



## AFRICA-U.S. HIGHER EDUCATION INITIATIVE PARTNERS MEETING

**"Dare to Share, Network, and Learn: Higher Education Partnerships in Sub-Saharan Africa"**

February 13-15, 2012

United Nations Conference Center ▪ Addis Ababa, Ethiopia



# PROCEEDINGS REPORT

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## Acronyms and Abbreviations

AASCU	American Association of State Colleges and Universities	KU	Kenyatta University (Kenya)
AAU	Association of American Universities	LIPHEA	Leadership Initiative for Public Health in East Africa
AAU	Association of African Universities	LU	Lincoln University (MO)
AAU	Addis Ababa University (Ethiopia)	M&E	Monitoring and Evaluation
ACBF	African Capacity Building Foundation	MAK	Makerere University (Uganda)
ACE	American Council on Education	MSU	Michigan State University
AFGRAD	African Graduate Fellowship Project	MTCT	Mother-to-Child Transmission
AgESS	Agro-ecosystem services	NAICU	National Association of Independent Colleges and Universities
AITRP	Fogarty AIDS International Research and Training Program	NDSU	North Dakota State University
ANL	Agronne National Laboratory	NPA	National Postdoctoral Association
A♦P♦L♦U	Association of Public and Land-grant Universities	NRM	Natural Resources Management
ATLAS	African Training for Leadership and Advanced Skills	NSF	National Science Foundation
AU	African Union	ODA	Official Development Assistance
BDU	Bahir Dar University (Ethiopia)	ORNL	Oak Ridge National Laboratory
BIARI	Brown International Advanced Research Institutes	OSU	The Ohio State University
BU	Brown University (RI)	PIRE	Partnerships for International Research and Education
CFAR	Center for AIDS Research	R&D	Research and Development
CIMTRADZ	Capacity Building in Integrated Management of Transboundary Animal Diseases and Zoonoses	RUFORUM	Regional Universities Forum for Capacity Building in Agriculture
CME	Continuing Medical Education	TE	Teacher Education
CSDDES	Centre for Sustainable Drylands Ecosystems and Societies	TNIMA	Tubman National Institute of Medical Arts
CSU	Colorado State University	TRAINet	Training, Resource, Advocacy, and Information Network
DAAD	German Academic Exchange Service	TUSK	Tufts University (MA) Sciences Knowledgebase
ECA	East and Central Africa	UC	University of Cincinnati
ECSA	Eastern, Central, and Southern Africa	UConn	University of Connecticut
EDC	European Development Cooperation	UCT	University of Cape Town (South Africa)
EUA	European University Association	UG	University of Ghana
FET	Further Education and Training	UGB	Université Gaston Berger (Senegal)
GER	Gross Enrollment Rate	UL	University of Liberia
HED	Higher Education for Development	UNIMA	University of Malawi
HESC	Ethiopian Higher Education Strategy Center	UoJ	University of Juba (South Sudan)
INGOs	International Non-governmental Organizations	CUoSS	Catholic University of South Sudan
ICT	Information and Communication Technology	UoN	University of Nairobi (Kenya)
IT	Information Technology	USAID	United States Agency for International Development
IU	Indiana University	USDA	United States Department of Agriculture
KNUST	Kwame Nkrumah University of Science and Technology (Ghana)	S&T	Science and Technology
		SSA	Sub-Saharan Africa
		SU	Syracuse University (NY)
		VT	Virginia Polytechnic Institute and State University

## Executive Summary

**A**frica-U.S. Higher Education Initiative (Africa Initiative) partnership directors and stakeholders met at the United Nations (UN) Conference Center of the UN Economic Commission for Africa in Addis Ababa, Ethiopia on February 13–15, 2012. More than 90 participants attended the three-day meeting.

H.E. Hailemariam Desalegn, Ethiopian deputy prime minister and foreign minister, opened the meeting and Kaba Urgessa, state minister of education, closed the meeting. Mary Catherine Phee, deputy chief of mission of the U.S. embassy in Ethiopia; and Thomas H. Staal, United States Agency for International Development (USAID)/Ethiopia mission director, delivered remarks.

In addition, keynote speakers from the World Bank, the Association of African Universities (AAU), the African Capacity Building Foundation (ACBF), the European University Association (EUA), the African Union (AU) Commission, and the University of Cape Coast in Ghana gave very impressive presentations that provided a platform for high-level discussion in relation to higher education partnerships. There were five presentations from Higher Education for Development (HED) partnerships that are not currently funded through the Africa Initiative. The partnership directors presented on their experiences, shared lessons learned, and provided a catalyst for discussions on accomplishments, problem solving, and partnership management.

The three-day meeting unveiled asymmetries among the 11 Africa Initiative partnerships. Some partnerships were well established, while some partnerships had recently begun implementation. There were considerable partnership implementation variations and challenges encountered. Discussions also highlighted the need for improved communication between U.S. and African partnership directors and communication and information sharing across partnerships. The event underscored that HED should be in continuous

communication directly with African partners, particularly in relation to informing partners about USAID requirements and regulations, progress and financial reporting, branding and marking, monitoring and evaluation, and how to use the Training, Resource, Advocacy, and Information Network (TRAINet).

Some institutions and partners indicated that they encountered challenges in interpreting and understanding USAID regulations and compliance issues and that this lack of understanding was a major implementation barrier. USAID and HED representatives and partnership directors identified increased information sharing and frequent training on USAID regulations and compliance as steps to enhance partners' understanding. The training session, which provided clarification of requirements during the three-day meeting, was reported to be helpful to partners and increased their understanding of compliance requirements.

Partnership directors indicated that they were able to use the Africa Initiative funding as seed money to leverage funding from governments, the private sector, and nongovernment agencies. The partnerships that are on track with their implementation processes, on good footing with fully engaged partnership directors, and support from sponsored program officers and their institutions were better able to use funding to their advantage. Many U.S. partners expressed that they experienced delays in partnership implementation as a result of difficulties in advancing money to their African counterparts. Although several partnerships were able to successfully address this issue, many described it as a major and continuous problem that is affecting the implementation process, signaling an important issue for HED to address with leaders at partner institutions. Another important key learning of the meeting relating to partnership management is the need to have capable coordinators, both at the host-country level and at African institutions. Recruiting talented coordinators

was emphasized as a critical factor for successful implementation and partnership sustainability. It was suggested that HED increase its support by providing systematic outreach to USAID missions, building networks (e.g., listservs and Google groups) among the Africa Initiative partners, organizing more frequent networking opportunities, and encouraging information sharing to keep partners connected and to enable partners to learn through

training and workshops.

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 models of elevating the 11 partnerships into a regional, program-level collaboration.

## Overall Lessons Learned

### A. Partnership Implementation Stages

- Partnerships that are on an uneven footing, with some well-established and others just getting started, experience implementation challenges that vary considerably. Some host-country governments have been very supportive and interested; others have been less involved.
- HED takes from this meeting the need for consistent and systematic outreach to USAID missions, particularly in sharing lessons learned.
- Most partnership directors focused on how the partnership dovetailed with the local USAID mission's goals. This encourages continued support throughout the life of the project and beyond.
- Leveraging is a key to sustainability. Several partnerships reported leveraging funds to achieve more than would otherwise be possible. Looking for additional sources of funding and engaging key stakeholders from different sectors instills confidence in the partnership. If partnerships can leverage their award to get more funding from other sources, they can have a greater impact.
- The importance of having coordination on the ground cannot be over emphasized. It is much more difficult to work remotely, especially in the initial stages of implementation. Being transparent with team members about budget and other decisions is important for team morale. It is important for partners to

manage relationships and keep key stakeholders (sponsored researchers, funders, etc.) in the loop at all times. Partners were exhorted to be flexible in the funding but to be honest about what they are spending on.

- In building networks, it was suggested to work from the bottom up and work on relationships, while maintaining top-level support from all the university partners.
- A shift toward direct funding of the African institutions in line with USAID Forward was suggested.

### B. Communication

- Discussions revealed that relationships and communication between the U.S. and African partnership directors, as well as U.S. partnership directors' and U.S. institution sponsored program officers' needs improvement. Improving these communication lines will enhance the quality of reporting in the financial expenditure reports in particular.
- Communication between U.S. and African partnership directors was not strong, particularly in terms of disseminating USAID guidelines and requirements. It appeared from meeting feedback that the U.S. institutions are not providing all necessary documents and communications from ACE/HED to their African partners, and HED should in the future send all such communications to both parties.



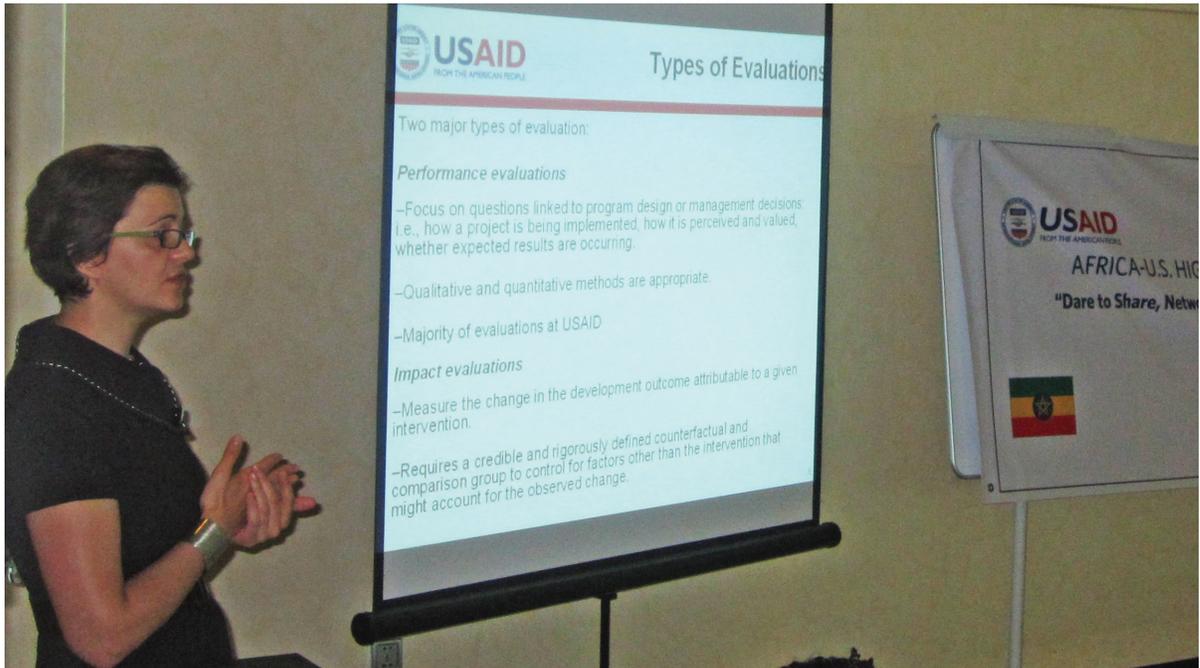
Sandy Oleksy-Ojikutu (far right), USAID/Washington, and partners listen to presentations during the meeting.

- Communication among/across partnerships is nonexistent. HED should facilitate.
- Some U.S. institutions had difficulty providing advances to their African counterparts, limiting and delaying start up and implementation of activities. There was extensive discussion of the USAID requirement for reimbursement-based financing for partnership activities. In many cases, such as CSU, UC, and NDSU, ACE/HED has played a significant role in resolving such issues by directly engaging sponsored program offices of U.S. institutions. It was suggested that USAID try to address this limitation. Another suggestion was that with institutional policies that limit such advances engage with others who have had similar issues to provide models. Finally, it is essential that partnership directors work closely with their sponsored program officers and institutional decision makers. HED will consider including language in future Request for Applications (RFAs) that ask applying institutions to provide advances of a certain percentage to their counter-

parts in Africa.

### C. USAID Regulations and Requirements

- Partners raised the issue of the lack of clarity in the changing versions of M&E plans and terminology (such as outcome, output, results, indicators, etc.). This situation arose as a result of USAID's desire to develop new indicators for higher education and HED's interest in supporting the new USAID Evaluation Strategy (2011). HED explained that a comprehensive reporting tool would be rolled out with the new system called Partnership Results and Information Management Engine (PRIME), which partners will report on starting in the next reporting period (October 1, 2011–March 31, 2012). HED offered a webinar to discuss the new tool in March 2012. PRIME is designed to be more user-friendly and provide opportunity for data quality and verification.
- Partners asked whether USAID would look past the understandable desire for immediate outcomes in favor of building capacity with the likelihood of much



Azra K. Nurkic, Higher Education for Development, guides African and U.S. partnership directors through a presentation on types of evaluations.

greater long-term outcomes. Institutional capacity development is most likely to make a decisive difference in the long run. But building institutional capacity usually means sacrificing short-term gains. If the goal is short-term gains, building institutional capacity may represent a diversion. If the goal is long-term sustained impact, you have to build capacity, and this means sacrificing short-term gains.

#### D. Future Scenarios

- Partners asked how these partnerships might evolve into a regional program this planned mid-term evaluation. Continuation of support to these partnerships could be coupled with regional outreach activities and collaboration in certain cross-cutting areas and niches. HED is managing these partnerships on behalf of USAID. Although not a direct mandate of HED, it was suggested that HED try to facilitate the creation of program-level collaboration for the 11 partnerships through developing listservs, Google groups, and other mechanisms

so that partners could share lessons and experiences and help each other in addressing implementation challenges.

- The mid-term evaluation of the Africa Initiative partnerships could be conducted in January and February of 2013, considering the different stages of implementation of the 11 partnerships.
- HED needs to work closely with USAID/Washington and USAID missions to secure some funding for out-years—those with only two-year funding and those with Mission buy-in for four to five years of funding, depending on the availability of funding.

#### E. Lessons for Similar Meetings in the Future

- Increase time allocation for discussions and formal networking. Sending materials (presentations) to participants via email and distributing printed materials during meetings would provide more opportunity and time for discussions and networking.
- Increase time allocation for important presentations such as USAID guidelines

and compliance (branding and marking and, TRAINet and visa compliance, monitoring and evaluation indicators, etc.).

- Improve communication at the pre-meeting planning stage on information related to the meeting venue,

hotel, host country, and agenda and the guidelines for presentations.

- The need for provision of a central point as “info table” and the need to increase the number of female participants were major points raised by respondents.

## Opening Address by H.E. Hailemariam Desalegn, Deputy Prime Minister and Foreign Minister, Ethiopia

*Excellencies,*

*Ladies and Gentlemen,*

On behalf of the government and people of Ethiopia, I welcome you all to Addis Ababa—the diplomatic capital of Africa—and to this important meeting focusing on sustainable partnerships between higher education institutions in the United States and sub-Saharan Africa. It is a distinct honor to be here today making remarks before distinguished educators from all over the globe on a topic that is of enduring importance to our efforts to tackle poverty.

The number and diversity of institutions and development partners gathered here today demonstrate the desire and commitment of governments and the international community, but particularly the higher education community in the U.S. and Africa toward solving societal, national, and regional development challenges. From the outset, it is with great appreciation that I, on behalf of the government of Ethiopia, acknowledge the continued interest in Africa and support to development by the U.S. government. In the current globalized and knowledge-based world, our destiny is increasingly intertwined

and calls for greater cooperation and collaboration in many fronts—mainly toward alleviating poverty, building national, institutional, and human capacities, ensuring peace and stability, improving governance, and establishing democratic institutions and cultures. Africa needs the world and the world needs Africa.

Africans are striving toward making the 21st century the century of Africa’s renaissance. The first decade of the century has demonstrated that Africa could achieve significant development in terms of improving its economy, livelihoods of its population and competitiveness. The role of higher education in this vision is critical. The current higher education enrollment rate for sub-Saharan Africa is very low compared to a global average. With more boundaries between research, education, community services, and development policies, as well as disciplines and sectors, the role of the African diaspora is critical and need not be neglected in any partnership and engagement designs and implementation programs.

*View the entire speech delivered by H.E. Hailemariam Desalegn in this report annex.*

## Closing Remarks by H.E. Kaba Urgessa, State Minister of Education, Ethiopia

*Excellencies,*

*Ladies and Gentlemen,*

On behalf of the government and people of Ethiopia and myself, I would like to express our appreciation and happiness in the accomplishments and successful conducting of this important meeting of higher education partners.

During the two days of deliberations, I am

sure you, as I, have witnessed the immense potential of institutional cooperation and coming together of able minds to alleviate poverty and address the socio-economic challenges that Africa faces. Through the several presentations and discussions, it was clear that partnerships based on trust, vision, and mutual benefit will have a great role in Africa’s development and transformation.

Such potentials were demonstrated through the great partnership lessons shared by the Leadership Initiative for Public Health in East Africa; the Community Service Learning in Senegal; and Disaster Risk Management in Ethiopia, as well as those from the 10 sub-Saharan African countries represented by the Africa Initiative program. The Africa Initiative programs have touched on the most critical development challenges of the region, including agriculture and food security, health and HIV/AIDS, water, teacher training, and technology development, such as the nano-power project.

While sub-Saharan Africa still needs to expand its higher education sector, it should also

not lose sight of maintaining quality, ensuring equity, preserving relevance, and building effective institutional governance and management. The lessons of experience from the keynote speakers have outlined some success stories and new paradigms in the development of higher education in Africa. The status quo does not seem to be sustainable and relevant, and we should seek new models and reengineer the way we do things.

*View the entire speech delivered by H.E. Kaba Urgessa in this report annex.*



William Bazeyo (far left) of Makerere University (Uganda) College of Health Sciences, shared the major accomplishments of the region-wide HED partnership, "Leadership Initiative for Public Health in East Africa." Front row from left to right: Bazeyo, Tag Demmet, Association of Public and Land-grant Universities, Emmet Dennis, University of Liberia, and David Britton, University of Cape Town (South Africa).

## Setting the Agenda

The Africa-U.S. Higher Education Initiative Partners Meeting was successfully held at the UN Conference Center of the UN Economic Commission for Africa and at the Intercontinental Hotel in Addis Ababa, Ethiopia on February 13–15, 2012. More than 90 participants from several organizations participated in the partners meeting. Participating institutions included:

1. African higher education institutions under the Africa Initiative program: International Institute for Water and Environmental Engineering (2iE) (Burkina Faso), Addis Ababa University (AAU) (Ethiopia), University of Nairobi (UoN) (Kenya), University of Malawi (UNIMA), Makerere University (MAK), Université Gaston Berger (UGB) (Senegal), University of Juba/Catholic University of South Sudan (UoJ/CUoSS), University of Ghana (UG), Kenyatta University (KU) (Kenya), University of Liberia (UL), and University of Cape Town (UCT) (South Africa);
2. Other African higher education institutions: UM; Collège Universitaire Régional de Bambey, Senegal; University of KwaZulu-Natal (South Africa); and Bahir Dar University (BDU) (Ethiopia). An official from a Nigerian university participated in the meeting at his own cost;
3. U.S. Higher Education Associations: American Council on Education (ACE), Association of Public and Land-grant Universities (A♦P♦L♦U), American Association of State Colleges and Universities (AASCU), National Association of Independent Colleges and Universities (NAICU), and Association of American Universities (AAU);
4. Ethiopian higher education institutions: BDU, Addis Ababa University (AAU), Wollega University, Arba Minch University, Madawelabu University, Adama University, and Mizan-Tepi University;
5. Africa-based regional organizations: ACBF, Regional Universities Forum for Capacity Building in Agriculture (RUFORUM), the AU Commission, and Association of African Universities (AAU);
6. USAID representatives from Washington and from USAID missions in Ethiopia, Malawi, South Sudan, and Uganda;
7. Europe-based organization: EUA;
8. Ethiopian government: Ministry of Education, Ministry of Foreign Affairs, Ethiopian Higher Education Relevance and Quality Agency, and Ethiopian Higher Education Strategy Centre (HESC); and
9. Higher Education for Development (HED).

The deputy prime minister and foreign minister of Ethiopia gave an opening speech followed by opening remarks from Admasu Tsegaye, president of Addis Ababa University; Terry W. Hartle, ACE senior vice president for Government and Public Affairs and chair of the HED Advisory Board; Malcolm Butler, Africa-U.S. Higher Education Initiative, A♦P♦L♦U, and HED Advisory Board; Olugbemiro Jegede, Association of African Universities; Peter N. Materu, World Bank; Tully R. Cornick, HED; Mary Catherine Phee, deputy chief of mission at the U.S. embassy in Ethiopia; and Thomas H. Staal, director, USAID/Ethiopia Mission.

In his welcome address, Admasu Tsegaye, president of Addis Ababa University, said, “Our guests have travelled from different parts of the world to Ethiopia to learn from one another through sharing of best partnering practices and to foster a mutually beneficial partnership. This surely reflects the global concept and how important it is that we get together at this point in time to assist African universities lead collaborative efforts to strengthen their own capacity to contribute more effectively to economic and social development and poverty reduction.”

Tsegaye noted that Ethiopia is currently engaged in a highly ambitious effort to realign

its higher education system in more direct support of its national strategy for economic growth and poverty reduction. He also said, “With a vision to be a preeminent African research university, the university has made confident decisions to place graduate programs at the heart of its strategy plan. Currently it is running 65 undergraduate programs and 220 graduate programs, of which 69 are PhD programs on 14 campuses. It has a population of about 50,000 students and 2,000 academic and more than 5,000 support staff.”

Terry W. Hartle, ACE senior vice president for Government and Public Affairs and chair of the HED Advisory Board, in his opening remarks noted that this meeting is the third held for the Africa Initiative partners. The first meeting was roughly three years ago in Accra. The partners also met in February 2010 in Washington, DC, and then gathered in 2012 in Ethiopia. Hartle said, “The previous meetings have been characterized, I think, by open discussion, intensive information sharing, and close collaboration between the partners, and I am sure we will look forward to more of that over the coming three days.” He attributed the origin of the Africa Initiative to insights of

his colleague, Peter McPherson, president of A♦P♦L♦U. Hartle reiterated that the model for the Africa Initiative partnerships should be a long-term focus, be African-led, and focus on flexibility, innovation, and sustainability. He said, “With the results so far, we think that the projects are all moving forward much as we would hope, and we believe it is the first step in what we believe will be a long and fruitful collaboration.”

Hartle congratulated the 11 Africa-U.S. Higher Education Initiative partnerships and participants of the meeting. He emphasized the role of higher education as a public good and strategic imperative for socio-economic development in Africa and as a basis for research, innovation, and creativity. He stressed the fact that higher-education partnerships and international collaborations are crucial in the increasingly knowledge based and interconnected world. Hartle stated, “The 11 Africa Initiative partnerships demonstrate meaningful collaboration between U.S. and African higher education institutions with a spirit of mutual benefit, mutual learning and problem solving, African leadership and joint ownership, and long-term engagement



Meeting participants learn about the goals of USAID missions in various countries.

toward meaningful development impact.” He further reiterated that “to ensure scale-up and sustainability, partners should be encouraged to (a) revisit their strategic plans and activities to better address national and regional priorities and USAID strategies, (b) engage stakeholders—government, NGOs, foundations, private sector, and funders toward sustainable and long-term collaboration, (c) invest in effective networking with national players, across the region and internationally to scale-up and better coordination toward problem solving, and (d) emphasize having clear monitoring and evaluation (M&E) plans for more effective measurement of learning results and ensuring transparency and accountability.”

In his opening address, Deputy Prime Minister and Foreign Minister of Ethiopia H.E. Hailemariam Desalegn emphasized that initiatives, such as the Africa Initiative, that focus on human and institutional capacity development will have a far-reaching contribution to Africa’s transformation and development. He further stressed that collaborations between U.S. and African higher education institutions

will have a meaningful impact only if they focus on addressing challenges and problems prioritized by national governments and local people, are based on mutual respect and benefits, are owned and led by Africans, and are designed for long-term and sustainable engagement. He said, “higher education is not a luxury, but a development imperative.”

The deputy prime minister acknowledged the desire and commitment of the higher education community in the United States and Africa to solve societal, national, and regional development challenges demonstrated by the diverse institutions gathered for this meeting. He said, “Africans are striving toward making the 21st century the century of Africa’s renaissance. The first decade of the century has demonstrated that Africa could achieve significant development in terms of improving its economy, the livelihoods of its population, and competitiveness. The role of higher education in this vision is critical.” Desalegn emphasized that investing in plans that are long-term, focused on human and institutional capacity development and problem solving, and aligned to the development strategies and



From left to right: Terry W. Hartle, American Council on Education; Hailemariam Desalegn, Ethiopian government; and Admasu Tsegaye, Addis Ababa University.

priorities of African governments, USAID, and other development partners is what Africa needs today.

Malcolm Butler, vice president for international programs at A♦P♦L♦U, said, “The Africa-U.S. Higher Education Initiative will join legendary involvements between universities and universities and institutions in governments around the world.” He noted that the vast majority of these programs will be looking back in five years of success with this seed money as investment for the future and, more importantly, looking ahead to what can be done beyond this. Butler said, “The Africa Initiative programs will be greater than the sum of their parts where one learns from another—they will not be a series of individual parallel projects.” He went on to say, “What is going to make a difference between those that are merely successful and those that are setting them on fire will be the passion, creativity, determination, and commitment of those of you who are implementing the programs, and that is why I take particular pride in being here.”

Association of African Universities (AAU) Secretary General Olugbemiro Jegede’s presentation highlighted AAU’s involvement in African higher education with a special focus on management and leadership, access, and quality. AAU plays a key role in addressing issues that impact higher education. The organization participates in the global movement to educate every citizen, removing disparities in educational access, vigorous search for alternative delivery modes, and education directed to the full development of the human personality. In its effort to address educational concerns, AAU identified four indices that are extremely desirable or useful to education and that current educational discourse must consider: demographic changes and rising enrollment, success in learning and lifelong learning, illiteracy, and the consequences of globalization.

AAU recognizes that higher education development needs include sustainable development, along with a highly educated,

mobile, and adaptable workforce that is multi-skilled and can multitask to meet the needs of a knowledgeable and learning society. Lastly, education development is possible where the workforce is able to promote the use of ecological and geographical conditions to a nation’s advantage. In addition to having an adaptable workforce, AAU emphasized during the meeting that education development should take place at individual and institutional levels. Institutions must have individuals with the skills and ability to be creative with knowledge, technical know-how, and transfer technology, and be able to analyze policy, develop management, and assess alternative courses of action.

*See annex for Olugbemiro Jegede’s presentation.*

Mary Catherine Phee, deputy chief of mission at the U.S. Embassy in Ethiopia, in her opening remarks, said, “Although rates of enrollment for African women in higher education are increasing, as you know, the rates of



Mary Catherine Phee, U.S. Embassy in Ethiopia.

retention and graduation are alarmingly low. Despite the fact that women make up half of the population in Africa, they routinely face economic and social hurdles to accessing and completing higher education degrees.” She noted that these challenges are based in part on cultural practices, including the traditional role of women in many societies, and a widespread belief that women do not belong in institutions of higher education. “These attitudes, which were once shared by a majority of Americans, today create an extra burden for female university students here in Africa, and they must be confronted to prevent the exclusion of half of the continent’s talent pool. The current gap, as many of you know, has a demonstratively detrimental impact on the

African society's economy and development. Fortunately, this is a problem that I think we all have the power to address. I ask you as educators in this room to redouble your commitment to higher education for African women and to look for policies and practices that will facilitate their participation in advance learning. We should work together to ensure that women not only enroll, but graduate from higher education institutes."



Thomas H. Staal, USAID/Ethiopia.

Keynote addresses were delivered by Peter N. Materu, lead education specialist, Africa region, World Bank and Thomas H. Staal, USAID/Ethiopia mission director. They provided an overview of U.S. government

support to capacity development in Africa.

In his keynote address, Peter N. Materu stated, "Investing in quality human capital development is key to maximizing returns and sustaining the impact of the massive investments being made in building physical infrastructure. This cannot happen in a sustainable way unless countries invest more strategically in the key drivers of growth, of which quality education and particularly tertiary education, science, technology, and innovation are critically important." He also stated that the rapid increase of enrollment at the tertiary level was not matched by a similar scale of increase in the number of qualified graduates produced by secondary education. Innovative approaches for financing tertiary education, that leverage public funding to attract more investments from the private sector (public-private partnerships) and philanthropy are highly needed, he added.

Materu added that the World Bank currently has invested approximately \$600 million in higher education in Africa on 11 projects in 10 countries, with seven more anticipated. Lessons from Asian countries

that recently transitioned from a low base to middle- and high-income status suggest that the factors that differentiate high achievers from others are the sustained emphasis on the quality of learning at all levels; the resources devoted to increasing access to tertiary education; developing research universities in select priority areas and building a culture of evidence-based decision making and investments in the economy at large; and the importance such countries attach to bolstering learning and innovation, including investing in IT capacity and its assimilation.

Materu informed participants that at the regional level, the World Bank is developing a new regional program that will provide financing to strengthen regional centers of excellence and thematic networks in sub-Saharan Africa, with a focus on science, technology, engineering, and mathematics in health and agriculture. The goal is not to create new institutions but rather to support existing institutions that, with strong backing from their governments, have set for themselves a regional mandate in these priority areas.

USAID/Ethiopia Mission Director Thomas H. Staal acknowledged the United States government as an important actor in global higher education and in national and regional development, encouraging USAID to review its current and future investments in higher education. Staal said, "The United States, through USAID and other programs, has also made significant investments over many decades in training and leadership development for Africa." A recent evaluation of U.S. investment in graduate education for more than 3,200 African professionals who were sponsored by USAID's African Training for Leadership and Advanced Skills (ATLAS) and African Graduate Fellowship Project (AFGRAD) programs over the past 40 years showed that these programs contributed greatly to African higher education development and overall development goals.

Staal said, "In the coming years USAID

will be seeking to align higher education activities and interventions to target activities in countries where higher education can support, with strong country commitment, workforce, and other critical development objectives, such as food security, global health, and adaptation to global climate change.” He further noted that, moving forward, for higher education initiatives to be considered viable by

USAID, they must fit with host country development priorities, show sound evidence-based programming, demonstrate scalability, show that budgets are linked to goals and targets, and include performance monitoring and impact evaluations. “Central to this alignment is the need to focus and concentrate resources in countries strategically,” said Staal.

## Lessons of Experience: Managing and Implementing Higher Education Partnerships for Results and Development Impact for Africa

**P**eter N. Materu of the World Bank, John C. Vaughn of AAU, and Geoffrey R. Kabagambe of MAK (Uganda) moderated presentations made by Cheikh Mbacké Sène (Collège Universitaire Régional de Bambey, Senegal), Vimolan Mudaly (University of KwaZulu-Natal, South Africa), and Tarekegn Ayalew and Essayas Kaba (BDU) on lessons of experience in managing and implementing higher education partnerships for results and development impact for Africa. These presentations shared experiences of the Leadership Initiative for Public Health in East Africa (LIPHEA) in Tanzania and Uganda; Community Service Learning in Senegal; Enhancing Secondary Mathematics Teacher Education at KwaZulu-Natal; Institutional Capacity Building in Disaster Risk Management and Sustainable Development in Ethiopia; and Improved Drinking Water Resource Utilization through Integrated University Research, Planning, and Training

Initiatives in the Lake Tana region, Ethiopia.

Geoffrey R. Kabagambe presented accomplishments and lessons learned through the LIPHEA project. Accomplishments of the project cover areas of curricula development, establishment of health alliance, strategic leadership in health training, conferences and meetings, and IT infrastructure and development.

The major lessons/experiences of the project are that:

- Available resources could be maximized to achieve more than anticipated;
- Regular and focused partner communication and engagement is critical;
- There is a need to scale up leadership training for health professionals;
- There is a need to shift from disaster response to hazard analysis and risk reduction;
- Partner countries plan for disaster response instead of resilience; and



Peter N. Materu, The World Bank. Materu presents a keynote address on higher education investments and donor coordination. Back row from left to right: Assefa Berhane, USAID/Ethiopia; and Pascal Hoba, Association of African Universities.

- There is an urgent need for collaboration between/among sectors that impact on health.

In addition, Kabagambe said, “The LIPHEA partnership contributed to putting leadership training on the national agenda, creating a renewed approach to disaster management and long-term human capacity development, and developing new programs, faculty development, and teaching technology.” He emphasized the benefits of investing more time in discussing and agreeing on how to implement partnerships instead of rushing to meet deadlines prescribed by calls for proposals or requests for applications and on providing long-term plans.

Cheikh Mbacké Sène highlighted the community service learning project funded by USAID through HED and shared, “Implementation of this partnership has resulted in combining academic and community services, and raising students’ awareness (junior high and high schools, associations, and populations) about community action.” He emphasized the importance of shifting from informal community service to formal community service learning and the scaling up of engagement of the university from community health to community service.

Sène noted the advantage of “tapping from two cultures to conduct a partnership, joint development of a partnership program involving all stakeholders, and dedication of faculty from both sides enhanced successful implementation of the partnership and ensured learning community service through a global vision of the world.” He further noted that learning community service in health through ICT pedagogy has facilitated reaching the population in rural areas.

Vimolan Mudaly shared the accomplishments and lessons of experience of the partnership between the University of KwaZulu-Natal and the University at Buffalo that focused on recruiting and empowering black South African female teachers, enabling them to teach mathematics to grades 10 to 12. Teachers selected for the program had to be those without degrees. The training was intended to focus on strengthening these female teachers’ mathematical knowledge and pedagogical skills using

reproducible, affordable manipulatives and calculators. The KwaZulu-Natal Department of Education decided to support the program and pledged to pay the registration fees for 370 students, both male and female.

Mudaly reported that the partnership established a high-quality program that focused on both content and pedagogy for unqualified and under-qualified practicing teachers in secondary schools, resulting in 151 qualified math further education and training (FET) phase teachers. About 106 have successfully completed between five and seven of the eight modules and are now much more competent than they were before. The program also was able to reach out to students that are too far away to attend lectures at the university.

Mudaly outlined the major lessons learned as the difficulty of decentralized teaching and the willingness of teachers to learn if given the opportunity to engage with a higher educational institution. Mudaly said, “Although it is important to have expensive mediating artifacts, teachers can develop their own cheap materials for learning.

As South Africa currently has a serious shortage of qualified math teachers, especially in rural areas, this partnership contributed to the improvement of the skill set of qualified teachers who lacked both content and pedagogical knowledge, and encouraged and promoted research and international cooperation.

Tarekegn Ayalew of BDU in Ethiopia, who worked in partnership with Cornell University, presented accomplishments and lessons learned focusing on institutional capacity building in disaster risk management and sustainable development. The goal of the partnership was to build the institutional capacity of BDU to train post-graduate professionals in the field of disaster risk management and sustainable development.

The partnership allowed 61 students to attend their postgraduate studies and improved the capacity and access of BDU—particularly the department—to have active engagement with donors, government policy makers, and international nongovernmental organizations in techni-



Cheikh Mbacké Sène (center), Collège Universitaire Régional de Bambey (Senegal), discusses with Mateugue Diack (left), Université Gaston Berger (Senegal); and Aaron Lawson (right), University of Ghana.

cal and financial mobilizations. The partnership also provided the opportunity for the department to collaborate with international universities in Spain (Jaume I University) and Bangladesh (University of Dhaka), and with the Philippines Consortium of Universities.

According to Ayalew, structuring the curriculum to contribute to the National Poverty Reduction Strategy, the Millennium Development Goal, and the priority of the Hyogo Framework for Action, and making the content of the curriculum highly relevant to the disaster risk profile and vulnerabilities that Ethiopia has been recurrently facing were important lessons learned in the design of the partnership. The success of this partnership could be viewed in light of the positive impact it made toward promoting the disaster risk management science as a thought discipline in its own right, enabling postgraduate students to have the required knowledge in contemporary concepts and analytical frameworks of disaster risk management. Ayalew further emphasized the benefit of the open, distance-based, online system that has created a growing demand for the postgraduate training by hundreds of experienced practitioners.

Essayas Kaba, from BDU, who also worked with Cornell University, presented accomplishments and lessons learned on the partnership, which is focused on improved drinking water resource utilization through integrated university research, planning, and rain initiatives in the Lake Tana region of Ethiopia. The partnership has trained qualified faculty at the PhD and MSc levels that currently lead the program at BDU. It has resulted in 11 refereed manuscripts in international journals, three book chapters, and five Ethiopian journal articles and contributed to the establishment of a PhD program at BDU.

From the experience of the partnership, Kaba emphasized the need for commitment of partner institutions, administrative flexibility, and trust among program leadership for the success of higher education partnerships. He also called attention to the value of excellence in teachers and students, adequacy of funding, and institutionalization of reward systems as enabling factors to success of partnerships. To ensure sustainability, Kaba said, “Partnerships need to focus on building the capacity through upgrading the master’s degree program to a PhD program and undertaking joint research to strengthen Cornell.”

## Lessons of Experience and Opportunities for Successful Higher Education Partnerships: Development Partners

Sandy Oleksy-Ojikutu (USAID) and Yohannes Woldetensae (AU) moderated this session, and Olugbemiro Jegede of AAU presented a paper titled *African Higher Education with Particular Focus on Management, Leadership, Access, and Quality*.

On Tuesday, February 14, 2012, Olugbemiro Jegede and Arlene Jackson, AASCU, were moderators, while Frannie Léautier, executive secretary of the African Capacity Building Foundation (ACBF), made a keynote presentation, “Lessons of Experience from Higher Education Partnerships Toward Capacity Building Experience in Sub-Saharan Africa.” It was followed a keynote address by Lesley Wilson, secretary general, European University Association (EUA), titled “Lessons from Decades of Higher Education Partnerships Between Institutions in Europe and Sub-Saharan Africa.” Lesley Wilson of EUA and Maureen R. Budetti of NAICU moderated afternoon sessions, where Adipala Ekwamu of RUFORUM presented on higher education regional initia-

tives and experiences in sub-Saharan Africa, Yohannes Woldetensae of AU presented on a vision of the African Union on the role of higher education in Africa’s development and Naana Jane Opoku-Agyemang of the University of Cape Coast in Ghana presented on lessons from higher education partnerships in sub-Saharan Africa.

Frannie Léautier, executive secretary of ACBF, said, “The human and institutional capacities that can support Africa in defining alternatives, making choices, and implementing programs rely heavily on how education is viewed, developed, and used, and more importantly on the conception of the capacities needed to move forward. Indeed, universities are at the top of the transformation chain that generates the skills and competences needed in development. Yet university systems are facing a myriad of challenges and seeking ways to move forward.” She stated that while there are many issues that impact education capacities, four aspects stand out—how to finance



From left to right: Frannie Léautier, African Capacity Building Foundation; Arlene Jackson, American Association of State Colleges and Universities; Olugbemiro Jegede, Association of African Universities; and Lesley Wilson, European University Association.

education; the policy reforms needed for an effective functioning of education systems; how to enhance research capacity; and supporting innovation in education. The results of the assessment of capacity in Africa indicate that there has been steady progress in improving the policy environment, and indeed that education systems have generated skilled people who were competent enough to define and formulate policies for development. However, insufficient progress has been achieved in getting processes for implementation—the critical area of capacity to get things done—and we have yet to see significant development results and capacity development outcomes (individual skills and organizational competencies).



Frannie Léautier, African Capacity Building Foundation.

Léautier emphasized the need for organizational capacity to help universities develop the leadership they need to manage in a modern era, build skills in networking across professional groups, and build partnerships with the private sector and civil society. The ACBF has experimented over the years with different approaches for building capacity including the role of universities to change society and transform economies. The new strategy for the foundation covering the 2012–16 period focuses on experimentation and learning with attention on partnerships being used to scale up results and utilizes universities as a critical element for change.

Lesley Wilson, secretary general of EUA, shared the experience of EUA in providing support to its member institutions and lessons learned from a 2010 study on partnerships between European institutions and their African counterparts. EUA has more than 850 members in 47 European countries, with individual universities and 34 national associations. Its mission is to support and enhance cooperation between universities as key actors in the

emerging European higher education and research areas. She said that “the European Union provides half of global official development assistance (about €53.8 billion in 2010), and EUA is involved in policy development and advocacy, institutional development via comparative research, projects, publications, etc., and promoting dialogue and partnership.” She emphasized the new, developing characteristics of global partnerships and global recruitment, global competition and the global search for talent, and awareness of broader global responsibility in response to commonly shared “grand challenges.”

According to Wilson, European Development Cooperation (EDC) has considerable investment in higher education and research cooperation, including:

- France: World’s largest bilateral donor to higher education (quality standards, research, capacity, scholarships for students, etc.);
- German Academic Exchange Service: Increasingly active, also in sub-Saharan Africa, global network of offices;
- Belgium: Bottom-up support via Inter-University Council for Development Cooperation;
- Denmark: Demand driven; long-term strategic goals, large research projects; and
- Norway: High investment in “open” North-South cooperation and capacity building.

A recent study, the “Access to Success” project, highlighted some important challenges in Africa, including mitigating brain drain and promoting brain circulation; African higher education integration and intra-regional mobility; staff capacity building and leadership training; developing needs based, flexible partnership programs (that entail mutual benefits and reciprocity in student/staff exchange); and developing dialogue platforms to engage universities in the Africa-European Union Partnership and provide a stronger, regional higher education stakeholder voice in this process.

Wilson outlined the most important recommendations of the study as:

- Consider innovative partnership models with long-term strategic perspectives (including joint degrees) to strengthen North-South and South-South collaboration, the financial/resource challenges assumed in managing such programs addressed by funders, and
- Develop institutional strategies to combat brain drain and engage the diaspora.

Adipala Ekwamu, executive secretary of RUFORUM, provided an overview of RUFORUM, which was established in 2004 with a secretariat based at MAK in Uganda. Ekwamu outlined the critical tertiary agricultural education challenges in Africa as:

- Demand increasingly exceeds capacity resulting from improved primary and secondary education programs;
- Lack of resources and human capacity affecting quality of education and research;
- Gender and socioeconomic inequity;
- Missing linkages with labor markets, including with the growing private and civil society sectors;
- Mismatch of curricula with development



Adipala Ekwamu, RUFORUM.

needs and new skills mix; and

- Inadequate incentive structure and lack of financing.

Ekwamu said, “RUFORUM has a contribution to the Africa-U.S. Higher Education Initiative by providing entry to 29 universities in Eastern, Central, and Southern Africa (ECSA), and through Tertiary Education for Agriculture Mechanism (TEAM) Africa to universities across SSA, linking U.S. universities into the agricultural higher education dialogue in Africa.” He further noted that RUFORUM provides

platforms for collaborative research programs that link U.S. faculty and students with African faculty and students, as well as stakeholders in rural areas, engaged in food security action research. Through its networks of specialization, it also provides opportunities to support effective graduate research and training facilities in countries emerging from war. In addition, Ekwamu noted that support for food security research through the community-based research and competitive grants to address smallholder farmer needs could utilize the experiences and expertise of RUFORUM.

Yohannes Woldetensae presented on the vision of AU for the role of higher education in Africa’s development. Woldetensae stated that the action plan of the second decade of education for Africa focuses on (a) promotion of research and original knowledge production, (b) promotion of quality in African higher education and the development of continental frameworks, (c) increased involvement of universities in the continent’s development efforts, and (d) ensuring proper levels of funding for the higher education sector. “With a goal of revitalisation of higher education in Africa, the African Union has embarked upon a Pan-African University Project with five centers of excellence in different regions of Africa.” He highlighted the five chosen fields of focus and proposed locations of centers of excellence:

- Basic Sciences, Technology, and Innovation: East Africa (Kenya—Jomo Kenyatta University of Agriculture and Technology)
- Earth and Life Sciences: West Africa (Nigeria—University of Ibadan)
- Governance, Humanities, and Social Sciences: Central Africa (Cameroon—University of Yaoundé II)
- Water and Energy Sciences and Climate Change: North Africa (Algeria)
- Space Sciences: (Southern Africa—to be decided)



From left to right: Maureen R. Budetti, National Association of Independent Colleges and Universities; Naana Jane Opoku-Agyemang, University of Cape Coast (Ghana); and Lesley Wilson, European University Association.

Woldetensae also explained the harmonization strategy of AU, which focuses on bridging the gap between disparate educational systems that exist as a result of colonial legacies, promoting mobility of students and academics across the continent, facilitating the comparability of qualifications awarded across the continent, enhancing quality in African higher education, and contributing to the vision of the AU in building an integrated Africa.

Woldetensae also said, “The Africa-U.S. Higher Education Initiative will contribute to enhancing the involvement of African universities in the continent’s development efforts and align with its several higher education institutions in the continent.”

Naana Jane Opoku-Agyemang, vice chancellor of the University of Cape Coast, Ghana, highlighted some important lessons learned from partnerships. She said, “Partnership activities offer great opportunities for dealing with most of the challenges of higher education and enhancing the effectiveness, efficiency, and administration of higher education institu-

tions, especially in the areas of human resource development, technology, curriculum innovation, and practical (hands-on) education.” She emphasized the need for institutions to select or develop suitable partnership models that have mutual benefits while working to achieve the specific partnership goals.

Opoku-Agyemang said, “The most successful and sustainable partnership activities are not necessarily the most brilliant ones but the ones that fit into the institutional developmental agenda.” Partnership activities often lead to uneven development of different sections of higher educational institutions. Higher education institutions are organizations and they must develop as a unit. Avenues should be created to diffuse partnership innovations through the entire higher education institutions. It should not be the case, as it has often been, that sections of higher education institutions (usually academic departments or management units) have positive impacts from partnership activities while other sections remain unaffected.

## Group Discussions: Lessons, Outcomes, and Potential Development Impact—Analysis to Drive the Africa-U.S. Higher Education Initiative Agenda

**O**n the afternoon of February 13, 2012, 11 Africa Initiative partnerships took turns leading group discussions—sharing lessons from implementation of the partnerships, major accomplishments, major challenges, and the way forward. The 11 partnerships were divided into two groups.

**GROUP ONE:** The partnerships included 2iE/Tuskegee University (AL); Addis Ababa University (AAU)/University of Connecticut (UConn); UoN/Colorado State University (CSU); UNIMA/Michigan State University (MSU); UGB/The Ohio State University (OSU); and University of Juba/Catholic University of South Sudan (UoJ/CUoSS)/Virginia Polytechnic Institute and State University (VT).

Amadou Hama Maiga, from the International Institute for Water and Environmental Engineering (2iE), presented accomplishments and lessons of the partnership between 2iE in Burkina Faso and Tuskegee University in the United States. Hama Maiga outlined that “the partnership implements activities to accomplish four major objectives: (a) development of 2iE into a Center of Excellence in Water, Environmental, and Climate Change science and engineering, (b) development of student and faculty international exchange training programs and activities between the African and United States partner institutions, and (c) build the institutional capacity of 2iE for enhanced capacity to conduct high quality education and research for science and technology capacity development in West Africa.”

Hama Maiga reported that during the partnership’s first year of implementation, the partnership developed a new Master of Science (MSc) degree program and curriculum. The MSc in sustainable management of mining was approved by the scientific council of 2iE and the board. In addition, lecture and laboratory notes and teaching materials for three graduate courses were developed in support of the new MSc degree program at 2iE, and 20 MSc students from six African countries were admitted into the first class of the new MSc degree program. Two PhD students have been admitted into 2iE for joint training and

supervision with Tuskegee University, and two MSc students from 2iE have been admitted into Tuskegee University to commence studies in August 2012. The partnership also developed joint faculty research projects in the areas of (a) climate change impact and agricultural decision making by farmers in Sahel; (b) bioremediation of cyanide-contaminated gold mining wastewater; and (c) low-carbon renewable energy resource and development research. The creation of the team referenced in (c) is under development.

Hama Maiga said, “The partnership has great potential to contribute to regional, national, USAID, and 2iE priorities, including providing research and human capacity support for national and regional transition to climate resilient and low carbon development pathway toward USAID’s (2012–16) Climate Change and Development Strategy, enhancing 2iE faculty research and teaching capacity, improving institutional capacity for education and research management and administration, and exposing students to international education. He emphasized the importance of the realization of inadequacy of human resources and administration time that was planned at the start of the partnership. He stated that his institution encountered difficulties in processing visa and travel, including the use of USAID TRAINet system.

Hama Maiga further shared, “The activities that the partnership implements will demonstrate development impact through significant contributions to advanced Science and Technology human capacity training and development in West Africa; to environmental and climate change and research and development knowledge that will enhance national and regional transition to a climate-resilient, low-carbon emission development pathway; to industrial development and capacity building; and to a sustainable institutional high-quality, advanced education.”

Dereje Hailu, from Addis Ababa University (AAU), presented accomplishments and lessons for the partnership between AAU in Ethiopia and the University of Connecticut (UConn) in the United States in “Sustainable Water Resources toward Capacity Building in Education, Research and Outreach.” The partnership implements activities to accomplish four major objectives: (a) develop and implement graduate level academic programs in water resources; (b) develop the capacity of faculty at Ethiopian universities; (c) provide effective applied research and extension

service through a community based outreach program; and (d) build institutional capacity through the establishment of the Institute of Water Resources.

Hailu added, “In its first year of implementation the partnership had developed MSc and PhD curricula and course material in water resources management and engineering; enrolled 18 PhD and 24 MSc students; delivered 12 courses with U.S. and Ethiopian faculty; and established access to [the] UConn electronic library resources for journal articles and an electronic course delivery system.” The partners also identified nationally relevant research topics with stakeholder involvement that formed students’ research topics. It also piloted its summer outreach program with undergraduate students (46 students from five universities on 13 community projects).

Hailu added, “Partners were able to leverage support from the Ethiopian Ministry of Education (funding PhD and MSc training), Bentley Systems and ITT Visual (two software grants), and KEI (seed grants for research). Partners also have submitted research proposals to funding agencies and foundations.”



From left to right: Dave Hansen, Association of Public and Land-grant Universities; Michael Accorsi, University of Connecticut; and Dereje Hailu, Addis Ababa University.

Hailu also shared, “Communication across two continents, implementation of ambitious academic programs in a compressed timeframe, building the outreach network, and establishing long-term relationships with stakeholders in a compressed timeframe were the major challenges faced by the partnership.” He emphasized the need for clear and detailed planning, weekly team meetings with clear deliverables, and engagement of stakeholders (government, private sector, and NGOs) as effective mechanisms of ensuring success in the implementation of activities. Hailu concluded by sharing that, “moving forward, the partnership will try to engage in critical problems of the Horn of Africa in the areas of drought and climate change and create more synergies with Feed the Future and WASH initiatives.”

Mateugue Diack, from Université Gaston Berger (UGB), presented accomplishments and lessons of the partnership between the UGB in Senegal and The Ohio State University (OSU) in the United States in the development of agronomy and crop production academic programs, research, and need-based extension programs for sustainable food production in Senegal. The partnership intends to accomplish three major objectives: (a) establish a partnership with UGB and OSU; (b) develop two-year associate and four-year BS degrees in agroecology; (c) develop human capacity building of UGB agricultural faculty through training workshops at UGB, mentoring, and study tours; (d) implement a pilot land grant-style UGB center of integrated teaching, research, and extension project in collaboration with NGOs, farmer groups, Senegalese extension and research institutes, and OSU; and (e) develop course content, student-centered teaching methods (including electronic media), extension capabilities, and research promotion of UGB agricultural faculty.

In addition, UGB has hired 13 faculty members for the new degree programs, including a plant pathologist, crop scientists, freshwater and aquatic ecologists, an entomologist, a food safety biochemist, a food microbiolo-

gist, soil scientists, and animal breeding scientists. Diack said, “After an extensive review and updating process, the curriculum for the associate and BS degree programs have been finalized, and 142 students have been enrolled (92 in the first year, and 50 new entries).”

Diack reported, “Study tours by UGB faculty members have contributed to improving experiences in the U.S. land-grant university system and helped them to participate in extension activities and observe their mentors’ interactions with his/her students at OSU.” Partners have established an agriculture center for research and development at UGB and a pilot project for irrigated vegetables for export in collaboration with the Program for the Development of Agricultural Markets in Senegal on 2,500 hectares of irrigated land.

Diack added that, “the partnership will result in self-supporting associate and BS degree programs in agriculture that integrate agricultural research and teaching and an extension program focused on food export crops and rice with an emphasis on small farmers.”

Robert Ridley, from University of Malawi (UNIMA), presented accomplishments and lessons of the partnership between UNIMA’s Bunda College of Agriculture and Chancellor College and MSU and Lincoln University of Missouri in the United States, *Agro-Ecosystem Services: Linking Science to Action in Malawi and the Region*.

The partnership aims to contribute to Malawian development by strengthening teaching, research, and outreach in agro-ecosystem services (AgESS)-related fields at UNIMA’s Bunda and Chancellor Colleges to achieve poverty alleviation and agriculture-led economic growth. Major objectives are (a) increased faculty capacity; (b) strengthened curricula and short courses; (c) enhanced research capacities and abilities to obtain and manage research funding; (d) strengthened college outreach to government, business, and NGOs; (e) enhanced gender diversity; and (f) increased library resources.

Ridley shared that, “two Malawians have been enrolled in MSU PhD programs, and

partners have developed courses on ecosystems, qualitative methods in agriculture, and environmental science and a module on payment for environmental services short course.” He further stated that collaborative research grant proposals were developed by partners and submitted to the National Science Foundation (NSF) on water and climate change, to NSF/USAID PEER proposal on soil quality, and to the United States Department of Agriculture/USAID Trilateral Partnership on dairy value chains. To strengthen college outreach to stakeholders, five students participated in six-week internships with local NGOs and public-private advisory committee discussions have been initiated.

Ridley added, “In order to enhance gender diversity, the program has supported 10 undergraduate women students through partial scholarships and assessed university conditions to retain highly trained women faculty.” He further noted that major strategic challenges of the partnership are transitioning from teaching and learning only to combined teaching, learning, and research, heavy demands on faculty and staff time in the face of increased demands, and under-representation of women in AgESS fields. Other challenges include the steep rise in petrol and other costs, shifting college calendars, transition of Bunda College to a full university, and the uncertainty of continuing support for the project in a climate of austerity. Lastly, Ridley highlighted that, “Linking higher education to a development strategy offers potential for growth and development, but sustainable university transformation takes time and resources.”

David Lomeling, from the University of Juba (UoJ), presented accomplishments and lessons of the partnership between the University of Juba/Catholic University of South Sudan (UoJ/CUoSS) and Virginia Polytechnic Institute and State University (VT) in the United States in rebuilding higher education in agriculture to support food security, economic growth, and peace in the South Sudan.

Key goals of the partnership include: (a) produce high-quality agricultural graduates to

meet the socioeconomic development challenges of South Sudan, (b) address agricultural and natural resources management (NRM) needs of South Sudan by improving local research capacity, (c) create a quality outreach program to address the agricultural and NRM needs of South Sudan, and (d) create an effective and dynamic South Sudan-U.S. university partnership.

Lomeling shared that, “the partnership has hired its first two agricultural faculty at CUoSS, developed master plans for experiential learning/research/demonstration farms, and finalized preliminary plan for diploma and certificate programs in agriculture.” He also noted that CUoSS’s experiential farm has become operational and that an experiential farm was acquired for UoJ. UoJ has acquired a library of more than 200 agricultural journals, more than 3,000 agriculture and NRM books, and significant equipment, materials, and supplies from USAID funding through HED.

Lomeling added, “The partners meeting was the first opportunity that I have had to meet and learn from the other Africa-U.S. Higher Education Initiative partnerships and would benefit from such meetings.” He suggested strategies to improve program level collaboration, including development of a program level Africa-U.S. Higher Education Initiative website and newsletter, mechanism for team visits to other project sites, and more time for project interaction at future conferences.

Jesse Njoka, from the University of Nairobi (UoN), presented accomplishments and lessons of the partnership between UoN in Kenya and Colorado State University (CSU) in the United States. Njoka said, “The partnership established a centre for sustainable drylands at the UoN and developed a new undergraduate concentration or major at UoN and CSU related to dryland sustainability toward becoming a model of how a university centre can effectively engage with local communities enhancing resilience of pastoral and agro-pastoral societies in Kenya and in the Greater Horn of Africa. 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, fellowship awardees being able to complete service learning projects with pastoral community members.” He further noted that a baseline survey conducted by the partnership has identified five dryland communities for closer working relations with

**GROUP TWO: The partnerships included UG/Brown University (BU) (RI); KU/Syracuse University (SU) (NY); UL/Indiana University (IU); UCT/University of Cincinnati (UC); and MAK/North Dakota State University (NDSU).**

Aaron Lawson, from the University of Ghana (UG), presented accomplishments and lessons of the partnership between UG and Brown University (BU) in the United States, the Academic Partnership to Address HIV/AIDS in Ghana.

The partnership aims to enhance the capacity of the UG in its educational programs, research, and community engagement that will result in improved response to HIV/AIDS challenges in Ghana. The major objectives of the partnership are to (a) improve academic programs in HIV/AIDS resulting in pre-service training for a skilled multidisciplinary workforce responsive to HIV/AIDS treatment, and prevention strategies in Ghana; (b) develop excellence in education and research by strengthening faculty capacity at UG, resulting in enhanced teaching and applied research to effectively address challenges of HIV/AIDS in Ghana; (c) enhance competencies of health-care professionals in Ghana through continuous and distance education resulting in enhanced capacity of HIV/AIDS management; and (d) build institutional capacity of the UG resulting in better coordination of education and research and improved provision of community services in Ghana.

Lawson shared, “The partnership has created opportunities for collaborative research opportunities, prioritized and encouraged in various ways (i.e., UG-BU faculty co-submitted Center for AIDS Research grants), leveraging funding to accomplish objectives (especially

the Maasai, Turkana, Samburu, Somali, and Kamba communities.

Njoka stressed that the dryland problems are very complex, and expectations by the dryland communities on what the centre can do is a big challenge—there is a very high demand for higher education by very deserving needy children from pastoral areas.

for both short- and long-term training), and focusing on applied research to effectively address challenges of HIV/AIDS in Ghana.”

He added that a curriculum review committee convened and was charged with completing curriculum for four schools under the College of Health Sciences, with a potential result of competency-based curriculum that can be applied to other schools within the UG system. Six students were recruited and engaged in community attachments in three district HIV treatment centers. The partnership is impacting the HIV/AIDS stigma for most at-risk persons through community attachments.

He noted that partners have completed a campus-wide assessment of information technology (IT) needs and created a master plan for Tufts University (MA) Sciences Knowledge-base (TUSK) implementation. TUSK’s collaboration with Tufts University will augment overall informational technology infrastructure and capacity at UG. The partners will also build user capacity at all levels (i.e., students, faculty, and staff). Two UG IT staff trained in TUSK management at Tufts.

Lawson reported, “Sixty-two UG faculty participated in two faculty development workshops that were completed at UG on topics of clinical research and statistics and two UG faculty completed a six-week course in clinical and translational research at BU with both faculty subsequently applying for AIDS research grants from the Brown Center for

AIDS Research.” He further noted that the Ghana-Yale Infectious Disease Research Collaboration hosted four UG Research Scholars at Yale University for a 10-week summer research internship. Four participants from UG and the Kwame Nkrumah University of Science and Technology attended the Brown International Advanced Research Institutes (BIARI).

In addition, 36 health-care professionals were trained in HIV management at an infectious disease update continuing medical education (CME) training course and 300 health-care professionals attended the Medical Knowledge Fiesta. CME training was held in the northern sector for 160 health professionals. An HIV/AIDS materials library was created that can be used for future CME curriculum review.

He added, “These activities have enabled UG to engage important stakeholders (e.g., by collaborating with the Ghana National AIDS Control Program for curriculum review and CME); augment expertise in Ghana; impact national priorities, including reducing HIV and reducing mother-to-child transmission (MTCT); and strengthen health-care providers’ abilities to treat people living with HIV/AIDS.”

He further noted that partners faced some challenges, including slow progress in creating curriculum development models and best practices, bureaucratic bottlenecks in implementing national procurement regulations for the purchase of TUSK servers, high teaching load on faculty affecting full participation of school groups, and uncertainty in implementing long-term training for faculty development due to funding constraints. Lawson said, “funding challenges encouraged engagement of other funding sources to leverage other resources, such as BIARI, the Fogarty AIDS International Research and Training Program, and local funding from corporate organizations.”

Partnership activities are strengthening capacity to address Ghana’s development goals, as outlined in the country’s millennium development goals (MDGs). Lawson said, “The partnership prioritized pediatric HIV and HIV in women. Training of health-care workers to

effectively manage HIV in children and women will likely have an impact on reducing child mortality in Ghana in the long term. The partnership organized a national symposium on the eradication of maternal-to-child transmission of HIV. It will develop a policy brief and road map and co-lead a national campaign to contribute to the MDGs four and five, reducing child mortality and promoting maternal health.”

Reviewing pre-service curriculum with an aim to contribute to reducing new HIV infections by 50 percent, MTCT to zero percent, and increasing ART coverage from 36 percent to 80 percent will result in teaching in HIV/AIDS that will empower health workers to contribute to achieving these goals in their various capacities. Combatting tuberculosis (TB) is a major national priority, and TB research was prioritized in the partnership. Activities will be beneficial in reducing mortality and morbidity.

Lawson affirmed, “The partnership activities will address USAID’s key strategic priorities, such as preventing HIV in high-risk populations, addressing stigma and discrimination, and providing comprehensive prevention and care and access to treatment for people living with HIV/AIDS, their partners, and families.”

Agnes Gathumbi, from Kenyatta University (KU), presented accomplishments and lessons of the partnership between KU and Syracuse University (SU) in the United States in academic partnership to build capacity through quality teacher preparation in Kenya.

The major objectives of the partnership are to (a) strengthen the capacity of the KU TE faculty resulting in improved teacher preparation for the education sector in Kenya; (b) strengthen the research capacity of the KU TE program resulting in improved knowledge that can produce more effective education; (c) enhance the KU TE program resulting in improved instructional capacity; and (d) provide quality service to education stakeholders resulting in improved instruction in secondary schools in Kenya.

“Survey findings revealed the need for professional development in teaching large classes, supporting all learners, integrating information

and communication technology (ICT), and preparing pre-service and practicing teachers to function more effectively,” said Gathumbi.

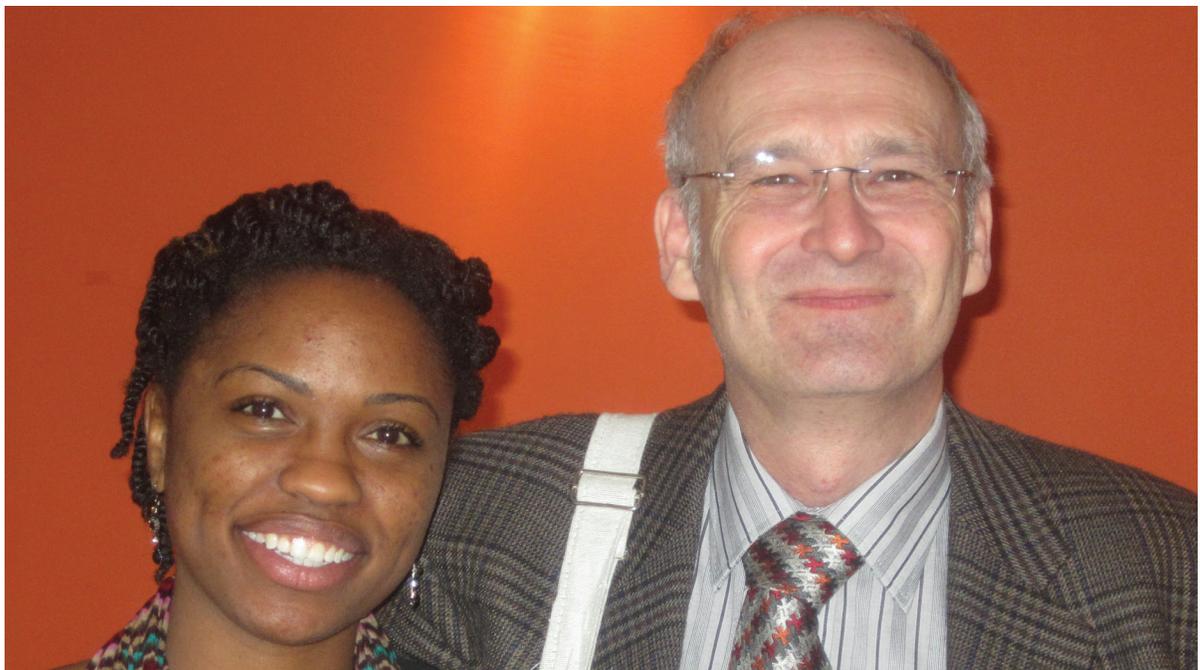
Gathumbi reported that the partners produced two professional development packets and held three workshops for all teacher education faculty members on teaching large classes, supporting all learners, and integrating technology, and that 31 out of 35 faculty members participated. The partnership has also implemented two scholar exchanges where faculty have shared experiences and gained professional insights. Two KU faculty members are spending one year at SU earning a certificate of advanced studies and working on their doctoral theses research (sandwich degree). Furthermore, two SU faculty members are now co-supervising, with KU faculty members, two doctoral theses. Research plans for four collaborative research projects are underway. The partnership has filmed eight classroom lessons that it is hoped will be developed into multimedia case studies.

David Britton, from the University of Cape Town (UCT), presented accomplishments and lessons of the partnership between UCT and University of Cincinnati (UC) in the

United States focusing on nano-power Africa capacity building, entrepreneurship, and empowerment.

The major objectives of the partnership are to (a) develop and enhance teaching and research capacity in the academic disciplines supporting nanoscience and technology, (b) develop the science and technology to commercialize an indigenous African solar cell technology, and (c) develop a research network which will support entrepreneurial activities. He further noted that a plan has been finalized for four MSc and two PhD students to start their studies at UCT. Research and teaching equipment have been transferred from UCT to Haramaya University (HU) in Ethiopia and Kigali Institute of Education (KIE) in Rwanda.

Britton said, “One of the major successes of the partnership during the first year of implementation was the successful implementation of a web-based video lecture course simultaneously attended by participants from partner institutions in different countries (UC, UCT, Rhodes University, HU, KIE, and University of Botswana).” He added, “The partnership provided the opportunity for three research



Crystal Morgan, Higher Education for Development and David Britton, University of Cape Town (South Africa).



Meeting attendees review lessons learned for improved partnership activities.

visits to UC by African partners and two research visits to UCT by other African partners. These visits have resulted in small angle x-ray scattering measurements at Argonne National Laboratory, small angle neutron scattering measurements at Oak Ridge National Laboratory, electrical and microscopy studies at UCT, and submission of a joint publication. The installation of commercial solar modules in rural Ethiopia by UC and HU students is also highlighted as one of the major accomplishments of the partnership.”

Britton shared that partners have submitted proposals in collaboration with Louisiana State University and European universities to work with the National Postdoctoral Association (NPA) in development of new technologies for SSA for funding by the NSF-funded Partnerships for International Research and Education program. The partnership network has improved by engaging Rotary International and the Rotary Club of Cincinnati’s participation in the NPA project through funding of outreach and support of entrepreneurial skills and the program in photovoltaic technology and a new proposal that involves NPA.

Emmet Dennis, from the University of

Liberia (UL), presented accomplishments and lessons of the partnership between UL and Indiana University (IU) in the United States focusing on the Center of Excellence in the Health and Life Sciences (CEHLS).

The major objectives of the partnership are (a) providing assistance to the pre-clinical science curriculum of UL’s medical and pharmacy colleges, including instructional support from three faculty appointees; (b) improving the quality of science training at Tubman National Institute of Medical Arts (TNIMA) through a mentorship program and a joint bachelor of science in nursing program with UL; (c) increasing the number of trained public health specialists in Liberia; (d) improving UL’s teaching and learning resources for medicine, nursing, midwifery, life sciences, and public health; and (e) revising UL’s curriculum in biology and chemistry and improving instructional equipment and supplies for UL’s College of Science and Technology.

The partnership started implementation in October 2011. In the short period, partners have been able to deliver a Sabre Foundation shipment of 7,000 medical/nursing texts and references to UL and TNIMA and provide

assistance with cataloguing. The partnership also placed two TNIMA nurses at the IU School of Nursing master of science in nursing program with emphasis on maternal/infant care and conducted a nursing leadership program for 15 TNIMA nurses.

To date, three full-time faculty positions at UL's A.M. Dogliotti College of Medicine were created and fully funded through CEHLS, and UL has hired vice presidents for health and life sciences and institutional advancement.

Dennis reported that "major challenges of the partnership include the challenge of building a center of excellence with limited human capacity and resources, building programmatic capacity without addressing management capacities/capabilities, and the need for a large-scale renovation of UL's natural sciences building at the Fendall campus (electricity, water, sanitation, and safety)." He further highlighted other challenges related to coordination with other donor agencies and programs; the IT environment and the connection between UL's three campuses; staging of equipment and training for repair and maintenance of equipment donated from the recently closed Walter Reed Army Medical Center in Washington, DC; and education of all health-care providers for the near future as health-care delivery models in Liberia become more complex.

Dennis said, "Activities of the partnership will have significant contributions to National Priorities Essential Package of Health Service in reducing infant/maternal mortality by increasing the number of trained nurses and midwives in the health-care workforce, addressing the critically short supply of medical doctors by improving the quality of instruction at UL's AMD College of Medicine, increasing the number of its graduates, and improving public health training and education to help reduce the prevalence of malaria, tuberculosis, typhoid, and other communicable diseases." The partnership will also contribute to the improved quality of laboratory services and maintenance of laboratory equipment for diagnostic labs and educate nurses to assume

leadership positions in nursing education and practice in acute care settings.

"The UL-IU partnership is striving to build new partnerships to work with Liberian, West African, and international accreditation entities to accredit TNIMA and new BSc/BPH programs at UL, with Mother Patern College of Health Sciences (Liberia) for medical lab technician training, with Engineering World Health, Inc. for training of lab equipment maintenance and repair technicians, with humanitarian assistance program, U.S. Department of Defense, and with African university partners in Ghana, Botswana, Uganda, and elsewhere," said Dennis.

John David Kabasa, from Makerere University (MAK), presented accomplishments and lessons of the partnership between MAK in Uganda and North Dakota State University (NDSU) in the United States focusing on capacity building in integrated management of transboundary animal diseases and zoonoses (CIMTRADZ) in East and Central Africa (ECA).

The major objectives of the partnership are to (a) establish a culture-centered approach in the development of a collaborative relationship between higher education stakeholders in Africa and the United States; (b) develop an integrated and coordinated surveillance system for zoonotic and transboundary diseases, building animal, human, and environmental diagnostic capacity; (c) develop capacity for enhanced research addressing zoonotic and transboundary diseases in Africa; (d) improve educational capacity and outreach activity through development of education initiatives; and (e) develop capacity for enhanced research addressing zoonotic and transboundary diseases in Africa.

Kabasa said that "to empower food security, animal, and public health systems for sustainable community development in Eastern and Central Africa, we need to address biological threats that escalate through zoonoses, bio-terror, tour terror, and agrarian terror."

Kabasa reported that the "CIMTRADZ project, in collaboration with MSU, participat-

ed in a brucellosis outbreak investigation in Uganda.” The partners were able to develop new individual courses (curricula) with MS-IDM and improved teaching/learning methods. Eight MS students enrolled in joint MS-IDM. The partnership has started a joint NDSU/MAK regional MS degree and graduate certificate in international infectious disease management and biosecurity, an international summer school in international animal production, disease surveillance and public health in Uganda, in-training community service in dairy value chain, and learning by service and production controlled sympatric sleeping sickness epidemic in Northern Uganda.

Through its effort to leverage funding, the partnership has received a supplemental grant (\$8,000) with the University of Saskatchewan (Canada) and submitted a supplemental grant for setting up a diagnostic and animal disease investigation center at the College of Veterinary Medicine, Animal Resources, and Bio-Security-Uganda to the U.S. Department of State (\$323,551.60; grant award decision pending), and agreed to partner with an emerging pandemic threats program to synergize activities in ECA region.

Kabasa emphasized that regular and efficient communication between partners is key to building trust between partners and to the success of the partnership. He said, “Net-

works work well—they are an STI incubation and multiplier platform, promote synergy and sharing, uphold mutuality, and promote regional mobility and integration.”

Kabasa further reported, “Institutional support (higher administration, trained personnel in international partnerships, etc.), willingness of institutions to support personnel involved in project in various ways (resources, cost share, and release time) are key to the success of partnerships.”

He emphasized the importance of efficient communication of USAID federal guidelines and compliance issues between all parties involved in the grant under HED, U.S., and African partners, and administrators.

He reported that, “Action research based on community needs, activity service, anticipated accomplishments and impact, linking proposal evaluation plan to action research, and scorecards and baselines will improve ability of partners to demonstrate development impact.”

He further noted that a larger Africa Initiative program should involve genuine collaboration with African institutions to build on existing efforts, focus on institutional capacity building and research support, explore science research themes that are critical to Africa and important for the world, create African solutions for African problems, and leverage the research infrastructure in the United States to add value.

## USAID Strategies and Priorities and Reporting and Procurement Requirements

**O**n the final day of the meeting, February 15, 2012, Tully R. Cornick of HED and Jessie Brown of ACE moderated a session devoted to interactive training and discussions on USAID policies and priorities, compliance, reporting, and branding and marking requirements. The list below demonstrates discussions on key topics, including presentations from USAID, HED, and ACE staff. (See annex for presentations.)



Tully R. Cornick, Higher Education for Development.

### Alignment to USAID Strategies and Priorities and Professional Development and Training (TRAINet and Visa Compliance)

—presented by Gary Bittner (USAID’s Bureau for Economic Growth, Education and the Environment, Education Office). Bittner highlighted the major strategies and priorities of USAID that resulted from the 2012 policy documents of USAID regarding education policy and evaluation strategy.

### Baseline Survey and Results-Based Monitoring and Evaluation

—presented by Gary Bittner, USAID, and Azra Nurkic, HED. Nurkic and Bittner presented a detailed account of the new USAID evaluation strategy, the requirements for baseline survey, and the development of results-based monitoring and evaluation plans.



Gary Bittner, USAID/Washington.

### Financial Expenditure Reporting and Procurement

—presented by Moses Yomi and Jessie Brown of ACE. Yomi and Brown presented the major compliance issues that partnerships need to observe during implementation of their activities.

### Branding and Marking

—presented by Lynn Simmonds, ACE/HED, and Sandy Oleksy-Ojikutu, USAID. Simmonds explained requirements for branding and marking based on USAID guidelines.

A total of 49 participants attended this session, which was designed as a platform to introduce USAID regulations and requirements to the African partnership directors.

## Annex 1. Evaluation of the Partners Meeting by Participants

Overall, the Africa-U.S. Higher Education Initiative Partners Meeting was well received based on the results of evaluation surveys collected from 30 participants. Surveys were conducted during the final day of the meeting. **One hundred percent of the respondents indicated that the partners meeting and half-day training session were excellent or good (57 percent “excellent” with the remaining 43 percent “good”).**

Ninety-four percent of the respondents agree or strongly agree that the partners meeting sessions helped them better understand the elements that promote successful partnerships. Ninety-seven percent strongly agree or agree that the partners meeting allowed time for communication among higher education institutions partners, while 3 percent strongly disagreed with the statement.

One hundred percent of the participants strongly agree or agree that the partners meeting provided enough time for informal networking and that speakers were prepared, knowledgeable, and able to answer questions.

Ninety-three percent of the respondents strongly agree or agree, while 7 percent disagree, that the half-day training enabled them to better understand overall USAID regulations and compliance required of their institutions. Eighty percent strongly agree or agree, with 17 percent disagreeing, that the half-day training enabled them to better understand USAID higher education indicators as they relate to objectives and targets of their partnership.

Eighty-seven percent indicated that they strongly agree or agree that the half-day training enabled them to better understand USAID marking and branding requirements and compliance, with 77 percent strongly agreeing or agreeing (17 percent disagreeing) that it enabled them to better understand USAID TRAINet and Visa compliance requirements.

Ninety percent responded that they strongly agree or agree that the half-day

training enabled them to better understand ACE/HED’s quarterly financial expenditure reporting and procurement requirements and compliance, as well as ACE/HED’s semianual and annual reporting requirements and compliance.

In terms of content of the training workshop, 83 percent strongly agree or disagree that it covered useful materials, 96 percent strongly agree or agree that it was practical to their needs and interests, and 93 percent strongly agree or agree that it was well organized and that it provided useful visual and handouts.

In terms of pre-meeting planning logistics, 77 percent rated flight booking and ticketing as excellent or good; 87 percent rated the hotel booking/reservation as excellent or good; 87 percent rated information on meeting agenda as excellent or good; 77 percent rated information on the venue, hotel, and country as excellent or good; and 77 percent rated the guidelines for presentations as excellent or good.

In terms of meeting logistics, 96 percent rated registration procedures as excellent or good; 88 percent rated hotel rooms as excellent or good; 94 percent rated meeting rooms as excellent or good; 80 percent rated food quality as excellent or good; and 87 percent rated the length of sessions as excellent or good.

One of the most common remarks was that there was not sufficient time for networking and group discussion. Ten percent responded that they disagreed with the statement: “The partners meeting provided enough time for informal networking.” Major points raised by respondents included the need for more time for open discussions and networking, the need for a provision of a central point as “info table,” and the need to increase the number of female participants. One respondent remarked that the meeting was successful at “facilitating [the] incubation of possible linkages between partnerships.”

## Annex 2. Speeches Delivered by Invited Speakers

### Welcome Remarks by Admasu Tsegaye, Addis Ababa University President

*The following is an HED-prepared transcription of the speaker's comments based on a video recording of the Africa-U.S. Higher Education Initiative Partners Meeting.*

Dear Excellencies and Distinguished Guests,

On behalf of all the staff of Addis Ababa University and on my own behalf, I extend my very warm welcome to all. It is a great honor for Addis Ababa University to host the regional partner meeting with Africa-U.S. Higher Education Initiative and Ethiopian Ministry of Education. We are greatly exalted with the presence of H.E. Hailemariam Desalegn, in spite of his tight schedule, and many other preoccupations. Your excellency, your presence in this regional partners meeting indicates how much importance you and the government have given to the huge potential of higher education institutions in the development of human and institutional capacities across a range of sectors. It is also gratifying for me to see African and U.S. partnership directors invited partnership directors from other HED efforts in sub-Saharan Africa and donor and development partners from the U.S., Europe, and Africa, as well as USAID representatives from Washington, DC, and African field missions assembled here.

Our guests have travelled from different parts of the world to Ethiopia to learn from one another through sharing of best partnering practices and to foster a mutually beneficial partnership. This surely reflects the global concept and how important it is that we get together at this point in time to assist African universities lead collaborative efforts to strengthen their own capacity to contribute more effectively to economic and social development and poverty reduction.

Excellencies, ladies, and gentlemen, Ethiopia is currently engaged in a highly ambitious effort to realign its higher education system in more direct support of its national strategy for economic growth and poverty reduction.

Its achievements over the past 11 years have been impressive. The reforms have targeted all levels, over all systems, the institutions and the academic programs. At a system level, 32 public universities now stand in place of the previous two-university system. An aggressive expansion policy designed to raise the country's insignificant tertiary enrollment ratio to a more respectable level is producing results. Addis Ababa University is repositioning itself to be able to contribute its share in the development in the world and in the country. It is making leaps in expanding the scope of academic and research programs, faculty/staff, infrastructure/facilities to great attention to high quality education. Since the establishment of the university in 1950, the university has grown from strength to strength, both in terms of field of studies, students, and staff members. With a vision to be a preeminent African research university, the university has made confident decisions to place graduate programs at the heart of its strategy plan. Currently it is running 70 undergraduate programs and 220 graduate programs, of which 69 are PhD programs on 14 campuses. It has a population of about 50,000 students and 2,000 academic and over 5,000 support staff.

Dear excellencies and invited guests, such great achievements could not have been possible without the commitment that Addis Ababa University received from its government and the determination of its faculty to carry out the demanding, ambitious plan. Further, these efforts are facilitated by the long-standing collaborative synergies for research and teaching Addis Ababa University has developed with international universities and organizations. Among this collaboration, the Africa-U.S. Higher Education Initiative has delivered substantial values in teaching, capacity building, research, and social development. Through the Africa-U.S. Higher Education Initiative, Addis Ababa University established the Ethiopian

Institute of Water Resource in line of one of the objectives of the partnership projects, which is building institutional capacity at Addis Ababa University. The Ethiopian Institute of Water Resource will contribute significantly toward these capacity-building needs in the water sector and serve as a focal point among partnering universities and facilitate educational research and outreach goals of the partnering universities.

Finally, I take this opportunity to express my appreciation for the support from the U.S. Agency for International Development, Higher Education for Development's Africa-U.S. Higher Education Initiative for organizing

### Welcome Remarks by Terry W. Hartle, ACE Senior Vice President for Government and Public Affairs and Chair, HED Advisory Board

Thank you very much for the kind and generous welcome on behalf of all the Americans who have been able to join us here. I would also like to thank you for hosting us here in Addis Ababa and being able to talk about the Africa Initiative, its current status and various projects that are underway. This is the third meeting we have had of the Africa Initiative partners. The first meeting was roughly three years ago in Accra. We met in February 2010 in Washington, DC, and, of course, here we are gathered in 2012 in Ethiopia.

The previous meetings have been characterized, I think, by open discussion, intensive information sharing, and close collaboration between the partners, and I am sure we will look forward to more of that over the coming three days.

The origin of the Africa Initiative was some insights that my colleague, Peter McPherson, the president of the Association of Public and Land-grant Universities, had. He noticed in his long experience within the development arena that we had seen increasing attention to short-term projects with highly specific purposes. Peter's insight was that development might be better practiced if we had a long-term focus. He proposed that we look for flexible projects that could be innovative and sustainable as they moved forward,

this regional partners meeting. My thanks are also due for all the universities of U.S. and Africa that have placed all their national goals before their personal interests. I have a great appreciation for all HED staff, especially to Dr. Teshome Alemneh and Addis Ababa staff that organized this regional partners meeting at Addis Ababa and brought us all into this hall, so that we can learn from each other, experience and work toward our future development. With this final remark I call upon Terry W. Hartle, ACE senior vice president for Government and Public Affairs, and chair of the HED Advisory Board, to give his remarks. Thank you very much.

that could take advantage of initiatives that emerged and targets of opportunity that appeared. To that Peter added the notion that the participants felt that the projects should be led by African institutions because they were the ones who really knew first and foremost what they needed. So that was the model for the partnerships that we tried to establish: African-led with a longterm focus, flexibility, innovation, and sustainability. I am happy to say that with the results so far, we think that the projects are all moving forward much as we would hope, and we believe it is the first step in a long and fruitful collaboration.

I too, would like to thank the folks from the U.S. Agency for International Development and Mary Catherine Phee, the deputy chief of mission, here in Ethiopia for [the] United States, for their continuing support and interest in this work. It would not be possible without them, and we are very grateful to them for that.

I would like to stop at this point to leave as much time as possible for the deputy foreign minister to have a chance to speak. Then we will move on with the rest of the program. Thank you for hosting us at this wonderful location and giving us a chance to discuss these issues in great detail with you.

## Opening Address by H.E. Hailemariam Desalegn, Deputy Minister and Foreign Minister of Ethiopia

*Excellencies,  
Ladies and Gentlemen,*

On behalf of the government and people of Ethiopia, I welcome you all to Addis Ababa—the diplomatic capital of Africa—and to this important meeting focusing on sustainable partnerships between higher education institutions in the U.S. and sub-Saharan Africa. It is a distinct honor to be here today making remarks before distinguished educators from all over the globe on a topic that is of enduring importance to our efforts to tackle poverty.

The number and diversity of institutions and development partners gathered here today demonstrate the desire and commitment of governments and the international community, but particularly the higher education community in the U.S. and Africa toward solving societal, national and regional development challenges. From the outset, it is with great appreciation that I, on behalf of the government of Ethiopia, acknowledge the continued interest in Africa and support to development by the U.S. government. In the current globalized and knowledge-based world, our destiny is increasingly intertwined and call for greater cooperation and collaboration in many fronts—mainly toward alleviating poverty, building national, institutional and human capacities, ensuring peace and stability, improving governance and establishing democratic institutions and cultures. Africa needs the world and the world needs Africa.

Africans are striving toward making the 21st century the century of Africa's renaissance. The first decade of the century has demonstrated that Africa could achieve significant development in terms of improving its economy, livelihoods of its population and competitiveness. The role of higher education in this vision is critical. The current higher education enrollment rate for sub-Saharan Africa is very low compared to a global average. With more boundaries between research, education,

community services and development policies, as well as disciplines and sectors. The role of the African diaspora is critical and need not be neglected in any partnership and engagement designs and implementation programs.

From the list of partnerships under this program, it is my strong conviction that some centers of excellence that could serve as springboards for regional cooperation and potentially elevate Africa's competitiveness, for example, in the areas of environment and engineering at 2iE in Burkina Faso; in solar power at University of Cape Town; in veterinary and trans-boundary diseases at Makerere University; in dryland agriculture at the University of Nairobi; and in water resources management and engineering at Addis Ababa University would emerge. These could also be satellites that could be used as stepping stones by the African Union in its recently launched Pan African University initiative.

Through close working relationships between the government and universities, we strive to create a dynamic higher education system and a viable potential for centers of excellence in Ethiopia such as in basic/applied sciences and technology at Addis Ababa University; in agriculture, food security and environment at Haramaya, Hawasa, and Mekelle universities; in medicine and community-based health sciences at Jima and Gonder; and in water resources development and engineering at Bahirdar and Arba Minch Universities. It is important to note here that some of these institutions, namely Haramaya and Jima Universities, were established through collaborative partnerships with Oklahoma A&M University and support from the U.S. government over five decades ago.

Ladies and gentlemen, such initiatives and programs that focus on human and institutional capacity development will have a far-reaching contribution to Africa's transformation and development. Collaborations between U.S. and African higher education institutions will have

meaningful impact only if they are focused on addressing challenges and problems prioritized by national governments and local people; are based on mutual respect and benefits; are owned and led by Africans; and are designed for a long term and sustainable engagement. I understand that the Africa-U.S. Higher Education Initiative partnerships have a detailed five-year plan and 10-year perspective. Investing on such plans that are long-term, focused on human and institutional capacity development, problem solving and aligned to development strategies and priorities of African governments, USAID and other development partners is what Africa needs today. Partnerships, I believe, will help institutions transcend the graduation from primary and secondary levels; there is a need to expand vocational and tertiary education. African higher education institutions also face challenges in terms of developing and retraining faculty, ensuring attractive work environments and sufficiently supporting research mainly through post-graduate level programs. Institutional good governance and management are crucial and more capacity development in these areas cannot be overemphasized. Many African governments, including the Ethiopian government, have put higher education development and reform at the forefront of their development priorities. Government investments to the sector have increased steadily and meaningfully. In Ethiopia the government currently invests about 18 percent of its education budget to higher education expansion and reform. Through well designed and executed plans, Ethiopia has increased the number of universities from two in 1996 to over 30 today. While expanding the system, we have also focused our efforts on improving and maintaining quality and relevance of learning and research.

The high amount of resources the Ethiopian government has dedicated to the expansion of higher education is a clear testament to our unwavering conviction that Ethiopia's renaissance cannot be achieved without the expansion of education.

But in a large sense, our commitment to

expanding higher education is a direct corollary of and a clear testament of our government's firm conviction in the need to put in place a democratic political order that will not only accommodate diversity but also one in which peoples of all backgrounds—religious or ethnic—would be in a position to exercise their democratic as well as the fullest measure of self-government rights that the Constitution entitles them to. As one commentator once put it, "No other efforts can explain more vividly a government's commitment to democracy than its unstinted effort to the expansion of education across the breadth and width of [the] country." The 32 higher learning institutions and dozens more training institutes are today bustling with hundreds of thousands of students who will one day soon take the mantle of political power through a democratic process and engineer the processes of Ethiopia's Renaissance into ultimate success. Only a well-educated populace can successfully ensure a robust economic growth and maintain a sustainable democratic order. Our universities are, quite simply, microcosms of a democratic society in the making.

Excellencies, ladies and gentlemen, while we have done commendable, even if modest, progress in the area of expanding higher education, we still however remain woefully wanting in a number of areas, hence the need for forging viable partnerships of the sort that would greatly enhance the competitiveness of our higher learning institutions, hence their graduates. We still need to build capacity of our academic personnel.

No doubt, we still have several challenges in the areas of access and success, quality and relevance, equity and diversification, governance and management, and financing and sustainability.

That is why we believe we can, and indeed should, learn from the experience of other similar institutions elsewhere in the world, South and North alike. Our higher learning institutions are making unstinted efforts to partner with institutions elsewhere. We cherish these partnerships as they offer ample opportunities

for our budding institutions to tap into the wealth of knowledge and scientific expertise that more developed universities abundantly have.

From the list of partnerships under this program, it is my strong conviction that some centers of excellence that could serve as springboards for regional cooperation and potentially elevate Africa's competitiveness, for example in the areas of environment and engineering at 2iE in Burkina Faso; in solar power at University of Cape Town; in veterinary and trans-boundary diseases at Makerere University; in dryland agriculture at the University of Nairobi; and in water resources management and engineering at Addis Ababa University, would emerge. These could also be satellites that could be tapped as stepping stones by the African Union in its recently launched Pan African University initiative. These and many other complementary partnerships, with U.S. institutions as well as countries such as India, China, Brazil, Japan, Sweden, Netherlands, U.K., France, Norway, Germany, Belgium, and other countries in Europe, will assist Africa to sustainably develop the next generation of leaders and professionals, entrepreneurs and job creators, teachers and researchers, and innovators to solve societal problems and truly make the 21st century the century of Africa's renaissance.

Ladies and gentlemen, we hope to see the partnerships represented in this meeting and others that would result from our closer cooperation work closely with national governments, regional entities, such as the Association of African Universities and African Union Commission, as well as the private sector, foundations, and local and international stakeholders. I also hope that higher education institutions across Africa will reform themselves and maximize partnership opportunities by clearly articulating their vision and pivotal role in development across sectors and the region. Higher education is not a luxury, but a development imperative!

I would like to express my heartfelt appreciation to USAID and HED for organizing this meeting in Addis Ababa and honoring us in such an important venture. It is our sincere hope that the U.S. government will continue supporting higher education partnerships in Africa. We recognize the leadership and vision of the Africa-U.S. Higher Education Initiative and the Association of Public and Land-grant Universities, and appreciate the critical guidance and roles of the American Council on Education and other U.S. higher education associations. I would also like to thank Addis Ababa University and the Ethiopian Ministry of Education for co-sponsoring this event. I also thank the participants of this meeting from all over the world, including universities, African, U.S., and European higher education associations, the African Capacity Building Foundation, the World Bank, UNESCO, RUFORUM, and African Union Commission. Special thanks to Ambassador Booth and to Dr. Gebisa Ejeta, President Obama's science envoy—welcome home, Dr. Gebisa!

Ethiopia is committed to working with the U.S. government and universities to build institutional capacities of her institutions, through efforts such as the Feed the Future Initiative, the Global Health and Climate Change and Adaptation programs, the U.S.-India-Africa trilateral higher education capacity development program, the recently launched USAID Higher Education Engagement program, and other similar initiatives. You can count on full support to such endeavors by the Ethiopian government, and also by African governments, people, and institutions. Through true partnerships we have a real chance to provide a brighter future to millions of people across Africa. I hope this meeting will contribute to wider discussion on effective inter-institutional cooperation between Africa and the U.S., as well as Europe and other regions. I wish you fruitful deliberations in the next two days.

I thank you for your kind attention!

## Welcome Remarks by Mary Catherine Phee, Deputy Chief of Mission, U.S. Embassy in Ethiopia

*The following is an HED-prepared transcription of the speaker's comments based on a video recording of the Africa-U.S. Higher Education Initiative Partners Meeting.*

Thank you and thank you, Terry for that introduction. Thank you, Mr. President for welcoming me today, and welcome to the educators and officials for visiting Addis for this important conference.

As a graduate myself of a land-grant university, this program has a special interest to me. We are lucky to have with us today Dr. Gebisa, whose visit to Ethiopia fortunately coincides with this conference. Many of you also know Tom Staal, the director of the very important and effective USAID program here in Ethiopia. They will speak to you a little bit later this morning about the work of university partnerships in contributing to the development challenges in Africa.

I myself wanted to just mention one specific issue, as you set your agenda, and urge you to focus on a subject that is of particular concern to me and also to my government, which is the absence of African women in higher education. Although rates of enrollment for African women in higher education are increasing, as you know, the rates of retention and graduation are alarmingly low. Despite the fact that women make up half of the population in Africa, they routinely face economic and social hurdles to accessing and completing higher education degrees. These challenges are based in part on cultural practices, including the traditional role of women in many societies, and

a widespread belief that women do not belong in institutions of higher education. These attitudes, which were once shared by a majority of Americans, today create an extra burden for female university students here in Africa, and they must be confronted to prevent the exclusion of half of the continent's talent pool.

The current gap, as many of you know, has a demonstratively detrimental impact on the African society's economy and development. Fortunately, this is a problem that I think we all have the power to address. So I ask you as educators in this room to redouble your commitment to higher education for African women and to look for policies and practices that will facilitate their participation in advanced learning. We should work together to ensure that women not only enroll, but graduate from higher education institutes. I believe that all of us can contribute to this important goal.

At the U.S. Embassy here in Addis we have established a mentorship program for female university students. Embassy staffs are providing support with studies and life skills. With this small initiative, we hope to support the education of young Ethiopian women so that they can contribute to this country's ambitious development plan.

Each of us, as individuals and as representatives of the institutions we join, has the opportunity to make a difference. So thank you to the leadership for organizing this meeting. I wish you the best in all of your deliberations over the next few days.

## Keynote Address by Thomas H. Staal, Director, USAID/Ethiopia Mission

*The following is an HED-prepared transcription of the speaker's comments based on a video recording of the Africa-U.S. Higher Education Initiative Partners Meeting.*

*H.E. Hailemariam Desalegn, Deputy Minister and Foreign Minister of Ethiopia,  
Dr. Admasu Tsegaye, President of Addis Ababa*

*University,  
Distinguished Panel of Members,  
Distinguished University Representatives,  
Ladies and Gentlemen:*

I am very happy to be here with you all this morning to discuss the U.S. government's vision and strategies to build human and insti-

tutional capacity development through higher education partnerships in sub-Saharan Africa. This is an important and timely subject as Ethiopia and many African nations continue to expand their higher education capacity to respond to the demands of their citizens and the needs of their growing economies.

I am pleased to see such strong attendance at this event. This meeting of partners in the U.S.-Africa Higher Education Initiative will focus on the development of new partnerships that will benefit from the success and experience of previous and ongoing partnerships. Here in Ethiopia, there is a strong tradition of Ethiopia-U.S. partnerships. Many of these partnerships have laid the foundation for the high-level research and development initiatives that are contributing to the unprecedented growth and transformation here in Ethiopia.

I have been asked to represent the U.S. government and speak about its support for U.S.-African partnerships in education. I will discuss new policy and implementation guidance from USAID which was developed in collaboration with other U.S. government agencies. I will give a brief overview of how these types of partnerships will be recognized and supported.

The U.S. government recognizes that globally higher education plays an important role in national and regional development. This recognition has encouraged USAID, over the past six months, to review its current and future investment in higher education. The U.S. recognizes that there have been some significant higher education investments in the health, agriculture, and education sectors and that there are some long-standing higher education partners in the U.S. and around the world.

The United States, through USAID and other programs, has also made significant investments over many decades in training and leadership development for Africa. A recent evaluation of U.S. investments in graduate education for over 3,200 African professionals who were sponsored by USAID's

ATLAS and AFGRAD programs over the past 40 years showed that these programs contributed greatly to African higher education development and overall development goals. It is interesting to note that the investment in today's dollar terms amounts to \$366 million. This investment reached 45 sub-Saharan African countries where 90 percent of trainees returned to their nations to work in their professions. These individuals contributed to incredible results for Africa, including the development of rural education programs which led to more women accepting vaccinations in Africa, improved university curriculums, the cassava mealybug eradication, and the development of a customs laboratory to test imported drugs and foodstuffs to save lives and generate income. The results of these programs are deep and lasting.

However, the U.S. government recognizes that in a climate of limited resources, focusing and concentrating on higher education activities and interventions with private and public sector partners including foundations, research institutes, NGOs, and PVOs must be more strategic and rely on evidence-based decision making. Therefore, in the coming years USAID will be seeking to align higher education activities and interventions to target activities in countries where higher education can support, with strong country commitment, workforce and other critical development objectives such as food security, global health, and adaptation to global climate change. Also, a focus on workforce skills development is critical, as individuals may not be able to access higher education in the traditional setting, but still need relevant skills and training to contribute to the workforce.

Moving forward, for higher education initiatives to be considered viable by USAID they must fit with host country development priorities, show sound evidence-based programming, demonstrate scalability, show that budgets are linked to goals and targets, and include performance monitoring and impact evaluations. Central to this alignment is the need to focus and concentrate resources in the

countries strategically. All of these are positive changes and guidance to partnerships moving forward will ensure the strength of the partnerships and have real and lasting impact on development outcomes.

To close, I invite all of us to continue an open dialogue with governments, donor agencies, private sector partners, and all other stakeholders to develop and strengthen higher education partnerships that build capacity in African universities and contribute to development outcomes.

Here at USAID in Ethiopia we continue nearly two decades of support to basic edu-

cation to enable future generations to take advantage of higher education and to ensure that girls and women can finish their education. While improving reading and learning outcomes and the quality of education is the urgent thrust of our education program, we are proud also to support a number of Ethiopian and U.S. university partnerships represented by many of you here today and I hope to see you all at the inauguration event for the new Ethiopia Institute for Water Resources led by Addis Ababa University and the University of Connecticut.

Thank you.

### Welcome Remarks by Malcolm Butler, A♦P♦L♦U Vice President, International Programs, and HED Advisory Board Member

Thank you very much, Terry. Mr. Deputy Prime Minister, thank you for your remarks. Mr. President, thank you for your hospitality. We appreciate your support in hosting this event, and of course, Terry, thank you for your remarks and kind acknowledgment of Peter McPherson's early conceptual involvement in this program. He regrets not being here and sends his regards to all of you. He is grateful for the efforts that you have made. But most importantly, if he were here today he would want to thank all of you who are implementing this project, because the future and success of this program is in your hands.

These remarks are built as agenda setting. I think as we set an agenda it is also useful to set a historical context. That historical context is one that looks back over sustained involvement of higher institutions in countries and institutions around the world. Think back to periods of involvement of the University of California, Berkeley with Indonesia; The University of Chicago with Chile. Think back to the long-standing involvement of the University of Minnesota with Morocco. If you go to Morocco today and look into the private sector and government and education, it is hard not to rub shoulders with someone who benefited from 150 or so graduate-degree holders and PhDs who went through that program while it

was being run by the University of Minnesota. The Michigan State University had a long—a 40-year-long—term of engagement in Mali.

I mention this in terms of setting the agenda because I know that this initiative, the Africa-U.S. Higher Education Initiative, will join legendary involvements between universities and institutions and governments around the world. It is well within the hands of the people within this room to make sure that happens. If we had to set an agenda, I would say that this is the agenda we should be setting. To make sure that the efforts that colleagues in the USAID including Gary, Sandy, of course Tom, and Allison and new colleagues in other missions around the region. All of us who have been involved in this program and remain dedicated to its continuance and to its growth. I say to our colleagues in Washington: We remain dedicated to its continued growth.

Second, no matter how we try, and no matter what successes we achieve in getting additional support for these programs, we are in the hands of those of you who are implementing these programs. If we were to look ahead, I know most of you are thinking, "What am I going to be doing next week, next month or maybe on a good day next year?" But if we were to step back and think about what this program is going to look like in five years, we

would see, I am sure that there would be success stories of the 11 programs we have in operation now. We will probably be seeing them looking back in great satisfaction on having achieved their objectives and moving on with their professional institutional lives. And those will be successful programs. But we will see probably the vast majority of these programs looking back on five years of success and more importantly looking ahead five years—what are we going to do beyond this? What are we going to do with the seed money? Because that is what this is these are—investments in the future. What are we going to be doing in the years ahead, in the next five years? And then we will find probably a few of the programs will be exploding beyond the first five years. They will be looking back on the first five years as getting traction, getting their feet on the ground, and setting an agenda for the future. Those will be the programs that will put the overall initiative on the map.

### Welcome Remarks by Tully R. Cornick, HED Executive Director

Distinguished guests, friends, and colleagues of higher education, good morning! On behalf of the Higher Education for Development team, welcome. I am delighted by the interest and commitment to the Africa-U.S. Higher Education Initiative evidenced by your choosing to be with us over the next several days. Thank you.

Just three years ago, the Africa-U.S. Higher Education Initiative held its inaugural partners conference in Accra with the first group of planning grant recipients in attendance, followed by a second gathering in February 2010 in Washington, DC.

The 11 Africa Initiative partnerships were developed with the long-term vision of a minimum of five years of partnership growth, but with the prospect, even the expectation, that they would continue to develop over a 10-year timeframe.

We commend the partnerships for the great work done already, and urge them to continue it so that the case is strong for continued support from both public and private

What is going to be the difference between those programs that are exploding and those which are merely very successful?

One is that the Africa Initiative programs will be greater than the sum of their parts—they will not be a series of individual parallel projects. They will be a program more than anything else, where one learns from one another and that is what this meeting is about, Terry, and I congratulate you again for framing it in that fashion.

The second thing that is going to make a difference between those that are merely successful and those that are setting themselves on fire: It will be the passion, creativity, determination, and commitment of those of you who are implementing the programs and that is why I take particular pride in being here and welcome the fact that you have invited me to make these remarks. I take my hat off to those of you who have made this commitment. The future is in your hands!

sectors to ensure the 10-year vision of the life of the project.

Although some partnerships are hardly a year under way, and in the case of several partnerships, even less time for implementation has passed, we already see significant progress, such as:

- Strong support from national governments. For instance, the Ethiopian government is providing nearly half a million dollars to increase the amount of MSc and PhD training under the AAU-University of Connecticut partnership;
- It is worth noting that the Ethiopian government has embarked on a far-reaching program of expanding higher education access and improving quality, for which it is to be commended;
- We also see similar strong support by the governments of Sudan, Senegal, and Burkina Faso for their respective partnerships;

- We see support from the private sector and foundations, such as the NIH-Fogarty program with the University of Ghana-Brown University partnership, the Rotary Club's participation in the University of Cape Town-University of Cincinnati partnership, the ITT Visual Information Solutions and Fanning Consultancy partnership in the Addis Ababa University-University of Connecticut partnership, the participation of the Canadian International Development Agency in the Université Gaston Berger-The Ohio State University partnership and the participation of the Wildlife Conservation Society, Abt Associates, and ACDI/VOCA in the University of Juba/Catholic University of South Sudan-Virginia Tech partnership; and
- We also see strong support from USAID missions, resulting in five-year commitments for USAID/South Sudan and USAID/Senegal and a four-year commitment from USAID/Liberia.

As we kick off these next few days of sharing, networking, and learning, I would like you to keep in mind some key points:

1. The HED model offers partners a unique network and higher education community that partners are encouraged to take advantage of;
2. HED encourages all partnerships to collaborate across countries and sectors and seek one another's input for mutual long-term benefits; and
3. Partners need to think beyond the HED partnership years and leverage addition-

al funding now. Partnerships will need to manage their project timetables strategically and give careful consideration to potential activities and funding post-USAID funding and HED support.

Over the next several days, I hope to hear a vigorous discussion of the obstacles encountered and perhaps overcome in this early implementation phase. HED sees itself as a learning institution and wants to come away from this conference with a better sense of how we as a program and a collective community of practice can do things better and more effectively in the future.

Individually, and as a group, we are being challenged to implement a robust, evidence-based system of monitoring, evaluation, and program progress monitoring, so that we can demonstrate human and institutional development impact, and better tell our story about the significant contributions that higher education can make to development. This is neither easy nor straightforward, and I suspect that we have much that we can share and learn from each other as to how to do this more effectively.

I would like to close by thanking our hosts, the government of Ethiopia, its Ministry of Education, and the Addis Ababa University, for their gracious hospitality and support of this conference. I would also like to thank USAID/Ethiopia specifically for its support in helping us make this conference possible, and USAID in general, across all levels, for the moral and financial support that has made possible this Africa-U.S. Higher Education Initiative.

Thank you.

## Welcome Remarks by Olugbemiro Jegede, Association of African Universities

*The following is an HED-prepared transcription of the speaker's comments based on a video recording of the Africa-U.S. Higher Education Initiative Partners Meeting.*

Your excellency, the deputy prime minister, as well as foreign minister for Ethiopia, your excellences, the chair of the board of HED, the USAID colleagues, the A♦P♦L♦U colleagues,

members of the partnership, our friends from outside of Africa, as well as within Africa, my colleagues, ladies and gentlemen, I bring you greetings from the Association of African Universities. Our board sends its greetings. Our board is represented here around the table, in one form or another, and I am sure you will get to meet them later on. Secretariat of

Ghana brings greetings to you. A special word of gratitude to the government of Ethiopia for hosting this meeting. Also we reflect with pride on the launching of the new AU building that took place a couple of weeks ago when many of us were here. So we want to congratulate the government and through you, sir, for the wonderful job that has been done here.

We are pleased that this meeting is taking place at a time when there is an upsurge in interest in higher education in Africa. In the 80s, this went down almost into the doldrums, but the collective wisdom of the world raised higher education above everything else to ensure that with higher education, primary and secondary education will also develop.

Africa is an enigma in many ways because the more you put in, the less you see. The reason is very simple—it is because there is a lot of growth in many areas, in particular, the need for human development.

Currently, we have 800 universities and 1,500 higher education institutions. The projection is that in the next five to six years, Africa will require half a million university teachers. That is where this partnership fits in, because we need to develop these people. No matter the amount of money that is put in, if we do not develop those who will manage this, it will just be wasting our time. I do think we will look into this and the problems of managing these issues.

The Association of African Universities oversees at least 300 universities at the moment. We represent the voice of Africa in higher education. We are also the implement-

ing agency for the African Union in higher education. As many of you are aware, we were established in 1967, through a partnership program between UNESCO and the former organization of African Unity, which metamorphosed into the African Union.

We are very pleased that this partnership is holding, the meeting is holding, and we are reviewing issues and we are making sure that we are listening to those who are receiving the effort we are putting in. We do also hope that the partnership will regard AAU as an integral, if not a central, focus of this partnership. AAU supervises 300 universities in Africa at the moment. Through the government we negotiate on behalf of all the universities. While we are speaking after lunch, we will discuss one or two things we are doing continentally on other issues. But I think that the one area that concerns us is the need to maximize the resources that come into Africa: to maximize it, and to ensure sustainability of this project and the partnership.

We think AAU is quite ready to assist in many ways. In particular, in mentoring some of these programs; in monitoring these programs; and supervising them; and reporting to you, having a second view of whatever is going on the continent or rather than you going up and down. We are here, as actually many of these programs are, for the benefit of Africa.

We look forward to a fruitful meeting and will be pleased to take back wonderful conclusions to our board, for and through our board for the African Union Commission implementation.

## Keynote Address by Peter N. Materu, Lead Education Specialist, Africa Region, World Bank *Lessons of Experience from Higher Education Investments and Donor Coordination for Effective Delivery*

Honorable Minister of Education  
Distinguished and Invited Guests  
Chairperson  
Fellow Participants, Ladies and Gentlemen

### Setting the Stage

It is a pleasure to join you here in Addis Ababa for this important meeting, which in many ways is a meeting of like-minded people who are driven by a passion for Africa's development and higher education in particular.

Let me begin by expressing a sincere word of thanks through the honorable minister of education to the government and the people of Ethiopia for the warm welcome. I also congratulate you, honorable minister, for the huge investments being made in education in this country as it prepares itself to transition into middle income status. As many will agree, investing in quality human capital development is key to maximizing returns and sustaining the impact of the massive investments being made in building physical infrastructure.

I also wish to acknowledge the tremendous effort by African governments over the last two decades, which have seen Africa register the fastest rate of growth in enrollment at all levels of education when compared to other regions of the world. On average, public spending on education in sub-Saharan Africa in almost 5 percent of GDP (some, like Ghana, at 9 percent), which is higher than the world average of about 4.3 percent of GDP. The good news is, therefore, that countries have done and are doing a lot to meet the demand for access to education. However, for many countries, there is little or no room left to expand public expenditure for education although the social demand for access is huge and rising, particularly at the post-basic level.

Chairperson, the other good news is that a significant number of countries in sub-Saharan Africa (SSA) are just on the verge of a breakthrough toward sustained growth

and competitiveness as middle income countries. But to make further progress on this front (especially in the wake of the global financial crisis), SSA will need higher levels of growth, productivity, and job creation. This cannot happen in a sustainable way unless countries invest more strategically in the key drivers of growth, of which quality education and particularly tertiary education, science, technology, and innovation (STI) are critically important. Success in these areas will significantly increase the chance to lock in the 21st century for Africa. But there are several challenges.

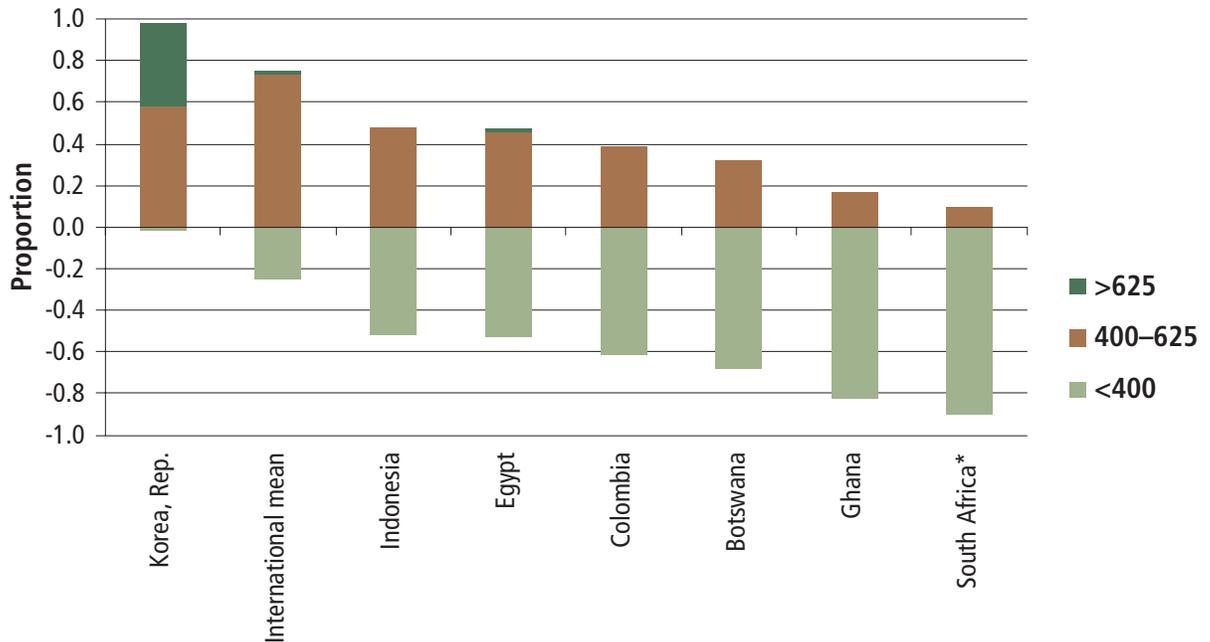
### Challenges for SSA—Demographics and Exploding Growth of the Sector

Chairperson, Africa is the world's "youngest region" with a large share of young people in the population. There is scope to reap a demographic dividend from this "youth bulge." But the youth bulge is not just an opportunity. It is a double-edged sword. An average of 7 to 10 million youth enter the labor market every year in SSA, but less than one in 10 get wage employment. Tomorrow is simply too late for Africa's youth. Policies must take into account the needs and expectations of this burgeoning youth population and create the conditions for a brain gain in Africa.

Africa's youth—those between 15 and 24 years—number around 200 million people or more than 20 percent of the population. This could be a major opportunity for Africa if well utilized. A similar demographic transition played a large role in the "East Asian miracle." For Africa to take advantage of this opportunity, major challenges must be addressed since although youth make up 37 percent of the working-age population, 60 percent of the total unemployed come from this group.

Education has a major role to play during Africa's demographic transition. Education quality at all levels will need to improve sig-

**Figure 1—TIMSS Math Proficiency, 2007: Proportions of grade eight students scoring at “low,” “intermediate/high,” and “advanced” benchmarks**



*Note: Botswana and Ghana participated in TIMSS in 2003 and 2007. South Africa results refer to 2003 since it did not participate in TIMSS 2007. No other sub-Saharan African countries have participated.*

*Source: TIMSS 2003, 2007*

nificantly and systems will need to focus more intensively on skills development, on preparing young people for the transition to the world of work. This window of opportunity will not last for long. Africa will need to act now to meet critical education challenges—not only providing good-quality primary education for all, but also strengthening secondary and tertiary education systems to meet the changing needs as African countries grow. And this is a major challenge that requires us to put our efforts together, perhaps through something similar to what has been done at the basic education level.

Chairperson, just over one-fourth of tertiary age youth in the world were enrolled in tertiary education 2009 (27 percent). This figure was a 9 percentage point improvement over 1999 (18 percent). Europe and Central Asia (ECA) has consistently had the highest tertiary gross enrollment rate (GERs) of any region in the developing world with over half (55 percent) of tertiary age youth enrolled in 2009, representing a 19.2 percentage point

increase over 1999. Sub-Saharan Africa lags behind other regions with 6.3 percent enrolled in 2009, up from 3.9 percent in 1999 (62 percent increase).

Let me put this in perspective. Of the 10 countries with lowest enrollment in the world (for which data is available), eight are in SSA. Only four countries of the lowest 20 are not in SSA (Dominica, Djibouti, Afghanistan, and Pakistan). Thus, although SSA experienced the most rapid increase in enrollment than any other region in the world, the overall stock of tertiary level people in the population is still very low. And, as many of you know, there are serious concerns about quality of learning and relevance of the knowledge areas covered to the pressing needs of SSA economies.

Increasing pressures from demand side. This rapid expansion has placed substantial pressures on the supply side, in particular, in terms of new faculty members and adequate infrastructure. Adding to the stresses of the enrollment influx and resource demands, governance structures in tertiary institutions

have not adapted and basically have remained unchanged over the past years. Available evidence indicates that demand for tertiary education in SSA will continue to rise. With a secondary enrollment rate of 34 percent and tertiary GER of 6 percent, applications for admissions outstrip supply by a large margin. Thus, while it is important to strive for world-class excellence in the quest for improving quality, we must not lose sight of the need to build a diversified system that offers adequate opportunity to the vast majority of young people in an affordable manner. It is also necessary to put in place mechanisms (e.g., scholarships) to ensure that talented students from poor or disadvantaged families can afford to access institutions of their choice.

Pressure on quality. The rapid increase of enrollment at tertiary level was not matched by a similar scale of increase in the number of qualified graduates produced by secondary education. In the meantime, the expanding enrollment is not accompanied by comparable increase in formal private sector employment opportunities for higher education graduates. But to address this problem, efforts must start earlier in the education system.

In the latest round of data from the 2007 Trends in International Mathematics and Science Study (TIMSS) the percentage of eighth-grade test takers in Botswana, Ghana, and South Africa (the only three SSA countries that participated) who performed at the lowest level of proficiency was 63 percent, 83 percent, and 90 percent, respectively (Figure 1). This compares poorly to an international mean of 25 percent and a comparator percentage of 52 percent in Indonesia, 53 percent in Egypt. These students have not mastered the criterion set for this level, which is “Students have some knowledge of whole numbers and decimals, operations, and basic graphs,” a relatively low level given the grade in which this test is administered. Thus, a lot of work needs to be done to improve the quality of the talent pool in secondary education from which tertiary institutions draw their students.

### **Overstretched Public Funding**

Public financing of education in SSA is on average overstretched with an average above the world average. This implies that for most countries, there is very limited scope or none at all to increase public financing to meet the growing need. Since 2001, the pace of growth of public financing of higher education has been quite remarkable in many countries but enrollments have continued to grow even faster. In Ghana, for example, this was at about 2.5 times the GDP growth, a pace that cannot be sustained for a long period. Innovative approaches for financing tertiary education, that leverage public funding to attract more investments from the private sector (public-private partnerships) and philanthropy are highly needed. We have commissioned a study into this aspect, the results of which will soon be available. The aim is to come up with models (based on tested experiences globally) that could work in Africa, bringing together soft funds from governments, development partners, and philanthropy with funds from private financial institutions to provide affordable loans to institutions and students.

### **Gender Parity in Tertiary Enrollments**

Globally, the gender parity index (GPI) for tertiary enrollments has been increasing from 0.98 in 1999 to 1.08 in 2009. The global female GER is now higher than the global male GER. While Latin America and the Caribbean (LAC) and Europe and Central Asia (ECA) have consistently had higher female GERs, SSA (and South Asia) has remained stagnant over time with a male bias in tertiary enrollments.

Only 11 countries in the world are within +/-0.05 of gender parity in tertiary enrollments (none in SSA). Sixty-four percent of countries have a female bias in tertiary enrollments. Many of these countries are in LAC or are high-income countries (none in SSA). In eight countries, the female GER more than doubles the male GER. These countries are island nations in LAC and Qatar. And eight of the 10 countries with the largest gender disparities

in tertiary education in the world are in Africa. Clearly, increased efforts toward gender parity hold the key to addressing the access issues raised above. This has to be accompanied by efforts to raise female literacy in lagging countries, since statistics show a close relationship between female literacy and tertiary level gender parity.

### **The World Bank and Tertiary Education in SSA**

The World Bank's new Africa Strategy, *Africa's Future*, clearly recognizes the critical role of quality tertiary education as a driver for growth and competitiveness (Pillar 1); in generating knowledge and solutions to overcome vulnerability and to build resilience (Pillar 2); and most importantly, in generating leadership and building versatile systems to improve service delivery. The recently approved global strategy for education—*Learning for All*—underscores the importance of a holistic approach to education development, with a focus on quality of learning at all levels. We are now in the process of translating this global strategy into the African context. We will soon be coming to you for ideas.

### **The World Bank and Tertiary Education**

The World Bank has long championed education and continues to take a holistic approach to the development of the sector. While it remains important to address the remaining challenges in basic education, we fully recognize that no country has achieved sustained growth and competitiveness by investing only in basic education. The World Bank's Africa Strategy, *Africa's Future*, clearly points to tertiary education as being essential to generate knowledge and a skilled workforce for sustained growth in SSA. Putting "its money where its mouth is," the bank currently has a portfolio of about \$600 million in higher education in Africa. We now have 11 projects in 10 countries, and seven more are anticipated.

Our recent report, *Accelerating Catch-Up: Tertiary Education for Growth in Sub-Saharan Africa*, and other World Bank analyses raise

three key messages that I would like to share with you. First, a more knowledge-intensive approach to development is not an option for many African countries, including those with abundant natural resources. It is likely the only path that will lead to sustained development. The good news is that many countries in SSA have realized this. Despite the recent economic crisis, many countries in SSA are already on a path to recovery with encouraging growth rates projected. The challenge now is how to move from this strong baseline to sustained growth in an environment increasingly challenged by mounting demographic pressures, climate change and globalization.

Second, we need to pay more attention to quality and relevance, even as we continue to increase access. Tertiary enrollment in Africa has increased at about 8.6 percent a year on average during the last three decade, way above the world average of 4.6 percent. However, since this progress was from a very low starting point, only about 6 percent of Africa's potential tertiary age group is enrolled in tertiary institutions compared to a world average of 25.5 percent. Nine of the 10 countries with the lowest tertiary enrollment in the world are in Africa. There is obviously huge demand for an increase in enrollment rates at the public higher education institutions. But this must be balanced against the need to raise the quality and relevance of education and research, by prioritizing skills and research that will promote a mix of dynamic and competitive industries. Too rapid an increase in enrollments, as has happened in the recent past, has eroded quality and is undermining the contribution of tertiary education to growth. There is, therefore, an urgent need for boosting quality and reinvigorating research.

Third, to bring about these game-changing transformations in tertiary education, we cannot continue with business as usual. With 48 mostly small economies, not every country in Africa can afford to invest in quality tertiary education and world-class research in all areas. We need to come up with strategies to leverage our collective strengths across national

borders and build linkages with existing pools of world-class knowledge, including linking African tertiary institutions with each other and with other institutions around the globe. We also need to work more collaboratively with the private sector so as to produce graduates with the right skills for the job market, particularly in the leading sectors of growth.

There are many useful lessons we can draw from other recently developed nations in this regard. Lessons from Asian countries which recently transitioned from a low base to middle and high income status suggest that the factors that differentiate high achievers from others are the sustained emphasis on the quality of learning at all levels; the resources devoted to increasing access to tertiary education; developing research universities in select priority areas and building a culture of evidence-based decision making and investments in the economy at large; and the importance such countries attach to bolstering learning and innovation, including investing in IT capacity and its assimilation.

### **World Bank Support to Tertiary Education**

Chairperson, over the last decade, the World Bank has witnessed a growing demand for support in tertiary education and skills development in SSA. As indicated earlier, the active portfolio currently stands at over \$600 million and several more are under preparation. This trend is also seen at the government level. Of 34 countries with comparable data on the share of tertiary education in their education spending, 17 have witnessed an increased share. The average share of IDA commitments to tertiary education increased by 50 percent from 10 percent of commitments to education in FY 00–FY 05 to 15 percent in FY 06–FY 11.

At the regional level, the bank is developing a new regional program which will provide financing to strengthen regional centers of excellence and thematic networks in sub-Saharan Africa, with a focus on science, technology, engineering, and mathematics, in health and in agriculture. The goal is not to create new institutions but rather to support

existing institutions that, with strong backing from their governments, have set for themselves a regional mandate in these priority areas. The World Bank recognizes that several other partners (e.g., the Foundations Partnership for Higher Education) have gained considerable experience in this area and is therefore exploring synergy and collaboration. As you might be aware, partnership is the first instrument for implementing our new Africa Strategy.

We are emphasizing partnership and knowledge over finances for two main reasons. First, our financing contribution to the education sector in most countries in the region is only a small proportion of sector financing with the government as the main partner. Partnership, with the government as the first partner, is therefore the smart thing to do to help government use its own resources more effectively. And this explains the second reason. By undertaking detailed analytical work ahead of investment decisions, we provide policy makers with information to enable them prioritize investments among the many different competing interests.

### **Need to Improve Coordination Among Development Partners**

Chairperson, on our part as development partners, we have been quite successful in coordinating our actions at the basic education level (through the Global Partnership for Education), including at the country level so that our interventions are well integrated within the broader development strategies of the countries we support. We are beginning to see emerging interest to collaborate at the tertiary level among some partners but more could be done. It would be useful to brainstorm during this meeting how this could be carried further but without bureaucratic overload.

On the part of the World Bank, I would like to assure you of our continued commitment to partner with you in the efforts to strengthen tertiary education in Africa, tailoring solutions to specific country needs and in each case, focusing on areas that have been identified

as being of high priority for national development.

### Closing

This conference brings together the leaders of the partner organizations and other stakeholders to share ideas on the development of tertiary education in Africa. Everyone who is here today is here because he/she believes that quality and relevant tertiary education in Africa is important for Africa's transition to prosperity. As we discuss this, it will be important to also seek answers to the broader issues that confront leaders in higher education in the continent:

How will quality in the broader tertiary education system be improved?

### Frannie Léautier, Executive Secretary of ACBF

*Lessons of Experience from Higher Education Partnerships toward Capacity Building Experience in Sub-Saharan Africa*

The education sector has a critical role to play in any country's development, but the role is particularly acute when it comes to those countries that are at the start up or take off stage of development, or those that are seeking to recover from periods of stagnation and slow pace of development. The human and institutional capacities that can support Africa in defining alternatives, making choices, and implementing programs rely heavily on how education is viewed, developed, and used, and more importantly on the conception of the capacities needed to move forward.

Academic capacity can be judged as to its contribution to the capacities needed to define and implement policies, to uncover innovations that solve the unique challenges facing countries, and to generate the cadre of leaders needed to transform societies and economies. Indeed, universities are at the top of the transformation chain that generates the skills and competences needed in development. Yet university systems are facing a myriad of challenges and seeking ways to move forward. What models make sense for building aca-

What can we as partners do more/better to support these efforts?

I wish to commend you for organizing this conference, which provides us with a unique opportunity to brainstorm together on how we can be more effective in our efforts to improve tertiary education in Africa.

Chairperson, ladies, and gentlemen, I wish to thank you once again for the invitation.

Thank you.

*Please see Annex 3 for presentations by:*

*Geoffrey Kabagambe*

*Cheik Sène*

*Vimolan Mudaly*

*Tarekegn Ayalew and Essayas Kaba*

*Olugbemiro Jegede*

ademic capacity in Africa? What is the role of tertiary institutions? What can Africa do to leapfrog the development process using the education sector? I will draw lessons and illustrations from ACBF's 20 years of experience in building the capacity of universities and institutions of higher learning to outline what is possible in improving the academic capacity in Africa.

### Issues for Emphasis

While there are many issues that impact on education capacities, four aspects stand out—how to finance education; the policy reforms needed for an effective functioning of education systems; how to enhance research capacity; and supporting innovation in education. Funding academic capacity is crucial for ensuring a viable and competitive education sector. The critical areas for financing include developing faculty to increase the number of lecturers and retool existing faculty equipping them with skills to handle current and emerging issues. Financing to facilitate participation of students is also important, as is support for infrastructure improvements such as refurbishing and stocking libraries with both physical and digital material and refurbishing lecture rooms.

Policy reforms are needed to align education policy to national development priorities. Curricula currently followed by many countries on the African continent are not addressing the exact needs of today's labor market. Entrepreneurial education is necessary to produce job creators more than job seekers. Education policy reform also involves addressing the role the education sector can play at the forefront of societal transformation—civic awareness and citizen development are frequently referred to as the main subjects for influence through education policy.

Enhancing research capacity in institutions of higher learning is becoming increasingly needed so that they can adequately play their role as incubators of knowledge and ideas. Making education institutions the center for innovation and generation of ideas is critical for development.

### **Status of Capacity in Africa**

How does one measure the extent to which countries have put in place the academic capacities they need? How does one use these measures of academic capacity to gauge achievement? How does achieved academic capacity relate to the reforms needed at the country level, including those needed in the system of higher education and learning? These are questions the African Capacity Building Foundation asked and put together a series of data collection efforts to address. A series of indicators were defined to aid countries gauge how far they have come in putting in place the general capacities they need to better plan, manage, implement and account for results of policies and programs. The purpose of the assessment done in the African Capacity Indicators (ACI) survey was to effectively see how general capacity can be measured not only to track progress as mentioned above, but to also assist countries in their efforts to effectively integrate capacity development objectives in development strategies and agendas for service delivery. Another purpose was to understand the under-

lying factors driving change and to foster the change needed in areas identified as a priority. As such, an assessment was made of how the education sector has contributed to capacity development and the achievements by countries in Africa. The results of the assessment of capacity in Africa indicate that there has been steady progress in improving the policy environment, and indeed that education systems have generated skilled people who were competent enough to define and formulate policies for development. However, insufficient progress has been achieved in getting processes for implementation—the critical area of capacity “to get things done”—and we have yet to see significant development results and capacity development outcomes (individual skills and organizational competences). Education systems have not met the skill needs of the economy and have not generated people who can solve problems on the ground and implement solutions in innovative ways to achieve development results.

### **Developing Capacity and the Role of Education**

So what have been the challenges facing the education systems in Africa and what will be needed to revitalize the education sector? What possibilities and opportunities exist for Africa to tackle the education sector reforms needed? What role does education play in augmenting capacity? Education provides the foundation for strategic thinking and development initiatives. This includes providing a pool of people with the basic knowledge and skills for strategic thinking, whether in farming, family planning, or running a logistics company.

More complex capacities in the areas of formulating policies and programs that work and finding ways to implement those programs efficiently are another output of educational systems structured to directly support development activities. Having people with the skills for observation and follow through is also a critical requirement of any educational

system. Education also provides the ground for research and innovation. This includes generation of new ideas through research and development and experimental actions that supports testing and piloting. There is also the role of education systems to provide the basic skills for assessment, evaluation, and benchmarking which aids evolution and improvement of initial ideas. Then there is the critical learning in educational systems around using and sharing information and ideas such as in the use of libraries, participation in workshops, and involvement in seminars and conferences.

### **What Does Africa Need in the Education Sector?**

African universities and centers for higher learning have faced myriad challenges in the past, which partly explains their poor record in aiding development. Financing deficits due to disengagement of the state from social provisioning is a major reason, with few notable exceptions, including countries like South Africa that have succeeded in shielding their top universities. It is not surprising therefore that South Africa is the only country in Africa that has two of its universities (University of Cape Town and Witswaterand University) listed in the top universities following the Shanghai Process.

So what can be done to improve the academic capacity in Africa? First, there is a critical need for mentoring and training programs that transfer knowledge from the current generation of teachers, professors, and school leaders to the next. There is also a need to identify possible future leaders at an early stage and to grow them into the next generation of academic leaders.

Using local challenges to define the curriculum and content of education programs is also another area needing attention. Educators need to devise ways in which they can tap into the collective intelligence of society and use interaction with communities to source ideas and share knowledge, becoming the place where people come to learn from all walks of

life. Such partnering with communities can encourage social innovation and learning and contribute to really solving Africa's development challenges. Educators need to leverage the power of networks to connect actors, problems and solutions. Coming up with solutions for mobile learning systems and faculty is one innovation that can break open the challenge of limited capacity and small numbers of high-quality faculty.

Revitalizing the education sector also needs to transform universities into centers for leadership development, research and innovation. This requires unique models for capacity development of tertiary institutions that generate individual capacity in terms of skills, knowledge and competences. Attention needs to go to the institutional level as well, to develop faculty, library facilities, lecture room facilities, modern teaching aids (e-learning, distance learning, group learning), ICT innovations (video conferencing facilities), and laboratories. Organizational capacity is also needed to help universities develop the leadership they need to manage in a modern era, build skills in networking across professional groups, and build partnerships with the private sector and civil society.

Such partnerships could help tackle the problem of unemployment that is so critical for Africa's development. This is in addition to curriculum reforms aimed at aligning academics with the realities of today. Some countries in Africa have begun to pursue opportunities as can be seen in the rise in partnerships that have transformed the production, utilization and creation of knowledge. Many educators now work across borders and source content for teaching on the Internet, even linking up classrooms with each other to bring unique content and interactivity. Countries have also adopted dual structures in which universities are supplemented by centers engaged in knowledge generation and application with countries and across the world.

A number of educators are also seeking

ways to integrate various perspectives from the plethora of disciplines and approaches such as the adoption and utilization of e-technology that has allowed University of Stellenbosch to completely transform its approach to teaching. The 2iE Institute in Ouagadougou, which educates engineers and mechanics from 14 francophone countries, has been highly innovative in its use of e-learning to restructure engineering education and the use of laboratories and partnerships with the private sector to innovate in the areas of green technology for efficient energy and water use. A number of self-directed learners use the MIT OpenCourseWare system and have learned a great deal from such interaction. Wide acceptance of learning from each other using the Internet and other mobile systems has also helped African educators cope with the challenges highlighted above. These innovations are allowing countries to seek cheaper ways of providing basic education so that they can focus on the highly time consuming but value adding personal attention needed for the high-end skills.

Universities are also using the easy access to information to attract learners from the job market who are seeking to improve their skills, using the much-needed earnings in other areas of university needs such as improving the facilities and infrastructure. Doing research for pay to support universities are also models in use that provide incentives to faculty to earn more but keep them with a minimum teaching load and stringent research and publication requirements to ensure quality staff and faculty. With such innovations there is a good chance that Africa can use the education system to leapfrog the development process. This would require commitment by government to support universities and for leaders of education establishments to find effective ways to work with the private sector. Leadership is key for this to happen, both at the political level as well as at the organizational level. Today's educators need to embrace change, drive for

discovery, be aware of opportunities and drive hard bargains. Strategic partnerships are also needed across countries to save on infrastructure and expensive retooling. There are also numerous opportunities to tap into the diaspora, many of whom are willing to give back to Africa for free.

Countries need to think of four areas of capacity for universities and systems of higher education. Ensuring education institutions have the requisite transformative capacity because they can generate people with the skills, competences, and motivation for transforming their societies. That curriculum and engagements with education materials and pedagogical tools highlight and focus on real skills to get things done that are so needed for implementation capacity. Classroom exercises, internship activities, and reading materials need to focus on not only theory but also practical approaches and examples that challenge learners to try things out on their own. Challenging learners to be original and to experiment would also be key to build the innovative capacity so needed to leapfrog development. Having education centers partner with communities and the private sector to bridge the world of learning and doing could bring in the needed change. With such poor showings in the type, amount, and quality of research in Africa there is a critical need to have universities build their own and contribute to development in the practice world with the needed research capacity. Such changes call for attention to generate leaders of educational systems that are prepared to handle diverse futures and handling different risk scenarios. They would be highly ethical people with values and behaviors that guide them in making choices under challenging circumstances. Leaders, who can identify important shifts, extract important relationships and select from a variety of approaches for handling challenges would be critical to lead universities through the needed reforms. Academic excellence would no longer be sufficient for this type of change.

### What Role for Capacity Building Institutions like ACBF?

There is a role for capacity building institutions such as ACBF in helping universities get there. First, there is a need to address the financing gaps. ACBF has invested over U.S. \$150 million in grants to more than 90 universities in a variety of arrangements that support transformation and reform.

Second, there is a need to build institutions that pull the quality of universities upward. ACBF has supported entities like the African Association of Universities (AAU) that have developed a series of programs that have aided in the development of leaders, collection of research, and support of faculty improvements in addition to providing platforms for scaling up ideas that work through mentoring and peer-learning. Third, it is important to build research capacity, which ACBF has supported by financing joint electives programs for universities such as the PhD program run by the African Economic Research Consortium (AERC). Fourth, attention is needed to get specialized skills that have been developed through collaborative programs for universities and training institutions like the economic policy management (EPM) and collaborative master's in agricultural economics (CMAE) programs supported by ACBF. Fifth is the need to address the development needs of nations through university programs, such as developing the needed administrative capacity of the public sector through the public sector management training program (PSMTP). Sixth is the role of programs addressing specific areas of finance for example, the finance program at the Centre Africain d'Etudes Supérieures en Gestion (CESAG) and the microfinance program at the Kenya School of Monetary Studies (KSMS). Seventh is the role of focused training programs for retooling and refreshing professionals in the field, helping training centers support universities in continuous learning, as in the ACBF support to the Macroeconomic and Financial Management Institute (MEFMI) and the West

African Institute for Financial and Economic Management (WAIFEM). Finally, ACBF has contributed by ensuring that the programs for higher learning are inclusive through its work in ensuring the targeting of women and the inclusion of participants from fragile states and countries in conflict. This has been done through reserved scholarships for women and targeted recruitment from fragile and post conflict states.

### Conclusion

Capacity in the education sector is vital for supporting effective and sustainable development. Challenges facing the education system in Africa call for creative solutions and a new leadership. Educators need to be conversant with complex adaptive systems thinking and be able to make effective decisions under different strategic and risk scenarios. Africa needs to reposition universities to become the centres for new ideas that support its development. African universities are uniquely placed to tackle these challenges if they can improve on the approach they take to a knowledge society, their relationships with the private sector, their ability to tap into opportunities offered by new pedagogical and communication tools, and their boldness in bringing the needed change. Attention needs to go beyond basic skills and tackle the difficult areas of innovation-versus implementation. The African Capacity Building Foundation has experimented over the years with different approaches for building capacity including on the role of universities to change society and transform economies. The new strategy for the foundation covering the period 2012–16 focuses on experimentation and learning with attention to partnerships for scaling up results that sees universities as critical loci for change.

*Please see Annex 3 for presentations by:*

*Lesley Wilson of EUA*

*Adipala Ekwamu of RUFORUM*

*Yohannes Woldetensae of AU*

## Naana Jane Opoku-Agyemang, Vice Chancellor, University of Cape Coast, Ghana

*Lessons Learned from Higher Education Partnerships in Sub-Saharan Africa: The Case of University of Cape Coast and Partners*

### Background

The primary function of higher education (HE), of generating and disseminating knowledge for the good of society, immediately necessitates linkages. Given that our perception of the spatial world is now severely challenged, to the extent that most admit the world has become very small, even a village, it is in our interest to consciously continue to build bridges, relationships, share best practices and experiences that make a positive difference, and benchmark on common grounds, even as we recognize and respect differences that might come from cultural, classes, space, time, and other factors. Partnerships will allow for these and more; they will also come with expected and surprising challenges. The focus of my presentation is to discuss the lessons learned.

Higher education plays a crucial role in the development of all economies. The creation of wealth and development of human resources by and large is dependent on products and outcomes of many including higher educational institutions. These institutions produce the needed skilled professionals for sustainable development. It is however apparent that higher education institutions, especially the universities, can fully achieve the production of the required personnel with partnerships and learning from each other across space, for reasons of discovering innovation, deepening relevance, sharing knowledge, and innovation through research.

In our time the relevance of higher education has come under increasing scrutiny. Part of the reasons ascribed for unrest in some parts is general lack of jobs, even for the most qualified, and especially for the youth. In some other, some parents need convincing explanations why they should invest children's university education only for these young adults to graduate and move onto living back with their

parents, sharing their pension grants. In Ghana the relevance of higher education programs are also questioned constantly, especially by industry that sees very little point in investing in re-training people already certified as fit for the workplace. Partnerships are imperative given their potential to offer inter-cultural platforms for thinking these issues and others, given some commonality of issues that beset HE. There are peculiarities though; I choose to focus on the sub-Saharan African scene, with special emphasis on the University of Cape Coast, isolating how we can enhance our achievements and avoid the repetition of errors.

### The Higher Education Landscape in Sub-Saharan Africa

The African context is saddled with a myriad of problems. More particularly, as noted, the higher educational institutions still face major challenges, which include:

1. Increasing enrollments that are not matched by human and other resources, therefore outpacing the capacity to accommodate growth;
2. Brain drain and inadequate brain gain;
3. Limited relevance of courses to national development needs, and links to the labor market;
4. Low levels of significant research and dissemination;
5. Weak faculty capacity in the science, technology, engineering, and mathematics (STEM) disciplines;
6. Aging faculty;
7. Attraction and retention of academic talent into more lucrative and prestigious positions in government and the private sector; and
8. Expensive and as a result, limited ICT access.

Certainly there are others. But this landscape has its many positives that are hardly advertised and which I wish to share:

1. Increasing government/private sector commitment to financial challenges: the

- Get Fund of Ghana for capacity building, infrastructural development the supply of equipment and promotion of research;
2. Vintage, committed academic and administrative staff who work under dire circumstances yet achieve great innovations;
  3. Bright students who arrive at our campus desirous of learning, determined to make a difference to their lives and those of others;
  4. High retention rate even under the most trying circumstances;
  5. Intense public desire for university education and certification;
  6. Steady improvements in remuneration for academic and support staff;
  7. Increasing improvements in ICT infrastructure; and
  8. Substance abuse on our campuses that would be regarded as negligible when compared with cases elsewhere.

Surely all is not lost; the landscape of higher education in Africa can expand on these positive trends by confronting the negative ones. Now, on to the nature of partnerships.

### **Nature of Partnerships**

Noting the climate of higher education in sub-Saharan Africa, it is evident that partnering will come with its own advantages and challenges. Some interventions have come through partnerships with agencies such as USAID (USA), DFID (UK), Germany, JICA (Japan), AusAID (Australia), CIDA, the French government, and others. These partnerships, in the context of higher education, have engaged in building faculty capacity, strengthening institutional capacity and providing human and material resources. The activities involved include faculty exchange programs, short internal and external courses, sponsorship for conferences, workshops and seminars, collaborative research and funding for higher degrees in donor-agency/partnership countries.

### **Lessons Learned**

Several lessons have emerged from the higher education partnerships in sub-Saharan Africa. I isolate 11 of them.

1. One of the lessons learned from partnerships is that partnership activities offer great opportunities for dealing with most of the challenges of higher education everywhere. Partnerships have a good chance of enhancing the effectiveness, efficiency, and administration of higher education institutions, especially in the areas of human resource development, technology, curriculum innovation, and practical (hands-on) education. Such partnerships serve as a means (often the only) of international exposure for partners. This requires that higher education institutions develop the capability for running partnerships. Having the capacity for engaging in partnership activities ensures that maximum benefits are derived and that partnership activities complement existing activities. After we have counted the number of programs established, the degrees awarded and other tangible results that have come from a specific partnership, I submit that the intangible results are just as important. I refer to the friendships made, exposure to different cultures, appreciation of and respect for diversity, and other prerequisites necessary for peaceful co-existence.
2. It is important that institutions should select or develop suitable partnership models for their activities. Indeed, this is one of the capabilities that higher education institutions need to acquire. This involves the selection of appropriate partners and applying models that are suitable not only for achieving the specific partnership goals but are also practicable for partners. Often, partners perceive a helping collaboration, rather than a mutually beneficial one. Partnerships are needed on the assumption that the partnering parties either have a common problem which the partnership can solve better than if handled by each party, or that the parties have different problems which they cannot solve easily

on their own but by coming together, they are able to assist each other to solve both problems. Some partners perceive themselves and are perceived by partners as donors. Such perceptions result in unhelpful paternalistic-subservient and eventually unproductive relationships and outcomes. Such partnerships are often characterized by lack of equity, transparency, and reciprocity. Most of the success stories of partnerships speak of benefits at the “receiving end” (developing country). There is hardly any mention of how the other partners benefit from the partnerships. Unfortunately, this meeting has deepened this perception of a one-sided advantage by the silence regarding the successes and challenges of the non-African institutions. What has been in it for them?

3. Mutual respect: The assumption is that each has something to offer, regardless; otherwise there is no basis for the partnership. Partnership institutions need to regard each other as complementary. Such relationships go beyond money. Flaunting that sentence: “we are the ones with the money” is an ineffective option toward a relationship that should play to each other’s strengths that need not be identical. There is a need to clarify mutual benefits and synergies to be derived from partnership activities.
4. Sustainability of partnership activities has been one area of major concern. Activities that have strong institutional integration components for both or all partners naturally become more sustainable. Thus, the most successful and sustainable partnership activities are not necessarily the most brilliant ones but the ones that fit into the institutional developmental agenda. This is particularly important if the partnership is time-bound but the activities initiated are timeless.
5. Involvement of the community in the partnership is critical. Beyond student

involvement that seems missing in the formulation of these relations, it is suggested that staff of the institutions, government agencies, users of the results of the partnership including private industry, and regional grouping (including AAU, CAMES, ECOWAS, AWAU, etc.) be brought into the conversations right at the beginning for the same of sustainability and smooth execution of the programs and activities. Training of local staff is important to enable them appreciate the bureaucracy, legal and other aspects involved in the execution of the partnerships. There is the need for a clarification of roles and responsibilities of each partner (agencies and institutions) from the outset. This would avoid confusions and feet dragging when the partnership is in progress. This underscores the need for early orientations to clarify these roles.

6. Partnership activities that require a heavy disproportionate financial commitment from one party run the risk of disintegration when financial difficulties arise. A number of partnerships have disintegrated because one partner is unable to shoulder the heavy burden due to national or global economic problems. Thus, it is important to design partnership activities in such a way that the financial commitments are understood. Thus, partnership activities that do not have strong institutional commitment and investment end up being implemented “quietly” between the implementers, with very little institutional impact and sustainability.
7. Partnership activities often lead to uneven development of different sections of higher educational institutions. Higher education institutions are organizations and they must develop as a unit. Avenues should be created to diffuse partnership innovations through the entire higher education institutions. It should not be the case (as it has often

been) that sections of higher education institutions (usually academic departments or management units) have positive impacts from partnership activities while other sections remain unaffected.

8. A major concern about partnerships in Africa is the risk importation and application of foreign solutions to local problems. Although there are often statements about social, economic, and cultural context partnerships that promote the importation and implantation of models from one country to another, these often do not make partnerships effective and certainly not sustainable. While modifying and applying other people's solutions is not necessarily a bad thing, sometimes it is better to develop one's own solutions and consider the process even of "inventing the wheel" a unique learning opportunity.
9. Openness. Dialogue plays a key role in this matter. Each must be involved right at the beginning—from the concept, the draft, and the final document, strategies for implementation, including budgets and program design, and even reporting lines. Institutional obligations must be discussed and agreed upon in a transparent and frank manner. Open communication is key here. In one case in particular at UCC, the amount involved in this partnership was not disclosed. The

UCC is supposed to pre-finance, submit receipts for scrutiny before refunds are effected. That is not all; it looks like each time a new rule is applied as to what merits a refund. No institution is going to be happy about such an arrangement.

10. Flexibility must be built into the partnerships program. The African context is saddled with problems and challenges that are of little effect in the donor countries. Challenges such as unanticipated disruptions caused by changed in government and government policies, internal conflicts, and difficulties in obtaining visa are common in sub-Saharan countries. Our partners sometimes have a hard time seeing these as real excuses, but they are.
11. The most important lesson of all for me is the opportunity that such partnerships create for bringing people together across space and cultures and the possibility of concluding that it is all about people and life, everywhere.

### Conclusion

HED partnerships can, therefore, become more complex and more effective and efficient in solving many problems of higher education. We need to identify and sustain mutual benefits and synergies that these partnerships generate.

Partnerships in the HE landscape offer a unique opportunity to build peace in the minds of the people.

### Closing Remarks by H.E. Kaba Urgessa, State Minister of Education, Ethiopia

*The following is an HED-prepared transcription of the speaker's comments based on a video recording of the Africa-U.S. Higher Education Initiative Partners Meeting.*

Excellencies,  
Ladies and Gentlemen,

On behalf of the government and people of Ethiopia and myself, I would like to express our appreciation and happiness in the accomplishments and successful conducting of this important meeting of higher education

partners.

During the two days of deliberations, I am sure you, as I, have witnessed the immense potential of institutional cooperation and coming together of able minds to alleviate poverty and address the socio-economic challenges that Africa faces. Through the several presentations and discussions, it was clear that partnerships based on trust, vision, and mutual benefit will have a great role in Africa's development and transformation.

Such potentials were demonstrated

through the great partnership lessons shared by the Leadership Initiative for Public Health in East Africa; the Community Service Learning in Senegal; Disaster Risk Management in Ethiopia; as well as those from the 10 sub-Saharan African countries represented by the Africa Initiative program. The Africa Initiative programs have touched on the most critical development challenges of the region, including agriculture and food security, health and HIV/AIDS, water, teacher training, and technology development such as the nano-power project.

While sub-Saharan Africa still needs to expand its higher education sector, it should also not lose sight of maintaining quality, ensuring equity, preserving relevance, and building effective institutional governance and management. The lessons of experience from the keynote speakers have outlined some success stories and new paradigms in the development of higher education in Africa. The status quo does not seem to be sustainable and relevant and we should seek new models and reengineer the way we do things.

Ladies and gentlemen, partnerships that strive to address national and regional priorities and strategies; that build on African ownership and leadership; that foster learning opportunities for partner institutions on both sides; that inculcate the values of changing lives; and that have long-term visions are key to extricate Africa from its current state of underdevelopment.

It is with this reasoning that African governments and people have increased investment on higher education while not reducing priority on basic services, including primary education, public health, safe drinking water, infrastructure, and other services. There is a new vision for higher education expansion and improvement as a development tool.

Many African governments, including the Ethiopian government, have put higher education development and reform at the forefront of their development priorities. Government investments to the sector have

increased steadily and meaningfully. In Ethiopia, the government currently invests about 24 percent of its budget to public education expansion and reform. Through well-designed and executed plans, Ethiopia has increased the number of universities from two in 1996 to over 30 today. The student population has increased from around 40,000 in 1996 to over half a million today. The number of private higher education institutions has increased dramatically. While expanding the system, we have also focused our efforts on improving and maintaining quality and relevance of learning and research. No doubt, however, that we still have several challenges.

Through close working relationship between the government and universities, we strive to create a dynamic higher education system and a viable potential for centers of excellence in Ethiopia.

Ladies and gentlemen, I would like to express my heartfelt appreciation to USAID and HED for organizing this meeting in Addis Ababa. I hope you have enjoyed your stay. Furthermore, you might have enjoyed the nightlife, if you have ventured out of your busy schedule. I would also like to thank Addis Ababa University for co-sponsoring this event.

Most importantly, I thank you, the participants of this meeting. I am fully confident that you have learned and shared from this as much as we learned. The fact that you dared to share your unique and collective experiences and lessons on effective implementation of partnerships, mobilizing institutional infrastructure and resources from government, the private sector and foundations, and the true spirit of collaboration clearly demonstrated the value of higher education partnerships.

Please come back to this beautiful city and country. There is a lot to explore, wonder about, and enjoy beyond Addis Ababa, as well. Next time you come, please make sure that you build in at least a week of vacation to relax and wonder at the diversity and beauty of Ethiopia and the great hospitality of its people.

## Annex 3. Presentations of Individual Africa Initiative Partnerships



**LEADERSHIP INITIATIVE FOR PUBLIC HEALTH LEADERSHIP IN EAST AFRICA (LIPHEA) (2005-2010)**

**INTRODUCTION**

- Need for managers who can lead and impact on high morbidity and mortality in East Africa
- Strengthen capacity to provide effective public health leadership
- Catalyze training of Public Health in the region
- US partners- Johns Hopkins School of Public Health, Tulane University



**LEADERSHIP INITIATIVE FOR PUBLIC HEALTH LEADERSHIP (LIPHEA)**

**ACCOMPLISHMENTS**

- Curricula Development
- Establishment of Health Alliance
- Strategic Leadership in Health Training
- Conferences and Meetings
- IT Infrastructure and Development



**LEADERSHIP INITIATIVE FOR PUBLIC HEALTH LEADERSHIP (LIPHEA)**

**MAJOR LESSONS/EXPERIENCES**

- Available resources could be maximized to achieve more that anticipated
- Regular and focused partner communication and engagement is critical
- Need to scale up leadership training for health professionals



**USAID**  
FROM THE AMERICAN PEOPLE



**HED**  
Higher Education  
for Development

## LEADERSHIP INITIATIVE FOR PUBLIC HEALTH LEADERSHIP (LIPHEA)

### MAJOR LESSONS/EXPERIENCES

- Need to shift from Disaster response to hazard analysis and risk reduction
- Partner countries planning for Disaster response instead of Resilience
- Urgent need for collaboration between/among sectors that impact on Health



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## LEADERSHIP INITIATIVE FOR PUBLIC HEALTH LEADERSHIP (LIPHEA)

### MAJOR CHALLENGES AND MAJOR OPPORTUNITIES

- How to establish and sustain Partnerships
- Opportunities revolve around the envisaged credibility created by strong partnership
- LIPHEA was able to attract funding for Disaster management



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## LEADERSHIP INITIATIVE FOR PUBLIC HEALTH LEADERSHIP (LIPHEA)

### PARTNERSHIP CONTRIBUTIONS( NATIONAL, USAID, UNIVERSITY)

- Putting Leadership training on National agenda
- Renewed Approach to Disaster management
- Long term Human capacity development
- Development of new programs, faculty development and teaching technology



## LEADERSHIP INITIATIVE FOR PUBLIC HEALTH LEADERSHIP (LIPHEA)

### PARTNER IMPROVEMENT DESIGNS

- Investing more time in discussing and agree on how to implement partnership in spite of deadlines prescribed by Calls for Proposals or RFAs
- Provide for long term plans



## LEADERSHIP INITIATIVE FOR PUBLIC HEALTH LEADERSHIP (LIPHEA)

### WHAT MORE COULD BE DONE

- Expand partnership to reflect cross disciplinary/sectoral collaboration- One Health Approach
- Engage with Strategic Partners
- Seek support from other Organizations and Foundations



## THANK YOU

Health Alliance  
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of Public Health/Muhimbili  
University School of Public H

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**UNE UNIVERSITE TRES ATTACHEE A LA PROMOTION DE L'ENVIRONNEMENT**

- 1. Keep My place Clean and Green  
 Plant a tree and be immortal  
 A Sound Community in a sound Environment
- 2. Symbols et signs  
 Bloc of Knowledge, Block of Possibles, The délicacies of Baol, The Road to Consecration, The Road to dignity, The Franchise Boulevard...



**One of the two Dorms in 2007**



## Classrooms in Bambeý



### The university of Bambeý:

- Situated in the district of Bambeý at a distance of 123Km to the Nord – Est de Dakar
  - Inheiriting from College universitaire de BBy
- The Regional College (CUR) of Bambeý opened since 2007 has been erected as full scale university by the presidential décret n° 1221 novembre 2, 2009
- Teaching started in march 2007 with 300 students.



### Characteristics of the Diourbel Region

Population; 1, 274 494 in 2008 living in an almost quasi rural area

Weak Percentage of school attendants ( Gross education Rate) 57.76% is one of the lowest in the country

Diourbel is the second poorest in Senegal and Bambeý the poorest city of Senegal.



## 2008: Projet “porter le Savoir” a critical year!

- Contribution of UB to increasing access to higher education
- The Regional University College shifts from one campus to four with the opening of the extensions of Lambaye, de Ngoundiane in rural area and that of Diourbel in the city of Diourbel
- Students intake is multiplied by four

2008: projet Porter le savoir



Photo d'un centre au début du projet

• 2008: projet Porter le savoir



Photo du centre après mise en route du projet

## Bloc des Savoirs et des possibles



## Espace parking



## The Chancellor's Office





## 2009: Contacts USAID/ HED/CUR

- An HED delegation visits CUR de Bambeï in 2009 and the newly installed University Health Center,
- Decentralized university focused on local development
- Predominance of Community Health in the training programs(40% of global student intake followed by ITC 30%)



From left to right: the university health center, meeting students community, and green espaces



Centre universitaire de bambeï

## Contracting Process

- HED bid for applications
- More than 20 applicants
- Communication with applicants and USAID Selection process ( collaborative approach)
- Short listing of 5 US Universities
- Selection of Fairfield University(Best choice)
- Notification to Fairfield by HED
- Signature of contract HED/Fairfield
- Partnership begins in September 31, 2010

## Objectives of the project:

- Learning community service in health through ITC pedagogy,
- Conception by partners of an ITC pedagogy,
- Combining academic and community services,
- Raising Students Awareness ( junior high and high schools, associations and populations) about community action,
- Learning community service through a global vision of the world.
- Learning from the service for population appropriation
- The sence of humility and dedication (fairfield)

### Year one

Timeframe (by month or quarter)	Planned activity	Anticipated development output
Year 1 quarter 1	Develop online collaborative environment (using a website and/or course management system)	An online collaborative environment will be put in place for documents sharing and communication among partners
Year 1 quarter 2	Conduct needs assessment : Fairfield University Project faculty travel to Senegal; Meet with CUR-Bambeï Faculty & Ministry of Education officials	Assessment of the social, physical, and institutional environments, analysis of identified needs, and statement of proposed action in the form of a goal statement will be used to develop instructional objectives
Year 1 Quarter 2	Collect baseline data	Data will be collected on CUR-Bambeï pedagogy, service learning, and ICT use, and local middle school pedagogy, health curricula, and ICT use
Year 1 Quarter 3	Develop health education materials in consultation with cur staff and pilot school in Dakar	French-language health education materials

Year 1 Quarter 4	Pilot health education materials and teacher training at Dakar school; assess learning outcomes from pilot	Materials use and learning outcomes from pilot will inform next implementation in middle schools
Year 1 quarter 4	Develop service-learning training materials in collaboration with CUR-Bambey faculty	French-language service-learning training prototype materials
Year 1 June	CUR-Bambey faculty travel to Fairfield University's annual June conference on technology, pedagogy, and course redesign and visit Roger Ludlowe Middle School (town of Fairfield) and local service-learning sites.	Human capacity building at CUR and Fairfield University; in-person meetings to inform project development

- Remarks on year one
  - Bambey will have a better Interconnection
  - Full acceptance of project and its goals
  - Request from students in Academies to get involved
  - 4 Trips:
  - Cultural understanding
  - Visa processing was a difficulty
  - Debursing procedure
- For its 4 campuses

## Year 2

<b>Timeframe (by month or quarter)</b>	<b>Planned activity</b>	<b>Anticipated development outputs</b>
Year 2 Quarters 1 & 2	First semester-long faculty exchange (Dr. Winston Tellis from Fairfield University spends sabbatical at CUR-Bambey) Longer stay of Tellis Winston	Human capacity building at CUR and Fairfield University; project development and implementation of "training of trainers" session
Year 2 Quarter 2	Deliver first "training of trainers" session for CUR-Bambey faculty; rapid prototyping of materials in service-learning	French-language service-learning training materials fully developed; Improvements for CUR faculty in knowledge of ICT pedagogy, increased ICT acceptance, service-learning models
Year 2 Quarter 2	New Graduate School of Education & Allied Professions Fairfield University course developed to incorporate international service-learning	Institutional capacity strengthening at Fairfield University; new course development

Year 2 Quarter 3	Conduct first round of service-learning experiences for Fairfield University <b>students to travel to Senegal to assist in training CUR-Bambey students and visit middle schools</b> ; CUR-Bambey students receive service-learning training and participate in teacher partnerships in small number of local schools.	Students from the Graduate School of Education & Allied Professions participate in international service learning; Contributions to Senegal's national health and ICT development goals; <b>Middle school teachers in target Senegalese schools have professional development in using technology to deliver health education.</b>
Year 2 Quarter 3	<b>Mid-project assessment</b> – review of data collected on CUR-Bambey pedagogy, service learning, and ICT use, and local middle school pedagogy, health curricula, and ICT use; review of quarterly and bi-annual reports	<b>Assessment will inform project implementation for year 3</b>
Year 2 June	<b>CUR-Bambey faculty travel to Fairfield University's annual June conference on Technology, Pedagogy, and Course Redesign</b> and visit Roger Ludlowe Middle school (town of Fairfield ) and local service-learning sites.	Human capacity building at CUR and Fairfield University; in-person meetings to inform project development

## Year 3

<b>Timeframe (by month or quarter)</b>	<b>Planned activity</b>	<b>Anticipated development outputs</b>
Year 3 Quarter 1	<b>Full-scale implementation of service-learning project at CUR-Bambey</b>	<b>Institutional capacity strengthening at CUR</b>
Year 3 Quarter 2	Service learning trips by Fairfield University students & faculty to CUR-Bambey	Human capacity building at CUR and Fairfield University
Year 3 June	CUR-Bambey faculty travel to Fairfield University's annual June conference on Technology, Pedagogy, and Course Redesign and visit Roger Ludlowe Middle school (town of Fairfield ) and local service-learning sites	Human capacity building at CUR and Fairfield University; in-person meetings to assess project and sustainability of partnership
Year 3 Quarter 4	<b>Signing of Memo of Understanding to continue relationship between the two universities if sought by both parties</b>	Memorandum of Understanding
Year 3 Quarter 4	Final assessment of project; data collection on data collected on CUR-Bambey pedagogy, service learning, and ICT use, and local middle school pedagogy, health curricula, and ICT use; review of quarterly and bi-annual reports	<b>Final Project Assessment;</b> determination of model's ability to be replicated






## Enhancing Secondary Mathematics Teacher Education




UNIVERSITY OF KWAZULU-NATAL  
 INYUVESI YAKWAZULU-NATALI  
 University at Buffalo  
 The State University of New York




## KwaZulu-Natal




- **Capital:** Pietermaritzburg
- **Major city:** Durban
- **Languages:** 80.9% isiZulu, 73.6% English, 1.5% Afrikaans
- **Population:** 10 645 400
- **Share of SA population:** 21.3%
- **Area:** 94 361 square kilometres
- **Share of total SA area:** 7.7%



@ www.places.co.za




### University of KwaZulu-Natal – Buffalo Cooperation

- Initiated by colleagues at the University at Buffalo (Prof's Deborah Moore-Russo and Tomas Schroeder)
- Purpose was to recruit/empower black S.A. female teachers enabling them to teach mathematics to Grades 10 to 12 learners.
- Teachers selected for the programme had to be those without an existing degree







**Schools in which our students teach**





**University of KwaZulu-Natal – Buffalo Cooperation**

- The training intended to focus on strengthening these female teachers' mathematical knowledge and pedagogical skills using reproducible, affordable manipulatives and calculators.






**University of KwaZulu-Natal – Buffalo Cooperation**

- The KwaZulu-Natal Department of Education decided to support the programme and pledged to pay the registration fees for 370 students, both male and female.
- The two year programme has just been completed.







**Major accomplishments in this partnership**

- The establishment of high quality ACE programme that focussed on both content and pedagogy for unqualified and under-qualified practising teachers in secondary schools
- The level of cooperative research between UKZN and UB based on the ACE modules. Many papers have been published and presentations have been made at national and international conferences






**Major accomplishments in this partnership**

- 151 qualified math FET phase teachers
- 106 who have successfully completed between 5 and 7 of the 8 modules and are now much more competent than they were before. Within the next year or two, all of them should be able to graduate as well






**Major accomplishments in this partnership**

- **Reaching out to students that are too far away to attend lectures at a university**







## Major accomplishments in this partnership

These modules were delivered across eight learning sites

- Pietermaritzburg Campus
- Edgewood Campus
- Empangeni
- Ladysmith
- Mbazwana
- Newcastle
- Port Shepstone
- Vryheid









## Teachers attending our ACE lectures









## Lessons, experiences , challenges and opportunities

- Decentralised teaching is difficult but it works for KwaZulu-Natal
- Teachers are willing to learn if given the opportunity to engage with a higher educational institution
- Although it is important to have expensive mediating artefacts, teachers can develop their own cheap materials for learning







**Contribution to (a) national development strategies/priorities; (b) USAID Mission priorities; and (c) local university priorities?**

- South Africa has a serious shortage of qualified math teachers, especially in rural areas
- Many teachers with qualifications still lack both content and pedagogical content knowledge






**Contribution to (a) national development strategies/priorities; (b) USAID Mission priorities; and (c) local university priorities?**

USAID has a long history of supporting higher education through direct support, university partnerships, and workforce development programs. These programs are more important than ever as new ideas and innovative solutions to development challenges are often generated by a nation's university system.






**Contribution to (a) national development strategies/priorities; (b) USAID Mission priorities; and (c) local university priorities?**

Goal 2  
Improved ability of higher education and workforce development programs to produce workforce with the relevant skills to support country development goals







**Contribution to (a) national development strategies/priorities; (b) USAID Mission priorities; and (c) local university priorities?**

As part of an Agency-wide emphasis on building partnerships in all sectors, USAID builds partnerships and alliances with U.S. and host country institutions to enhance USAID's ability to foster quality education for diverse learners of all ages.






**Contribution to (a) national development strategies/priorities; (b) USAID Mission priorities; and (c) local university priorities?**

- UKZN insists on high quality modules in order to promote an efficient and effective workforce
- Encourages and promotes research
- Encourages and promotes international cooperation






**What would you do differently in terms of designing your partnership toward more effective problem solving impact?**

- Attempt to sustain the project for more than one term
- Encourage inter-university cooperation





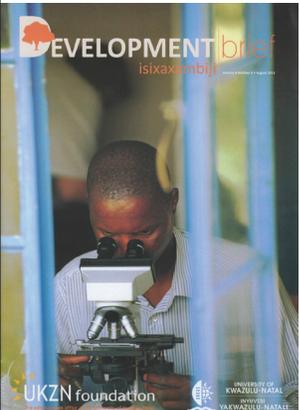


## How do you plan to demonstrate development impact at the end of the second year of your collaboration?

This has been done





**DEVELOPMENT** brief  
isixaxambiji

UKZN foundation



Advanced Certificate in Education (ACE)  
FACULTY OF EDUCATION

### Maths educators ACE it!

Supported by the United States Agency for International Development (USAID), the two institutions were initially funded to collaborate on the establishment of an Advanced Certificate in Education (ACE) to qualify these 30 or so educators to teach mathematics in Grades 10-12. The project was intended to serve as a pilot to see how South African universities could work in high needs areas to address the scarcity of adequately qualified mathematics teachers.

At the University of KwaZulu-Natal, Professor Renuka Vithal, whose research deals with cultural issues in mathematics education in South Africa, led the project. She was joined by Professor Renuka Vithal, whose research deals with cultural issues in mathematics education in South Africa.




A collaborative project between the University of KwaZulu-Natal (UKZN) and the University of Buffalo (UB) in the USA promises to significantly strengthen the knowledge base and pedagogical skills of large numbers of secondary school mathematics teachers in the province. The project was initially conceived for a small group of previously disadvantaged, under-qualified women mathematics teachers in rural KwaZulu-Natal (KZN) by Professor Renuka Vithal, whose research deals with cultural issues in mathematics education in South Africa.

Supported by the United States Agency for International Development (USAID), the two institutions were initially funded to collaborate on the establishment of an Advanced Certificate in Education (ACE) to qualify these 30 or so educators to teach mathematics in Grades 10-12. The project was intended to serve as a pilot to see how South African universities could work in high needs areas to address the scarcity of adequately qualified mathematics teachers.






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FROM THE AMERICAN PEOPLE



## THANK YOU

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## USAID/HED University Institutional Partnerships Program

Institutional Capacity Building in Disaster Risk Management and Sustainable Development at Bahir Dar University, Ethiopia (2007-2011)

Africa-U.S. Higher Education Initiative Regional Partners' Meeting  
February 13-15, 2012  
Addis Ababa, Ethiopia



### 1. Partnership Background and Objective

#### Background

Funded by USAID, the partnership between the University of Arizona and Bahir Dar University (Ethiopia), began to be operational since 2007.

**GOAL** - Build the institutional capacity of Bahir Dar University to train post graduate professionals in the field of Disaster Risk Management & Sustainable Development,



### Partnership Specific Objective ----

The partnership has been working towards achieving the following objectives:

- Develop postgraduate curricula for MSc degree programs and facilitate training in DRM;
- Establish a system of distance teaching mechanism and knowledge management ; and
- Facilitate the establishment of a research and information centre for Disaster Risk Management and Food Security






## 2. Major accomplishments and success indicators



**MSc. curriculum designed**

**Open, distance based, online system created**

**Portal System Established**







## Major accomplishments ----

- The program has so far created access to 61 students to attend their post-graduate studies
- Since its establishment in 2007:
  - 25 ( 4 female) first and second cohort MSc students graduated
  - 11 in the 3<sup>rd</sup> cohort (2011 entry) post-graduate students are in their thesis works, while 20 (4 female) in the 4<sup>th</sup> cohort (2012 entry) are in their first year second semester course work.







## Major accomplishments and success indicators

Year of entry	Reg	Grad
2007/2008	15	13
2009/2010	15	12




Year of entry	Reg	Grad
2010/2011	11	
2011/2012	20	



### 3. Opportunities - Partnership Development

- Bahir Dar University (BDU), particularly the department has active engagement with donors, government policy makers and INGOs in technical and financial mobilizations.
- The department has also got an opportunity to get in touch with international universities in Spain (Jaume I), Bangladesh (Dhaka), and the Philippines Consortium of Universities (ATLIEPM).



### 3. Opportunities - Partnership Development

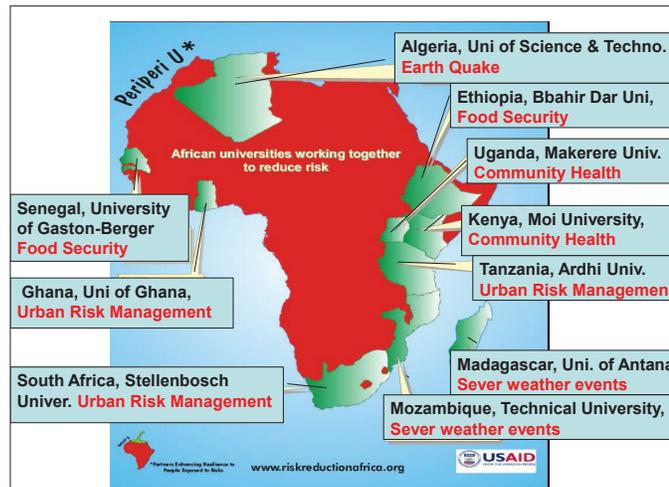
#### Linking Emergency Aid to Food Security: From Food Aid to Food Security



### Opportunities----

- Particularly, the international conference, that has been organized by BDU and UA, has created a fertile ground to network and strengthen BDU's relationship with 9 USAID/OFDA funded Higher Education Institutions across East, Central and Southern Africa, that focused on formal education, training, research and community outreach, with specific specialization.





USAID FROM THE AMERICAN PEOPLE

HED Higher Education for Development

### 4. Lessons/experiences

- The curriculum was structured to contribute to the National Poverty Reduction Strategy, the Millennium Development Goal and the priority of the Hyogo Framework for Action.
- The content of the curriculum was found highly relevant to the disaster risk profile and vulnerabilities that the Ethiopia has been recurrently facing (drought, food Insecurity, etc).

THE UNIVERSITY OF ARIZONA

USAID FROM THE AMERICAN PEOPLE

HED Higher Education for Development

### Lessons/experiences ----

- The program has made a positive impact in light of promoting the disaster risk management science as a thought discipline in its own right.
- The program has enabled post-graduate students to have the required knowledge set in contemporary concepts and analytical frameworks of DRR.

THE UNIVERSITY OF ARIZONA



### Lessons/experiences -----

- The portal system ([www.rmportal.net](http://www.rmportal.net)), was found highly useful for students who otherwise could have limited opportunities to access post-graduate training due to their remote work locations.
- The portal system also allows the participation of various supervisors and course tutors from several distant locations;



### Lessons/experiences -----

- The open, distance based, online system has created growing demands for the post-graduate training by hundreds of experienced practitioners.



### 5. Challenges

- Shortage of PhD graduate instructors to fulfill the growing demand of postgraduate applicants;
- *Capacity limitation for the publication and circulation of selected MSc thesis series in the spirit of motivating young researchers in Disaster Risk Management.*
- Shortage of qualified scholars that can offer thesis advisory services,





## 6. Future partnership requirements

•BDU looks forward to open a new chapter of partnership with the University of Arizona to realize the establishment of the Institute for Disaster Risk Management, in the areas of:

- exchange of senior research scholars;
- development and leadership of joint research.



## Future partnership ----

- While Bahir Dar University is committed to own the program, the establishment of the post-graduate program was only possible through the generous financial support from the United States Agency for International Development.
- The Institute of Disaster Risk Management can be a new horizon of partnership between BDU and USAID.



## THANK YOU

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# African Higher Education Focus on Management, Leadership, Access and Quality:

Challenges and Opportunities  
for Partnership

**Olugbemi Jejede**



## Focus

- ✓ Introduction
- ✓ Main Issues of Concern in Education
- ✓ Status of Higher Education in Africa
- ✓ Challenges and Roles
- ✓ Some projects and Partnerships
- ✓ The Role of AAU in HE in Africa
- ✓ Opportunities
- ✓ Conclusion



## Major Issues

- Global movement to educate every citizen
- Focus on removing disparities in educational access
- Vigorous search for alternative delivery modes
- Education directed to the full development of the human personality



# Indices



- 4 indices of indispensability:
  - demographic changes & rising enrolment
  - Success in learning & lifelong learning
  - Illiteracy
  - Consequences of globalisation

# Development Needs



- sustainable development
- highly educated, mobile and adaptable workforce
  - multi-skilled and multi-tasked
  - a knowledge and a learning society
  - use of ecological and geographical conditions to a nation's advantage

5

# Requirements



- Individual and institutional levels:
- skills and ability to be creative with knowledge
  - technical know-how and transfer of technology
  - policy analysis
  - development management
  - assessment of alternative courses of action

6

## Boom in H. Educ



- Tremendous expansion of secondary education
- Increase in jobs and professional activities requiring high level knowledge and skills
- Continuing demand for higher studies
- Continuing education
- Education For All and social justice

## Role of Higher Education

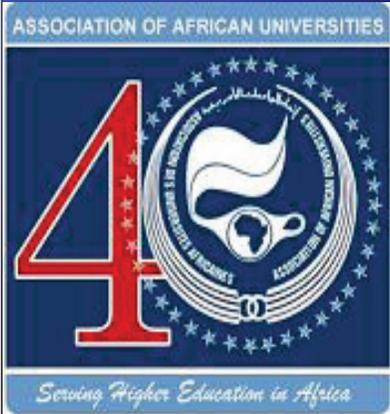


- Key to diversify growing economies
- Knowledge and skills are critical to growth and development in the 21<sup>st</sup> C
- Building human resource base
- Producing employable graduates and professionals
- Seeking greater participation from private sector
- Usage as driver of the EFA and MDG goals
- Combat diseases, reduce energy costs and address climate change



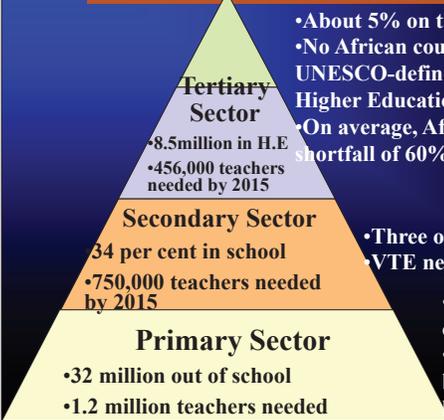
- PAN African non-profit Organisation
- Apex organisation amongst institutions of higher learning in Africa
- Founded in November 12, 1967 in Rabat, Morocco
- Vision:** To be the representative voice of the African higher education community both within and outside Africa.
- Mission:** To raise the quality of higher education in Africa and strengthen its contribution to African development by fostering collaboration among its member institutions

## Principal Organs



- **General Conference**
  - Supreme authority, determines policies, approves general framework of programmes and budget
- **COREVIP**
  - Debate and advise the GC on matters promoting cooperation and interchange including research, seminar symposium
- **Governing Board**
  - Implement decisions of the GC
  - Report all activities to GC
- **Executive Committee**
  - Performs functions in between GB meetings
- **The Secretariat**
  - Under the directive of the S-G is the permanent executive organ of the AAU.

## Regional Status Report



- About 5% on the average in H.E.
- No African country has achieved the UNESCO-defined level of 25% participation in Higher Education.
- On average, African universities have a shortfall of 60% of researchers and teachers

**Tertiary Sector**

- 8.5 million in H.E
- 456,000 teachers needed by 2015

**Secondary Sector**

- 34 per cent in school
- 750,000 teachers needed by 2015

**Primary Sector**

- 32 million out of school
- 1.2 million teachers needed

- Three out of 10 in secondary school.
- VTE neglected
- One adult in three cannot read or write.
- world's deepest inequalities based on factors such as gender, language

## Continental Needs



- In a continent of 1 billion,
- AAU addresses:
- The social and economic dimensions of providing education for all
- within the context of dwindling financial situation
- The astronomical numbers, the diverse nature of the unmet demands,
- taking advantages of emerging information communication technologies (ICTs)

## Challenges to HE in Africa

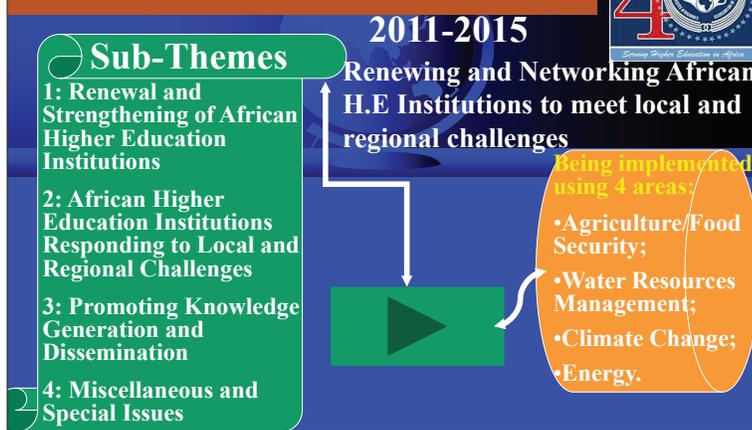


- Expanding access
- Improving quality
- Ensuring equity
- Enormous and urgent need to continuously train and refresh knowledge and skills
- Dwindling funding support
- Obsolete curricula
- Dilapidated infrastructure

## Strategic Plan



## 4th Core Programme



## LEDEV & MADEV



- LEDEV programme for University Leaders (Presidents, Vice Chancellors & Rectors)
- MADEV programme for Management staff (Deans, Directors, Heads of Units/Department, etc)
- Capacity development programmes based on the need for good governance and responsible management.
- Funded by African Capacity Building Foundation
- Next focus – Women Leaders in Universities

## Access Projects



- ICT and acquisition of cheaper Bandwidth for all African universities for easy networking and collaboration
- Access projects in partnership with European University Association.
- Outcomes included a White paper on Access to success funded by European Union under the Erasmus Mundus project.
- Use of Open and Distance Learning for instruction in Higher Education Institutions

## Quality Assurance



- AAU established AfriQAN to network all QA agencies in Africa – supported by GQIAC, UNESCO, World Bank
- Assist Universities establish QA units supported by World Bank
- EU and Africa Quality Connect projects in partnership with European University Association funded under Erasmus Mundus.
- Raising our capacity in QA by upgrading our QA Unit to a Directorate

## Strategies for Higher Education Development



- Strategies to improve Leadership, access to and quality of HE in Africa
  - Partnership,
  - Cooperation
  - Networking
- Partnership to be mutually beneficial hinged upon transparency and genuine needs of Africa
- Predicated upon the AU 2<sup>nd</sup> Decade of Education in Africa and the WCHE 2008

## Opportunities



- Use AAU as gateway to African HEIs
  - Comprehensive picture of HE landscape in Africa
  - Monitor and assist Universities to achieve the objectives
  - Have accumulated capacity and capability in projects and project management
- Partnered with DfID on £4Million MRCI projects
- Partnered with IDRC/AUCC on a 30- member institutions project for CAD\$3million
- Partnered with PHEA for ICT and DATAD projects

## Conclusion



## Partnership is not:



- About conquest
- New key to global competitiveness
- Globalisation of educational opportunities
- About flouting national rules and regulations
- To exploit inadequacies in developing countries
- Exploitation of innocent students and parents
- Providing sub standard cross border education

## The Knowledge-based Economy



There are increasing signs that **our current paradigms for higher education**, the nature of our academic programs, the organization of our colleges and universities, and the way that we finance, conduct and distribute the services of higher education **may not be able to adapt to the demands of our time.** J J Duderstadt (2001)



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### Overview of Presentation

- European University Association (EUA) - role in promoting dialogue & partnership
- Internationalisation & development cooperation from a European perspective
- “Access to Success” from project outcomes to a “white paper” on Africa-Europe Higher Education Cooperation for Development
- Lessons learned framed as recommendations to the main players: development cooperation agencies, universities, university associations, the EU and the AU Commissions
- Impact and next steps

...1...

## Lessons from Europe-Africa Higher Education Partnerships

Lesley Wilson  
Secretary General  
European University Association

Africa-US Higher Education Initiative Partners Meeting  
Addis Ababa, 13-15 February 2012

### 1. The European University Association (EUA)

- *Membership organisation:* Over 850 members in 47 European countries: individual universities and 34 national associations
- *Mission:* To support and enhance cooperation between universities as key actors in the emerging European Higher Education and Research Areas
- *Activities:* Policy development and advocacy, institutional development via comparative research, projects, publications etc.
- *Increased global engagement:* Through European level dialogue and often EU supported projects

...4...

 **EUA**  
European University Association

**STRONG UNIVERSITIES FOR EUROPE**

## 2. European Internationalisation

- **Core features**
  - ✓ Cross-border mobility and institutional partnerships
  - ✓ European regional identity - EU political objectives and the Bologna process
  - ✓ The importance of development cooperation
- **New, developing characteristics**
  - ✓ Global partnerships and global recruitment
  - ✓ Global competition and the global search for talent
  - ✓ Awareness of broader global responsibility in response to commonly shared 'grand challenges'

...5...

 **EUA**  
European University Association

**STRONG UNIVERSITIES FOR EUROPE**

## 3. European Development Cooperation

- EU provides half of global ODA: €53.8 billion in 2010
- **Different ties and motivations**
  - ✓ Former colonial ties still strong , global responsibility, boosting knowledge circulation, diplomatic imperatives, export interests etc.
- **Considerable investment in higher education and research cooperation**
  - ✓ **France:** world's largest bi-lateral donor to HE (quality standards, research, capacity, scholarships for students etc. (AUF)
  - ✓ **German Academic Exchange Service (DAAD):** increasingly active, also in Sub Saharan Africa, global network of offices
  - ✓ **Belgium:** bottom up support via' Inter-University Council for Development Cooperation
  - ✓ **Denmark:** demand driven; long term strategic goals, large research projects
  - ✓ **Norway:** high investment in 'open' N-S-S cooperation & capacity building

...6...

 **EUA**  
European University Association

**STRONG UNIVERSITIES FOR EUROPE**

## 4. EUA's role in promoting dialogue and partnership

- **Provides added value** by bringing together various national and institutional partners from across Europe
- **Facilitates coordination** between national actors involved in higher education development cooperation
- EUA is able to respond to growing EU interest in other regional higher education convergence processes
- ➔ **Priority to promoting Africa/Europe cooperation: the example of the EUA 'Access to Success' project:**
  - implemented together with African Association of Universities + national bodies across Europe (2008-2010)
  - Supported by the EU (Erasmus Mundus)

...7...



**5. Premise**

- Higher education is of critical importance to the long term development of knowledge societies
- Africa and Europe need each other
- Governments, donors and universities have to reconsider their role as development actors in light of changing relationship between higher education, research, development cooperation and capacity building

...9...

**6. Special project attributes**

- Brought together different actors with intertwined agendas: universities, government, donors, agencies
- Examined the overlap of development agendas and HE modernisation/internationalisation
- Focussed on institutional development rather than disciplinary or sectoral capacity building: perspective of the entire institution
- Bi-regional approach (as opposed to bilateral), with a focus on regional political actors and the Africa-EU Strategic Partnership

...10...

## 7. Specific focus in bi-regional events

- Access and Retention: comparing best practice between Africa and Europe
- Effective models of inter-institutional cooperation Europe/Africa, especially for staff & student mobility
- Capacity building partnerships and governments/donor driven support, focusing on better donor coordination;
- Mitigating brain drain and promoting brain circulation
- African higher education integration & intraregional mobility

...11...

## 8. Future action: development cooperation agencies

- Enhance concrete collaboration with other agencies and develop joint European-level projects
- Staff capacity building and leadership training are two areas where many different agencies have programmes- seek to combine forces
- Develop needs based, flexible partnership programmes (that entail mutual benefits and *reciprocity* in student/staff exchange)

...12...

## 9. Recommendations: university associations

- Develop dialogue platforms to engage universities in the Africa-EU Partnership and provide a stronger, regional HE stakeholder voice in this process
- Develop collaborative, bi/multi- regional projects specifically in the field of graduate/doctoral education
- Support both the internationalisation of universities and promote development cooperation as an important component

...13...

## 10. Recommendations: universities

- Integrate development cooperation into internationalisation strategies
- Consider innovative partnerships models with long-term strategic perspectives (including joint-degrees) to strengthen N-S and S-S collaboration- The financial/ressource challenges assumed in managing such programmes need to be addressed by funders
- Develop institutional strategies to combat brain drain and engage the diapora

...14...

## 11. Recommendations: EU and AU Commissions

- Clarify and promote the role HE in the Africa-EU Strategic Partnership
- Support regional HE integration in Africa through bi-regional collaboration
- Programmes should financially benefit institutions in the South and the North
- Provide and promote more opportunities for European mobility to Africa
- Support national structures for follow-up of the Arusha convention

...15...

## 12. Impact and Next Steps

- Project outcomes taken into consideration at EU level and will hopefully impact on the new generation of funding programmes
- 2 coordination meetings have taken place involving national agencies and Ministries of Education launched by Nuffic (NL) and SIU (Norway)
- 2 further EUA projects ongoing (EC funded)
  - ✓ Priority on leadership, management and quality – **QA Connect: strengthening institutional capacity in quality** – sharing EU experience (AAU as partner)
  - ✓ **CO-Doc – examining N-S-S partnerships in doctoral education** to build research capacity (SARUA as partner)

...16...

## Higher Education Regional Initiatives and experiences in sub-Saharan Africa



Africa-U.S. Higher Education Initiative Meeting  
Addis Ababa, Ethiopia February 13-15, 2012

Prof. Adipala Ekwamu



### Presentation Outline

1. The Case for HE in Agriculture: Current capacities
2. Highlights of Selected HE initiatives in Africa
3. Lessons from the RUFORUM Model
4. Opportunities – How we see USA and other partners contributing to HE in Africa
5. Conclusion and Take Home Messages

### The Hypotheses

- Achieving rapid **and sustainable** agricultural productivity growth is essential to raising overall economic growth and meeting the MDGs
- The welfare of smallholder farmers throughout much of Africa remains linked to agriculture.
- Food Security achievable through support for smallholder driven research
- Broad but practical training of post-graduate students is key
- **Capacity for responsive research and training of high performing graduates is critical**

## But Critical TAE Challenges exist in Africa

- **Demand increasingly exceeds capacity**- improved primary, secondary education programmes;
- **Quality Issues**: lack of resources, human capacity – proliferation of TAE institutions; burgeoning private programmes
- **Inequity**: gender, socio-economic
- **Missing linkages with labor markets**- growing private and civil society sectors;
- **Mis-match with development needs**- skills mix
- **Inadequate incentive** structure, lack of financing

4

## Renewed Global Interest to Strengthen HE in Africa

### CHEA - 2010

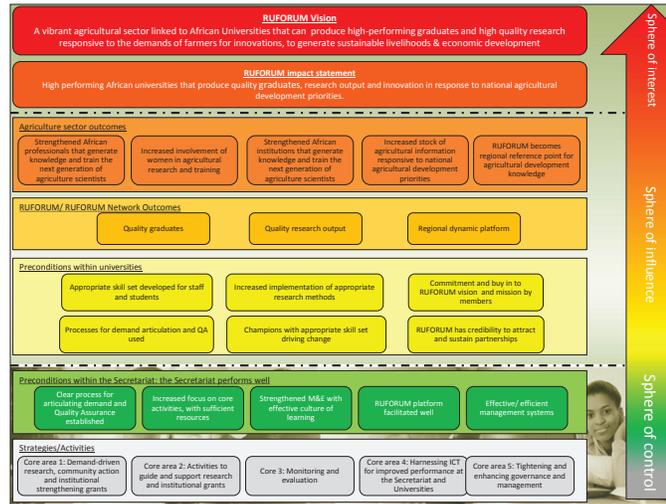
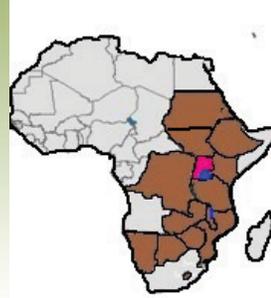
- Renewed emphasis by African governments on restoring the quality of higher education in agriculture.
- Call to support local and international partnerships which address critical capacity needs for sustainable agricultural development.
- Call to increased investments in higher education in agriculture in Africa and to be included as an integral agricultural development investment in CAADP
- **World Bank, HED, Partnerships to Strengthen HE in Africa, African own Initiatives & others**

## Examples of leading Agricultural Capacity Building Networks in Africa

Regional Universities Forum for Capacity Building in Agriculture (RUFORUM)	AERC: Collaborative MSc in Agricultural & Applied Economics (CMAAE)	AGRA: Education for African Crop Improvement (EACI)	Biosciences eastern and Central Africa (BeCA)	Partnership to Enhance Agriculture in Rwanda through Linkages (PEARL)/Sustaining Partnerships to Enhance Rural Enterprise and Agribusiness Development (SPREAD)
<p>University network: 29 univs. in 15 East, Central &amp; Southern Africa countries</p> <ul style="list-style-type: none"> <li>•Competitive MSc (375) research grants</li> <li>•Collaborative PhD training (85)</li> <li>•Community-action research program. &amp; institutional grants</li> <li>•National stakeholder forums</li> </ul>	<p>Network of departments: 18 univs. in 12 countries</p> <ul style="list-style-type: none"> <li>•MSc (242)</li> <li>•Shared electives facility</li> <li>•African &amp; external subject specialists</li> <li>• PhD (11) support</li> <li>•department building grants</li> <li>• professional peer review</li> </ul>	<p>Network of departments: 10 univs. &amp; 2 regional hubs for 13 countries</p> <ul style="list-style-type: none"> <li>•Redeployment to national programs of PhD (80) and MSc (170) crop scientists and breeders</li> <li>•Cornell U. back-up</li> </ul>	<p>Hub and nodes model - One hub &amp; 5 institutional nodes for 17 countries</p> <ul style="list-style-type: none"> <li>•Top expertise &amp; facilities</li> <li>•Visiting scientists (60)</li> <li>•MSc/PhD students (100)</li> <li>•Alumni lead research programs at home universities; return to BeCA as visiting scientists supervising own grad students</li> </ul>	<p>Alliance of Rwanda univs. Gov't, Rwanda/foreign industry, local NGOs targeting cooperatives in niche agriculture initiative</p> <ul style="list-style-type: none"> <li>•MSc training (19) at Texas A&amp;M &amp; Michigan State U.</li> <li>•Graduates work with producers in new production techniques</li> <li>•U.S. land grant model</li> </ul>
<p><b>Major Agri. Results:</b></p> <ul style="list-style-type: none"> <li>•Multiple initiatives put in place new crop varieties in cooperation with NARS, farmer associations &amp; private sector</li> <li>•Examples: Cowpea project in Uganda, Soybean project in Zimbabwe, Cereal Banking in Kenya</li> </ul>	<p><b>Major Agri. Results:</b></p> <ul style="list-style-type: none"> <li>•Executive policymaker guidance</li> <li>•Policymaker career pipeline</li> <li>•Management hub of World Food Program's Purchase for Progress project to address small-scale farmers' market access</li> </ul>	<p><b>Major Agri. Results:</b></p> <ul style="list-style-type: none"> <li>•Released 125 new crop varieties with national/international research institutes for farmer cultivation</li> <li>•Related projects: start-up capital for 35 seed enterprises &amp; training 9,200 agro-dealers for input provision</li> </ul>	<p><b>Major Agri. Results:</b></p> <ul style="list-style-type: none"> <li>•Over 29 bioscience projects on crops &amp; livestock</li> <li>•Patented discoveries &amp; over 40 cutting-edge publications that feed the work of CGIAR, NARS, other research institutes in Africa</li> </ul>	<p><b>Major Agri. Results:</b></p> <ul style="list-style-type: none"> <li>•400,000 coffee farm families making over six times what they earned prior to these projects</li> <li>•Over 160 U.S. European, Asian &amp; Australian companies like Starbucks, Costco buying almost 5,000 tons annually, directly from the growers</li> </ul>

## RUFORUM

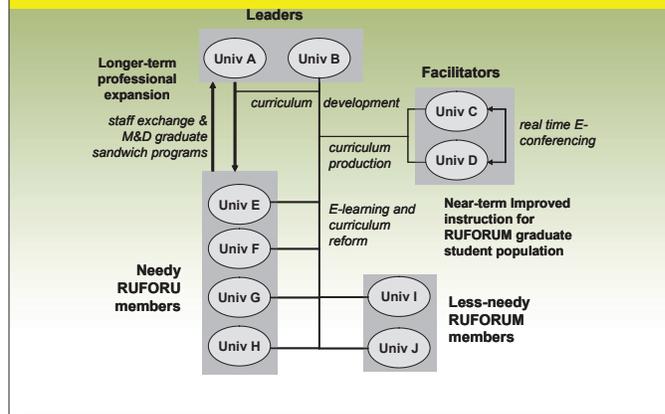
- Established in 2004; Formerly a Rockefeller Funded Project which was called FORUM (1992-2003)
- 29 Member Universities in 17 countries
- Secretariat based at Makerere University, Kampala Uganda



## RUFORUM MODEL

- The type of FORUM that engages **all** the stakeholders that must be on board:
  - **The farmers engaging with faculty and students**
  - **Government agencies, NGOs, the private sector and other development agencies engaged in research and interacting closely with universities on policy and curricula**
  - **MSc & PhD graduates with the right experience**
  - **Universities that act collaboratively to share ideas and resources**
  - **Unique participation by university Vice Chancellors who pay their own costs of participation in board meetings.**

## Harnessing Regional Capacity: RUFORUM Network of Specialisation



## End-User Driven Collaborative Agricultural Research for Food & Nutrition Security

### Community Action Research Projects (CARPs)

- \$300,000 Grant Value

- Purpose is to demonstrate innovative approaches that strengthen engagement between universities, farmers, communities and development agencies on problems with relevance throughout ECSA.
- Designed to encourage universities to develop **partnerships** and invest in sustained action research **over time within a particular community** or in a selected commodity along the full value chain.

## End-User Driven Collaborative Agricultural Research for Food & Nutrition Security

- The RUFORUM **Graduate Research Grants US\$60,000 (GRG)** - a tool for stimulating and sustaining a 'business unusual' action research and training orientation in African faculty; providing incentives for increasing the relevance and quality of research.



Over 130 CG'S awarded since 2004

## TEAM Africa Opportunity

- Through TAE Networks leadership:
  - Mechanism for improving tertiary agricultural education in Africa has been set up - TEAM Africa (Tertiary Education for Agriculture Mechanism )
  - Includes RUFORUM, ANAFE, and FARA and participation by a number of partners including NPCA, Development Partners, higher education associations from outside Africa including APLU, AGRINATURA and others.

## RUFORUM Contribution to the USA Initiatives

- Providing entry to 29 universities in ECSA, & through TEAM Africa to Universities across SSA
- Linking US Universities into the Agricultural Higher Education dialogue in Africa
- Platforms for collaborative research programmes that link USA faculty and students with African faculty and students in food security action research with relevant stakeholders in rural areas.
- Opportunities to support effective graduate research and training facilities in countries emerging from war.

## Potential Themes for USA-Africa HE Partnership

- ✓ Linking the RUFORUM Networks of Specialization to US Universities: dual role of knowledge generation (research) and outreach (service)
- ✓ Support for food security research through the Community Based Research (CARPs) and Competitive Grants to address smallholder farmer needs and closely link universities to rural areas
- ✓ Strengthening platforms for joint learning
- ✓ Support to the TEAM Africa Initiative/dialogue

## Potential Themes for USA-Africa HE Partnership

- ✓ US researchers as partners in the educational system that develops researchers **in an innovative Food Security initiative.**
- ✓ Development of younger university faculty: field research, skills enhancement and reinforcement of teaching capacities at our 'weaker' universities.
- ✓ Fellowships for twinning US universities **with African Universities. Particular attention to be given to 3 way links which bring together a young university, US university and an established African University.**

## Conclusions & Take Home Message

1. We welcome the US support: HED, Feed the Future Initiative & other US-based initiatives on HE
2. We are already working with strategic partners including APLU, Agrinatura and African Partners
3. RUFORUM provides a platform for universities to innovate on agricultural post-graduate training and research targeting small holder farmers
4. We have a model that has been tried and tested: we need wider networks to help us scale up our efforts

**African Union Commission**



**HRST Department**

**Education Division**

1

Africa-US higher education initiative partners' meeting, Addis Ababa, 13-15 February 2012

**African Union Commission**



**Africa-U.S. Higher Education Initiative Partners' Meeting  
Addis Ababa, 13-15 February 2012**

**Vision of the African Union on the Role of Higher Education in Africa's Development**

**Presenter**  
**Dr. Yohannes Woldetensae**  
Senior Expert, AUC Education Division

2

Africa-US higher education initiative partners' meeting, Addis Ababa, 13-15 February 2012

**African Union Commission**



**The African Union**

- The **African Union** is a Pan African continental organization charged with spearheading Africa's rapid integration and sustainable development
- The **AU Commission** is the secretariat of AU and it articulates the vision of the AU
- **Vision** → to build integrated, prosperous, and peaceful Africa driven by its own citizens and representing dynamic force in international arena
- The AU regards **education** as a key instrument in achieving its vision

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Africa-US higher education initiative partners' meeting, Addis Ababa, 13-15 February 2012

## African Union Commission



### Areas of Focus for the Second Decade of Education for Africa

- Gender and culture
- Education management information systems
- Teacher development
- Higher education
- Technical-vocational education & training
- Curriculum development, and teaching & learning materials
- Quality management
- Early Childhood Development

4

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## African Union Commission



### Higher Education Component Second Decade Plan of Action

- Promotion of research and original knowledge production
  - Promotion of quality in African HE and development of Continental Frameworks
  - Increased involvement of universities in the continent's development efforts
  - Ensuring proper levels of funding for HE sector
- GOAL** → **Revitalisation of higher education in Africa**

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## African Union Commission



### AU Initiatives for Revitalizing Higher Education in Africa

- Pan African University Project
- Mwalimu Nyerere African Union Scholarship Scheme
- Harmonization Strategy for Higher Education Programmes
- Revised Arusha Convention
- African Quality Rating Mechanism

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## African Union Commission



### Thematic Areas of the PAU

- **Basic Sciences, Technology and Innovation**  
→ East Africa (KENYA – Jomo Kenyata Univ.)
- **Earth and Life Sciences**  
→ West Africa (NIGERIA – Ibadan University)
- **Governance, Humanities and Social Sciences**  
→ Central Africa (CAMEROON – Yaoundé II)
- **Water and Energy Sciences + Climate Change**  
→ North Africa (ALGERIA)
- **Space Sciences** → Southern Africa  
(to be decided yet)

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## African Union Commission



### Mwalimu Nyerere African Union Scholarship Scheme

- It is designed to increase the access of talented young students to university education and promote intra-African academic mobility
- 43 students were awarded that are selected from 22 African Union Member States
- The scholarship students pursue their study in 24 different African HEIs
  - 1<sup>st</sup> Call → 19 for Bachelor Degree Programmes
  - 2<sup>nd</sup> Call → 13 for Masters and 11 for PhD
  - 3<sup>rd</sup> Call → link with the PAU

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Ababa, 13-15 February 2012

## African Union Commission



### Expanded Nyerere Programme (Intra-ACP Academic Mobility)

- The Nyerere Scholarship is expanded through the Intra – ACP academic mobility
- The European Commission has committed EUR 35 million to the scheme for five years
- Three partnerships with 25 African Universities have been awarded, following the first call
- The scheme will involve 380 individual mobilities
  - 234 Masters      102 PhDs      44 Staff
- Second Call for proposal is just published  
[http://eacea.ec.europa.eu/intra\\_acp\\_mobility](http://eacea.ec.europa.eu/intra_acp_mobility)

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## African Union Commission



### The AU Harmonization Strategy Main Goals

- To **bridge the gap** between disparate educational systems that exist as a result of colonial legacies
- To **promote mobility of students and academics** across the continent
- To **facilitate the comparability of qualifications** awarded across the continent
- To **enhance quality** in African higher education
- To **contribute to the vision of the African Union in building an integrated Africa**

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The strategy was endorsed in 2007 by COMEDAF III Africa-US higher education initiative partners' meeting, Addis Ababa, 13-15 February 2012

## African Union Commission



### The revised Arusha Convention

- The Arusha Convention was first adopted in 1981 in Arusha, Tanzania
- Its aim is to **promoting pan-African cooperation for mutual recognition of academic qualifications**
- UNESCO and AUC reviewed the Convention to promote the transparency and credibility of procedures in implementing the convention
- Stronger commitments are required (Creating National Information Center and QA Authority)
- The revised Arusha Convention will be the legal mechanism for AU harmonization strategy

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## African Union Commission



### African Quality Rating Mechanism OBJECTIVES

- To support the development of institutional cultures of quality and commitment to quality
- To ensure the performance of HEIs can be compared against a set of criteria
- To fostering comparability among qualifications
- To improve the quality of delivery in HEIs
- To **compete more effectively at a global level**
- To provide a means for identifying Centers of Excellences for the Pan African University and to determine leading universities in running the AU Scholarship Scheme

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## The AQRM - Criteria

### Institutional Level

- Governance and Mgt
- Infrastructure
- Finances
- Teaching & Learning
- Research, Publication and Innovation
- Societal Engagement

### Programme Level

- Programme Planning and Management
- Curriculum Development
- Teaching & Learning
- Assessment
- Programme Results

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Ababa, 13-15 February 2012



## Concluding Remarks

- The African Union Commission has developed several higher education initiatives to foster **continental academic integration and to promote Africa's Development**
- The Africa-US higher education initiative will contribute to enhance the involvement of African universities in the continent's development efforts

**THANK YOU**

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Africa-US higher education  
initiative partners' meeting, Addis  
Ababa, 13-15 February 2012

## Annex 4. Presentations on Interactive Training Session



**USAID**  
FROM THE AMERICAN PEOPLE

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### Activity Alignment to the USAID Education Strategy February 2011

Gary Bittner, USAID, EGAT/ED/HEW



**USAID**  
FROM THE AMERICAN PEOPLE

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#### Education Strategy Goals

- Goal 1: Improved Reading for 100 million children in primary grades by 2015
- Goal 2: Improved ability of tertiary and workforce development programs to produce a workforce with relevant skills to support country development goals by 2015
- Goal 3: Increased equitable access to education in crisis and conflict environments for 15 million learners by 2015



**USAID**  
FROM THE AMERICAN PEOPLE

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#### Goal 2: Improved ability of tertiary and workforce development programs to produce a workforce with relevant skills to support country development goals by 2015

- Result 2.1: Increased access to vocational, technical and tertiary education and training for underserved and disadvantaged groups
- Result 2.2: Improved quality of tertiary education and research in support of country development priorities
- Result 2.3: Improved relevance and quality of workforce development programs



## Education operational guidance: alignment to the education strategy

- Fit with host country priorities
- Evidenced-based programming
- Scalability
- Activities and budgets linked to goals and targets
- Performance monitoring and performance impact evaluation



## USAID's Evaluation Policy

Office of Learning, Evaluation and Research  
Bureau for Policy, Planning, and Learning (PPL)

Gary Bittner, USAID, EGAT/ED/HEW



## Types of Evaluations

Two major types of evaluation:

### **Performance evaluations**

- Focus on questions linked to program design or management decisions: i.e., how a project is being implemented, how it is perceived and valued, whether expected results are occurring.
- Qualitative and quantitative methods are appropriate.
- Majority of evaluations at USAID

### **Impact evaluations**

- Measure the change in the development outcome attributable to a given intervention.
- Requires a credible and rigorously defined counterfactual and comparison group to control for factors other than the intervention that might account for the observed change.

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## What's New?

- Evaluations are required for **all large projects** (at or above average size for OU) and for **innovative or pilot projects of any size** (where possible impact evaluations, but to the minimum performance evaluations are required)
- Calls for **Integration** of evaluation **into** strategy and project **design** (**RF, PMP, OPs etc**)
- Requires **resources** be designated for evaluation – goal of about 3% of program funds on average for external evaluation
- Internal monitoring and evaluation efforts **require additional resources** beyond the 3%

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## Expectation of shared M&E roles

- **Both institutions are required** to perform M&E roles
- Continue to monitor, collect and maintain relevant, and **share data and documentation** with HED, USAID and evaluators
- Consider costing out M&E roles to **ensure systemic approach** and capacity building for improved program effectiveness
- Conduct **evaluations for your own institutional learning or accountability** and share your findings with USAID. *Funding for this may be included in your program budget, but is separate from funding for the external evaluations required by the policy.*
- Identify **opportunities for impact evaluations** – it's in your long term best interest

8



## Program Quality and Impact

### *Monitoring and Evaluation in Higher Education Programs*

Gary Bittner, USAID, EGAT/ED/HEW  
Azra Nurkic, HED



### Results based monitoring and evaluation

- *All* USAID higher education for development programs should **utilize results-based monitoring and evaluation** system to effectively manage partnership activities and demonstrate its impact.
- Monitoring and **evaluation (M&E) system should go beyond** tracking performance based on measuring **inputs and outputs**
- Utilize **logical planning tools** to clearly define a results framework and identify adequate measures of outcomes and impacts.
- Results-based monitoring and evaluation **is conducted in all stages of the partnership** development process.



### Results based monitoring and evaluation continuum – the demand for results

HED requires results frameworks and monitoring and evaluation plans with each application

#### **Results Framework**

HED developed a standard logical framework template

- Partners use logical framework template to develop a rigorous results framework (RF) and formulate a coherent and well-designed partnership strategy.
- The **RF establishes cause and effect relationship** within the hierarchy of results and reveal underlying assumptions;
- It forms the basis for the development of all M&E related documents.**

10 □



### Results based monitoring and evaluation continuum -

#### **Performance Monitoring Plan (PMP)**

- A tool for managing the data collection process and responsibilities.
- HED developed a standard PMP template
- PMP template is utilized to outline a systematic approach to results based management and provide a detailed description of the approach to monitoring partnership performance toward objectives over time



### Results based monitoring and evaluation continuum - Baseline

- Baseline is a mandatory first step (happens before other activities)
- Collaborative effort to verify partnership strategy and collect data on key indicators (standard and custom)
- Targets/benchmarks are established and agreed upon
- Data collected, reflected on and management decisions made on regular, ongoing basis



### Results based monitoring and evaluation continuum - Reporting Results

- Performance reporting *to HED and USAID*
- USAID's reporting *to the Congress* (Congressional Budget Justification)
- Congress reporting *to the American people*
- Reporting *to host-country stakeholders* and the communities they serve

Examples of public relations and communications tools used:

- Institutional Newsletters
- Community Papers
- Radio and TV Broadcasts
- Knowledge Centers
- Webinars, You Tube, Twitter



### Systems to support results based monitoring

#### *The PRIME – Partnership Results & Information Management Engine (Live in April)*

•HED has partnered with Social Solutions to develop a comprehensive, web-based management tool for HED partnership management, monitoring, evaluation, and reporting

•The PRIME allows partnerships to:

- review and update general partnership information
- simplify the semi-annual and quarterly data reporting process
- allow for more effective and timely collaboration among HED staff and partnership directors
- allow each partnership to record and track activities and results across different reporting periods
- Illustrate progress towards objectives and progress over time



## Results based monitoring and evaluation FAQ

***Who prepares RF and M&E Plan?***

- Host-country, U.S., Private Sector, NGOs

***Who is the audience receiving M&E plans?***

USAID, HED

***When is the plan reviewed?***

- Early and often

***Who approves the plan?***

- All partners

***Who is responsible for monitoring the overall M&E Plan and implementation of the project ?***

- The responsibility for monitoring results should be well balanced among all partners

**Other questions?**



## **USAID Policies and Procedures**

### **Participant Training for Capacity Development**

### **Visa Compliance for Exchange Visitors**

February 2012



#### **OBJECTIVES**

- To increase knowledge and awareness of required policies and procedures related to ADS 253 Participant Training for Capacity Development and ADS 252 Visa Compliance for Exchange Visitors.
- To increase knowledge and skills related to the proper use of TraiNet/VCS for entering data on in-country, third-country, and U.S.-based training.



#### **WHAT ARE ADS 253 AND ADS 252?**

- ADS 253 Participant Training for Capacity Development
  - This chapter provides the policy directives and required procedures for the design and implementation of Participant Training activities that are financed and managed, in whole or in part, directly or indirectly, by USAID.
- ADS 252 Visa Compliance for Exchange Visitors
  - This chapter provides policy directives and required procedures related to visa compliance for foreign nationals who are traveling to the United States for any purpose and are financed, in whole or in part, directly or indirectly, by USAID.



### WHAT DATA DO WE COLLECT AND WHY?

- We collect program and financial data on:
  - In-Country Programs
  - Third-Country Programs
  - U.S.-Based Programs
- We collect this data so that we can:
  - Be accountable for American tax dollars
  - Monitor overall levels of training sponsored by USAID
  - Gather information necessary for the J-1 visa



### SYSTEMS INVOLVED IN DATA REPORTING



### ARE ADS 253 AND ADS 252 ONLY ABOUT DATA COLLECTION, TRAINET, AND VCS?

- No!
- Policies and procedures that must be followed independent of data collection through TraiNet/VCS.
- Guidance on smart practices.



### **THE ROLES OF USAID'S OFFICE OF EDUCATION AND THE TRAINET/VCS HELPDESK**

- Policy and procedure issues are handled by USAID Office of Education staff.
- The TraiNet/VCS Helpdesk resolves all technical problems and issues related to the use of the TraiNet/VCS systems.



## **ADS 253 Participant Training for Capacity Development**



### **WHAT IS ADS 253, PARTICIPANT TRAINING FOR CAPACITY DEVELOPMENT?**

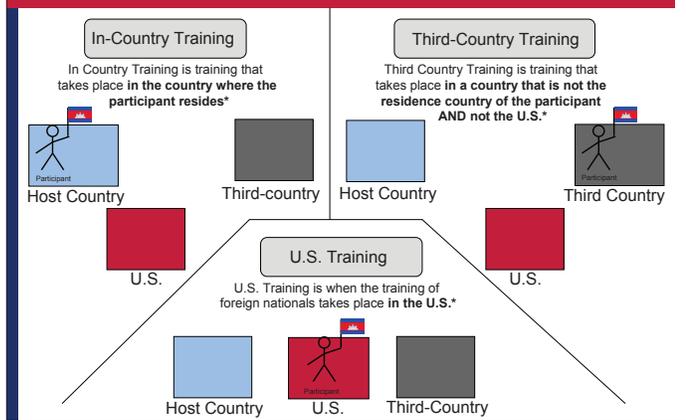
- This chapter provides the policy directives and required procedures for the design and implementation of Participant Training activities that are financed and managed, in whole or in part, directly or indirectly, by USAID.

### WHAT IS PARTICIPANT TRAINING?

- A learning activity involving Participants taking place in the U.S., a third country, or in-country, in a setting predominantly intended for teaching or imparting certain knowledge and information, with formally designated instructors or lead persons, learning objectives, and outcomes, conducted fulltime or intermittently.
- The transfer of knowledge, skills, or attitudes (KSAs) through structured learning and follow-up activities, or through less structured means, to solve job performance problems or fill identified performance gaps. Training can consist of long-term academic degree programs, short or long-term non-degree technical courses in academic or in other settings, seminars, workshops, conferences, on-the-job learning experiences, observational study tours, or distance learning exercises or interventions.

### WHO IS CONSIDERED A PARTICIPANT?

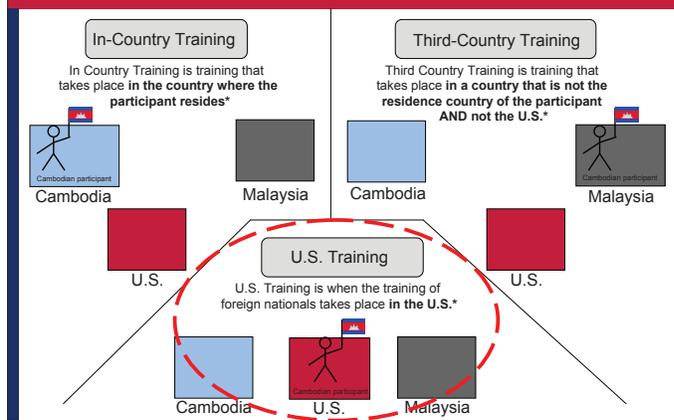
- Foreign nationals who are selected by USAID to engage in participant training activities are considered participants.

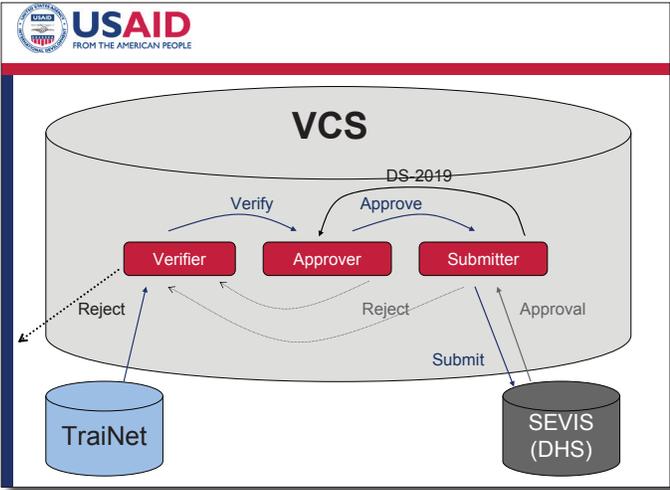
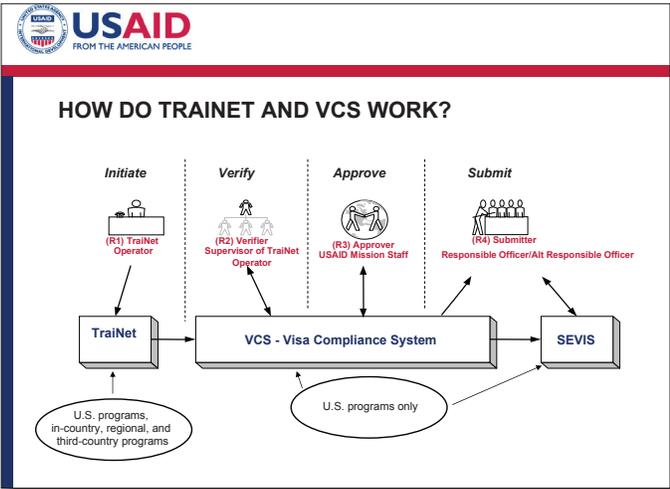


## ADS 252 Visa Compliance for Exchange Visitors

### WHAT IS ADS 252 VISA COMPLIANCE FOR EXCHANGE VISITORS?

- This chapter provides policy directives and required procedures related to visa compliance for foreign nationals who are traveling to the United States for any purpose and are financed, in whole or in part, directly or indirectly, by USAID.





**Available Resources**



### RESOURCE AVAILABLE ONLINE

- USAID Automated Directives System
  - <http://www.usaid.gov/policy/ads/>
- ADS Chapter 253, Participant Training for Capacity Development
  - <http://www.usaid.gov/policy/ads/200/253.pdf>
- ADS Chapter 252, Visa Compliance for Exchange Visitors
  - <http://www.usaid.gov/policy/ads/200/252.pdf>
- The Complete Guide to USAID Visa Compliance Systems
  - <http://www.usaid.gov/policy/ads/200/252maa.pdf>
- USAID Forms
  - <http://www.usaid.gov/forms/>
- Pre-Departure Guide for U.S.-Based Participant Training and Exchange Visitor Programs
  - [http://pdf.usaid.gov/pdf\\_docs/PNADT444.pdf](http://pdf.usaid.gov/pdf_docs/PNADT444.pdf)



### CONTACTS AT USAID/WASHINGTON

- Office of Education, Participant Training Team
  - James Nindel, USAID Responsible Officer ([inindel@usaid.gov](mailto:inindel@usaid.gov))
  - Linda Walker, Alternate Responsible Officer ([lwalker@usaid.gov](mailto:lwalker@usaid.gov))
  - Jeffrey Shahan, Alternate Responsible Officer ([ishahan@usaid.gov](mailto:ishahan@usaid.gov))
  - Ethel Brooks, Alternate Responsible Officer ([ebrooks@usaid.gov](mailto:ebrooks@usaid.gov))
  - Justin Selb, Alternate Responsible Officer ([iselb@usaid.gov](mailto:iselb@usaid.gov))
- VCS User Issues/System Access/DS-2019 Questions
  - Linda Walker ([lwalker@usaid.gov](mailto:lwalker@usaid.gov))
- ADS 252 and 253, USAID Visa Policy Questions
  - Jeffrey Shahan ([ishahan@usaid.gov](mailto:ishahan@usaid.gov))



## American Council on Education

### HED Partnerships under the Africa -U.S. Higher Education Initiative

#### Cooperative Agreement Regulations & Requirements

February 15, 2012

**Jessie Brown**  
ACE Associate General Counsel

**Moses Yomi**  
ACE Grants and Contracts Unit

1

## Legal Compliance

2

## Legal Compliance Overview

- Why it's important
- Compliance includes:
  - U.S. Law
  - Standard Provisions included in agreement
  - Provisions of the subaward agreement
    - Terms and conditions of the agreement
    - Financial reporting requirements
    - Monitoring and Evaluation requirements
    - Program reporting requirements

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## FCPA

- Foreign Corrupt Practices Act (enacted in 1977, 15 U.S.C. §§ 78dd-1 et seq.)
- Prohibits payment to foreign officials for the purpose of obtaining or keeping business (anti-bribery law)
- DOJ is enforcement agency
  - Huge penalties
  - Jail time
- Applies to any individual, firm, director, employee, agent

4

## FCPA, con't

- 5 Elements
  - **Who (“domestic concern” or issuer)**
  - **Corrupt intent**
    - Intended to induce recipient to misuse official position to direct business wrongfully to the payer or to any other purpose (even unsuccessfully!)
  - **Payment**
  - **Recipient**
    - Foreign official: officer or employee of foreign govt, public international organization
    - Foreign political party or party official, candidate for office
  - **Business Purpose Test**

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## FCPA Exceptions

- Bribery v “facilitating payments”
  - “Routine governmental action”
  - Permits, licenses, processing papers, visas, work orders, police protection, mail pick-up and delivery, phone service, power and water supply, loading and unloading cargo, protecting perishable products, scheduling inspections
  - *Does not include* any decision by a foreign official to award new business or continue with existing relationship

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## Economic Sanctions

- Through the U.S. Treasury Department's Office of Foreign Asset Control (OFAC), the U.S. has sanctions ("embargoes") against some countries and you must comply with those sanctions except in very few circumstances.
- **Currently, there are sanctions against:**
  - Western Balkans (Serbia)
  - Belarus
  - Burma (Myanmar)
  - Côte d'Ivoire (Ivory Coast)
  - Cuba
  - Democratic Republic of the Congo
  - Iran
  - Iraq
  - Lebanon
  - Liberia (Former Regime of Charles Taylor)
  - Libya
  - North Korea
  - Somalia
  - Sudan
  - Syria
  - Zimbabwe

## Economic Sanctions, cont.

- **Make sure you know with whom you are doing business by checking:**
  - ✓ OFAC's Specially Designated Nationals and Blocked Persons list (SDN)
  - ✓ Bureau of Industry and Security's (BIS: in the Department of Commerce) Denied Persons list
  - ✓ BIS's Entity List
  - ✓ BIS's Unverified list
  - ✓ State Department's Directorate of Defense Trade Controls' Debarred Parties list
  - ✓ State Department's list of nonproliferation sanctions

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## Export Controls

- **Two main federal regulations:**
  - The State Department's International Traffic in Arms Regulations (ITAR)
    - Deals with munitions, defense articles, defense services and technology
  - The Department of Commerce's Export Administration Regulations (EAR)
    - Deals with "dual-use" items that could be used for both commercial and military purposes

**Note: For ITAR and EAR, an "export" can be:**

- Tangible items sent out of the U.S.
- Disclosure of certain technology to a foreign national (even if you are in the U.S.)
- Use of personal knowledge or technical experience acquired in the U.S. to situations abroad

## Export Controls, cont.

- **Exemptions from ITAR and EAR for VERBAL or WRITTEN release of information:**
  - Technology comes from “fundamental research”: basic and applied research in science and engineering that is ordinarily published and shared in the scientific community
  - The release involves information that is publicly available
  - The release involves “educational information” (like information released during instruction of a course)

**NOTE: Software and objects/materials are NOT exempt.**

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U.S. Law 

## Antiterrorism

- **Two main laws:**
  - 1996 Antiterrorism and Effective Death Penalty Act
  - 2001 USA Patriot Act
- **What they say:**
  - It’s a crime for institutions of higher education (or their employees) to provide “material support” to a foreign organization engaged in terrorist activities
  - “Material support” is broadly defined
  - Check the State Department’s [list of foreign terrorist organizations](#) before conducting business of any kind with a foreign entity

## Standard Provisions

- Attachment F to subaward agreement
- Sometimes modified by USAID and ACE/HED must flow down those modifications
- A few to highlight:
  - Debarment, Suspension, and other Responsibility Matters (Jan 2004)
  - Drug-Free Workplace (Jan 2004)
  - Foreign Government Delegations to Int’l Conferences (Jan 2002)
  - Prohibition on the Promotion or Advocacy of the Legalization or Practice of Prostitution or Sex-Trafficking (June 2005)

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## Miscellaneous

- Salary Supplementation
- Fly America Act
- Subaward Agreement terms and provisions

**?? Questions ??**

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## Financial Compliance

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## Objective

- Recap of February/2011 workshop topics
- Reinforce regulations and requirements for subrecipients of federal funds
- How to avoid audit findings

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## USAID Awards

- **The funding for your partnership awards comes from USAID through ACE.**
- Jointly, ACE and HED manage the execution of Sub-Cooperative Agreements between ACE and your institutions.

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## Subaward Administration: Grant Terms



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## USAID Regulations and Policies

- **As subawardees of USAID funds, you must be familiar and compliant with USAID policies for project and financial management.**
- Observe the cost principles applicable to all recipients of federal funds and the ones particularly applicable to your organization:
  - **Cost principles applicable to all recipients of federal funds:**
    - **2 CFR 215 (OMB Circular A-110)** "Uniform Administrative Requirements For Grants And Agreements With Institutions Of Higher Education, Hospitals, And Other Non-profit Organizations"
  - **Cost principles applicable only to Foreign Institutions:**
    - **Mandatory Standard Provisions For Non-U.S. Nongovernmental Recipients** (A Mandatory Reference For ADS Chapter 303)
    - **22 CFR 226** - Administration of Assistance Awards to U.S. Non-Governmental Organizations
    - **ADS 591** - Financial Audits of USAID Contractors, Recipients, and Host Government Entities
  - **Additionally:**
    - **Educational Institutions: 2 CFR 220** - Cost Principles for Educational Institutions (OMB Circular A-21 and A-133)
    - **Nonprofits: 2 CFR 230** - Cost Principles for Nonprofit Organizations
    - **USAID-Specific Regulations: 22 CFR 226** - Administration Of Assistance Awards to U.S. Non - Governmental Organizations

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## Subaward Rules and Regulations



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## Subawardee's Responsibilities

- Ensure that sub-subawardees are in full compliance with USAID regulations and policies
  - **Sub-subawardees (African Partners) are the subawardee's (U.S. partners) responsibility!**
- Comply with USAID regulations and policies: Maintain proper documentation.
- Inform HED about programmatic activities and **be responsive to ad-hoc requests.**
- Submit reports on time.

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## Common Audits Findings

- Non-observation of regulations, internal policies, and subaward requirements.
- Unsubstantiated Time and Effort
- Salary Supplementation
- Lack of receipts and/or approval for certain expenses
- Unsubstantiated Cost Share
- Unsubstantiated Data (M&E)

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## Financial Reporting

In order to meet its reporting obligations to USAID, ACE requires all its sub-awardees to submit financial records regarding use of funds under the Associate Awards.

- **Reporting due dates are crucial:** Non-observance means non-compliance for both ACE and sub-awardees.
- **Compliance and accountability are absolutely essential for the successful implementation of the awards.**

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## Financial Reporting - Deadlines

Reports	Reporting Period	Deadline for Submission
<b>1. Financial Expenditure Reports</b> – Due 30 days after the end of a fiscal year quarter (except quarter 4)	Q1: Oct. 1 – Dec. 31 Q2: Jan. 1 – Mar. 31 Q3: Apr. 1 – Jun. 30 Q4: Jul. 1 – Sep. 30	Due Jan. 30 (Q1 report) Due Apr. 30 (Q2 report) Due Jul. 30 (Q3 report) <b>Due Oct. 15 (Q4 report)</b>
<b>2. Cost Sharing Reports</b> – Must accompany Financial Expenditure Report	Q1: Oct. 1 – Dec. 31 Q2: Jan. 1 – Mar. 31 Q3: Apr. 1 – Jun. 30 Q4: Jul. 1 – Sep. 30	Due Jan. 30 (Q1 report) Due Apr. 30 (Q2 report) Due Jul. 30 (Q3 report) <b>Due Oct. 15 (Q4 report)</b>
<b>3. Accruals Reports</b> - Due on the 10 <sup>th</sup> day of the last month of a fiscal year quarter	Q1: Oct. 1 – Dec. 31 Q2: Jan. 1 – Mar. 31 Q3: Apr. 1 – Jun. 30 Q4: Jul. 1 – Sep. 30	Due Dec. 10 (Q1 report) Due Mar. 10 (Q2 report) Due Jun. 10 (Q3 report) Due Sep. 10 (Q4 report)

Continues...  
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## Financial Reporting – Deadlines Cont.

Reports	Reporting Period	Deadline for Submission
<b>4. Annual Budget Reports</b> – Due yearly, 30 days after the mid-Fiscal Year period	Upcoming Fiscal Year: Oct. 1 – Sep. 30	Due Apr. 30
<b>5. Foreign Tax Reports</b> – Due yearly, on the last day of a calendar year	Past Fiscal Year: Oct. 1 – Sep. 30	Due Dec. 31
<b>6. Final Financial Report</b> - Due 60 days after the end of the agreement period	Life of the award	Due 60 days after award end date

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## Financial Management

- Burn rates are **EXTREMELY** important:
  - Associated with implementation progress
  - Consequences of inaccurate budgeting and spending not consistent with the budget
    - Performance issues
    - Securing funds
    - IDC implications for all involved organizations

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## Africa Initiative Burn rates

Award Expenses		Cost Share
Burn Rate (%) - against 2-year Ceiling Amounts	Burn Rate (%) - against Obligated Amounts	Burn Rate (%)
27%	27%	31%
21%	21%	35%
16%	16%	20%
13%	13%	12%
12%	23%	31%
12%	12%	13%
7%	14%	25%
7%	10%	35%
5%	5%	0%
3%	3%	7%

**ACE/HED will contact each partner upon return to U.S. to address burn rate issues.**

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## Additional compliance concerns

- Time and Effort Documentation
- Salary Supplementation
- Lack of receipts and/or approval for certain expenses
- Lack of prior approvals
  - Travel
- Cost Share

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## Request for Prior Approval

- Sub-award recipients are required to request **prior approval** from ACE for budget and program plan revisions in the following situations:
  - Change in scope or objective of program.
  - Change in key personnel specified in the award application or award document.
  - The absence for more than three months, or a 25 percent reduction in time devoted to the project, by the approved project director or principal investigator.
  - The need for additional funding.
  - The transfer of amounts budgeted for indirect costs to absorb increases in direct costs or vice versa.
  - Transfer of funds allotted for training allowances.
  - Transfer between direct cost of budgeted line items that represent more than 10% of the total approved budget.
  - Procurement of goods not included in the approved budget.

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## Travel Requirements

- Travel from Africa to the U.S. and from the U.S. to Africa was pre-approved in the Associate Awards.
- No additional approval is required for the number of trips, travelers and itinerary already approved by USAID. **However, if additional travel is required (more trips, more travelers, or different itineraries), pre-approval is necessary.**
- The following travel regulations should be considered when making travel arrangements:
  - The Fly America Act;
  - Economy Class travel; and
  - The E.U. Open Skies Agreement

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## Cost Sharing

- Refers to an additional amount of funds to be made available for a particular project by a recipient of a U.S. award to increase the total amount to be spent on the project. **The additional funds must come from non-U.S. Government sources.**
- Eligibility of non-U.S. Government funds that can be applied to satisfy cost sharing requirements under a USAID award:
  - Charges incurred by the recipient as project costs. Not all charges require cash outlays by the recipient during the project period: Examples are depreciation and use charges for buildings and equipment.
  - Project costs financed with cash contributed or donated to the award recipient by other non-U.S. Government organizations. May include public international organizations or foreign governments and institutions, private organizations, or individuals.
  - Project costs represented by services and real and personal property, or use thereof, donated by other non-U.S. Government agencies and institutions, and private organizations and individuals.

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## Cost Sharing Cont.

- 2 CFR 215.23: All contributions, both cash and in-kind, shall be accepted as part of the recipient's cost sharing (matching) when such contributions meet all of the following requirements:
  - Are verifiable from the recipient's records;
  - Are not included as contributions for any other U.S. Government assisted program;
  - Are necessary and reasonable for proper and efficient accomplishment of the project or program;
  - Are types of charges that would be allowable under the applicable Federal cost principles;
  - Are not paid by U.S. Government under another grant or agreement (unless the grant or agreement is authorized by U.S. Government law to be used for cost sharing or matching);
  - Are provided for in the approved budget when required by USAID;
  - Conform to other provisions of this paragraph.

**TIP: Expenses that are not allowable to be charged to the award cannot be charged as cost share.**

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## Retention and Access to Records

- In addition to your individual institution's record retention requirements:
  - Financial records, supporting documents, statistical records, and all records pertinent to the award shall be retained for a period of **three years** from the date of submission of the final expenditure report.
- ACE, USAID, the Inspector General of USAID, Comptroller General of the United States, or any of their duly authorized representatives, have the right of timely and unrestricted access to any books, documents, papers, or other records of your institution that are pertinent to the sub-award.

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## Monitoring & Evaluation

- ACE finance and HED program staff may request a site visit to your institutions to conduct an audit of financial records and compliance with U.S. federal audit requirements.
- ADS Chapter 591-Financial Audits of USAID Contractors, Recipients, and Host Government Entities **must be followed by all foreign recipients of USAID funds.**
- Sub-awardees due diligence with their own sub-awardees:
  - Foreign nonprofit organizations, host governments, and subrecipients that expend \$300,000 or more in USAID awards (i.e., organizations that receive USAID funds either directly or through a prime contractor or recipient) during their fiscal year, must have an annual audit conducted of those funds in accordance with the USAID's **Office of Inspector General's Guidelines for Financial Audits Contracted by Foreign Recipients.**

➤ **PLEASE REFER TO ADS 591 FOR GUIDANCE ON FOREIGN RECIPIENT AUDITS.**

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## Questions?

- ACE staff and HED Program Office are available to answer your questions.
  - **Jessie Brown:** [jbrown@acenet.edu](mailto:jbrown@acenet.edu)
  - **Moses Yomi:** [myomi@acenet.edu](mailto:myomi@acenet.edu)
  - **Adriana Lacerda:** [alacerda@acenet.edu](mailto:alacerda@acenet.edu)

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## Higher Education for Development (HED)



### Branding and Marking

Lynn Simmonds  
Senior Communications Specialist

February 15, 2012

Higher Education for Development  
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## Presentation Overview

- Branding and Marking Defined
- USAID’s Guidance on Branding and Marking
- Why are Branding and Marking Important?
- What Should Partners Mark?
- Logo Size, Type, and Placement
- Boilerplate Language
- Get Connected with HED
- Questions? Who to Contact




## Branding and Marking Defined

Branding “refers to how a program or project is named and positioned, who it is from; it identifies the sponsor of the work.”

Marking “refers to applying graphic identities or logos to program materials or project signage to visibly acknowledge contributors; it identifies organizations supporting the work.”

Source: USAID, ADS Chapter 320, Branding and Marking, Revision Date 05/05/2009, Page 3



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## Key Guidance Documents

HED follows guidance provided by USAID regarding Branding & Marking in ADS Chapter 320 and the Graphic Standards Manual.



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## Why are Branding and Marking Important?

- It is required by law to identify that a project comes from and is funded by the American people.
- It allows anyone to quickly recognize the program and/or project sponsor(s) as well as contributors through image and text.
- Helps simplify the message: U.S. Assistance



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## What Should Partners Mark?

“Public communications financed by USAID contract that are print products must prominently display the USAID identity.”

- Brochures, leaflets, folders, etc
- Banners and signs
- Reports
- Research results, studies, and evaluations
- Training manuals workbooks, guides

[www.usaid.gov/branding](http://www.usaid.gov/branding) Source: USAID, ADS Chapter 320, Branding and Marking.  
Revision Date 05/05/2009, Page 14



### What Should Partners Mark?

“Public communications financed by USAID contract that are audio, visual, or electronic must prominently display the USAID identity.”

- Websites
- Videos
- CDs and DVDs
- PowerPoint and other program-related presentations, etc.

[www.usaid.gov/branding](http://www.usaid.gov/branding) Source: USAID, ADS Chapter 320, Branding and Marking.  
Revision Date 05/05/2009, Page 14



### What Should Partners Mark?

“Events financed by USAID contracts must prominently display the USAID identity.”

- Training courses
- Conferences
- Seminars
- Briefings
- Exhibitions
- Fairs
- Workshops
- Press Conferences

[www.usaid.gov/branding](http://www.usaid.gov/branding) Source: USAID, ADS Chapter 320, Branding and Marking.  
Revision Date 05/05/2009, Page 15

### Logo/Identity Size, Type and Placement

- USAID has horizontal and vertical logos. Please use the horizontal logo whenever possible.
- USAID Identity must be placed in the prominent position of all materials, typically upper or lower left. HED logo must be of equal size.
- USAID Identity is placed first, at the left, followed by HED logo. Do not place anything between the two.
- Minimum USAID logo and brandmark size (see page 2.6 of *Graphic Standard Manual*)
- HED has one logo version for all purposes.

Note: as stipulated in 22 Code of Federal Regulations 226, all logos will be of equal size and prominence.

## Exceptions under ADS 320



AFRICA-U.S. HIGHER EDUCATION INITIATIVE PARTNERS' MEETING  
"Dare to Share, Network, and Learn: Higher Education Partnerships in Sub-Saharan Africa"  
February 13 - 15, 2012  
UN Conference Center • Addis Ababa, Ethiopia



## Associate Awards

- Specific requests from USAID Missions play a role in variances to branding and marking in HED partnerships.
- USAID Missions under Associate Awards may request a separate branding and marking plan based on their first-hand knowledge of in-country needs.

## Important Disclaimer Language

Studies, reports, publications, Web sites, and all informational and promotional products not authored, reviewed, or edited by USAID must contain provisional language.

*"This study/report/audio/visual/other information/media product (specify) is made possible by the generous support of the American people through the United States Agency for International Development (USAID) and the Higher Education for Development (HED) office. The contents are the responsibility of [insert organization name(s)] and do not necessarily reflect the views of HED, USAID or the United States Government."*

Source: USAID, ADS Chapter 320, Branding and Marking. Revision Date 05/05/2009, Page 15 and HED Branding and Marking Worksheet



## Boilerplate Language

It is important to include language in the body of your media outreach materials that fully explains the collaborative nature of the Africa-U.S. Initiative partnerships. See boilerplate language below.

*Funded by the United States Agency for International Development (USAID) through a grant to Higher Education for Development (HED), the partnerships are the result of the Africa-U.S. Higher Education Initiative, a collaborative effort started in 2007 by a number of higher education associations and other organizations and led by the Association of Public and Land-grant Universities (APLU) to advocate for increased engagement in African higher education capacity development.*



## Press Release Boilerplate Language

- **United States Agency for International Development**  
The American people, through the United States Agency for International Development, have provided economic and humanitarian assistance worldwide for nearly 50 years. For more information, visit [www.usaid.gov](http://www.usaid.gov).
- **Higher Education for Development (HED)**  
HED mobilizes the expertise and resources of the higher education community to address global development challenges. [Higher Education for Development \(HED\)](#) works closely with the [United States Agency for International Development \(USAID\)](#) and is founded by the nation's [six presidential higher education associations](#) to support the involvement of higher education in development issues worldwide.



## Boilerplate Language (continued)

- **The Africa-U.S. Higher Education Initiative/APLU**  
The [Africa-U.S. Higher Education Initiative](#) was established in July 2007 to advocate for increased U.S. engagement in African higher education capacity development, with the main purpose of increasing teaching, problem solving and administrative capacity in African institutions. The [Association of Public and Land-grant Universities \(APLU\)](#) spearheaded the development of this initiative and will continue to provide resources and leadership. The American Council on Education is providing important administrative and financial support. Also engaged in the undertaking are: the American Association of Community Colleges; the Association of African Universities; the Association of American Universities; the American Association of State Colleges and Universities; the Bill & Melinda Gates Foundation; the Forum for Agricultural Research; Higher Education for Development; the National Association of Independent Colleges and Universities; the Partnership to Cut Hunger and Poverty in Africa; and USAID.



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## Get Connected with HED

- HED Website (Request for Applications-RFAs)
- News Releases
- e-Blasts
- e-Newsletter
- Social Media Networks

– Follow us on Twitter at [www.twitter.com/hedprogram](http://www.twitter.com/hedprogram)

(Visit [www.hedprogram.org](http://www.hedprogram.org))



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## Questions? Who to Contact



Visit: [www.usaid.gov/branding](http://www.usaid.gov/branding)

**Kellee Edmonds**  
HED Director of Communications  
[kedmonds@hedprogram.org](mailto:kedmonds@hedprogram.org)

**Lynn Simmonds**  
HED Senior Communications Specialist  
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[www.HEDprogram.org](http://www.HEDprogram.org)

## Annex 5. List of Participants

Africa-U.S. Higher Education Initiative Partners Meeting  
February 13-15, 2012, at the United Nations Conference Center  
Addis Ababa, Ethiopia

No.	Last Name	First Name	Institution/Organization
1.	ABATE	Aggrey	University of Juba (South Sudan)
2.	ACCORSI	Michael	University of Connecticut
3.	ADMASU	Mengesha	University of Gondar (Ethiopia)
4.	AHMED	Abdinasir	Jigjiga University (Ethiopia)
5.	ALAMIREW	Tena	Ethiopian Institute of Water Resources
6.	ALEMNEH	Teshome	ACE/HED
7.	ALEMSEGHED	Mussie	University of Cincinnati
8.	AYALEW	Tarekegn	Bahir Dar University (Ethiopia)
9.	BAKAFA	Tewodros	Debre Markos University (Ethiopia)
10.	BARASO	Tariku	Dilla University (Ethiopia)
11.	BAUER	Hans	VLIR-UOS
12.	BAZEYO	William	Makerere University (Uganda)
13.	BEAUCAGE	Gregory	University of Cincinnati
14.	BEKELE	Wegayehu	Dire-Dawa University (Ethiopia)
15.	BERHANE	Assefa	USAID/Ethiopia
16.	BEYENE	Michael	Wollega University (Ethiopia)
17.	BIRU	Yosef	Arba Minch University (Ethiopia)
18.	BITTNER	Gary	USAID/Washington
19.	BOGALE	Tesfaye Shiferaw	Bahir Dar University
20.	BOOTH	Donald E.	U.S. Ambassador to Ethiopia
21.	BRITTON	David	University of Cape Town (South Africa)
22.	BROWN	Jessie	ACE/HED
23.	BUDETTI	Maureen R.	NAICU/ HED Advisory Board
24.	BUTLER	Malcolm	A♦P♦L♦U/ HED Advisory Board
25.	CORNICK	Tully R.	ACE/HED
26.	COUGHENOUR	Michael B.	Colorado State University
27.	DEMMENT	Tag	A♦P♦L♦U
28.	DENNIS	Emmet	University of Liberia
29.	DIACK	Mateugue	Université Gaston Berger (Senegal)
30.	DICK	Richard P.	The Ohio State University
31.	DILLAHA	Theo A.	Virginia Polytechnic Institute and State University
32.	DJONDO	Christine	USAID/Malawi
33.	EASLEY	Thomas	USAID/Uganda
34.	EGIEBOR	Nosa O.	Tuskegee University
35.	EKWAMU	Adipala	Regional Universities Forum for Capacity Building in Agriculture
36.	FERGUSON	Anne	Michigan State University
37.	FLANIGAN	Timothy	Brown University
38.	FRANCISCONI	Cheryl	International Institute of Education
39.	G/MARIAM	Mebratu	Mizan-Tepi University (Ethiopia)

40.	G/MARIAM	Zinabu	Ethiopian Higher Education Strategy Centre
41.	GATHUMBI	Agnes M. W.	Kenyatta University (Kenya)
42.	GEBREMICHAEL	Mekonnen	University of Connecticut
43.	HAILU	Dejere	Addis Ababa University (Ethiopia)
44.	HANSEN	David	A♦P♦L♦U
45.	HARTLE	Terry W.	ACE/HED Advisory Board
46.	HIMEHERIZIT	Joac	Mekelle University (Ethiopia)
47.	JACKSON	Arlene	AASCU/HED Advisory Board
48.	JAMISON	Amy	Michigan State University
49.	JEGEDE	Olugbemi	Association of African Universities
50.	KABA	Esayas	Bahir Dar University (Ethiopia)
51.	KABASA	John David	Makerere University
52.	KAMBEWA	Daimon	University of Malawi
53.	KASSA	Belay	Haramaya University (Ethiopia)
54.	KHAITSA	Margaret L.	North Dakota State University
55.	KWARA	Awe	Brown University
56.	LEMESSA	Fikre	Jimma University (Ethiopia)
57.	LAWSON	Aaron	University of Ghana
58.	LÉAUTIER	Frannie	African Capacity Building Foundation
59.	LEE	_____	Adama S&T University
60.	LIDDELL	Kiné Fatou	ACE/HED
61.	LOMELING	David	University of Juba
62.	MAIGA	Amadou H.	ZiE
63.	MAMO	Yosef	Hawassa University (Ethiopia)
64.	MASINGILA	Joanna O.	Syracuse University (NY)
65.	MATERU	Peter N.	World Bank
66.	McLORG	Devon	USAID/Washington
67.	MENKER	Elebat	Ethiopian Institute of Water Resources
68.	MESFIN	Mebratom	Axum University (Ethiopia)
69.	MESKELA	Ketema	Madawalabu University (Ethiopia)
70.	MORGAN	Crystal	ACE/HED
71.	MOTTA	Tamirat	Wolaita Sodo University (Ethiopia)
72.	MUDALY	Vimolan	University of KwaZulu-Natal (South Africa)
73.	NJENGA	Beatrice	African Union Commission
74.	NJOKA	Jesse	University of Nairobi (Kenya)
75.	NURKIC	Azra	ACE/HED
76.	OLEKSY-OJIKUTU	Sandy	USAID/Washington
77.	OPOKU-AGYEMANG	Naana J.	University of Cape Coast (Ghana)
78.	REAFSNYDER	Charles B.	Indiana University
79.	RICHARDS	Julia	USAID/Liberia
80.	RIDLEY	Robert	University of Malawi
81.	ROGERS	Glenn	USAID/Ethiopia
82.	SAVADOGO	Boukary	African Development Bank
83.	SCHACHTER	Allison	ACE/HED
84.	SCHULTHEIS	Fr. Michael J.	Catholic University of South Sudan
85.	SÈNE	Cheikh M.	Collège Universitaire Régional de Bambey (Senegal)

86.	SHABANI	Juma	UNESCO Bamako Cluster Office
87.	SHIFERAW	Solomon	Ministry of Education
88.	SIMMONDS	Lynn	ACE/HED
89.	SORENSEN	Mark	USAID/South Sudan
90.	STAAL	Thomas H.	USAID/Ethiopia
91.	TEFERRA	Getachew	Debre Berhan University (Ethiopia)
92.	TESHOME	Tesfaye	Higher Education Relevance and Quality Agency
93.	TESSO	Mitiku	Ambo University (Ethiopia)
94.	TSEGAYE	Admasu	Addis Ababa University
95.	VAUGHN	John C.	AAU/HED Advisory Board
96.	WAINER	Allyson	USAID/Ethiopia
97.	WHELDEN	Richard	USAID/Washington
98.	WILSON	Lesley	European University Association
99.	YILMA	Netsanet	Addis Ababa University
100.	YOMI	Moses	ACE/HED

## Annex 6. Africa-U.S. Higher Education Initiative Partners Meeting Agenda

Monday, February 13, 2012

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8:00 a.m.–9:00 a.m.      **Registration**

9:00 a.m.–10:00 a.m.      **Opening Plenary**

*Moderators:*

**Admasu Tsegaye**, Addis Ababa University (Ethiopia)

**Terry W. Hartle**, American Council on Education (ACE) and Higher Education for Development (HED) Advisory Board

*Setting the Agenda:*

**Malcolm Butler**, Africa-U.S. Higher Education Initiative, Association of Public and Land-grant Universities (A♦P♦L♦U), and HED Advisory Board

**Olugbemiro Jegede**, Association of African Universities

**Peter N. Materu**, World Bank

**Jean Pierre Ezin**, African Union Commission (*invited*)

**Tully R. Cornick**, Higher Education for Development

**Mary Catherine Phee**, U.S. Embassy, Ethiopia

*Opening Remarks:*

**H.E. Hailemariam Desalegn**, Deputy Prime Minister and Foreign Minister, Ethiopia

10:00 a.m.–10:45 a.m.      **Keynote Addresses**

*Lessons of Experience from Higher Education Investments and Donor Coordination for Effective Delivery* – **Peter N. Materu**, World Bank

*USG Vision and Strategies Toward Human and Institutional Capacity*

*Development Through Higher Education Partnerships in Sub-Saharan Africa* –

**Thomas H. Staal**, United States Agency for International Development (USAID)

10:45 a.m.–11:00 a.m.      **Introduction**

*Africa-U.S. Higher Education Initiative and Meeting Agenda* – **Teshome Alemneh**,

**Tag Demment** and **David Hansen**, A♦P♦L♦U

11:00 a.m.–11:30 a.m.      **Break**

11:30 a.m. –1:00 p.m.      **Lessons of Experience: Managing and Implementing Higher Education Partnerships for Results and Development Impact for Africa**

*Moderators:*

**Peter N. Materu**, World Bank

**John C. Vaughn**, Association of American Universities

*Leadership Initiative for Public Health in East Africa: Tanzania and Uganda (LIPHEA)* – **Geoffrey R. Kabagambe**, Makerere University (Uganda)

*Community Service Learning* – **Cheikh Mbacké Sène**, Collège Universitaire Régional de Bambey (Senegal)

*Enhancing Secondary Mathematics Teacher Education* – **Vimolan Mudaly**, University of KwaZulu-Natal (South Africa)  
*Institutional Capacity Building in Disaster Risk Management and Sustainable Development; and Improved Drinking Water Resource Utilization Through Integrated University Research, Planning, and Training Initiatives in the Lake Tana Region of Ethiopia* – **Tarekegn Ayalew** and **Essayas Kaba**, Bahir Dar University (Ethiopia)

1:00 p.m.–2:00 p.m.

Lunch

2:00 p.m.–2:30 p.m.

**Lessons of Experience and Opportunities for Successful Higher Education Partnerships**

*Moderators:*

**Sandy Oleksy-Ojikutu**, USAID

**Beatrice Njenga**, African Union Commission

*African Higher Education with Particular Focus on Management, Leadership, Access, and Quality* – **Olugbemiro Jegede**, Association of African Universities  
*Vision and Strategies on Higher Education Development Toward Capacity Building in Sub-Saharan Africa* – **Juma Shabani**, UNESCO

2:30 p.m.–4:30 p.m.

### Group Discussions

Lessons, Outcomes, and Potential Development Impact—Analysis to Drive the Africa-U.S. Higher Education Initiative Agenda

*Moderators:*

**Tag Demment**, A♦P♦L♦U

**Cheikh Mbacké Sène**, Collège Universitaire Régional de Bambey

*Group 1: Agriculture, Environment, and Water*

Burkina Faso: 2iE/Tuskegee University (AL) partnership – **Amadou Hama Maiga**

Ethiopia: Addis Ababa University/University of Connecticut partnership – **Dereje Hailu**

Kenya: University of Nairobi/Colorado State University partnership – **Jesse Njoka**

Malawi: University of Malawi/Michigan State University partnership – **Robert Ridley**

Senegal: Université Gaston Berger/The Ohio State University partnership – **Mateugue Diack**

South Sudan: University of Juba/Catholic University of South Sudan/Virginia Polytechnic Institute and State University partnership – **Aggrey Abate**

*Moderators:*

**David Hansen**, A♦P♦L♦U

**Vimolan Mudaly**, University of KwaZulu–Natal

*Group 2: Health, Education, and Science and Technology*

Ghana: University of Ghana/Brown University (RI) partnership – **Aaron Lawson**

Kenya: Kenyatta University/Syracuse University (NY) partnership – **Agnes Gathumbi**

Liberia: University of Liberia/Indiana University partnership – **Emmet Dennis**

South Africa: University of Cape Town/University of Cincinnati – **David Britton**

Uganda: Makerere University/North Dakota State University partnership – **John David Kabasa**

*Rapporteurs assigned by each group.*

4:30 p.m.–6:00 p.m.

### Marketplace of Ideas/Networking and Poster Session

During this session, partners and other participants have an opportunity to present posters and network.

## Tuesday, February 14, 2012

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8:30 a.m.-10:30 a.m.

### Group Discussions

*Moderators:*

**Tag Demment**, A♦P♦L♦U

**Cheikh Mbacké Sène**, Collège Universitaire Régional de Bambey

*Group 1:* Agriculture, Environment, and Water

*Moderators:*

**David Hansen**, A♦P♦L♦U

**Vimolan Mudaly**, University of KwaZulu-Natal

*Group 2:* Health, Education, and Science and Technology

10:30 a.m.-11:00 a.m.

### Break

11:00 a.m.-11:30 a.m.

### Lessons of Experience and Opportunities for Successful Higher Education Partnerships

*Moderators:*

**Olugbemiro Jegede**, Association of African Universities

**Arlene Jackson**, American Association of State Colleges and Universities

*Keynotes:*

*Lessons of Experience from Higher Education Partnerships Toward Capacity Building Experience in Sub-Saharan Africa* - **Frannie Léautier**, African Capacity Building Foundation

*Lessons from Decades of Higher Education Partnerships Between Institutions in Europe and Sub-Saharan Africa* - **Lesley Wilson**, European University Association

11:30 a.m.-1:00 p.m.

### Plenary - Charting the Future: Summary of Findings and Recommendations

*Group 2 Presentation and Discussion*

**Health, Education, and Science and Technology:** Summary of Findings and Recommendations

1:00 p.m.-2:00 p.m.

### Lunch

2:00 p.m.-2:45 p.m.

### Lessons of Experience and Opportunities for Successful Higher Education Partnerships

*Moderators:*

**Lesley Wilson**, European University Association

**Maureen R. Budetti**, National Association of Independent Colleges and Universities

*Keynotes:*

*Higher Education Regional Initiatives and Experiences in Sub-Saharan Africa* - **Adipala Ekwamu**, RUFORUM

*Vision of the African Union on the Role of Higher Education in Africa's Development* - **Beatrice Njenga**, African Union Commission

*Lessons from Higher Education Partnerships in Sub-Saharan Africa* - **Naana Jane Opoku-Agyemang**, Vice Chancellor, University of Cape Coast, Ghana

**2:45 p.m.-4:30 p.m. Plenary - Charting the Future: Summary of Findings and Recommendations**

**Group 1 Presentation and Discussion**

**Agriculture, Environment, and Water:** Summary of Findings and Recommendations

**4:30 p.m.-5:00 p.m. Break**

**5:00 p.m.-6:00 p.m. Plenary - Reflections and Way Forward**

**Moderators:**

**Frannie Léautier**, African Capacity Building Foundation

**Terry W. Hartle**, American Council on Education and HED Advisory Board

**Representatives of:**

ACE/HED

Africa-U.S. Higher Education Initiative

African Institutions

USAID

World Bank

Addis Ababa University

**Closing Remarks:**

**H.E. Kaba Urgessa**, State Minister of Education, Ethiopia

## Wednesday, February 15, 2012

Only for participants from the 11 Africa-U.S. Higher Education Initiative partnerships

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8:30 a.m.-9:00 a.m.      **Registration**

9:00 a.m.-11:00 p.m.      **Interactive Training and Discussion**

*Moderators:*

**Tully R. Cornick**, HED

**Jessie Brown**, ACE

*Alignment to USAID Strategies and Priorities and Professional Development and Training (TRAINet and Visa Compliance) – Gary Bittner*, USAID

*Baseline Survey and Results-Based Monitoring and Evaluation – Gary Bittner*, USAID, and **Azra Nurkic**, HED

11:30 a.m.-12:00 p.m.      **Break**

12:00 p.m.-1:00 p.m.      **Cooperative Agreement Regulations and Requirements**

*Financial Expenditure Reporting and Procurement – Moses Yomi* and **Jessie Brown**, ACE

*Branding and Marking – Lynn Simmonds*, ACE/HED, and **Sandy Oleksy-Ojikutu**, USAID



