country tertiary institution aimed at human and institutional capacity building. A collaborative partnership will be counted as funded if it is receiving financial support from HED at any point in the fiscal year on behalf of US government donor. Only active partnerships will be reported. A partnership is counted as active if it conducts any activities during the semi-annual reporting period for which it seeks reimbursement.	64		<i>Please refer to partnership-level data in the report's Table 1 and Table 2</i>	
	Number of higher education institutions supported through HED	A higher education institution in the United States or overseas will be counted as supported through HED under the LWA and/or AAs if it is a member of an HED funded collaborative partnership, either as a lead or a partner institution.	118		<i>Please refer to partnership-level data in the report's Table 1 and Table 2</i>	

**Performance indicator data for Objective 3 (Institutional Capacity) and Objective 4 (Human Capacity) are tracked at the individual partnership level via HED's PRIME system. Indicator Tracker data are consequently not reported in this table.**

<b>Objective 5:</b> HED will secure advisory assistance/expertise from the higher education community to support USAID Bureaus, Missions and technical sectors' strategic objectives.	Number of technical assistance field visits to USAID missions (by team members/composition)	Technical assistance field visits to USAID mission or are short term assignments undertaken by HED staff and or consultants for the purpose of assisting USAID missions or operating units with program design or other technical and advisory services in support of mission strategic objectives. This indicator only counts engagement that is technical in nature and requires subject matter expertise or field support such as development of or contribute to the development of an RFA.	11	1	Women's Leadership Program - Paraguay: Design visit to Paraguay	February 18-28, 2012
				1	ICAA RFA: Design visit to Lima	February 1-4, 2012
				1	Human Rights Law Partnership: Design team assessment to Colombia	February 25 - March 2, 2012
				1	Women Leadership Program - Armenia: Design visit to Armenia	January 27-February 7, 2012
				1	ICAA II: Design visit to Colombia	January 2012
				1	ICAA II: Design visit to Peru	January 2012
				1	ICAA II: Design visit to Bolivia	January 2012
	Number of technical assistance requests from USAID missions and or Bureaus received	Technical assistance request is any request for technical and advisory services related to higher education and partnership management. All technical assistance requests from USAID and Bureaus will be counted and reported under this indicator.	4	1	USAID/Southern Africa-requested debrief at Mission on the 3 US-South Africa partnerships under an Associate Award (EDH-A-00-08-00016-00). Presentations given by representatives from all 3 partnerships and HED.	January 30-February 1, 2012
				1	Visit to San Salvador, El Salvador to discuss potential for CAFTA-DR (Tulane) partnership collaboration with environmental law stakeholders	February 23-25, 2012
				1	Azerbaijan Rule of Law: RFA development assistance visit to Azerbaijan	February 12, 2012
				1	El Salvador: request for assistance in developing an RFA for higher education partnerships	Request received in late March, 2012 (scheduled for May 17 - 24; cancelled by the Mission)
				1	CONAHEC Conference (Puebla, Mexico)	October 11-12, 2011

Performance Objectives	Indicator	Indicator Definition	Total for Each Indicator	Number	Activity	Date(s) (if applicable)
<p><b>Objective 6:</b> HED will sponsor/promote a series of research studies, roundtables, conferences related to global development issues.</p>	<p>Number of technical presentations at higher education and international development conferences given by HED staff</p>	<p>All HED staff presentations at conferences, workshops or stakeholder meetings that contain technical information about HED program, partnerships or other relevant higher education related information will be counted</p>	<p><b>13</b></p>	1	Dialogue of the Americas (virtual presentation) for higher education administrators on engagement with USAID	October 29, 2011
				1	HACU Annual Conference	October 2011
				1	Association of African Studies Programs' Annual Spring Meeting	March 2012
				2	AEIA Conference	February 2012
				2	CCID Annual Convention (New Orleans, LA)	February 27, 2012
				1	Highline C.C.	March 2012
				1	AAAS fellowship on the program selection panel	March 7-8, 2012
				1	HACU -HED Webinar on HED RFA Process	October 2011
				1	Presentation at the Morgan State University 'International Education Week' program (Baltimore, MD)	November 2011
				1	ACE Annual Meeting	March 2012
	<p>Number of roundtables and/or conferences organized by HED</p>	<p>A roundtable or conference organized by HED is counted as an event that gathers identified experts, government stakeholders, and/or partners to discuss the issues or hold trainings. Roundtables and conferences are built around an agenda and emphasize participant discussion.</p>	<p><b>3</b></p>	1	USAID Indicator Roundtable	October 2011
				1	Ethiopia Partners' meeting	February 13-15, 2012
				1	BMENA-US Community College Initiative Partners Session at CCID Annual Convention (New Orleans, LA)	February 26, 2012
<p>Number of new technical resources or other related documents and materials that HED creates for the higher education community</p>	<p>Technical resources or other related documents created by HED include documents such as policy papers resulting from roundtables or other HED-hosted events, M&amp;E guides for project partners, and other print materials (excluding those prepared for technical assistance requests made by USAID or other USG entities) that are prepared for non-HED audiences.</p>	<p><b>2</b></p>	1	RF-PMP-PIP Document Packet	March 2012	
			1	Baseline Tool	March 2012	
	<p>Number of impact evaluations/assessments carried out whose findings have been published or widely distributed</p>	<p>All completed impact evaluation/assessment and other evaluations of HED partnerships resulting in a formal report with findings, lessons learned and/or recommendations are eligible for reporting under this indicator. Only those evaluations and assessments whose findings have been published or disseminated within or outside of HED will be counted and reported under this indicator.</p>	<p><b>2</b></p>	1	Final external evaluation for Arizona/Ethiopia partnership	November 2011
				1	Final internal evaluation for WDI/South Africa partnership	November 2011

Performance Objectives	Indicator	Indicator Definition	Total for Each Indicator	Number	Activity	Date(s) (if applicable)
<b>Objective 7:</b> Results-based management, ongoing monitoring, and impact studies/research	Number of monitoring visits across HED portfolio	Monitoring visits are counted as trips taken to visit the U.S. or overseas partner institution in an HED partnership to assess progress and/or troubleshoot problems hindering implementation.	<b>8</b>	1	A1 Visit to TIES Partnership: WIU / UAQ / UTS - Ocosingo, Chiapas - Mexico	October 13-16, 2011
				1	Visit to Cairo	March 25-30, 2012
				1	Visit to MEPI partnership for attendance at partnership conference: University of Southern Maine and American University of Sharjah, Sharjah, UAE	March 2012
				1	South Sudan-Virginia Tech visit	February 2012
				1	Visit to Mexico Mission on close out of TIES	December 15, 2011
				1	Partnership launch in Kenya	February 2012
				1	Technical assistance to Indiana University and University of Liberia partners in the development of an M&E plan, in Monrovia.	March 21-26, 2012
				1	SBDC Update in the Dominican Republic	October, 2011
	Number of updated and/or new HED performance management processes	Performance management ( Managing for Results ) is the systematic process of monitoring the achievements of program activities; collecting and analyzing performance information to track progress toward planned results; using performance information and evaluations to influence decision-making and resource allocation; and communicating results to advance organizational learning and communicate results to stakeholders.	<b>4</b>	1	Updated Portfolio review processes	October 2011
				1	Online RFA Tool Implementation	February 2012
				1	Data Quality Verification Protocol	November 2011
				1	Monitoring Visit Protocol	November-December 2011
	Number of research activities conducted by HED	A research activity is any structured activity that includes research design development, research tools development (e.g., survey developed, focus group guide developed), research data collection processes, and/or research publications.	<b>0</b>	n/a	n/a	n/a

n/a = not applicable

# Appendix D

## Additional Information on LWA Performance Management Plan Objective 4 (Human Capacity)

(October 1, 2011– March 31, 2012)

### ACCESS – STUDENTS

Individuals from Underserved and/or Disadvantaged Communities Who Were offered Admission to Tertiary Education Programs: Actual Achievement (October 1, 2011 to March 31, 2012)

Level of Program	Number of All Individuals Offered Admission			Number of Individuals from Disadvantaged and/or Underserved Groups Offered Admission			Percentage of Individuals from Disadvantaged and/or Underserved Groups Offered Admission among All Individuals Offered Admission		
	Female (n)	Male (n)	Total (N)	Female (n)	Male (n)	Total (N)	Female (%)	Male (%)	Total (%)
Certificate	393	377	770	377	359	736	95.9	95.2	95.6
Associate	53	137	190	34	45	79	64.2	32.8	41.6
Bachelor	211	326	537	212	186	398	100.5	57.1	74.1
Master's	1,375	1,587	1,032	493	58	551	35.9	3.7	53.4
PhD	33	38	71	12	2	14	36.4	5.3	19.7
<b>Overall</b>	<b>2,065</b>	<b>2,465</b>	<b>4,530</b>	<b>1,128</b>	<b>650</b>	<b>1,778</b>	<b>54.6</b>	<b>26.4</b>	<b>39.2</b>

### TRAINING – LONG TERM (FACULTY ENROLLED)

Host-country Institution Faculty and/or Teaching Staff Who Enrolled in Long-term Training Programs: Actual Achievement (October 1, 2011 to March 31, 2012)

Type of Degree Program	Number of Host-country Institution Faculty and/or Teaching Staff Who <u>Enrolled in Long-term</u> Training Programs		
	Female (n)	Male (n)	Total (N)
Certificate	0	0	0
Associate	0	0	0
Bachelor	1	0	1
Master's	21	10	31
PhD	5	7	12
Other	7	15	22
<b>Overall</b>	<b>34</b>	<b>32</b>	<b>66</b>

## TRAINING – LONG TERM (COMPLETED)

Host-country Institution Individuals Completed Long-term Training Programs: Actual Achievement (October 1, 2011 to March 31, 2012)

Type of Host-country Institution Individual	Type of Degree Program	Number of Host-country Institution Individuals Who <u>Completed Long-term</u> Training Programs		
		Female (n)	Male (n)	Total (N)
Faculty and/or teaching staff	Certificate	0	0	0
	Associate	5	2	7
	Bachelor	20	17	37
	Master's	15	8	23
	PhD	3	2	5
	Other	0	0	0
	<b>Subtotal</b>	<b>43</b>	<b>29</b>	<b>72</b>
Students	Certificate	98	105	203
	Associate	45	7	52
	Bachelor	20	60	80
	Master's	47	45	92
	PhD	2	3	5
	Other	1	1	2
	<b>Subtotal</b>	<b>213</b>	<b>221</b>	<b>434</b>
Administrative/other staff	Certificate	14	14	28
	Associate	1	11	12
	Bachelor	1	2	3
	Master's	0	0	0
	PhD	0	4	4
	Other	3	2	5
	<b>Subtotal</b>	<b>19</b>	<b>33</b>	<b>52</b>
Overall	Certificate	112	119	231
	Associate	51	20	71
	Bachelor	41	79	120
	Master's	62	53	115
	PhD	5	9	14
	Other	4	3	7
	<b>Overall</b>	<b>275</b>	<b>283</b>	<b>558</b>

## TRAINING – SHORT TERM

Host-country Institution Individuals Completed Short-term Training: Actual Achievement (October 1, 2011 to March 31, 2012)

Type of Host-country Institution Individual	Number of Host-country Institution Individuals Who <u>Completed Short-term</u> Training		
	Female (n)	Male (n)	Total (N)
Faculty and/or teaching staff	89	126	215
Students	141	283	424
Administrative/other staff	70	81	151
<b>Overall</b>	<b>300</b>	<b>490</b>	<b>790</b>

# Appendix E

## Select Publicity Materials

(October 1, 2011 – March 31, 2012)

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## Higher Education for Development

*Knowledge. Partnerships. Results*

### HED Launches Two Partnerships in Africa

September saw the launch of two HED partnerships under the Africa-U.S. Higher Education Initiative.

The University of Ghana and Brown University recently announced an academic partnership to address the challenges of the HIV/AIDS threat in Ghana. With collaborators from Tufts University and Yale University, the partnership will enhance educational programs, research and community engagement resulting in improved response to the HIV/AIDS challenges in the region.

The partnerships are awarded \$1.1 million for the first two years. The launch event took place on September 20 at the Ghana College of Physicians and Surgeons.

Dr. Timothy Flanigan, partnership director and Brown University professor, said "The University of Ghana is in an excellent position to provide leadership in HIV prevention and treatment for not only the country but for the West African sub region."

Tuskegee University and Burkina Faso's International Institute for Water & Environment Engineering (2iE) also launched their partnership on September 23. Partnership directors unveiled their plan to establish a network of centers of excellence in water and environmental science and technology.

Sept/Oct 2011

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#### Partnership of the Month: Universidad Autónoma de Nuevo León (UANL)/Duquesne University



Photo Courtesy of UANL

Sustainable energy solutions through efficient technologies and renewable energy sources have been a major focus of Mexico's national development efforts. A partnership between Universidad Autónoma de Nuevo León (UANL), Monterrey, Mexico and Duquesne University was built to provide new options for energy in communities.

UANL's gymnasium is a huge building, and temperatures inside have reached well beyond 100 degrees Fahrenheit, making

At the ceremony held on 2iE's Campus de Kamboisé, officials presented initiatives to be implemented. This \$1.1 million award will address improving faculty and curriculum development, raising the quality of facilities and equipment and developing technology and problem solving capacity at 2iE. The partnership has a goal of expanding to two additional African institutions, the University of Mines and Technology in Ghana and the University of Benin in Nigeria.

Funded under the Africa-U.S. Higher Education Initiative, both collaborations illustrate a new approach to promoting development in Africa. Both projects are funded by the United States Agency for International Development (USAID) and managed by Higher Education for Development (HED).

[Read the University of Ghana's Provost's address.](#)

[Group photo at the University of Ghana / Brown University launch event](#)

[Download the official program and see photos of the Tuskegee University / 2iE launch ceremony.](#)

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## **Development Goals the Focus of USAID Global Workshop**

The USAID Global Workshop on Education and Development assembled several organizations to exchange ideas about the strategic importance of education in achieving development goals. HED played a major role at the workshop with presenters conveying HED's function in addressing international development challenges.

Azra Nurkic, HED's Director of Program Quality and Impact, set forth HED's model for results-based management. Nurkic also explained the significance of a coherent results framework for strategic planning and evidence-based decision making leading to improved development outcomes.

HED's presence continued with Teshome Alemneh, Program Officer for Africa. Alemneh gave an overview of cost effective and sustainable mechanisms of solving societal problems in sub-Saharan Africa. He stated knowledge-intensive development is the only path likely

it difficult to hold sporting activities there. However, those days are in the past.

Through the U.S. Agency for International Development funded partnership, Dr. Joel Gonzalez Marroquin, a Mexican engineering professor at UANL, worked with two other project leaders in 2010 to apply an efficient solution to the university's gym cooling problem. Following an eight-month executive training program at Duquesne University, he and nine other participants visited some Leadership in Energy and Environmental Design or LEED-certified buildings. A tour of the Phipps Conservatory revealed a retrofitted LEED-standard building and recycled water uses in the greenhouse. Brent Rondon, global business program manager at Duquesne's Small Business Development Center (SBDC), said the group was excited to hear about the technology behind the cooling system. Over the course of five check-in points via teleconferencing, Rondon noticed the spark of interest was sustained. "I could tell that they made great progress and that they were achieving their goals." The gym at UANL now has a cooling system that allows for a usable sports facility, regardless of the temperature outside.

Dr. Mary McKinney, partnership director and Duquesne's SBDC director, states that although resources may pose a challenge to sustainability, she is confident about the work already under way, the ideas shared, and Duquesne's academic contributions. "It has been a very worthwhile project," she said.

[Click here for more information.](#)

to lead to sustained outward oriented growth.

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## **Symposium Addresses How Mobile Technology Will Shape Global Education**

HED, along with USAID and other partners, recently co-sponsored the International Mobiles for Education for Development (m4Ed4Dev) symposium in Bethesda, MD where participants discussed the power of mobile technology in global education development.

At the August meeting, two key areas were emphasized:

- Literacy and on-demand access to materials
- Improved education data for education system strengthening

Roy Zimmermann, HED's Director of Programs, remarked on the need to ensure that higher education helps to lead research and advances in mobile technology.

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## **Upcoming Events**

### ***HED/HACU Free Webinar***

HED and the Hispanic Association of Colleges and Universities (HACU) will host a free interactive one-hour webinar on Wednesday, October 19, 2011 at 3:00 p.m. EDT. Learn about HED's higher education capacity building model, current funding opportunities, and how HED supports international development goals across sectors identified by the U.S. Agency for International Development (USAID).

For more details and to register, click [here](#).

### ***HED Development Impact Roundtable***

HED, under the sponsorship of USAID, will host a roundtable discussion to be held October 25-26 in Silver Spring, MD. The roundtable discussion, "Higher Education and Development: Modeling International Partnership Impact," will convene approximately 25 experts from across the United States to respond to the evolving policy framework of USAID regarding the measurement of development impact. The experts represent a broad range of higher education institutions,

### **Current RFAs:**

#### **Pathways to Cleaner Production**

*Deadline: December 14, 2011*

HED, in cooperation with the Bureau of Oceans and International Environmental and Scientific Affairs (OES) at the U.S. Department of State, has issued a request for applications for the Pathways to Cleaner Production Initiative.

HED expects to make one (1) award of up to \$759,000 for three (3) years for a regional higher education partnership between one U.S. institution and three to four Latin American universities.

For more information, visit: [Pathways to Cleaner Production](#)

#### **Call for Peer Reviewers**

HED seeks higher education experts to serve as peer reviewers of award applications. To be considered, register in the HED Peer Reviewer Database by going to [HED Peer Reviewers](#). HED will review your application and contact you if you are selected to serve on a panel.

#### **HED is Growing!**

HED is now hiring a [Program Specialist](#). If you or someone you know is interested in joining the HED team, please visit the [ACE website](#) for the complete job description and details on how to apply!

#### **Contributors:**

*Thomas Forrest* -  
Communications Assistant, HED  
*Lynn Simmonds* - Senior  
Communications Specialist, HED

international non-governmental organizations and government agencies. The primary objectives of the meeting will be to develop a renewed, common understanding of what determines a successful international higher education partnership in order to better capture success stories and thereby demonstrate the impact of higher education in international development.

Noopur Vyas - Program Quality Manager, HED  
Dr. Mary McKinney - Partnership Director, Duquesne University  
Brent Rondon - Global Business Program Manager, Duquesne University

*If you have a partnership update or an upcoming event that you would like to see highlighted in the next HED Newsletter, please send an email to **Thomas Forrest** at [Tforrest@hedprogram.org](mailto:Tforrest@hedprogram.org). Feedback and suggestions for improving the HED Newsletter are also welcome. We look forward to hearing from you!*

Higher Education for Development (HED) promotes higher education's engagement in international development through institutional and human capacity building in developing countries. Established in 1992 as the Association Liaison Office for University Cooperation in Development (ALO), HED assists the nation's [six major higher education associations](#) in partnering with the [U.S. Agency for International Development \(USAID\)](#).

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## Higher Education for Development

*Knowledge, Partnerships, Results*

### HED and HACU Team Up to Promote International Development



HED and HACU, the [Hispanic Association of Colleges and Universities](#), joined forces in October for two important events: a free interactive webinar for HACU members and HED's participation at HACU's 25th Annual Conference in San Antonio.

The Oct. 19 webinar gave HACU member institutions the opportunity to learn more about HED's work addressing international development challenges through educational partnerships; provided tips on how to respond to HED Requests for Applications (RFAs); and offered information on current and upcoming funding opportunities.

The webinar, which [HED tweeted live](#), signified the first alliance between the two organizations, and plans will

Nov/Dec 2011

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#### Partnership of the Month: Arizona State University (ASU) / University of Prishtina (UP)



Photo Courtesy of ASU

In 2008, five Kosovar students were admitted into the intensive 14-month Master's of Accountancy degree program at Arizona State University's (ASU) School of Business. After graduating with honors in May 2009, they returned to Kosovo to help teach the newly established accountancy baccalaureate program at the University of Prishtina (UP). However, with the "real world" applications they were exposed to at ASU, the students developed a strong thirst for entrepreneurship that had to be quenched.

One year after returning to

soon be under way for a second webinar.

According to HACU President and CEO Antonio R. Flores, the collaboration represents efforts to encourage Hispanic-Serving Institutions (HSIs) to participate in HED's international development opportunities.

"By offering a joint webinar for members of our association and through HED's workshop presentation at our 25th Annual Conference, we hope to increase the number of HSIs providing expertise and guidance in the critical international development work that HED performs," Flores said.

HED was pleased to participate in HACU's 25th Annual Conference in late October. During HED's concurrent session, Carol Robles, Program Officer for Latin America and the Caribbean, spoke about the three characteristics of high-performing HED partnerships: Partnership Commitment and Mutual Engagement, Effective Implementation Strategy and Focus on Extension and Sustainability.

HED also produced a special brochure for the HACU conference. Click the following links to [view the brochure](#) and [listen to the webinar](#).

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## HED to Host Meeting in Addis Ababa

The HED Africa Partners' Meeting will be held from Feb. 13 – 15, 2012 in Addis Ababa, Ethiopia. The meeting will focus on the progress and challenges of the Africa-U.S. Higher Education Initiative partnerships.

Objectives of the Partners' Meeting are to:

- Facilitate the creation of a cohesive Africa Initiative partnership program
- Share strategies for partnership sustainability and
- Improve understanding of USAID regulations and requirements

The meeting will be held at the United Nations Conference Center at the Economic Commission for Africa. HED anticipates participants will be comprised of university leaders from the U.S. and 12 African countries. HED also expects speakers and experts of higher education and high level officials from U.S. government agencies and non-governmental organizations.

Kosovo – while retaining their part-time teaching positions at UP as well as at the brand new Prizren University – four of the five students formed Arizona Partners, LLC. The state-of-the-art accountancy firm currently has eight clients, including ProCredit Bank, one of the largest banking institutions in Kosovo.

Stephen Batalden, the Project Director and Director of ASU's Melikian Center, hopes the creation of this firm will inspire more local entrepreneurs to help Kosovo become more competitive and interconnected to the global economy. He believes that because Arizona Partners seems to embody the spirit of the newly independent state of Kosovo, it holds a special appeal for Kosovo clients.

Batalden feels that Kosovo's continued economic growth is likely as more local businesses are formed. He sees Arizona Partners playing an important role in helping to establish transparency in both the public and private sectors, which would, in turn, make Kosovo more appealing to foreign investors. "Good accountancy assures transparency the new entrepreneurial world thrives on," he said.

Arben Avdiu, Managing Partner of Arizona Partners, LLC, reflects on what he's learned from his experience with the ASU and UP partnership.

"We not only want to use our education to assist in training the next generation for transparent, ethical accountancy, we also intend to make an immediate impact on Kosovo and regional business practices."

[Click here for more information.](#)

Approximately 100 guests are estimated to attend.

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## HED Observes International Education Week

HED recently participated in the [International Education Week](#) program at Morgan State University (MSU) in Baltimore. International Education Week (Nov. 14 - 18) celebrates the benefits of international education and exchange worldwide. It also promotes programs that prepare citizens for a global environment.

USAID's Gary Bittner spoke about the agency's [Education Strategy](#) and mechanisms of funding by USAID. Bittner also informed participants on new opportunities, such as the [Tunisia Job Opportunities for Business Scale-Up \(JOBS\) RFA](#).

Teshome Alemneh, Program Officer for Africa, discussed HED's role of nurturing international partnerships to address global development challenges. In his presentation, he discussed how HED develops RFAs, the importance of peer reviewers and the management of partnerships.

Alemneh also described the most critical components of the RFA process including: (a) Partnership Description, (b) Collection and Analysis of Data and Quality Reporting, (c) Experienced Key Personnel and (d) Clearly Outlined Budget Allocations.

He emphasized the need for universities to periodically check the websites of [HED](#), [USAID](#), [the State Department](#) and other potential funders and also argued for support of higher education as a mechanism to address development challenges.

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## Deadlines Approaching to Register for Online Information Sessions

HED will host three online information sessions in the coming weeks for the following funding opportunities:

- **Dec. 6 – Tunisia: Job Opportunities for**

### Current RFAs:

#### Pathways to Cleaner Production

*Deadline: Dec. 14, 2011*

HED expects to make one (1) award of up to \$759,000 for three (3) years for a regional higher education partnership between one U.S. institution and three to four Latin American universities.

For more information, visit:

[Pathways to Cleaner Production](#)

#### Tunisia: Job Opportunities for Business Scale-Up (JOBS) 2011

*Deadline: Feb. 15, 2012*

Higher Education for Development (HED) anticipates making two (2) awards of up to \$500,000 each for three-year higher education partnerships.

For more information, visit:

[Tunisia JOBS](#)

#### Energy and Climate Partnership of the Americas (ECPA) /Caribbean Region Climate Adaptation (CRCA) Partnership Initiative

*Deadline: Feb. 22, 2012*

Higher Education for Development (HED) expects to make one (1) award of up to \$770,500 for three (3) years for a higher education partnership between one U.S. institution and the University of the West Indies/Centre for Resource

## **Business Scale-Up (JOBS) 2011**

[Register for the information session and read the complete RFA.](#)

- **Dec. 7 – Job Opportunities for Business Scale-Up (JOBS) for Mindanao**  
[Register for the information session.](#)  
[Read the complete RFA.](#)
- **Dec. 12 – Energy and Climate Partnership of the Americas (ECPA)/Caribbean Region Climate Adaptation (CRCA) Partnership Initiative**  
[Register for the information session.](#)  
[Read the complete RFA.](#)

Interested applicants are encouraged to register for the information sessions by **Friday, Dec. 2** for Tunisia JOBS and JOBS for Mindanao; and **Friday, Dec. 9** for the ECPA/Caribbean Region Climate Adaptation Partnership Initiative.

During the information sessions, potential applicants will have an opportunity to submit questions concerning HED's Requests for Applications (RFAs), but are strongly encouraged to send questions in advance of the sessions. For more information about the RFAs, please visit [HED's home page.](#)

Management and Environmental Studies (UWI/CERMES).

For more information, visit:

[Caribbean Region Climate Adaptation](#)

## **Job Opportunities for Business Scale-Up (JOBS) for Mindanao**

*Deadline: Feb. 29, 2012*

HED expects to make one (1) award of up to \$1,071,500 for three (3) years for a higher education partnership between a higher education institution(s) in the United States and Southern Christian College (SCC) in Mindanao, Philippines.

For more information, visit:

[JOBS for Mindanao](#)

## **Contributors:**

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*Lynn Simmonds - Senior Communications Specialist, HED*  
*Charlie Koo - Senior Program Specialist, HED*  
*Teshome Alemneh - Program Officer, Africa, HED*  
*Stephen Batalden - Project Director, ASU*

*If you have a partnership update or an upcoming event that you would like to see highlighted in the next HED Newsletter, please send an email to **Thomas Forrest** at [\*\*Tforrest@hedprogram.org\*\*](mailto:Tforrest@hedprogram.org). Feedback and suggestions for improving the HED Newsletter are also welcome. We look forward to hearing from you!*

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# Higher Education for Development

*Knowledge, Partnerships, Results*

## HED Launches New Website



HED launched its new [web presence](#) on Jan. 31 complete with a host of new and dynamic features that showcase HED's work in international development and the strength of higher education partnerships. The new site has a fresh, modern design, offers a more robust user experience and includes an interactive map, easier site navigation, enhanced search capabilities and a new online Request for Applications (RFA) tool\*.

Partnership profiles and success stories are prominently featured on the new site as are valuable resources and publications designed to make the new site a strong communications vehicle.

With the launch of the new website, HED has an improved

Jan/Feb 2012

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**Partnership of the Month: University at Albany, State University of New York/Nkumba University/Islamic University in Uganda/Uganda Martyrs University**



HED Photo

Nkumba University, the Islamic University in Uganda, Uganda Martyrs University, and the University at Albany, State University of New York, developed Uganda Parliamentary Research and Internship Program (PRIP). The program engaged undergraduate Ugandan

digital communications strategy for its external audiences and important stakeholders including partners, USAID, Congress, the international development community and U.S. higher education at large.

*\* Tool not available for current RFAs.*

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## Cornick Speaks at USDA on International Development

HED's Executive Director [Tully Cornick](#) recently delivered the keynote address at the USDA National Institute of Food and Agriculture's (NIFA) Center for International Programs.

Cornick's Jan. 25 webinar presentation was part of NIFA's Global Seminar Series. He focused on HED as an engine for development through its partnerships between U.S. higher education institutions and colleges and universities abroad. Cornick explained that these partnerships build human and institutional capacity that contribute to local and national development goals in areas such as food security, health, and workforce development.

"We have partnerships that are being developed for a five-year timeframe and a 10-year vision," Cornick said. HED's goal is to equip the host country with the tools needed to establish, execute and sustain development through our partnerships, Cornick continued.

HED managed 75 active partnerships in FY11 involving 81 host-country institutions in 35 countries and 58 U.S. higher education institutions.

Cornick encouraged webinar attendees to stay connected with HED to learn more about funding opportunities by visiting the HED website where [Requests for Applications](#) (RFAs) are posted. HED currently has three RFAs in the field with February submission deadlines. In addition, HED anticipates announcing an RFA for a [Colombia-U.S. Human Rights Law School Partnership](#) in the near future, subject to the availability of U.S. government funds.

Lastly, he spoke of HED's commitment to Minority-Serving Institutions (MSIs), and how HED is adapting to [USAID](#)'s reform efforts.

To view a streaming of the webinar, [click here](#).

---

students of any disciplinary background in an opportunity to train and work in the legislative branch.

In Dec. 2011, Ugandan faculty traveled to Washington, D.C. and Albany as part of the partnership's research activities. Professors Deogratias Matovu of Uganda Martyrs University, Abdu Kakaire of Islamic University in Uganda, and Solomon Asiimwe of Nkumba University became familiar with legislature at the national and state levels and learned more about the U.S. government and participated in graduate-level course work and comparative studies. "We have learned a lot, attended courses that opened our minds, and been exposed to other [methods] of course delivery," said Asiimwe.

PRIP is supported by a centralized Ugandan coordinating group that enabled common success through the establishment of one standard across the internship program at all three universities, such as the equal involvement of women. Matovu, Kakaire, and Asiimwe praised this in-country coordination. "If it is left to universities, it will take different trains. Everything is connected because of this coordination," said Asiimwe. The efficiency and effectiveness the internship program launched has since spurred ideas for replication. "The impact is there. We can never be the same," Matovu said.

[Click here for more information.](#)

**Current HED RFAs**

# HED Partnership Professors Finding New Opportunities Outside Academe

In 2006, the University of Michigan-Dearborn (UMD) and the University of Garyounis (UG) in Libya collaborated to improve the quality and efficiency of higher education at UG's Faculty of Economics and Commerce.

The partnership had three main objectives:

- 1) To update the curriculum, the teaching materials and skills of faculty members
- 2) To improve the efficiency of the administration of the Faculty of Economics and Commerce
- 3) To expose Libyan faculty and students to American teaching approaches to business and economic education

Although the partnership closed in 2010, three of the professors who were visiting from UG and traveled to UMD for faculty training achieved unexpected results:

- Dr. Idris Ishtewi (Shetewi), former dean of the faculty of economics and commerce, became the director of the National Accounting Office. He has now returned to UG where he plans to retire soon.
- Dr. Ibrahim Balkir, former chair of the finance department, is president of the Audit Bureau in Tripoli.
- Dr. Amal Obiedi, former chair of the political science department and active in women's issues, is now running a think tank in Dubai that focuses on democratization and the Arab Spring.

"The exposure to the American system of higher education gave them the confidence to participate in, and even lead the economic and political change in Libya upon their return by taking up positions of influence in the transitional government," said Barbara Peitsch, program director for UMD.

Learn more about this partnership [here](#).

## Tunisia: Job Opportunities for Business Scale-Up (JOBS) 2011

*Deadline: Feb. 15, 2012*

Higher Education for Development (HED) anticipates making two (2) awards of up to \$500,000 each for three-year higher education partnerships.

For more information, visit:

[Tunisia JOBS](#)

## Energy and Climate Partnership of the Americas (ECPA) /Caribbean Region Climate Adaptation (CRCA) Partnership Initiative

*Deadline: Feb. 22, 2012*

Higher Education for Development (HED) expects to make one (1) award of up to \$770,500 for three (3) years for a higher education partnership between one U.S. institution and the University of the West Indies/Centre for Resource Management and Environmental Studies (UWI/CERMES).

For more information, visit:

[Caribbean Region Climate Adaptation](#)

## Job Opportunities for Business Scale-Up (JOBS) for Mindanao

*Deadline: Feb. 29, 2012*

HED expects to make one (1)

award of up to \$1,071,500 for three (3) years for a higher education partnership between a higher education institution(s) in the United States and Southern Christian College (SCC) in Mindanao, Philippines.

For more information, visit:

[JOBS for Mindanao](#)

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*Curtis Hudson - Program  
Management Associate, HED*

*Barbara Peitsch - Program  
Director, UMD*

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# Appendix F

## Success Stories

(October 1, 2011 – March 31, 2012)



**USAID | MEXICO**

## SUCCESS STORY

# Online Specialization Offers Improved Training to ESL Teachers

**Ministry of Education approves distance-learning course created by TIES scholars**

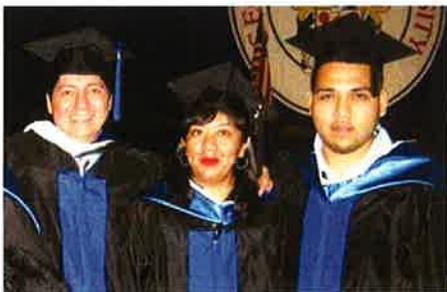


Photos: Teresa Muñoz

*César Maldonado-García, Teresa Muñoz Parra, Francisco Javier Barrón Serrano, and Daniel Loreto García collaborated on the creation of an online Specialization for English language teachers in Mexico.*

***“I can definitely say that my teaching practice is now more methodological”***

— César Maldonado-García



With more than 6,000 English language teachers across Mexico’s public schools, the potential for middle school students to improve their language skills is well within reach; however, limited training for teachers remained an obstacle. But through knowledge exchange and technological advances, dedicated faculties at two higher education institutions were eager to set up a framework for sustainable solutions.

The USAID funded partnership between the Universidad Pedagógica Nacional (UPN) and Georgia State University (GSU) addresses the needs in teacher training and create the specialization “English Language, Learning and Teaching.” The first module of the online pilot course is already in use by 10 students enrolled from Mexico City, the state of Mexico, and the state of Tabasco.

The key developers and implementers of the course are four Mexican scholars who enrolled at GSU with partnership support to earn their Master of Arts degrees in Applied Linguistics. Scholars learned new teaching methodologies, and presentation, technological and collaboration skills. Their thoughtful perspective on Mexican culture enhanced the content and structure of the three 12-week modules produced. “The students in the public system will benefit greatly from the better teaching practice of public school teachers by using effective theories that actually apply to the different Mexican settings,” said Cesar Maldonado-García. Since their December 2010 graduation, all have returned to Mexico and sustain their presence in the project, working with GSU and UPN faculty.

Acting as tutors for the project, some of the scholars recognize the importance of shaping the course for Mexicans. “The fact that this Specialization for Mexican teachers will be mostly run by Mexican teachers means that issues which are specific to English language education in the public sector in Mexico are bound to take center stage as the Specialization runs its course,” said Javier Barrón. As the course moves beyond the testing phase, local perspectives will not be overlooked. In June 2011, the TIES scholars, and partnering professors met as a team to further refine the course based on participant feedback.

The specialization was recently approved by the Ministry of Education and included in the catalogue of in-service course offerings for the basic education sector. The offering furthers the Mexican government’s goal of training 100,000 in-service teachers in ESL by 2012.

*Since 2001, the USAID’s TIES (Training Internships Exchanges and Scholarships) Program has supported 78 partnerships between U.S. and Mexican higher education institutions that have collaboratively addressed common concerns and advanced Mexico’s competitiveness and development.*

## SUCCESS STORY

### Collaborative Ugandan Universities' Internship Program Prepares Future Civil Servants

*State University of New York Center for International Development/Nkumba University/Islamic University in Uganda/Uganda Martyrs University*



HED photo

Ugandan and U.S. partnership representatives visit Washington, DC during a legislative studies activity visit under the Uganda Parliamentary Research and Internship Program (PRIP).

The Ugandan parliament faced changes in 2006 that included the introduction of new and relatively inexperienced members of parliament working within a multi-party system. At the same time, the government sought to address critical, core issues focused on health care, women's rights, and corruption. One U.S.-Ugandan higher education partnership involving three Ugandan universities provided training to faculty and students to support and strengthen institutional capacity building and better position themselves to assist Ugandan parliamentary committees, departments and issue-based caucuses.

Nkumba University, the Islamic University in Uganda, Uganda Martyrs University, and the State University of New York's Center for International Development, created the Uganda Parliamentary Research and Internship Program (PRIP). The program engaged undergraduate Ugandan students of any disciplinary background in an opportunity to train and work in the legislative branch. A Ugandan faculty member from each university supervised the internships under a strong framework that allowed for interviews, orientation and placement of the interns. The diverse students supported nation-building by assisting clerks and departments, rather than specific Members of Parliament. Some skilled students, particularly from the first cohorts, were later hired to temporary staff positions, thus filling a labor need.

Within four years, the goal for better prepared staff for parliamentary service gained momentum. As of September 2011, the Uganda-U.S. higher education partnership involved 125 students, (63 males and 62 females) from the three Ugandan partner universities in parliamentary internships.

PRIP was further supported by a centralized Ugandan coordinating group that enabled common success through the establishment of one standard across the internship program at all three universities, such as the equal involvement of women. Professors Deogratias Matovu of Uganda Martyrs University, Abdu Kakaire of Islamic University in Uganda, and Solomon Asiimwe of Nkumba University praised this in-country coordination. "If it is left to universities, it will take different trains. Everything is connected because of this coordination," said Asiimwe. The effectiveness of the internship program launched has since spurred ideas for replication. "The parliament has seen the value as well and looks to have its own coordinated internships," said Matovu.

The stakeholders of this U.S. Agency for International Development-funded and Higher Education for Development-supported partnership are also the beneficiaries. Ugandan faculty traveled to Washington, DC and Albany, NY as part of the partnership's research activities. During a December 2011 legislative studies activity visit, Matovu, Kakaire, and Asiimwe became familiar with legislatures at the national and state levels and learned more about the U.S. federal system of government. They also participated in graduate-level course work and comparative studies. "We have learned a lot, attended courses that

*"The impact is there.*

*We can never be the same."*

*-- Deogratias Matovu,  
Uganda Martyrs University*



opened our minds, and been exposed to other [methods] of course delivery,” said Asiimwe.

“We can never be the same, and we are going to do work when we go back,” said Kakaire. Matovu agrees: “The impact is there. We can never be the same.”



## SUCCESS STORY

### Higher Education Partnership Supports Historic Changes in Mexico's Criminal Justice System

#### Mandated Oral Trial Advocacy Curriculum Enhances Mexico's Capacity to Implement Judicial Reforms



Photo: Karen Sigmond

From left to right: Dean Mario I. Álvarez Ledesma (Tec de Monterrey), Dean Harold Krent (Chicago-Kent), Director, Karen Sigmond (Tec de Monterrey), Professor Iliana Rodríguez Santibañez (Tec de Monterrey), Judge David Erickson (Chicago-Kent), Professor Juan Francisco Gutierrez (Tec de Monterrey).

***“Now it is my responsibility to transmit everything I learned to the Mexican students that are willing to learn and who are conscious that this knowledge is going to have a vital importance for every lawyer and judge in Mexico in just a couple of years.”***

—Karla Loranca, alumna of the LLM in Chicago-Kent

By the year 2016, a Constitutional Reform in Mexico requires the transformation of the current inquisitorial criminal justice system to an oral adversarial system aiming at making justice more transparent and efficient. This ambitious change requires lawyers to develop specific skills to present their cases in open court.

Under the TIES (Training, Internship, Exchanges and Scholarship) Program, USAID funded a university partnership between the *Instituto Tecnológico y de Estudios Superiores de Monterrey* (ITESM) and the Chicago-Kent College of Law at the Illinois Institute of Technology. This partnership helped develop an Oral Trial Advocacy Program at ITESM, which has been incorporated into the curriculum at all 10 ITESM law campuses around Mexico, representing a major advancement in towards achieving the goal of adopting the new criminal justice system.

Through the Oral Trial Advocacy Program, ITESM law students entering the school as of August 2011 are required to take classes that focus on direct examination, cross examination, and opening and closing arguments – new concepts in Mexico under the adversarial justice system. This coursework prepares students to uphold elements of this new system, in which defense attorneys and prosecutors conduct trials in open courtrooms that ensure greater fairness and transparency. To lay the foundation for this new education, the partnership sent Mexican students to Chicago-Kent to learn about the United States' adversarial system. Karla Loranca, an alumna of the Master of Law degree program, reflects positively on her experience: “I feel very happy and accomplished because I had the chance to learn from people who have been working in this system their whole life.” Loranca now teaches oral advocacy to law students in the ITESM system, drawing on the knowledge she acquired at Chicago-Kent to prepare future attorneys. “Now it is my responsibility to transmit everything I learned to the Mexican students who are willing to learn and that are conscious that this knowledge is of vital importance for every lawyer and judge in Mexico in just a couple of years,” Loranca explains.

Judge David Erickson, director of the university partnership at Chicago-Kent, believes that adopting the new system will be an ongoing process for Mexico, but believes the work invested in the Oral Trial Advocacy Program will pay off because the school and students are “invested in it, and they want change.”

*Since 2001, USAID's TIES (Training Internships Exchanges and Scholarships) Program has supported 78 partnerships between U.S. and Mexican higher education institutions that have collaboratively addressed common concerns and advanced Mexico's competitiveness and development.*

## SUCCESS STORY

### Kosovo Accounting Firm is a Sign of Hope, Pride and Progress

Arizona State University/University of Prishtina



Photo Courtesy of ASU

Returning Kosovar ASU Master of Accountancy graduates pictured with Kosovo-USAID Mission Director Patricia Rader in 2009. Left to right: Adrian Alo, Visar Peci, Patricia Rader, Lulzim Zeka, Arber Hoti, and Arben Avdiu (managing partner of “Arizona Partners, LLC”).

*“We not only want to use our education to assist in training the next generation for transparent, ethical accountancy, we also intend to make an immediate impact on Kosovo and regional business practices.”*

*-Arben Avdiu, Managing Partner of Arizona Partners*

When Arizona State University (ASU) and the University of Prishtina (UP) teamed up in 2007 to transform the teaching of accountancy in Kosovo using a “train the trainer” approach, they never imagined that their partnership would make an impact so soon and so profoundly beyond the walls of academia.

In 2008, five Kosovar students were admitted into the intensive 14-month Master of Accountancy degree program at Arizona State University’s School of Business. The Kosovar students initially experienced difficulties because of low entrance exam scores and being thrust into a new country. However, failure was not an option, and the ASU Melikian Center involved specialists who knew the language and culture of Kosovo to help ease the transition and aid in the educational and professional development of the students.

The support proved to be invaluable when the Kosovar students graduated with honors in May 2009 and returned to Kosovo to help teach the newly established accountancy baccalaureate program.

The curriculum for the new degree was designed after the requirements for the Bachelor of Science degree in accountancy at ASU. UP expanded the curriculum by adding courses in taxation and enterprise process analysis. The new curriculum allows the UP accountancy baccalaureate degree to be more in line with its European and American counterparts.

In its third year, the program has been a success with the first graduating class expected in the spring. The returning Kosovar students have taught hundreds of students at UP and students in the business program at the brand new University of Prizren, which was established during the period of the ASU-UP partnership. The program even garnered the attention of the Society for Certification of Accountants and Auditors of Kosovo (SCAAK). SCAAK certification should assist new baccalaureate graduates in their careers as accountants and auditors, and two of the ASU graduates were hired by SCAAK.

The most unexpected success from the ASU-UP partnership came one year after the Kosovar students’ return.

While retaining their part-time teaching positions at UP and Prizren University, four of the five students formed Arizona Partners, LLC, a state-of-the-art accountancy firm in Prishtina. Among their major new clients is ProCredit Bank, one of the largest banking institutions in Kosovo. Arizona Partners now expects to be able to hire graduates of the University of Prishtina’s new accountancy baccalaureate program—a program that the founders of Arizona Partners helped to design.



Project Director and Director of ASU's Melikian Center Stephen Batalden hopes the creation of this firm will inspire more local entrepreneurs to help Kosovo become more competitive and interconnected to the global economy. He believes because Arizona Partners embodies the spirit of the newly independent state of Kosovo, it holds a special appeal for Kosovar clients.

Batalden feels that Kosovo's continued economic growth is likely as more local businesses are formed. He sees Arizona Partners playing an important role in helping to establish transparency in both the public and private sectors, which would, in turn, make Kosovo more appealing to foreign investors. "Good accountancy assures transparency the new entrepreneurial world thrives on," he said.

Arben Avdiu, managing partner of Arizona Partners, LLC, reflects on what he's learned from his experience with the ASU-UP partnership.

"We not only want to use our education to assist in training the next generation for transparent, ethical accountancy, we also intend to make an immediate impact on Kosovo and regional business practices."

01/12

## SUCCESS STORY

### Knowledge Sharing Among Somaliland Elders and Universities Yields Peacebuilding Coursework

*Eastern Mennonite University/University of Hargeisa*



Photo Courtesy of Abdullahi M. Odowa

Eastern Mennonite University's Practice and Training Institute Director of EMU's Center for Justice and Peacebuilding Janice Moomaw Jenner and Abdullahi Mohammed Odowa, director of the Institute of Peace and Conflict Studies at the University of Hargeisa focused on institutional capacity strengthening for long-term outcomes.

*"It was the right program at the right time for what Somaliland needed."*

— Janice Moomaw Jenner,  
Eastern Mennonite University

Years ago, managing conflict resolution and peace building in Somaliland was an obstacle that kept the nation's progress slow while unresolved triggers of past conflict threatened to surface. Today, formal education that includes unique traditional Somali approaches is one outcome of a higher education partnership between Eastern Mennonite University (EMU) and the University of Hargeisa (UoH). The partners focused on providing methodology that promotes peace and stability in Somaliland through the involvement of traditional elders and modern best practices in global conflict resolution. During a four-year period, EMU, based in Virginia, worked closely with the UoH to establish an Institute of Peace and Conflict Studies (IPCS) and to strengthen the institution's research capacity in the midst of transition.

Through the EMU/UoH partnership, Practice and Training Institute Director Janice Moomaw Jenner of EMU's Center for Justice and Peacebuilding and Abdullahi Mohammed Odowa, director of the new IPCS, developed a training course for elder tribal leaders, admitted three cohorts of students into the conflict resolution postgraduate diploma program at UH's IPCS, and published the first volume of the journal, *Somaliland Journal of Peace and Development*, the first of its kind by a higher education institution in Somalia.

"It was a true partnership in that [Somaliland partners] knew exactly what they wanted," Jenner says of her Somaliland counterparts. The Somaliland Traditional Elders Workshop turned out to be a critical component that provided sustainability and support to the foundation of the program. The partnership recorded the experiences of about 25 elders regarding how they solved conflicts in their clans. "The aim was to integrate this knowledge into conflict resolution course work," said Odowa, who is from Somaliland. "Somali tradition was part of the foundation." Core courses at both the undergraduate and graduate levels involve traditional conflict resolution.

Through this Higher Education for Development (HED) partnership funded by the U.S. Agency for International Development (USAID), the elders were also taught, through a compare-and-contrast approach, how conflict analysis tools could be incorporated. The elders' workshop highlighted similarities to the traditional analysis approach, but modern aspects such as state and politics were discussed as well. "It was the right program at the right time for what Somaliland needed," said Jenner.

To date, 105 people from the public and private sectors including members of parliament, the House of Elders, current and former ministers, and the United Nations have received a Postgraduate Diploma in Peace and Conflict Studies from IPCS. A third cohort of 42 students was admitted into the postgraduate diploma programme for the 2011-2012 academic year.

The partnership has been successful in presenting peace building as a borderless topic. Some program participants traveled to former conflict areas of Kenya in late 2011 to discuss citizen involvement in the peace-building process.

# Appendix G

## Select Media Coverage

(October 1, 2011 – March 31, 2012)

1. Wilhelm, Ian (2012, February). U.S. Agency Will Offer \$100-Million to Universities to Study Development Issues. *The Chronicle of Higher Education*, <http://chronicle.com/article/US-Agency-Will-Offer/130597/>
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3. Oguntoyinbo, Lekan (2012, February). U.S. Higher Education Institutions Partner with African Universities. *Diverse Issues in Higher Education*, <http://diverseeducation.com/article/16841/>
4. Heuler, Hilary (2011, December). Ugandan President Chastises Universities Over 'Non-Marketable' Classes. *Voice of America*, <http://www.voanews.com/content/ugandan-president-chastises-universities-over-non-marketable-classes-135993123/159355.html>
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8. Higher Education for Development (2011, November). HED Announces Funding Opportunities for Higher Education Partnerships in the Caribbean and Philippines. *Higher Education and National Affairs*, <http://www.acenet.edu/AM/Template.cfm?Section=Search&template=/CM/HTMLDisplay.cfm&ContentID=43458>
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11. Bornstein, Daniel and McPherson, Peter (2012, March). Achieving Agriculture Development Through Capacity Building for African Higher Education. Nourishing the Planet, <http://blogs.worldwatch.org/nourishingtheplanet/achieving-agricultural-development-through-capacity-building-for-african-higher-education/>

12. The Liberian Times (2012, March). USAID Launches Center of Excellence At UL. The Liberian Times, <http://theliberiantimes.com/?p=7167>

# Appendix H

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The HED Advisory Board consists of one representative from each of the six presidential U.S. higher education associations.

- American Council on Education
- American Association of Community Colleges
- American Association of State Colleges and Universities
- Association of American Universities
- Association of Public and Land-grant Universities
- National Association of Independent Colleges and Universities

The HED Board (Board) serves as an advisory body to HED, and, as such, has responsibility for setting broad policies and procedures to guide HED. Dr. Terry Hartle, the American Council on Education's (ACE) senior vice president for government and public affairs, is the current Chair of the Board. The chair meets regularly with the HED executive director and keeps the Board informed of important aspects of HED programming and initiatives. In consultation with the Board, the Chair provides executive oversight and evaluation of the executive director. The Chair is responsible for convening regular board meetings and establishing meeting agendas in consultation with Board members.

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