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HIGHER EDUCATION FOR DEVELOPMENT (HED)

Knowledge, Partnership, Results

SEMIANNUAL PROGRESS REPORT

To: The U.S. Agency for International Development

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

October 1, 2012–March 31, 2013

The Leader Cooperative Agreement is managed by USAID's Bureau for Economic Growth, Education and Environment (E3), and serves as a resource to Missions and Bureaus across the Agency's technical sectors to address any strategic objective or performance plan for which investments in tertiary education institutions would be an asset. HED partnerships provide USAID with a high degree of flexibility for investment in higher education programs that directly support key strategic objectives, program components, or technical sector interests at the Mission, Bureau, or Agency-wide level. HED develops higher education partnerships through the core LWA mechanism and through Associate Awards, as deemed most appropriate by USAID. Associate Awards may support complex HED consortia partnerships in a country or region or clusters of partnerships with a more limited range of support, as well as the traditional one-on-one U.S./host-country higher education partnerships. E3 may elect to match funds from Missions and Bureaus to catalyze needed investments. (Source: American Council on Education, AID- AEG-A-00-05-007-00).

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

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

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Acronyms

AACC	American Association of Community Colleges
AASCU	American Association of State Colleges and Universities
AAU	Association of American Universities
ACE	American Council on Education
AOR	Agreement Officer's Representative
APLU	Association of Public and Land-grant Universities
BMENA	Broader Middle East and North Africa
CAFTA-DR	Dominican Republic-Central America-United States Free Trade Agreement
DoS	U.S. Department of State
DQA	Data Quality Assessment
DQV	Data Quality Verification
E3/ED	Bureau for Economic Growth, Education and the Environment/Education
EE	Europe and Eurasia
EMBA	Executive Master of Business Administration
ENSET	École Normale Supérieure de l'Enseignement Technique
HBCU	Historically Black College and University
HED	Higher Education for Development
HEI	Higher Education Institution
HSI	Hispanic-serving Institution
ICAA II	Initiative for Conservation in the Andean Amazon, Phase II
ICT	Information and Communications Technology
JOBS	Job Opportunity for Business Scale-up
LAC	Latin America and the Caribbean
LWA	Leader with Associates Cooperative Agreement
M&E	Monitoring and Evaluation
MENA	Middle East and North Africa
MoU	Memorandum of Understanding
MSI	Minority-serving Institution
NAICU	National Association of Independent Colleges and Universities
NGO	Non-government Organization
OIG	Office of the Inspector General
PD	Partnership Director
PIP	Partnership Implementation Plan
PMP	Partnership Management Plan
PRIME	Partnership Results and Information Management Engine
Q1	Quarter One (October 1, 2012 to December 31, 2012)
Q2	Quarter Two (January 1, 2013 to March 31, 2013)
RFA	Request for Application
RBM	Results-based Management
RF	Results Framework
SBDC	Small Business Development Center
SSA	Sub-Saharan Africa
SBDC	Small Business Development Center
TCU	Tribal College and University
SSHIELD	South Sudan Higher Education Initiative for Equity and Leadership Development
ToT	Training of Trainers
USG	United States Government
USAID	United States Agency for International Development
WLP	Women's Leadership Program

Performance Highlights

Higher Education for Development (HED) is managing a portfolio of 54 active partnership awards in FY2013 involving 123 higher education partners (48 U.S. institutions and 75 host-country institutions). Twenty-four higher education partnerships are receiving USAID support under the Leader with Associates Cooperative Agreement (LWA) between USAID and the American Council on Education (ACE). Twenty-nine partnerships are supported through 23 Associate Cooperative Agreements (between ACE and 18 USAID Missions and one Bureau.¹ One partnership is supported solely through an agreement with the Department of State. This extensive engagement of U.S. higher education with a wide diversity of USAID Missions and other operating units reflects the broad-based nature of U.S. higher education's expertise and contributions in advancing global development.

In managing these partnerships, HED strives to ensure that the higher education partners are fully responsive to USAID country strategies and Bureau initiatives in 42 countries. Active partnerships this reporting period include 19 partnerships in sub-Saharan Africa, 16 in the Middle East and North Africa (MENA), 15 in Latin America and the Caribbean, two in Asia, and two in Europe and Eurasia (EE). Eighteen of these partnerships focus on workforce and entrepreneurship development, 13 are in the environment sector, six in the education sector, five in the agriculture and five in economic opportunity/business development sectors, four in the democracy/governance sector, and three in the health sector.

USAID Missions are evolving in the way they utilize HED to leverage higher education expertise in support of increasingly complex national and regional challenges. For example, during this reporting period, HED launched three partnerships under the Colombia – U.S. Human Rights Law School program that supports the ongoing initiatives of USAID/Colombia to improve respect for and protection of human rights. These partnerships are enhancing the capacity of eight Colombian Law Schools in three regions with high prevalence of human rights violations to provide human rights training. The program relies heavily on collaborating with other stakeholders and USAID implementers to increase human rights promotion and protection at the regional level. Also, HED launched four partnerships as part of the Initiative for Conservation of the Andean Amazon (ICAA), a 20-year USAID program that has just completed its first five-year implementation cycle. These four HED partnerships contribute to the collaborative efforts of ICAA "socios" by adding much-needed biodiversity education expertise and capacity strengthening in Bolivia, Colombia, Ecuador, and Peru and emphasizing cross-border collaboration. Another example is in the area of technical and advisory assistance to inform development assistance decision making. During the reporting period, HED provided USAID/Armenia with an assessment of Armenian higher education's current capacity and needs related to preparing graduates for the country's emerging workforce needs.

HED also is developing and testing its Theory of Change to better articulate the ways in which higher education partnerships lead to large-scale societal change. HED's Theory of Change asserts that higher education creates new bodies of knowledge, develops active and emergent leadership, and trains a competent professional workforce. These key contributions of higher education create environments for citizenship engagement in civil society and stable, progressive governance and policies. Higher education systems need strong institutions supported by mature alliances with government and the public and private sector, to offer high-quality academic programs and services (education, teaching, applied research, and extension and outreach) and achieve these impacts. Higher education partnerships that are well managed and effective contribute to the development of institutional systems that makes these advances possible.

Rooted in this Theory of Change and as a result of cooperation with USAID E3/ED following a performance audit by the Office of the Inspector General (OIG), HED's approach to management, monitoring, evaluation, and data management has been transformed. HED introduced a more rigorous implementation and start-up process for the 14 partnerships whose awards began in FY2013 and instituted a new web-based management and reporting system for active partnerships. Each new partnership was designed around a theory of change and a results framework, which were approved by USAID Missions at the onset of partnership award competitions in FY2012. A key to selecting these partners was their ability to address these elements successfully. During this reporting period, HED's main focus in working with the new partners during the start-up phase was on results-based management strategies and data quality as described in this report. HED worked with all partners to institutionalize this new standard for strategic management and data quality.

¹ For more information, please refer to **Appendix A**.

This report provides a qualitative and quantitative overview of the progress toward the seven objectives set in HED’s LWA (see Section 1) during this reporting period, and highlights human and institutional capacity building and outreach efforts as measured by HED’s semiannual indicators. During this reporting period:

- HED partners offered 63 short-term training opportunities. A total of 1,328 individuals (802 male, 526 female) affiliated with host-country institutions completed short-term trainings.
- Partners conducted 52 outreach/extension activities, reaching more than 4,800 individuals who attended these events or participated in outreach efforts.
- 14 new partnerships began baseline studies with support from HED to serve as the foundation for effective results-based partnership management.

This report presents basic information and data about HED and HED partnerships (Section 1), highlights partnership development results (Section 2), and discusses how learning from partnership implementation and management can inform USAID’s future engagements with higher education (Sections 3 and 4). Section 5 summarizes HED’s anticipated major activities for the next reporting period.

Section 1—About HED and Higher Education Partnerships

1.1 Higher Education for Development

Higher Education for Development (HED) was founded in 1992 by the six major U.S. higher education associations to advance the engagement of the higher education community worldwide, with a focus on the development goals of the United States Agency for International Development (USAID).

1.1.1 HED Objectives

Higher education contributes to creating new bodies of knowledge and bringing solutions to market, engaging active and emergent leadership, and building competent workforce. By promoting a culture of continuous learning and innovation, these elements can support policy changes and facilitate development. HED partners with the U.S. government and institutions of higher learning to expand the engagement of tertiary education in addressing development challenges. The HED program receives funding from USAID's Bureau for Economic Growth, Education and the Environment (E3/ED) through a Leader with Associates agreement (LWA), USAID's functional and regional Bureaus and worldwide Missions through Associate Awards, and the U.S. Department of State (DoS) to support higher education partnerships to advance global development, economic growth, good governance, and healthy societies. HED's cooperative agreement with USAID for fiscal years 2010 through 2015 has enabled the program to better support USAID priorities and policies, strengthen monitoring and evaluation activities, and expand outreach to both USAID Missions and potential partners.²

HED focuses on the development of human capital and the strengthening of institutions, which are key elements in achieving economic growth and social advancement. HED pursues its objectives by supporting partnerships among higher education institutions around the world. Through its extensive access to the higher education community, HED can mobilize cross-sectoral expertise and other resources to support partnerships and expand the impact of investments beyond the institutions directly involved.

Under the LWA managed by USAID's E3/ED office and ACE, (AEG-A-00-05-007-00), HED is guided by seven performance objectives.

- **Objective 1**—HED will work with higher education institutions and USAID Missions, Bureaus, and technical sectors to design Request for Applications resulting in 10 or more collaborative partnerships (four to eight solicitations annually—Leader and Associate Awards).
- **Objective 2**—HED will widely distribute RFAs and conduct fair and transparent application review, and nomination processes for partnership selection resulting in broad participation from the U.S. higher education community.
- **Objective 3**—Partnerships between U.S. and host-country higher education institutions will result in improved institutional capacity to offer technical assistance for addressing development goals in host countries.
- **Objective 4**—Partnerships between U.S. and host-country higher education institutions will result in improved human capacity of higher education professionals to address teaching, research, and public service resulting in measurable effects on regional and national development goals.
- **Objective 5**—HED will secure advisory assistance/expertise from the higher education community to support USAID Bureaus, Missions, and technical sectors' strategic objectives.

² To best mobilize and garner higher education expertise, HED operates with the advice and counsel of the six major U.S. higher education associations: the American Association of Community Colleges (AACCC), the American Association of State Colleges and Universities (AASCU), the American Council on Education (ACE), the Association of American Universities (AAU), the Association of Public and Land-grant Universities (APLU), and the National Association of Independent Colleges and Universities (NAICU).

- **Objective 6**—HED will sponsor/promote a series of research studies, roundtables, and conferences related to global development issues resulting in:
 - State-of-the-art research and practices shared with USAID and the higher education community worldwide;
 - Shared innovations in development practice; and
 - Opportunities for international development collaboration among USAID, Non-government organizations (NGOs), higher education, foundations, and other relevant organizations.
- **Objective 7**—HED will provide results-based management, ongoing monitoring, and impact studies and research. During the cooperative agreement’s fourth year, HED will design and implement a valid and reliable research study to measure the degree of impact on development goals resulting from higher education partnerships’ contributions to poverty reduction, economic growth, and social advancement.

Specific indicators are associated with each objective to track and report performance. Please refer to **Appendix B** for all actuals for this reporting period, FY2013 targets, and progress to FY2013 targets. For more information on Higher Education for Development, please visit www.hedprogram.org.

1.1.2 A Culture of Evidence-based Decision Making and Reflective Learning

During FY2012, ACE cooperated with E3/ED in a performance audit by the OIG. The audit and the remediation process occurred between June and September 2012 and were transformational for HED as a learning organization. In addition to a renewed and expanded focus on monitoring and data quality, HED added rigor to the implementation and start-up process for the 14 partnerships which began in FY2013. These changes include close attention to the theory of change and results framework approved by USAID Missions for each competition and included in each RFA. A key to selection of partners is their ability to address these elements successfully in their applications. Once partnerships are approved for funding by USAID, HED works with partners on start-up and implementation with a focus on results-based management strategies. The program ensures effective project management by instilling a culture of evidence-based decision making and reflective learning among partners throughout the partnership lifecycle, which is made up of five phases (see **Appendix C** for further details):

- Design
- Partner Selection
- Start-up
- Implementation
- Impact Evaluation

1.1.3 USAID’s Strategic Approaches and HED

USAID’s Education Strategy and HED

HED partnerships help further the U.S. government’s foreign assistance goals by directly contributing to the realization of Goal 2 of USAID’s Education Strategy for 2011–2015: **Improved ability of tertiary and workforce development programs to produce a workforce with relevant skills to support country development goals by 2015.**³ The three results under Goal 2 guide HED partnerships (see **Appendix C** for further details).

USAID Forward and HED

Launched in 2010, the USAID Forward initiative “aims to reform and revitalize USAID’s strategic policy, planning and evaluation capabilities, and to redefine how USAID will engage with host-country partners. These reforms are key to implementing the aid effectiveness principles of the Paris Declaration and the Accra Agenda for Action while ensuring

³ http://transition.usaid.gov/our_work/education_and_universities/documents/USAID_ED_Strategy_feb2011.pdf

more effective programming and closer collaboration with local actors in education and other sectors.” (USAID Education Strategy, page 5)⁴ HED’s results-based management approach helps maximize overall program quality and impact, which allows institutional partners to operate with efficient and accountable processes and systems. Consequently, HED’s partnerships are highly relevant to USAID Forward’s innovative development model and are articulated around the following USAID Forward’s three core principles (see **Appendix C** for further details):⁵

- **Principle #1**—Deliver results on a meaningful scale through a strengthened USAID
- **Principle #2**—Promote sustainable development through high-impact partnership
- **Principle #3**—Identify and scale up innovative, breakthrough solutions to intractable development challenges

1.2 Higher Education Partnerships During this Reporting Period (October 1, 2012 to March 31, 2013)

The typical implementation lifecycle of HED partnerships is three years. Partnership formation and initiation efforts are managed, tracked, and reported under HED’s LWA Performance Objectives 1 and 2. To monitor and report accomplishments of this process, data are collected and reported on eight indicators:

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

1.2.1 Soliciting and Forging New Partnerships

During the October 2012 to March 2013 period, HED hosted **one peer review panel** and established a new partnership for an RFA finalized and advertised in FY2012: the South Sudan Higher Education Initiative for Equity and Leadership Development (SSHIELD) Program RFA. A peer review was convened on November 14, 2012, to fairly and transparently determine which applications were to be recommended for funding for the SSHIELD Program. The panel was composed of **five reviewers**, four of whom were from academia and one representing USAID/South Sudan. HED received **four applications** by the October 15, 2012, deadline.⁶ Of the four applications submitted, the peer review panel members **recommended two for funding**; noting that they believed both would be capable of implementing a successful program.

Between October 1, 2012 and March 31, 2013, HED received **four applications** in response to one RFA it had distributed at the end of FY2012. **One peer review** was held, in which the **five peer reviewers (3 female, 2 male)** participated. **Two applications were recommended** for funding.

(HED LWA PMP Objective 2, Indicators: number of applications received; number of peer reviews organized and complete; number of peer reviewers; and number of applications recommended for funding)

⁴ http://pdf.usaid.gov/pdf_docs/PDACQ946.pdf

⁵ <http://www.usaid.gov/sites/default/files/documents/1868/2013-usaid-forward-report.pdf>

⁶ All four of the institutions that applied had a membership with ACE. Three had a higher education association membership with APLU; two had a membership with AAU, and one with NAICU. No higher education institution that applied was a minority-serving institution.

1.2.2 Higher Education Partnerships and Institutions Supported

Higher Education Partnerships Funded

Active Partnerships, New Partnerships, and Closed Partnerships. Between October 1, 2012, and March 31, 2013, HED managed 54 active partnerships in 42 countries (see **Figure 1**). Twenty-eight of these partnerships were funded through Associate Awards with USAID Missions and Bureaus. Twenty-four partnerships were funded under the LWA, while one partnership was funded through both an Associate Award and the LWA. The DoS funded one partnership directly under a cooperative agreement with HED. A complete list of active partnerships appears in **Appendix D**.

During this reporting period, HED initiated 14 new higher education partnership awards. These new awards spanned nine countries and four regions (nine in Latin America and the Caribbean, three in sub-Saharan Africa, one in the Middle East and North Africa, and one in Europe/Eurasia). Four of the new partnership awards address environmental challenges; three focus on democracy and governance; and two on education. The remaining partnerships are in the agriculture and workforce/entrepreneurship development sectors (one partnership, each).

Three partnership awards completed their implementation activities and were closed between October 1, 2012, and March 31, 2013. Of these, one was located in the Middle East and North Africa, one in Europe and Eurasia, and one in Latin America and the Caribbean. Thirty partnership awards were closed during FY2012, with the majority of the closed partnerships being from the Training, Internships, Exchanges, and Scholarships (TIES) initiative.

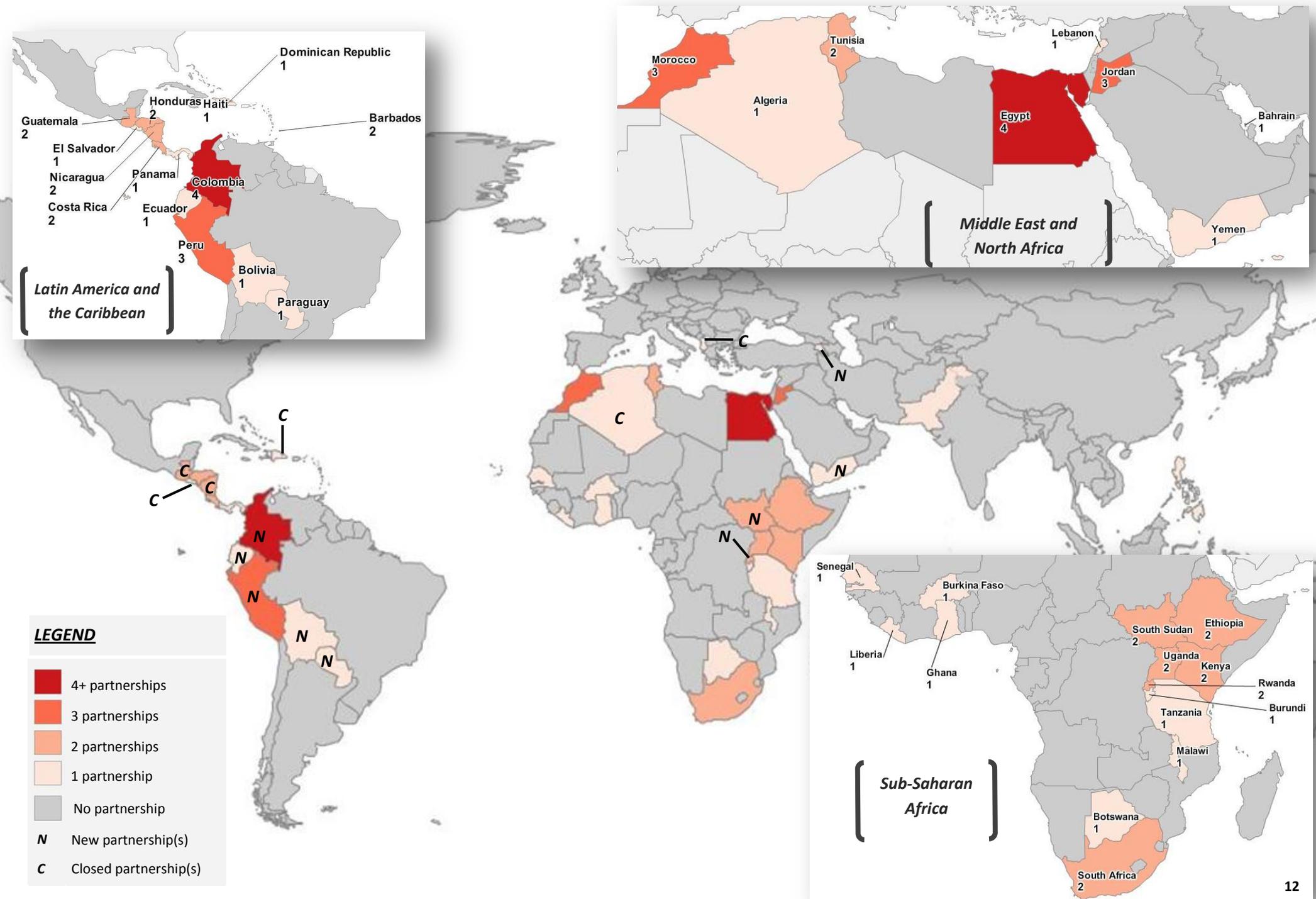
14 Partnerships Awarded (October 1, 2012–March 31, 2013)

- University of Florida - Universidad Amazónica de Pando, Universidad Autónoma de Gabriel Rene Moreno, Instituto Boliviano de Investigación Forestal, Herencia (Bolivia)
- Florida International University - Pontificia Universidad Javeriana, Universidad de la Amazonia sede Florencia (Colombia)
- University of Minnesota, Twin Cities - Universidad de Medellín, Universidad de Antioquia, Universidad Pontificia Bolivariana, Universidad Católica del Oriente (Colombia)
- American University - Pontificia Universidad Javeriana Cali, Universidad Santiago de Cali (Colombia)
- University of Texas at San Antonio - Government of Colombia, Government of Peru (Peru and Colombia)
- University of Florida - Universidad del Magdalena, Universidad del Norte (Colombia)
- University of North Carolina, Chapel Hill - Universidad San Francisco de Quito (Ecuador)
- University of Florida - Universidad Nacional de Asunción (Paraguay)
- University of Richmond - Universidad Nacional de Ucayali (Peru)
- Michigan State University - National University of Rwanda (Rwanda)
- University of California, Los Angeles - Kigali Institute of Education (Rwanda)
- Indiana University - University of Juba, Upper Nile University (South Sudan)
- Eastern Iowa Community College District – Muscatine - Sana'a Community College (Yemen)
- Arizona State University - Yerevan State University (Armenia)

3 Partnerships Closed (October 1, 2012–March 31, 2013)

- University of Hawai'i at Manoa - Agricultural University of Tirana (Albania)
- University of Michigan William Davidson Institute - Mentouri University Constantine (Algeria)
- Tulane University - Universidad Iberoamericana/Universidad Rafael Landívar/Universidad Paulo Freire (Dominican Republic; El Salvador; Guatemala; and Nicaragua)

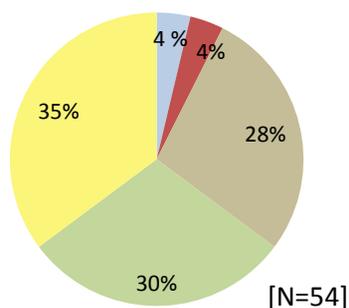
Figure 1. Active HED Partnerships: October 1, 2012 – March 31, 2013



HED Partnerships, by Global Region and Primary USAID Sector. Between October 1, 2012, and March 31, 2013, HED managed active partnership awards in all five regions of the world where USAID provides assistance. As illustrated in **Figure 2**, 35 percent (N=19) of the active partnerships were in sub-Saharan Africa, 30 percent (N=16) were in the Middle East and North Africa (MENA), 28 percent (N=15) were in Latin America and the Caribbean, and 4 percent, each, (N=2) were in Asia and in Europe and Eurasia (EE). HED continues to manage active partnerships in diverse sectors, as shown in **Figure 2**. The largest percentage of HED active partnerships focused on workforce and entrepreneurship development (33 percent; N=18). The second largest share of partnerships during this reporting period focused on the environment (24 percent; N=13). HED managed six partnerships in the education sector (11 percent), five, each, in the agriculture and economic opportunity/business development sectors (9 percent, each), and four in the democracy/governance sector (7 percent). Only three partnerships (6 percent) were in the health sector.

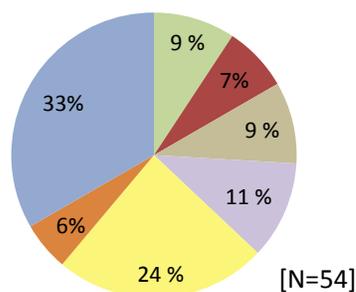
Figure 2. HED Partnerships, by Global Region and Primary USAID Sector: October 1, 2012–March 31, 2013

Partnerships, by Global Region



- Asia
- Europe and Eurasia
- Latin America and the Caribbean
- Middle East and North Africa
- Sub-Saharan Africa

Partnerships, by Primary USAID Sector



- Agriculture/Ag. Business/Animal Science
- Democracy & Governance/Public Policy/Journalism
- Economic Opportunity/Business
- Education
- Environment/Natural Resources
- Health/Population/Nutrition/HIV/AIDS
- Workforce/Entrepreneurship Development

Higher Education Institutions Supported

HED’s 54 partnerships active this reporting period directly involved **123 institutions of higher learning: 75 host-country institutions and 48 U.S. institutions**. About 20 percent (N=10) of U.S. institutions with partnerships active this period managed more than one higher education partnership. Given that these institutions are selected through a merit-based, transparent peer-review process and that each institution is contributing significant matching resources, this indicates high levels of expertise and institutional commitment to development. By comparison, six host-country institutions (about 8 percent) receiving support through HED’s partnerships benefitted from more than one award.

Thirty-seven percent of partnerships active this period (N=20) were complex consortia involving multiple institutions from either the United States or host countries. The consortium partnership model increases the potential for development impact by coupling multiple institutions and compounding their cross-sectoral expertise in one partnership to jointly address a problem. This collaborative approach enables partners to heighten innovation and address development problems that are more complex or larger in scope or scale. Analyses conducted by HED suggest that these types of partnerships contribute to the creation of valuable communities of practice and enhanced advocacy platforms for policy level change.

The harmonization and consolidation of development efforts also help streamline the development process, with clusters of partners working together under a single grant agreement toward a common goal. In the case of the Pathways to Cleaner Production partnership, seven host-country institutions in Latin America and the Caribbean⁷ are partnering with the Illinois Institute of Technology and New York Institute of Technology to contribute to cleaner production and sustainable international development (SID) practices in participating countries. The purpose of this initiative is to collectively enhance awareness of cleaner production approaches in the region and contribute to improved performance of micro, small, and medium size enterprises and supply chains in energy efficiency, water conservation, pollution and material resource-use reduction, and cost savings. The partnership also works in close collaboration with the National Cleaner Production Centers (NCPCs), the World Environment Center (WEC), and the private sector.

Between October 1, 2012, and March 31, 2013, HED managed **54 higher education partnerships**. **123 higher education institutions** (75 host-country institutions and 48 U.S. institutions) participated in these HED partnerships.

(HED LWA PMP Objective 2, Indicators: number of collaborative partnerships funded; and number of higher education institutions supported through HED)

⁷ Instituto Tecnológico de Costa Rica, Instituto Tecnológico de Santo Domingo, Universidad Centroamericana José Simeón Canas, Universidad San Ignacio de Loyola, Universidad de San Carlos, Universidad Nacional Autónoma de Honduras, and Universidad Nacional de Ingeniería.

Section 2—Development Results

“The cross-cutting nature of tertiary education and workforce development programs makes them essential for achieving development goals in all sectors by promoting technological innovation and research, and enhancing worker productivity, entrepreneurship, and job creation. Strengthening the quality and relevance of tertiary and workforce development education and training is one of USAID’s strategic development priorities.” (USAID’s Education Strategy, page 12)⁸

The results of partnership efforts toward Goal 2 of USAID’s Education Strategy are presented and analyzed in this section according to the goal’s three sub-results.

2.1 Increased Access to Vocational/Technical and Tertiary Education and Training for Underserved and Disadvantaged Groups (USAID Goal 2, Result 2.1)

Toward the goal of supporting a sustainable, broad-based economic development, HED partnerships focus on ensuring equitable access to educational programs so that many groups have the opportunity to gain the knowledge and skills needed to participate productively in society. Partnerships’ efforts toward USAID Goal 2, Result 2.1, ensuring an inclusive access to tertiary education programs, are tracked and reported through two indicators:

- F INDICATOR: Number of USG-supported tertiary education programs that adopt policies and/or procedures to strengthen transparency of admissions and/or to increase access of underserved and disadvantaged groups (under HED’s LWA Objective 3); and
- F INDICATOR: Number of individuals from underserved and/or disadvantaged groups accessing tertiary education programs (under HED’s LWA Objective 4).

Partners carry out activities that support access to students from underserved and disadvantaged groups throughout the year and collect data to document these efforts on an ongoing basis. However, HED collects reports on these two access indicators once per fiscal year, during the month of October (for the preceding fiscal year). Given that frequency, data for those two indicators will be reported and analyzed in the December 2013 annual performance report.

2.2 Improved Quality of Tertiary Education and Research in Support of Country Development Strategies (USAID Goal 2, Result 2.2)

HED partnerships’ efforts toward USAID Goal 2, Result 2.2 are tracked and reported as follows:

- Promoting innovation and cooperative research to effectively address host countries’ development priorities:
 - F INDICATOR: Number of U.S.–host country joint development research projects; and
 - F INDICATOR: Number of USG-supported research initiatives whose findings have been applied, replicated, or taken to market.
- Enhancing knowledge and skills through training for individuals affiliated with host-country institutions:
 - F INDICATOR: Number of tertiary institution faculty or teaching staff whose qualifications are strengthened through USG-supported tertiary education partnerships;
 - CUSTOM INDICATOR: Number of host-country individuals (excluding faculty) who completed USG-funded long-term programs resulting in academic degrees or professional or technical certificates;
 - CUSTOM INDICATOR: Number of host-country institution faculty and/or teaching staff who enrolled in long-term training programs for qualifications strengthening; and
 - CUSTOM INDICATOR: Number of host-country individuals who completed USG-funded short-term training or exchange programs involving higher education institutions (Short-term qualifications strengthening—all individuals).

⁸ http://transition.usaid.gov/our_work/education_and_universities/documents/USAID_ED_Strategy_feb2011.pdf

- Fostering direct engagements in the host-country community and collaborations between higher education institutions and external stakeholders:
 - CUSTOM INDICATOR: Number of higher education institution outreach/extension activities in the host-country community.

These seven indicators fall under HED's LWA Objectives 3 and 4.

2.2.1 Development Research and Capacity of Individuals Affiliated with the Host-country Institution

HED's partners report data to HED for two research indicators (joint development research; and research applied, replicated, or taken to market) once per fiscal year, during the month of October (for the preceding fiscal year). Based on this reporting frequency, data and analysis of partnerships' progress on those two indicators will be included in HED's December 2013 annual performance report.

Likewise, partnerships' efforts toward long-term training of host-country individuals (i.e., one long-term training—enrollment indicator; and two long-term training—completion indicators) are reported once per fiscal year, during the month of October (for the preceding fiscal year). This information will also be included in the December 2013 annual performance report.

Data on short-term training are collected on a semiannual basis and are presented below.

Short-term Qualifications Strengthening

Short-term Training Opportunities. Between October 1, 2012, and March 31, 2013, 23 of the 54 active partnerships (about 43 percent) provided host-country institution individuals with numerous short-term training options that lasted between one day and less than six months. A total of **63 short-term training opportunities** occurred during this reporting period. Partnerships that reported short-term training opportunities conducted anywhere between one and nine trainings during this timeframe, with a mode of one training and a median of two. Short-term trainings took place at the U.S. institution or at a host-country institution in about equal proportions.

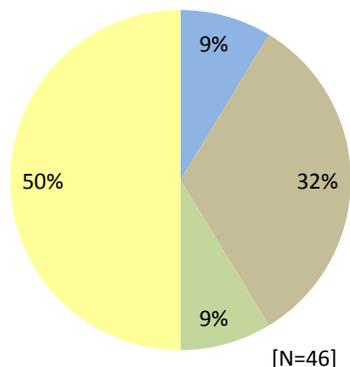
Three-quarters of reported short-term training activities (73 percent; N=46) lasted between one day and one week, while about one-quarter (N=17) of these trainings were intensive courses that lasted more than one week but less than six months. To understand the scope and significance of short-term training opportunities offered through HED partnerships, data were disaggregated by the duration of the trainings and presented as totals for trainings that are longer than one week and less than six months as well as trainings that last more than one day but less than a week.

Figure 3 shows regional and sectorial breakdowns of short-term training opportunities. Overall, a majority (51 percent; N=32) of short-term trainings occurred in the sub-Saharan Africa region, the region with the majority of active partnerships during the reporting period. About one-fourth of trainings (N=15) occurred in Latin American and the Caribbean and one-fifth (N=12) occurred in Middle East and North Africa. Fewer trainings occurred in Asia (6 percent; N=4). No short-term trainings were offered in Europe and Eurasia. Trainings shorter in duration—that is, those lasting one week or less—tended to occur in Latin America and the Caribbean at a higher rate, compared with the other global regions. Overall, most short-term trainings offered content related to the workforce/entrepreneurship development sector (29 percent; N=18). The percentage of trainings in the workforce sector lasting more than one week and less than six months was even larger, at 47 percent (N=8).

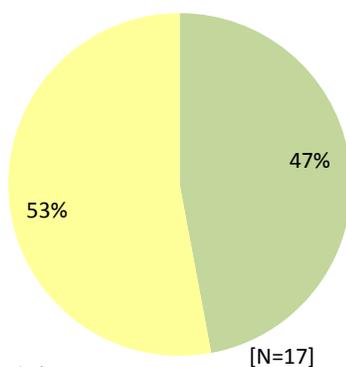
Figure 3. Short-term Training Opportunities for Host-country Institution Individuals, by Global Region and Primary USAID Sector: October 1, 2012–March 31, 2013

By Global Region

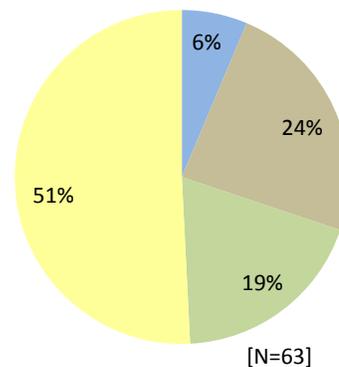
One Day to One Week



Greater than One Week and Less than Six Months



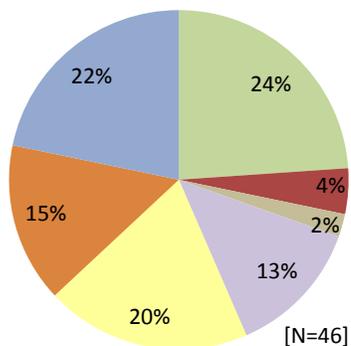
Overall



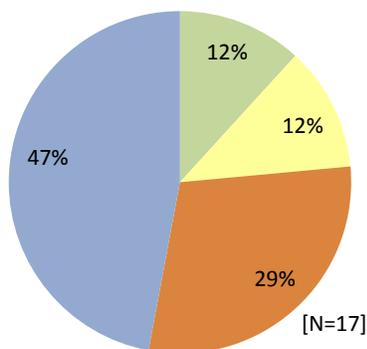
- Asia
- Latin America and the Caribbean
- Middle East and North Africa
- Sub-Saharan Africa

By Primary USAID Sector

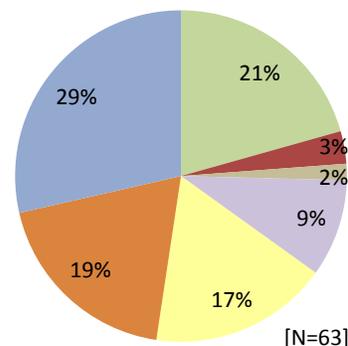
One Day to One Week



Greater than One Week and Less than Six Months



Overall



- Agriculture/Ag. Business/Animal Science
- Democracy & Governance/Public Policy/Journalism
- Economic Opportunity/Business
- Education
- Environment/Natural Resources
- Health/Population/Nutrition/HIV/AIDS
- Workforce/Entrepreneurship Development

Individuals Who Completed Short-term Training. A total of 1,328 faculty, teaching and administrative staff, students, and other individuals affiliated with the host-country institutions completed short-term trainings. The number of trainees per each training varied greatly with an overall average of 21 trainees per training activity. Common short-term trainings included workshops and short courses, exchange programs, and field training. Other types of

trainings encompassed conference/seminar-related trainings and study tours. Multiple types of short-term trainings were often offered through one partnership.

About 60 percent (N=802) of all short-term trainees were male and 40 percent (N=526) were female. As illustrated in **Figure 4**, data on short-term trainees were disaggregated by sex and duration to see whether males and females took part in trainings varying by length. A significant majority (75 percent; N=999) of the host-country institution individuals who completed short-term trainings spent one week or less in training overall. Fewer trainees (25 percent; N=329) spent more than one week but less than six months in training. No large differences were noted between male and female trainees, with a slightly higher percentage of females (nearly two percentage-point difference) than males completing trainings that were shorter in length.

Figure 4. Individuals Affiliated with the Host-country Institution Who Completed Short-term Trainings, by Training Duration: October 1, 2012–March 31, 2013

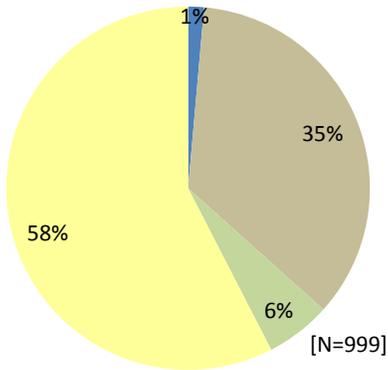


Data on short-term trainees were disaggregated by global region and primary USAID sector (see **Figure 5**). The majority (61 percent; N=812) of short-term trainees were in the sub-Saharan Africa region, suggesting that short-term trainings in sub-Saharan Africa had larger numbers of trainees compared with trainings offered in the other regions of the world. In addition, the regional breakdown of trainees data varied by training duration. Partnerships in the agriculture, health, and workforce sectors trained similar numbers of individuals (24 percent, 22 percent, and 22 percent, respectively; N=313, N=294, and N=297, respectively). The agricultural sector tended to have trainings that were shorter in duration, while the majority of health sector trainings were longer and larger in scope.

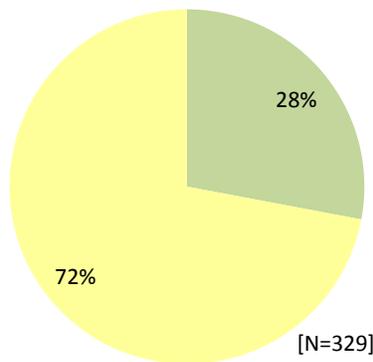
Figure 5. Individuals Affiliated with the Host-country Institution Who Completed Short-term Trainings, by Global Region and Primary USAID Sector: October 1, 2012–March 31, 2013

By Global Region

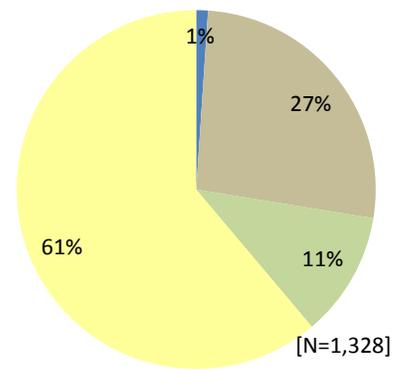
One Day to One Week



Greater than One Week and Less than Six Months



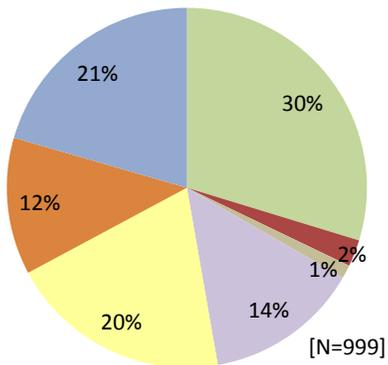
Overall



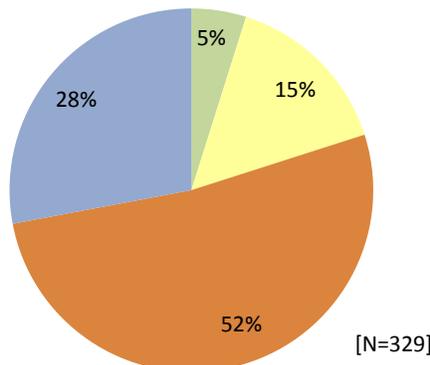
- Asia
- Latin America and the Caribbean
- Middle East and North Africa
- Sub-Saharan Africa

By Primary USAID Sector

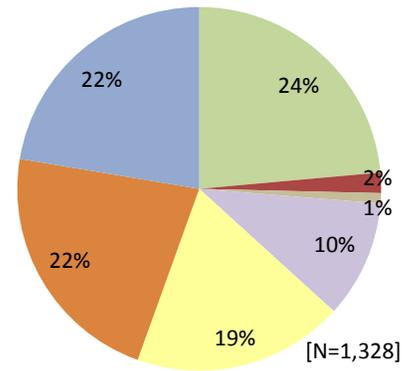
One Day to One Week



Greater than One Week and Less than Six Months



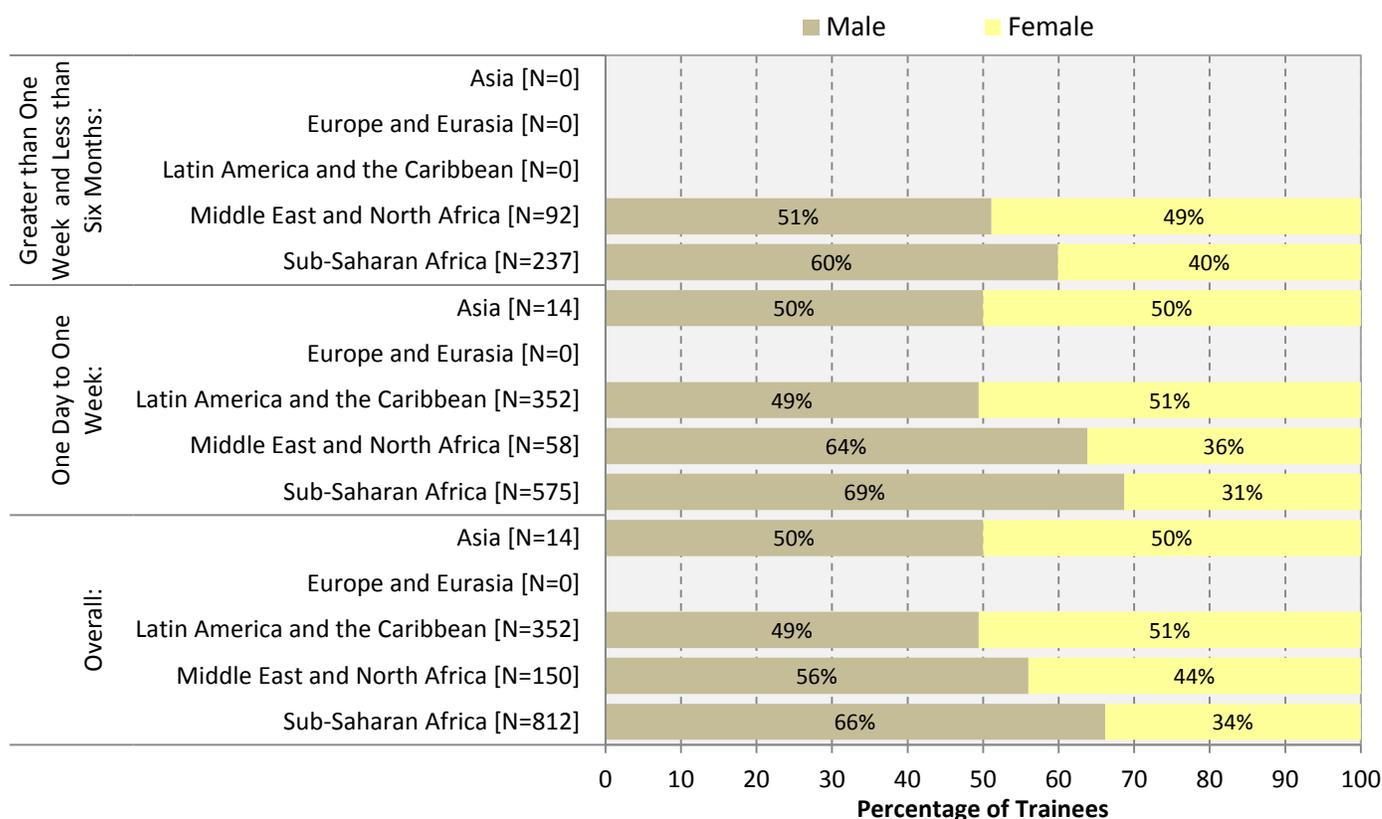
Overall



- Agriculture/Ag. Business/Animal Science
- Democracy & Governance/Public Policy/Journalism
- Economic Opportunity/Business
- Education
- Environment/Natural Resources
- Health/Population/Nutrition/HIV/AIDS
- Workforce/Entrepreneurship Development

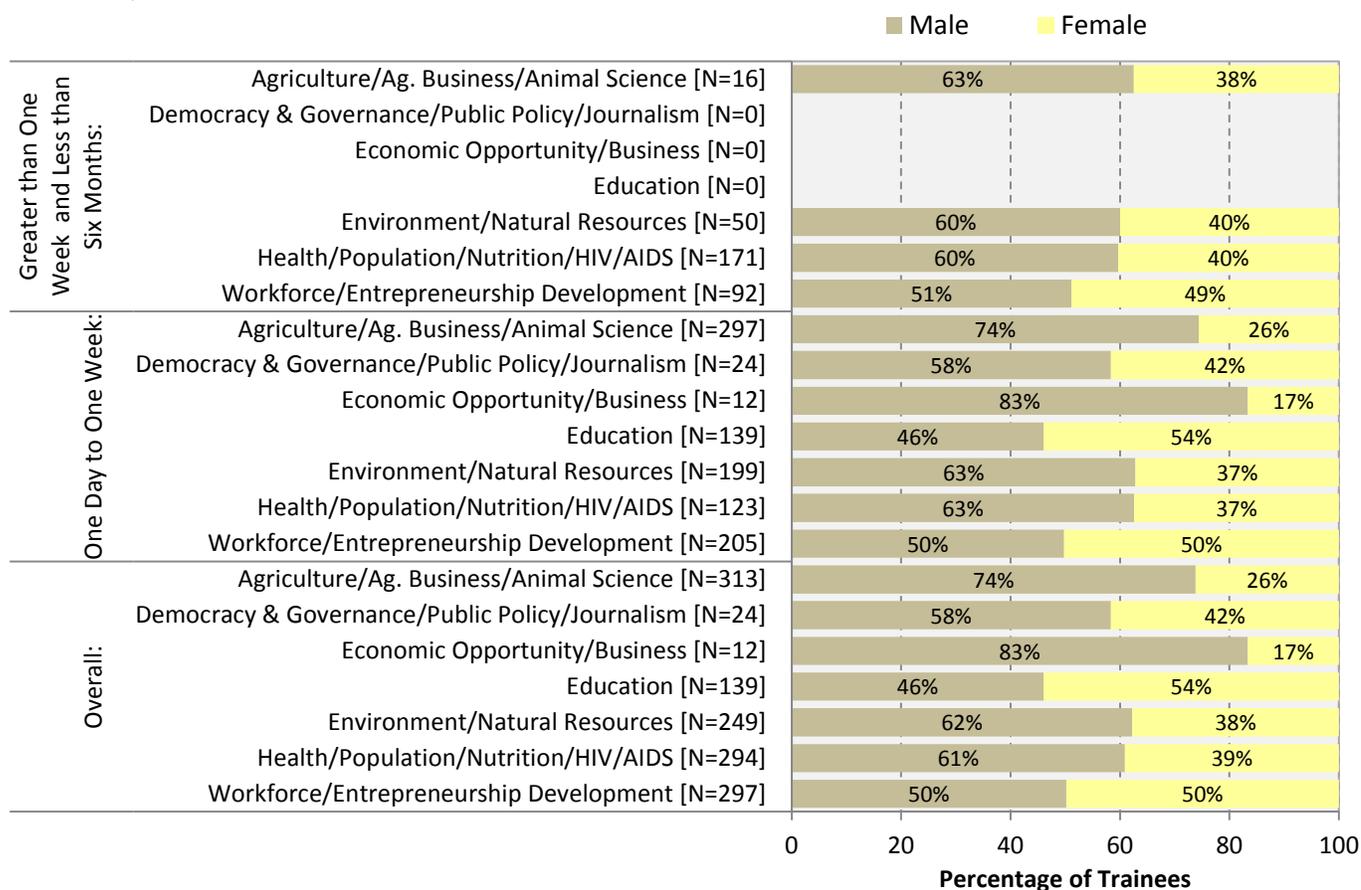
As shown in **Figure 6**, more males than females completed short-term trainings for partnerships in the sub-Saharan Africa and Middle East and North Africa regions overall. In sub-Saharan Africa, the percentage of males who completed trainings that were shorter in duration was larger, at 69 percent. In Middle East and North Africa, larger percentages of females completed trainings that were longer in duration, compared with those who completed trainings that lasted one week or less. Trainees in Asia and Latin America and the Caribbean had comparable percentages of males and females.

Figure 6. Short-term Trainees, by Gender, Training Duration, and Global Region: October 1, 2012–March 31, 2013



As illustrated in **Figure 7**, short-term trainings in the workforce/entrepreneurship development sector attracted comparable percentages of females and males, at 50 percent, each. Overall, trainings in the education sector attracted 54 percent of females and 46 percent of males. Economic opportunity/business and agriculture sector trainings that lasted less than one week had the highest rates of male participation, at 83 percent (N=102) and 74 percent (N=221), respectively.

Figure 7. Short-term Trainees, by Gender, Training Duration, and Primary USAID Sector: October 1, 2012–March 31, 2013



Training Content and Methods of Short-term Trainings, Anchored in Partners’ Needs. The content of the short-term trainings varied greatly depending on the qualifications and needs of the individuals to be trained. Faculty trainings generally focused on increasing their ability to respond to immediate needs such as improving curricula, teaching courses, assessing students’ performance, or conducting research. For example, the Indiana University – University of Liberia (UL) partnership held a short course on curriculum development for life sciences at the Business Center on the UL downtown campus. The facilitator introduced comparative models of innovative biology and chemistry curriculum and led discussion about updates needed in the UL coursework. In another partnership, Nassau Community College – Al Kafaat Foundations Schools, instructors received training in methodology, pedagogy, classroom management, and curriculum building, providing a good foundation to begin building and strengthening the English program at the host-country institution.



Entrepreneurship professional development for ENSET faculty held in Rabat and Mohammedia, Morocco (Middlesex Community College – ENSETs Rabat and Mohammedia)

Other faculty short-term trainings were training-of-trainers opportunities, where scalability was a core focus. Faculty members were trained so that they can, in turn, transfer these skills in training other faculty members. This approach enhances their skills and paves the way for future training sessions with impact on many more

participants than originally envisioned. The trainings for students were oriented toward field practice. Some host-country institution staff members also were trained in administrative areas directly related to the management of partnership, such as management, monitoring, and reporting. Other training opportunities focused on cross-cutting skills, such as English-language skills, computer literacy, or office equipment maintenance.

Teaching methods used during the short-term trainings also varied. Trainings included multiple techniques and a range of activities adapted to the type of knowledge and skills to be built. Some short-term opportunities used a traditional format, where presentations were followed by questions and answers. A number of other opportunities were participatory and practical, offering dynamic approaches to a particular topic and direct application. Trainings often included pre-training assignments and reading, hands-on exercises, homework, or were based on simulation and role-plays and small group work to elicit exchanges of ideas. Other trainings included site visits, direct observation, and shadowing activities. In addition to face-to-face trainings, which were the most prevalent form, training opportunities were offered through distance education technologies such as videoconferencing, webinars, or online training, when trainees could not attend in person. For example, the workshop that American University faculty conducted in Cali, Colombia for faculty from the Universidad Santiago de Cali and Pontificia Universidad Javeriana Cali (Javeriana) was interactive and participatory in design and included substantive and practical focal areas shaped by the priorities of the host-country institutions in areas related to human rights. That workshop comprised a video observation of a mock client interview conducted in Spanish as well as a videoconferenced client interview simulation in which workshop participants asked questions in their simulated role as student attorneys.

Trainings were often conducted in the local languages, mainly Spanish or French. For example, the two-day pre-entrepreneurial training held at EST Oujda in Morocco was conducted in French. This training aimed at developing foundational entrepreneurial concepts and also served as a pre-cursor for the anticipated coursework at the National Business Incubation Association (NBIA) conference held in Boston, Massachusetts, in April 2013. A shift in the original training plan was to conduct the training in French rather than in English. This change maximized the learning transfer and allowed more EST faculty and administrative staff to attend (28 individuals completed both days).

PARTNERSHIP FOCUS— SHORT-TERM TRAINING COMPLETED

Gateway Community College – École Supérieure de Technologie (EST) Oujda (Entrepreneurship)

Ten instructors from the École Supérieure de Technologie (EST) in Oujda, Morocco, received training on how to develop and teach a unique course called Biz Squad. The Biz Squad model, which is currently in use at Gateway Community College, is a multi-disciplinary, semester-long course where cross-functional teams of students and faculty work collectively to solve problems facing local businesses. Teams from the accounting, marketing, information technology, administrative, graphic design, and business management programs work collectively to address specific requests submitted by local businesses. These requests may include creating a webpage, developing a marketing plan, creating a business plan, and so forth.

The short-term training consisted of biweekly meetings through December 2012, via video conference. Gateway students and instructors worked with EST faculty on topics such as business problem solving, coaching, interpersonal team dynamics, and problem-centric learning. By enabling faculty to understand the concepts and interactions of this innovative model, this short-term training served as the foundation for EST Oujda faculty to develop and implement a Biz Squad at their own institution.

The first Biz Squad course at EST Oujda started in January 2013, involving 12 students from cross-functional programs. EST and Gateway Biz Squad students are now working collectively on problem-centric learning for two projects from Wisconsin and two projects for businesses in Oujda. The teams comprised of Gateway and EST instructors and students continue to meet on a weekly basis.

Short-term Trainings, Collective Experiences Involving Multiple Stakeholders. Short-term trainings often involved host-country individuals beyond faculty, students, and other staff, deepening the linkages between the institutions and with local community stakeholders. First, trainings were open to participants beyond host-country institution individuals and included professionals and members of the host-country community.⁹ For example, a two-day medical education workshop held in Ghana by the Brown University – University of Ghana partnership not only trained faculty from the University of Ghana College of Health Sciences, but also faculty from the Kwame Nkrumah University of Sciences and Technology, Valley View University, and University for Development Studies in Tamale. The workshop, which consisted of presentations, panel discussion sessions, and small group sessions, focused on topics such as integrating electronic media into health education, evaluation in health professional education, and developing cross-program and interdisciplinary education.

Further, while most facilitators were from the U.S. and host-country partner institutions, a number of trainings were facilitated by other parties, whether local stakeholder agencies, guest speakers, or subject matter experts and often included additional financial support from the private sector. As an illustration, the hydrogeophysics short-term training that 16 participants completed in Addis Ababa University was jointly delivered by Professor Linbo Liu from University of Connecticut and Dr. Tigestu Haile from the Department of Civil and Environmental Engineering at Addis Ababa University. Partners indicated that this joint teaching experience helped facilitate knowledge transfer between the U.S. visiting scholar and the Ethiopian faculty member.

Between October 1, 2012, and March 31, 2013, 63 short-term training opportunities were offered. A total of **1,328 individuals (802 male, 526 female) affiliated with host-country institutions completed short-term trainings.**

(HED LWA PMP Objective 4, Indicator: number of individuals affiliated with the host-country institution who completed short-term training)

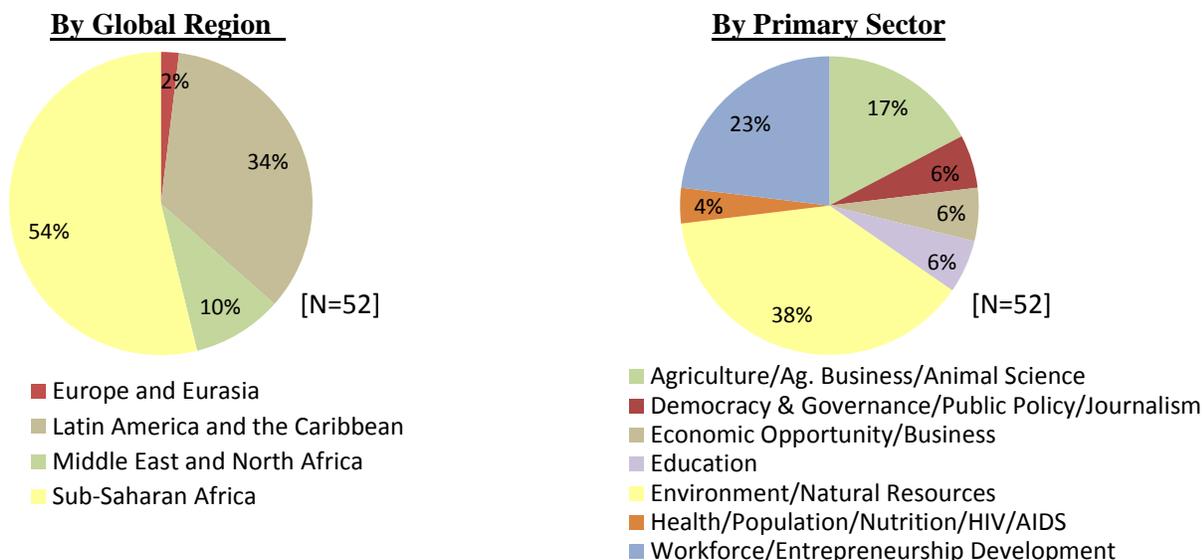
2.2.2 Outreach and/or Extension

Outreach/Extension Opportunities. Twenty-one partnerships (nearly 39 percent of partnerships active this period) reported **52 outreach/extension opportunities** in the host-country community between October 2012 and March 2013. Among partnerships that did complete such activities, the number of outreach/extension activities ranged from one to 10 per partnership, with both a mode and median of two activities per partnership. More than two-thirds of these activities (71 percent; N=37) lasted one week or less. Less than one-third (28 percent; N=15) lasted more than a week.

As reflected in **Figure 8**, most outreach/extension activities were carried out in the sub-Saharan Africa and Latin America and Caribbean regions (54 percent and 34 percent, respectively; N=28 and N=18, respectively). This is directly proportional to the overall regional distribution of partnerships this period. Most outreach/extension activities occurred in the environment/natural resources (38 percent; N=20) and the workforce/entrepreneurship development (23 percent; N=12) sectors.

⁹ Please note that individuals not affiliated with the host-country institution who participated in these trainings were not reported under this indicator.

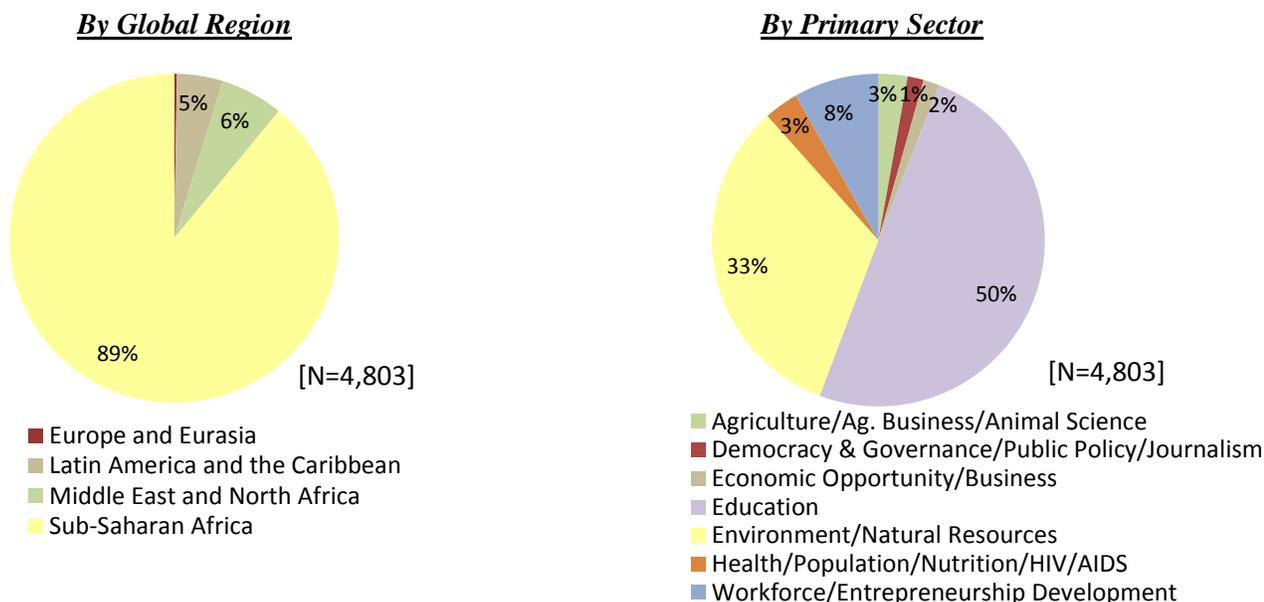
Figure 8. Outreach/Extension Activities, by Global Region and Primary USAID Sector: October 1, 2012–March 31, 2013



Individuals Reached. The breadth of these outreach/extension events was wide. These activities reached a total of 4,803 individuals. While there was an average of about 90 individuals per event, the number of individuals varied greatly, ranging from one to more than 2,000. Disaggregation by sex was provided for 30 outreach/extension activities. Males and females attended the events in about equal proportions (50 percent, each; 1,433 males and 1,408 females).

As illustrated in Figure 9, the vast majority of individuals who participated in outreach/extension activities were in the sub-Saharan Africa region (89 percent; N=4,277). Outreach activities by partnerships in the education sector reached the largest percentage of individuals (50 percent; N=2,390). The second largest sector was environment/natural resources, with a share of 33 percent (N=1,569) of community members in attendance.

Figure 9. Individuals Participating in Outreach/Extension Activities, by Global Region and Primary USAID Sector: October 1, 2012–March 31, 2013



Diversity in the Type, Reach, and Scale of Outreach/Extension Activities. The types of outreach activities conducted during this reporting period varied widely. HED's partnership outreach activities could be generally grouped into the following categories: hands-on workshops, short courses, practical enhancement of communities' living conditions, conference presentations, stakeholder consultations, and expert consultations. To a lesser extent, outreach/extension activities encompassed field experiments and exhibits.

The reach of these outreach and extension events was diverse. Some events reached immediate community members, such as a service learning initiative that supported health clubs in two primary schools in Uganda (SUNY Albany University – Makerere University). For other partnerships, key stakeholders at the national level participated. For example, the Cleaner Production community workshop held in Santo Domingo and jointly facilitated by Illinois Institute of Technology and Instituto Tecnológico de Santo Domingo faculty, focused on enhancing cleaner production practices for participants from the Ministry of the Environment, multiple furniture-making companies, and local NGOs. Participants were able to collaborate on best practices, case studies of energy assessments, and industrial ecology with respect to the Dominican Republic specifically. Other outreach events involved international actors. For example, the stakeholder workshop held in Burkina Faso by the Tuskegee University – International Institute for Water and Environmental Engineering partnership attracted attendees from the entire West African sub-region, including Burkina Faso, Benin, Ghana, Mali, Niger, Guinea-Bissau, Senegal, and Togo, with representatives from national government agencies, regional organizations such as the Economic Community of West African States, local governments, NGOs, and private businesses. This workshop identified approaches to regional challenges in environmental management for consideration in building an action plan for the second phase of the partnership.



Farmers training in food processing and vegetable storage in Burundi (South Carolina State University - Ngozi University)

Some outreach/extension activities occurred on the host-country institution's campus or in the immediate community. For example, the director of the newly established Sustainable Solutions Center at the Institut Supérieur des Etudes Technologiques de Sidi Bouzid in Tunisia started contacting local community stakeholders to assess their needs and how the Sustainability Center could provide assistance through service learning. As part of this process, he surveyed five local farmers to better understand their needs in reducing energy costs for water pumping. Others had a larger geographic focus, such as an initiative in Ghana in which 11 students participated in community attachment programs at hospitals around the country (Brown University – University of Ghana).

Enhancing Community Members' Knowledge, Skills, and Well-being. The majority of these outreach and extension activities focused on sharing concepts, processes, and tools with community members and other stakeholders, informing them about existing services, or conducting concrete demonstrations of best practices. Some partners noted these efforts directly helped increase individuals' skills and empowerment. Some outreach activities were designed to improve the immediate living conditions of community members, such as installing solar panels in a village clinic in Ethiopia (University of Cincinnati – University of Cape Town). Lastly, other outreach activities intended to generate additional knowledge and understanding about communities' actual context and needs, such as policy research exercises and practical field experiments involving community members.

In some instances, the outreach/extension events amplified a community-based program already in existence. For example, the SUNY Albany University – Makerere University partnership started a community health awareness engagement program in a previous reporting period. During this reporting period, the partnership continued this program by conducting activities to promote hand washing in the community through demonstration of how to make tippy taps to reduce the occurrence of diarrheal diseases.

One common characteristic in a number of the outreach and extension activities conducted between October 2012 and March 2013 is that these events involved and connected a mosaic of different groups and individuals. This demonstrates the importance of networks developed by partner institutions with development actors presenting similar concerns or areas of expertise.

Outreach/Extension Activities, Inclusive of Faculty, Students, Community Members, and Other Stakeholders. The U.S. and host-country partners jointly conceptualized, planned, and facilitated most of the outreach/extension activities. While responsibilities were generally shared among faculty members, students from the partner institutions also helped prepare and participated in the activities. For example, 19 students from the bachelor degree program at Université Gaston Berger in Saint Louis, Senegal, directly administered a crop survey of farmers' fields in the villages of Pont Gendarme and Ndiallakhar to collect information on tomato and onion insects and diseases as well as crop protection practices (Ohio State University – Université Gaston Berger). Students were trained on how to interact with the community and conduct service learning activities prior to going to the field.

Multiple groups or individuals participated in the outreach events. They included community members (adults and children), experts, government officials, nonprofit sector, public sector, and individuals from other higher education institutions. Conferences, symposia, and smaller scale community workshops and continuing education opportunities alike reached out to diverse groups. For example, a fundraising/development short course held in January 2013 organized by the University of Malawi – Michigan State University partnership at Ufulu Gardens Conference Centre in Lilongwe, Malawi, not only involved top administrators (vice chancellors, pro vice-chancellor, principals, deans, and heads of department) from the University of Malawi, but also representatives from institutions external to the partnership, including University of Malawi College of Medicine, Kamuzu College of Nursing, Polytechnic, Domasi College, and the Blantyre Malaria Project.

A number of outreach/extension activities involved community-based needs assessments or community consultations. The outreach/extension activity organizers discussed their needs with the beneficiaries directly in the field, favoring face-to-face communication:

“The community engagement in Kajiado assisted us in collecting views from stakeholders on drylands training/education needs, target groups, types of courses, and physical capacity of delivering courses... This meeting was entirely community-driven, with special request that they would like to work with CSDES [Center for Sustainable Dryland Ecosystems and Societies] to both document their successes and to deliver demand-driven trainings in areas that they have not yet mastered.” (Colorado State – University of Nairobi)

PARTNERSHIP FOCUS— OUTREACH/EXTENSION ACTIVITIES

Fairfield University - Université Alioune Diop de Bambey

This reporting period, Bambey's Health Department faculty and students expanded upon their service learning efforts in their local community, with prevention and empowerment in mind. They created modules based on additional health-related topics that they deemed critical to the sanitary well-being of the villagers. The faculty also trained students to immerse themselves into the rural, predominantly Muslim community and to engage them in a conversation about dental and other health-related practices.

On site, students used participatory group techniques and a gender-based approach to convey the information about HIV/AIDS prevention, sexual violence, and unwanted pregnancies through the modules they had developed in class. These community-service activities aimed at empowering the young women and to inform the community about health-related methods and services. More than 2,000 villagers, of whom about 50 percent were women, participated in these activities.

Between October 1, 2012, and March 31, 2013, **52 outreach/extension activities** took place. More than 4,800 individuals attended these events or participated in outreach efforts.

(HED LWA PMP Objective 3, Indicator: number of higher education institution outreach/extension activities in the host-country community)

2.3 Improved Relevance and Quality of Workforce Development Programs (USAID Goal 2, Result 2.3)

High-quality higher education programs help individuals acquire knowledge and skills that increase productivity and stimulate entrepreneurial thinking, which in turn may contribute to improved effectiveness and efficiency, competitiveness, and consequently economic development.

HED's partnerships efforts toward USAID Goal 2, Result 2.3, promoting demand-driven tertiary education programs, are tracked and reported through three indicators:

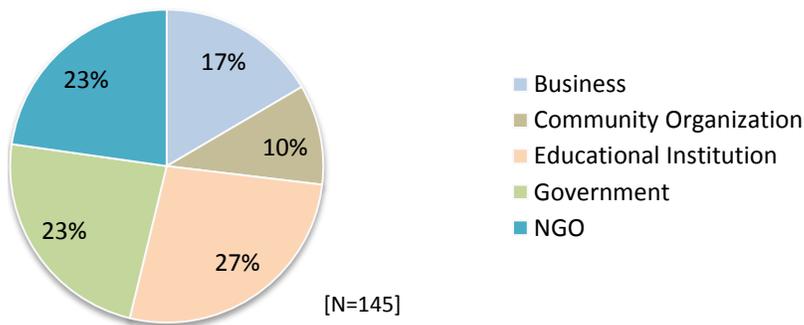
- F INDICATOR: Number of new USG-supported tertiary education programs that develop or implement industry-recognized skills certification;
- F INDICATOR: Number of USG-supported tertiary education academic degree programs that include experiential and/or applied learning opportunities for learners; and
- F INDICATOR: Number of USG-supported tertiary programs with curricula revised with private and/or public sector employers' input or on the basis of market research.

These three indicators fall under HED's LWA Objective 3. Partners report data to HED for these three indicators on education offerings once per fiscal year, during the month of October (for the preceding fiscal year). Given that frequency, data for those three indicators will be reported and analyzed in the December 2013 annual performance report.

2.4 Other Collaborating Stakeholders

From October 1, 2012, to March 31, 2013, 38 partnerships reported collaborating with 145 external stakeholders. These stakeholders were identified as businesses, community organizations, educational institutions, government bodies, or NGOs. **Figure 10** shows that the most frequent type of collaborating stakeholders were educational institutions (27 percent), followed by government bodies and NGOs (23 percent, each).

Figure 10. Other Collaborating Stakeholders, by Type: October 1, 2012–March 31, 2013



Through collaborations with local, national, and international actors, HED partnerships are able to leverage their collective expertise with that of other organizations to promote their objectives and ultimately enhance human and institutional capacity. Specific types of collaborations with external partners during this reporting period included those described below.

Internships and Field Visits. During this reporting period, partnerships worked closely with stakeholders to provide students with internship and field visit opportunities. Opportunities for students to apply their classroom knowledge to community settings not only expanded impact into the community, but also reinforced technical knowledge. Assignments ranged in duration from day trips to semester-long placements. For example, AngloGold Ashanti, a business collaborator of the Tuskegee University – International Institute for Water and Environmental Engineering partnership in Burkina Faso, offered internships to students enrolled in the Master’s Degree Program in Sustainable Management of Mines. The students who participated in these internship opportunities gained valuable skills in analyzing pollution generated during mining activities. Similarly, 100 fourth-year students enrolled in the bachelor’s in business administration (BBA) degree established under the Georgia State University partnership with Cairo University successfully completed internship placements in three tracks (52 students in the Finance track, 37 in the Marketing track, and 11 in the Accounting track) with local Egyptian businesses, now a requirement of all BBA students in order to graduate.

Mentorship. Stakeholders provided mentorship opportunities for faculty and students at the host-country institutions. For example, the Barbados Youth Business Trust (BYBT) played an instrumental role in the planning and execution of a Mentorship Symposium conducted in October 2012 by the Indiana University and the Cave Hill School of Business, University of West Indies partnership in Barbados. The BYBT currently develops and utilizes the largest number of mentors in Barbados and works to train and provide technical assistance to young people desiring to start their own business. The BYBT helped the partnership identify mentors to counsel students on subjects such as entrepreneurial best practices and provided assistance in sourcing start-up companies required for the internship program that took place during January 2013, which helped students acquire experiential learning on entrepreneurship.

Under WLP-Armenia, partners met with the Pragma Corporation in Yerevan, Armenia, to discuss collaboration between Pragma and the newly established Yerevan State University Center on Gender and Leadership Studies in the area of career mentoring for female university graduates.

Research. Another frequently cited collaboration between partners and stakeholders involved research-oriented activities. Partners worked with businesses, NGOs, faculty from other universities, and governments on data collection, research design, and analysis. For example, Colorado State University and the University of Nairobi worked closely with Euro-Africa Consult, a private firm involved in drylands research in the Horn of Africa. Euro-Africa Consult and partnership faculty and students wrote several policy concept notes on enhancing resilience to drought climate change in the region. Another example of research-related collaboration came from the Indiana University and University of Liberia partnership. University of Liberia faculty worked with the NGO stakeholder Liberia Institute for Biomedical Research and National Public Health Laboratory to explore ways to conduct independent research and submitted a research proposal to the laboratory’s director.

Curriculum Design. During this reporting period, HED partnerships sought input from outside stakeholders when designing or revising curriculum at host-country institutions. These stakeholders made practical design contributions in workshops and working group meetings. SUNY Albany University and Makerere University in Uganda engaged another educational institution, the Uganda Institute of Allied Health and Management Sciences, during the curriculum development phase of a Water, Sanitation, and Hygiene (WASH) program. The program will be based at Makerere University and will enroll professionals working in the WASH field who lacked formal health training. In Paraguay, the University of Florida and Universidad Nacional de Asunción engaged the Ministerio de la Mujer (Ministry for Women), School of Latin-American Social Sciences (Facultad Latinoamericana de Ciencias Sociales, or FLACSO), ACIDI-VOCA, and the United Nations Entity for Gender Equality and Empowerment of Women during the early stages of curriculum development at the Faculty of Agricultural Sciences. Early support from these stakeholders, including the Paraguayan Minister for Women, Gloria Rubin, enabled the partners to hear best practices and enhance their strategy to incorporate gender into the curriculum of the school’s five academic programs.

Outreach, Extension, and Training. HED partnerships also provided stakeholders with consulting or training opportunities. In addition, some partnerships worked with stakeholders to host meetings or trainings with community members. An example comes from Ohio State University and Université Gaston Berger, whose faculty was approached by the Government of Senegal’s National Fund to Promote Youth Activities (FNJP). The partnership and FNJP agreed to sign a Memorandum of Understanding for partnership faculty to advise farmers on increasing productivity on two dozen government-established farms. To help facilitate integration of technology in education, the Syracuse University and Kenyatta University partnership led a workshop at the National Information and Communications Technology (ICT) Innovation and Integration Centre in the Kenyan Ministry of Education. The workshop taught ministry officials and secondary school teachers from the community about using digital screen technology in education.

A benchmarking training was held at Shoreline Community College and at Gateway Technical College for École Supérieure de Technologie (EST) Oujda faculty and administrators as well as regional economic development and business representatives who are influential in Oujda, Morocco. The U.S. partners hosted activities and events related to business partnerships, advisory committee importance and structure, integration of certifications into existing EST curriculum, and access for students.

2.5 Greatest Partnership Successes and Notable Accomplishments

When asked to describe greatest success and notable achievements for the October 2012 to March 2013 reporting period, partners’ responses fell into three categories: successful achievement of planned partnership results, laying the groundwork for success, and sustainability.

2.5.1 Successful Achievement of Planned Partnership Results

Outreach and Extension Work. The Brown University and University of Ghana partnership offered the second in a series of in-service trainings to HIV/AIDS medical practitioners. The partnership shared lessons learned and best practices on caring for adolescents with the HIV/AIDS virus. The training was particularly important because Ghana does not have practicing physicians who focus on adolescents: Adolescents are treated by physicians for adults. Accordingly, this training helped address a significant gap in medical training and treatment in Ghana.

Research. Georgia State University and Cairo University described the ongoing success of an economics research project and noted that they completed the first known economic laboratory experiments in Egypt. The project, titled “The Implications of Trust in Government on Tax Compliance in Egypt,” studied how trust in government affects the government’s ability to successfully collect public revenues. Michigan State University and the University of Malawi continued to enhance research capacity at the University of Malawi by holding a research planning workshop, establishing a system of applying for and managing external grants, and submitting applications to research foundations. Student research capacity was also increased through the offering of a qualitative research methods course and the distribution of scholarships to students to conduct original research.

Access to Higher Education. The University of Connecticut and Addis Ababa University partnership in Ethiopia offered admission to their postgraduate program on Water and Health to nearly 30 students from underserved regions around the country. Under the California State University Fullerton’s collaboration with Fatimah Jinnah Women University and Sardar Bahadur Khan Women University (SBKWU) in Pakistan, in-country scholarships were granted to five women for graduate studies. Out of the five scholarships, three women completed their graduate studies and re-joined their respective departments at SBKWU as faculty members. The remaining two women also completed their graduate studies. With the permission from the university, however, they began pursuing PhD studies in Pakistan with support from the HED award.

2.5.2 Laying the Groundwork for Success

In this reporting period, HED awarded 14 new partnerships. Many of the new partnerships described their greatest successes in the start-up phase as forging new relationships, establishing trust, demonstrating institutional commitment,

and laying the groundwork for the future success of their partnership. Partnerships that cited these successes include the Eastern Iowa Community College District with Sana'a Community College in Yemen. This partnership, which experienced a significantly delayed start-up due to country turmoil and unrest, has established strong teams at both institutions and is developing communication strategies for overcoming Yemen's weak telecommunications infrastructure. In Valle del Cauca, Colombia, partners from American University, Pontificia Universidad Javeriana Cali, and Universidad Santiago de Cali learned the specific importance of building trust and relationships with key administrative personnel who, in turn, have been strongly supportive of the partnership and as a result, able to facilitate the finalization of the partnership start-up phase and the implementation of activities.

More established HED partnerships shared successes related to institutional commitment and sustainability. The Colorado State University and University of Nairobi partnership entered into a formal strategic partnership agreement, signed by Colorado State University's president and University of Nairobi's vice chancellor. This elevates the partnerships' Center for Sustainable Dryland Ecosystems and Societies within the University of Nairobi and brings the promise of further collaboration around training, exchanges, and research between the two institutions.

Section 3—Leadership and Learning

USAID's ADS Chapter 203, Assessing and Learning, states that "learning is fundamental to an adaptive approach to development. [It helps] coordinate ... efforts, collaborate for synergies, learn more quickly, and make iterative, timely course corrections."¹⁰ Learning also contributes to advancing the knowledge and tools available to the larger community of development experts, researchers, and decision-makers. HED thrives to generate and share innovative learning about higher education actors' efforts, to maximize development impact and encourage a community of practice that would use evidence to drive strategies. Its learning accomplishments are presented and analyzed in this section.

3.1. HED Technical Services

Thanks to its own pool of development experts and its unique position within the higher education community, HED can identify, mobilize, and secure the assistance of experts to support USAID's strategic objectives. To assess performance on HED's advisory assistance activities, data are collected and reported on two indicators:

- CUSTOM INDICATOR: Number of technical assistance requests from USAID Missions and/or Bureaus received; and
- CUSTOM INDICATOR: Number of technical assistance field visits to USAID Missions (by team members/composition).

These two indicators fall under HED's LWA Performance Objective 5. In addition, information on HED's assistance in publicizing USAID's acquisition and assistance opportunities is also provided below.

3.1.1 Technical Assistance Requests and Site Visits

During this reporting period, HED received **one technical assistance request**, to which it responded by undertaking a short-term technical assistance field visit to Armenia. In January 2013, Denise Lamaute, a labor markets and workforce development specialist in the Europe and Eurasia Bureau, met with HED's Agreement Officer's Representative (AOR) Gary Bittner to discuss whether HED could provide technical assistance to USAID/Armenia in the assessment and design of a possible new workforce development higher education partnership program in Armenia. In response, HED proposed several technical assistance options. In February 2013, HED received a scope of work outlining a request for technical assistance from USAID/Armenia for two higher education experts to conduct background research and a field visit to Armenia to inform the development of an RFA or Annual Program Statement (APS) for the potential new program.

3.1.2 Publicizing USAID's Acquisition and Assistance Opportunities

Publicity Assistance to USAID

Through its robust communications networks, HED has a unique ability to reach out quickly and widely to the higher education community. USAID utilized HED's strength in this area as both USAID and the Administration asked for HED's help to publicize two high profile events during this reporting period: the USAID Discussion on Higher Education Partnership Opportunities in Burma and the President's Young African Leaders Initiative teleconference.

In support of USAID's Discussion on Higher Education Partnership Opportunities in Burma Information Session held on December 12, 2012, HED was asked by USAID to publicize the event to the higher education community. HED responded rapidly by sending out an e-blast to more than 10,600 higher education contacts. Recipients included deans and directors from U.S. higher education institutions in the areas of law, women's studies, government and public affairs, political science and international affairs and business; as well as research and development representatives; public affairs representatives from the six major U.S. higher education associations; and targeted lists of minority-serving higher education institutions including Historically Black Colleges and Universities and Hispanic-serving institutions. After the event, HED received accolades from organizers who noted that "HED's contribution to outreach, venue, webcast, and the ACE discussant were all essential to making the Burma event such a success."

¹⁰ <http://www.usaid.gov/sites/default/files/documents/1870/203.pdf>

The following month, HED was asked to assist with outreach for a teleconference hosted by the White House Office of Engagement for the President's Young African Leaders Initiative, a long-term effort to develop an enduring and productive U.S.-Africa relationship with the continent's youth. HED issued an e-blast to its Historically Black Colleges and Universities (HBCU) list serve and to more than 100 international affairs deans. HED also secured placement in ACE's *Higher Education and National Affairs* biweekly newsletter which reaches 4,000 higher education representatives on campuses across the country.

Publicity assistance to USAID continued in March as USAID's E3/ED Bureau sought to expand its outreach for a funding opportunity from USAID/Uganda. HED responded again by including the announcement in its March/April 2013 newsletter which is disseminated to more than 8,000 subscribers.

Public Relations

HED raised its public profile and visibility significantly during this reporting period, with articles published in two prominent international education magazines. The Association of International Educators (NAFSA)'s *International Educator* featured a piece on HED's thriving community college partnerships in the BMENA region.¹¹ The Institute of International Education (IIE)'s *IIE Networker* magazine ran a feature article on international higher education partnerships and what it takes for them to succeed penned by Jeanne-Marie Duval, HED's deputy executive director.¹²

HED issued three news releases during this time frame, including the announcement of the new ICAA II partnerships in February 2013¹³ and the Women's Leadership Program (WLP) in March 2013.¹⁴ In response to the public announcement of the WLP, HED and USAID received tremendous media coverage from both domestic and international news outlets, including *Devex*, *All Africa*, *New Liberian*, *Public Radio of Armenia*, *Higher Education and National Affairs*, and *Relief Web* (see **Appendix E**). The news release was the most read article on the *All Africa* website on March 22, 2013. In addition, more than 14 organizations, including a number of U.S. embassies and consulates, shared the announcement via their Twitter accounts. As part of its WLP media strategy, HED also assisted the five U.S. universities selected to receive the awards with their local media outreach. This resulted in additional media coverage in *Voice of America* and *The State Press (Arizona)*. For its ICAA II media strategy, HED also assisted the selected universities with their local media outreach.

HED always strives to demonstrate the impressive work of its partners through Success Stories. During this reporting period, HED released four Success Stories on partnerships in Barbados, Colombia, Ghana, and Jordan (see **Appendix F**). Lastly, HED released its November/December 2012, January/February 2013, and March/April 2013 bimonthly newsletters (see **Appendix G**).

Branding and Marking

Responding to a request from HED, USAID modified HED's branding and marking strategy in December 2012. This signified an important milestone for HED and its partners as the modified branding strategy is now more inclusive toward university partner institutions. Throughout this reporting period, HED rolled out the changes to partners via presentations and memos.

Publications

During this reporting period, HED published the final report for its Training, Internships, Exchanges, and Scholarships (TIES) program.¹⁵ HED also published the proceedings report from its February 2012 Africa Initiative Partners Meeting.¹⁶

¹¹ http://www.nafsa.org/File/ie_marapr13_local.pdf

¹² <http://www.nxtbook.com/naylor/IIEB/IIEB0113/index.php#/26>

¹³ http://www.hedprogram.org/media/news_releases/ICAII-HEPP-20130207.cfm

¹⁴ http://www.hedprogram.org/media/news_releases/Womens_Leadership_Program_Announcement.cfm

¹⁵ <http://www.hedprogram.org/resources/2012-TIESAA-Report.cfm>

3.2. Sharing Learning from HED

USAID’s Evaluation Policy states the importance of “generat[ing] knowledge about the magnitude and determinants of project performance, permitting those who design and implement projects, and who develop programs and strategies ... to refine designs and introduce improvements into future efforts” (page 3).¹⁷ Learning from evidence—in other words, from the performance data—helps inform decision-making at both the partnership and HED portfolio levels. From a partnership’s onset to its closing and beyond, learning occurs at all stages of the partnership lifecycle. HED is committed to learn from evidence throughout partnerships’ cycle and beyond as well as to circulate its findings widely to benefit the larger community of practice.

To track performance on HED’s efforts to generate and disseminate learning, data are collected and reported on five indicators:

- CUSTOM INDICATOR: Number of technical presentations given or organized by HED staff at higher education and international development conferences and/or institutions/organizations;
- CUSTOM INDICATOR: Number of roundtables and/or conferences organized by HED;
- CUSTOM INDICATOR: Number of new technical resources or other related documents and materials that HED creates for the higher education community;
- CUSTOM INDICATOR: Number of evaluations or impact assessments carried out whose findings have been published or widely distributed; and
- CUSTOM INDICATOR: Number of research activities conducted by HED.

These five indicators fall under HED’s LWA Performance Objectives 6 and 7. In addition, partnership-reported information on challenges and lessons learned is also analyzed below.

3.2.1 Generating Learning from HED and External Evaluators

Evaluations and Impact Assessments

In this reporting period, HED conducted **one evaluation** of a partnership in Algeria and continued to prepare for the Eastern European regional impact assessment that it will conduct during the second reporting period in FY2013.

Assessment of the Recruiting Employable Students at the University with Management Education (RESUME) Partnership. Dr. Nabil Al Masri, a senior consultant to the William Davidson Institute, conducted an assessment of the partnership between the William Davidson Institute (WDI) at the University of Michigan and the Université Mentouri de Constantine (UMC) in Algeria. The objectives of the assessment were to (1) review key program documents and deliverables; (2) conduct onsite interviews with local partners, beneficiaries, and stakeholders; (3) assess how well the partnership achieved its objectives and performance targets; (4) identify whether the designed program approach and activities adequately addressed the needs of UMC and the local community; (5) detect observable impacts of WDI activities and assess the sustainability of those impacts; and (6) review whether activities were implemented in a cost-effective manner to support the partnership goals and objectives. The assessment relied on both qualitative and quantitative research methods including key informant and stakeholder interviews, onsite observations, document reviews, and analysis of English Proficiency Tests that were proctored on April 2012. Most of the fieldwork took place in Constantine, with separate day trips to Algiers.

While this partnership was implemented prior to HED’s new policy for rigorous results-based management project cycle—including the establishment of a solid results-framework, baseline data collection, and strict data quality verification processes—the assessment found that WDI assistance efforts have delivered impressive results, such as two new business programs at UMC, the master’s in General Management and the Tourism Management program; the new English for Specific Purposes Program to enhance the language ability of UMC students; and the establishment of a

¹⁶ http://www.hedprogram.org/partners/meetings/2012addis/upload/HED-AfricaReport_2012_Revised20130425.pdf

¹⁷ <http://www.usaid.gov/sites/default/files/documents/1868/USAIDEvaluationPolicy.pdf>

UMC Career Center to connect Algerian employers with UMC students and faculty members. Other project deliverables were designed to increase the sustainability of partnership's observable impacts, such as an action plan which outlines the steps necessary for the Career Center to become fully sustainable by being integrated into UMC's organizational structure and budget; and train-the-trainer workshops, which built capacity at UMC to develop new curriculum, edit existing curriculum, and revise programs to align with evolving market demands.

Eastern European and Eurasian Impact Assessment. In addition, HED further developed its plans and methodology to conduct an impact assessment of partnerships in Eastern Europe and Eurasia. The assessment will follow the guidelines set forth in USAID's Evaluation Policy to determine the long-term effects these partnerships had in the region. HED plans to send several teams consisting of HED staff to conduct this assessment, which will examine what happens after the partnerships have closed and allow HED to identify the long-term effects and impact of partnerships. The assessment will review the sustainability of the programs established and the effects they have had on higher education in the host country.

Research

HED has continued to refine its theory of change for the role of higher education in development. HED also has continued its research plans for conducting a Delphi study that will more clearly articulate expert opinion about the development goals to which higher education partnerships aim and are able to contribute. These research activities build on HED's FY2012 research activities, which brought together HED staff and research experts from the higher education community to work on a literature review and synthesis of existing approaches to measuring the benefits and impacts of investments in institutional capacity development.

3.2.2 Generating Learning from Partners

Actions Taken to Remediate Challenges

Challenge with Conducting Baseline Studies: *Data not readily available.* HED partners implemented 14 baseline studies this reporting period. The success of these efforts depends on partners' ability to collect and analyze initial data on key performance indicators identified in their results framework. The most common challenge encountered by HED partners during this process was limited ability to access and analyze institutional records. In most cases, this challenge was due to insufficiencies and sometimes a lack of systematic and reliable data at the host-country institution. This underpins an important reality in collaborating with higher education partners in developing countries—limited institutional capacity to manage academic and administrative records and track and disaggregate student data. Student tracking systems are often basic and not systematized or centrally synchronized. Gathering baseline data and identifying adequate documentation to support the baseline figures proved more time-consuming and difficult than expected. In many cases and due to the nature of indicators, especially at the outcome level, baseline assessments necessitated administration of structured surveys. Due to the level of disaggregation required by some USAID indicators, these surveys were at times expected to include and process sensitive demographic information regarding race and ethnicity among underserved and disadvantaged groups. As the partners began collaborating in the start-up phase, adapting their strategies to those cultural sensitivities necessitated additional time and resources.

Further, in order to ensure highest degree of data quality and validity, HED requires substantiating documentation for all custom and standard indicator data. However, obtaining copies of official documentation or verifying derived figures from record consolidation efforts described above involved additional layers of administrative requests and resulted in significant time delays in obtaining all required elements to finalize baseline study reports.

Actions taken: In order to address these challenges and develop stop-gap solutions, HED partners:

- Utilized new technology to enable partners to conduct virtual data collection and review in addition to time spend in the field
- Increased levels of effort (time and resources designated to baseline studies)

- Synchronized timelines that enabled data collection on differing academic calendars among partner institutions in the United States and overseas¹⁸
- Developed new internal administrative procedures and practices involving new methods for data collection
- Organized cross-departmental coordination teams to maintain close relationships and effective communication with key department and administrative contacts and manage complex navigation through various offices and departments, which often included lengthy and cumbersome manual review of paper records

Challenge with Staffing: *Staff turnover at host-country institution and recruitment of experts.* HED partners are often faced with sudden staffing changes and high turnover of teaching and collaborating staff in host-country institutions. They are also often faced with limitations with short implementation timeframes imposing short deadlines for deployment of subject-matter experts on partnership research activities. While the former is influenced by a relatively short partnership lifecycle which range between two and three years, the reasons for the latter are many and often point to institutional capacity gaps with talent recruitment, retention, and management, which are sometimes outside of the circle of control or reach of HED's department-level partnerships. This often causes delays in implementation progress and creates additional pressure on partners to absorb responsibilities and double the efforts of remaining staff on ongoing activities while carrying out requirement and acquisition process.

Actions taken: In order to address staffing challenges, HED partners:

- Hired new personnel or reallocated existing resources to mitigate a staffing gap
- Adjusted implementation timelines to create realistic expectations and strategic management as well as to avoid burnout or strained relationships among partners and stakeholders (allowing more time to hire the right experts for research activities pays off in the long run)

Communication and Technology Challenges: *Fragile infrastructure and inadequate software permissions.*

Communication and technology play a critical role in coordinating the implementation of activities between U.S. and host-country institutions across continents and time zones. During this reporting period, some partnerships faced technological difficulties and had to develop creative solutions to overcome unreliable and intermittent reception while communicating with partners.

Actions taken: In response to these challenges, several HED partnerships reallocated resources or looked for financial support from other sources to secure teleconferencing and telecommunication equipment. These solutions aimed at improving connectivity or upgrading software permissions to provide host-country partners with better Internet connections.

Lessons Learned

This reporting period, HED partners highlighted lessons learned at the institutional and partnership levels in their PRIME reports. These lessons emphasize the importance of effective communication between partners and stakeholders, ways to address language barriers and ensure stakeholder involvement, budgeting, building trust, the value of exchanges, and face-to-face interactions. More details on lessons learned will be provided in the December report using data from the second reporting period.

Maintaining Ongoing Communication. Continuous communication between partners is key for implementation success. Through setting expectations for all team members and sharing documents more extensively, partners have identified ways to maintain communications not only to improve transparency but also to reduce common, bilingual and bicultural barriers. Partners have noticeably improved their communications practices through having weekly or biweekly update calls, online follow-ups, material reviews, and event planning and coordination. Establishing ongoing communications practices also ensured that stakeholders were given opportunities to stay highly involved in implementation and provide timely and constructive feedback on a regular basis.

¹⁸ Final exams, closing academic activities, school holidays, etc.

Investing in Face-to-Face Interactions. Face-to-face meetings provide invaluable opportunities for effective and clear communications between partners and establishing and managing expectations. For relationship building and ensuring high levels of confidence in their partnerships and in the implementation process, the time and resources used in bringing host-country and U.S. institutions, as well as USAID missions, HED staff, and local government representatives for face-to-face meetings, are well spent.

Budgeting for Translations. Given the bilingual nature of HED's partnerships, translations were sometimes needed to provide clear information through supporting documentation. Translating documents, budgets, or presentations from English to other languages and vice versa was time consuming. Given the importance of well-translated documentation for improving communications and quality of partnership records, partners should factor this in and adequately budget for the resources needed to provide professional translation that will ensure appropriate linguistic nuances and dialects throughout the translation efforts.

3.2.3 Disseminating Learning

Roundtables and Conferences Organized

HED organized or contributed to organize **three conferences and roundtables** this reporting period, each lasting between one and two days:

- BMENA Regional Higher Education Partners Meeting: A Focus on Results- Based Management (October 22–November 1, 2012);
- U.S.-Burma Higher Education Partnerships conference (December 12, 2012); and
- Africa-EU Policy Workshop: Linking institutional evaluation practices, quality rating mechanism and reinforcing quality assurance at continental level (December 18–19, 2012).

While exploring a range of topics, HED demonstrated its diversity of services and capacity, from providing technical webcasting assistance at the Higher Education Partnership Opportunities in Burma conference, or facilitating dialogue and opportunities for experience-sharing and networking among partners at the BMENA Regional Higher Education Partners Meeting and the Africa-EU Policy workshop.

Identifying Potential Opportunities for Higher Education Partnerships. HED provided logistical support, assisted in recruiting live and online audience, coordinated activities, and provided key talking points to one discussant for a panel on USAID's plan for higher education partnerships with Burma. The event, which was broadcasted live from Washington, D.C., hosted a total of 433 people onsite and online. Attended by USAID Administrator Dr. Rajiv Shah and the Ambassador of Myanmar, His Excellency Than Swe, the panel focused on the role of higher education partnerships in advancing development priorities, U.S. sector priorities in Burma, and the Burma higher education alliance.

At USAID's request, HED sent announcements to more than 10,000 higher education contacts. Contacts included deans and directors from U.S. higher education institutions in the areas of law, women's studies, government and public affairs, political science and international affairs and business; as well as research and development representatives; public affairs representatives from the six major U.S. higher education associations; and targeted lists of minority-serving higher education institutions including Historically Black Colleges and Universities and Hispanic-serving institutions. HED also developed key talking points for the panel discussion. Terry Hartle, ACE senior vice president for Government Relations and Public Affairs, addressed the role higher education could play in Burma. He stressed that higher education could serve as a tool to help build capacity and ensure that the enabling environment is conducive for private sector investments. He also emphasized that the United States recognizes the critical role of higher education institutions (HEIs) in generating the knowledge, human capital, and technical assistance that are critical for sustainable and inclusive economic development.

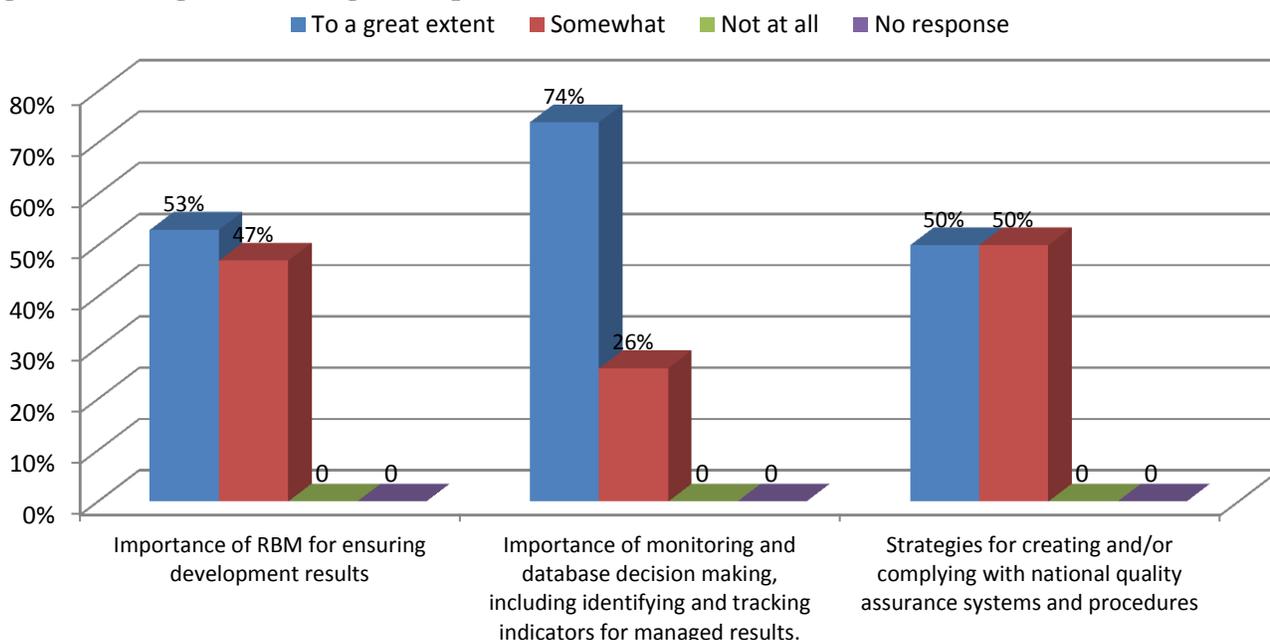
Managing Partnerships to Improve Higher Education Quality. Institutional advancement through results-based management and learning was a key topic of discussion in HED's conferences and roundtables this reporting period. One of the salient issues addressed in HED's workshops was placing quality assurance at the forefront of planning for the

improvement of higher education. An emphasis on quality assurance is a promising approach to ensuring relevance of higher education to address market needs.

Participants at the Africa–European Union Policy workshop discussed the need to develop an African framework for quality assurance and processes modeled after the East African and South African quality assurance models. The workshop discussion highlighted the lack of coordination among African HEIs with regards to developing such a framework. Participants also debated the importance and relevance of leadership training in strengthening and sustaining quality assurance in HEIs. HED, in collaboration with the Association of African Universities, presented the results of a study of leadership needs of African higher education. This study was conducted by AAU with support from HED. At the Conference, HED conducted focus groups with African chancellors and deans to vet research results. The ACE vice president for Leadership Programs joined the HED team to assess the findings of the research report, take part in the dialogue with African higher education leaders, and offer perspectives on leadership development and training from ACE’s long experience. As an outcome of this dialogue, ACE hosted two senior executives of the Association of African Universities at its ACE annual meeting in March, 2013 and provided an in-depth view of its leadership training business model.

The BMENA regional meeting focused specifically on results-based management. HED guided partners to examine strategies to manage their projects for results and impact. Following two days of discussions on results-based management and monitoring and evaluation practices, participants broke into groups where they discussed and shared results-driven strategies around four themes: improvement of student employment, institutional alignment with the private sector and industry, governance and adjustment to changes in higher education leadership, and national quality assurance systems and procedures. **Figure 11** shows the extent to which participants at the BMENA regional meeting increased their understanding of results-based management, monitoring, and quality assurance strategies as a result of the presentations and group discussions at the event.¹⁹

Figure 11. Increased Understanding of Results-based Management (RBM), Monitoring, and Quality Assurance among BMENA Regional Meeting Participants²⁰



Identifying Program-level Strategies. Strategic thinking and planning were key discussion elements with partners at the Africa–European Union Policy workshop and the BMENA regional meeting. In both events, HED worked with participants to articulate implementation strategies and themes that are of interest to partners.

¹⁹ Taken from post-meetings evaluation results

²⁰ Taken from post-meetings evaluation results

At the Africa–European Union Policy workshop, HED discussed with the participants the strategies to address findings from a USAID-commissioned study that was conducted by the Association of African Universities. The Sub-Saharan Africa Higher Education Leadership Development (SAHEL) study provided data on the state of leadership development in Africa. This study illustrated some of the major issues that needed to be addressed in order to better prepare African higher education leaders to effectively and systematically face challenges at their respective institutions.



BMENA regional meeting participants

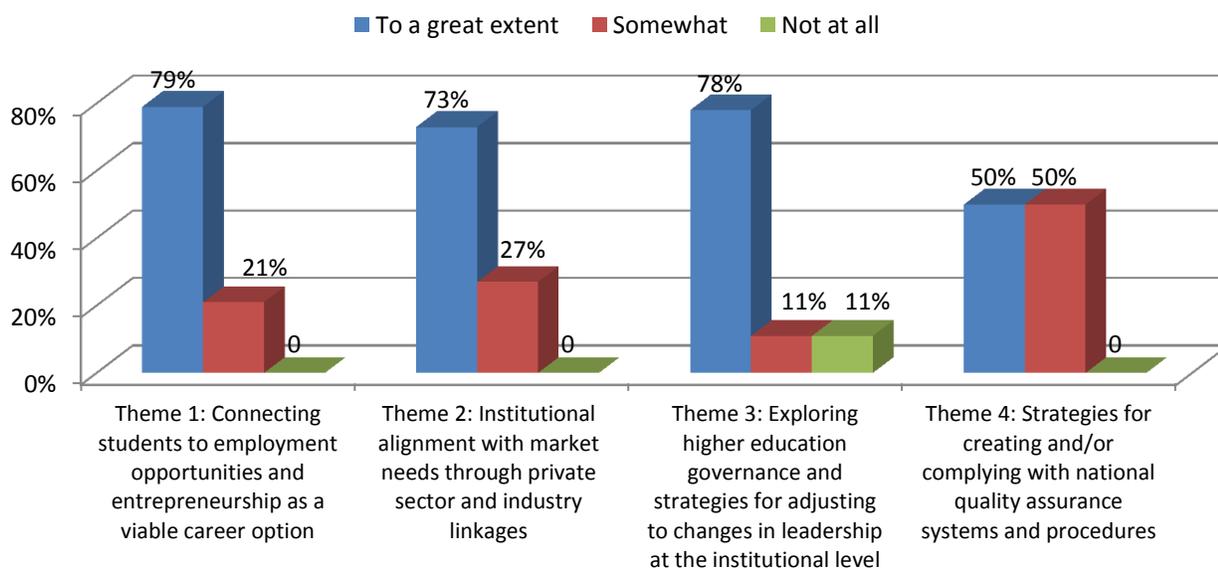
The major findings of the study pointed at a region-wide lack of organized vision for leadership development, a lack of financial and infrastructure resources, and a lack of qualified staff in leadership and management positions. The report also indicated a need to provide leadership development opportunities for women administrators and leaders in African higher education. HED suggested three strategies to address the findings of the SAHEL study:

- Design academic or scholarship programs for leading faculty, staff, and students;
- Enhance research and development leadership training and understanding; and
- Promote institutional advancement through shared vision, values, and community engagement.

At the BMENA regional meeting, HED staff, U.S. institutions, and host-country institutions discussed ways to improve their capacity to manage partnerships toward results and impact. A key part of the discussions was identifying themes and sub-themes of shared interest to the partners, and then facilitating related discussions in groups. Participating in thematic discussions provided an opportunity for HED and USAID to see new ways of thinking in these areas.

Figure 12 shows the extent to which participants at the BMENA regional meeting increased their understanding of the strategic themes identified.²¹

Figure 12. Increased Understanding of Strategic Themes among BMENA Regional Meeting Participants



²¹ Taken from post-meetings evaluation results

Facilitating Dialogue between Partners. One of the main purposes of HED conferences and roundtables is to generate dialogue and facilitate experience-sharing opportunities between partners. Providing participants with a platform to learn from each other and network is critical in addressing challenges and identifying opportunities.

When the floor opened for discussion at the Africa–European Union Policy workshop, participants debated on the types of training that would be provided, possible content within new quality assurance modules, ways to improve gender equity in leadership positions, and revamping the networking strategy for program development through establishing a network with international partners. These partners could include, for example, ACE, the Association of African Universities, and collaborators in Europe such as the German Academic Exchange Services. Participants also expressed a need for additional avenues for communication and collaboration.

At the BMENA regional meeting, a number of participants stayed beyond the structured session time to network with other conference attendees and staff. Various teams made of HED/ACE staff and USAID officials met with participants and provided one-on-one consultation sessions on legal compliance, financial compliance, HED’s reporting system, branding and marketing, and partnership monitoring and evaluation. HED also developed an online community of practice for all past and present partners in the BMENA region to discuss pressing issues in international higher education partnerships, and to continue the conversations that began in Istanbul. **Figure 13** shows the extent to which participants at the BMENA regional meeting had the opportunity to network and seek in-person counsel.²²

IN FOCUS—

BMENA Regional Higher Education Partners Meeting (October 2012)

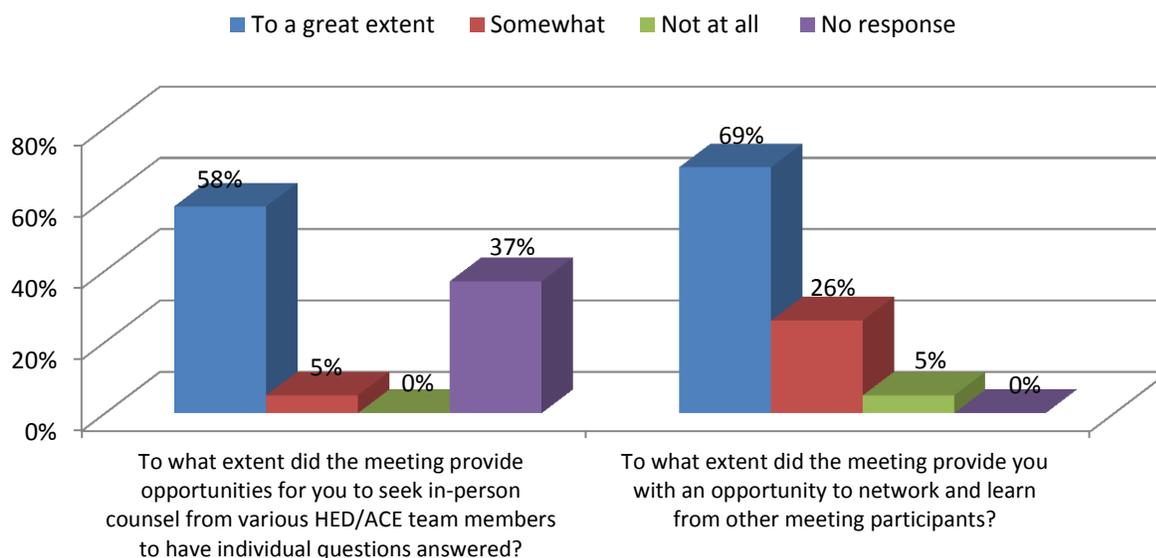
HED hosted a two-and-a-half-day meeting convening its BMENA-United States Community College Initiative and Tunisia Job Opportunities for Business Scale-Up (Tunisia JOBS) partnerships.

The goal of this meeting was to strengthen the capacity of partners to achieve better results and improve implementation practices.

Organizing this meeting was an undertaking that involved multiple HED, ACE, and USG teams at various levels, with many unanticipated changes over a period of approximately 20 months.

Forty-six participants attended the meeting, 38 of whom (83 percent) responded to the post-conference survey. Responses were overwhelmingly positive and indicated that HED had met its objectives.

Figure 13. Networking and In-person Counseling among BMENA Conference Participants



²² Taken from post-meetings evaluation results

Technical Presentations

This reporting period, HED staff gave or organized **five technical presentations** at higher education and international development conferences or institutions/organizations:

- U.S. Higher Education Initiatives in Africa: Strengthening Public Health Capacity in West Africa; African Studies Association; 55th Annual Meeting (November 30, 2012);
- Africa-U.S. Higher Education Initiative: At the Crossroads of International Education and International Development; Association of International Educator Administrators Annual Conference (February 10, 2013);
- Engaging Your Community College in International Development Projects; Community Colleges for International Development Annual Conference (February 23, 2013);
- Lightning Rounds; ACE Annual Meeting (March 5, 2013); and
- IIE Best Practices Roundtable; Institute of International Education (March 21, 2013)

Sharing Information Using Various Methods. HED’s presentations generally shared information with session attendees using traditional methods or tools, such as lecture-style presentations. However, some sessions also included more interactive techniques, hands-on exercises, or one-on-one opportunities. At the Community Colleges for International Development (CCID) annual workshop, for example, HED held a mock peer review exercise, where all participants discussed, reviewed, and scored the strengths and weaknesses of a sample application. The presentation also included direct dialogue with attendees. “The session was highly interactive, which allowed plenty of time for questions and answers from the workshop participants ... Participants particularly valued having the presenters join them at their tables for small group discussions,” said the HED staff member who led the session.

Promoting HED’s Distinctive Development Model and Processes. During this reporting period, HED staff who gave technical presentations at conferences or workshops seized these opportunities to explain HED’s unique development model and past and current undertakings to their audience. HED also shared information on its consulting opportunities. At the CCID annual workshop, specifically, HED provided an overview of its peer review process and the steps involved in serving as an HED consultant or peer reviewer. Partnership representatives attended from two Jordanian partner institutions and from six U.S. partner institutions. Partners discussed and compared their internal procedures when responding to a Request for Application.

HED also highlighted during these sessions how its mission and processes support USAID and host countries’ development goals and operation modes. HED’s presentation at the IIE pre-conference workshop, for example, covered USAID’s education strategy 2011–15, USAID’s evaluation policy, and the key phases of results-based management in relation to HED’s model and procedures. HED showed how all these elements align systemically

IN FOCUS—

“Africa-U.S. Higher Education Initiative: At the Crossroads of International Education and International Development”

(Association of International Educator Administrators Meeting, New Orleans, Louisiana, February 2013)

Three partnership directors (African partnership director Amadou Maiga and U.S. partnership director Nosa Egiebor for the Tuskegee University–2iE partnership as well as Margaret Khaitisa, the U.S. partnership director for the North Dakota State University–Makerere University partnership), jointly led a session on how the partnership approach can contribute to the advancement of USAID’s international development goals and health education opportunities in Africa. The presentation added to the dialogue regarding the effectiveness and impact of such partnerships and also provided a great opportunity for the Q&A portion of the discussion.

Health and higher education partnership efforts in Africa included, as presented for these two partnerships specifically:

- Support to public health master’s and PhD to pursue training in their home country or neighboring country;
- Utilization of information communication technology in health education for secondary schools students;
- Promotion of faculty exchanges and service learning;
- Creation of health degree programs or revision of existing curricula; and
- Imbedding of post-conflict contextual factors and brain-drain challenges in health-related partnerships design.

during the partnership cycle—from partnerships’ early-stage institutional assessment to actual policy changes that enable environments, stable and progressive governance, and civil society.

Learning about and from Partnerships’ Work. HED’s technical presentations served as an avenue to share partnerships’ experiences and best practices, and advance HED and partners’ work based on lessons learned. HED staff as well as host-country and U.S. partners held presentations on their respective development experiences. At the ACE Annual Meeting, HED shared factors for success and related pitfalls and roadblocks in the context of changes in donor requirements and standard operating procedures. The main points discussed during this session are presented in **Table 1**.

Table 1. Lessons Learned from Higher Education Partnerships²³

Cross-cutting Lessons Learned	
<i>Success Factors</i>	<i>Pitfalls and Road Blocks</i>
Good communication across all operating units of the U.S. partner is key to smooth implementation.	When the academic side is not connected to the budget side of the institution, progress slows.
Coordinating units within partner institutions can facilitate strategic decisions.	Lack of training in and understanding of U.S. federal regulations may cause challenges to coordination between partners
	“Rogue faculty” can be as damaging to a partnership as “top down” decision making.
The U.S. partners understand the needs of the donor (USAID) through following policy developments.	Assumptions, such as “this is just like a [National Science Foundation] grant,” can be costly
Cultural sensitivity and strategic inclusiveness throughout the partnership leads to a shared sense of purpose and mutual benefits.	Cultural sensitivity is often overlooked or minimized and then may diminish the value of relationships and destroy trust.
High-level strategy: The host-country partner and/or the development problem require multi-disciplinary engagement.	U.S. faculty and departmental reward systems are aware of audit trail necessities and are not set up to support multi-disciplinary engagement.
Lessons Learned from Changes in Donor Requirements and Standard Operating Procedures	
<i>Success Factors</i>	<i>Pitfalls and Road Blocks</i>
USAID Forward puts emphasis on direct relationships.	Complex accounting requirements for host-country institutions may stand in the way of developing direct relationships between partners
Monitoring and evaluation practices focus on evidence-based results and increased audit coverage.	Indicator-driven systems and short timeframes are less effective to measure impact

That the partners themselves shared their experiences with the audience prove to be of great value. For example, at the Association of International Educator Administrators (AIEA) Annual Conference and the African Studies Association (ASA) Annual Meeting, HED presenters and attendees discussed the achievements and challenges of some HED partnerships from the sub-Saharan Africa region. Representatives from West African partner institutions at the ASA meeting shared different approaches that, based on their experience, contributed to the advancement of international development goals and promoted higher education and health development opportunities in Africa. Further, HED staff who organized and attended the session at the AIEA meeting noted that, “Having Amadou Maiga, the African Partnership Director from 2iE in Burkina Faso, was extremely beneficial.”

Shaping and Implementing Development Strategies in Evolving Contexts. This reporting period, HED technical sessions presented information on recent or anticipated shifts in the aid and development contexts and how to best address them. Among these, new funding mechanisms, the use of technology, and the increased necessity to build higher education’s external linkages were the most favored topics. At the ACE Annual Meeting, HED’s lessons learned panel discussion provided insights on the changing nature of partnership modalities, funding mechanisms, and donor relationships. At the African Studies Association Annual Meeting, HED presenters discussed the current and potential use of information technology to raise public health awareness and how to link health officials with local and national

²³ Information taken from HED staff’s presentation at the 2013 ACE Annual Meeting

governance structures. These two events have received significant attention from prominent government officials, which included the vice president of Ghana and the Liberian foreign affairs minister.

Also, at the CCID conference, HED emphasized the strategic role that community colleges are increasingly playing in U.S. public diplomacy and development strategies, and outlined some of the community college's competitive advantages and how they can become larger players in international development.

Between October 1, 2012, and March 31, 2013, HED received **one technical assistance request**. HED organized **three roundtables/conferences**. HED staff also gave or organized **five technical presentations**. **One evaluation/impact assessment** was conducted and its findings disseminated.

(HED LWA PMP Objective 5, Indicator: number of technical assistance requests from USAID Missions and/or Bureaus received;

Objective 6, Indicators: number of roundtables and/or conferences organized by HED, and number of technical presentations given or organized by HED staff at higher education and international development conferences and/or institutions/organizations;

Objective 7, Indicator: number of evaluations/impact assessments carried out whose findings have been published or widely distributed)

Section 4—Partnership Performance Management

HED staff utilizes results-based management principles and a management information system (Partnership Results and Information Management Engine, or PRIME) to manage the performance of higher education partnerships through a structured process of periodic and regular monitoring activities, performance reviews, and data quality checks. To track its efforts toward performance management, HED collects and reports data on two indicators:

- CUSTOM INDICATOR: Number of monitoring visits across HED portfolio; and
- CUSTOM INDICATOR: Number of updated and/or new HED performance management processes.

These two indicators fall under HED’s LWA Performance Objective 7. In addition to data on these two indicators, further information on HED’s quality management activities and accomplishments is also reported in this section.

4.1 Monitoring Visits

HED staff conducts periodic monitoring site visits to both U.S. and overseas partner institutions. During these visits, staff members gather evidence of progress toward a partnership’s objectives and assess diverse areas of performance. The periodic assessment of performance helps adequately support and track implementation of partnership activities. HED completed **21 monitoring site visits** between October 1, 2012, and March 31, 2013. During onsite monitoring activities, HED spent three to four days in the field on average.

HED staff uses a comprehensive monitoring protocol that helps best prepare for the monitoring site visits, assess performance and progress and, if needed, troubleshoot problems hindering implementation. Prompted by specific statements and questions, thorough notes and findings from each monitoring trip are recorded in PRIME as visits occur. Information encompasses mostly qualitative pre- and post-site visit data. Monitoring data assists with daily partnership management and decision making. Monitoring information was analyzed using qualitative data analysis methods and is summarized below.

Partnerships Monitored, by Global Region and by Primary USAID Sector. The partnerships monitored during this reporting period were located in four of the five regions where HED had active partnerships. The majority (52 percent) of partnerships monitored were in Latin America and the Caribbean, as reflected in **Figure 14**. Although only one-third of HED’s partnership portfolio, the Latin America and the Caribbean region established nine out of the 14 new partnerships during this reporting period in addition to scale-up of existing partnerships, which required HED’s presence in the field. Another 33 percent of partnerships monitored were in sub-Saharan Africa. Fewer were in the Middle East (10 percent) and North Africa and in Europe and Eurasia (5 percent). Most monitoring visits occurred for partnerships in the environment and the agriculture sectors (33 percent and 24 percent of monitoring visits, respectively), as illustrated in **Figure 14**.

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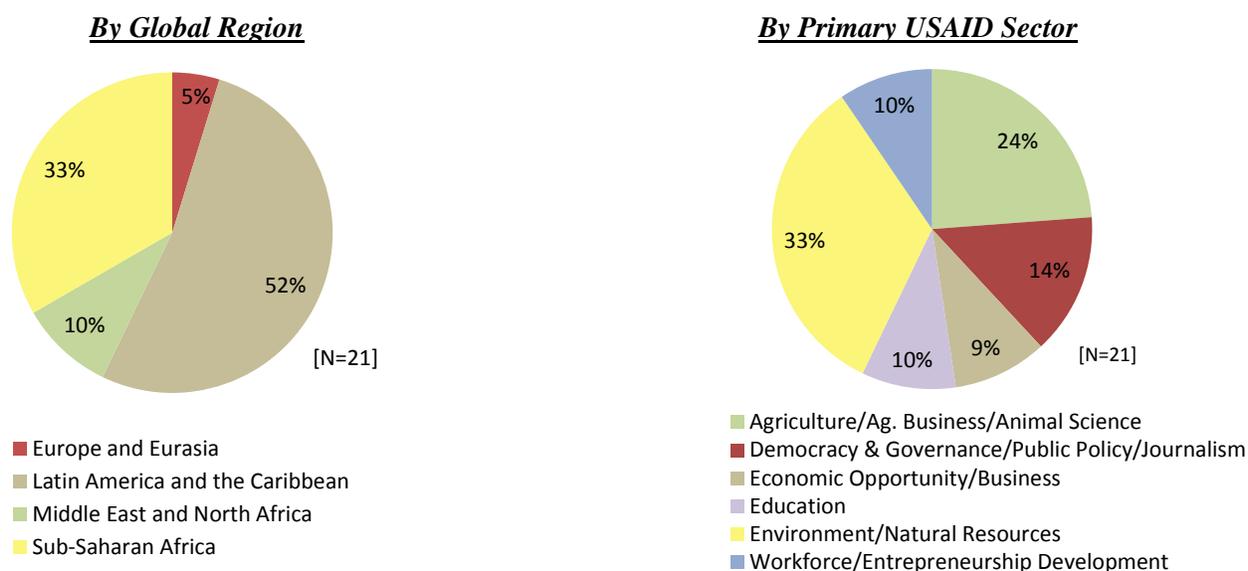
Open Communication, a Recurring Element of Monitoring Visit Success

While the partners were gathered, communication enabled all parties to reach greater understanding of partnership requirements, clarify managerial responsibilities, and promote agreement on shared strategies and next steps. By eliciting consensus among partners, monitoring visits achieved “... a level of confidence in the partnership beyond just the signed agreement,” as a HED staff member mentioned (Florida International University–Caribbean Coast, Colombia monitoring visit)

Some monitoring visits facilitated better communication among partners. HED staff members who completed monitoring visits noted that “face-to-face meetings,” “open communication,” and “continuously updating” one another were most beneficial during the visits.

As a consequence of these monitoring visits, communication was further enhanced. Following a visit for the University of Minnesota – Antioquia partnership, HED staff indicated that “partners are now in constant communication and all decisions are made jointly as a consortium to ensure that all institutions benefit equally from partnership activities.”

Figure 14. Monitoring Visits, by Global Region and Primary USAID Sector: October 1, 2012–March 31, 2013



Systematic and Cooperative Preparation of Monitoring Visits. Pre-travel preparation included meetings between HED and partners and reviews of progress reports to date, monitoring and evaluation (M&E) tools (results framework, partnership monitoring plan, and partnership implementation plan), budgets reports, performance and DVQ (Data Quality Verification) reports, and any correspondence of partners and USAID—as well as partners’ original application and the full RFA for baseline assessment trips.

Partnership stakeholders often took active roles in preparations. Teamwork and communication helped ensure that partners collaborate purposefully during the monitoring visits. It also enabled partners to share their needs with regard to HED assistance.

In addition, HED staff coordinated closely with USAID Missions and 3E/ED office staff during monitoring visits and have typically included in-country debriefs at the beginning and/or the end of the visits. Some monitoring visits had high levels of participation of USAID staff in on-site partnership meetings

Supporting Partnerships to Establish and Achieve Desired Results. Twelve of these monitoring site visits (57 percent) were for partnerships that started between October 2012 and March 2013. These visits were associated with trips for either baseline assessments or in-country partnership launch events. It is HED’s standard practice to accompany partners for the final portion of the baseline assessment trip whenever resources and personnel are available to assist partners as they begin a new initiative. This approach helps build solid foundations for partnership’s subsequent lifecycle management; understand partnerships’ contexts from a hands-on, field perspective; and foster strong, healthy working relationships between new partners. The remaining monitoring visits were aimed mostly at assessing performance (results or finance-related), discussing sustainability, or remediating implementation challenges.

Assessing Performance. HED staff provided a snapshot of performance for partnerships monitored when performance data were available. The performance is checked through scoring criteria aimed at assessing the following seven performance areas: financial expenditure, burn rate, cost-share contribution, financial reports, progress reports, attainment of performance targets, and achievement of partnership objectives. A four-point scale was used to assess partnership progress relative to the stage of implementation. Of those seven areas, the one that received the most satisfactory ratings overall was related to the achievement of partnership objectives. The two areas that received the least satisfactory ratings were financial expenditures and burn-rate-to-progress ratio.

During this reporting period, the monitoring visits assessing performance flagged and discussed challenges affecting progress and achievement. These included communication challenges between partners, discussions around data quality findings, and limited presence of a U.S. partner in a host country. In addition, issues such as difficulties with burn rates or cost-share expenditures, faculty exchange, students' English-language proficiency, or partnership staff commitment were often discussed. Challenges also encompassed elements external to the partnerships, such as logistical issues with Internet connectivity or videoconferencing that slowed communication, or stakeholder involvement. HED's monitoring practices foster collaborative process for addressing these issues, so that subsequent activities are accomplished smoothly and the desired results achieved. Follow-up action items were agreed upon while all partners were on site.

Fostering Teamwork and Relationships. About half of HED's monitoring reports indicated that monitoring visits helped solidify institutional and personal relationships and foster greater teamwork between partners as well as with HED, USAID, and external stakeholders: "This was an excellent opportunity to build relationships with the partners and work through some strategic analysis together," former HED staff member Emily Walsh said of a visit that took place early during a partnership's implementation (University of Florida – Universidad Nacional de Asuncion monitoring visit). Satisfactory performance was tied to fruitful relationships: "Open communication and genuine desire for partnership and equal collaboration go a long way," said Walsh. Support and commitment noted within and beyond the institutions, for example with government officials and the private sector, were thought to help strengthen partnerships' endeavors.

Between October 1, 2012, and March 31, 2013, HED staff completed **21 monitoring site visits**.

(HED LWA PMP Objective 7, Indicator: number of monitoring visits across HED portfolio)

4.2 Results-based Management Activities

In FY2012, HED began utilizing a comprehensive, robust data management system that integrates reporting and analyzing planned results throughout the entire partnership lifecycle. It focuses on organizational strengthening, capacity building, and program quality management. This reporting period, HED continued to implement and refine its results-based management tools and processes.

4.2.1 Baseline Assessments

Between October 1, 2012, and March 31, 2013, HED provided baseline assessment guidance for all new partnerships awarded during this reporting period and existing partnerships that entered a new funding phase. It also continued providing baseline assessment support for several partnerships that began in the previous reporting period. With HED's guidance, partners collected baseline data for standard and custom indicators, set annual performance targets, and adjusted their M&E tools (results framework, partnership management plan, and partnership implementation plan) based on the data-collection findings from their baseline assessments.

Supporting baseline assessments for the 14 new partnerships this reporting period, and continuing to provide support for baseline assessments started in the previous period, HED guided and helped partners better understand the interconnectedness of performance-based tools and processes and their direct relevance to USAID's education policy and management principles. USAID officials accompanied several baseline visits and participated in the work sessions.

HED's role in facilitating the baseline process was essential, as some partners found it to be complex, detailed, and highly technical. The flexible design of the baseline tool allowed for continuous review, revisions, and many opportunities to provide important feedback, considering each partnership's unique context and needs.

HED staff noted that pre-baseline preparation and communication are essential for the success of the assessment in the field. Also, when institutions have a clear understanding of standard indicator definitions, the partnership level of analysis, and the need for supporting documentation, the process of facilitating conversations about data collection and finalizing the M&E tools is smoother.

4.2.2 Partnership-level Data Quality Verification (DQV)

To ensure high-quality data that will be useful for management, strategic planning, and decision making, HED uses a rigorous Data Quality Verification (DQV) and quality control review process for performance data submitted by partners. This data verification process is applied for all reports submitted to HED, at the end of each reporting period, and for every partnership. In those reviews, HED staff members investigate the reported results and evaluate their accuracy, completeness, and the degree to which they are supported by evidence. Based on those assessments, HED conducts further analysis to determine progress toward targets. A DQV is a collaborative effort. It is used as a strategic learning tool for partners throughout the entire lifecycle of their partnership.

HED reviews and improves the DQV process and template on an ongoing basis, based on feedback from staff members and partners. This reporting period, HED staff focused on improving the understanding of indicators' definitions and methods, setting performance targets, clarity of narrative, and the quality of substantiating documentation. Additional focus was given to improve the integration of the DQV process, performance data, and partnership management. As a common practice and demonstration of teamwork and collaboration, HED staff and partners discussed the DQV findings regarding performance data, implementation progress, and next implementation steps. DQV findings often help identify, articulate, and then reach consensus regarding strategies and processes that need adjustments.

4.2.3 Portfolio-level Data Quality Assessment (DQA)

This reporting period, HED staff completed a comprehensive DQA of its 12 standard higher education indicators at the portfolio level, a part of an ongoing institutional improvement and based on lessons learned. The purpose of the DQA was to re-examine standard indicators in order to improve their capacity to capture results and to streamline reporting requirements for partners. HED staff reviewed each indicator systematically, considering USAID's five quality standards (validity, integrity, precision, reliability, and timeliness) and then compiled observations and revisions into a matrix for analysis.

As a result of this process, HED implemented several enhancements including modifying language for indicator definitions, simplifying reporting methods, and adjusting reporting frequencies. These enhancements did not change the essence of HED's reports to USAID, but rather provided clarity and in-depth descriptions for partners. As a result, HED is, and will be able to better tell the story of higher education and its contribution to international development.

4.2.4 HED's Results-based Management System, PRIME

Partnership Results and Information Management Engine (PRIME) is HED's powerful performance management system that helps collect, track, analyze and report the results of its partnerships. Launched in March of 2012, PRIME already contains substantial data that allow for improved management practices, enhanced analysis capabilities, and effective tracking practices that keep improving on an ongoing basis.



**Partners working on their baseline assessment
(American University – Pontificia Universidad
Javeriana Cali, Universidad Santiago de Cali)**

This reporting period, HED continued to integrate and improve PRIME's components. Based on lessons learned from previous reporting periods, HED enhanced PRIME's flexibility and user-friendliness. It also added new features to its existing reporting and data query tools. These improvements addressed the needs of partners, covering report retrieval, documentation submission, customized assessments, and prepopulated data fields, as well as the needs of HED staff through a smoother retrieval of F USAID indicator data.

Section 5—Moving Forward

In the next reporting period, HED and its partners will continue implementing the scheduled activities and providing ongoing management and technical support. Given academic calendars, the period between April 1 and September 30 is generally an intense period of activity for higher education partnerships. Anticipated major activities including partners meetings, program quality management, briefings for USAID, and outreach activities are listed below. The semiannual report for the period from April 1 through September 30, 2013, will provide further detail on these and partnership activities.

Partners Meetings

- WLP-South Sudan SSHIELD partnership launch event in Juba, South Sudan (July 18, 2013)
- WLP partners meeting in Kigali, Rwanda (July 22–26, 2013)
- Cleaner Production partners meeting in Chicago, Illinois (August 5–9, 2013)
- ICAA partners meeting in Yasuni, Ecuador (August 17–19, 2013)
- ICAA annual conference in Cuenca, Ecuador (August 20–22, 2013)

Program Quality Management

- WLP-South Sudan SSHIELD baseline assessment in Juba and Malaca, South Sudan (May 15–25, 2013)
- Eastern Europe Impact Assessment in Croatia, Kosovo, Macedonia, and Albania (July 8–20, 2013)
- Monitoring site visits:
 - Visit to Kenya and Ethiopia for three partnerships: University of Connecticut – Addis Ababa University, Colorado State University – University of Nairobi, and Syracuse University – Kenyatta University (April 12–25, 2013)
 - Visit to San Antonio, Texas for the University of Texas at San Antonio – Latin American consortium program (April 23–26, 2013)
 - Visit to Ghana for the Brown University – University of Ghana partnership (May 4–10, 2013)
 - Visit to Atlanta, Georgia for three partnerships: Georgia State University – Cairo University (Econ Research), Georgia State University – Cairo University (Business Education for Private Sector Alignment), and Georgia State University – Alexandria University (Executive MBA Program) (May 7–9, 2013)
 - Visit to Morocco for three community college partnerships: two BMENA Initiative Entrepreneurship Grants partnerships between Middlesex Community College – École Normale Supérieure de l'Enseignement Technique (ENSET) de Rabat and ENSET de Mohammedia, Gateway Technical College – École Supérieure de Technologie (EST) Oujda; and one Small Grant Scale-up partnership between Gateway Technical College – EST Oujda (June 6–13, 2013)
 - Final visit to Egypt for the Georgia State University – Cairo University (Econ Research) partnership (June 21–26, 2013)

USAID Technical Presentations

- Presentation of a case study on BMENA Initiative partnerships at the USAID Education Sector Council in Washington, DC, titled “Measuring Contributions to Higher Education and Workforce Development” (June 19, 2013)
- Presentation of a South Sudan partnership case study at the USAID Education Officers Meeting in Washington, DC (August 8, 2013)

Outreach

- Attendance at the National Business Incubation Association conference in Boston, Massachusetts (April 8–10, 2013). HED plans to bring partners from three BMENA Initiative partnerships to this meeting and use the opportunity to facilitate a short partners meeting. The partners that will attend are Gateway Technical College – EST Oujda, Washtenaw Community College – Al Quds College, and Middlesex Community College – ENSET de Rabat and ENSET de Mohammedia
- Presentation at the African Studies Association Meeting in Washington, DC (April 11–14, 2013)
- Participation in the International Initiative for Impact Evaluation Annual Member and Board Meetings in London, United Kingdom (April 14–18, 2013)

- Attendance at two launch events to mark the start of Honduras' first pilot for Small Business Development Centers (SBDC) in Choluteca (May 15–17, 2013) and Olancho (later in the year). HED expects high level participation by Honduran government officials in these events.
- Presentation at the Association of African Universities Meeting in Libreville, Gabon (May 30, 2013)

Appendices

Appendix A. HED Associate Awards with Active Partnerships

Appendix B. HED's Culture of Evidence-based Decision Making and Reflective Learning, USAID's Education Strategy, and USAID Forward

Appendix C. Active Awards under the Leader Award, Associate Awards, and Cooperative Agreements

Appendix D. All Targets, Actuals, and Progress-to-Targets at a Glance for HED's LWA PMP Objectives 1–7

Appendix E. Media Coverage

Appendix F. Success Stories

Appendix G. Publicity Materials

Appendix H. HED Staff and Advisory Board

Appendix A. HED Associate Awards with Active Partnerships

**HED Associate Awards with Active Partnerships:
October 1, 2012–March 31, 2013**

Associate Award Description	USAID Mission or Bureau
Algeria	USAID/Algeria
Amazon Basin - ICAA II	USAID/Peru
Armenia WLP	USAID/Armenia
Barbados JOBS	USAID/Barbados
CAFTA-DR	USAID/El Salvador
Clean Water	EGAT/ED
Cleaner Production (U.S. Department of State Cooperative Agreement)	EGAT/ED and EGAT/NRM
Colombia Human Rights	USAID/Colombia
Egypt-Economics	USAID/Egypt
Egypt-EMBA	USAID/Egypt
Ethiopia	USAID/Ethiopia
Ghana	USAID/Ghana
Haiti	USAID/Haiti
Kenya-NAIROBI	USAID/Kenya
Kenya-KENYATTA	USAID/Kenya
Liberia	USAID/Liberia
Malawi	USAID/Malawi
Philippines JOBS	USAID/Philippines
Senegal	USAID/Senegal
South Africa	USAID/South Africa
South Sudan	USAID/South Sudan
South Sudan–Women’s Leadership Program	USAID/South Sudan
Uganda	USAID/Uganda

**Appendix B. All Targets, Actuals, and Progress-
to-Targets at a Glance for HED's LWA PMP
Objectives 1–7**

**All Targets, Actuals, and Progress-to-Targets at a Glance for HED's LWA PMP Objectives 1–7:
October 1, 2012–March 31, 2013**

LWA Performance Objectives	Indicator	FY2013 Targets	October 1, 2012 to March 31, 2013 Actuals	Progress to Target
Objective 1: HED will work with higher education institutions and USAID Missions, Bureaus, and technical sectors to design RFAs resulting in 10 or more collaborative partnerships (4-8 solicitations annually—Leader and Associate Awards).	Number of RFAs designed	0	0	undefined
Objective 2: HED will widely distribute RFAs and conduct fair and transparent application review, and nomination processes for partnership selection resulting in broad participation from the U.S. higher education community.	Number of contacts through which an RFA was advertised	0	0	undefined
	Number of applications received	0	4	undefined
	Number of peer reviews organized and completed	0	1	undefined
	Number of peer reviewers	0	Total: 5 (2 male, 3 female)	undefined
	Number of applications recommended for funding	0	2	undefined
	Number of collaborative partnerships funded	52	54	104%
Objective 3: Partnerships between U.S. and host-country higher education institutions will result in improved institutional capacity to offer technical assistance for addressing development goals in host countries.	F INDICATOR: Number of USG-supported tertiary education programs that adopt policies and/or procedures to strengthen transparency of admissions and/or to increase access of underserved and disadvantaged groups	12		
	F INDICATOR: Number of new USG-supported tertiary education programs that develop or implement industry-recognized skills certification	15		
	F INDICATOR: Number of USG-supported tertiary education academic degree programs that include experiential and/or applied learning opportunities for learners	22		
	F INDICATOR: Number of USG-supported tertiary programs with curricula revised with private and/or public sector employers' input or on the basis of market research	21		
	F INDICATOR: Number of USG-supported research initiatives whose findings have been applied, replicated, or taken to market	12		
	Number of higher education institution outreach/extension activities in the host-country community	219	52	24%
	F INDICATOR: Number of U.S.–host country joint development research projects	83		
Objective 4: Partnerships between U.S. and host-country higher education institutions will result in improved	F INDICATOR: Number of individuals from underserved and/or disadvantaged groups accessing tertiary education programs	6,981		

LWA Performance Objectives	Indicator	FY2013 Targets	October 1, 2012 to March 31, 2013 Actuals	Progress to Target
human capacity of higher education professionals' to address teaching, research, and public service resulting in measurable effects on regional and national development goals.	F INDICATOR: Number of tertiary institution faculty or teaching staff whose qualifications are strengthened through USG-supported tertiary education partnerships	112		
	Number of host-country individuals (EXCLUDING faculty) who completed USG-funded <u>long-term</u> programs resulting in academic degrees or professional or technical certificates	698		
	Number of host-country individuals who completed USG-funded <u>short-term</u> training or exchange programs involving higher education institutions	1,516	Total: 1,328 (802 male, 526 female)	88%
	Number of host-country institution faculty and/or teaching staff who enrolled in long-term training programs for qualifications strengthening	275		
Objective 5: HED will secure advisory assistance/expertise from the higher education community to support USAID Bureaus, Missions and technical sectors' strategic objectives.	Number of technical assistance requests from USAID Missions and/or Bureaus received	8	1	13%
	Number of technical assistance field visits to USAID Missions (by team members/composition)	4	0	0%
Objective 6: HED will sponsor/promote a series of research studies, roundtables, conferences related to global development issues.	Number of technical presentations given or organized by HED staff at higher education and international development conferences and/or institutions/organizations	12	5	43%
	Number of roundtables and/or conferences organized by HED	1	3	300%
	Number of new technical resources or other related documents and materials that HED creates for the higher education community	5	0	0%
Objective 7: HED will provide results-based management, ongoing monitoring, and impact studies and research. During the cooperative agreement's fourth year, HED will design and implement a valid and reliable research study to measure the degree of impact on development goals resulting from higher education partnerships' contributions to poverty reduction, economic growth, and social advancement.	Number of evaluations/impact assessments carried out whose findings have been published or widely distributed	5	1	20%
	Number of monitoring visits across HED portfolio	22	21	95%
	Number of updated and/or new HED performance management processes	2	0	0%
	Number of research activities conducted by HED	1	0	0%

Please note the following important information regarding the data displayed in the table above:

- While HED completed its Data Quality Verification (DQV) process for Q1 and Q2 data, all final data will be reported in the December 2013 annual performance report, which will analyze data for the entire FY2013.
- HED set targets for FY2013 at the portfolio level based on a review of activities anticipated by partners and HED.
- Data reported in this table are for semiannual indicators. Data for annual indicators are to be provided in the December 2013 annual performance report, in the cells currently displayed in grey.

**Appendix C. HED's Culture of Evidence-based
Decision Making and Reflective Learning,
USAID Goal 2, and USAID Forward**

HED's Culture of Evidence-based Decision Making and Reflective Learning

HED ensures effective project management by fostering a culture of evidence-based decision making and reflective learning among partners throughout the partnership life cycle:

- **Design**—Prior to project start-up and with its donors' strategic interests in mind, the program carefully studies country contexts and assesses specific local and higher education institutional needs. HED draws from its network of contacts within the higher education community, as well as its own expert staff, to assemble an assessment and project design team with relevant regional, sectoral, and programmatic experience. Using HED's comprehensive assessment tools, this team collects information to develop a project design, which includes a theory of change and a results-based management framework.
- **Partner Selection**—HED releases an RFA and solicits proposals to bring the best of academia's know-how to deliver the project. In response, interested higher education institutions propose implementation strategies for achieving the results identified in the design. They also propose a monitoring and evaluation plan to measure those achievements. HED then convenes a peer review panel to select the institutional partners through a fair, transparent, and merit-based competition.
- **Start-up**—After institutional partners have been selected and an award agreement has been finalized, HED facilitates the partnership start-up. A key objective of this phase is to establish a collaborative relationship among all partners. During this 90-day period, partners collect baseline data, which are used to validate the proposed implementation strategy and to finalize the results-based management framework. Partners also develop and agree on management plans. The project start-up enables the implementing partners to ground their strategies in the reality of the local context and donor requirements while establishing a productive working relationship.
- **Implementation**—HED supports the partners as they implement partnership activities. Collecting and analyzing performance data through the course of the partnership funding period is the centerpiece of HED's results-based management approach. The results framework guides implementing partners to provide data on the achievement of results. HED facilitates the process of using these data for evidence-based implementation and decision-making. In addition to this technical assistance to implementing partners, HED is able to disaggregate, analyze, and report results on a portfolio of projects by funding mechanism and across multiple categories, which may include sectors, geographic areas, entire portfolios, or individual projects, at the institutional and individual beneficiary levels.
- **Impact Evaluation**—As partnerships are completed, HED leads an outcome and impact evaluation. The evaluation design answers research questions about the core educational offerings that have been developed, institutional strengthening, and the alliances formed between the higher education institutions and key partners. In this way, HED is able to assess the overall contribution to new bodies of knowledge, competent workforce, and leadership development.

USAID's Education Strategy and HED

The following three results under Goal 2 of USAID's Education Strategy guide HED partnerships:

- **Goal 2, Result 2.1: Increased access to vocational/technical and tertiary education and training for underserved and disadvantaged groups**—HED partnerships contribute to increasing access to education for underserved and disenfranchised groups through interventions focused on ensuring equitable and transparent admissions policies, by providing remedial and college preparation programs, and reaching out to communities to address cultural and/or other barriers to access to education by specific population groups. The results of these efforts are tracked throughout the portfolio of partnerships and reported annually to demonstrate progress toward this goal.
- **Goal 2, Result 2.2: Improved quality of tertiary education and research in support of country development strategies**—HED partnerships' strategies are anchored in host countries' strategic goals and plans, promoting ownership and alignment with other development initiatives. Through relevant education and applied research and strategic outreach and extension programs, HED partnerships advance institutions and individuals' ability to address national development issues.
- **Goal 2, Result 2.3: Improved relevance and quality of workforce development programs**—HED partnerships help prepare skilled workforce through the acquisition of sets of knowledge, skills, and abilities that respond to labor market demands. To achieve this, alliances are made between tertiary institutions and public and private partners to ensure relevant and high-quality educational offerings that result in increased employability of graduates.

USAID Forward and HED

HED partnerships are articulated around the following USAID Forward's three core principles:

- **USAID Forward Principle #1: Deliver results on a meaningful scale through a strengthened USAID**—HED's results-based system comprises a set of policies, procedures, and information solutions that help identify, track, report, and reflect on partnerships' desired results. HED provides technical assistance and has developed and made available training opportunities and manuals to help partners become familiar with its results-driven system. As part of that effort, each new or recently established partnership has a Results Framework (RF) displaying its theory of change represented in a chain of intended results; a Partnership Management Plan (PMP) describing performance data definitions and collection methods for the indicators associated with the desired results; and a Partnership Implementation Plan (PIP) connecting results with planned activities. These three M&E tools allow partnerships to determine which results they intend to achieve, and how these will be measured and carried out. In addition, HED's partnership management information system called Partnership Results and Information Management Engine (PRIME) is a centralized data repository that allows partners to provide and access their performance data electronically. Performance monitoring also allows for regularly checking that partnerships are on track to achieve their intended results and if they are not, to adjust the strategy or implementation plan as needed.
- **USAID Forward Principle #2: Promote sustainable development through high-impact partnership**—HED's work is grounded in institution-to-institution partnerships. Partnership configuration may vary depending on the nature of the development issue to be addressed, the institutional expertise available, and sustainability prospects. HED partnerships are designed based on the theory of change that is grounded in the reality of the local context and developed with leadership and guidance of the host-country stakeholders. This forms the foundation for meaningful and long-term impact. Partnerships' theories of change articulate how working toward immediate, tangible results such as training individuals, developing new curricula, or conducting outreach activities would lead to these high-level changes. To adequately measure lasting impact, each new partnership completes a baseline assessment to gather evidence and document the local context before implementation begins, forming the basis for ongoing tracking and measurement of the value-added of partnerships' development efforts.
- **USAID Forward Principle #3: Identify and scale up innovative, breakthrough solutions to intractable development challenges**—Evaluation is paramount to HED's results-driven principles and tools. Mid-term and final evaluations and impact assessments contribute to enhancing the body of knowledge on partnerships, and their effectiveness and innovative practices. This allows HED to learn about the effectiveness of programmatic interventions and offer evidence to successfully replicate promising practices and bring them to scale.

**Appendix D. Active Awards under the Leader
Award, Associate Awards, and Cooperative
Agreements**

**Active Awards under the Leader Award, Associate Awards, and Cooperative Agreements:
October 1, 2012–March 31, 2013**

Funding Mechanism	Federal Award Description	Country	Region	U.S. Institution(s)	Host-country Institution(s)	Partnership Title	Primary Sector	Effective Date	End Date	Subaward Amount
Associate Award	Algeria	Algeria	Middle East and North Africa	University of Michigan William Davidson Institute	Mentouri University Constantine	Recruiting Employable Students at the University with Management Education (RESUME)	Workforce/ Entrepreneurship Development	10/7/2009	10/31/2012	\$674,595
Associate Award	CAFTA-DR	Dominican Republic, El Salvador, Guatemala, and Nicaragua	Latin America and the Caribbean	Tulane University	Universidad Ibero-americana, Universidad Rafael Landívar, and Universidad Paulo Freire	CAFTA-DR Environmental Law Capacity Building Initiative	Democracy & Governance/ Public Policy/ Journalism	7/15/2010	3/28/2013	\$592,768
Associate Award	Malawi (Africa Initiative)	Malawi	Sub-Saharan Africa	Michigan State University	University of Malawi	Agro-Ecosystem Services: Linking Science to Action in Malawi and the Region	Environment/ Natural Resources	4/5/2011	4/4/2013	\$880,000
Associate Award	Haiti	Haiti	Latin America and the Caribbean	University of Massachusetts (Boston)	State University of Haiti-National Institute of Administration, Management and International Studies (INAGHEI)	The UMass Boston/INAGHEI University Partnership	Economic Opportunity/ Business	7/29/2008	5/15/2013	\$521,167
Associate Award	Burundi Collaborative	Burundi	Sub-Saharan Africa	South Carolina State University	Ngozi University	Strengthening Rural Agriculture Development	Agriculture/ Ag. Business/ Animal Science	2/9/2009	5/31/2013	\$529,641
Associate Award	Kenya - Nairobi (Africa Initiative)	Kenya	Sub-Saharan Africa	Colorado State University	University of Nairobi	Centre for Sustainable Drylands: A University Collaboration for Transforming Higher Education in Africa at the University of Nairobi	Environment/ Natural Resources	4/1/2011	6/7/2013	\$1,100,000
Associate Award	Kenya - Kenyatta (Africa Initiative)	Kenya	Sub-Saharan Africa	Syracuse University	Kenyatta University	Capacity through Quality Teacher Preparation	Education	4/1/2011	6/18/2013	\$860,701
Associate Award	Ghana (Africa Initiative)	Ghana	Sub-Saharan Africa	Brown University	University of Ghana	University of Ghana – Brown University academic partnership to address HIV/AIDS in Ghana	Health/ Population/ Nutrition/ HIV/AIDS	7/1/2011	6/30/2013	\$1,100,000
Associate Award	Egypt - Economics	Egypt	Middle East and North Africa	Georgia State University	Cairo University (Dept. of Economics)	Enhancing Capacity for Research in Economics	Economic Opportunity/ Business	9/29/2008	8/31/2013	\$399,525
Associate Award	Clean Water	Ethiopia	Sub-Saharan Africa	Cornell University	Bahir Dar University	Improved Drinking Water Resource Utilization through Integrated University Research, Planning, and Training Initiatives in the Lake Tana Region	Environment/ Natural Resources	1/4/2010	8/31/2013	\$295,246

Funding Mechanism	Federal Award Description	Country	Region	U.S. Institution(s)	Host-country Institution(s)	Partnership Title	Primary Sector	Effective Date	End Date	Subaward Amount
Associate Award	South Africa (Africa Initiative)	South Africa	Sub-Saharan Africa	University of Cincinnati	University of Cape Town	Nano Power Africa	Economic Opportunity/ Business	2/21/2011	9/30/2013	\$1,100,000
Associate Award	Egypt - EMBA	Egypt	Middle East and North Africa	Georgia State University	Alexandria University	Executive Master in Business Administration in Alexandria, Egypt	Workforce/ Entrepreneurship Development	10/27/2008	9/30/2013	\$1,499,500
Associate Award	Clean Water	Uganda	Sub-Saharan Africa	State University of New York (Albany)	Makerere University	Drinking Water Supply, Sanitation, and Hygiene Promotion: Health Interventions in Two Urban Communities of Kampala City and Mukono Municipality, Uganda	Environment/ Natural Resources	2/9/2010	9/30/2013	\$299,736
Associate Award	Uganda (Africa Initiative)	Uganda	Sub-Saharan Africa	North Dakota State University	Makerere University	Capacity building in integrated management of trans-boundary animal diseases and zoonoses	Health/ Population/ Nutrition/ HIV/AIDS	2/15/2011	9/30/2013	\$1,100,000
Associate Award	JOBS - Barbados	Barbados	Latin America and the Caribbean	Indiana University	University of the West Indies (CHSB)	Barbados: Supporting Entrepreneurs through the JOBS Initiative	Workforce/ Entrepreneurship Development	2/28/2011	6/30/2014	\$1,349,692
Associate Award	Senegal (Africa Initiative)	Senegal	Sub-Saharan Africa	Ohio State University	Université Gaston Berger	Development of agronomy and crop production academic programs, research, and need based extension programs for sustainable food production in Senegal	Agriculture/ Ag. Business/ Animal Science	12/21/2010	6/30/2015	\$1,100,000
Associate Award	Ethiopia (Africa Initiative)	Ethiopia	Sub-Saharan Africa	University of Connecticut	Addis Ababa University	Sustainable water resources: capacity building in education, research and outreach	Environment/ Natural Resources	1/14/2011	6/30/2015	\$1,100,000
Associate Award	JOBS - Philippines	Philippines	Asia	University of Hawaii	Southern Christian College	University Partnership Linking Out-of-School Youth to Agri-entrepreneurship Development to Promote Job Opportunities for Business Scale-up for Mindanao (UPLOAD JOBS for Mindanao)	Workforce/ Entrepreneurship Development	6/22/2012	6/30/2015	\$1,070,495
Associate Award	Colombia Human Rights	Colombia	Latin America and the Caribbean	American University	Pontificia Universidad Javeriana Cali and Universidad Santiago de Cali	Human Rights Teaching and Research Partnership Program	Democracy & Governance/ Public Policy/Journalism	10/19/2012	6/30/2015	\$1,000,000
Associate Award	Colombia Human Rights	Colombia	Latin America and the Caribbean	University of Florida	Universidad del Magdalena and Universidad del Norte	Building Human Rights Capacity in the Colombian Caribbean	Democracy & Governance/ Public Policy/Journalism	10/19/2012	6/30/2015	\$757,179
Associate Award	Colombia Human	Colombia	Latin America and the	University of Minnesota (Twin	Universidad de Medellín, Universidad	UMN-Medellin Human Rights Law School	Democracy & Governance/	10/19/2012	6/30/2015	\$1,250,000

Funding Mechanism	Federal Award Description	Country	Region	U.S. Institution(s)	Host-country Institution(s)	Partnership Title	Primary Sector	Effective Date	End Date	Subaward Amount
	Rights		Caribbean	Cities)	de Antioquia, Universidad Pontificia Bolivariana, and Universidad Católica del Oriente	Partnership Program	Public Policy/ Journalism			
Associate Award	Amazon Basin - ICAA II	Colombia	Latin America and the Caribbean	Florida International University	Pontificia Universidad Javeriana and Universidad de la Amazonia sede Florencia	Strengthening Local Capacity for Prioritizing Conservation Research and Action in the Colombia Andean-Amazon: A Networked Approach	Environment/ Natural Resources	12/1/2012	6/30/2015	\$749,961
Associate Award	Amazon Basin - ICAA II	Bolivia	Latin America and the Caribbean	University of Florida	Universidad Amazónica de Pando, Universidad Autónoma de Gabriel Rene Moreno, and Instituto Boliviano de Investigación Forestal, Herencia	Strengthening Higher Education Capacity for Environmental Monitoring and Forest Biodiversity Conservation in the Bolivian Amazon	Environment/ Natural Resources	12/1/2012	6/30/2015	\$749,880
Associate Award	Amazon Basin - ICAA II	Ecuador	Latin America and the Caribbean	University of North Carolina (Chapel Hill)	Universidad San Francisco de Quito	Improving University Education and Outreach on the Ecuadorian Amazon	Environment/ Natural Resources	12/1/2012	6/30/2015	\$749,915
Associate Award	Amazon Basin - ICAA II	Peru	Latin America and the Caribbean	University of Richmond	Universidad Nacional de Ucayali	Building Conservation Capacity for a Changing Amazonia	Environment/ Natural Resources	12/1/2012	6/30/2015	\$749,998
Associate Award	Women's Leadership Program - South Sudan	South Sudan	Sub-Saharan Africa	Indiana University	University of Juba and Upper Nile University	South Sudan Higher Education Initiative for Equity and Leadership Development	Education	3/1/2013	6/30/2015	\$4,266,722
Associate Award	Liberia (Africa Initiative)	Liberia	Sub-Saharan Africa	Indiana University and University of Massachusetts Medical School	University of Liberia	Center for Excellence in Health and Life Sciences	Health/ Population/ Nutrition/ HIV/AIDS	10/1/2011	9/27/2015	\$2,145,764
Associate Award	South Sudan (Africa Initiative)	South Sudan	Sub-Saharan Africa	Virginia Polytechnic Institute and State University	University of Juba and Catholic University of South Sudan	Rebuilding Higher Education in Agriculture to Support Food Security, Economic Growth, and Peace Efforts in South Sudan	Agriculture/ Ag. Business/ Animal Science	2/7/2011	9/30/2015	\$1,470,396
Associate Award; Leader AEG	Leader AEG (Women's Leadership Program - Armenia)	Armenia	Europe and Eurasia	Arizona State University	Yerevan State University	Advancing Gender Equality and Women's Empowerment in Armenia	Education	9/1/2012	6/30/2015	\$1,305,000
Cooperative Agreement	Cleaner Production	Costa Rica, Dominican Republic, El Salvador, Guatemala, Honduras, Nicaragua, and	Latin America and the Caribbean	Illinois Institute of Technology and New York Institute of Technology	Instituto Tecnológico de Costa Rica, Instituto Tecnológico de Santo Domingo, Universidad Centroamericana José Simeón Canas, Universidad San Ignacio	Pathways to Cleaner Production in the Americas: Educating Future Professionals	Environment/ Natural Resources	6/15/2012	6/14/2015	\$1,114,991

Funding Mechanism	Federal Award Description	Country	Region	U.S. Institution(s)	Host-country Institution(s)	Partnership Title	Primary Sector	Effective Date	End Date	Subaward Amount
		Peru			de Loyola, Universidad de San Carlos, Universidad Nacional Autónoma de Honduras, and Universidad Nacional de Ingeniería					
Leader AEG	Leader AEG (Hawaii Collaborative)	Albania	Europe and Eurasia	University of Hawai'i (Manoa)	Agricultural University of Tirana	Increasing Institutional Capacity in Agricultural Economics	Economic Opportunity/ Business	8/27/2008	12/31/2012	\$399,948
Leader AEG	Leader AEG (Egypt - BEPSA)	Egypt	Middle East and North Africa	Georgia State University	Cairo University- BEPSA	Egypt: Business Education and Private Sector Alignment (BEPSA)	Economic Opportunity/ Business	7/30/2007	6/30/2013	\$700,000
Leader AEG	Leader AEG (Southern Africa - CBNRM)	Botswana, Namibia, South Africa, and Tanzania	Sub-Saharan Africa	University of Florida	Polytechnic of Namibia, Namibia University of Science and Technology, University of Botswana, and Sokoine University	Transforming CBNRM Education in Southern Africa	Environment/ Natural Resources	5/4/2009	6/30/2013	\$600,000
Leader AEG	Leader AEG (Central America - SBDC I)	Costa Rica, Dominican Republic, Honduras, and Panama	Latin America and the Caribbean	University of Texas (San Antonio)	Central American University Consortium	Central American Small Business Development Center Partnership Program: Adapting and Replicating the Small Business Development (SBDC) Model throughout Central America	Workforce/ Entrepreneurship Development	9/15/2011	9/15/2013	\$545,000
Leader AEG	Leader AEG (Senegal Collaborative)	Senegal	Sub-Saharan Africa	Fairfield University	Université Alioune Diop de Bambey	Use of ICT and Service Learning to Develop Health Curricula	Education	10/1/2010	9/30/2013	\$299,607
Leader AEG	Leader AEG (Africa Initiative)	Burkina Faso	Sub-Saharan Africa	Tuskegee University	International Institute for Water and Environment Engineering	Africa-US Network of Centers of Excellence in Water and Environmental Science & Technology	Environment/ Natural Resources	3/15/2011	9/30/2013	\$1,100,000
Leader AEG	Leader AEG (Pakistan Collaborative)	Pakistan	Asia	California State University (Fullerton)	Fatimah Jinnah Women University and Sardar Bahadur Khan Women University	Partnership for Women in Science and Technology in Pakistan	Education	3/7/2008	12/31/2013	\$199,999
Leader AEG	Leader AEG (BMENA II)	Morocco	Middle East and North Africa	Gateway Technical College and Rock Valley College	EST Oujda and Université Mohammed I Oujda (I)	Collegiate Entrepreneurship and Collaborative Strategies	Workforce/ Entrepreneurship Development	3/1/2012	9/30/2014	\$461,575
Leader AEG	Leader AEG (Central America - SBDC II)	Peru and Colombia	Latin America and the Caribbean	University of Texas (San Antonio)	Government of Colombia and Government of Peru	Central & South American Small Business Development Center Partnership Program: Adapting and Replicating the Small Business Development Center	Workforce/ Entrepreneurship Development	11/30/2012	11/30/2014	\$1,270,000

Funding Mechanism	Federal Award Description	Country	Region	U.S. Institution(s)	Host-country Institution(s)	Partnership Title	Primary Sector	Effective Date	End Date	Subaward Amount
						(SBDC) Model throughout the Americas				
Leader AEG	Leader AEG (BMENA I)	Jordan	Middle East and North Africa	Red Rocks Community College	Al-Huson University College and Al-Balqa Applied University	Expanding Jordan's Green Collar Workforce: An International Partnership to Establish an Associate Degree Program in Solar Energy Technology (SET)	Workforce/ Entrepreneurship Development	8/1/2010	12/31/2014	\$511,113
Leader AEG	Leader AEG (BMENA II)	Morocco	Middle East and North Africa	Middlesex Community College	ENSET Rabat and ENSET Mohammedia	Linkages for Entrepreneurship Achievement Project (LEAP)	Workforce/ Entrepreneurship Development	1/1/2012	12/31/2014	\$460,852
Leader AEG	Leader AEG (BMENA II)	Jordan	Middle East and North Africa	Washtenaw Community College and William Davidson Institute	Al Quds College	Community College Entrepreneurship: Integration to Incubation	Workforce/ Entrepreneurship Development	1/1/2012	12/31/2014	\$446,938
Leader AEG	Leader AEG (BMENA II)	Lebanon	Middle East and North Africa	Nassau Community College, Monroe Community College, and North Country Community College	Al-Kafaat Foundation Schools	SUNY Community College Consortium	Workforce/ Entrepreneurship Development	1/1/2012	12/31/2014	\$461,151
Leader AEG	Leader AEG (BMENA I Scale-up)	Jordan	Middle East and North Africa	Eastern Iowa Community College District - Muscatine Community College	Al Quds College	Economic Empowerment through Entrepreneurship	Workforce/ Entrepreneurship Development	7/1/2010	3/31/2015	\$491,399
Leader AEG	Leader AEG (BMENA I)	Morocco	Middle East and North Africa	Gateway Technical College	EST Oujda	Automotive Diagnostics Partnership and Scale-Up	Workforce/ Entrepreneurship Development	8/15/2010	3/31/2015	\$537,246
Leader AEG	Leader AEG (BMENA I Scale-up)	Egypt	Middle East and North Africa	Highline Community College	Mataria Technical College	Leveraging Community College Workforce Development Expertise: Creating Educational Pathways to High Skills Employment at Mataria Technical College	Workforce/ Entrepreneurship Development	9/1/2010	3/31/2015	\$558,719
Leader AEG	Leader AEG (BMENA II)	Bahrain	Middle East and North Africa	Central Community College	Bahrain Polytechnic	Bahrain Entrepreneurship Project	Workforce/ Entrepreneurship Development	4/1/2012	3/31/2015	\$458,806
Leader AEG	Leader AEG (JOBS - Tunisia)	Tunisia	Middle East and North Africa	University of Colorado (Boulder), University of Hawaii, and Colorado State University	ISET Sidi Bouzid	Promoting Water Management, Energy Efficiency, Renewable Energy Technologies in the Agricultural Sector of Tunisia	Workforce/ Entrepreneurship Development	6/1/2012	6/30/2015	\$500,000
Leader AEG	Leader AEG (JOBS - Tunisia)	Tunisia	Middle East and North Africa	University of Colorado	ISET Tataouine and ISET Médenine	Promoting Sustainable Energy Technologies in	Workforce/ Entrepreneurship	6/1/2012	6/30/2015	\$500,000

Funding Mechanism	Federal Award Description	Country	Region	U.S. Institution(s)	Host-country Institution(s)	Partnership Title	Primary Sector	Effective Date	End Date	Subaward Amount
	Tunisia)		Africa	(Boulder) and Colorado State University		the Industrial Sector of Tunisia	Development			
Leader AEG	Leader AEG (Caribbean Region - Climate Adaptation Partner-ship Initiative)	Barbados	Latin America and the Caribbean	Columbia University	University of the West Indies	Building Capacity to Manage Climate Risk and Water Resources in the Caribbean	Environment/ Natural Resources	7/15/2012	6/30/2015	\$1,484,697
Leader AEG	Leader AEG (Women's Leadership Program - Paraguay)	Paraguay	Latin America and the Caribbean	The University of Florida	Universidad Nacional de Asuncion	Women's Leadership Program in Paraguay (WLPP)	Agriculture/Ag. Business/ Animal Science	10/1/2012	6/30/2015	\$811,363
Leader AEG	Leader AEG (BMENA II)	Yemen	Middle East and North Africa	Eastern Iowa Community College District (Muscatine)	Sana'a Community College	Economic Empowerment Through Entrepreneurship (E3)	Workforce/ Entrepreneurship Development	1/1/2013	6/30/2015	\$450,000
Leader AEG	Leader AEG (Women's Leadership Program - Rwanda Agriculture)	Rwanda	Sub-Saharan Africa	Michigan State University	National University of Rwanda	Rwanda Women's Leadership Program in Agriculture	Agriculture/Ag. Business/ Animal Science	11/1/2012	6/30/2015	\$1,280,000
Leader AEG	Leader AEG (Women's Leadership Program - Rwanda Education)	Rwanda	Sub-Saharan Africa	University of California (Los Angeles)	Kigali Institute of Education	Kigali Institute of Education-UCLA Partnership	Education	11/1/2012	6/30/2015	\$1,079,996

Appendix E. Media Coverage

1. U.S. Embassy IIP Digital (2013, March). Women's Leadership Focus of Five New University Partnerships, <http://iipdigital.usembassy.gov/st/english/article/2013/03/20130322144678.html#ixzz20y9pbkv7>
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4. AllAfrica (2013, March). Sudan: USAID and HED Announce Women's Leadership Program for Armenia, Paraguay, Rwanda, and South Sudan, <http://allafrica.com/stories/201303220337.html>
5. University of Florida, FlaLawOnline (2013, February). Colombian law professors visit UF Law to discuss CGR project on human rights, <http://www.law.ufl.edu/flalaw/2013/02/colombian-law-professors-visit-uf-law-to-discuss-cgr-project-on-human-rights/>
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8. ACE Higher Education and National Affairs (2013, January). Higher Education for Development Demonstrates Its Global Impact, <http://www.acenet.edu/news-room/Pages/HED-Demonstrates-Global-Impact.aspx>

Appendix F. Success Stories

SUCCESS STORY

Ghanaian Health Sciences Interns Explore HIV Patient Care Beyond the Textbooks

Brown University/University of Ghana



Photo by Awewura Kwara, Brown University

From left to right: University of Ghana student Mabel Torku, head nurse Sister Mary Magdalene Arthur-Mensah, University of Ghana student Sylvia Takyi, and Rev. Father Augustine Essel pictured on the grounds of the Apam Catholic Hospital.

“I had the opportunity to put smiles on people’s faces. When you come to rural areas you realize how much they need you.”

— Mabel Torku,
University of Ghana

Residents living in rural communities across Ghana receive information about HIV/AIDS and prevention of the disease through basic, often limited resources offered by local hospitals and clinics. In addition, the shortage of well-trained medical professionals who offer proper care to people living with HIV/AIDS remains an ongoing public health challenge.

A multi-faceted partnership between the University of Ghana and Brown University is addressing the obstacles of HIV/AIDS management in Ghana through educational offerings, training, research, and community engagement.

Among their strategies, partners implemented a six-week program that allows talented students at UG the opportunity to intern at nearby rural hospitals. While there, the students receive hands-on experience and learn practical approaches to responding to the needs of people living with HIV/AIDS, whose conditions can be further complicated when they also suffer from illnesses such as malaria, tuberculosis, hypertension, and malnutrition.

UG students Mabel Torku and Sylvia Takyi participated in the program, serving as interns at Apam Catholic Hospital in the areas of nursing and dietary care, respectively. “When they first come, they have fears. They are shy,” said Rev. Father Augustine Essel, head of the hospital’s HIV unit. “After, they see how we are and they are relaxed.”

Through the University of Ghana-Brown University partnership, Torku, a nurse of 18 years, first learned how to care for HIV patients. “I have never come to learn about an HIV person until now,” said Torku. “I had the opportunity to put smiles on people’s faces. When you come to rural areas you realize how much they need you.”

For Takyi, the program opened her eyes to patients with diseases she had not seen in the city. “It made me read a lot and made me conscious of other things that I had not seen before. Things that were not taught in class, I had to learn them before getting into class.”

When Takyi observed patients consuming food brought in from vendors outside the hospital, she alerted staff and took action, designing a hospital menu, which was quickly put in place. By the end of her internship, Takyi was asked to serve as a hospital dietician.

The expansion of students’ health care skills is a direct result of new experiences gained at rural hospitals that benefit the hospital staff, the interns, and ultimately, the patients.

SUCCESS STORY

Jordanian Entrepreneur Enters Business Path with Community College Project *Washtenaw Community College/Al Quds College*



Photo: Courtesy of WDI

Nadia Kashour (right) is an entrepreneur and student at Al Quds College. She participated in the Community College Entrepreneurship: Integration to Incubation Project and, as a result, founded two successful businesses.

*“I had two choices.
Get married and stay at
home and raise children, or
enroll in a community college
and focus on a more hands-
on learning for a profession.
I chose the latter.”*

– Nadia Kashour, entrepreneur and
student at Al Quds College

When Nadia Kashour enrolled at Al Quds College’s School of Tourism in Jordan, she thought you had to be an Oprah Winfrey or a Facebook founder Mark Zuckerberg before you could become an entrepreneur.

“That’s what my parents and friends told me,” Kashour said to Khalid Al-Naif, director of Development Consulting at the University of Michigan’s William Davidson Institute (WDI). “Every time I talked to anyone about starting my own business, they say you needed money to make money.” Al-Naif said Kashour’s way of thinking is common among youth in Jordan and across Middle East and North Africa region. He said this perspective limits the potential and aspirations of young Arabs and prevents the economies of the region from reaping economic rewards from one of the most educated and vibrant young populations in the world.

Kashour, 23, had low high school test scores that kept her from considering every possible university in the Jordanian capital of Amman that her middle-class family could afford. “I had two choices,” said Kashour. “Get married and stay at home and raise children, or enroll in a community college and focus on a more hands-on learning for a profession. I chose the latter.”

In 2012, Kashour enrolled at Al Quds College and within days joined the community college entrepreneurship program, Community College Entrepreneurship: Integration to Incubation Project—known locally as Lumina Zone Entrepreneurship Project. Washtenaw Community College in Michigan and WDI jointly designed and developed the program, funded by the U.S. Agency for International Development through Higher Education for Development. Lumina Zone Entrepreneurship Project aims to develop an entrepreneurial mindset among the students at Al Quds College by infusing business skills and practical experience into the college’s vocational coursework, and by creating a business incubator identified as a priority by the students and the school.

Soon after enrolling in the entrepreneurship project, Kashour used the skills she learned to invest her time and limited savings into a children’s clothing store. Nadia’s clients loved the children’s clothing line and the store was a success as sales skyrocketed. Through the entrepreneurship program, Kashour knew that her potential was much bigger than children’s clothing. Within two months, Nadia traded her investment in the store for a new business partnership in a chocolaterie. The chocolaterie also was successful and is bringing in substantial profit for Kashour. “The most important thing the project taught me is adaptability,” she said.

In October, Kashour will attend the partnership’s five-day entrepreneurship boot camp at Al Quds College. It is designed for young Jordanian entrepreneurs who seek to create new opportunities in the form of a start-up. “We’re very excited about this program,” Al-Naif said. “Students who complete the boot camp will proceed on to the project’s business incubator to actually start their own businesses.

6-2013



SUCCESS STORY

Building a Strong Foundation for Higher Education Collaboration in Human Rights Law

University of Minnesota/Universidad de Medellín, Universidad de Antioquia, Universidad Pontificia Bolivariana, and Universidad Católica de Oriente



Photo courtesy of Barbara Frey

HED staff and University of Minnesota personnel meet with representatives from the four institutions participating in the Antioquia consortium to collaborate on their baseline assessments.

Four Colombian law schools kick off a partnership filled with mutual respect, an important basis for building a strong collaboration to enhance human rights education and practice.

Partnership personnel from the University of Minnesota were introduced to the deans of the four Colombian law schools participating in the "Colombia–U.S. Human Rights Law School Partnership" in the Antioquia region through scratchy video conferences at the beginning of their relationship. But when Barbara Frey and Diana Quintero arrived in Antioquia to conduct the baseline assessment in December 2012, they were pleasantly surprised to witness the host-country partners’ significant commitment and personal engagement with the partnership.

The UMN team received a warm reception from the deans of Universidad de Medellín, Universidad de Antioquia, Universidad Pontificia Bolivariana, and Universidad Católica de Oriente that included tours and presentations about each institution’s unique history, characteristics, and aspirations. “The mutual respect shown to each other provides an important basis for building a strong collaboration on human rights in the schools,” remarked Frey. A critical test of this camaraderie emerged during sensitive discussions about how best to support faculty at the four schools in obtaining advanced degrees in human rights.

The universities originally envisioned that one faculty member, to be selected by the four law schools, would enroll in the LL.M program at UMN. However, the Antioquia partners later decided that supporting one faculty member from each of the four institutions to get a master’s degree in Colombia would be more beneficial and a key opportunity to broaden professional development and enhance human and institutional capacity building. Following intensive discussions, and with UMN support, the deans agreed that four faculty members would enroll in Universidad de Antioquia’s Master’s in Law program. A consensus was reached even though each institution could have argued for its own law program.

Among other objectives, the partnership will bolster the curriculum of Universidad de Antioquia, and UMN faculty members have agreed to serve as advisers and contributors to the human rights content of the master’s degree program. With a new plan in place, the partnership is now prepared to support efforts to enhance the law schools’ institutional capacity and advance the credentials of faculty at the four institutions.

SUCCESS STORY

HED Partnership Aims to Make Over Entrepreneurial Expectations in Barbados

Indiana University/University of West Indies Cave Hill School of Business



Photo courtesy of Indiana University

From left to right: Shakita Payne and Ebony Kellman co-founders of Make-Up Doll Cosmetics.

“The partnership taught me a lot I did not know, and I don’t think [Make-Up Doll Cosmetics] would be where we are today with rebranding and marketing if not for the [IU/UWI] consultation.”

— Shakita Payne,
Owner of Make-Up Doll Cosmetics

Barbados has a risk adverse business culture and entrepreneurship development is considered central to the country’s efforts to achieve prosperity and competitiveness. With a declining agricultural economy and an unpredictable tourism industry, investing in a spirit of entrepreneurship and small business development among Barbadian citizens can be a valuable tool for economic growth. Unfortunately, a lack of educational resources and funding often hinder Barbadians from starting and expanding their businesses. But the *Barbados: Supporting Entrepreneurs through the JOBS Initiative*—a USAID-funded and HED-managed Indiana University (IU) and University of the West Indies (UWI) Cave Hill School of Business collaboration—aims to create new business opportunities for Barbadian entrepreneurs and offer strategies to strengthen their businesses.

Barbadian entrepreneur Shakita Payne desired a more international presence for her business, Make-Up Doll Cosmetics, which produces eye shadow and lipstick among its line of products. While Payne had achieved success, she needed guidance in order to expand her business and craft a stronger brand that could penetrate the global marketplace. A diverse team of UWI and IU students assisted Payne to make her objective a reality while applying their own entrepreneurship knowledge and skills in the process.

The students conducted market research, surveys and analyzed competing local and international industry leading cosmetics brands to learn what Barbadians expected from their cosmetics. “We had to learn what Barbadians wanted out of their makeup in order to provide the best consultation,” said Jenelle King, a UWI Cave Hill School of Business student. King wanted to ensure the advice given to Payne would be applicable to Barbados, and, more importantly, King wanted a chance to apply the lessons she had learned in her business classes. “Putting book work into practice on an actual idea that involved people’s money and time is what I learned from this partnership,” added King. “The stakes were higher. It was not just to get a passing grade, but someone’s future was in our hands.”

Payne’s future *was* in the students’ hands, and she immediately applied their recommendations to her business. “For us, we thought when consumers heard MUD Cosmetics, they would think about Make-Up Doll. But [the students] research showed us that isn’t so,” Payne said. She was unaware of the disconnect between the branding of her cosmetics and the needs of the customers. However, Payne’s open-mindedness to the students’ suggestions allowed her to integrate some bold new ideas into Make-Up Doll Cosmetics.

Payne reimagined the packaging and marketing of her products and changed the logo to enhance the cosmetics line’s appeal to local and international consumers. To further entice global consumers, she sent cosmetics to makeup artists in the United States, the United Kingdom and countries in the Caribbean region. She used social media to promote her products by posting pictures, videos and reviews on the official Make-Up Doll



Cosmetics Facebook page. She then integrated PayPal into her website, which allowed international customers to buy products in a secure manner.

Payne says she is grateful for the consultation from the partnership and credits the students for her ongoing success. “The [student engagement project] taught me a lot I did not know, and I don’t think [Make-Up Doll Cosmetics] would be where we are today with rebranding and marketing if not for the [UWI /IU] consultation,” she added.

6-2013

Appendix G. Publicity Materials



Higher Education for Development

Knowledge, Partnerships, Results

USAID's *Global Waters* Magazine Features Africa- U.S. Higher Education Initiative Successes



The August 2012 [USAID Global Waters magazine](#) highlights select Africa-U.S. Higher Education Initiative partnerships.

The article explores the importance of sustainable water resource management in Africa and examines how higher education partnerships offer solutions for economic development. From a Burkina Faso-based partnership establishing a network of centers for excellence in water and environmental science, to a partnership addressing the effects of unsafe drinking water in Ethiopia, higher education partnerships are making a positive difference in resolving water challenges.

The Africa-U.S. Higher Education Initiative is funded by the United States Agency for International Development (USAID) and spearheaded by the Association of Public and Land-grant Universities (A·P·L·U). Higher Education for Development (HED) manages 11 partnerships under the

September/October 2012

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**Partnership of the Month:
Fairfield
University/Université de
Bambey**



Photo courtesy of Winston Tellis

When Mamadou Diakhate transferred to Fairfield University to attain his Bachelor of Science degree in engineering, he was not aware the decision would be a catalyst for positive change in his home country. What started as a senior paper emphasizing his desire to improve access to computer technology in Senegal later laid the foundation for a development project that aims to merge the mutual benefits of technology and health education.

“I wanted to create an organization to help people in Senegal and all of Africa and underdeveloped countries to

initiative. Visit HED's [Partner Community](#) web page to view partnership profiles. The page also provides information on the Africa Initiative Partners Meeting held in February 2012—including a summary of events, select presentations and a photo gallery.

White House Conference Addresses the Role of HBCUs in International Development

HED representatives attended the [2012 National Historically Black Colleges and Universities \(HBCU\) Week Conference](#) held Sept. 25–26 in Washington, D.C.

Panelists on the “Global Engagement and the Role of HBCUs in International Development” session focused on current international partnerships and strategies to increase the visibility and involvement of HBCUs in developing and implementing strategies to address global development challenges.

American Council on Education's Gailda Davis, associate director of the Inclusive Excellence Group and who served on the panel, promoted HED's [South Sudan Higher Education Initiative for Equity and Leadership Development](#) Program (2012) Request for Applications.

Online Partner Community Expands Its Reach

HED recently launched a new section on its Partner Community web page focused on community colleges.

The new [partner resource](#) provides information on current HED partnerships with community colleges, a community colleges fact sheet, relevant news, presentations and soon-to-come, a photo gallery.

[Learn more](#) about HED's involvement and commitment to community colleges in addressing global development challenges.

Partnership Success Stories

build a computer lab for kids to study,” Diakhate told Winston Tellis, his academic advisor at Fairfield University. Diakhate recognized the need for computers in Bambey schools to ensure the global competitiveness of its students. As a result of Diakhate's enthusiasm, Tellis wrote a proposal to the United States Agency for International Development (USAID) to transform Diakhate's dream into reality. The USAID-funded and Higher Education for Development (HED)-managed Fairfield University and Université de Bambey (UB) partnership uses digital storytelling to inform the communities of Bambey, Dioubel, Lambaye and Ngoundiane about health education.

“They were hungry [to learn],” said Tellis. Students snapped photos, included background music and narrated the first digital storytelling assignment titled, “Le Tabac: un Abus Dangereux Pour la Santé” or “Tobacco: An Abuse Dangerous for One's Health.” The one minute and 52 second slideshow focused on the dangerous effects of tobacco on the body. The presentation spawned several more digital storytelling projects from middle school students in four Bambey schools, and the excitement for digital storytelling expanded beyond Bambey.

Middle school students in the nearby village of Dioubel produced a digital storytelling assignment about malaria. “They assembled about 20 people in the neighborhood to share with them the important facts about malaria prevention. They used digital storytelling loaded on a small netbook PC, and although there was no electricity, the students deftly

Provide Valuable Exposure

HED [highlights partnership successes](#) to educate the public about HED's programs and to demonstrate the positive effects of USAID-funded projects. A Success Story achieves this goal by describing how an individual or community benefited from the projects and programs that HED partners work so diligently to implement. The story introduces the opportunity, briefly explains the HED partnership and describes the end result.

Visit the [Success Story Guidance](#) page to learn more.

Online Application Tool Made Easy

To help transition potential applicants to the online RFA tool unveiled in January, HED created an [Application Guidance](#) page. This page provides a step-by-step tutorial, a [sample online application](#) and also features several frequently asked questions (FAQs).

Visit the [Application Guidance](#) page for more information and view HED's current [Funding Opportunity](#).

Facts at a Glance

During the first two quarters of FY 2012 (October 1, 2011 - March 31, 2012), HED managed a total of 64 active partnerships in 32 countries.

circulated the computer around the assembly as they explained the important facts," reported Tellis, who also serves as partnership director. Among the villages of Bam bey, Lam bay e and Diourbel, students completed 18 digital storytelling presentations on a variety of health-related topics, including basic hygiene and reproductive health. Professors expanded the digital storytelling approach to secondary schools.

Tellis reflected on the service learning aspect of the collaboration. "[S]tudents invariably emerge with a greater self-awareness and an appreciation for those around them, particularly the disadvantaged." Service learning allowed students to use lessons they've acquired in the classroom to identify and solve the real world problems around them. He explains the enthusiasm of the students to adapt to a different classroom culture that encourages critical thinking, questions and discussion. "Permitting students to ask questions and to propose opposing views is not an option for the students. Most of the instructors were impressed enough with the concept to attempt it," says Tellis.

[Read the Partnership Profile for more information.](#)

Current HED RFAs

South Sudan Higher Education Initiative for Equity and Leadership Development (SSHIELD) Program (2012)

Deadline: Oct. 15, 2012

HED expects to make one (1) award of up to \$4,275,000, for

two (2) and one-half years for a higher education partnership among one or more higher education institution(s) in the United States, the University of Juba in Juba, South Sudan, the Upper Nile University in Malakal, South Sudan and the Ministry of Higher Education, Research, Science and Technology (MoHERST), South Sudan.

For more information, visit: [South Sudan: Women's Leadership Program](#)

Current Non-HED RFAs

[USAID Funding Opportunity](#)

This RFA focuses on global hunger and food security research.

HED is Hiring

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

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

Contributors:

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If you have a partnership update or an upcoming event that you

would like to see highlighted in the next HED Newsletter, please send an email to **Thomas Forrest** at **Tforrest@hedprogram.org**. Feedback and suggestions for improving the HED Newsletter are also welcome. We look forward to hearing from you!

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

To OPT-OUT of receiving additional information about HED's Partnership Initiatives or to specify which type(s) of information you would like to receive, please follow the "UPDATE PROFILE" link below.

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Higher Education for Development

Knowledge, Partnerships, Results

BMENA Partners Focus on Results-Based Management



**BMENA Regional Higher
Education Partners Meeting:**
A Focus on Results-Based Management
Oct. 29–Nov. 1, 2012 • Istanbul, Turkey

HED partnership representatives and stakeholders convened for the Broader Middle East and North Africa (BMENA) Regional Higher Education Partners Meeting: A Focus on Results-Based Management on Oct. 29 through Nov. 1, 2012 in Istanbul, Turkey. Nearly 70 participants—including partnership directors from across the Middle East and the United States, USAID representatives, and members of the HED Advisory Board—assembled to discover ways to enhance higher education partnership successes to address the major challenges facing the region. Under this year's theme, *A Focus on Results-Based Management*, participants discussed strategies about how best to transmit a clear picture of partnership work, accomplishments, and impact.

Through small group discussions and plenary sessions led by HED staff, participants learned about a variety of topics including presenting accomplishments and data in stories, ensuring results and measuring success, and using the new features in the Partnership Results and Information Management Engine.

HED Executive Director Tully R. Cornick emphasized the importance of higher education partnerships for the continued sustainable development of the region. "Your involvement in strengthening education throughout the Broader Middle East and North Africa is key to transforming out-of-school youth into skilled, employable, and competitive workers, ideas into home-grown

November/December
2012

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**Partnership of the
Month: SUNY
Community College
Consortium/Al-Kafaàt
Foundation Schools**



Photo courtesy of Sarah Owocki,
Al-Kafaàt Foundation.

The students at Lebanon's Al-Kafaàt Foundation Vocational Technical School (ITK) watch TV shows and movies in English and study the basics of grammar, but they lack strong conversational English-language skills. These students are following vocational education tracks that include interior design, architectural design, business, automotive mechanics, and electronics. Under such highly specialized studies, their technical baccalaureate examinations do not require a strong focus on

businesses; new practices into policies; and dreams into innovations.”

He added that the meeting would give partners an opportunity to discuss HED’s two newest activities in the region—the BMENA-U.S. Community College Initiative and the Tunisia Job Opportunities for Business Scale-up.

View presentations and learn more about the [BMENA Regional Higher Education Partners Meeting](#).

HED Partnership Director Receives International Education Award



From left to right: Mitch Leventhal, vice chancellor for global affairs at the State University of New York; and Raif N. Shwayri, CEO of Al-Kafaàt Foundation.

Al-Kafaàt Foundation Schools Partnership Director Raif N. Shwayri was awarded the 2012-2013 State University of New York (SUNY) John W. Ryan Fellowship for International Education on Friday, Nov. 16 at the SUNY Global Center in New York, NY.

Shwayri received the award in part for his work with the Nassau Community College led-[SUNY Community College Consortium and Al-Kafaàt Foundation Schools](#) HED partnership. The collaboration established an English as a Foreign Language program at Al-Kafaàt Technical School, so students can apply improved English language skills to vocational education courses such as cooking, architectural design and business. The next phase of the partnership will focus on student and faculty learning centers, institute train-the-trainer workshops to support faculty development, develop a certificate program in

languages. Only 6 percent of their exam score is based on the English section; therefore, many students can still pass the exam without succeeding in English. With the ever-growing focus on employability and greater access to higher education, language skills can open doors of opportunity. Through a Higher Education for Development (HED) Broader Middle East and North Africa-U.S. Community College Initiative partnership funded by the U.S. Agency for International Development (USAID), Nassau Community College (NCC) in New York and Al-Kafaàt administrators were able to exchange ideas and visit each other’s institutions, which led to the development of new curriculum for an English as a Second Language (ESL) program.

Through the ESL component of the HED-managed partnership, Sarah Owocki, Al-Kafaàt’s new ESL coordinator, and four Lebanese teachers are creating interactive lesson plans for 350 ITK students. These students will be grouped by their technical focus and skill level to learn to read, speak and write in English four hours a week. “Some current ITK students want to go for Al-Kafaàt University in English but they are not leaving the [high] schools with the skills they needed,” said Owocki. The launch of a more rigorous English program at ITK with new teaching styles and textbooks will offer comprehensive lessons at the high school and vocational technical-level and eventually at the university level.

“Most of the students are already sold on the idea of English. A lot of the students use the Internet in English and

business administration, and foster business education and entrepreneurship in Lebanon.

Al-Kafaàt Foundation provides individuals with educational opportunities and assists young adults with employment opportunities via the Business Support and Training Activities for a Resourceful Transition Program.

In talking about the foundation and the honor of receiving the fellowship, Shwayri said, "To impact the world we have to know what the problems of the world are and a good project is one that identifies a problem and works to create a solution."

The [John W. Ryan Fellowship](#) for International Education is awarded annually by SUNY to a leader whose contribution to international education is exemplary.

HED Names New Director of Programs

Jay Taylor joined HED as its new director of programs in September. In this role, Taylor is responsible for the development and management of HED's diverse partnerships which link colleges and universities in the United States with higher education institutions worldwide. Taylor's international experience includes assignments to Amman, Jordan; Lagos, Nigeria; and Cairo, Egypt with the U.S. Department of State's Public Affairs Section and in Washington, D.C. with the Bureau of Educational and Cultural Exchanges. He holds a bachelor's degree in government from Tufts University and a master's degree in conflict resolution from the University of Jordan.

Learn more about [Taylor's role with HED](#).

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watch movies in English. A lot their friends are in [courses] taught in English," said Owocki. She deemed the students' previous language exposure and enthusiasm for the pilot program as early signs of success as she worked to translate their eagerness into solid skills strengthening. Rosemary Ortlieb-Padgett, associate dean of International Student Affairs at NCC and the U.S. partnership director was amazed by the existing range of educational services the family-funded Al-Kafaàt Foundation offers to children and adults when she first visited Beirut, Lebanon. Al-Kafaàt can now add the ESL program to the list of offerings because of the new curriculum development.

Padgett credits the collaborative success to joint investments that included an early self-assessment of each campus' strengths, faculty-to-faculty connections, communication, "willingness and open-mindedness," and in-person visits. Padgett adds, "A contract is not a relationship. A relationship is built by people talking about things and compromising. That's what we always did." External to the long list of anticipated outputs related to the USAID-funded partnership, the partner institutions are planning an Arabic-language study abroad program at Al-Kafaàt as well as a student exchange program.

[Read the Partnership Profile for more information.](#)

Current Non-HED RFAs

[Feed the Future Funding Opportunity](#)

USAID is seeking applications to provide \$15.5 million in

Facts at a Glance

From October 2011 through March 2012, Middle East and North Africa collaborations comprised 22 percent of HED's active partnerships.

agricultural technical assistance and capacity building to enhance and sustain productivity in northern Ghana.

[Higher Education Partnerships to Support the U.S.-Burma Commitment to Democracy, Peace and Prosperity](#)

USAID/Burma is seeking concept papers that address Burma's social and economic development goals through collaborations among the private sector and U.S. and Burmese higher education institutions.

[Youth Economic Participation Initiative \(YEPI\)](#)

YEPI aims to address the global crisis in youth unemployment by supporting the efforts of universities in developing countries.

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Higher Education for Development

Knowledge, Partnerships, Results

International Development to Take Center Stage at Higher Education Conferences

HED staff and partners will be in New Orleans, Atlanta, and Washington sharing their latest achievements and lessons learned with peers in the higher education and international development communities at a number of upcoming conferences.

From Feb. 17–20, HED representatives will attend the [Association of International Education Administrators \(AIEA\) Annual Conference](#) in New Orleans. Tully R. Cornick, HED executive director, will serve as session chair at a panel titled: International Higher Education Partnerships: Learning from Experience and Contributing to Development; and Jessica Bagdonis, HED associate director of program quality and impact, will serve as a speaker on this panel addressing how the findings from an HED analysis will more adequately help partnerships contribute to development in host countries.

Conference attendees will also hear firsthand about the work of HED partners in addressing national development goals in Africa. Nosa Egiebor, partnership director from Tuskegee University, will serve as the session chair for the presentation titled: The Africa-U.S. Higher Education Initiative: At the Crossroads of International Education and International Development. Co-panelists Amadou Maiga, deputy director general at the [International Institute for Water & Environment Engineering](#) in Burkina Faso, and Margaret Khaista, associate professor at [North Dakota State University](#), will lead a discussion on partnership approaches that contribute to the

January/February 2013

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**Featured Partnership:
Virginia Polytechnic
Institute and State
University/L'Ecole
Supérieure d'Infotronique
d'Haiti (ESIH)**



Photo courtesy of ESIH

Following a devastating 2010 earthquake, Haiti received donations of all kinds and funding from several countries to support its recovery and rebuilding process. When Literacy Volunteers of Fauquier County (LVFC) in Warrenton, Va. donated and installed computer labs with Linux-Mint operating systems throughout Haiti, the group faced one major hurdle: The Haitian teachers and computer lab managers in northern Haiti were familiar with Windows, but not with Linux. Determined to put their donations to use, Denny

advancement of international development goals and promote education opportunities in Africa and the United States.

In conjunction with the AIEA Annual Conference, the American Council on Education (ACE) and AIEA will host the 2013 Internationalization Collaborative on Feb. 16. For more information regarding the Collaborative, visit [ACE/AIEA Internationalization Collaborative Annual Meeting](#). Registration closes Feb. 8.

Following the AIEA Annual Conference, HED will continue its outreach efforts at the [Community Colleges for International Development](#) 37th Annual Conference from Feb. 22–25 in Atlanta. Jay Taylor, HED director of programs, and Marilyn Crane, HED senior program specialist, will present the preconference workshop: Engaging Your Community College in International Development Projects. The workshop will include: an introduction to HED, steps to apply to be an HED peer reviewer and ways to overcome obstacles to community college participation in development activities.

Additionally, HED staff will participate in the ACE 95th Annual Meeting in Washington, D.C., hosting a lightning round on Tuesday, March 5 from 7–8 a.m. to discuss building programs with developing countries. HED invites participants to a "meet and greet" with Deputy Executive Director Jeanne-Marie Duval later that morning from 9:30–10:30 a.m. during the coffee break.

Educators, association representatives, and attendees are invited to interact with HED on Twitter via the hashtag [@HEDprogram](#) while attending these conferences.

HED Partners Share Education Practices at African Studies Association Annual Meeting

As part of HED's mission to expand the engagement of higher education in international development, HED and several partners attended the 55th annual meeting of the [African Studies Association](#) in Philadelphia on Nov. 30, 2012.

Baumann of LVFC contacted Virginia Tech faculty and requested computer training support in northern Haiti. However, the solution was already in-country: Three computer science master-level graduates, Mario Eliezer Calixte, Fabrice Marcelin, and Jennifer Alexandra François, had returned to Haiti months earlier upon graduation from Virginia Tech. "As Haitians, we are well aware of how difficult it is to get either prime education or training, so we felt that it was our right and duty to teach such skills and share our knowledge with the teachers and students in Haiti," stated François, a recent Virginia Tech graduate and new employee at Ericsson, a telecommunication company.

Calixte, Marcelin, and François applied skills and techniques acquired through their education at Virginia Tech to create and facilitate training sessions in their home country. They are among the five graduates whose bachelor's degrees were funded by the U.S. Agency for International Development through a Higher Education for Development partnership between Virginia Tech and ESIH. As trainers, the three Haitian computer science engineers collaborated on curricula development and led two one-day computer skills sessions in September 2012 in Terrier-Rouge and Port-au-Prince. "This opportunity matched my vision to use technologies to bring educational resources and training into the hard-to-reach area of Haiti," stated Calixte. A total of 14 teachers from schools in Terrier-Rouge, Capotille, Ouanam in the, Fort-Liberte, Port-au-Prince, and Petit Goave attended hands-on sessions to learn basic navigation skills, application information, and the difference between

Representatives from [Brown University](#), [Fairfield University](#), [Johns Hopkins University](#) and [Indiana University](#) discussed the work of their institutions to enhance public health capacity in Africa. The partners spoke on their efforts to combat HIV/AIDS, train qualified health workers, use information technology to raise public health awareness, and link health officials with local and national governance structures. The presentations revealed the diversity of HED partnerships, similarities, and common threads linking these capacity-building efforts.

Learn more about HED's role in addressing development challenges via its [Africa-U.S. Higher Education Initiative partnerships](#).

TechWomen Offers a Professional Development Opportunity

[TechWomen](#) brings emerging women leaders in Science, Technology, Engineering and Mathematics (STEM) from the Middle East and Africa together with their counterparts in the United States for a professional mentorship and exchange program.

During a five-week program, participants will engage in project-based mentorships at leading companies in Silicon Valley, participate in workshops and networking events throughout the San Francisco Bay Area and travel to Washington, D.C. for meetings and special events.

For more information and eligibility requirements, please visit: <http://www.techwomen.org/how-to-apply/>. The application deadline is Feb. 22, 2013.

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The TIES: Associate Award Report Available to Download

Linux, Windows and Mac computer operating systems. Calixte and Marcelin also worked individually with each participant and tailored instructions to each person's level. "Being a Linux fan, I know I would be a valuable asset to the team," stated Marcelin.

Fulfilling local community needs is not a new endeavor for Calixte, Marcelin, and François. While at Virginia Tech, they were members of the student group, "Computer Science Community Service," which is dedicated to teaching computer skills to U.S. youth and adults alike. Their spirit of global community service is rooted in their international higher education partnership. "The experience at VT had a great impact in our involvement in this project," stated François. "As strong believers of Virginia Tech's motto 'Ut Prosim—That I May Serve,' giving back to the community is now second nature to us."

The Linux training moved a group of Haitian educators a step closer to accessing education tools in a formerly unfamiliar operating system. "I personally appreciated the fact that after the session in Terrier-Rouge, all the participants took their time to thank us since they enjoyed how the presentation was delivered," Marcelin stated.

[Read the Partnership Profile for more information.](#)

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A new report highlights the activities and results of the U.S.-Mexico Training, Internships, Exchanges, and Scholarships (TIES) Program from July 20, 2006, through Nov. 30, 2012. To download the TIES: Associate Award Report, click [here](#).

Management Associate, HED

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

Higher Education for Development (HED) promotes higher education's engagement in international development through institutional and human capacity building in developing countries. Established in 1993 as the Association Liaison Office for University Cooperation in Development (ALOU), HED assists the nation's six major higher education associations in partnering with the U.S. Agency for International Development (USAID).

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Higher Education for Development

Knowledge, Partnerships, Results

USAID and HED Announce Women's Leadership Program

The U.S. Agency for International Development (USAID) and HED announced its new Women's Leadership Program. Five universities in the United States have been selected to partner with higher education institutions in Armenia, Paraguay, Rwanda and South Sudan to promote gender equality and women's leadership.

Under the [Women's Leadership Program](#), these critical higher education partnerships will promote and develop curricula and opportunities for women in business, agriculture, and education in the targeted countries, thus supporting key national and local development [goals](#) aimed at fostering the advancement of women and girls.

With funding from USAID totaling approximately \$8.75 million, HED will manage the partnerships: one each in Armenia, Paraguay and South Sudan; and two in Rwanda.

Pathways to Cleaner Production Expands

HED's Pathways to Cleaner Production [partnership](#) is broadening its presence into three new Central American countries: Guatemala, Honduras and Nicaragua. The planned expansion comes less than a year after HED and the U.S. Department of State launched the Pathways effort in Costa Rica, El Salvador, the Dominican Republic and Peru with the Illinois Institute of Technology and the New York Institute of Technology.

This three-year higher education partnership is funded by the U.S. Department of State's Bureau of Oceans and

March/April 2013

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**Featured Partnership:
University of Minnesota/
Universidad de Medellín,
Universidad de Antioquia,
Universidad Pontificia
Bolivariana, and
Universidad Católica de
Oriente**



Photo courtesy of Barbara Frey

Partnership personnel from the University of Minnesota were introduced to the deans of the four Colombian law schools participating in the "Colombia-U.S. Human Rights Law School Partnership" in the Antioquia region through scratchy video conferences at the beginning of their relationship. But when Barbara Frey and Diana Quintero arrived in Antioquia to conduct the baseline assessment in December 2012,

International Environmental and Scientific Affairs. It supports the Department's "Pathways to Prosperity in the Americas" Initiative which links Western Hemisphere countries committed to democracy and open markets to promote inclusive growth, prosperity, and social justice.

Learn more [here](#).

HED Featured in Two International Education Magazines

Several of HED's community college partnerships in the Broader Middle East and North Africa (BMENA) region are featured in the March/April 2013 issue of NAFSA's *International Educator* magazine.

In the article, "Local Goes Global," writer Christopher Connell speaks to HED Executive Director Tully Cornick about BMENA community college partnerships in Lebanon, Jordan, Morocco, and Egypt and their key roles in providing the population access to education and a clear path into the workforce.

A PDF of the article can be found [here](#).

HED's Deputy Executive Director Jeanne-Marie Duval penned an article for the current issue of the Institute of International Education's *IIE Networker* magazine. The extensive feature covers a wide range of important issues affecting higher education partnerships in developing countries including factors that contribute to their success and sustainability.

Read "Partnerships: At the Nexus of Global Change" [here](#).

HED Partners Leverage Current Activity to Create New University Alliance

Colorado State University and the University of Nairobi have signed a Key Strategic Partnership that will provide resources to support a variety of initiatives such as faculty exchange, collaborative research and shared academic programs.

they were pleasantly surprised to witness the host-country partners' significant commitment and personal engagement with the partnership.

The UMN team received a warm reception from the deans of Universidad de Medellín, Universidad de Antioquia, Universidad Pontificia Bolivariana, and Universidad Católica de Oriente that included tours and presentations about each institution's unique history, characteristics, and aspirations. "The mutual respect shown to each other provides an important basis for building a strong collaboration on human rights in the schools," remarked Frey. A critical test of this camaraderie emerged during sensitive discussions about how best to support faculty at the four schools in obtaining advanced degrees in human rights.

The universities originally envisioned that one faculty member, to be selected by the four law schools, would enroll in the LL.M program at UMN. However, the Antioquia partners later decided that supporting one faculty member from *each* of the four institutions to get a master's degree in Colombia would be more beneficial and a key opportunity to broaden professional development and enhance human and institutional capacity building. Following intensive discussions, and with UMN support, the deans agreed that four faculty members would enroll in Universidad de Antioquia's Master's in Law program. A consensus was reached even though each institution could have argued for its own law program.

CSU credits its existing HED partnership with UoN, which focuses on the sustainability and higher education challenges faced by Kenya's drylands, as a key driver in helping forge this new effort in that it built a strong foundation for future university-wide collaborations between the two institutions.

To read more about the new alliance, including the high-level delegation that traveled to Kenya for the signing, click [here](#).

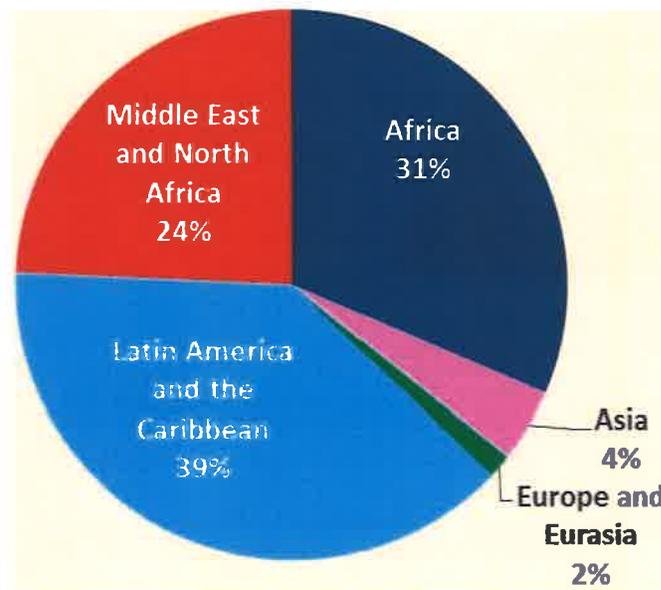
To read the UoN news release, click [here](#).

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Facts at a Glance

Percent of HED Partnerships, by Global Region: FY2012



From October 1, 2011 to September 30, 2012, HED managed a diverse portfolio of 70 active partnerships in all five regions of the world where USAID provides assistance. The chart above illustrates HED's FY2012 global presence by region.

Among other objectives, the partnership will bolster the curriculum of Universidad de Antioquia, and UMN faculty members have agreed to serve as advisers and contributors to the human rights content of the master's degree program. With a new plan in place, the partnership is now prepared to support efforts to enhance the law schools' institutional capacity and advance the credentials of faculty at the four institutions.

[Read the partnership profile for more information.](#)

AIEA Conference Presentations Now Available

Presentations from the 2013 Association of International Education Administrators Annual Conference have been posted to the AIEA site. HED and partners from Tuskegee University, zIE in Burkina Faso, and North Dakota State University participated.

To view the presentation, Africa-U.S. Higher Education Initiative: At the Crossroads of Int'l Education and Development, click [here](#).

Non-HED Funding Opportunity

USAID/Uganda has issued a request for proposals for an activity with higher education as part of its focus. According to the Agency, the activity will partner with and support Ugandan private and public sector institutions including Makerere University and relevant Government of Uganda institutions to provide short- and long-term training, education and other capacity-building activities to improve

oil and gas specific
environmental management
expertise.

Click [here](#) to learn more about
this opportunity.

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Last year, HED marked 20 years of service supporting development solutions through higher education. In FY2012, HED managed 70 partnerships in 37 countries involving 83 host-country and 57 U.S. institutions. These partnerships bring forth innovative courses, new degree programs, advanced teaching methodologies, improved access to education, and the engagement of thought leaders at local, regional and national levels.

[Download the HED Annual Report](#) to learn more.

Africa-U.S. Higher Education Initiative Partnership Honored with International Engagement Award



Representatives from OSU Office of International Affairs, Extension, and Outreach and Engagement pose with 2013 Emerging International Engagement Award winners. Photo credit – Victor van Buchem, OSU Office of International Affairs

An Africa-U.S. Higher Education Initiative partnership between [The Ohio State University \(OSU\)](#) and the [Université Gaston Berger \(UGB\)](#) and managed by HED is the winner of Ohio State's Emerging International Engagement Award for its "Development of Agronomy for Sustainable Food Production in Senegal" partnership.

The award was handed out at the inaugural [International Engagement Awards](#) ceremony held May 2.

OSU recognized the partnership for its outstanding potential for long-term impact, achievement, and scholarship in addressing sustainable agricultural development in Senegal, where food scarcity is a growing

Education Initiative partnership are poised to change that.

Addis Ababa University and the University of Connecticut established the Ethiopian Institute of Water Resources (EIWR) at Addis Ababa University to research the country's water woes. The institute, in collaboration with five other local universities, offers a degree-level curriculum in water resources and engineering management (WREM). It also provides short-term training for the research and management of water-sector issues, as well as outreach to local communities. Rahel Eshetu, a Ph.D. candidate at EIWR, and her colleagues, Ph.D. candidate Adanech Yared and master's candidate Lemlem Teweldemedhin, are among four women accepted into the first cohort of the WREM program. In total, the cohort boasts 42 students (four women and 38 men) selected from more than 600 applicants in 2011.

These women recognize the obstacles that water issues pose to the community as well as how the collection and use of water impacts women's lives.

"Due to climate change, women have more [work] load, to collect water to cook, and to do everything," said Eshetu. The women list a lack of clean water, long travel distances needed to collect water, and diseases that stem from the use of surface water as major difficulties. "If the women went to school to become educated...If we do such types of things, we can increase awareness," said Eshetu. Yared adds, "Girls lose time because they [must] fetch water and then have no time

Appendix H. HED Staff and Advisory Board

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