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# **Higher Education for Development Annual Progress Report**

October 1, 2013–September 30, 2014

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## Executive Summary

Funded by U.S. Agency for International Development (USAID) and the U.S. Department of State, Higher Education for Development (HED) mobilizes the expertise and resources of the higher education community to address global development challenges by facilitating and managing higher education partnerships. Using higher education as the vehicle to address development challenges, HED partnerships carry out a range of activities to promote educational effectiveness (e.g. teaching, curriculum design, research), strengthen institutional systems and organizational development, and facilitate strategic alliances among higher education institutions, government, and other entities. Enhancing these aspects of higher education results in shared knowledge and a competent workforce that can lead to innovation and policy change to advance broader human and social development goals in society.

In FY 2014, HED managed 42 active partnerships in 32 host countries. Between October 1, 2013 and September 30, 2014, HED partners:

- Provided access to academic programs for 5,230 individuals from disadvantaged and/or underserved groups, 65% of whom were female;
- Reported implementation of 255 outreach/extension activities;
- Carried out 59 joint research projects;
- Applied, replicated, or took to market 22 research projects;
- Revised or developed 44 curricula, of which 29 were revised/developed with public/private sector input and/or on the basis of market research;
- Adopted 11 new institutional policies promoting access to higher education; and
- Supported 1,449 individuals affiliated with host-country institutions to enroll in or complete long-term training programs to strengthen their qualifications.

In addition to documenting partnership development results, this report highlights HED's performance management and its learning about higher education in development. In FY 2014 HED focused its performance management improvement activities on developing a sustainability capacity planning workbook, as a prelude to an orderly closeout of the program. The sustainability workbook includes guidance on facilitating sustainability planning processes, a survey, and some additional worksheets to help partners evaluate their preparedness and prospects for sustainability. HED piloted this tool with 13 partnerships during a series of monitoring visits in Jordan, Morocco, Colombia, and Peru. These pilot sessions provided HED with an opportunity to gather useful information about the tool, feedback on the process of using the tool, and the applicability of the tool in diverse contexts. HED found that the tool provides the partners with a more comprehensive understanding of diverse perceptions about the program and provides a foundation for having critical, honest reflection about the efficiency and effectiveness of management higher education projects that have long-term, positive impact. HED also found that the tool provided partners with a vehicle to safely explore sensitive topics and issues that may have arisen as a result of cultural differences and other misunderstandings. Having these discussions paved the way for realistic appraisal of the prospects for further collaboration.

This report also discusses responses to some of the daunting challenges of the social and political environments faced by partners. For example, in Tunisia, a high-level visit by HED and partners was necessary to re-scope the partnership and re-align activities among Colorado University Boulder and Instituts Supérieurs d'Enseignement Technologique (ISETs) of Medenine, Sidi Bouzid, and Tataouine. This was particularly important because the partnership was developed before the Arab Spring. With the revolution unfolding and multiple changes in leadership within the ISET system, several challenges to implementation emerged. Once it was possible to get all parties to sit and discuss each other's concerns, HED quickly laid out a plan of restructuring the program budget to accommodate the expressed needs of the Tunisian partners, achieve some sustainable results, and bring the program to an orderly closure. Other challenges included the deteriorating situation in South Sudan and USAID's suspension of operations there, the emerging Ebola crisis in Liberia, and the changes in leadership in Egypt, resulting in the suspension of U.S. government programs in the host country.

# HED and Its Performance Objectives

## About HED

Higher Education for Development (HED) was founded in 1992 by six major U.S. higher education associations<sup>1</sup> to advance the engagement of the higher education community in addressing development challenges around the world. HED does this by managing innovative partnerships that join U.S. universities and colleges with higher education institutions in developing countries. HED's model is based on its theory of change, which posits that higher education institutions are key to economic growth and the advancement of societies. Higher education contributes to creating new bodies of knowledge and bringing innovative solutions to market, engaging active and emergent leadership, and building a competent workforce. By promoting a culture of continuous learning and improvement within and outside the walls of the institutions, these elements can support policy changes and create enabling environments to facilitate development.

HED receives funding from USAID's Bureau for Economic Growth, Education and Environment, Office of Education (E3/ED) through a Leader with Associates (LWA) cooperative agreement, from USAID's functional and regional Bureaus and worldwide Missions, and from the U.S. Department of State. Under the LWA Cooperative Agreement and at the request of USAID, HED also designs and establishes higher education partnerships through Associate Awards. In such cases, E3/ED may elect to match funds from USAID Missions and Bureaus to catalyze investments. Associate Awards may support complex HED consortia partnerships in a country or region, clusters of partnerships that more address a more narrowly defined development challenge, or the traditional partnership approach involving a single U.S. and single host-country institution of higher education institution.

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

## Strategic Alignment with USAID

### USAID Education Strategy

HED partnerships further the U.S. government's foreign assistance goals by directly contributing to the achievement of Goal 2 of the USAID 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. All HED partnerships actively contribute to the sub-results under Goal 2 (see Appendix A).

### USAID Forward

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 more effective programming and closer collaboration with local actors in education and other sectors.” (USAID Education Strategy, page 5)

HED's results-based management approach helps build management capacity of the higher education institutional partners to operate with efficient and effective processes and systems. HED encourages partnerships to emphasize local ownership through proactive leadership, defining objectives, and

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<sup>1</sup> These six higher education associations include the American Council on Education (ACE), the American Association of Community Colleges (AACCC), the American Association of State Colleges and Universities (AASCU), the Association of American Universities (AAU), the Association of Public and Land-grant Universities (APLU), and the National Association of Independent Colleges and Universities (NAICU).

prioritization of activities. Consequently, HED partnerships contribute both to achieving development results and ensuring the realization of USAID Forward.

## HED Performance Objectives

ACE/HED's LWA Cooperative Agreement (AEG-A-00-05-007-00) outlines the following 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.
- **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 design and implement performance management processes, evaluations, and impact assessments that support USAID's education strategy and policy.

HED ensures effective performance management by instilling a culture and practice of evidence-based decision-making and reflective learning among partners throughout the partnership lifecycle. During implementation HED and its partners are committed to monitoring of implementation and data quality verification processes that maintain a focus on evidence-based management. Detailed information on these processes and results related to these performance objectives are outlined herein and a complete list of all indicators used to track progress towards the performance objectives outlined in the LWA Cooperative Agreement is presented in Appendix B. Explanations for variances between FY 2014 target data and FY 2014 actual performance data are provided for standard indicators in Appendix C. All performance data presented in this report underwent a thorough data quality verification process and are considered final for FY 2014.

## Overview of Partnerships Supported in FY 2014

This section presents a snapshot of higher education partnerships profiles at the portfolio level as well as trends of partnership profiles over the past several fiscal years.

## Number of Partnerships and Institutions Supported

In FY 2014 for the reporting period of October 1, 2013–September 30, 2014, HED managed 42 active partnerships in 32 host countries. These 42 partnerships involved a total of 96 institutions of higher education of which 56 were host-country institutions and 40 were U.S. institutions. Eight of the 40 U.S. partner institutions (20%) participated in more than one HED partnership. By comparison, five host-country institutions receiving support through HED’s partnerships (9%) benefitted from more than one award. Data on indicators used to track number of partnerships and higher education institutions supported as part of progress towards Objective 1 are presented in Table 1. Refer to Appendix D for a complete list and description of the 42 HED partnerships that were active in FY 2014.

Table 1. FY 2014 Higher Education Partnerships and Institutions Supported

LWA Cooperative Agreement Indicators	FY 2014 Results
Custom Indicator: Number of collaborative partnerships funded	42
Custom Indicator: Number of higher education institutions supported through HED	56 Host-country Institutions 40 U.S. Institutions 96 Total Institutions

Half of the partnerships ( $n = 21$ ) that were active in FY 2014 were complex consortia involving multiple higher education institutions from either the United States or host country (see Figure 1). Consortia increase the potential for development impact by bringing together into one partnership multiple institutions to jointly address a specific development problem. This type of collaboration enables higher education institutions to share knowledge to collectively address development problems that are more complex or larger in scope or scale, thereby increasing the potential for innovation.

An example of consortium-based partnership is the University of Minnesota – Medellín Human Rights Law School partnership in Colombia among five higher education institutions: University of Minnesota Twin Cities, Universidad de Medellín, Universidad de Antioquia, Universidad Pontificia Bolivariana, and Universidad Católica Del Oriente. This partnership works to strengthen the capacities of the four Colombian partner law schools to teach, research, and provide clinical legal representation toward the promotion of international human rights and the rule of law in the Antioquia region in central Colombia.

Figure 1. HED Partnership Models in FY 2014

One-to-One	1 Host-country Institution and 1 U.S. Institution (21 partnerships)	
Consortia: Higher Education Institutions	2 or More Host-country Institutions and 1 U.S. Institution (10 partnerships)	
	1 Host-country Institution and 2 or More U.S. Institutions (6 partnerships)	
	2 or More Host-country Institutions and 2 or More U.S. Institutions (2 partnerships)	
Consortia: Higher Education and Other Institutions	U.S. Institutions and Host-country Government entities; U.S. Institutions and No Host-country Partner; U.S. and Host-country Institutions and NGO Partners (3 partnerships)	

### Partnership Funding

Of these 42 partnerships 21 were funded solely under HED’s LWA Cooperative Agreement. Nineteen of the partnerships were funded through Associate Awards with USAID Missions and Bureaus. One partnership was funded through both an Associate Award and the LWA. The U.S. Department of State’s Western Hemisphere Affairs Bureau of Energy and Climate Partnership of the Americas also funded one partnership under a cooperative agreement with ACE/HED.

### Partner Transfers

A partnership award originally made to North Dakota State University (NDSU) to partner with Makerere University (MAK) as a part of the Africa-U.S. Higher Education Initiative was transferred to Mississippi State University (MSU), because the U.S. partnership director started a new position at MSU. This transfer was made in consultation with NDSU, MSU, and MAK and was authorized by USAID/Uganda due to the partnership director’s significant leadership and involvement in the program. The performance period for the partnership between NDSU and MAK was February 2011–November 2013. A new subaward with MSU to partner with MAK began on March 1, 2014 and will continue through June 30, 2015.

Also, due to the May 2013 suspension of all USAID-funded activities in Bolivia, the partnership between University of Florida (UF) and Universidad Amazónica de Pando ICAA ceased. Subsequently, HED and partners pursued a new, creative approach to mobilize the expertise and resources of the University of Florida to support local and regional development challenges related to the maintenance of the Andean

Amazon Biome in Brazil and Peru. As a result, UF led efforts to continue activities with Universidad Nacional Amazónica de Madre de Dios (UNAMAD) in Peru and Universidade Federal do Acre (UFAC) in Brazil. UF submitted to HED a draft proposal outlining ideas for re-programming of activities. After review from USAID and ACE/HED, UF identified in-country coordinators for the newly proposed activities in Peru and Brazil, developed new partnership M&E documents, developed a budget, oversaw identification of participating faculty at both universities, and organized a baseline assessment in February 2014. UF, UNAMAD, and UFAC began implementation of activities for the new partnership in May 2014.

### Partnerships Closed

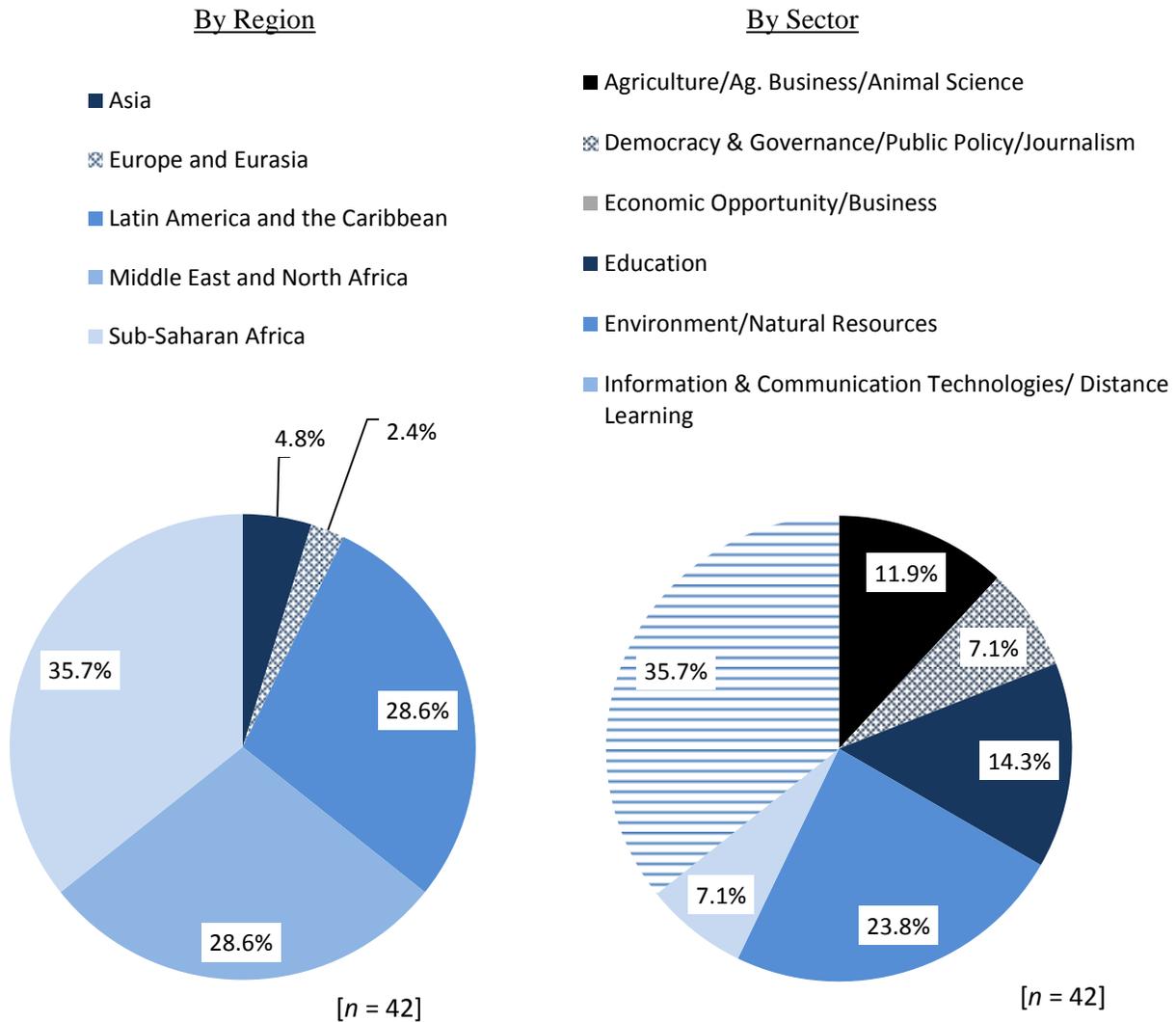
In addition to these partnership transfers, 11 partnerships completed their implementation activities and were closed in FY 2014. Of these, six partnerships were located in sub-Saharan Africa, three in the Broad Middle East and North Africa, and one in Latin America and the Caribbean and in Asia. The partnerships that closed involved the following institutional partners:

- Partnerships in Sub-Saharan Africa region closed in FY 2014:
  - Fairfield University and Université Alioune Diop de Bambey (Senegal)
  - Michigan State University and University of Malawi (Malawi)
  - North Dakota State University and Makerere University (Uganda)
  - Syracuse University and Kenyatta University (Kenya)
  - Tuskegee University and International Institute for Water and Environment Engineering (Burkina Faso)
  - Virginia Polytechnic Institute and State University, University of Juba, and Catholic University of South Sudan (South Sudan)
- Partnerships in the Middle East and North Africa region closed in FY 2014:
  - Eastern Iowa Community College District, Tulsa Community College, and Sana'a Community College (Yemen)
  - Central Community College and Bahrain Polytechnic (Bahrain)
  - Gateway Technical College, Ecole Supérieure de Technologie Oujda, and Université Mohammed I Oujda (I) (Morocco)
- Partnerships in the Latin American and the Caribbean region closed in FY 2014:
  - Indiana University and University of the West Indies (Barbados)
- Partnerships in the Asia region closed in FY 2014:
  - California State University Fullerton, Fatimah Jinnah Women University, and Sardar Bahadur Khan Women University (Pakistan)

## Partnerships by Geographic Region and Primary Sector

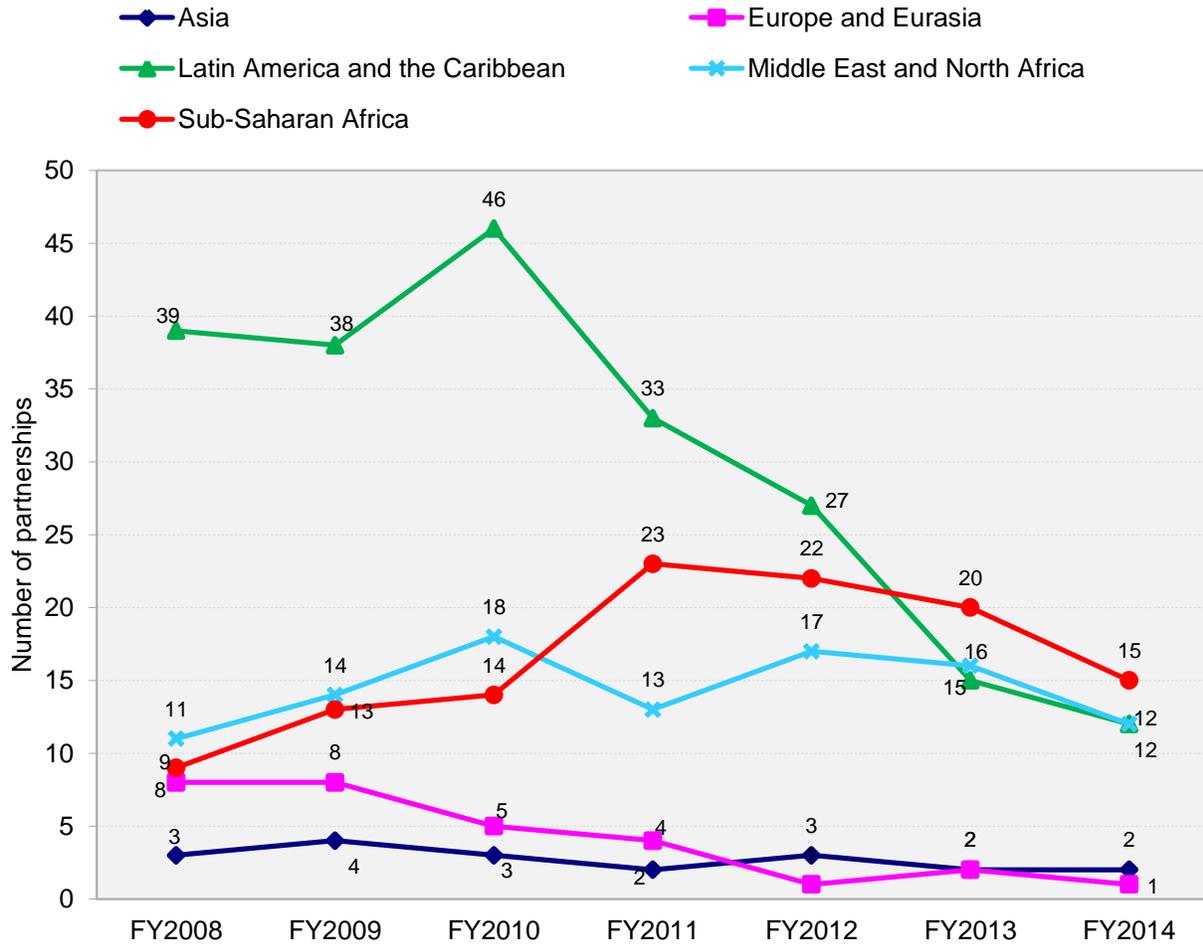
In FY 2014, HED managed active partnership awards in diverse sectors in all five regions of the world where USAID provides assistance (see Figure 2). Most active partnerships were in sub-Saharan Africa (36%;  $n = 15$ ), while the majority of HED active partnerships focused on workforce and entrepreneurship development sector (36%;  $n = 15$ ).

Figure 2. HED Partnerships by Geographic Region and Primary Sector in FY 2014 ( $n = 42$ )



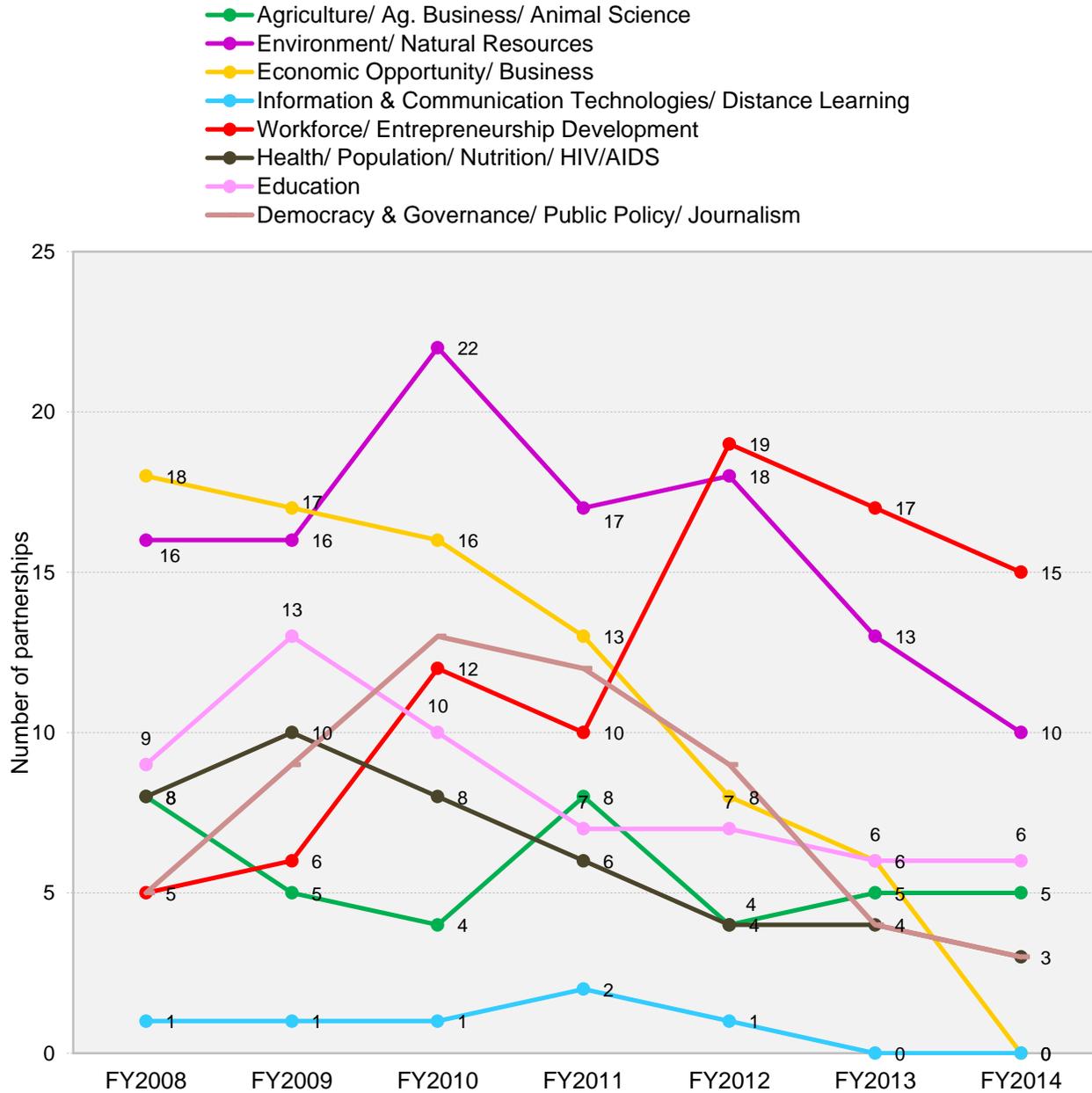
The number of partnerships that HED has managed in sub-Saharan Africa has increased by 177% since FY 2008, from 13 partnerships to 36 partnerships. By comparison, the number of active partnerships in Latin America and the Caribbean has decreased by 48% since FY 2008, from 56 partnerships to 29 partnerships, mainly due to the closeout in FY 2013 of the Associate Award with USAID/Mexico for the Training, Internships, Exchanges, and Scholarships (TIES) program. Figure 3 shows how the distribution of active partnerships by global region over time since FY 2008.

Figure 3. HED Partnerships by Global Region between FY 2008 and FY 2014



The primary sector in which partnerships work also has changed since FY 2008 (see Figure 4). The number of partnerships in the economic opportunity/business sector has decreased by 100%, from 18 partnerships in FY 2008 to no partnership in FY 2014. By comparison, the proportion of partnerships focusing on workforce/entrepreneurship development has increased by 200% during the same timeframe, with 5 partnerships in FY 2008 and 15 partnerships in FY 2014.

Figure 4. HED Partnerships by Primary Sector between FY 2008 and FY 2014



## Development Results

Each higher education partnership that HED manages contributes to Goal 2 of the USAID Education Strategy for 2011–2015, which is the improved ability of tertiary and workforce development programs to generate workforce skills relevant to a country’s development goals. In this section partnership results are presented by the sub-results for the USAID Education Strategy Goal 2: Increased access to education for underserved and disadvantaged groups, improved quality of tertiary education and research, and improved relevance of workforce development programs. Narratives describing accomplishments of individual HED partnerships are available in Appendix E. Success stories highlighting exceptional partnership achievements are provided in Appendix F.

### Increased Access to Vocational/Technical and Tertiary Education and Training for Underserved and Disadvantaged Groups

HED partnerships work to ensure that individuals from underserved and disadvantaged groups have equitable access to tertiary education and training. Partnership activity that advances access to tertiary education and training is tracked primarily using two indicators:

- Indicator 3.2.2-38: 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; and
- Indicator 3.2.2-41: Number of individuals from underserved and/or disadvantaged groups accessing tertiary education programs.

FY 2014 performance data for these two indicators are presented in Table 2.

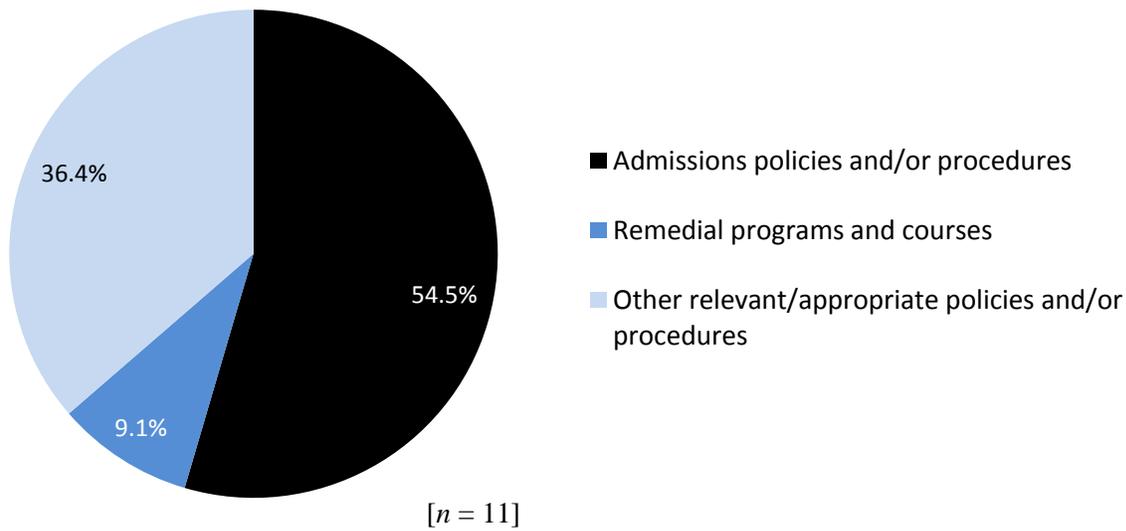
Table 2. FY 2014 Progress Results Toward Increased Access to Vocational/ Technical and Tertiary Education and Training for Underserved and/or Disadvantaged Groups

LWA Cooperative Agreement Indicators	FY 2014 Results
Indicator 3.2.2-38: Number of individuals from underserved and/or disadvantaged groups accessing tertiary education programs (LWA Objective 4)	3,422 Female 1,808 Male 5,230 Total Individuals
Indicator: 3.2.2-41: 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 (LWA Objective 3)	4 Partnerships 11 New/revised Policies/procedures

#### Access Policies

In FY 2014, four partnerships reported that the host-country partner implemented new or improved policies and/or procedures that support increased access by individuals of underserved and/or disadvantaged groups to certificate and/or other academic degree programs. To be considered as an implemented policy or procedure, the policy or procedure must be written in official institutional documentation. The four HED partnerships that reported progress toward this result adopted a total of 11 new or revised policies and/or procedures in FY 2014. As shown in Figure 5, most of these policies address admissions (55%,  $n = 6$ ).

Figure 5. Policies and/or Procedures Developed in FY 2104 to Strengthen Transparency of Admissions and/or to Increase Access of Underserved and Disadvantaged groups by Type of Policy/Procedure (*n* = 11)



These new/revised access policies and procedures for underserved or disadvantaged groups were often developed through a substantial process that included brainstorming meetings, self-reflection, and data analyses. For some partners who were not familiar with the concept of underserved/disadvantaged individuals, considerable realizations included buy-in from all stakeholders as well as the coherent institutionalization of such policies inscribed, for example, through the institution’s strategic plan.

Examples of partnership efforts to develop or enhance policies/procedures that increase underserved and disadvantaged groups’ access to tertiary education include the following:

- In Paraguay, partners at the **National University of Asunción (UNA)** are collaborating with the **University of Florida** to promote women leaders in the agriculture sector. During FY 2014, the partners developed two new policies to promote access to higher education for students from groups that the partnership identified as underserved: family farmers, urban farmers, and peri-urban farmers. According to the partners, these populations are often ignored by society and lack the means to access higher education. Through the development of these new policies, the partnership hopes to highlight the significance of these two groups’ contribution to the socio-economic sustainability of rural and peri-urban areas. In addition to these two new policies, UNA modified five admissions policies to not only increase underserved groups’ access to the university, but also increase these students’ retention and graduation rates. The policies were officially adopted by the Board of Directors of UNA’s Faculty of Agricultural Sciences in FY 2014.
- In Lebanon, a partnership between **Nassau Community College (NCC)** and **Al-Kafaàt University (AKU)** expanded student services in FY 2014 through the newly-organized Center for Students with Disabilities (CSD). The CSD developed new policies to ensure equal access to entrepreneurial education and provides services for around 130 disabled students at the Al-Kafaàt Foundational Schools system. The dissemination of the CSD’s new brochure helps the center promote awareness of disabilities and education not only on campus and during orientation, but also to the public at large.

### Individuals from Underserved/Disadvantaged Groups Accessing Tertiary Education Programs

In FY 2014, HED host-country partner institutions offered admission to academic programs to 13,553 individuals, of which 5,230 were individuals from disadvantaged and/or underserved groups (39%). (See

Table 3.) Of these individuals from underserved or disadvantaged groups that were offered admission to tertiary education programs this year, approximately two-thirds were female (65%,  $n = 3,422$ ).

Among all individuals offered admission in programs that were impacted by HED partnership activity in FY 2014, most individuals were offered admission to associate and bachelor degree programs (46%,  $n = 6,189$  and 43%,  $n = 5,815$ , respectively). Likewise, the majority of individuals from underserved/disadvantaged groups who were offered admission in FY 2014 accessed programs at the bachelor and associate degree levels (43%,  $n = 2,264$  and 39%,  $n = 2,029$ , respectively).

Further, one third of all individuals offered admission in FY 2014 were female (38%,  $n = 5,117$ ), whereas two thirds of individuals from vulnerable/disadvantaged groups offered admission in FY 2014 were female (65%,  $n = 3,422$ ). In addition, while males from underserved/disadvantaged groups tended to pursue bachelor degrees at a higher rate (64%,  $n = 2,264$ ) compared to other degree types, their female counterparts pursued associate degrees at a higher rate (49%,  $n = 1,666$ ).

Table 3. All Individuals Offered Admission in FY 2014 and Individuals from Disadvantaged and/or Underserved Groups Offered Admission by Type of Program

Type of Program		All Individuals Offered Admission	Individuals from Disadvantaged and/or Underserved Groups Offered Admission	Individuals from Disadvantaged and/or Underserved Groups Offered Admission among All Individuals Offered Admission
		(N)	(n)	(%)
Certificate	Female	148	148	100.0
	Male	373	373	100.0
	Total	521	521	100.0
Associate	Female	2,051	1,666	81.2
	Male	4,138	363	8.8
	Total	6,189	2,029	32.8
Bachelor	Female	2,627	1,339	51.0
	Male	3,188	925	29.0
	Total	5,815	2,264	38.9
Master's	Female	266	229	86.1
	Male	671	92	13.7
	Total	937	321	34.3
PhD	Female	25	40	160.0
	Male	66	55	83.3
	Total	91	95	104.4
Overall	Female	5,117	3,422	66.9
	Male	8,436	1,808	21.4
	Total	13,553	5,230	38.6

Partnerships define underserved and/or disadvantaged groups based on the context in the host country and community that the host-country institution serves. As a result, definitions of underserved and/or disadvantaged vary across partnerships. Some partnerships include individuals with low income or skills deficiencies in their definition of underserved and or/disadvantaged; others base their definition on demographic variables such as gender, ethnicity, or rural/urban origin. In some instances, an entire student body at the host-country institution is considered underserved.

Significant examples that highlight the scope of partnership contributions to reach out and extend access to individuals from underserved or disadvantaged groups are as follows:

- Through a partnership between the **University of Liberia (UL)** and **Indiana University**, the Center for Excellence in Health and Life Sciences (CEHLS) was established at UL in 2012. The purpose of the center is twofold: 1) to build the capacity of UL’s academic programs to address a national shortage of health workers; and 2) to effectively deliver health and life sciences curricula to individuals who come from diverse socioeconomic and cultural backgrounds, as well as from diverse rural and urban locations. In FY 2014, 159 individuals (77 female and 82 male) from underserved or disadvantaged groups were offered admission to bachelor and doctorate degree programs in health- and science-related fields through CEHLS.
- In Burkina Faso, the **International Institute for Water and Environmental Engineering (2iE)** is committed to increasing access to higher education programs for underserved and/or disadvantaged groups by providing special scholarship awards for females entering postsecondary programs at 2iE. In FY 2014, 2iE collaborated with its U.S. partner **Tuskegee University** to support access for underserved populations by admitting 421 females across the bachelor’s, master’s, and doctorate degree program levels.

## Improved Quality of Tertiary Education and Research in Support of Country Development Strategies

HED partnerships contribute to improving the quality of tertiary education and research by promoting innovation and cooperative research to effectively address host countries’ development priorities, enhancing knowledge and skills through training for individuals affiliated with host-country institutions, and fostering direct engagement in the host-country community through collaborations with higher education institutions and other stakeholder groups.

Partnership activity in each of these areas—development research, human capacity development, and community outreach/extension—is tracked primarily using the following indicators:

- Development research indicators:
  - Indicator 3.2.2-35: Number of U.S.–host country joint development research projects; and
  - Indicator: 3.2.2-40: Number of academic research initiatives whose findings have been applied, replicated, or taken to market.
- Human capacity development indicators:
  - Indicator 3.2.2-42: 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
- Community outreach/extension indicator:
  - Custom Indicator: Number of higher education institution outreach/extension activities in the host-country community.

## Development Research

FY 2014 results on development research are presented in Table 4.

Table 4. FY 2014 Progress Results Toward Improved Quality of Tertiary Education and Research in Support of Country Development Strategies (Innovation and Cooperative Research)

LWA Cooperative Agreement Indicators	FY 2014 Results
Indicator 3.2.2-35: Number of U.S. - host country institution joint development research projects (LWA Objective 3)	59
Indicator 3.2.2-40: Number of academic research initiatives whose findings have been applied, replicated, or taken to market (LWA Objective 3)	22

### Research – Joint

In FY 2014, 14 partnerships implemented 59 joint research projects—the majority of which took place in sub-Saharan Africa (59%,  $n = 35$ ). According to the definition of this indicator, joint research projects must be designed to contribute to the host country's local and/or national development goals and should be beyond the stage of proposal development.

Examples of joint research projects include the following:

- In the Philippines, **Southern Christian College (SCC)** faculty members initiated five joint research projects with their partner institution in the United States, **University of Hawaii**. These research projects aim to develop and administer a comprehensive market study utilizing the products featured in the business plans of select out-of-school youth. Conjoint choice analysis for market research of agricultural added-value goods was utilized so as to better enable SCC faculty to increase their capacities related to market study development and administration.
- In Kenya, a key achievement of **Kenyatta University (KU)**, collaborating with **Syracuse University**, was the completion of six collaborative research projects resulting in six papers submitted for publication. These research studies also resulted in 11 policy briefs directed to KU administrators and other stakeholders, including USAID/Kenya officials, Ministry of Education officials, other school of education deans, and secondary school principals. The six papers submitted for publication discussed topics such as instructional practices and challenges faced in English language teaching in secondary schools in Kenya; teachers' and school administrators' preparedness in handling students with special needs in inclusive education; factors affecting Kenyan secondary teachers' technology integration; Kenyan secondary teachers' and principals' perspectives and strategies on teaching and learning with large classes; improving student teaching for quality teacher preparation at the university level; and teacher mentoring for effective teacher training and development.
- In Colombia, **University of Florida (UF)** and **Universidad del Norte (UN)** partners collaborated on three joint research projects on human rights topics in the context of the Colombian conflict. UN will publish this research in a book that includes the following three themes: sexual violence used by the paramilitaries against lesbian, gay, bisexual, transgender, and intersex (LGBTI) population; socio-legal study on how palafítico (stilt) communities have evolved outside of state services as a result of forced displacement; and survey of conflict resolution measures available to small businesses subject to the Colombia – U.S. North American Fair Trade Agreement.
- The **American University** and **Pontificia Universidad Javeriana Cali (PUJC)** partnership embarked on a joint research project with the Americas Regional Division of International Detention Coalition (IDC). A team of students from PUJC's Human Rights Clinic undertook the research

project focusing on migratory detention and its alternatives within the Colombian context. The research project culminated in an accepted request for a thematic hearing before the Inter-American Commission on Human Rights which took place in August 2014.

### ***Research – Applied, Replicated, Taken to Market***

Six partnerships reported that the findings from 22 academic research initiatives undertaken as part of the partnership were applied, replicated, or taken to market in FY 2014. According to the definition of this indicator, research must be structured to establish novel facts, solve new or existing problems, prove new ideas, or develop new theories using a scientific method to be counted. Of the 166 research initiatives undertaken since partnership inception, 13% were applied, replicated, or taken to market in FY 2014 (see Table 5).

**Table 5. All Research Initiatives and Initiatives Applied, Replicated, or Taken to Market in FY 2014**

All Academic Research Initiatives Since Partnerships Inception	Academic Research Initiatives Applied, Replicated, or Taken to Market in FY 2014	
(N)	(n)	(%)
166	22	13.3

The type of research that was applied, replication and taken to market varied widely across partnerships. Some research findings were utilized to directly improve the social conditions of host-country communities. Other efforts included incorporating findings into policy briefs, developing prototypes and advancing technology, or supporting local industries and the private sector.

The following are several examples of research initiative whose findings were applied, replicated, or taken to market in FY 2014:

- In the Philippines, partners at **Southern Christian College (SCC)** and **University of Hawaii** worked on a set of five research initiatives that were applied to existing businesses focused on out-of-school youth (OSY) in the host country. Faculty members developed and administered a market study utilizing the products of select OSY business plans (on banana chips, coffee, peanut butter, coco sugar, and coconut oil) that included focus group discussions within the respective city center, development and training of market survey administration, and conducting the surveys in various locations of Cagayan de Oro and Midsayap. As part of these research initiatives, faculty received training in the topic of conjoint choice analysis for market research of agricultural added-value goods in addition to relevant related tools such as market study development and administration. These research results were further disseminated to the global public via international conferences, including a poster at the 12th Annual Value Added Conference (Baltimore, Maryland) and a scientific research symposium at the 2014 International Food and Agribusiness Management Association (Capetown, South Africa). In addition, the results were shared with and applied to the existing related OSY business products to expand or enhance their businesses.
- In Tunisia, four applied research projects were conducted under the partnership between **Institut Supérieur Des Etudes Technologiques de Sidi Bouzid (ISET Sidi Bouzid)** and the **University of Colorado at Boulder (UCB)**, involving both faculty and students. Two of these research projects were developed in joint collaboration with UCB, including the design of an automated solar water pumping system for agricultural irrigation and a solar dryer for agricultural produce. These research projects aim at identifying entrepreneurial solutions to local agricultural problems in the surrounding community.
- In Tunisia, six applied research projects have been initiated involving faculty and students at **Institut Supérieur Des Etudes Technologiques de Medenine and Tataouine**, including four projects that were presented to the public. In addition, two joint research projects with the **University of**

**Colorado at Boulder** (UCB) have been developed: the design of an optimal cogeneration system for a brick manufacturing facility and the design and construction of a solar concentrator for waste water evaporation in oil drilling applications. These research projects identify entrepreneurial solutions for industrial issues in the surrounding community.

### Human Capacity Development

FY 2014 partnership results on capacity strengthening for host-country institution individuals are presented in Table 6.

Table 6. FY 2014 Progress Results Toward Improved Quality of Tertiary Education and Research in Support of Country Development Strategies (Enhanced Knowledge and Skills for Host-country Institution Individuals)

LWA Cooperative Agreement Indicators	FY 2014 Results
Indicator 3.2.2-42: Number of tertiary institution faculty or teaching staff whose qualifications are strengthened through USG-supported tertiary education partnerships (LWA Objective 4)	11 Female 10 Male 21 Total Individuals
Custom Indicator: Number of host-country individuals (excluding faculty/teaching staff) who completed USG-funded long-term programs resulting in academic degrees or professional or technical certificates (LWA Objective 4)	648 Female 758 Male 1,406 Total Individuals
Custom Indicator: Number of host-country institution faculty and/or teaching staff who enrolled in long-term training programs for qualifications strengthening (LWA Objective 4)	9 Female 34 Male 43 Total Individuals
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) (LWA Objective 4)	2,770 Female 3,161 Male 5,931 Total Individuals

### ***Long-term Training - Enrolled (Faculty)***

In FY 2014, seven HED partnerships supported the enrollment of 43 faculty members and/or teaching staff in tertiary education programs lasting at least six months in duration. The majority (79%,  $n = 34$ ) of these faculty members were male. Nine of them (21%) were female. Most faculty members who enrolled in FY 2014 began their doctorate or master's degree programs (21%,  $n = 21$ , each). Table 7 provides data on faculty enrollment in long-term degree programs disaggregated by program type and sex. To be counted under this indicator, enrollment had to be supported through partnership full or partial financial support.

Faculty/teaching staff started long-term trainings in the host-country itself, at the U.S. partner institution, or in a nearby developing country. Faculty long-term studies were sometimes funded in part or in full through the partnership, via fellowships or scholarships. However partnership support went beyond financial support. Programs of study sometimes included mentoring and coaching with U.S. partners advisors that were interested in helping them build their capacity as researchers and students.

Table 7. Host-country Institution Faculty and/or Teaching Staff Who Enrolled in Long-term Training Programs in FY 2014 by Type of Program

Type of Program	Host-country Institution Faculty and/or Teaching Staff Who Enrolled in Long-term Training Programs in FY 2014		
	Female (n)	Male (n)	Total (N)
Certificate	0	0	0
Associate	0	0	0
Bachelor	0	0	0
Master's	5	16	21
PhD	3	18	21
Other	1	0	1
Overall	9	34	43

In FY 2014, highlights of faculty member enrollment in long-term programs of study include the following:

- In Colombia, the partnership between **Universidad de Antioquia** and **University of Minnesota** supported the enrollment of four Colombian faculty members (one female and three male) into higher education degrees. Three of them enrolled into the Master's of Law degree program at the University of Antioquia (UDEA) and of one of them enrolled into the Master's in Human Rights and Democracy at the Facultad Latinoamericana de Ciencias Sociales (FLASCO) in Mexico.
- In Ethiopia, the partnership between **Addis Ababa University** and **University of Connecticut** supported the enrollment of 19 faculty members from the host-country partner institution or surrounding universities (two of whom were female and 17 were male) into the master's and PhD degree programs in Water Resources Engineering and Management or the PhD degree program in Water and Public Health, at Addis Ababa University.

### ***Long-term Training – Completed (Faculty and/or Teaching Staff)***

In FY 2014, six partnerships reported that 21 faculty/teaching staff affiliated with host-country institutions completed long-term training programs to strengthen their qualifications. These long-term trainings lasted at least six months in duration and encompassed certificate programs, associate degree programs, bachelor degree programs, master's degree programs, PhD degree programs, or other long-term programs. Slightly more than half of the faculty members who graduated were female (52%,  $n = 11$ ). Host-country institution faculty and/or teaching staff represented 2% of all individuals who completed long-term training programs through HED partnerships-support.

Table 8 provides data on long-term degree completion for faculty/teaching staff disaggregated by program type and sex. The vast majority of faculty graduated with a master's degree (76%,  $n = 16$ ). Fewer graduated from a doctorate degree program (19%,  $n = 4$ , each) or another type of long-term degree program (5%,  $n = 1$ ).

Table 8. Host-country Institution Faculty and/or Teaching Staff Who Completed Long-term Training Programs in FY 2014 by Type of Program

Type of Program	Host-country Institution Faculty and/or Teaching Staff Who Completed Long-term Training Programs in FY 2014		
	Female (n)	Male (n)	Total (N)
Certificate	0	0	0
Associate	0	0	0
Bachelor	0	0	0
Master's	8	8	16
PhD	2	2	4
Other	1	0	1
Overall	11	10	21

In FY 2014, achievements that illustrate partnership efforts to help host-country institution faculty and teaching staff successfully complete their long-term programs of study are as follows:

- In Pakistan, the partnership between **Sardar Bahadur Khan Women's University SBKWU** and **California State University at Fullerton** supported one female faculty member from SBK in obtaining her master's degree in Science from Karachi University in FY 2014. Since then, she has joined SBKWU as a faculty member.
- In Liberia, the partnership between **University of Liberia** and **Indiana University** supported five faculty members (three female and two male) in completing their graduate degree programs in public health-related or chemistry fields at Indiana University or at Kwame Nkrumah University of Science and Technology in Ghana. Support encompassed tuition reductions, tutoring and mentoring, onsite supervision of practicum, research advising, and support to attend professional association meetings. Upon graduation, these faculty members or instructors returned to their host-country institution.
- In Kenya, through the partnership between **Kenyatta University (KU)** and **Syracuse University**, two female faculty members completed long-term degree programs and subsequently returned to KU's Department of Educational Communication and Technology as staff members. One of the two graduates completed a Ph.D. program in India and the other one completed her research post-doctoral studies at the University of Witswaterand in South Africa.

#### ***Long-term Training - Completed (Individuals Other Than Faculty/Teaching Staff)***

In FY 2014, 16 partnerships reported that 1,406 students and administrative/other staff affiliated with host-country institutions completed long-term training programs to strengthen their qualifications. Males and females completed long-term training opportunities in nearly equal proportions (53% male,  $n = 758$  and 46% female,  $n = 648$ ). Host-country institution students and administrative staff represented approximately 99% of the total number of individuals who completed long-term training programs, the others being students. These long-term trainings lasted at least six months in duration and encompassed certificate programs, associate degree programs, bachelor degree programs, master's degree programs, or PhD degree programs.

Table 9 provides data on long-term degree completion for students and administrative/other staff disaggregated by program type and sex. The vast majority of students graduated with a bachelor degree (59%,  $n = 834$ ) or other types of long-term programs, which could be research-focused (21%,  $n = 297$ ). By comparison, the two administrative/other staff graduated with other types of long-term programs (100%,  $n = 2$ ).

Table 9. Host-country Institution Students and Administrative/Other Staff Who Completed Long-term Training Programs in FY 2014 by Type of Program

Host-country Institution Individual	Type of Program	Host-country Institution Students and/or Other Staff Who Completed Long-term Training Programs in FY 2014		
		Female (n)	Male (n)	Total (N)
Students	Certificate	0	0	0
	Associate	53	192	245
	Bachelor	485	349	834
	Master's	10	14	24
	PhD	1	3	4
	Other	97	200	297
	Subtotal	646	758	1,404
Administrative/Other Staff	Certificate	0	0	0
	Associate	0	0	0
	Bachelor	0	0	0
	Master's	0	0	0
	PhD	0	0	0
	Other	2	0	2
	Subtotal	2	0	2
Overall		648	758	1,406

Students and other staff completed long-term programs in their host country, at the U.S. partner institution, or both as part of a dual degree program. Support provided through the partnership was multifaceted and included scholarships, research grants, coaching and mentoring of future graduates, and provision of applied learning opportunities such as internships or laboratory practical experiences.

FY 2014 achievements that illustrate partnerships' efforts to help host-country institution students and other staff successfully complete their long-term programs of study, so that their strengthened knowledge and skills make them competitively qualified on the labor market, are as follows:

- In Ethiopia, representatives of UNICEF, Pact Ethiopia, International Water Management Institute, Save the Children, and the World Health Organization were among those celebrating the achievements of 20 graduates as they received their master's degrees from the Ethiopian Institute for Water Research, a part of Addis Ababa University. Eighteen of them were graduates of the Water, Sanitation and Hygiene master's degree program launched during the 2012–13 academic year through the partnership between **Addis Ababa University** and **University of Connecticut**; another two of them were graduates of the Water Resources and Environmental Management program supported through the partnership.
- In Burkina Faso, 12 students (including two females) out of a class of sixteen graduated from a master's degree program in mining management developed through the partnership between the **International Institute for Water and Environmental Engineering (2IE)** and the **University of Mississippi**. This new program includes a required internship for experiential learning. The remaining four students in the cohort are expected to graduate in FY 2015.

- In Senegal, this fiscal year marked the inaugural graduating class for the associate degree program in agroecology developed by the **Université Gaston Berger** in partnership with **Ohio State University**. In the spring of 2014, 66 graduates (21 female and 45 male) completed the two-year program with the training and hands-on experience they needed for employment at local agribusinesses, government agencies, and non-profit organizations.
- In Lebanon, the English language program developed through the partnership between **Nassau Community College** (NCC) and **Al-Kafaàt University** (AKU) was updated to meet emerging market-driven vocational needs and implemented across AKU's EUROPA Campus of Technology (ITK). The LINK (English-language Immersion at ITK) program, modeled after the Language Immersion Program at NCC, provides English instruction in a student-centered learning environment, leading to more authentic language production and greater fluency. This year, the program graduated 283 students, preparing students' English proficiency for work in vocational areas such as business, computer science, mechanics, electronics, printing, graphic design, cosmetology, interior design, and hospitality management.
- In Jordan, 36 students graduated from the Solar Energy Technology (SET) program developed at **al-Huson University College** (HUC) through its partnership with **Red Rocks Community College** (RRCC). As the only associate's degree program in solar energy technology in Jordan, graduates have found opportunities in employment at Jordan's largest solar energy company, starting their own solar businesses, as well as bridging to Jordan's premier university engineering program. HUC's SET program has already established a strong reputation, with a total enrollment of 152 students for the 2014-2015 academic year.
- In Morocco, 81 students graduated from the four programs of the **Ecole Supérieure de Technologie Oujda** (ESTO) developed in partnership with **Gateway Technical College**. All four programs are offered in the Engineering, Industrial Maintenance, Electronics and Industrial Computing, Electrical Engineering/Renewable Energy, and Mechatronics department. Fifteen faculty members that were trained in automotive diagnostics through the partnership taught students in all four programs. Additionally, eighteen students have been offered internships with independent automotive industry representatives this fiscal year.

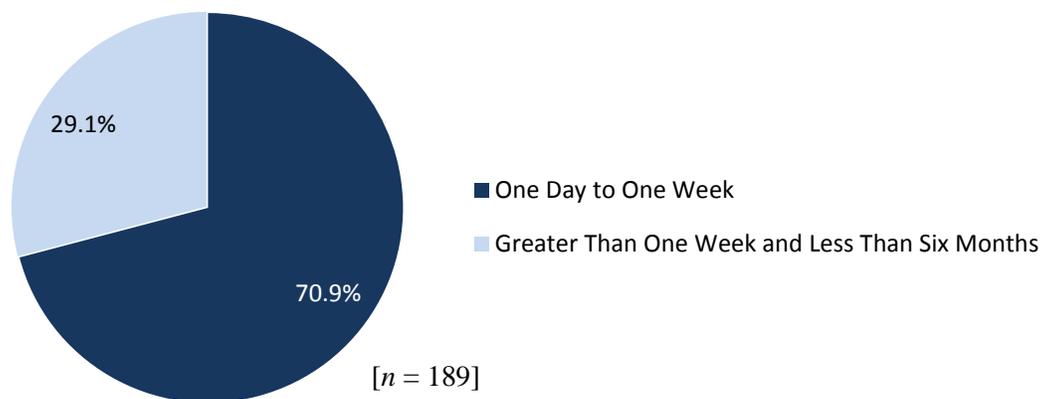
### ***Short-term Qualifications Strengthening***

In FY 2014, HED partnerships provided numerous short-term training options of less than six months duration to host-country individuals. Precisely, 31 partnerships reported that they offered 189 short-term training opportunities to individuals affiliated with the host-country institution. A total of 5,931 host-country institution individuals (faculty, teaching and administrative staff, and students) completed these trainings. Slightly more than half of the trainees were male (53%,  $n = 3,161$ ).

To understand the scope and significance of short-term training opportunities offered through HED partnerships, trainings are tracked by their relative duration: trainings that are longer than one week and less than six months in duration as well as trainings that last between one day and one week. As shown in Figure 6, a majority of short-term trainings offered through HED partnerships in FY 2014 (71%,  $n = 134$ ) lasted between one day and one week.

The short-term trainings conducted in FY 2014 focused on increasing staff's capacity to respond to immediate needs (such as improving curricula), organizing training-of-trainers opportunities with scalability as a core focus, participating in practical applications in their areas of expertise, or improving their English-language skills. Partners generally designed and planned the short-term trainings to include interactive and participatory methods, as well as balance both sharing theoretical knowledge and promoting hands-on skills. The trainings were intensive and generally used a variety of tools through short courses, presentations, workshops, small-group discussions, and field work.

Figure 6. Short-term Trainings That Individuals Affiliated with Host-country Institutions Completed in FY 2014 by Training Duration ( $n = 189$ )



In FY 2014, examples that highlight partnerships' achievements in short-term human capacity-enhancing activities included the following:

- As part of the collaboration between the **Universidad Nacional de Asunción (UNA)** in Paraguay and the **University of Florida**, 342 students from the College of Agrarian Sciences attended workshops on gender equality held at the host-country institution. The workshops focused on acknowledging the importance of gender in the study and application of agrarian sciences and increasing the participants' awareness of gender inequalities in society.
- The **University of Malawi**, in partnership with **Michigan State University**, held four short-term trainings that directly benefitted a total of 152 host-country faculty and students, as well as local stakeholders from the nonprofit sector (e.g., Kusamala Institute of Agriculture and Ecology, Coordination Unit for Rehabilitation of Environment, and Agricultural Research and Extension Trust), the business community (Auctions Holdings Limited and Electricity Supply Corporation of Malawi), other Malawian tertiary education institutions, and the public sector.
- In Colombia, 906 students and faculty members from **eight higher education institutions**<sup>2</sup> in three regions of the country attended short-term trainings through the Colombia-U.S. Human Rights Law School Partnership Program, in collaboration with **University of Minnesota, American University** and **University of Florida**. The trainings, courses, and workshops focused on topics related to human rights law, legal education, and enhancement of students' lawyering skills.
- The partnership between the **University of Rwanda** and the **University of California Los Angeles** focused on building the human capacity of the College of Education staff and that of faculty and staff in Teacher Training Colleges (TTCs) through six trainings that reached out to a total of 167 individuals. These trainings focused on gender research to enable participants to expand their knowledge and skills with regards to data collection, data management, and data use for more efficient planning and management. Another workshop also focused on mentoring techniques so that faculty members who administer mentoring programs gain advanced skills in counseling and advising students on both academic and personal matters.
- In Jordan, **Al Quds College (AQC)** and **Eastern Iowa Community College** adapted their original Entrepreneurship Certificate Program into an institution-wide rollout of entrepreneurship coursework at AQC. Collaboration with the International Youth Foundation provided AQC with a Microsoft-developed "Build Your Business" (BYB) royalty-free software for use in the classroom to enhance

<sup>2</sup> Pontificia Universidad Javeriana Cali, Santiago de Cali, Universidad de Antioquia, Universidad Católica del Oriente, Universidad del Magdalena, Universidad de Medellín, Universidad del Norte, and Universidad Pontificia Bolivariana.

instruction. This new semester-long course has gradually been adopted as a graduation requirement, and 630 students completed the short-term course and developed a business plan in FY 2014.

- In Jordan, **Al Quds College (AQC)** and **Washtenaw Community College** held a formal launch event for the business incubator on campus, the first at a community college in Jordan. The business incubator provides students with five physical workspaces and support services to develop their business ideas. During FY 2014, the business incubator provided capacity-building trainings and business plan development services for 17 students. In addition to the business incubator, the partnership hosted a multitude of entrepreneurial training activities at AQC, such as intensive, four-day entrepreneurial boot camp trainings to 72 host-country institution participants.

### Community Outreach and/or Extension

FY 2014 results on partnership outreach and extension efforts are presented in Table 10.

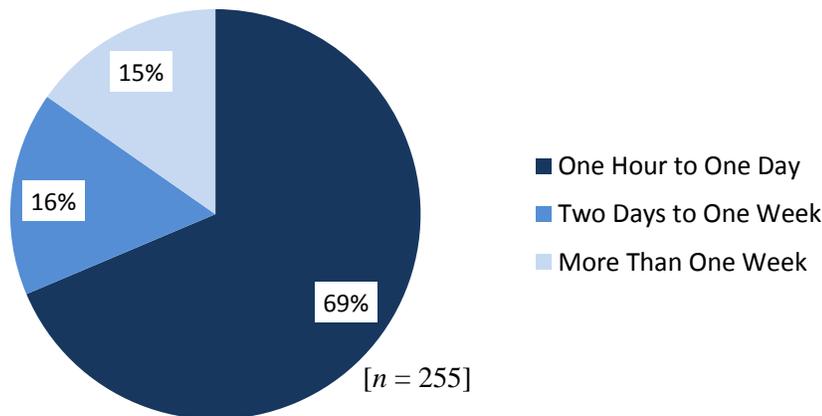
Table 10. FY 2014 Progress Results Toward Improved Quality of Tertiary Education and Research in Support of Country Development Strategies (Direct Engagements in the Host-country Community)

LWA Cooperative Agreement Indicator	FY 2014 Results
Custom Indicator: Number of higher education institution outreach/extension activities in the host-country community (LWA Objective 3)	255

In FY 2014, 29 HED partnerships reported having conducted 255 outreach/extension activities in the host-country community. In all, these activities reached approximately 38,000 individuals in the host countries. According to the definition for this indicator, outreach/extension activities bring the work, experience, knowledge, information, inventions, etc., of the higher host-country higher education institution into its community with the purpose of extending knowledge to address local needs.

To understand the scope of outreach/extension activities offered through HED partnerships, activities are tracked by their relative duration: one hour to one day, two days to one week, or more than one week. As showed in Figure 7, most outreach/extension activities offered through HED partnerships in FY 2014 lasted one day or less (69%,  $n = 175$ ).

Figure 7. Outreach/ Extension Activities Held in the Host-country Community in FY 2014 by Duration ( $n = 255$ )



Outreach and extension activities included short trainings and hands-on workshops, forums and conferences, launch events, visits at local schools, direct activities to improve communities living conditions, consultations with local businesses, community meetings, and expert consultations. Some events reached out

to local villagers while other events involved international actors. The activities engaged a mosaic of community members including professionals, community members, and experts as well as individuals from governments, the nonprofit sector, public sector, and other institutions of higher learning.

In FY 2014, examples of how local needs have been addressed by partner institutions through community extension and outreach included the following:

- In Peru, students at **Universidad Nacional de Ucayali** (UNU) completed a nine-week field course focused on engaging with indigenous communities in remote areas of the host country. UNU, in collaboration with the **University of Florida**, developed a range of extension activities led by students, including workshops on biodiversity conservation, climate change, soil degradation and resource management. This applied field component of the interdisciplinary environmental certificate program developed by the partners produces research results which are shared with participating communities and organizations.
- In Ethiopia, **Addis Ababa University**, in partnership with the **University of Connecticut** conducted a summer outreach program related to public health and sanitation in collaboration with other partner universities (Mekelle, Arbaminch, Hawassa, and Bahir Dar). The project engaged 96 undergraduate students in community development and action research. The students teamed up to visit local communities and educated more than 12,000 individuals about the importance of hand washing, then completed research projects on their findings with the goal of improving future outreach efforts.
- In Kenya, the Center for the Study of Dryland Ecosystems and Societies (CSDS), an institute of the **University of Nairobi** (UoN) in partnership with **Colorado State University**, held three research feedback workshops for stakeholders in three dryland counties (Isiolo, Marsabit, and Laikipia), reaching more than 80 state, not-profit, and community leaders. The workshops initiated dialogue with county officials around opportunities for partnership and collaboration between CSDS/UoN and county governments, as well as with other development partners. The feedback workshops have been widely applauded by the respective partners, leading to increased demand for similar forums in the counties, particularly at the community level.
- In Paraguay, 66 women from three agricultural cooperatives and agricultural high schools from the San Pedro region participated in the second Forum for Women Leaders and Farmers. The **National University of Asunción** and the **University of Florida** hosted the forum with the Project for Formation of Clusters of Agricultural Cooperatives—a collaboration between the Japan International Cooperation Agency, the National Institute of Cooperatives, and the Federation of Cooperative Producers. USAID/Paraguay's Program to Improve Agricultural Value Chains in the Northern Zone also provided support for this activity. The forum aimed to develop leadership attitudes, increase gender awareness, improve administrative skills, and promote the exchange of experiences among different groups of women to enrich the learning process.
- In Tunisia, the **Institut Supérieur des Etudes Technologiques (ISET) Sidi Bouzid** is gaining recognition as a resource and knowledge center for innovation in the areas of water resources and energy efficiency. Through its partnership with the **University of Colorado at Boulder**, a Sustainable Solutions Center (SSC) was established at ISET Sidi Bouzid. The SSC engages local businesses and communities and in FY 2014 conducted four outreach activities, including seminars, short courses, workshops, and needs assessments. These activities have promoted awareness and efficient practices in renewable energy, water management, and entrepreneurship to primary schools and local farmers.
- The **Florida International University** partnership with the **Pontificia Universidad Javeriana** and the **Universidad de la Amazonia** had 20 students participate in a field course on conservation in the Colombian Amazon. The field course was guided by various universities and government agencies. Through lectures, discussions, field outings, and group work, participants examined social and

environmental issues to gain a comprehensive understanding of the Amazonian context for conservation.

## Improved Relevance and Quality of Workforce Development Programs

HED’s partnerships efforts toward USAID Goal 2 by promoting demand-driven tertiary education programs. Results are tracked using three indicators:

- Indicator 3.2.2-33: Number of USG-supported tertiary education academic degree programs that include experiential and/or applied learning opportunities for learners;
- Indicator 3.2.2-36: Number of USG-supported tertiary programs with curricula revised with private and/or public sector employers’ input or on the basis of market research; and
- Indicator 3.2.2-39: Number of new USG-supported tertiary education programs that develop or implement industry-recognized skills certification.

FY 2014 performance data for these indicators are presented in Table 11.

Table 11. FY 2014 Progress Results Toward Improved Relevance and Quality of Workforce Development Programs

LWA Cooperative Agreement Indicators	FY 2014 Results
Indicator 3.2.2-33: Number of USG-supported tertiary education academic degree programs that include experiential and/or applied learning opportunities for learners ( <i>for the first time</i> ) (LWA Objective 3)	15 Partnerships 48 Programs with New Experiential/applied Learning Opportunities
Indicator 3.2.2-36: Number of USG-supported tertiary programs with curricula revised with private and/or public sector employers’ input or on the basis of market research (LWA Objective 3)	9 Partnerships 29 Curricula New/revised
Indicator 3.2.2-39: Number of new USG-supported tertiary education programs that develop or implement industry-recognized skills certification (LWA Objective 3)	6 Partnerships 16 New Programs

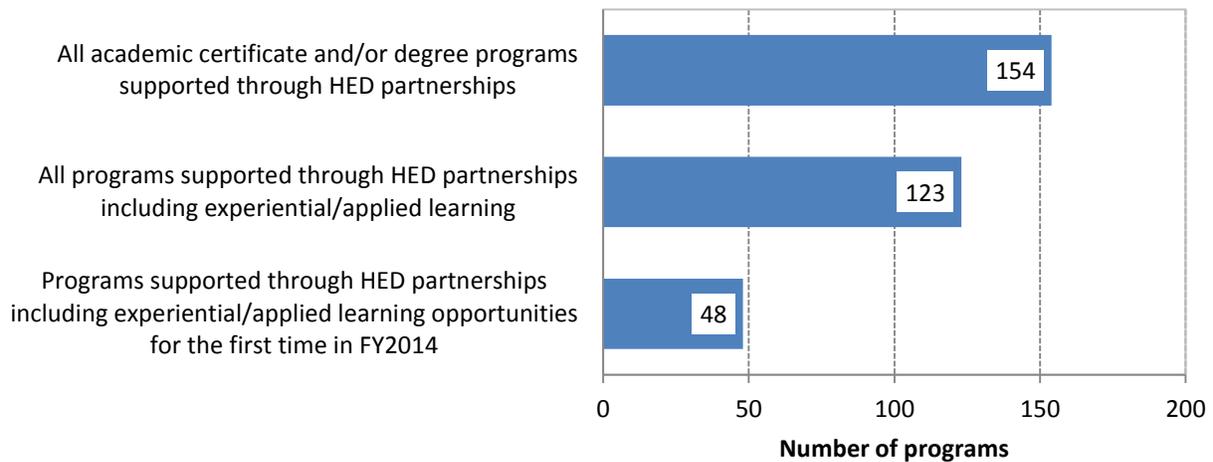
### Experiential/ Applied Learning Opportunities

In FY 2014, 15 HED partnerships reported having implemented new/enhanced experiential and/or applied learning opportunities for the first time at host-country institutions. In all, these 15 partnerships reported that new/enhanced experiential and/or applied learning opportunities benefited 48 academic certificate and/or degree programs supported (i.e., certificates and associate, bachelor, master’s, and PhD degree programs). According to the definition for this indicator, experiential learning is an educational practice of supplementing the classroom setting with work experience in the real world. Applied learning provides opportunities to apply classroom knowledge and skills to real world situations. Both require some structured work experience integrated with classroom learning and aim at increasing participants' readiness to enter the labor market upon completion of the program.

To understand the scope and significance of the experiential/applied learning opportunities developed and implemented through HED partnerships, additional data are tracked on programs supported and experiential/applied opportunities. As showed in Figure 8, a total of 154 academic certificate/degree programs were supported through HED partnerships in FY 2014, of which 123 had experiential/applied

learning opportunities (80%). Of these, 48 had new/enhanced experiential/applied learning opportunities in FY 2014 (39%), regardless of the actual number of experiential opportunities first offered.

Figure 8. Academic Certificate/Degree Programs Supported through HED Partnerships and Experiential/Applied Learning Opportunities First Offered in FY 2014



In FY 2014, examples that highlight partner institutions' achievements in bringing experiential/applied learning opportunities into the academic certificate/degree programs that they support included the following:

- In Colombia, partners at **Universidad Santiago de Cali (USC)** and **American University** developed new experiential learning opportunities through short courses on human rights into USC's post-graduate Constitutional Law and Criminal Law degree programs. The latter degree program formerly had a classic civil law syllabus with lecture-based teaching style; however, at the request of the Dean at USC's Law School, the program's human rights module was revised to include experiential/applied learning methodologies. The first module provided a conceptual introduction to human rights history, principles, and norms. The second module examined the United Nations (UN) Human Rights System and the domestic implementation of international human rights laws in Colombian domestic jurisprudence. These first two modules built upon one another and culminated in the final module, which included an interactive simulation in which students worked in small groups and participated in simulated hearings before UN treaty bodies, with each group focusing on an individual right of their choice.
- In Jordan, partners from **al-Huson University College (HUC)** and **Red Rocks Community College** established a Solar Energy Technology associate degree program. In addition to the hands-on training provided at HUC using photovoltaic equipment and a solar technical laboratory, 42 students participated in internships with local solar energy companies in Jordan. These internships provided students with direct and relevant work experience, increasing students' prospects to find employment after graduation.
- In Rwanda, the **University of Rwanda (UR)** held its first student internship research exchange this fiscal year with a group of nineteen students from UR, **Michigan State University**, and **Washington State University**. In May 2014, three Washington State graduate students and three Michigan State graduate students formed teams with upper-level undergraduate students from the University of Rwanda's Bachelor of Science in Agribusiness program. The teams conducted joint research on the economics of the coffee sector in Rwanda. This internship program will be a regular part of the Master's Degree of Science in Agribusiness program once it is launched at UR in FY 2015.

## Curricula New and/or Revised

In FY 2014, 12 HED partnerships amended or newly developed a total of 44 curricula. Out of these, 9 partnerships revised 29 curricula with private and public sector employer input or on the basis of market research (66% of all curricula revised this year, see Table 12). A curriculum is a set of all courses that a student must complete in order to obtain an academic certificate or degree offered at a host-country institution.

Table 12. Curricula Newly Developed and/or Revised in FY 2014

All Curricula New/Revised in FY 2014	Curricula New/Revised with Input or Based on Market Research in FY 2014	
	(N)	(%)
44	29	65.9

In FY 2014, notable examples that highlight the involvement of public and private sector in the curriculum revision process included the following:

- In Jordan, partners from **Al Quds College (AQC)** and **Washtenaw Community College** enhanced the capacity of AQC faculty and staff through faculty exchanges; WCC faculty visited Jordan in January, and AQC faculty visited Michigan in February. As a result of these exchanges, faculty have jointly developed 54 teaching toolkits to enhance entrepreneurial concepts and applied learning in 10 courses across four academic disciplines (Business, Media Arts, Information Technology & Engineering, and Culinary & Hospitality).
- In Jordan, **al-Huson University College (HUC)** and **Red Rocks Community College** worked collaboratively with private sector partner Consolidated Contractors Company (CCC) to develop a new comprehensive health, safety, and environment (HSE) associate degree program. The HSE curriculum was created to not only meet international standards in occupational health, safety, and environment but was also strategically selected in an effort to fill the demand for HSE workers in Jordan by training and preparing students to enter into this field. Currently, 35 students are enrolled in the first year of HSE degree program, which begins with theoretical training at HUC, and 30 students have continued into the second year of practical training at the newly refurbished Hassib Al-Sabbagh Academy. This facility was provided by **Al Balqa Applied University (BAU)** and renovated and equipped through funds from CCC, who will offer a significant number of jobs to HSE students after completion.
- In Morocco, **Ecoles Normales Supérieures de l'Enseignement Technique (ENSETs) of Rabat and Mohammedia**, and **Middlesex Community College** partners newly developed or revised 14 curricula to integrate entrepreneurship components into the course content. ENSET Rabat added four new engineering programs while ENSET Mohammedia added five new programs and revised five existing programs to include an entrepreneurship module. This development further strengthens curriculum content and inculcates an entrepreneurial mindset at the two ENSETs. These changes were approved by the National University Curriculum Approval Process in Morocco; now accredited, these offerings can be offered continuously for at least five years. Currently, 18 faculty members from both ENSETs are teaching courses with an entrepreneurship component.

## Programs - New

In FY 2014, six HED partnerships reported the development and administration of 16 new academic degree programs. According to the definition of this indicator, an academic certificate and/or degree program is a structured course of study, based on defined curricula in a specific discipline, resulting in a granting of a postsecondary degree or certificate. Nearly half of the new programs are bachelor degrees (44%,  $n = 7$ ) and almost one-third (31%,  $n = 5$ ) certificates, while four of these new programs (25%) were master's degrees (see Table 13).

Table 13. Programs Newly Developed and Implemented in FY 2014

Type of Academic Certificate/degree Programs Newly Developed in FY 2014	Number	Percent
Professional licensure/certificate programs	5	31.3
Associate degree programs	0	0.0
Bachelor degree programs	7	43.8
Master's degree programs	4	25.0
PhD degree programs	0	0.0
Overall	16	100.0

The degree programs newly created in FY 2014 implement novel approaches for preparing students to meet the needs of the labor market as well as a practical focus with practicums or applied experiences in the community. Delivery modalities also vary: face-to-face instruction, online only, or a combination of both. Some of these programs were launched to the public and also elicited great media interest. The collaboration of multiple stakeholders to develop these new programs as well as their official institutionalization, which often also necessitated government approval, together contributed to a more organic integration of the offerings at the host-country institutions.

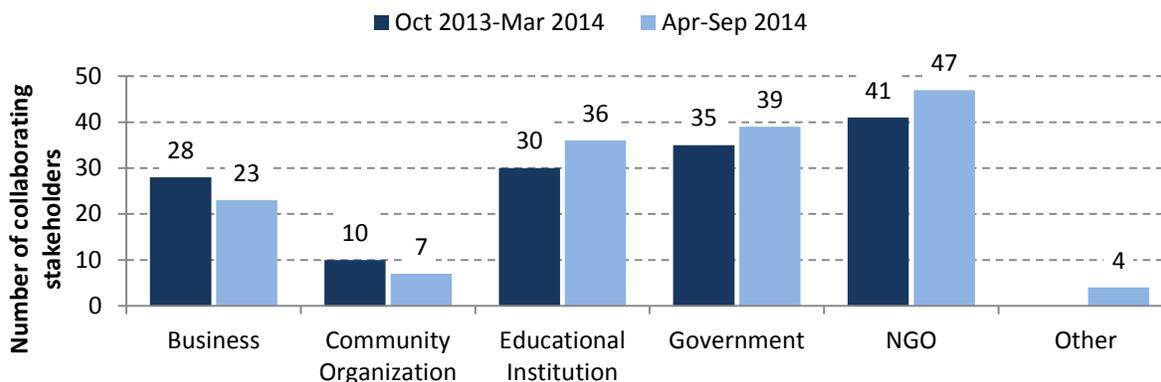
Below are some examples of partnerships that implemented new academic certificate or degree programs in FY 2014:

- In Colombia, the **Universidad del Magdalena (UM)**, in partnership with **University of Florida**, developed a diplomado/certificate for law students. Entitled Human and International Humanitarian Rights in the Caribbean Context, this new diplomado/certificate provides a foundational understanding of interpretations of human rights. It was also offered as a course to train professors at UM, educators in the district's public school system, community leaders, members of the Colombian civil defense, national police, Ombudsman representatives, and Women's Network members and provide them with basic concepts in human rights and teaching to promote, disseminate, and protect fundamental rights and achieve an inclusive education system.
- In Barbados, partners at the **University of the West Indies** and **Indiana University** collaborated to develop and launched to the public a new master's degree in entrepreneurship and innovation degree at the Cave Hill School of Business. This new, three-phased graduate program was designed with a heightened practical focus. It aims to take an entrepreneur or aspiring entrepreneur through the development of a real project business, building upon foundational courses on the entrepreneurial ecosystem as well as strategy and innovation-centered courses.
- In Ecuador, at the **Universidad San Francisco de Quito (USFQ)**, the master's in ecology degree program with specialization in Amazonian studies was officially approved by the Ecuadorian government and was launched in August 2014. Twelve students were granted scholarships this fiscal year to attend this new graduate program developed through a partnership between USFQ and **University of North Carolina**. In 2013, as the delay in approval for the master's degree continued, the partners had started teaching the four main planned courses as certificate courses: Individuals (students and professionals) completing all four courses would receive a General Certificate in Amazonian Studies. Those individuals earning the four-course certificate who subsequently apply for admission to the master's in ecology degree program could then receive official academic credit retroactively for the four courses taken in the certificate program.
- As a result of the partnership between **Red Rocks Community College** and **Al Huson University** in the United Arab Emirates, the first matriculation of 37 students into the Occupational Safety and Health program at **Al Huson University College** occurred in FY 2013. In FY 2014, 20 of the 37 students returned for a second year. The program now also has its own building to house its applied labs, equipment, and classrooms.

## Involvement of Other Collaborating Stakeholders

In FY 2014, HED higher education partnerships expanded their partnerships beyond the primary partner institutions by engaging diverse groups of stakeholders. Stakeholders involved included individuals and groups from businesses, community organizations, other educational institutions, government agencies, and NGOs. In FY 2014, partnerships worked with a total of 300 stakeholders. During the first half of the year, 34 HED partnerships reported collaborations with 144 stakeholders and during the second half of the year, 36 HED partnerships reported collaborations with 156 stakeholders (see Figure 9).

Figure 9. Types of Other Collaborating Stakeholders Involved in HED partnerships in FY 2014



Though HED partnerships collaborated with different types of stakeholders, stakeholders tended to be involved in similar activities across the different partnerships. Stakeholder involvement occurred primarily in internship placement, mentorship and network development, curriculum design, outreach, applied learning, and training. Examples are provided below.

**Internship Placement:** In FY 2014, several partnerships enlisted outside stakeholders to help students find internships. For example, the **University of Florida** partnership with the **Universidad Nacional de Asunción** has agreements with two NGOs, Federation of Production Cooperatives and Agricultural Cooperative Development International/Volunteers in Overseas Cooperative Assistance, that provide internships annually in forestry and agricultural production for at least five students. In FY 2014, the partnership established agreements with two additional NGOs and one tobacco business that will provide new internship opportunities for students in FY 2015. Those NGOs and businesses are: Fundacion Ayuda en Acci3n, Servicio Ecum3nico de Promoci3n Alternativa, and Compa1a Agrotabacalera del Paraguay S.A.

**Mentorship and Network Development:** Partnerships also engaged stakeholders to provide mentorship and network development opportunities for students and faculty members. For instance, through the **University of Hawaii** and **Southern Christian College** partnership in the Philippines, four teachers from Alternative Learning System in Esperanza work as advisors for student business teams. They provide feedback on the students' business plan ideas, share their existing network of contacts, and facilitate linkages among the students and local government agencies that support local entrepreneurs. Additionally, the **University of Liberia** and **Indiana University** worked with the Ministry of Health in Liberia to facilitate mentorship of students in the certificate of public health by clinic staff and district workers.

**Curriculum Design:** Curriculum design and development has also been a common area for collaboration with stakeholders. By involving outside groups, tertiary education programs are better designed to meet market needs and address existing knowledge and skills gaps among potential workers in a particular sector. In Colombia, **Florida International University** is collaborating with Patrimonio Natural, an NGO that focuses on protecting and conserving Colombia's natural areas, and Parques Nacionales Naturales de Colombia, a government agency that works to guarantee the conservation of Colombia's biosphere and ecosystems, to develop a professional certificate program for individuals working in fields related to biodiversity conservation. In Liberia, the Ministry of Health and Social Welfare worked with the **Indiana University** and **University of Liberia** partnership to develop and implement a certificate in public health.

**Outreach:** In FY 2014, collaborating stakeholders have been integral in helping partnerships reach out to their communities, either for raising awareness, dispersing information, or helping to increase civic participation. The partnership between **American University** and the **Pontificia Universidad Javeriana Cali** (PUJC) in Colombia worked closely with the Municipal Ombudsman's Office of the City of Santiago de Cali on two high profile initiatives during the first half of FY 2014. On January 31, 2014, PUJC's human rights clinic and the Ombudsman launched a jointly sponsored student competition to raise awareness of and interest in local human rights issues. In an effort to raise awareness about Ombudsman's annual report on the current state of human rights in Cali, the Ombudsman and PUJC partnered to host a student competition asking students across the entire university to read the report in full, critically analyze one of the human rights issues highlighted in the report, and submit a proposal for resolving that issue. The competition received 70 proposals from teams of two students from across the university.

**Applied Learning:** Stakeholders were essential in helping university partnerships apply their learning in real world situations. For instance, the **University of Hawaii** and **Southern Christian College** in the Philippines forged relationships with various businesses to help students produce and sell their products. In addition, V Motril Foods, a business that exports dried fruit internationally, has signed a memorandum of understanding under the partnership to help market student banana chips. The business has also provided technical advices that lead the student banana chip team to venture into additional banana plant varieties. Manna's Alternatives, a produce and food establishment in the Philippines, has also agreed to sell student products, including banana chips, ice cream, and sweet potato chips. Relationships with local government officials, such as Rene Falconitin, a local government unit leader in Barangay, have helped students obtain certified workspace in which to produce products that meet government food safety requirements.

**Training:** HED partnerships provided outside stakeholders with training opportunities or collaborated with them to provide training opportunities to other groups. The **University of Florida** and **Universidad Nacional de Asunción** in Paraguay worked with the Ministry of Women to organize training workshops on gender-based violence and reproductive health for high school students in agricultural areas and female students in the agricultural sciences department. The **University of Richmond**'s partnership in Peru leveraged its relationship with various NGOs to provide trainings on forest management, land tenure, climate change, conservation, and indigenous communities to undergraduate student cohorts.

## Partnership Performance Management

HED uses results-based management principles and an information management 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 three indicators:

- Custom Indicator: Number of monitoring visits across HED portfolio;
- Custom Indicator: Number of updated and/or new HED performance management processes; and
- Custom Indicator: Number of new technical resources or other related documents and materials that HED creates for the higher education community.

Performance data for HED's results-based management achievements during the reporting timeframe are presented in Table 14.

Table 14. FY 2014 Progress Results in the Area of Results-based Management

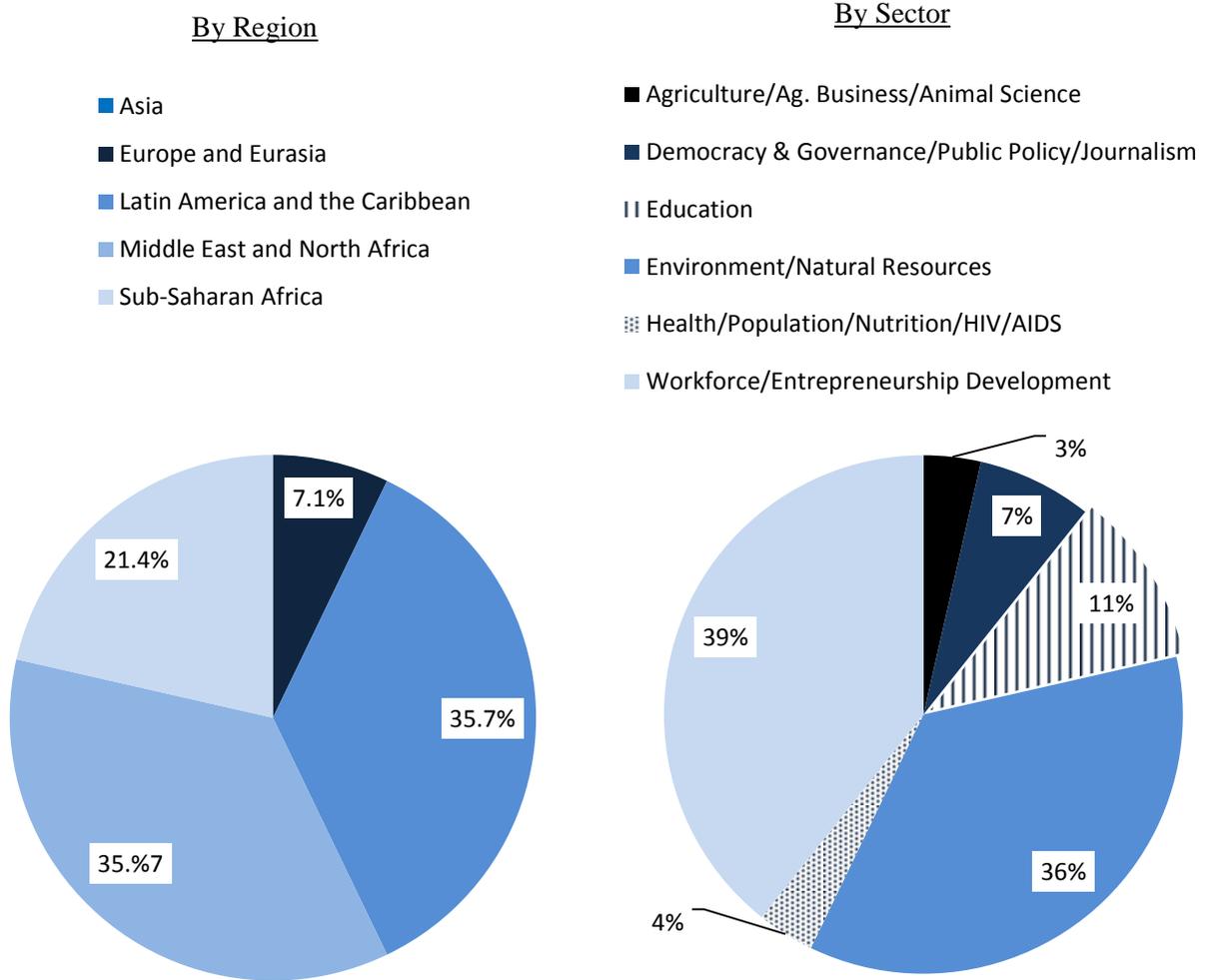
LWA Cooperative Agreement Indicators	FY 2014 Results
Custom Indicator: Number of monitoring visits across HED portfolio (LWA Objective 7)	28
Custom Indicator: Number of updated and/or new HED performance management processes (LWA Objective 7)	5
Custom Indicator: Number of new technical resources or other related documents and materials that HED creates for the higher education community (LWA Objective 6)	0

### Monitoring Site Visits

In FY 2014, HED staff completed 28 monitoring site visits to both U.S. and overseas partner institutions. The purpose of these visits is for HED and partners to discuss progress toward partnership objectives, updates on programmatic activities, and potential challenges in implementation. Monitoring visits are an opportunity for HED not only to review progress towards meeting partnership objectives, but also to facilitate reflection among the implementing partners about how partnerships results have contributed to the USAID Education Strategy, Goal 2. HED also uses these visits as opportunities to assess the quality of data collection processes and systems that partners have been using, initiate the sustainability planning process, and address any other implementation, monitoring or evaluation concerns, as needed. As many partnerships have begun their final year of implementation in FY 2014, HED has dedicated much time during monitoring visits this year to facilitate sustainability planning so that the partnerships and the development results endure after the award funding has ended.

Most of the 28 monitoring visits conducted in FY 2014 were to partnerships implementing activities in the Middle East and North Africa ((36%,  $n = 10$ ) and Latin America and the Caribbean (36%;  $n = 10$ ), as reflected in Figure 10. Most partnerships visited (39%,  $n = 11$ ) were focused on the workforce/entrepreneurship development sector.

Figure 10. Monitoring Visits Conducted in FY 2014 by Geographic Region and Primary USAID Sector



Some examples of monitoring visit activities in FY 2014 are presented below.

**Baseline Assessments:** This fiscal year, HED traveled to the field to provide technical assistance to partners in the startup phase. HED worked with the **University of Florida, Universidad Nacional Amazónica de Madre de Dios, and Universidade Federal do Acre** partners in Peru and Brazil, to finalize their baseline assessment and M&E documents. HED held additional baseline discussions in Burkina Faso and Uganda for **Tuskegee University – International Institute for Water and Environmental Engineering** and **Tulane University – Makerere University** partnerships who have received funding to carry out phase II activities.

**Sustainability Pilot and Discussions:** Sustainability is of great interest to HED’s partners, and it was one of the most often discussed topics during monitoring visits this reporting period. Generally, partners and HED made an effort to design partnerships with the strategic goal of positioning partners for post implementation sustainability. To that end, HED has developed a tool that will help partners evaluate their preparedness and prospects for sustainability. HED piloted this tool during a series of monitoring visits in Jordan and Morocco. This was an opportunity for HED to test the instrument and gather useful information about the tool, the process of using the tool, and the applicability of the tool in diverse contexts.

**Data Quality Assessments (DQA):** HED conducted three DQA-focused monitoring visits in FY 2014. In each visit, the DQA examined USAID F indicators, program-level indicators, and custom indicators. Each DQA revealed different as well as shared challenges to data collection. The findings allowed for constructive discussions with partners covering the following themes:

- Approaches to count the total number of participants when attendance variances occur during multi-day events
- Best ways to cap [n = 28] reated activities and outputs which were not [n = 28] rticipated
- Strategies to address needed changes in data collection methodologies and indicator definitions (To what extent can those definitions and methodologies be interpreted by the implementers? To what extent can the language be adjusted? Etc.)
- Sufficiency of program-level indicators for providing appropriate and adequate measurements for a partnership’s outcomes

**Review of Objectives:** Having established implementation processes and activities, partners in the final year of implementation are in a position to reflect on changes that happened during implementation and the context in which they have occurred. In a series of monitoring visits and meetings with partners in the Middle East, HED staff and partners have reviewed outcomes and objectives not only in terms of progress, but also had discussions on the linkages between the objectives, the context in which they are achieved, and USAID’s higher education strategy.

A review of the partnerships’ objectives and their related activities has revealed that in some cases, partnerships that were meeting, or even exceeding targets still encountered difficulties in fulfilling their vision. **Red Rocks Community College – Al-Huson University College** partnership in Jordan, for example, established a state of the art career center for students who participate in a solar energy certificate program which offers them internships with companies as part of the program. The partners have been successful in meeting their target numbers for training and preparing students for the market. However, the solar energy certification program is technologically ahead of the market and the partners are not securing employment for as many students as they had hoped. A similar example that demonstrates another contextual factor that affects the partnerships’ achievements comes from the same partnership. Red Rocks Community College has also been developing a Health, Safety, and Environment (HSE) certification program whose graduates have a good chance of finding employment, as the Jordanian law requires a HSE officer for every 20 employees. If enforced, the partners expect a market demand for at least 5,000 positions.

In other cases, the partners observed that, as they are approaching the final year of implementation, they are able to see institutional changes occurring among host-country institution individuals. The partners from **Al Quds**

College in Jordan, for example, who have been collaborating with **Washtenaw Community College**, started using toolkits in their classes to connect entrepreneurship theory to practice. While this was met at first with resistance by faculty, the partners noted that over time, the use of toolkits in the classroom signaled a pedagogical shift from lecture based teaching to experimental learning, which helped the partners get buy-in from the students.

**Working with USAID Missions:** HED met with USAID Missions on every monitoring trip to provide implementation progress updates, clarify implementation issues, discuss remaining activities, and share sustainability plans. These discussions also helped both HED staff and Mission representatives continue to build on the working relationship between HED and USAID and clarify any questions about HED, its mechanism, and the role of HED in managing these partnerships.

One example of the value-added that HED monitoring trips bring to partnerships and the respective concerned government entities overseeing these partnerships is that of the monitoring trip to Tunisia. HED and partners from Colorado University Boulder and Instituts Supérieurs d'Enseignement Technologique (ISETs) of Medenine, Sidi Bouzid, and Tataouine met with U.S. Embassy and USAID representatives in Tunisia to review results and to strategize about the best approach for realigning partnership objectives with broader U.S. Government and ISET goals for Tunisia. This was particularly important because the partnership was developed before the Arab Spring. With the revolution unfolding and multiple changes in leadership within the ISET system, several challenges to implementation emerged. Thus, the primary purpose of the monitoring visit was to visit all 3 ISET partner institutions to understand their concerns and needs before facilitating a collaborative review and reflection upon current implementation results and the program design of the Tunisia JOBS partnership. Once it was possible to get all parties to sit and discuss each other's concerns, HED quickly laid out a plan of restructuring the program budget to accommodate the expressed needs of the Tunisian partners, achieve some sustainable results, and bring the program to an orderly closure.

## Performance Management Processes

In FY 2014, HED continued utilizing and refining the performance management processes that have been in place since FY 2012. Performance management is the systematic process of monitoring the achievements of program activities; collecting and analyzing performance information to track progress toward planned results; using performance information and evaluations to influence decision-making and resource allocation; and communicating results to advance organizational learning and share performance information with stakeholders. HED has developed a comprehensive and robust set of policies, processes, and tools to facilitate the results-based management of partnerships throughout their entire life cycle. This system enables HED and partners to ensure that results they intend to achieve are properly identified, performance data is effectively tracked, and the objectives are ultimately achieved.

HED developed and implemented five new performance management processes in FY 2014, described below.

**Data Quality Assessment (DQA) Protocol and Template:** The DQA protocol and template establishes standards for data quality and outlines the process that HED and partners should follow in assessing a project's data management system. The DQA protocol and template guides HED and partners in reviewing elements of the five USAID-recommended data quality standards (validity, integrity, precision, reliability, and timeliness) to determine whether a partnership's data collection systems are set up to generate quality data over time. The DQA is comprehensive in scope and examines indicators at all levels, including: USAID standard indicators, program-level indicators, and custom indicators.

The DQA protocol and template is set up as a learning exercise for both HED and partners, who closely collaborate throughout the entire process. During a DQA visit, HED staff ensures that a partnership's performance management plan (PMP) captures performance as needed by reviewing data sources and collection methods. Following the DQA, a set of recommendations and an action plan are agreed upon by HED and

partners. The follow-up to the DQA is a crucial part of the DQA process. Upon completion of the DQA, the PMP is revised, if necessary, to reflect the current reality of the partnership's data collection systems and identify which features, tools, and/or methods need improvement.

**Addendum to Monitoring Protocol:** During the summer of 2013, HED conducted an impact assessment of closed HED partnerships in Eastern Europe. The impact assessment interview questionnaire was organized around the HED Theory of Change and examined the partnerships' internal and external relationship dynamics and systems. Valuable data were collected using this questionnaire, which prompted HED staff to apply some of the questionnaire's approaches in capturing information on how structures and relationships potentially influence performance progress during implementation. This newly developed addendum to HED's monitoring site visit protocol is composed of open-ended questions articulated around five themes: relationship-building, institutional and external conditions, collaboration with other stakeholders, contribution to strategic context, and sustainability. It is not mandatory that HED staff use these supplementary discussion questions during a monitoring visit. The questions are for guidance purposes and their use depends on the nature of the visit and the partnership's context; for example, the questions may be tailored to each monitoring site visit's purpose, stage in implementation, or the issues and opportunities identified for a particular partnership.

**Associate Award Report Template:** Following an in-depth review and comparison of reporting requirements in Associate Award contractual agreements between USAID Missions and HED, HED developed a template for its staff to write semiannual progress reports to the Missions. This template is significant because it represents a shift in how performance information has traditionally been communicated. The template guides HED and partners in presenting information by performance objective, so that the report is neither driven by activities nor performance indicators. By presenting evidence of a partnership's performance status by objective, a report is more aligned with the partnership's performance-based management plan and the theory of change outlined in the award.

**Closeout Budget Assessment:** In April 2014, HED developed a financial management tool to conduct an assessment of partnership spending and projected balances at the end of each subaward agreement. The tool allows HED staff to maximize the managing for results approach by verifying if partner projections are realistic and achievable given approved work plans. The tool can be shared with the partners who wish to conduct the assessment on their own. The findings revealed by the tools fostered productive conversations between HED and its partners that ensured orderly partnership closeouts.

**Standards for Quality Partnership Data Reporting:** When partners report complete data on time, sufficient information is available to guide the planning and management of desired results. Partners and HED are also able to share information on performance at the portfolio and partnership levels with funding agencies in compliance with HED's Cooperative Agreement (LWA). When partners do not report performance data in a timely or complete manner, HED's ability to comply with the terms of its Agreement and demonstrate its partnerships' contributions to USAID's education goals is jeopardized. To address this risk, HED developed standards for quality partnership data reporting.

The standards for quality partnership data reporting describe the step-by-step procedures that HED staff should adopt in case of partnership reporting non-compliance. Two topics are covered in this overview: 1) communication on reporting requirements and expectations, and 2) contacting and negotiating with partners regarding incomplete reports. The section on contacting and negotiating with partners also includes steps for sending follow-up notifications and including other staff members at the U.S. institution.

## Technical Resources

In FY 2014, HED did not finalize any new technical resources for the higher education community. Nonetheless, throughout FY 2014 HED worked to develop a Sustainability Tool that will be finalized in FY 2015. The

Sustainability Tool is a comprehensive, collaborative resource that partnerships can use to plan for and evaluate the long term sustainability of their results.

## Learning and Sharing Knowledge

USAID’s ADS Chapter 203, Assessing and Learning, states that “learning is fundamental to an adaptive approach to development.” Learning also contributes to advancing the knowledge and tools available to the broader community of development experts, researchers, and decision-makers. To track performance on HED’s efforts to generate and disseminate learning, data are collected and reported on three custom 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 new technical resources or other related documents and materials that HED creates for the higher education community; and
- Custom Indicator: Number of evaluations or impact assessments carried out whose findings have been published or widely distributed.

These indicators fall under HED’s LWA Performance Objectives 6 and 7. Performance data for these indicators during FY 2014 are presented in Table 15.

Table 15. FY 2014 Progress Results in the Area of Learning and Sharing Knowledge

LWA Cooperative Agreement Indicators	FY 2014 Results
<i>Learning:</i>	
Custom Indicator: Number of evaluations or impact assessments carried out whose findings have been published or widely distributed (LWA Objective 7)	4
<i>Sharing Knowledge:</i>	
Custom Indicator: Number of technical presentations given or organized by HED staff at higher education and international development conferences and/or institutions/organizations (LWA Objective 6)	3
Custom Indicator: Number of roundtables and/or conferences organized by HED (LWA Objective 6)	2

Please note that HED’s LWA PMP was modified (Modification Number 24 took effect in March 2014) in compliance with USAID’s decision to reduce HED’s budget for the final two years of the program and to focus on partnership management activities. As a result, HED will no longer provide USAID Bureaus and Missions with short-term technical assistance or program design assistance in FY 2014 and FY 2015. Similarly, HED is no longer required to conduct research activities or to organize roundtables, meetings, seminars, and workshops. Consequently, HED is no longer collecting and reporting data on the following performance indicators:

- Custom Indicator: Number of technical assistance requests from USAID Missions and/or Bureaus received;

- Custom Indicator: Number of technical assistance field visits to USAID Missions (by team members/composition);
- Custom Indicator: Number of research activities conducted by HED; and
- Custom Indicator: Number of roundtables and/or conferences organized by HED.<sup>3</sup>

As a further outcome of Modification 24, HED is no longer engaging in strategic outreach activities in relation to higher education development initiatives. In previous performance reports, such information included highlights of HED's activities for publicity assistance to USAID, public relations, publications, social media, and branding and marking.

## Learning

### Number of Evaluations or Impact Assessments Carried Out Whose Findings Have Been Published or Widely Distributed

HED managed three external final evaluations and conducted one internal mid-term evaluation in FY 2014. HED views external evaluations as learning opportunities. HED also recognizes the need to apply an evaluation scope that not only considers established criteria across its portfolio but also one that, in each evaluation, provides an opportunity to focus the research questions on how higher education can contribute to the subject matter of a given partnership and capture meaningful lessons learned.

This fiscal year, HED has systematized the process of designing and managing external evaluations for its partnerships. The process involves the development of a detailed scope of work (SOW), a comprehensive recruiting process for external evaluators, and a thorough evaluation methodology and criteria. This approach will allow HED to manage evaluations systematically in FY 2015, applying a standardized methodology to different types of evaluations and assessments.

### Learning from Partnership Evaluations

**Final Evaluation of the Partnership between Indiana University Kelley School of Business (IU-KSB) and the Cave Hill School of Business at the University of the West Indies (CHSB-UWI):** USAID's Job Opportunity for Business Scale-up (JOBS) is an initiative aimed at promoting post-secondary skills training in entrepreneurship through partnerships among U.S. and developing country institutions of higher education.

The Barbados JOBS partnership between the **Indiana University's** Kelley School of Business (IU-KSB) and the Cave Hill School of Business at the **University of the West Indies** (CHSB-UWI) focused on the growth of an entrepreneurial culture and diversifying the service-oriented economies in Barbados and neighboring countries. Precisely, the partnership worked to establish the Cave Hill School of Business Centre for Enterprise and Entrepreneurship at the University of the West Indies as a hub for innovative business training and growth in the Eastern Caribbean by concentrating on two objectives: (1) To enhance CHSB's institutional capacity to serve as an entrepreneurship center for excellence in Barbados and the Organization of Eastern Caribbean States (OECS); and (2) To strengthen entrepreneurship knowledge and skills among diverse stakeholder groups in Barbados and the OECS through outreach and engagement.

Overall, evaluation findings supported the partnership's contributions toward its strategic objectives through examination of USAID standard indicators as well as custom indicators, in addition to the enhancement of CHSB's institutional capacity and strengthening of entrepreneurship knowledge and skills to better serve Barbados and the OECS. Recommendations for sustainability included exploring opportunities for collaboration with Barbados Community College; continuing to track the progress of the JOBS project participants; and routinely re-calibrating the entrepreneurship curriculum

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<sup>3</sup> Although USAID no longer requires HED to organize conferences and/or roundtables organized, HED has conducted such activities in FY 2014 and is reporting on these in this section.

**Final External Evaluation of the Partnership between Georgia State University (GSU) and Cairo University (CU):** The partnership between **Georgia State University's** Andrew Young School of Policy Studies (AYSPS) and **Cairo University (CU)** Department of Economics (DOE) and Faculty of Economics and Political Science (FEPS) aimed at increasing the capacity of FEPS faculty to conduct economic research and outreach, and as such for it to serve as a regional hub for research, teaching, and technical economic assistance.

The purpose of the evaluation was three-fold: to assess end-of-partnership performance, focusing on the partnership's articulation of its theory of change; to evaluate the extent to which intended outcomes were accomplished and to capture lessons learned; and to provide recommendations on strategies and actions to ensure the achievement of the host-country institution's long-term objectives.

The key findings of the evaluation showed that institutional capacity was enhanced through the partnership as both institutions were engaged in building a long-term collaborative research agenda. Also, short courses offered by AYSPPS faculty at FEPS were an effective way to introduce faculty, staff, and colleagues from other institutions to new ideas and techniques in economics and policy analysis. Faculty visits to AYSPPS further contributed to enhance human capacity through exposure to resource-rich libraries, collegial discussions, and observations of pedagogical innovations. The evaluator recommended deepening the long-term relationships between the partners through continuation of joint projects as well as faculty and students exchanges. It was also highlighted that there is also a need to ensure the sustainability of this investment in human and institutional capacity, by securing resources that would encourage continuous faculty development.

**Final External Evaluation of the University of Texas at San Antonio (UTSA) and the Small Business Development Center (SBDC) Grant #1 in Latin America:** The Small Business Development Center (SBDC) network is the largest and most successful network of assistance to small and medium-size enterprises (SME) in the United States. Expanding the SBDC model throughout the Americas aims to link countries committed to democracy and open markets in an effort to promote inclusive growth and prosperity. In such context, the partnership had the goal of creating national SBDC networks in Central America, based on the proven U.S. SBDC model. To that effect, **University of Texas at San Antonio (UTSA)** has developed a process to support countries in establishing their own SBDCs (CREAPYMES in Costa Rica and CDE-MIPYMES in Honduras).

The purpose of the evaluation was to determine the extent to which SBDC grant #1 has achieved its objectives and make recommendations that could be adopted for the ongoing implementation of grant #2, and in general, in future SBDC activities. Key findings have shown that the partnership addressed a real need and responded to policy considerations of major program stakeholders from the municipal level, proceeding through national governments, and Central America multilateral organizations. Additionally, the partnership showed high efficiency in carrying out its activities. UTSA, with HED support and CENPROMYPE's collaboration, was an actively engaged, leading, and committed implementer. Finally, the findings have demonstrated that the partnership sought to create and develop centers, associations, networks, collaborations, staff, and information systems, but that it lent little attention to the demand side of the business development services market.

The evaluators recommended that the partnership seek a better balance between the initial stages of implementation and the final ones. A greater stakeholder involvement also is needed in the model adoption process to help improve the effectiveness of the implementation as well as its consolidation and internationalization processes. Moreover, particular attention should be granted to the adaptation process as it changes across countries with differing political, legal, organizational, administrative, and cultural conditions. In relation, UTSA should develop in-house expertise to deepen its understanding the LAC region and to enrich its capacity-building skills.

**Mid-term Evaluation of the Colombia Human Rights Law School Partnership Program:** The partnership between **three U.S. law schools** and **eight law schools in Colombia** supports the ongoing initiative of the Government of Colombia and USAID/Colombia to promote respect for and protection of human rights. The initiative seeks to strengthen the capacities of Colombian law schools in the outlying areas of the country and to

enable law school graduates, civil society groups, and Colombian government agencies to better serve marginalized and vulnerable populations.

The purpose of this evaluation was to provide comprehensive evidence on and recommendations to strengthen the program’s effectiveness and efficiency via course corrections for the remainder of the program. The evaluation findings showed that all three program objectives have remained relevant to key audiences of the three partnerships. While the overall recommendations varied across partnerships based on diverse institutional and regional contexts, the findings highlighted the importance of reflecting on past experiences to facilitate future activities, maintaining high-level institutional buy-in from university administrators, strengthening services to vulnerable communities, and enhancing relationship building across the three Colombian regions as well as between the institutions.

### Learning from Partnership Implementation

In addition to external evaluations, HED continually assesses challenges identified and documented by partners in their reporting to HED. HED asks partners to provide information in their annual report on major challenges that surfaced during the fiscal year and to describe how they addressed those challenges. Once submitted, HED analyzes the information to identify thematic issues in the challenges and the actions that were taken to address them.

This fiscal year HED’s analysis revealed five themes related to challenges across its portfolio. Challenges were coded into the following categories: contextual challenges, stakeholder engagement challenges, partnership design challenges, resource challenges, and systems challenges. Table 16 presents a brief description of these themes.

Table 16. Themes and Descriptions of Partnership Challenges in FY 2014

Theme	Description of Challenge
Contextual	Challenges related to external or internal factors to partnership activities and unit of analysis, which affect implementation of activities.
Design	Challenges related to elements in the original partnership design that have become irrelevant as a result of changing conditions.
Stakeholder engagement	Challenges related to processes, strategies, and activities that are designed to optimize the engagement of stakeholders with of partnership content and activities.
Resources	Challenges related to resources allocated to partnership activities. Those include, but are not limited to fund, personnel, facilities, etc.
Systems	Challenges related to the systems in place that are designed to increase implementation efficiency. Those systems include, but are not limited to reporting systems, administrative systems, communication systems, and financial systems

## ***Contextual Challenges***

In FY 2014, HED partners reported having experienced implementation interruptions that were caused, among other reasons, by security issues, strikes, public riots, the Ebola outbreak, and anti-gender equality campaigns. Other contextual challenges were related to the institutional environments in which partners have implemented their activities. Those included a merger of institutions at the host country, a change of partnering institutions, and different academic calendars between partnership institutions. Overall, these institutional conditions did not bring implementation activities to a halt, but did create delays in implementation and institutional environment of uncertainty.

### ***Philippines***

- ***Challenge:*** Continued and unpredictable security events in Mindanao have caused delays and logistical difficulties in implementation or training to out-of-school youth for the partnership between **University of Hawaii** and **Southern Christian College**. Security considerations made it difficult for partners not only to organize training activities in safe locations ahead of time, but also to coordinate activities for the geographically dispersed out-of-school youth.
- ***Action Taken:*** The partners' flexibility allowed the continuation of activities, but required additional expenses of efforts and resources. Teams have continuously kept up to date on local security conditions and have also been in communication with key local officials to obtain most recent, behind the scenes information in order to ensure maximum security for all activities. For example, on the day of travel to a training location in Lake Sebu, partnership drivers were given specific driving instructions and directions on the safest routes to the training destinations, which led to the successful delivery of training activities to two cohorts with no security problems.

### ***South Sudan***

- ***Challenge:*** The civil war in South Sudan has had a major impact on **Virginia Polytechnic Institute and State University**, **University of Juba**, and **Indiana University**, the partners of the Women's Leadership Program (WLP) in South Sudan. Following a joint U.S. Embassy and USAID joint program review, the decision was reached for an early closeout in August 31, 2014 of the Virginia Polytechnic Institute and State University - University of Juba partnership, with all on-the-ground activities to cease by March 31, 2014.
- ***Action Taken:*** After repurposing, reprogramming and re-budgeting partnership activities, it was decided by the partners that the partnership would continue with long-term master's training carried out in Indiana, but with a cessation of all in-country activities in South Sudan.

### ***Armenia***

- ***Challenge:*** The anti-gender campaign in Armenia which started in 2013 has continued and gained momentum in Armenia. Yerevan State University's Center for Gender and Leadership Studies (CGLS) has been accused through public media of supporting homosexuality and sexual perversions in the country.
- ***Action Taken:*** The partners at **Yerevan State University** and **Arizona State University** have continued with their implementation strategy of engaging and being active in various state and civil society networks. At the same time they also changed the format of the programs' one-on-one mentorship activities into group mentoring activities, which gave an opportunity to all mentees to actively participate in the discussions, questions-and-answers sessions and interact with all the mentors. This approach has allowed the partners to address this challenge collectively while highlighting activities and studies that are considered less controversial in the current public environment.

### ***Liberia***

- ***Challenge:*** The Ebola epidemic in Western Africa has significantly affected implementation activities in Liberia. With school closures, the outbreak has limited partners' ability to introduce new programs and courses. The partners were also unable to travel for a strategic planning meeting which was originally scheduled for August of 2014, and was cancelled due to Center for Disease Control recommendations to restrict non-essential travel to and from Liberia.

- *Action Taken:* The partners at **University of Liberia** and **Indiana University** attempted to stay in touch via telephone and e-mail on a regular basis in order to be ready to resume implementation as soon as circumstances stabilize. Additionally, the partners re-allocated their time and reprioritized their activities by working on activities scheduled for the next fiscal year. University of Liberia has created an Executive Committee as well as working groups to continue the strategic planning through weekly phone calls

### **Paraguay**

- *Challenge:* Partners at the Women's Leadership Program in Paraguay (WLPP) noted that professional development was needed among staff to address complexities of gender mainstreaming in course curricula. The partners reported that there were limited opportunities for gender discourse, professional development, training, and discussions with faculty at the institutional level on gender equality.
- *Action Taken:* The WLPP team has appealed to top administrators including Academic Program Directors and requested their support in encouraging faculty to participate in partnership activities relevant to gender and its incorporation in the curriculum. The partners have also used the advice of a gender specialist who encouraged a collaborative process with individual faculty members.

### **Program Design Challenges**

Development projects are often implemented in unpredictable, rapidly changing environments. It is therefore not uncommon for partners to discover during implementation that aspects of the initial design are no longer applicable or relevant, and implementation course correction might be needed.

### **Armenia**

- *Challenge:* The partners at **Yerevan State University** (YSU) and **Arizona State University** noted that the development of the curriculum for a master's degree program had not been planned at the design phase in the beginning of the project, and the decision to create it was made only in early 2014. The partners realized that the 12 courses that have been prepared by the in-residence scholars were not enough to develop the master's degree program. Additionally, in 2014 YSU has made a decision to include the specialization in gender studies in the master's degree program in sociology. According to the partners, this has caused additional and unexpected workload in developing curricula, modifying objectives and learning outcomes.
- *Action Taken:* In order to meet the needs required to develop the new master's degree program, the partners worked during the summer of 2014 and recruited more professors from YSU and other universities in Armenia to teach in the new program. In a short period of time, the Center for Gender and Leadership Studies Director and staff revised the entire curricula, objectives and learning outcomes, to include courses on sociological theory and methodology.

### **Barbados**

- *Challenge:* The partners at **Indiana University** and **University of the West Indies** have reported difficulties implementing activities related to the development of Community of Practice for weather forecasting and water management in the Caribbean, which were part of the original design of the partnership. The partners realized that as is, those activities would duplicate current resources and practices in region, would not provide a significant added value to stakeholders and would not be sustainable beyond the lifetime of the project.
- *Action Taken:* The partners invested extensive efforts to define community of practice that could be implemented with regional support in a way that could be sustained beyond the length of the project. However, they reach to the conclusion that the pace of COP development with potential collaborating stakeholders in the region did not match the timeframe of the project. After thorough discussions of alternative options with key stakeholders, the decision was made to discontinue the COP activity in the partnership, and to reallocate related funds to the tailoring and technical development of short course material into the formal course curriculum.

### ***El Salvador***

- ***Challenge:*** The **Illinois Institute of Technology – Cleaner Production Consortium** partners in El Salvador have noted that students of the chemical engineering program lacked knowledge that was essential for skill development. Additionally, the course which covered several disciplines required an additional organizational effort to ensure that all teams have adequate and balanced coverage of the knowledge and experience needed to perform projects audits and economic analysis. This additional component was not as envisioned at the design phase of the partnership.
- ***Action Taken:*** The partners created bridging programs to compensate the gap in knowledge and skills that they had identified among students. These programs included introductory workshops, additional technical training, and structured guidance to research teams.

### ***Stakeholder Engagement Challenges***

Several partnerships have reported difficulties this fiscal year in engaging stakeholders through partnership activities. These challenges were mainly related to inadequate processes and approaches, limited appropriate networks, and lack of resources.

### ***Latin America and the Caribbean***

- ***Challenge:*** The **Illinois Institute of Technology – Cleaner Production Consortium** partners in Latin America noted that developing a fruitful engagement between universities and small, local enterprises has proven challenging this fiscal year across the program in Latin America. Faculty members had limited time to engage fully with companies for recruiting purposes prior to their practicum. In addition, some companies did not respond to the recruitment solicitations, which required faculty to seek new companies in the middle of the semester.
- ***Action Taken:*** Faculty members in institutions across the region have made effort to get more than the required number of companies ready to participate in their practicum, through personal contacts and informal meetings. The partnership directors emphasized the importance of faculty involvement as critical for the sustainability of the project during company visits and follow-ups. However, engaging companies still remains a challenge. The partners also created a practicum guide to standardize activities and reporting, and to improve the quality of recommendations to the local companies.

### ***Philippines***

- ***Challenge:*** Partners from **Southern Christian College (SCC)** and **Hawaii University** noted challenges in setting up consultations and meetings outside a conference that was held in Baltimore, Maryland, because of insufficient existing relationships and networks. The partners also reported that engaging individuals in the field to participate in the trainings offered was logistically difficult because of the remote location of the activity as a result of safety considerations in the Philippines.
- ***Action Taken:*** SCC built partnerships with some key municipal stakeholders. These linkages have allowed the partners to increase communication with existing stakeholders and out-of-school youth in order to maintain relations and accountability, and to build stakeholder networks.

### ***Resource Challenges***

This fiscal year, several partners experienced implementation challenges related to the availability of resources, mainly regarding funding and personnel. Shifts in staffing key personnel during implementation may not only cause delays but also create uncertainties and concerns among partnership stakeholders regarding continuation of activities. Reductions in HED LWA funding and delays in transfers of funds from U.S. to host-country institutions, have also had an effect on program implementation.

### ***Colombia***

- ***Challenge:*** In August 2014, the Dean of **Universidad Santiago de Cali (USC)** Law School, in a partnership with **American University**, unexpectedly announced his resignation from the position he has

held for more than three years, which has left the USC partnership team feeling uncertain about the program's future at the law school. The USC partnership team was unsure as to who would assume the top law school leadership role, as the advancement of many partnership activities at USC have depended on the Dean's support.

- **Action Taken:** Trying to determine how best to address and anticipate potential adverse effects from the Dean's departure the partners have developed a few strategies: (1) Arranging meetings with the incoming law dean early in his or her tenure so that USC partnership staff may have the opportunity to get the new Dean's attention early on and to raise awareness within Dean's Office; (2) Planning a potential visit to American University Washington College of Law (AUWCL) in Washington, DC to strengthen institutional buy-in and support; and (3) Requesting the proactive assistance of supporters from across the faculty who have participated in, or benefitted from partnership activities

### ***Jordan and Burkina Faso***

- **Challenge:** Several partnerships (Gateway Technical College (Entrepreneurship) – Ecole Supérieure de Technologie Oujda in Morocco and Tuskegee University – International Institute for Water and Environment Engineering in Burkina Faso) whose design relied on continuation of activities through a no-cost extension, were not able to continue certain activities, or had to modify them to be accommodated to the new funding restrictions.
- **Action Taken:** The partners in Morocco and Burkina Faso have been proactive in revising and developing plans to use the remaining time and resources efficiently, and have informed colleagues and stakeholders of these changes in order to manage their expectations. Whenever possible the partners also attempted to bridge funding gaps by leveraging resources from other partnering organizations in the region.

### ***Systems-related Challenges***

The level of efficiency of management systems determines the pace, productivity, and quality of a given activity. Some of the challenges that partners mentioned this year related to partnerships' management systems. Those included reporting, administrative, communications, and financial systems.

### ***Philippines***

- **Challenge:** The **University of Hawaii** reported difficulties in monitoring and tracking out-of-school youth (OSY), the target beneficiaries in its partnership with **Southern Christian College**. OSY's mobility, dynamic lifestyle, and limited accountable resources for monitoring tend to make it more difficult to track their activities. For example, while most of OSY have mobile phones at the onset of the training many change numbers frequently. In addition, other external factors such as seeking employment, marriage, family obligations, and other circumstances have also caused number of OSY engaged in training activities to decrease attending the training offered by the partnership. These factors have made it difficult to develop a system that would track OSY trainees efficiently and effectively. Another system-related issue was noted by the partners related to PRIME, HED's reporting platform, which can only contain a limited amount of entries for the indicator which tracks outreach and extension activities.
- **Action Taken:** The partners continue to search for innovative ways to monitor and engage OSY, including training existing OSY participants to be helpers in subsequent trainings, providing transportation incentives to attend activities, and tightening linkages with local officials.

### ***Rwanda***

- **Challenge:** The **Michigan State University – University of Rwanda** partners faced challenges around the merger of five public institutions at the University of Rwanda. The new administrative structure was not clearly defined, causing confusion regarding personnel responsibilities, in addition to lack of clear policies on administrative and operational procedures. The climate of institutional uncertainty discouraged university employees from making decisions regarding key project components, and internal political struggles have created a complex institutional environment in which to work.

- *Action Taken:* The partners have addressed the unstable institutional environment through persistence in seeking answers regarding policy clarifications, seeking leverage through higher authorities within the university structure and outside of it and finally, maintaining complete neutrality and a utilitarian approach to the work in order to avoid getting involved in political struggles.

### Paraguay

- *Challenge:* The partners at **University of Florida** and **Universidad Nacional de Asuncion** noted a lack of coordination within the Extension Division at the University of Florida, who agreed to allow extension credit to peer mentors and agro-leaders. The number of Extension credits granted to peer-mentors was not clearly defined, causing confusion and diminishing the mentors' enthusiasm and causing rescheduling of partnership activities.
- *Action Taken:* The partners worked closely with the Extension Division Director on developing and establishing standardized criteria for the assignment of extension credits to mentorship and Agro-leadership program members. The partners also created a Leadership Specialist position that would be responsible for coordinating the mentorship and Agro leadership programs, and made the date for training sessions for mentors and agro-leaders more flexible.

## Sharing Knowledge

This fiscal year, HED has shared its knowledge of and lessons learned from higher education partnerships and their contribution to development around the world through a range of venues in the United States and beyond, and to a variety of audiences beyond higher education institutions.

### Technical Presentations

In FY 2014, HED staff gave three technical presentations on the role of higher education in development. These presentations were given at the 2013 Energy Africa Conference, the 2014 Association of International Education Administrators Conference, and the Cleaner Production Third Annual Partners Meeting.

**2013 Energy Africa Conference (November 7-8, 2013, Colorado):** The purpose of the conference was to create a venue for fostering innovative ideas in the area of energy technology as it relates to sustainable development on the African continent. During this presentation titled *Higher Education Partnerships: Experiences in Strengthening Human and Institutional Capacity*, HED staff discussed the crucial role of education and training for host-country individuals in relation to energy-related projects. Through education and training, local populations gain the ability to design, develop, engineer, procure materials, execute, and maintain over time such projects, rather than relying on professionals from other countries to provide the expertise that is needed. Capacity building in the form of education and training in the relevant technical and business subject matters is critical to the long-term sustainability of any efforts to bring energy access to all in Africa.

**Association of International Education Administrators 2014 Conference (February 16-19, 2014, Washington DC):** This year's annual theme for the Association of International Education Administrators (AIEA) conference, *Universalizing Global Learning in the 21st Century Academy*, focused on the need for institutionalized global learning at institutions of higher education. In a session titled *Measuring Contributions to Global Learning and Workforce Development through Higher Education Partnerships*, HED staff discussed HED's Broader Middle East and North Africa (BMENA) - United States Community College Initiative and Job Opportunities for Business Scale-ups (JOBS) higher education partnerships.

The presentation elaborated on how these partnerships are bridging the gap between the classroom and student employment in six Middle Eastern countries, the Philippines, Tunisia, and Barbados. The presenters discussed the common themes in HED's experience that are the elements of global engagement in higher education, the key of which is deciding what to measure to demonstrate results, and using a balanced approach in choosing funder-driven, standard indicators, and recipient-driven custom indicators. The example of HED's BMENA and JOBS partnerships has shown that it is difficult to measure access with the absence of institutional systems, and

that partners were able to use custom indicators to measure important results such as increase in knowledge and skills among faculty and students, effectiveness of alliances, and knowledge gained through extension and outreach activities.

**Cleaner Production Third Annual Partners Meeting (August 6-8, 2014, Lima, Peru):** This year's meeting aimed to identify and share best practices in key activity areas across the Latin American host countries involved in the Cleaner Production program, discuss increasing the impact of partnership activities in each country, and develop plans for sustaining the partnership activities beyond the official end of the project. The presentation, titled *HED: Higher Education Partnership and External Actor Collaboration*, examined various ways in which higher education institutions may collaborate with governmental and private sector actors to address local development issues. Participants also discussed the skills students need to be competitive in the labor market and highlighted the importance of practical experience, innovation-driven mind frame, and networking abilities.

### Conference and Roundtables

In FY 2014, HED organized two conferences and/or roundtables—the Colombia Human Rights (CHR) Partners Meeting in Santa Marta, Colombia in April 2014 and the HED ICAA Annual Partners Conference in Amacayacu National Park in Colombia, June 2014.

**Colombia Human Rights (CHR) Partners Meeting:** This meeting held in Santa Marta Colombia in April 2014 convened 36 key faculty and partnership personnel from the eight Colombian partner institutions and three U.S. partner institutions, two USAID/Colombia representatives, and five HED staff members. The meeting enabled implementers of the three CHR partnerships to exchange lessons learned and best practices on diverse human rights topics, establish critical connections for partners to further collaborate at the institutional and professional levels going forward, and reflect on possible strategies to increase the program potential for regional and national impact. Substantive discussions about clinical work and human rights curriculum also take place during the meeting. Partnership-specific working groups also began developing a sustainability plan. This meeting encouraged meaningful collaboration at the program-level, particularly with regards to ensuring that the final year of implementation for the three partnerships is focused on achieving high-impact results and on ensuring that the foundations are established to maintain key components of the partnerships after program closeout.

**HED ICAA Annual Partners Conference:** Nine ICAA partners, four USAID staff, and three HED staff members took part in this three-day meeting in Amacayacu National park in Colombia in June 2014. Upon discussing their progress to date toward accomplishing their respective partnerships' performance objectives, partners participated in one-on-one meetings with HED and USAID to discuss implementation updates, strategies for maximizing impact prior to award close out, and respective higher education contributions to ICAA objectives at the outcome level. Discussions also took place around the program's impact on biodiversity conservation in the Andean Amazon overall, reviewing the ICAA results chains with a focus on three inclusive questions: How to measure impact? What evidence is there that information products generated under this results chain are being disseminated? What evidence is there that information products disseminated under this results chain is having an effect on other results chains?

## Moving Forward

The HED Program will achieve an orderly closeout in FY 2015, wrapping up a twenty-year engagement of U.S. higher education with USAID focused on capacity building to address critical development challenges. As HED enters the final year of the program, ACE/HED is managing twelve Federal Awards: the Leader with Associates (LWA) Cooperative Agreement, ten Associate Cooperative Agreements, and one Cooperative Agreement with the U.S. Department of State. In total, these awards will support 32 higher education partnerships. Of these, four

partnerships will close in December 2014, two will end their periods of performance at the end of March 2015, and the remainder (26 partnerships) will close June 30, 2015.

HED will conduct final monitoring visits that will focus on partnership sustainability: twenty-one of these will be overseas visits and 6 will be domestic visits to U.S. partner institutions. A meeting of partners in the BMENA Community College partnerships in December 2015 will result in a compilation of partnership case studies examining collaboration of U.S. community colleges with technical tertiary institutions in the BMENA region. HED has contracted with teams of external evaluators for six final evaluations involving nine partnerships in the Philippines, Barbados, Armenia, Rwanda, Paraguay, and Colombia. Findings from these evaluations will be included in HED's final reports on the Women's Leadership Program, the Colombia Human Rights Program, and the JOBS initiative in the Philippines.

Technical meetings for USAID are also planned as an additional mechanism for sharing program learning with USAID during the closeout process.

# Appendices

## Appendix A: HED’s Culture of Evidence-based Decision Making and Reflective Learning, USAID’s Education Strategy and HED, and USAID Forward and HED

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### *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.
- **Evaluation**—As partnerships are completed, HED manages an external evaluation. Evaluations are designed to answer research questions about the core educational offerings that have been developed, about 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 of its partnerships to new bodies of knowledge, competent workforce, and leadership development.

## *USAID's Education Strategy and HED*

All HED partnerships actively contribute to the sub-results under Goal 2 of the USAID Education Strategy:

- **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 managed to conform to the following core principles of USAID Forward:

- **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 B: FY 2014 Targets and Actuals, and FY 2015 Targets for HED’s LWA Cooperative Agreement Objectives 1–7**

HED LWA Cooperative Agreement Performance Objectives	Performance Indicators	FY 2014 Targets	FY 2014 Actuals	Variance	FY 2015 Targets	Rationale for FY 2015 Targets	
<b>Objective 1:</b> HED will work with higher education institutions and USAID Missions, bureaus, and technical sectors to design RFAs resulting in 10 or more collaborative partnerships (4-8 solicitations annually-- Leader and Associate Awards.	Number of RFAs designed	0	0	0%	0	Because HED's LWA will end in 2015 and HED partnerships typically are three years in duration, HED does not anticipate releasing any RFAs in FY 2015.	
	Number of contacts through which RFA was advertised	0	0	0%	0	Because HED does not anticipate releasing any RFAs in FY 2015, HED will not be conducting RFA outreach activities.	
	Number of applications received	0	0	0%	0	Because HED does not anticipate releasing any RFAs in FY 2015, no applications will be received.	
	Number of peer reviews organized and completed	0	0	0%	0	Because HED does not anticipate releasing any RFAs in FY 2015, no peer reviews will be organized.	
	Number of peer reviewers	0	0	0%	0	Because HED does not anticipate releasing any RFAs in FY 2015, no peer reviews will be organized.	
	Number of applications recommended for funding	0	0	0%	0	Because HED does not anticipate releasing any RFAs in FY 2015, no applications will be recommended for funding.	
<b>Objective 2:</b> HED will widely distribute RFAs and conduct fair and transparent application review, and nomination processes for partnership selection resulting in broad participation from the U.S. higher education community.	Number of collaborative partnerships funded	41	43	+5%	31	This number reflects projections based on HED's tracking of partnerships and their status in FY 2015. Of the 43 partnerships that were active in FY 2014, 11 have finished their implementation cycle in FY14 and another partnership (ICAA Bolivia) was transferred to Brazil and Peru in FY 2014.	
	<b>Objective 3:</b> Partnerships between U.S. and host country higher education institutions will result in improved <u>institutional capacity</u> to offer technical assistance for addressing	<b>3.2.2-33 F INDICATOR: Number of USG-supported tertiary education programs that include experiential and/or applied learning opportunities</b>	24 partnerships	15 partnerships (48 programs with new/ revised experiential/	-38%	17 partnerships	This number reflects projections for numbers of new/enhanced policies in FY 2015 as planned by partners.

HED LWA Cooperative Agreement Performance Objectives	Performance Indicators	FY 2014 Targets	FY 2014 Actuals	Variance	FY 2015 Targets	Rationale for FY 2015 Targets
development goals in host countries.			applied learning)			
	<b>3.2.2-35 F INDICATOR: Number of U.S.-host country joint development research projects</b>	121	59	<b>-51%</b>	42	This number reflects projections for numbers of new/enhanced policies in FY 2015 as planned by partners.
	<b>3.2.2-36 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</b>	24 partnerships	9 partnerships (29 new/revised curricula)	<b>-63%</b>	13	This number reflects projections for numbers of new/enhanced policies in FY 2015 as planned by partners.
	<b>3.2.2-38 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</b>	22 policies/procedures	4 partnerships (11 policies/procedures)	N/A	5 partnerships	This number reflects projections for numbers of new/enhanced policies in FY 2015 as planned by partners.
	<b>3.2.2-39 F INDICATOR: Number of new USG-supported tertiary education programs that develop or implement industry-recognized skills certification</b>	9 partnerships	6 partnerships (16 new programs)	<b>-33%</b>	9 partnerships	This number reflects projections for numbers of new/enhanced policies in FY 2015 as planned by partners.
	<b>3.2.2-40 F INDICATOR: Number of academic research initiatives whose findings have been applied, replicated or taken to market</b>	32	22	<b>-31%</b>	55	This number reflects projections for numbers of new/enhanced policies in FY 2015 as planned by partners.
	Number of higher education institution engagement/ outreach activities in community	262	255	<b>-3%</b>	169	This number reflects projections for numbers of new/enhanced policies in FY 2015 as planned by partners.
<b>Objective 4: Partnerships between U.S. and host country higher education institutions will result in improved human capacity of</b>	<b>3.2.2-41 F INDICATOR: Number of individuals from underserved and/or disadvantaged groups accessing tertiary education programs</b>	4,581	5,230	<b>-14%</b>	4,121	This number reflects projections for numbers of new/enhanced policies in FY 2015 as planned by partners.

HED LWA Cooperative Agreement Performance Objectives	Performance Indicators	FY 2014 Targets	FY 2014 Actuals	Variance	FY 2015 Targets	Rationale for FY 2015 Targets
higher education professionals' to address teaching, research, and public service resulting in measurable effects on regional and national development goals.	<b>3.2.2-42 F INDICATOR: Number of tertiary institution faculty or teaching staff whose qualifications are strengthened through USG-supported tertiary education programs</b>	50	21	<b>-58%</b>	11	This number reflects projections for numbers of new/enhanced policies in FY 2015 as planned by partners.
	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 (Long-term qualifications strengthening - EXCLUDING faculty/teaching staff)	4,856	1,406	<b>-71%</b>	1,006	This number reflects projections for numbers of new/enhanced policies in FY 2015 as planned by partners.
	Number of host country individuals who completed USG-funded <u>short-term</u> training or exchange programs involving higher education institutions (Short-term qualifications strengthening - ALL individuals)	2,797	5,931	<b>+112%</b>	2,387	This number reflects projections for numbers of new/enhanced policies in FY 2015 as planned by partners.
	Number of host-country institution faculty and/or teaching staff who enrolled in long-term training programs for qualifications strengthening [Training - Long Term (Enrolled)]	19	43	<b>+126%</b>	3	This number reflects projections for numbers of new/enhanced policies in FY 2015 as planned by partners.
<b>Objective 5:</b> HED will secure advisory assistance/expertise from the higher education community to support USAID Bureaus, Missions and technical sectors' strategic objectives.	Number of technical assistance field visits to USAID missions (by team members/composition)	0	0	<b>0%</b>	0	Technical assistance visits and support were eliminated from HED's budget in FY 2014 at USAID's request.
	Number of technical assistance requests from USAID missions and or Bureaus received	0	0	<b>0%</b>	0	Technical assistance visits and support were eliminated from HED's budget in FY 2014 at USAID's request.
<b>Objective 6:</b> HED will sponsor/promote a series of research studies, roundtables, conferences related to global development issues.	Number of technical presentations given by HED staff at higher education and international development conferences and/or institutions/organizations	2	3	<b>+50%</b>	5	Planned for FY 2015: 3 presentations at AEIA conference; 1 presentation at AAU conference; 1 presentation at CCID conference.

HED LWA Cooperative Agreement Performance Objectives	Performance Indicators	FY 2014 Targets	FY 2014 Actuals	Variance	FY 2015 Targets	Rationale for FY 2015 Targets
	Number of roundtables and/or conferences organized by HED	0	2	+200%	1	Planned for FY 2015: 1 Final MENA Partners Workshop in Morocco
	Number of new technical resources or other related documents and materials that HED creates for the higher education community	5	0	-100%	2	Planned for FY 2015: 1 sustainability capacity assessment tool; 1 external evaluation package
<b>Objective 7:</b> Results based management, ongoing monitoring and Impact studies/research	Number of evaluations/impact assessments carried out whose findings have been published or widely distributed	7	4	-43%	7	Planned for FY 2015: 1 EE impact evaluation; 1 Colombia HR final evaluation; 1 JOBS Philippines final evaluation; 1 WLP Paraguay final evaluation; 1 WLP Rwanda final evaluation; 1 WLP Armenia final evaluation; 1 CRCA Barbados final evaluation.
	Number of monitoring visits across HED portfolio	35	28	-20%	27	Based on FY 2015 implementation and travel plans, HED anticipates conducting 21 international and 6 domestic monitoring visits in FY 2015.
	Number of updated and/or new HED performance management processes	5	5	0%	2	Planned for FY 2015: 1 award and subaward closeout process (and associated templates); 1 indicator reconciliation process.
	Number of research activities conducted by HED	1	0	-100%	0	Research activities were eliminated from HED's budget in FY 2013 at USAID's request.

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

- HED completed its Data Quality Verification (DQV) process and these data are considered final for this fiscal year.
- A variance justification is provided only when the percent variance between the result and target exceeds + or – 10 percent.
- HED set targets for FY 2015 at the portfolio level based on a review of activities anticipated by partners and HED.
- For any indicator that captures information on the “number of U.S. Government-supported tertiary education programs,” the unit of measurement is a partnership and not an academic degree program, nor a partnership activity or other program.

### Increased Access to Vocational/Technical and Tertiary Education and Training for Underserved and Disadvantaged Groups

#### Indicator 3.2.2-38: Number of individuals from underserved and/or disadvantaged groups accessing tertiary education programs

Several partnerships have exceeded their annual targets this fiscal year. Nine new programs developed at the Ecoles Normales Supérieures de l'Enseignement Technique of Rabat and Mohammedia—in partnership with Middlesex Community College—were approved by the Moroccan Ministry of Education earlier than expected, which resulted in a number of enrollees larger than anticipated (targeted 780, achieved 1231). University of Minnesota – Antioquia University partners have also exceeded their targets, as a result of admissions policies and definitions of vulnerable populations that identify larger audiences, including human rights defenders, journalists, community leaders, teachers, trade unionists, women, children, indigenous and Afro-Colombian leaders, displaced persons, and paramilitaries' victims. This broader definition allowed the partners to capture a larger number of individuals than originally anticipated (targeted 239, achieved 645). In Burkina Faso, the International Institute for Water and Environmental Engineering has negotiated special scholarship awards for female enrollees with their US partners, which also resulted in exceeding FY 2014 targets (targeted 5, achieved 412). Other partnerships that exceeded their target numbers include Eastern Iowa Community College District – Al Quds College (targeted 65, achieved 616) and American University – Valle de Cauca (targeted 110, achieved 371).

This fiscal year there was also a number of partnerships that did not meet their annual targets. Early termination of the partnership between Virginia Polytechnic Institute and State University and the University of Juba has significantly affected partnership activities across the board at the host country (targeted 550, achieved 0). In Morocco, Gateway technical College – Ecole Supérieure de Technologie Oujda partners were not able to substantiate their numbers through supporting documentation, which resulted in a significant reduction of the actual number which was reported initially (targeted 800, achieved 66). Another example of a partnership that did not meet its annual targets is the Indiana University – University of Liberia (UL) partnership. Due to particularly large class sizes, high attrition rates, and low levels of academic proficiency, the university did not accept new enrollees unless they meet approved cut-off scores for admissions, which resulted in not a single admission in the 2013-14 academic year. Following protests, a compromise was arranged for students to be admitted to UL on the basis of a probationary agreement. Since, class sizes have gone down and new students are required to take and pass remedial mathematics and English courses before beginning their programs of study (targeted 475, achieved 159). For the University of California, Los Angeles – University of Rwanda partnership, delays in approval of degree program and commencement of online program has resulted in pushing enrollment into these program to January 2015 (targeted 150, achieved 0). The partners at the University of Florida, Universidad del Magdalena, and Universidad del Norte in Colombia have had difficulties in tracking students without an appropriate human resources system at the host-country institutions (targeted 267, achieved 103).

#### Indicator: 3.2.2-41: 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

A number of partnerships did not meet their targets for this indicator in FY 2014. Delays associated with administrative turnover and bureaucratic challenges have slowed down the process of policy development for the American University – Valle de Cauca partners (targeted 1, achieved 0). Al-Kafaat University and Nassau Community College partners also did not meet their targets, but anticipate meeting their target in FY 2015 (targeted 2, achieved 0). Partnership activities were suspended for the partnership between Bahrain Polytechnic and Central Community College (targeted 1, achieved 0). Conflict in South Sudan has drastically affected

partnership activities for Indiana University in the host country, which moved activities to Indiana (targeted 6, achieved 0). Changes to the higher education system in Rwanda have caused delays for Michigan State University – University of Rwanda (targeted 1, achieved 0). Michigan State University – University of Malawi partners have been researching and working on new policies, but have not finalized them yet (targeted 1, achieved 0). North Dakota University was replaced by Mississippi State University as the partner institution with Makerere University in Uganda. The transfer has caused subsequent delays in activities, including the development of access policies (targeted 2, achieved 0). Activities for the partnership between University of California, Los Angeles and University of Rwanda were delayed as a result of modifications to administrative processes occurring within University of Rwanda’s College of Education (URCE). The partners have started the discussions, but final policies are not written yet, and will be reported next fiscal year. University of Connecticut – Addis Ababa University partners have already completed developing and implementing a new admissions policy earlier, in the previous reporting period (targeted 1, achieved 0). No new policies or procedures have been put in place by the University of Florida – Caribbean Coast partnership, but the partners have identified a budget for admissions scholarships for FY 2015 (targeted 1, achieved 0).

University of Florida – University of Asuncion partners exceeded their targets by developing two new admissions policies and revising five existing policies. The partners have identified changes that were needed in those policies in order to guarantee access to postsecondary programs as well as improve retention and graduation (targeted 1, achieved 7). Similarly, no new or revised policies were planned for FY 2014 for partners at Syracuse University and Kenyatta University; however the partnership did develop a policy brief with details and recommendations on the training supporting students with visual impairments through the use of assistive technology.

## **Improved Quality of Tertiary Education and Research in Support of Country Development Strategies**

### **Development Research**

#### **Indicator 3.2.2-35: Number of U.S.–host country joint development research projects**

Eight partnerships over-targeted for this indicator in FY 2014. The ongoing conflict in South Sudan has led to programmatic challenges which had repercussions across all the Indiana University – University of Juba partnership’s objectives and associated performance indicators. Due to these challenges, this indicator has been removed from the current version of the approved results framework (targeted 5, achieved 0). The North Dakota University (NDU) – Makerere University (MAK) was reassigned to Mississippi State University (MSU) when the partnership director was hired at the latter institution. The target was increased from 3 joint research projects under NDU to 5 under MSU. The students have continued working on their research in this fiscal year, but will not be able to complete them until FY 2015 (targeted 5, achieved 0). Tulane University – Makerere University (OHCEA) mistakenly targeted 7 research proposals that were to obtain funding in this fiscal year. The 7 projects are currently under implementation, but will not be completed and consequently reported under this indicator until FY 2015 (targeted 7, achieved 0). The University of Connecticut – Addis Ababa University partnership underwent eleven revisions to its M&E plan over the past three years and there are discrepancies between the latest version of the M&E plan and submitted targets. The partners and HED are in the process of aligning the targets across the M&E plan and submission to the USAID Mission (targeted 52, achieved 20). The University of Richmond – Universidad Nacional de Ucayali partnership misinterpreted the reporting frequency for this indicator as reported when “research is completed” rather than when “research implementation begins”. In actuality, the partnership began implementing 5 joint research projects this fiscal year, although they formally reported 0 (targeted 9, achieved 0). Other partnerships that fell below their targets include University of Florida – Universidad del Magdalena and Universidad del Norte (targeted 11, achieved 3) and Colorado State University – University of Nairobi (targeted 9, achieved 0).

Three partnerships exceeded their targets this year, including Indiana University – University of the West Indies (targeted 3, achieved 6), Syracuse University – Kenyatta University (targeted 0, achieved 6), and University of Hawaii – Southern Christian College (targeted 0, achieved 5).

**Indicator: 3.2.2-40: Number of academic research initiatives whose findings have been applied, replicated, or taken to market**

Five partnerships did not meet their targets in FY 2014. The Colorado State – University of Nairobi partnership completed and disseminated research, however, partners had difficulty ascertaining whether findings were replicated or applied by stakeholders (targeted 5, achieved 0). The Indiana University – University of the West Indies partnership accidentally set targets for this indicator although it is not relevant to its results framework (targeted 4, achieved 0). In the case of Mississippi State University – Makerere University, students have not yet completed their research projects, but are expected to apply their research in several areas when it is completed in FY 2015 (targeted 5, achieved 0). The data for six studies under the Syracuse University – Kenyatta University partnership were analyzed and written up for publication during FY 2014. However, the partnership was limited in time for having its research findings applied, replicated, or taken the research to market (targeted 6, achieved 0). Lastly, research projects (including one project for a de-fluoridation vessel currently under review) conducted by partners at University of Connecticut and Addis Ababa University experienced delays this fiscal year but will be completed and are scheduled to be applied, replicated, or taken to market in FY 2015 (targeted 3, achieved 0).

Three partnerships exceeded their targets for FY 2014: University of Colorado at Boulder – Instituts Supérieurs des Etudes Technologiques of Tataouine and Medenine (targeted 1, achieved 3), University of Hawaii – Southern Christian College (targeted 0, achieved 5), and Florida International University – Pontificia Universidad Javeriana and Universidad de la Amazonia sede Florencia (targeted 1, achieved 5).

## Human Capacity Development

**Custom Indicator: Number of host-country institution faculty and/or teaching staff who enrolled in long-term training programs for qualifications strengthening**

The variance for this indicator was mainly caused by two partnerships who underestimated the number of faculty members and/or teaching staff first enrolling in long-term training programs this fiscal year. The two partnerships are Mississippi State University – Makerere University (targeted 0, achieved 11) and University of Connecticut – Addis Ababa (targeted 6, achieved 19).

**Indicator 3.2.2-42: Number of tertiary institution faculty or teaching staff whose qualifications are strengthened through USG-supported tertiary education partnerships; and Custom Indicator: Number of host-country individuals (excluding faculty/teaching staff) who completed USG-funded long-term programs resulting in academic degrees or professional or technical certificates**

The large variance between FY 2014 target and performance actual data at the portfolio level is mainly caused by a clerical error in entering the Syracuse University – Kenyatta University partnership's yearly target for this indicator. According to the partnership's target-setting documentation, the correct target should have been 3, but was incorrectly entered into the data management system as 3,000 (targeted 3,000, achieved 2).

There were also a number of partnerships that significantly over-targeted for this indicator. The Eastern Iowa Community College District – Al Quds College partnership redesigned its results framework in FY 2014, removing long-term training as one of its anticipated achievements (targeted 300, achieved 0). The University of California at Los Angeles – University of Rwanda partnership experienced delays in launching an online curriculum—but will do so in the new fiscal year—which consequently affected the number of students who completed this long-term program (targeted 150, achieved 0). The Central Community College – Bahrain Polytechnic partnership was suspended and could not meet its intended results (targeted 43, achieved 0). Four additional programs over-targeted their results under this indicator: University of Connecticut – Addis Ababa

University (targeted 29, achieved 10), University of Colorado at Boulder – Institut Supérieur des Etudes Technologiques of Sidi Bouzid (targeted 68, achieved 0), Nassau Community College – Al Kafaat Foundation Schools (targeted 350, achieved 283), and University of Minnesota – Universidad de Medellín, Universidad de Antioquia, Universidad Pontificia Bolivariana, and Universidad Católica del Oriente (targeted 778, achieved 621).

The Ohio State University – Université Gaston Berger partners under-targeted because of a misunderstanding of the indicator definition. The program manager thought that the indicator was limited to doctoral training in the United States (targeted 0, achieved 67). Two additional partnerships also surpassed their FY 2014 targets for this indicator: Gateway Community College – Ecole Supérieure de Technologie Oujda (targeted 0, achieved 81) and University of Florida – Universidad del Magdalena and Universidad del Norte (targeted 0, achieved 194).

**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)**

About half (53%) of partnerships have exceeded their short-term training targets this fiscal year. In general, partnerships that exceeded their targets have experienced an increased demand at the host-country institutions for short-term training activities. Partners have also noted that they have underestimated the number of students and teaching staff who would be able to participate in short-term training activities.

Eastern Iowa Community College District – Al Quds College partners have exceeded their targets, reporting students for completing activities that were originally planned as long-term training activities but eventually have instead lasted four months, a time period captured under the short-term training indicator (targeted 28, achieved 668). The Illinois Institute of Technology – Cleaner Production Consortium has incorporated a new organization (Universidad Rafael Landívar in Guatemala) and revamped activities in another (Universidad Nacional Autónoma de Honduras), which contributed to an increase of short-term training activities and participants (targeted 107, achieved 836). Many individuals participating in short-term training activities offered through the Michigan State University – University of Rwanda partnership have taken several trainings throughout the fiscal year and were reported each time individually, following the definition for this indicator, which resulted in the partners exceeding their anticipated target (targeted 30, achieved 121). University of California, Los Angeles – university of Rwanda partners have also reported high numbers of participation in such activities (targeted 38, achieved 167).

Other partnerships that exceeded their short-term training target numbers this fiscal year include Colorado University Boulder – Institut Supérieur des Etudes Technologiques Sidi Bouzid (targeted 28, achieved 302), Colorado University Boulder – Institut Supérieur des Etudes Technologiques Medenine and Tataouine (targeted 26, achieved 219), University of Connecticut – Addis Ababa (targeted 50, achieved 257), University of Florida – Caribbean Coast (targeted 60, achieved 396), University of Hawaii – Southern Christian College (targeted 20, achieved 111), and University of North Carolina – Universidad San Francisco de Quito (targeted 30, achieved 70).

Partnerships who did not meet their target this fiscal year included the following three. Virginia Polytechnic Institute and State University – University of Juba mentioned the impact of early termination on performance for this indicator (targeted 250, achieved 0). Mississippi State University (MSU) – University of Makerere partners noted the transition from North Dakota University to MSU negatively affected performance (targeted 100, achieved 46). Tulane University – Makerere University (OHCEA) indicated that the limited amount of funding available may have contributed to hindering performance for short-term training activities (targeted 402, achieved 74).

**Custom Indicator: Number of higher education institution outreach/extension activities in the host-country community**

Overall, a total number of 255 out of 262 (97.3%) targeted outreach and extension activities have been carried out across the HED portfolio. Some partnerships have experienced delays that affected partnership activities

adversely, and in other cases, partnerships exceeded their annual target for this indicator. Partnerships that exceeded their targets include Arizona State University – University of Yerevan (targeted 3, achieved 27) and American University – Valle de Cauca (targeted 3, achieved 11).

Instability in South Sudan has drastically affected partnership activities this fiscal year for the Indiana University – University of Juba partnership (targeted 20, achieved 6). Personnel changes and delays in financial reporting experienced by the University of California, Los Angeles – University of Rwanda partnership have caused postponements in activities, which are now planned to be carried out during FY 2015 (targeted 10, achieved 4). The Central Community College – Bahrain Polytechnic partners did not meet their target as a result of program suspension (targeted 4, achieved 0).

## **Improved Relevance and Quality of Workforce Development Programs**

### **Indicator 3.2.2-36: Number of USG-supported tertiary programs with curricula revised with private and/or public sector employers' input or on the basis of market research**

The Illinois Institute of Technology – Cleaner Production Consortium provided conflicting data (targeted 13, achieved 1). Although the partnership's stated target was 13 for FY 2014, partners only reported one new/revised curriculum; however, documentation submitted supports revisions to a total of ten programs.

Seven partnerships over-estimated the number of new or revised curricula for this fiscal year. Partners at Arizona State University and Yerevan State University are currently in the process of developing a new master's degree program in gender studies that is scheduled to be finalized in FY 2015 (targeted 5, achieved 0). The North Dakota University (NDU) – Makerere University partnership was transferred from NDU to Mississippi State University (MSU), which caused the partnership to set targets twice. Although NDU reported 0 new/revised curricula in FY 2014, MSU reported 3 new/revised curricula this fiscal year (targeted 3, achieved 0). The American University – Pontificia Universidad Javeriana Cali (PUJC) and Universidad de Santiago de Cali (USC) partnership has been able to make inroads in terms of enhancing graduate-level curricula; however obtaining private or public sector employers input has been difficult without the necessary administrative backing. As a result, no enhancements based on market research were made this fiscal year at USC. Further, USC's law school underwent a curricular reform immediately prior to the start of the partnership. As a result, administrators are reluctant to formalize curricular revisions or enhancements prior to the next time they are required to do so by the Ministry of Education. The second host-country institution under this partnership, PUJC, is currently undergoing a protracted process of curricular evaluation and reform, as required by the Ministry of Education. Due to timing issues, these developments or revisions have not taken place in FY 2014. The anticipated results under this indicator are now expected to occur in FY 2015 (targeted 3, achieved 0). Given the current political instability in Egypt and halt in communication between the partner institutions over the past several months, a number of key activities have had to be postponed for the Highline Community College – Mataria Technical College partnership, which had an effect on progress on this indicator, (targeted 2, achieved 0). Three additional partnerships fell below their annual targets in FY 2014: Gateway Technical College – Ecole Supérieure de Technologie Oujda (targeted 3, achieved 0), Indiana University – University of Liberia (targeted 2, achieved 0), and Virginia Polytechnic Institute and State University – University of Juba (targeted 9, achieved 0).

Two partnerships exceeded the targets they had set for FY 2014: Red Rocks Community College – Al-Huson University College (targeted 0, achieved 2) and Florida International University – Colombia (targeted 0, achieved 1).

### **Indicator 3.2.2-39: Number of new USG-supported tertiary education programs that develop or implement industry-recognized skills certification**

Activities were suspended for the Bahrain Polytechnic and Central Community College partnership, which resulted in partners not meeting their annual target for this indicator (targeted 4, achieved 0). Al-Kafaat University and Nassau Community College partners did not meet their target either, but anticipate meeting their target in FY 2015 (targeted 2, achieved 0). Similarly, the University of Rwanda and University of California, Los

Angeles partners experienced delays in curriculum reviews (targeted 1, achieved 0). Early termination of the partnership between Virginia Polytechnic Institute and State University and the University of Juba has drastically affected partnership activities at the host country, including the development or revision of new academic programs (targeted 2, revised 0).

Other partnerships were able to have programs approved sooner than expected, such as Middlesex Community College – Ecole Normale Supérieure de l'Enseignement Technique of Rabat and Mohammedia, whose nine new and revised programs received approval from the Moroccan Department of Education this fiscal year (targeted 0, achieved 9). The partners at University of Florida, Universidad del Magdalena, and Universidad del Norte in Colombia have also exceeded their target with two new programs for Human and International Humanitarian Rights and Human Rights and International Humanitarian Law in the Caribbean Context (targeted 0, achieved 2).

**Indicator 3.2.2-33: Number of USG-supported tertiary education academic degree programs that include experiential and/or applied learning opportunities for learners (for the first time)**

Four partnerships exceeded their target for this indicator in FY 2014. The four academic programs supported by the Florida International University – Pontificia Universidad Javeriana and Universidad de la Amazonia sede Florencia partnership already included experiential and applied learning components at the onset of FY 2014. As a result, partners did not expect to further enhance the applied/experiential learning opportunities offered through those programs in FY 2014; however, the partnership created a field course that enhanced the experiential learning opportunities of four programs (targeted 0, achieved 4). This indicator was not originally the Washtenaw Community College – Al Quds College partnership's results framework, and was thusly under-targeted (targeted 4, achieved 7). This indicator is not part of the Indiana University – University of the West Indies partnership results framework; however, related activities this fiscal year resulted in relevant results (targeted 0, achieved 1). Lastly, the American University – Pontificia Universidad Javeriana Cali and Universidad Santiago de Cali partnership also slightly exceeded its targeted for enhanced experiential and applied learning (targeted 1, achieved 2).

Six partnerships significantly fell below their targets this reporting period. The Arizona State University - Yerevan State University partnership has produced a new master's program with a strong emphasis on experiential and applied learning; however the program is still undergoing approval (targeted 5, achieved 0). The University of Connecticut Addis Ababa University partnership has already integrated experiential and applied learning into all programs supported by the partnership, and did not further enhance those components in FY2015 (targeted 5, achieved 0). The Gateway Technical College – Ecole Supérieure de Technologie Oujda partnership completed its experiential and applied learning improvements in FY 2013 and was not able to make additions in the fiscal year (targeted 4, achieved 0). The Illinois Institute of Technology - Cleaner Production Consortium partnership was not able to supply documentation for students who completed internships in this fiscal year, thus falling short of their target (targeted 10, achieved 7). The Colorado State University – University of Nairobi partnership has incorporated experiential components into at least two of its programs, however none of courses with experiential components were offered in FY 2014 because approval is still pending (targeted 3, achieved 0). The Gateway Technical College – Ecole Supérieure de Technologie Oujda partnership improved the experiential and applied learning components of several programs in previous reporting periods, thusly this result was not a primary focus for the partnership this reporting period (targeted 3, achieved 0).

Seven additional partnerships did not meet their targets for this indicator in FY 2014. They are: Indiana University – University of Liberia (targeted 5, achieved 3), Central Community College - Bahrain Polytechnic (targeted 2, achieved 0), Highline Community College – Mataria Technical College (targeted 2, achieved 0), Middlesex Community College – Ecoles Normales Supérieures de l'Enseignement Technique de Rabat and Mohammedia (targeted 2, achieved 0), Ohio State University – Université Gaston Berger (targeted 2, achieved 0), Nassau Community College – Al-Kafaat Foundation Schools (targeted 2, achieved 0), and Virginia Polytechnic Institute and State University – University of Juba (targeted 2, achieved 0).

## Appendix D: FY 2014 Active Awards under the Leader Award, Associate Awards, and Cooperative Agreements

Funding Mechanism	Federal Award Description	Region	Country	U.S. Institution(s)	Host-country Institution(s)	Partnership Title	Primary Sector	Effective Date	End Date	Subaward Amount
Associate Award	Philippines JOBS	Asia	Philippines	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	Amazon Basin - ICAA II	Latin America and the Caribbean	Colombia	Florida International University	Pontificia Universidad Javeriana, 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	Latin America and the Caribbean	Bolivia; Brazil, Peru	University of Florida	Universidad Amazónica de Pando, Universidad Autónoma de Gabriel Rene Moreno, Instituto Boliviano de Investigación Forestal (Bolivia); Universidad Nacional Amazónica de Madre de Dios, Universidade Federal do Acre (Peru, Brazil)	Strengthening Higher Education Capacity for Environmental Monitoring and Forest Biodiversity Conservation in the Bolivian Amazon (Bolivia); The Andes-Amazon Rim Consortium (AARC) (Peru and Brazil)	Environment/ Natural Resources	12/1/2012 (Bolivia); 4/25/2014 (Brazil and Peru)	6/30/2015	\$749,880
Associate Award	Amazon Basin - ICAA II	Latin America and the Caribbean	Ecuador	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	Latin America and the Caribbean	Peru	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	Barbados JOBS	Latin America and the Caribbean	Barbados	Indiana University	University of the West Indies	Barbados: Supporting Entrepreneurs through the JOBS Initiative	Workforce/ Entrepreneurship Development	2/28/2011	6/30/2014	\$1,349,692
Associate Award	Colombia Human Rights	Latin America and the Caribbean	Colombia	American University	Pontificia Universidad Javeriana Cali, 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	Latin America and the Caribbean	Colombia	University of Florida	Universidad del Magdalena, Universidad del Norte	Building Human Rights Capacity in the Colombian Caribbean	Democracy & Governance/ Public Policy/Journalism	10/19/2012	6/30/2015	\$757,179

Funding Mechanism	Federal Award Description	Region	Country	U.S. Institution(s)	Host-country Institution(s)	Partnership Title	Primary Sector	Effective Date	End Date	Subaward Amount
Associate Award	Colombia Human Rights	Latin America and the Caribbean	Colombia	University of Minnesota (Twin Cities)	Universidad de Medellin, Universidad de Antioquia, Universidad Pontificia Bolivariana, Universidad Catolica del Oriente	UMN-Medellin Human Rights Law School Partnership Program	Democracy & Governance/ Public Policy/Journalism	10/19/2012	6/30/2015	\$1,250,000
Associate Award	Ethiopia (Africa Initiative)	Sub-Saharan Africa	Ethiopia	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	\$2,456,285
Associate Award	Kenya - NAIROBI (Africa Initiative)	Sub-Saharan Africa	Kenya	Colorado State University	University of Nairobi	Centre for Sustainable Drylands: A University Collaboration for Transforming Higher Education in Africa at the University of Nairobi	Environment/ Natural Resources	4/1/2011	10/31/2014	\$1,422,000
Associate Award	Kenya - KENYATTA (Africa Initiative)	Sub-Saharan Africa	Kenya	Syracuse University	Kenyatta University	Capacity through Quality Teacher Preparation	Education	4/1/2011	8/14/2014	\$1,122,210
Associate Award	Liberia (Africa Initiative)	Sub-Saharan Africa	Liberia	Indiana University, University of Massachusetts	University of Liberia	Center for Excellence in Health and Life Sciences (CEHLS)	Health/Population/ Nutrition/ HIV/AIDS	10/1/2011	6/30/2015	\$2,703,260
Associate Award	Malawi (Africa Initiative)	Sub-Saharan Africa	Malawi	Michigan State University	University of Malawi	Agro-Ecosystem Services: Linking Science to Action in Malawi and the Region	Environment/ Natural Resources	4/5/2011	5/30/2014	\$1,140,000
Associate Award	Senegal (Africa Initiative)	Sub-Saharan Africa	Senegal	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	\$1,555,876
Associate Award	South Sudan (Africa Initiative)	Sub-Saharan Africa	South Sudan	Virginia Polytechnic Institute and State University	University of Juba, 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	5/31/2014	\$2,800,892
Associate Award	South Sudan WLP	Sub-Saharan Africa	South Sudan	Indiana University	n/a	South Sudan Higher Education Initiative for Equity and Leadership Development	Education	3/1/2013	6/30/2015	\$3,283,212
Associate Award	Uganda (Africa Initiative)	Sub-Saharan Africa	Uganda	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	11/30/2013	\$1,100,000

Funding Mechanism	Federal Award Description	Region	Country	U.S. Institution(s)	Host-country Institution(s)	Partnership Title	Primary Sector	Effective Date	End Date	Subaward Amount
Associate Award	Uganda (Africa Initiative)	Sub-Saharan Africa	Uganda	Mississippi State University	Makerere University	Capacity Building in Integrated Management of Transboundary Animal Diseases and Zoonoses (CIMTRADZ)	Agriculture/Ag. Business/Animal Science	3/1/2014	6/30/2015	\$905,804
Associate Award; LWA	Armenia WLP; Leader AEG	Europe and Eurasia	Armenia	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 (U.S. Dept. State Coop. Agr.)	Latin America and the Caribbean	Costa Rica; Dominican Republic; El Salvador; Guatemala; Honduras; Nicaragua; Peru	Illinois Institute of Technology, New York Institute of Technology	Instituto Tecnológico de Costa Rica, Instituto Tecnológico de Santo Domingo, Universidad Centroamericana José Simeón Canas, Universidad San Ignacio de Loyola, Universidad Nacional Autónoma de Honduras, Universidad Nacional de Ingeniería	Pathways to Cleaner Production in the Americas: Educating Future Professionals	Environment/ Natural Resources	6/15/2012	6/14/2015	\$1,114,991
LWA	Leader AEG	Asia	Pakistan	California State University (Fullerton)	Fatimah Jinnah Women University, Sardar Bahadur Khan Women University	Partnership for Women in Science and Technology in Pakistan	Education	3/7/2008	12/31/2013	\$199,999
LWA	Leader AEG	Latin America and the Caribbean	Colombia; Peru	University of Texas at San Antonio	Government of Colombia, Government of Peru	Central & South American Small Business Development Center Partnership Program: Adapting and Replicating the Small Business Development Center (SBDC) Model throughout the Americas	Workforce/ Entrepreneurship Development	11/30/2012	11/30/2014	\$1,270,000
LWA	Leader AEG	Latin America and the Caribbean	Barbados	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
LWA	Leader AEG	Latin America and the Caribbean	Paraguay	University of Florida	Universidad Nacional de Asuncion	Women's Leadership Project in Paraguay (WLPP)	Agriculture/Ag. Business/Animal Science	10/1/2012	6/30/2015	\$811,363
LWA	Leader AEG	Middle East and North Africa	Yemen	Eastern Iowa Community College District, Tulsa Community College	Sana'a Community College	Economic Empowerment Through Entrepreneurship (E3)	Workforce/ Entrepreneurship Development	1/1/2013	11/30/2013	\$448,907

Funding Mechanism	Federal Award Description	Region	Country	U.S. Institution(s)	Host-country Institution(s)	Partnership Title	Primary Sector	Effective Date	End Date	Subaward Amount
LWA	Leader AEG	Middle East and North Africa	Bahrain	Central Community College	Bahrain Polytechnic	Bahrain Entrepreneurship Project	Workforce/ Entrepreneurship Development	4/1/2012	6/30/2014	\$350,000
LWA	Leader AEG	Middle East and North Africa	Morocco	Gateway Technical College	Ecole Supérieure de Technologie Oujda, Université Mohammed I Oujda (I)	Collegiate Entrepreneurship and Collaborative Strategies	Workforce/ Entrepreneurship Development	3/1/2012	9/30/2014	\$461,575
LWA	Leader AEG	Middle East and North Africa	Jordan	Red Rocks Community College	Al-Huson University College, Al-Balqa Applied University	Expanding Jordan's Green Collar Workforce: Career Pathways in Solar Technology, Worker Safety Management, and Water Quality Management	Workforce/ Entrepreneurship Development	8/1/2010	12/31/2014	\$511,113
LWA	Leader AEG	Middle East and North Africa	Morocco	Middlesex Community College	Ecole Normale Supérieure de l'Enseignement Technique of Rabat, Ecole Normale Supérieure de l'Enseignement Technique of Mohammedia	Linkages for Entrepreneurship Achievement Project (LEAP)	Workforce/ Entrepreneurship Development	1/1/2012	12/31/2014	\$460,853
LWA	Leader AEG	Middle East and North Africa	Jordan	Washtenaw Community College, The William Davidson Institute at the University of Michigan	Al Quds College	Community College Entrepreneurship: Integration to Incubation	Workforce/ Entrepreneurship Development	1/1/2012	12/31/2014	\$446,938
LWA	Leader AEG	Middle East and North Africa	Jordan	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
LWA	Leader AEG	Middle East and North Africa	Morocco	Gateway Technical College	Ecole Supérieure de Technologie Oujda	Automotive Diagnostics Partnership and Scale-Up	Workforce/ Entrepreneurship Development	8/15/2010	3/31/2015	\$537,246
LWA	Leader AEG	Middle East and North Africa	Egypt	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

Funding Mechanism	Federal Award Description	Region	Country	U.S. Institution(s)	Host-country Institution(s)	Partnership Title	Primary Sector	Effective Date	End Date	Subaward Amount
LWA	Leader AEG	Middle East and North Africa	Lebanon	Nassau Community College, Monroe Community College, North Country Community College	Al-Kafaat Foundation Schools	SUNY Community College Consortium	Workforce/ Entrepreneurship Development	1/1/2012	6/30/2015	\$561,151
LWA	Leader AEG	Middle East and North Africa	Tunisia	University of Colorado Boulder, University of Hawaii, Colorado State University	Institut Supérieur Des Etudes Technologiques de 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
LWA	Leader AEG	Middle East and North Africa	Tunisia	University of Colorado Boulder, Colorado State University	Institut Supérieur des Etudes Technologiques de Tataouine, Institut Supérieur des Etudes Technologiques de Médenine	Promoting Sustainable Energy Technologies in the Industrial Sector of Tunisia	Workforce/ Entrepreneurship Development	6/1/2012	6/30/2015	\$500,000
LWA	Leader AEG	Sub-Saharan Africa	Senegal	Fairfield University	Université Alioune Diop de Bambey	Use of ICT and Service Learning to Develop Health Curricula	Education	10/1/2010	12/15/2013	\$231,131
LWA	Leader AEG	Sub-Saharan Africa	Burkina Faso	Tuskegee University	International Institute for Water and Environment Engineering	Africa-US Network of Centers of Excellence in Water and Environmental Science and Technology	Environment/ Natural Resources	3/15/2011	7/31/2014	\$1,274,370
LWA	Leader AEG	Sub-Saharan Africa	Uganda	Tulane University	Makerere University	One Health to Address Human, Animal, and Ecosystems Health in Central and Eastern Africa	Health/Population/Nutrition/HIV/AIDS	8/10/2013	12/31/2014	\$505,427
LWA	Leader AEG	Sub-Saharan Africa	Rwanda	Michigan State University	University of Rwanda	Rwanda Women's Leadership Program in Agriculture	Agriculture/Ag. Business/Animal Science	11/1/2012	6/30/2015	\$1,280,000
LWA	Leader AEG	Sub-Saharan Africa	Rwanda	University of California (Los Angeles)	University of Rwanda	Rwanda: Promoting Gender Equity and Female Empowerment	Education	11/1/2012	6/30/2015	\$1,079,996

# **Appendix E: FY 2014 Partnership Narrative Reports for LWA and Associate Awards**

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Workforce Development**

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# Entrepreneurship and Workforce Development

## TUNISIA Job Opportunities for Business Scale-up (JOBS)

As part of the Tunisia Job Opportunities for Business Scale-up (Tunisia JOBS) initiative, the University of Colorado Boulder is partnering with three Tunisian Institut Supérieur des Etudes Technologiques (ISETs) to provide education for resource management. The partners are developing new courses in water management, energy efficiency, and renewable energy, enabling graduates to contribute more effectively to the economic development of their communities. Each of the ISETs is launching a sustainable solutions center to build linkages and provide extension services to surrounding communities.

Managed under the Leader Award, USAID/E3/ED provided funding support for the partnership between the University of Colorado Boulder and Institut Supérieur Des Etudes Technologiques de Sidi Bouzid, and the U.S. Embassy provided funding support for the partnership between the University of Colorado Boulder, Institut Supérieur des Etudes Technologiques de Médenine, and the Institut Supérieur des Etudes Technologiques de Tataouine.

### **1. TUNISIA: Institut Supérieur Des Etudes Technologiques de Sidi Bouzid /University of Colorado Boulder/University of Hawaii/Colorado State University: Promoting Water Management, Energy Efficiency, Renewable Energy Technologies in the Agricultural Sector of Tunisia**

**Managed Under Leader Award AEG-A-00-05-00007-00**

**Partnership Award Amount: \$500,000**

**Partnership Period of Performance: 6/1/2012 – 6/30/2015**

#### **Partnership Overview:**

The University of Colorado Boulder (UCB) and Institut Supérieur Des Etudes Technologiques de Sidi Bouzid (ISET Sidi Bouzid) are collaborating to create a series of courses at ISET Sidi Bouzid that will enhance the ISET's current curriculum in a variety of agriculture-related areas. The new courses will provide students and professionals in agricultural disciplines with practical information and procedures in design, evaluation, and implementation of appropriate technology for agriculture in this arid area. These courses will lead to the development of advanced academic training programs at ISET Sidi Bouzid that will focus on water management, energy efficiency for agriculture, and renewable energy. With the overall goal of preparing ISET Sidi Bouzid graduates to meet the economic demands of the local community, the partnership has three objectives:

- Enhance the capacity of ISET Sidi Bouzid faculty to develop and offer advanced academic programs related to water management and energy efficiency in the agricultural sector;
- Strengthen applied research capacity at ISET Sidi Bouzid and enhance offerings in advanced academic programs in the areas of water management and energy efficiency in the agricultural sector; and
- Develop ISET Sidi Bouzid's role as a recognized resource and knowledge center for innovation in the areas of water resources and energy efficiency.

### **FY2014 Results Highlights:**

Three faculty members from ISET Sidi Bouzid traveled to the University of Colorado at Boulder for training in entrepreneurship, water management, and renewable energy technologies. As one outcome of this and previous faculty exchanges, ISET Sidi Bouzid offered two new courses during the fall of 2013. Newly-trained faculty offered a course on Renewable Energy Technology to 44 students and Water Management to 43 students. In addition, UCB faculty taught two courses on Renewable Energy Entrepreneurship and Energy Efficiency at ISET Sidi Bouzid for 72 and 31 faculty and students, respectively. These trainings and new curricula support the creation of a new Department of Energy Efficiency at the ISET, anticipated to receive approval in 2015.

ISET Sidi Bouzid is gaining recognition as a resource and knowledge center for innovation in the management of water resources and energy efficiency. The partners created a Sustainable Solutions Center (SSC) at ISET Sidi Bouzid, and a new director for the center was recruited and trained during the reporting period. The SSC is now engaging local businesses and communities through a series of outreach seminars, short courses, workshops, and needs assessments. Some outreach activities have included promoting awareness and efficient practices in renewable energy, water management, and entrepreneurship to primary schools and local farmers. The SSC also assists students with the final project required for graduation, supporting students with developing prototypes and using simulation and statistical software. The SSC organizes a student competition to recognize the best projects. Four applied research projects have also been developed under this initiative involving ISET faculty and students, including two joint research projects with UCB designing an automated solar water pumping system for agricultural irrigation and a solar dryer for agricultural produce.

## **2. TUNISIA: Institut Supérieur Des Etudes Technologiques de Tataouine, Institut Supérieur Des Etudes Technologiques de Médenine/University of Colorado Boulder/Colorado State University: Promoting Sustainable Energy Technologies in the Industrial Sector of Tunisia**

**Managed Under Leader Award AEG-A-00-05-00007-00**

**Partnership Award Amount: \$500,000**

**Partnership Period of Performance: 6/1/2012 – 6/30/2015**

### **Partnership Overview:**

The University of Colorado Boulder, the Institut Supérieur des Etudes Technologiques de Médenine (ISET Médenine), and the Institut Supérieur des Etudes Technologiques de Tataouine (ISET Tataouine) are collaborating to enhance the ISETs' curriculum and professional training by creating a series of courses that will provide students and professionals with practical information on the design, evaluation, implementation, and financing of energy efficient and renewable energy projects for the industrial sector. These courses will lead to the development of advanced academic training programs at the ISETs.

The partnership has three objectives:

- Enhance the capacity of ISET Médenine and ISET Tataouine faculty to develop and offer advanced academic programs related to renewable energy and energy efficiency in the industrial sector;
- Strengthen applied research capacity at ISET Médenine and ISET Tataouine and enhance offerings in advanced academic programs in the areas of renewable energy and energy efficiency in the industrial sector; and
- Develop ISETs Médenine and Tataouine roles as recognized resource and knowledge centers for innovation in the areas of renewable energy and energy efficiency technologies suitable for the industry.

### **FY2014 Results Highlights:**

UCB faculty taught three courses on Renewable Energy Entrepreneurship, Energy Efficiency, and Industrial Refrigeration at ISET Medenine and Tataouine, reaching a total of 159 faculty and students. Thirty-six students also received additional applied training on solar water heating and PV systems, and 21 students in an industrial maintenance class visited a ceramics company to simulate an industrial infrared inspection. These activities are supporting the ISET in the creation of a new Department of Renewable Energy, anticipated to receive approval in 2015.

The partners have established Sustainable Solutions Centers (SSC) at ISET Medenine and Tataouine, and are developing a reputation as a resource and knowledge center for renewable energy and energy efficiency in the industrial sector. The SSC engages local businesses and communities through a series of outreach seminars, short courses, workshops, and needs assessments. Some outreach activities have included understanding solar energy production, community assessments of energy use, renewable energy, energy efficiency in buildings, and new equipment and measurements for conducting energy audits (such as a blower door test kit, a power analyzer, and data loggers measuring air temperature, indoor lighting levels, and relative humidity). These outreach activities have reached 82 community members outside of the ISETs. The SSC also assists students with graduation projects, supporting students with developing prototypes and using simulation and statistical software such as HOMER. The SSCs also organize competitions to recognize the best student projects.

Six applied research projects have also been initiated by ISET faculty and students, including four projects that were presented to the public. In addition, two joint research projects with UCB faculty have been initiated: the design of an optimal cogeneration system for a brick manufacturing facility in Tunisia, and the design and construction of a solar concentrator for waste water evaporation in oil drilling applications.

Due to challenges in program implementation arising from the rapid changes in the political and social landscape of Tunisia and resulting successive changes in the leadership of Tunisian higher education, activities of both partnerships were suspended in the summer of 2014 at the request of the US Embassy and USAID. HED staff members traveled to Tunisia with CU-Boulder in September 2014 to negotiate a resumption of activities. HED developed a new action plan to restart the program and secured approval by all parties. HED is working on the revised budget and scope of work for FY15 to ensure successful management and sustainable results.

### **SMALL BUSINESS DEVELOPMENT CENTERS (SBDCs)**

HED has supported two SBDC partnerships led by the University of Texas at San Antonio in Costa Rica, Dominican Republic, Honduras, Panama, Colombia and Peru. The partnerships seek to adapt and replicate the highly successful SBDC model by sharing best practices and connecting their clients with international trade opportunities to foster the development of micro and small enterprises, thus addressing some of the underlying issues that fuel regional challenges. The first award focused on Costa Rica, Dominican Republic, Honduras and Panama, and closed in FY13.

### **3. COLOMBIA and PERU: Government of Colombia/Government of Peru/University of Texas San Antonio: Central and South American Small Business Development Center Partnership Program: Adapting and Replicating the Small Business Development Center (SBDC) Model throughout the Americas**

**Managed Under Leader Award AEG-A-00-05-00007-00**

**Partnership Award Amount: \$1,270,000**

**Partnership Period of Performance: 11/30/2012 – 11/30/2014**

**Partnership Overview:**

Building on the previous HED award to expand the SBDC model in Central America, the University of Texas at San Antonio (UTSA) is working with the Centro Regional de Promoción de la MIPYME (CENPROMYPE) and the governments of Colombia and Peru to replicate the SBDC model in South America. Through this partnership, UTSA is continuing to deliver customized training in the four Central American countries where SBDCs have been established, in addition to enhancing SBDC efforts in Colombia and Peru in South America, with the goal of expanding the SBDC model throughout Latin America.

Partnership objectives:

- To ensure stakeholder participation and commitment to the implementation of the SBDC model in the host country;
- To increase small business human capacity in the host country with the implementation of the SBDC model; and
- To establish systemic, structural program quality and sustainability in SBDC centers at the host country.

**FY2014 Results Highlights:**

A long-time HED partner, the University of Texas at San Antonio's International Trade Center, won the prestigious 2014 Small Business Development Center of the Year award from the U.S. Small Business Administration. The UTSA International Trade Center has been a partner on four separate HED awards since 2013, promoting small business development education in Colombia, Costa Rica, the Dominican Republic, Guatemala, Honduras, Mexico, Panama and Peru.

In 2014, UTSA offered its four-part SBDC Counselor and Director Certificate Training in Lima, Peru which provides training and support for budding SMEs and is a foundational training critical to the successful establishment of SBDCs. The training session had 120 participants representing the public, private and higher education sectors. Peru is the second country in South America to receive the Counselor and Director Certificate training and now looks forward to establishing the country's first pilot SBDCs.

Partners also completed the four-part SBDC Counselor and Director Certificate Training in the cities of Bogota and Cali, Colombia. The economy of Colombia is the third largest in Central and South America and is poised to be a leading trade partners with the U.S. since the advent of the U.S.-Colombia Free Trade Agreement which went into effect in May of 2012. The training sessions included 190 participants and from various sectors and will help benefit Colombia's ability to adopt the U.S. SBDC model.

In July, partners lead a delegation of 33 high-level government officials and business development professionals from several Central and South American countries on visits to San Antonio and Washington, DC. Visiting delegates observed first-hand SBDC operations and learned about SBDC network administration and MSME policy creation. Partners strategically host these visits on an annual basis to ensure stakeholders are sharing experiences and resources so as to further solidify the SBDC network in the Americas.

HED recently provided partners with a four month no-cost extension through March 31, 2015 to provide direct benefits to Colombia and Peru and to facilitate a Colombian transition through a period of uncertainty due to presidential elections. The extension of activities will provide UTSA with sufficient time to work with their partners to consolidate and build sustainability of the SBDC networks beyond the pilot stage. In turn,

this additional support will amplify the reach of small business owners to new markets throughout the Americas and increase competitiveness.

## **BMENA-U.S. Community College Initiative Partnerships**

The Broader Middle East and North Africa–U.S. Community College Initiative is managed under HED’s Leader Award and composed of four partnerships under the Broader Middle East and North Africa–U.S. Community College Small Grants Initiative (BMENA I) and six partnerships under the Broader Middle East and North Africa–U.S. Community College Entrepreneurship Grants (BMENA II). These partnerships are addressing the endemic regional challenge of high youth unemployment by developing academic pathways at BMENA community and technical colleges that will provide students with the skills and opportunities needed to meet the demands of prioritized regional sectors and industries. Partnership interventions are focused on increasing institutional capacity to offer relevant academic programs that are aligned with regional workforce demands, enhancing faculty professional expertise to effectively design and deliver those programs, and equipping students with advanced technical and entrepreneurial skills and knowledge, as well as the support services needed to successfully bridge the gap between the classroom and employment. The initiative spans six countries in the region and involves community and technical colleges from nine U.S. states.

### ***BMENA I: SMALL GRANTS INITIATIVE***

The Broader Middle East and North Africa – U.S. Community College Small Grants Initiative (BMENA I) partnerships grew out of four short-term small grants managed by HED beginning in 2010. Despite their initial short performance period, the grantees in Egypt, Jordan, and Morocco accomplished major objectives and laid the ground work for expansion and curriculum development opportunities in workforce development areas such as solar technology, entrepreneurship, automotive diagnostics, and business plan development. BMENA I partnerships were later scaled up for expanded implementation during the second quarter of the 2012 fiscal year. Originally funded by the U.S. Department of State with the involvement of the U.S. Department of Education, the partnership expansions are now funded solely by USAID.

#### **4. JORDAN, BMENA SCALE-UP Partnership 1: Al Quds College/Eastern Iowa Community College District – Muscatine Community College: Economic Empowerment through Entrepreneurship**

**Managed Under Leader Award AEG-A-00-05-00007-00**

**Partnership Award Amount: \$491,399**

**Partnership Period of Performance: 7/1/2010 – 3/31/2015**

##### **Partnership Overview:**

The partnership between Al Quds College (AQC) and Eastern Iowa Community College District (EICCD) titled, “Economic Empowerment through Entrepreneurship (E3),” is focused on the promotion of quality entrepreneurship training at AQC through courses, workshops, exchanges and a certificate program. The overall goal is to provide AQC students with the skills needed to launch their own small businesses and to contribute to the economic growth of Jordan. The partnership objectives are:

- To develop capacity-building policies and strategies that result in faculty professional development; and
- To develop and implement programs of study that provide career and technical education and training linked to employment for Jordanian students.

### **FY2014 Results Highlights:**

The introduction of the partnership's Entrepreneurship Certificate Program has been adapted and applied as an institution-wide rollout of entrepreneurship coursework at AQC starting fall 2013. An unanticipated collaboration with the International Youth Foundation has provided AQC with a Microsoft-developed "Build Your Business" (BYB) royalty-free software, for use in the classroom to enhance instruction. This new semester-long course has gradually been implemented as a graduation requirement, and 630 students completed the course and developed a business plan during the last year. Participation has gone from just a few students to engaging an entire student body with new entrepreneurial concepts, and has led to the creation of a Business Advisory Board.

To assist with the expansion of entrepreneurship training, partners conducted the second annual AQC Great Teachers Workshop. During the workshop, 28 AQC faculty members were trained in entrepreneurship, teaching and learning techniques, and practical approaches for the Jordanian classroom. Faculty also completed professional development plans, as part of a wider initiative to integrate faculty development into AQC.

Partners contributed to the second objective with the second cohort of the International Future Entrepreneur Exchange, which brought 10 AQC students, including 6 female students, who successfully completed the partnership's BYB class to EICCD in Iowa. During the exchange, AQC students visited local small businesses tailored to the student's own business plans, and attended several workshops and seminars in entrepreneurship, culture, and business development.

## **5. JORDAN, BMENA SCALE-UP Partnership 2: Al-Huson University College/Al-Balqa Applied University/Red Rocks Community College: Expanding Jordan's Green Collar Workforce: Career Pathways in Solar Technology, Worker Safety Management, and Water Quality Management**

**Managed Under Leader Award AEG-A-00-05-00007-00**

**Partnership Award Amount: \$511,113**

**Partnership Period of Performance: 8/1/2010 – 12/31/2014**

### **Partnership Overview:**

The partnership between Al-Huson University College (HUC) and Red Rocks Community College (RRCC) titled, "Expanding Jordan's Green Collar Workforce: Career Pathways in Solar Technology, Worker Safety Management, and Water Quality Management," is creating of relevant degree programs at HUC tailored to the needs of industry and the private sector. The overall goal is to develop paraprofessional pathways aligned with regional priorities to improve the employability of Jordanian youth. The partnership works toward the following objectives:

- To create and enhance degree programs in the paraprofessional sectors (solar energy technology, health and occupational safety, and water quality management) at HUC;
- To increase the capacity of HUC to cultivate and maintain employer connections; and
- To increase the capacity of HUC to conduct outreach to expand the interest in paraprofessional careers.

### **FY2014 Results Highlights:**

During this reporting period, 36 students graduated from the partnership-introduced Solar Energy Technology (SET) degree. In addition to the hands-on training provided at HUC by PV equipment and a solar tech lab, 42 students participated in internships with local solar energy companies in Jordan. After installing a wind turbine on campus, partners revised the SET degree program to include a new hybrid energy course. As

the only associate's degree program in solar energy technology in Jordan, the partnership positioned HUC to receive \$15 million in funds to install a solar garden capable of providing energy for the entire campus, set to open in 2015. HUC's SET program has already established a strong reputation, with a total enrollment of 152 students for the 2014-15 school year.

Partners also worked collaboratively with industry experts on the development of a new comprehensive Health, Safety and Environment (HSE) degree program at HUC. The HSE degree program was created to not only meet international standards in occupational health, safety and environment but was also strategically selected in an effort to fill the demand for HSE workers in Jordan by training and preparing students to enter into this field. Currently, 35 students are enrolled in the first year of HSE degree program, which begins with theoretical training at HUC, and 30 students continued into the second year of practical training at the newly refurbished Hassib Al-Sabbagh Academy. This facility was provided by Al Balqa Applied University (BAU) and renovated and equipped through funds from private sector partner Consolidated Contractors Company, who will offer a significant number of jobs to HSE students after completion.

Partners completed a feasibility study aimed at establishing a new program in waste water management. This feasibility study has been used to inform and create a full curriculum for a two-year technician degree in waste water management, which currently is pending ministerial approval and anticipated to be implemented in 2015. Partners are also working on a joint research project on waste water in Jordan between RRCC and BAU faculty.

## **6. MOROCCO, BMENA SCALE-UP Partnership 3: Ecole Supérieure de Technologie Oujda/Gateway Technical College: Automotive Diagnostics Partnership and Scale-up**

**Managed Under Leader Award AEG-A-00-05-00007-00**

**Partnership Award Amount: \$537,246**

**Partnership Period of Performance: 8/15/2010 – 3/31/2015**

### **Partnership Overview:**

The "Automotive Diagnostics Partnership and Scale-up" between Ecole Supérieure de Technologie Oujda (ESTO) and Gateway Technical College (GTC) is focused on the integration of ESTO's curriculum with industry recognized trainings and certifications in the fields of automotive diagnostics, energy and transportation. With the overall goal of strengthening the capacity of ESTO to become a regional leader in the automotive diagnostics, transportation and renewable energy technologies, the partnership works toward the following objectives:

- To enhance the capacity of faculty in automotive diagnostics at ESTO to increase the depth and breadth of subject matter expertise along with an introduction to technologies in faculty's teachings;
- To enhance the institutional capacity of ESTO by establishing and implementing protocols to integrate industry endorsed diagnostic, multimeter, and torque certifications into current and future programming while introducing potential technologies and enhancing experiential learning; and
- To increase the governance structure and regional reach of ESTO through the engagement of additional BMENA partner institutions in the areas of automotive diagnostics, transportation and renewable energy technologies.

### **FY2014 Results Highlights:**

Through the partnership, 69 faculty from Morocco and the Middle East & North African region and 92 students from ESTO received certification in Solus Pro or Solus Ultra from the National Coalition of Certification Centers (NC3), increasing ESTO's reputation as a regional center of excellence in the field of automotive diagnostics training. Further training and certification in Torque and MultiMeter equipment is

taking place to expand into the fields of mechatronics, industrial maintenance, and precision measurement. In addition, significant progress has been made in the construction of a new automotive lab opening in early 2015 in Oujda, Morocco.

The partnership has developed a two-year automotive diagnostics curriculum, trained faculty, and equipped training labs with Snap-On diagnostic tools. With about 50 students enrolled, the new automotive degree has established linkages with automotive dealers and centers for curriculum input and to provide students with internships. Over the past year, 18 students from EST Oujda have been offered internships indicating that local employers value the hands-on training the students are receiving and the skills they bring to the workplace.

## **7. EGYPT, BMENA SCALE-UP Partnership 4: Mataria Technical College/Highline Community College: Leveraging Community College Workforce Development Expertise: Creating Educational Pathways to High Skills Employment at Mataria Technical College**

**Managed Under Leader Award AEG-A-00-05-00007-00**

**Partnership Award Amount: \$558,719**

**Partnership Period of Performance: 9/1/2010 – 3/31/2015**

### **Partnership Overview:**

The partnership between Mataria Technical College (MTC) and Highline Community College (HCC) is focused on building the teaching and entrepreneurship capacity of MTC faculty and cultivating relationships at MTC with businesses and industry. With the overall goal of developing entrepreneurship training models for MTC students that connect them to career and employment pathways, the partnership works toward the following objectives:

- To improve teaching methodology practiced by faculty at MTC so that students demonstrate entrepreneurial thinking and self-employment skills relevant to industry demands;
- To develop entrepreneurship capacity among identified pilot groups of MTC students; and
- To increase capacity of MTC to expand relationships with business and industry.

### **FY2014 Results Highlights:**

Implementation was suspended in FY14. Political instability and unrest made travel to and from Egypt and partnership activities impossible. A U.S. Department of State travel warning was in place throughout FY14. As of October 2014, Highline is awaiting authorization from the Egyptian Ministry of Higher Education to continue their institutional partnership with MTC. A visit to Egypt by HED and Highline is proposed for November 2014. It is hoped that implementation can restart in FY2015.

## ***BMENA II: ENTREPRENEURSHIP GRANTS***

The six Broader Middle East and North Africa – U.S. Community College Entrepreneurship Grants (BMENA II) partnerships grew out of six-month proposal development grants managed by HED beginning in 2011. Following a competitive peer-review process, BMENA II partnerships in Bahrain, Jordan, Lebanon, Morocco, and Yemen were awarded longer-term implementation grants during the second quarter of the 2011 fiscal year. These partnerships strengthen the capacity of BMENA partner institutions through the promotion of entrepreneurship. Originally funded by the U.S. Department of State with the involvement of the U.S. Department of Education, the longer-term partnerships are now funded primarily by USAID. The BMENA II partnership in Bahrain is supported with U.S. Department of State funding, through HED's cooperative agreement with USAID.

## **8. BAHRAIN, BMENA ENTREPRENEURSHIP Partnership 1: Bahrain Polytechnic/Central Community College: Bahrain Entrepreneurship Project**

**Managed Under Leader Award AEG-A-00-05-00007-00**

**Partnership Award Amount: \$350,000**

**Partnership Period of Performance: 4/1/2012 – 6/30/2015**

### **Partnership Overview:**

With funding provided from the U.S. Department of State through USAID, Bahrain Polytechnic (BP) is collaborating with Central Community College to create a center of entrepreneur development – the Bahrain Polytechnic Enterprise Development Center (BPEDC) – to encourage and support student enterprise development through innovation and entrepreneurship. With the overall goal of promoting entrepreneurship in Bahrain, the partnership works toward the following objectives:

- Establish BP as a national academic center for enterprise, innovation and entrepreneurship;
- Increase human capacity among BP's students to align with market demands for entrepreneurship; and
- Increase the BP faculty's understanding of the potential for integrating the teaching of entrepreneurship in the classroom and of international trends in entrepreneurship teaching and research

### **FY2014 Results Highlights:**

Despite numerous attempts on the part of the institutional partners and Higher Education for Development (HED) over nearly two years to initiate activities between Central Community College (CCC) and Bahrain Polytechnic, this partnership was stymied by the difficult social and political situation in Bahrain. Bahrain Polytechnic's Board of Trustees decided to suspend the partnership activities when it learned in August 2013 that USAID might close the HED Program as soon as December 2013. This further delay in project implementation led to the failure to reach agreement over the terms of the agreement between the partners. In June 2014, the partners reached a mutual agreement that their partnership was not viable at this time. Ultimately, the subaward agreement in support of the partnership was terminated as of June 30, 2014.

## **9. YEMEN, BMENA ENTREPRENEURSHIP Partnership 2: Sana'a Community College/Eastern Iowa Community College District/Tulsa Community College: Economic Empowerment through Entrepreneurship (E3)**

**Managed Under Leader Award AEG-A-00-05-00007-00**

**Partnership Award Amount: \$448,907**

**Partnership Period of Performance: 1/1/2013 – 6/30/2015**

### **Partnership Overview:**

With the goal of stimulating small business development and growth to develop the economy of Yemen, Eastern Iowa Community College District (EICCD), Tulsa Community College (TCC), and Sana'a Community College (SCC) began working in partnership toward objectives to foster an entrepreneurial mindset among SCC students and to develop institutional capacity at SCC to offer entrepreneurship and business skills training. Partners planned to work with local business leaders to develop and set the foundation for an entrepreneurship certificate program for students and a modularized entrepreneurship certificate program for owners of existing small and medium-sized businesses.

### **FY2014 Results Highlights:**

This partnership experienced delays and setbacks exacerbated by the unfavorable political and security situation that prohibited the U.S. team from receiving institutional approval to travel to Yemen. After more than a year's delay in implementation and multiple discussions, partners determined that they would be unable to accomplish meaningful results in the time remaining in the award. They further determined that changing objectives and activities to create a more manageable scope of work for a truncated period of performance would compromise the integrity of the partnership. In light of this assessment, partners made a mutual determination to close the partnership in the first quarter of FY2014.

## **10. MOROCCO, BMENA ENTREPRENEURSHIP Partnership 3: Ecole Supérieure de Technologie Oujda/Université Mohammed I Oujda/Gateway Technical College: Collegiate Entrepreneurship and Collaborative Strategies**

**Managed Under Leader Award AEG-A-00-05-00007-00**

**Partnership Award Amount: \$461,575**

**Partnership Period of Performance: 3/1/2012 – 9/30/2014**

### **Partnership Overview:**

The partnership between Ecole Supérieure de Technologie, Oujda (ESTO) and Gateway Technical College (GTC) titled, "Collegiate Entrepreneurship and Collaborative Strategies," aims to position ESTO as a lead institution in the Eastern Region of Morocco for entrepreneurial and economic development by developing the capacity of GTC faculty and students and deploying technological innovations in the classroom. The partnership works toward this goal through the following objectives:

- Improved ability by ESTO faculty have to teach students and advise local citizens in critical components of entrepreneurial and enterprise development;
- Strengthened capacity of ESTO students to launch and operate their own business and/or measurably enhance existing small and medium sized enterprises by creating internships and other experiential learning opportunities; and
- Developed and deployed technological innovations at ESTO that improve instruction and integrate technology and classroom practices to meet local needs.

### **FY2014 Results Highlights:**

Partners from Gateway and ESTO have developed a rapid prototyping course in the mechatronics lab in which Moroccan students design products and produce them on 3D printers at ESTO. Students have created new prototypes such as dental implants, prosthetics, a water turbine, and a robotic arm, to help support local entrepreneurship and business development while also gaining employable technological skills. This entrepreneurial focus is further showcased through the Biz Squad - a collaborative, multi-disciplinary course linking students in Morocco and Wisconsin through video technology. Moroccan and American students are gaining experiential learning opportunities through the Biz Squad program by providing consultative services to businesses in both Wisconsin and Morocco.

To highlight some of these achievements, ESTO and Gateway hosted a communitywide open house in Oujda to showcase the entire entrepreneurial project at the Ecole Supérieur de Technologie. During the event, students provided testimonials as to how their experiential studies will impact their professional futures. Attendees included USAID, HED, regional and academic dignitaries, local businesses, students, and community leaders.

## **11. MOROCCO, BMENA ENTREPRENEURSHIP Partnership 4: Ecole Normale Supérieure de l'Enseignement Technique of Rabat/Ecole Normale Supérieure de l'Enseignement Technique de Mohammedia/Middlesex Community College: Linkages for Entrepreneurship Achievement Project (LEAP)**

**Managed Under Leader Award AEG-A-00-05-00007-00**

**Partnership Award Amount: \$460,852**

**Partnership Period of Performance: 1/1/2012 – 12/31/2014**

### **Partnership Overview:**

Middlesex Community College (MCC) and secondary partner Bristol Community College (BCC) are working with Ecole Normale Supérieure de l'Enseignement Technique (ENSET) of Rabat and ENSET of Mohammedia to promote entrepreneurship, workforce, and economic development in Morocco through institutional and human capacity building at the two Moroccan technical colleges.

Partners are achieving this goal through the following objectives:

- Building capacity of faculty at the ENSETs to teach students the critical components of entrepreneurial and enterprise development;
- Creating an educational curriculum framework that will succeed in delivering high quality, experiential learning opportunities to strengthen the capacity of students to launch and operate their own businesses; and
- Increasing the capacity of ENSETs to carry out extension and outreach activities.

### **FY2014 Results Highlights:**

As a result of the work of LEAP partners for the past two years on entrepreneurship curriculum development, fourteen new and revised programs were approved by Morocco's University Curriculum Approval Process. The new programs at Rabat and Mohammedia include both Bachelors and Masters degrees and integrate experiential opportunities, such as simulation software, work-based experiences, and student business plan development.

The ENSETs have also established a new Global Entrepreneurship Week under a supportive network of the advisory board, comprised of local business, NGO, and industry leaders. Activities during Global Entrepreneurship Week include student business plan competitions and outreach to local high school students through ENSET student presentations about entrepreneurship.

Finally, as a consequence of faculty training in "GoVenture" software, students at both ENSETs displayed mastery of the entrepreneurship simulation software during their business plan competition, far exceeding expectations of the LEAP program team. The knowledge exhibited by the students showed that faculty training sessions had successfully translated into innovative classroom pedagogy.

## **12. LEBANON, BMENA ENTREPRENEURSHIP Partnership 5: Al-Kafaàt Foundation Schools/Nassau Community College/Monroe Community College/North Country Community College: SUNY Community College Consortium**

**Managed Under Leader Award AEG-A-00-05-00007-00**

**Partnership Award Amount: \$461,151**

**Partnership Period of Performance: 1/1/2012 – 12/31/2014**

**Partnership Overview:**

The State University of New York (SUNY) Community College Consortium, comprised of Nassau, Monroe, and North Country community colleges, and Al-Kafaàt Foundation Schools (AKFS) in Lebanon are collaborating to foster business education and entrepreneurship in Lebanon. Partners are achieving this goal through the following objectives:

- To develop capacity-building activities that provide AKFS faculty with knowledge and skills resulting in their improved ability to teach students and advise local citizens in critical components of entrepreneurial and enterprise development;
- To train future entrepreneurs by creating and/or strengthening existing curricula, modules, courses, workshops, and/or certificate programs, based on international "promising practices" in entrepreneurship; and
- To support the establishment of local business start-ups and measurably enhance existing small and medium-sized enterprises.

**FY2014 Results Highlights:**

The partnership has expanded beyond its original scope of work, moving from an initial focus on entrepreneurial education development to embrace organizational transformation. With the support of the State University of New York, AKU has appointed an accreditation team and begun the initial phase of an institutional self-study to seek U.S. accreditation through the Southern Association of Colleges and Schools (SACS). Members of AKU attended the SACS annual conference to further their knowledge of U.S. accreditation requirements. Partners continue to support the accreditation development through developing guidance on utilizing the accreditation standards to demonstrate institutional effectiveness, developing a systematic, ongoing assessment process, evaluating current practices, and conducting a mock site visit. This will allow for greater and more holistic sustainability of all partnership efforts.

Student services at AKU were expanded through partnership-supported development in the Student Learning Center and the Center for Students with Disabilities. The Student Learning Center supports faculty professional development and fosters student academic success and career development, through a walk-in and referral system. The newly-organized Center for Students with Disabilities (CSD) ensures equal access to entrepreneurial education and services for around 130 students at AKFS. A new brochure developed and disseminated by the CSD is promoting awareness of disabilities and education not only on campus and during orientation, but also to the public.

The partnership's English program was updated to respond to market-driven vocational needs and implemented across Al-Kafaàt's EUROPA Campus of Technology (ITK). The LINK (English-language Immersion at ITK) Program was adapted from the Language Immersion Program at Nassau Community College. It provides English instruction in a student-centered learning environment, leading to more authentic language production and greater fluency. With 490 students enrolled in classes, the program is preparing students for work in vocational areas such as business, computer science, mechanics, electronics, printing, graphic design, cosmetology, interior design, and hospitality management.

Partners also increased their use of SUNY COIL<sup>4</sup>, an online collaborative platform to provide Al-Kafaàt faculty with continual virtual access to training and new teaching strategies without the need for physical travel of SUNY partners to Lebanon. The addition of the COIL platform will also help faculty members from across the partner institutions remain in better communication, and can be expanded to other areas of the partnership as well, such as connecting students virtually in the classroom.

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<sup>4</sup> COIL: Collaborative Online International Learning <http://coil.suny.edu/>

### **13. JORDAN, BMENA ENTREPRENEURSHIP Partnership 6: Al Quds College/Washtenaw Community College/The William Davidson Institute at the University of Michigan: Community College Entrepreneurship: Integration to Incubation**

**Managed Under Leader Award AEG-A-00-05-00007-00**  
**Partnership Award Amount: \$446,938**  
**Partnership Period of Performance: 1/1/2012 – 12/31/2014**

#### **Partnership Overview:**

The partnership between Al Quds College (AQC) and Washtenaw Community College (WCC) titled, “Community College Entrepreneurship: Integration to Incubation,” is developing an entrepreneurial mindset among students at AQC, increasing awareness of entrepreneurship and building the capacity of AQC faculty and students.

The partnership works toward this goal through the following objectives:

- Build the human and institutional capacity of faculty at AQC to teach and advise students and recent graduates in critical components of entrepreneurial and enterprise development;
- Provide AQC students and recent graduates the tools and opportunities to incubate a small business; and
- Create a clear pathway to entrepreneurship as a means of self-employment and career development for AQC students.

#### **FY2014 Results Highlights:**

A highlight of FY14 activities was the formal launch of the business incubator on the AQC campus, the first at a community college in Jordan. The business incubator provides students with five physical workspaces and support services to develop their business ideas. Around 150 people from AQC and the community attended the event, showcasing the services and students involved in the incubator. The partnership has enabled AQC to establish a reputation as an academic center of excellence for entrepreneurship training, affirmed by high-level visits from Jordanian Queen Rania and the U.S. Ambassador. During FY2014, the business incubator provided capacity-building trainings and business plan development services for 17 students.

In addition to the business incubator, the partnership hosted a number of entrepreneurial events at AQC in FY14, including an intensive, four-day entrepreneurial boot camp training for 72 participants. Other activities included a successful entrepreneur speaker series, “quick pitch” competitions, business model competitions, roundtable discussions, and other entrepreneurial trainings that reached 530 students.

The capacity of AQC faculty and staff was enhanced through faculty exchanges; WCC faculty visited Jordan in January, and AQC faculty visited Michigan in February. Through these exchanges, faculty have jointly developed 54 teaching toolkits to enhance entrepreneurial concepts and applied learning in 10 courses across four academic disciplines (Business, Media Arts, Information Technology & Engineering, and Culinary & Hospitality).

### **14. BARBADOS: University of the West Indies-Cave Hill School of Business/Indiana University: Barbados: Supporting Entrepreneurs through the JOBS Initiative**

**Managed Under an Associate Award with USAID/Barbados No. AID-538-LA-11-00001**  
**Partnership Award Amount: \$1,349,692**  
**Partnership Period of Performance: 2/28/2011-6/30/2014**

**Partnership Overview:**

The partnership between Cave Hill School of Business (CHSB) in Barbados and Indiana University's Kelley School of Business focuses on supporting the growth of an entrepreneurial culture and diversifying the service-oriented economies in Barbados and the Organization of Eastern Caribbean Countries (OECS) region. The partnership seeks to create new business opportunities and to foster entrepreneurship, especially among young adults.

The partnership's objectives are to:

- Strengthen Cave Hill's institutional capacity by improving its faculty's ability to teach students and advise emerging entrepreneurs on critical components of entrepreneurial and enterprise development and by developing and enhancing degree programs, course curriculum and applied research techniques on entrepreneurship; and
- Enhance the outreach capacity of Cave Hill to offer quality entrepreneurship training and services to foster entrepreneurship across the OECS; as well as youth program initiatives to more effectively engage young adults in entrepreneurship practice.

**FY2014 Results Highlights:**

During FY14, as they concluded program activities, the partners worked to enhance the capacity of Cave Hill faculty related to applied research techniques. The partners also disseminated promising practices on entrepreneurship through the development of case studies and working papers; completed the development of a virtual incubator portal that will serve entrepreneurs and incubators managers in Barbados and the OECS region; strengthened CHSB capacity to offer short-term programs such as the LeanLaunchpad workshop and a High Technology Entrepreneurship course; and provided experiential learning opportunities to students in the area of entrepreneurship through the second iteration of the MBA Student Engagement and graduate assistantships. Highlights of partnership results during this reporting period include:

- The virtual incubator portal was completed and the partnership finalized branding and marking requirements and added relevant materials before its official launch in May 2014;
- Cave Hill incorporated "LeanLaunchpad workshops" (innovative training programs in entrepreneurship) into CHSB's short term programs offerings;
- Two case studies on entrepreneurship were submitted for publication and an additional case study was finalized during this period by the partnership;
- Three working papers exploring key aspects of entrepreneurship in Barbados and the OECS were initiated with partnership support;
- A third set of training materials for a short-term program designed to enhance skills and knowledge of entrepreneurs was completed. The courses will be offered in May and June 2014;
- Eight UWI students completed experiential learning opportunities on entrepreneurship through the partnership and five Barbadian businesses were directly benefited by receiving expert entrepreneurship solutions as a result of the engagement; and
- Two UWI students completed graduate assistantships on entrepreneurship as part of the experiential learning opportunities made possible by the partnership.

## **15. PHILIPPINES: Southern Christian College/University of Hawai'i: University Partnership Linking Out-of-School Youth to Agri-entrepreneurship Development to Promote Job Opportunities for Business Scale-up for Mindanao (UPLOAD JOBS)**

**Managed Under Associate Award with USAID/Philippines # AID-492-LA-11-00002  
Partnership Award Amount: \$1,070,495**

## **Partnership Period of Performance: 6/22/2012 – 6/30/2015**

### **Partnership Overview:**

Southern Christian College (SCC) is collaborating with the University of Hawai'i (UH) and related organizations in Central Mindanao to improve the livelihoods of out-of-school youth (OSY) and others in the community through training programs and activities in agricultural entrepreneurship and rural workforce development tailored to the employment skills needs of OSY in the region.

The objectives of the UPLoad JOBS partnership are to:

- Support and foster community-led strategies that optimize profit potential through agricultural entrepreneurship and farmland management;
- Mobilize government, NGO, and private sector stakeholders to work with SCC to promote entrepreneurship and enhance rural workforce development, skills, and opportunities for OSY;
- Develop an entrepreneurial component to SCC's educational offerings targeted at improving livelihoods and incomes among OSY and micro/small scale rural workers; and
- Enhance SCC's capacity for training and workshop delivery.

### **FY2014 Results Highlights:**

Partners engaged in a number of activities that contributed to achieving the program's objectives relating to human and institutional capacity development at Southern Christian College (SCC). In 2014, the partnership hosted its first Annual Colloquium and Tradeshow at SCC's campus in Midsayap. With 383 attendees from academia, government, the private sector, and non-UPLoad JOBS OSY, the gathering not only provided a tradeshow forum for OSY businesses to sell their products but also enabled SCC faculty to participate in a seminar on using conjoint choice analysis for conducting market research. Partners note that the event was an ideal setting to forge opportunities and linkages with local government and businesses.

Partners offered five entrepreneurship modules as part of the Agri-Entrepreneurship Training Program for Cohort III of OSY participating in this program, to complete and become SCC-certified. Offered in Lake Sebu, parts I and II of the training consisted of five modules and a business plan competition. During this training, partners expanded their geographic reach to the province of Sultan Kudarat, thereby increasing the partnership's total count of OSY participating in the Agri-Entrepreneurship Training Program to 158 since the initial offering in 2012. A total of 41 OSY received Agri-Entrepreneurship Certificates for successfully completing all modules and 12 new business ventures were established.

The National Department of Trade and Industry (DTI) provided a short-term course at SCC on food product development and packaging for interested UPLoad JOBS OSY businesses focusing on producing and selling food items. SCC's Center for Agricultural and Farmland Entrepreneurship will be working with DTI on a proposal to create a DTI Common Service Facility center that will bring food processing equipment to SCC, thereby making it an official food-processing site. Prospects for this center are promising as SCC will be able to make products certified by the Bureau of Food and Drugs.

Partners continued to confront the unpredictability of the political situation in and around Cotabato that resulted in having to reconsider what areas and communities of OSY to engage in project activities. As a result, partners have had to relocate specific trainings from Cotabato to the University of Philippines at Los Banos. Although the partnership team from Mindanao had to travel three days to arrive to Los Banos, partners note that SCC staff were able to strengthen and renew relations with UPLB, which is one of Asia Pacific's leading agricultural universities.

# Agriculture

## 1. SENEGAL: Université Gaston Berger/Ohio State University: Development of Agronomy and Crop Production Academic Programs, Research, and Need-based Extension Programs for Sustainable Food Production in Senegal

**Managed Under Associate Award with USAID/Senegal # 685-A-00-11-00023-00**

**Partnership Award Amount: \$1,555,876**

**Partnership Period of Performance: 12/21/2010 – 6/30/2015**

### **Partnership Overview:**

This collaboration between Université Gaston Berger (UGB) and Ohio State University (OSU), in partnership with national research institutions, NGOs, and other stakeholders will create long-term professional capacity to solve agricultural management challenges in the fragile northern Senegal and Sahelian ecosystems. The partners have developed an innovative agronomy and crop production Associate degree program, adapting the U.S. Land Grant model. UGB has established the University of Gaston Berger Agricultural Research and Development Center (UGB-ARDC) based at UGB in St. Louis, Senegal, in collaboration with OSU. The graduates from the program are trained to address the ecological and agricultural challenges of this fragile, semi-arid environment and provide the human capacity to serve the emerging food export industry.

The objectives of the partnership are to:

- Improve human capacity at UGB in the Department of Agricultural Sciences, Aquaculture, and Food Technology.
- Provide effective applied research and extension service through a pilot integrated research and outreach program.

### **FY2014 Results Highlights:**

Toward developing the human capacity at UGB, two faculty members were enrolled in PhD programs, one at OSU and one at the University Cheik Anta Diop. The first UGB faculty member is in his second year of the PhD degree program at OSU in agricultural engineering. The second completed his PhD degree program at the University Cheik Anta Diop in Senegal and elected not to continue his studies in weed sciences at the University of Florida.

The Agroecology Associate Degree program developed by the partners through USAID support, graduated 66 students in its inaugural class in FY 2014. These students are poised to take jobs in local agribusinesses, government agencies and NGOs, contributing toward the Sustainable Food Production goal of the partnership.

Seven research projects, all with a potential to strengthen UGB research capacity, were developed and proposals submitted for funding. Six of those seven proposals received funding from Periperi University and USAID and the seventh is pending approval from the Ministry of Higher Education in Senegal. In addition to developing research, the partnership collaborating with two new stakeholders, Institut Senegalais de recherches agricole and GIE Agritech, to pilot a mechanical transplanter with small holder farmers in the Senegal River Valley.

## 2. KENYA: University of Nairobi/Colorado State University: Centre for Sustainable Drylands: A University Collaboration for transforming Higher Education in Africa at the University of Nairobi

**Managed Under Associate Award with USAID/Kenya # AID-623-LA-11-00004**

**Partnership Award Amount: \$1,422,000**

**Partnership Period of Performance: 4/1/2011 – 9/30/2014**

### **Partnership Overview:**

This partnership has established a Centre for Sustainable Dryland Ecosystems and Societies (CSDDES) at the University of Nairobi (UoN) to address the challenges of sustaining Kenya's underdeveloped drylands.

The objectives of the partnership are to:

- Improve the coordination of interdisciplinary education, research and outreach for drylands in Kenya;
- Increase the capacity of students and faculty to address the problems of dryland ecosystems and societies;
- Strengthen the research capacity and policy-relevance, and resource directions and innovations appropriate for Kenyan drylands; and
- Increase participation in higher education by pastoralists, especially women, resulting in the development of more appropriate innovations for dryland systems.

### **FY2014 Results Highlights:**

Partners made significant progress towards improving coordination of education and outreach for the drylands areas of Kenya. CSU and UoN/CSDDES engaged faculty team members from both institutions to develop an e-course entitled, "Sustainable African Dryland Ecosystems and Societies." The online course will be hosted by USAID's RMPortal, and will be accessible to students, practitioners, and other interested parties. Partners also facilitated the review of the curriculum of the Ph.D. in Dryland Resource Management.

CSDDES outreach included three Stakeholder Feedback Workshops with community members from Isiolo, Marsabit and Laikipia Counties to engage and receive feedback directly from the communities where the dryland research took place. Furthermore, in partnership with Christian Impact Missions (CIM), CSDDES conducted a field assessment and community training for farmers in Yatta, Machakos County to increase agricultural productivity and food security in the region.

Partners increased research capacity and raised awareness of the Kenyan drylands through CSDDES publications, proposals, and presentations. UoN-CSU developed and submitted thirteen proposals (both research and development) as well as expressions of interest during FY14. They also produced 15 publications and 15 policy briefs on a range of topics including natural resource management, sustainability of ecosystems, food security, pastoral livestock production systems, wildlife conservation, and the dynamics and resilience of rangelands and pastoral peoples around the globe. CSDDES leadership continued to promote the work of the Center through involvement in regional conferences and by improving the usefulness of the CSDDES website.

Partners strengthened the skills and knowledge of faculty and students to address problems in dryland societies through a series of short-term trainings and seminars. Partners implemented several short courses (*Introduction to GIS, Collaborative Research Methods and Integrated Social and Ecological Field Methods*, etc.) benefiting a total of 92 UoN faculty, students, and stakeholders during FY14. They also hosted a seminar series at UoN where practitioners presented on natural resource management issues to faculty and students and discussed policy implications. The forums ignited interest around policy issues and provided an avenue for county governments and development partners to explore investment opportunities in drylands as well as

partnership opportunities with CSDES/UoN. Finally, partners organized a student-led conference attended by 300 students, faculty, staff, and community stakeholders to discuss critical issues in dryland research.

### **3. MALAWI: University of Malawi/Michigan State University: Agro-Ecosystem Services: Linking Science to Action in Malawi and the Region**

**Managed Under Associate Award with USAID/Malawi # 674-A-00-11-00030-00**

**Partnership Award Amount: \$1,140,000**

**Partnership Period of Performance: 4/5/2011 – 5/30/2014**

#### **Partnership Overview:**

The partnership focused on agro-ecosystem services (AgESS) to support agriculture-led economic growth. The Lilongwe University of Agriculture and Natural Resources (LUANAR) and Chancellor College partnered with Michigan State University (MSU) to develop AgESS-related courses and modules, provide faculty development and enhance library resources, including online library access. The partners also strengthened outreach, connecting with AgESS-related businesses, NGOs, government agencies, and extension agents.

The partnership objectives are:

- Increased human capacity in AgESS-related fields at Chancellor College and LUANAR;
- Improved institutional capacity for development and delivery of AgESS programs at Bunda College and LUANAR;
- Enhanced capacity in AgESS related topics to obtain and manage outside research funding
- Strengthened college ability to engage with external stakeholders and provide outreach services to AgESS-related government, business and non-governmental organizations and natural resource extension training colleges; and
- Strengthened institutional environment for women faculty, administrators and students.

#### **FY2014 Results Highlights:**

Partners conducted mentoring workshops at LUANAR and Participatory Action Research short course during FY14. The mentoring workshops produced key changes in advising policies at the university and ignited an important discussion around the full range of students' needs on campus. The Participatory Action Research (PAR) short course was well attended and the participants provided positive feedback on its organization, delivery, and content.

The Participatory Action Research (PAR) short course held at Lilongwe University of Agriculture and Natural Resources (LUANAR) was facilitated by four faculty members—one from each partnering institution (MSU, LU, LUANAR, and Chancellor College-UNIMA). Forty three (11 female) participants attended the training, including faculty members from LUANAR and UNIMA as well as representatives from local NGOs (Kusamala Institute of Agriculture and Ecology, Coordination Unit for Rehabilitation of Environment (CURE), and Agricultural Research & Extension Trust), business (Auctions Holdings Limited and Electricity Supply Corporation of Malawi (ESCOM)), other Malawian tertiary education institutions, and the public and private sectors. Participants learned about participatory action research methods in a hands-on environment that would facilitate easy incorporation into their teaching, research, or professional positions. The PAR short course was the third and final short course in a series of short courses related to AgESS content.

Chancellor College held a workshop that provided training to 31 (9 female) faculty members about general mentoring practices and different approaches to mentoring students. The one-day course was held on-site and was facilitated by a faculty member from the education department.

LUANAR held mentoring workshop for students to share their mentoring needs and for faculty to gain a better understanding of how to address their needs. Forty-eight students (19 female) attended the workshop, which was facilitated by the Dean of Students and other LUANAR faculty members. The workshop for faculty explored various approaches to mentoring students. Thirty (9 female) faculty members attended the workshop, which was facilitated by the Dean of Students. The tandem approach allowed facilitators to understand mentoring challenges from the perspectives of both students and faculty.

#### **4. SOUTH SUDAN: University of Juba/Catholic University of South Sudan/Virginia Polytechnic Institute and State University: Rebuilding higher Education in Agriculture to Support Food Security, Economic Growth and Peace Efforts in South Sudan**

**Managed Under Associate Award with USAID/South Sudan # 650-A-00-11-00303-00**

**Partnership Award Amount: \$2,800,892**

**Partnership Period of Performance: 2/7/2011 – 5/31/2014**

##### **Partnership Overview:**

Virginia Polytechnic Institute and State University (Virginia Tech), the Catholic University of South Sudan (CUoSS) and the University of Juba (UoJ) are collaborating to restore higher education curriculum and research capacity in agriculture in South Sudan, supporting this post-conflict country's efforts to resolve its severe food security challenges.

The objectives of the partnership are:

- Enhanced agricultural research, education and training;
- Improved delivery of agriculture and natural resources academic programs;
- Generation of knowledge through relevant, quality research; and
- Creation of a natural-resources management outreach program that addresses the unique food security and long-term agricultural and natural resource management needs of the South Sudan.

##### **FY2014 Results Highlights:**

Due to the civil unrest in South Sudan, USAID/South Sudan suspended all partnership activity early in FY14 and required early closeout of all activities in South Sudan. FY14 activities were related to ensuring the safe and orderly closeout of the office at the University of Juba, disposition of equipment, and final reporting.

The civil unrest and conflict which started in mid-December and the political instability that ensued made it impossible for the UoJ/CUoSS-VT partners to achieve results against the indicators established in the partnership results framework for FY14. Higher education institutions in South Sudan were forced to suspend operations as students failed to report back for classes in October 2013.

After a repeated attempt by the partners to revise implementation plans and budget through the months of December 2013 – April 2014, USAID/South Sudan informed HED that the partnership must close by August 2014. On the basis of this instruction from USAID, all activities of the partnerships were suspended as of April 14, 2014. In addition, in order to ensure that the South Sudanese long term trainees could complete their studies beyond September 2015, when the HED program closes, a decision was made by USAID/South Sudan to transfer all long-term trainees in to another project.

# Education

## 1. KENYA: Kenyatta University/Syracuse University: Capacity Through Quality Teacher Preparation

**Managed Under Associate Award with USAID/Kenya # AID-623-LA-11-00006**

**Partnership Award Amount: \$1,122,210**

**Partnership Period of Performance: 4/1/2011 – 8/14/2014**

### **Partnership Overview:**

The partnership between Kenyatta University (KU) and Syracuse University has enhanced the capacity of KU faculty, and its educational programs, research, and engagement with stakeholders towards improved secondary education in Kenya. The partnership built capacity of the KU Department of Educational Communication and Technology (ECT) and contributed to the secondary school level through quality teacher preparation across the span of teacher education—from pre-service teacher preparation, to novice teacher induction, to practicing teacher continuing education.

### **Partnership Objectives:**

- To strengthen the capacity of KU teacher education faculty members resulting in improved teacher preparation for the education sector in Kenya;
- To strengthen the research capacity of the KU teacher education programs resulting in improved knowledge that produces more effective education;
- To enhance the KU teacher education program resulting in improved instructional capacity;
- To provide quality service to education stakeholders resulting in improved instruction in secondary schools in Kenya.

### **FY2014 Results Highlights:**

In relation to pedagogy, Kenyatta University facilitated a Curriculum Review Workshop to engage members of the Department of Educational Communication and Technology in the curriculum review process for courses in the Master's and PhD programs. Sixteen faculty members attended the workshop and contributed 96 hours of their time to the discussion of relevant curriculum for future education professionals. At the end of the workshop, 31 courses had been revised.

A key lesson learned during FY14 was to engage faculty in partnership decisions related to professional development. It became clear that faculty understand the needs of the college best, and their perspectives should be utilized to improve learning opportunities for future teachers.

In terms of research, thirteen faculty members participated in research studies related to inclusive, innovative, and integrative education strategies. During two Data Analysis Workshops, joint teams analyzed and wrote collaborative papers in the following areas: (1) Technology Integration in Kenyan Secondary Schools, (2) Teaching Practice, (3) Literacy Benchmarks in Kenyan Secondary Schools, (4) Dealing with Large Classes in Kenyan Secondary Schools, (5) Mentoring Pre-Service Secondary Teachers, and (6) Supporting All Learners in Kenyan Secondary Schools.

SU-KU partners extended the work of utilizing technology (iOS devices) to enhance educational opportunities for individuals with visual impairments at Kenyatta University and at two secondary schools. Partners conducted three successful outreach/extension activities during FY14 to train individuals on the capabilities

of the iPad mini and keyboards to read and create text, send email messages, etc. One KU student who is blind and was previously trained in June 2012 on using an iOS device assisted with the training. Partners have built a solid core of collaborative partners around these activities and it is expected that their relationships with the National ICT Innovation and Integration Center (NI3C) and Thika School for the Blind will continue to develop beyond the close of the award.

Partners developed and strengthened relationships with stakeholders throughout the three-year period of performance, and in July 2014, partners reported on their accomplishments and received feedback for future growth during a widely attended Stakeholder Meeting.

## **2. SENEGAL: Université Alioune Diop de Bambey/Fairfield University: Use of ICT and Service Learning to Develop Health Curricula**

**Managed Under Leader Award # AEG-A-00-05-00007-00**

**Partnership Award Amount: \$231,131**

**Partnership Period of Performance: 10/1/2010 – 12/15/2013**

### **Partnership Overview:**

Fairfield University and Université Alioune Diop de Bambey (UADB), (formerly Université de Bambey), have collaborated to integrate service learning, health education for middle school students, and teacher training in educational technology at UADB. Through experience-based learning and service, students at the UADB will contribute to better health in the rural communities surrounding the four campuses of the university.

The objectives of the partnership include:

- Establishing a service learning program at UADB using a train-the-trainer approach;
- Developing French-language written and video materials for service-learning training;
- Developing French-language written and video materials for health education; and
- Providing training for middle school teachers at target Senegalese schools in using technology to deliver health education.

### **Highlights of Partnership Achievements**

This partnership with Fairfield University galvanized two departments of UADB – the Information and Computer Technology Department (TIC) and the Health Sciences Department (SDD). Both departments have updated the curriculum for undergraduate students to integrate service learning. The TIC has identified and works with a community secondary school near the Bambey campus in rural Senegal, where they instruct faculty and students in the use of computer applications on an ongoing basis. UADB will expand this pedagogy as the Economics department (ECOMIJ) implements its plan to work with a farming community near Bambey.

The partnership inspired UADB's Director of Technology to design and negotiate installation of an inter-campus Internet connection, which previously was unavailable to the two satellite campuses of UADB. WiFi is now operational on all three UADB campuses. As a result of this expanded network availability, UADB was able to acquire a videoconference system funded by the HED award. Its success prompted similar devices to be installed at other campuses, and classes can now be offered online. This has represented a great advance for the three very rural small colleges that make up UADB. Another unplanned positive outcome is that UADB, using its own funds, was able to negotiate a replacement of their unreliable and expensive telephone system by an Internet Protocol phone system.

The faculty in the UADB Health Sciences Department (SDD) used training received at Fairfield University to develop teaching materials on public health and sanitation for use by students in their service learning

internships at rural primary and secondary schools. The partners worked with Sacoura Badiane Middle School in Dakar as a pilot site to develop and test the (French language) materials. At the pilot site, partners trained 14 middle school teachers, some who had never used a computer before, in the use of computers to develop classroom materials. Materials developed at the pilot site were used in SDD training sessions for students, schoolchildren and community members in the Bambeby. Student-developed health modules were incorporated into the training, bringing the service learning experience full circle.

In addition to training of six UADB faculty at Fairfield University, Dr. Tellis spent a two-month sabbatical in residence at the main campus, offered training sessions to the faculty of UADB's Health SDD and TIC departments and travelling extensively to other campuses as needed. Faculty collaborations resulted in three research papers published in academic journals on aspects of the partnership activity, including SL, networking, and SL in the Health Sciences. Two of the papers had coauthors from UADB.

## Health and Nutrition

### 1. LIBERIA: University of Liberia/Indiana University/University of Massachusetts Medical School: Center for Excellence in Health and Life Sciences

**Managed Under Associate Award with USAID/Liberia # AID-669-LA-11-00001-00**

**Partnership Award Amount: \$2,703,260**

**Partnership Period of Performance: 10/1/2011 – 6/30/2015**

#### **Partnership Overview:**

This partnership is addressing the challenges faced by the University of Liberia (UL) and its sister public institution, the Tubman National Institute of Medical Arts (TNIMA), in supplying health care workers equipped to address Liberia healthcare needs. The U.S. partners have shared expertise in a variety of ways, from mentoring faculty and students, providing training, and developing proposals seeking additional funding.

The objectives of the partnership are:

- Improved delivery of health and life science programs at UL;
- Improved student access to education in and preparation for health and life science careers; and
- Increased the status and permanence of UL as a leader in the areas of health and life science education.

#### **FY2014 Results Highlights:**

UL continues to develop as a center of excellence in of health and life science education. Five individuals completed long-term training in FY14, obtaining Master degrees in the areas of public health, nursing education and analytical chemistry.

UL introduced applied learning opportunities into the curriculum of three programs, namely, (a) General Medicine & Pharmacy, (b) BSc Midwifery program, and (c) Certificate in Public Health practicum. Partners also revised three curricula including Public Health, Chemistry & Biology, and revised twelve courses and syllabi for remedial biology based on basic public health competencies as well as for undergraduate biology and chemistry courses. The partners had completed critical revisions to the life sciences curriculum, but it was very difficult to obtain program approvals through the UL faculty senate and there was only limited ability to hold planned faculty training.

Partners continue to collaborate on sustainability with stakeholders that include thirteen local, regional, and international organizations. Three proposals were developed and submitted for funding to different agencies in FY14.

Faculty and staff skills and knowledge have been improved and strengthened through short-term training sessions covering active learning pedagogical methods, use of test data, and leadership in nursing. The partnership delivered twelve short-term training sessions to a total of 426 participants. These trainings contribute to develop skills and knowledge of faculty members and staff at UL, TNIMA, and JFK in the areas of active learning techniques, use of case studies as an active learning technique; use of test data to improve multiple choice item construction and test reliability; models of leadership in nursing practice; and helping babies breathe techniques. The partners provided mentoring to 48 individuals, to develop skills through co-development of lesson plans and on-going professional exchanges of idea, information, skills, and methodology.

FY2014 was a challenging year for this partnership as they encountered a number of unforeseen implementation challenges including the Ebola outbreak, the resulting closure of the university and a broken generator.

The closure of the university in fall 2014 to prevent the spread of Ebola delayed the academic cycle. The Ebola outbreak disrupted planned teaching trips, visits and activities. CPH students and the Biology Student Association are to be commended for their aid to the country in response to the Ebola outbreak. They were deployed through the Ministry of Health and Social Welfare.

The main generator supplying power to the Engineering and Natural Science buildings on the Fendall campus was inoperable for six weeks in February – March 2014. The loss of power caused obvious disruptions to the faculty's ability to prepare and deliver lectures.

## **2. UGANDA: Makerere University/ Mississippi State University: Capacity Building in Integrated Management of Trans-Boundary Animal Diseases And Zoonoses**

**Managed Under Associate Award with USAID/Uganda # AID-617-LA-11-00001**

**Partnership Award Amount: \$905,804**

**Partnership Period of Performance: 2/15/2011 – 6/30/2015**

### **Partnership Overview:**

The CIMTRADZ<sup>5</sup> partnership was implemented by North Dakota State University and Makerere University (MAK) between January 2011 and November 2014 and then transferred to Mississippi State University (MSSU) when the partnership director accepted a new position at that university. The partners are developing a coordinated surveillance system that will enable the assessment of risk and reduction of zoonotic diseases that endanger food security, trade and human productivity in Uganda and surrounding region. The partners will establish centers as focal points for this surveillance system. These centers based at institutions of higher education will conduct research and develop solutions in the area of assessment, communication and response to trans-boundary pandemic zoonotic and vector-borne diseases as well as endemic zoonotic and production-limiting animal diseases that jeopardize food security.

The partnership objectives are to:

- Improve Trans-boundary Animal Diseases and Zoonoses academic programs at Makerere University.

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<sup>5</sup> CIMTRADZ – Capacity in Integrated Management of Trans-Boundary Animal Diseases and Zoonoses

- Improve human capacity at Makerere University & the ECA Region
- Improve research capacity at Makerere University & the ECA Region to generate & disseminate knowledge in IHM for TADZ.
- Strengthen the center of excellence at Makerere that provides academic, research, and community engagement leadership in IHM for TADZ.
- Improve community outreach and engagement program in the ECA Region.

#### **FY2014 Results Highlights:**

Implementation of activities was slowed down between September 2014 and March 2014 due to the transfer of the partnership to MSSU. The partnership revised 3 courses and purchased 113 new books for student and faculty use at MAK. A meeting among representatives of the University of Nairobi, MAK, Sokoine University, Columbus State University, Mississippi State University, University of Rwanda, Mekelle University and University of Saskatchewan was held to collaborate on a review of existing curricula related to the partnership focus. As a result, three courses common to all the partner institutions were revised: Law and Health Ethics, Applied Biostatistics, and Advanced Microbiology.

To address the partnership objective of improving human capacity at MAK and throughout the Eastern Central Africa Region, the partners conducted short-term training programs, and increased the access to tertiary education programs for individuals from underserved and/or disadvantaged groups, contributing toward improved teaching and research skills for TADZ<sup>6</sup> of MAK faculty and staff. The partnership provided ten short-term training sessions benefitting a total of 205 individuals (69 female). One of the partnership's most successful trainings was the E-learning workshop that was attended by 24 research students (9 female and 15 male) and helped the students develop skills to access and utilize online courses. During the workshop, the students were asked to identify potential multimedia assets aligned with their research proposals that could be used in both the online course and in feedback interactions with the farming communities.

Eight junior faculty members from MAK traveled to the MS State and MSU for three month exchange visits. These junior faculty members attended classes and worked with mentors to gain broader knowledge in their selected area of research. After completing these exposure visits, these junior faculty will give a presentation on their learning and cultural experience in the U.S. at MAK in early 2015.

As part of the inaugural summer school at MAK, the partnership conducted seven outreach/extension activities. The summer school students from Uganda, Kenya, Tanzania, Ethiopia, Rwanda and Tanzania traveled to the Eastern and Western regions of Uganda, including the Mbale small holder farmer communities, Bukedea Livestock Traders, Kumi (communal grazing community), Soroti, Kiblae National Park Community, Queen Elizabeth National Park Community, and Lake Mburo National Park Community

### **3. UGANDA: Makerere University, Schools of Public Health and Veterinary Sciences/Tulane University**

**Managed Under Leader Award # AEG-A-00-05-00007-00**

**Partnership Award Amount: \$505,427**

**Partnership Period of Performance: 08/10/2013 – 12/31/2014**

#### **Partnership Overview:**

With an overall goal of improving regional response capacity to human, animal and ecosystem health challenges in Eastern and Central Africa, the partnership between Tulane University and the One Health

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<sup>6</sup> TADZ - Trans-Boundary Animal Diseases and Zoonoses

secretariat at Makerere University will increase problem-solving skills demonstrated by students and faculty, train grant writing and research skills, conduct collaborative research projects, increase self-efficacy among women students, faculty and practitioners in the veterinary and public health field, conduct training in leadership and conduct workshop series for One Health practitioners in the region, namely in Uganda, Tanzania, Ethiopia, Rwanda and Somalia. The One Health approach recognizes that human health, animal health, and ecosystem health are inextricably linked, and that collaboration across the sectors is needed to achieve more rapid, mutually beneficial and effective responses.

The major objectives of the partnership are:

- To build interdisciplinary and community based research skills among faculty and students in the Eastern and Central Africa Region; and
- To increase participation of women students, faculty and practitioners in leadership in Eastern and Central Africa

#### **FY2014 Results Highlights:**

The partnership conducted three short-term trainings reaching a total of 74 individuals (35 female) from the participating universities in the region. These trainings were in research skills, grant writing, and women's leadership. The grant writing workshop trained students how to classify different types of research, utilize professional networking and collaboration tools and discuss One Health approaches to research.

The partnership will award and report on seven research grants in FY2015, awarded via competition among those who attended the training. This partnership was granted no-cost extension through June 30, 2015 so that awardees given research grants by the partners could complete their research and prepare preliminary reports.

## **Human Rights**

### **COLOMBIA HUMAN RIGHTS LAW SCHOOL PARTNERSHIPS PROGRAM**

The partnerships under this Associate Award support the ongoing initiatives of the Government of Colombia and USAID/Colombia to improve respect for and protection of human and basic rights. Specific objectives of this program are to:

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

HED is supporting three partnerships involving eight Colombian law schools in three regions: Antioquia, Valle del Cauca and the Caribbean Coast under this Associate Award. During FY2014, the three partnerships made significant progress towards their objectives through the implementation of activities, resulting in increased capacity building among institutions, strengthen clinical work, and development of new synergies with external actors in pro of the promotion and protection of human rights in Colombia.

# 1. COLOMBIA: Universidad de Medellín/Universidad de Antioquia/Universidad Pontificia Bolivariana/Universidad Católica de Oriente/University of Minnesota, Twin Cities

**Managed Under Associate Award with USAID / Colombia # AID-514-LA-12-00001**

**Partnership Award Amount: \$1,250,000**

**Partnership Period of Performance: 10/19/2012 – 06/30/2015**

## **Partnership Overview:**

The “UMN-Medellín Human Rights Law School Partnership Program” is working to strengthen the capacities of four Colombian law schools to teach, research, and provide clinical legal representation toward the promotion of international human rights and the rule of law.

Objectives of the partnership include:

- To strengthen the institutional capacity of the Antioquia law schools to train future legal practitioners in human rights by expanding the curriculum and developing faculty expertise in human rights and the rule of law;
- To strengthen the capacities of the Antioquia law schools to better serve vulnerable populations in the areas of legal services and human rights litigation; and
- To enable students in the Antioquia law school consortium to be better prepared to protect human rights in Colombia.

## **FY2014 Results Highlights:**

The partners continued to build faculty capacity in key human rights areas through facilitating the enrollment of three Colombian faculty in the Masters of Law program at the University of Antioquia (UDEA) and enrollment of one faculty member in the Masters in Human Rights and Democracy at the Facultad Latinoamericana de Ciencias Sociales (FLASCO) in Mexico. The partnership has also offered courses and workshops to 472 students and faculty on methodology for interviewing vulnerable populations, on forced disappearance and human rights, and on the national and international protection of human rights of women.

The Masters in Law curriculum at UDEA was revised with input from the University of Minnesota (UMN). The revisions highlighted the need to increase content in International Human Rights and Procedure, as well as interdisciplinary research methods and approaches. Human rights instruction and teaching methodologies were also strengthened through thirteen legal references and training materials developed and made available by the partnership in English and Spanish.

The Antioquia law schools’ outreach capacity was broaden during this period through collaborations with UMN and initiatives among the clinical programs, civil society groups, international human rights organizations, and the local government. In FY2014, the partnership developed a shadow report on the rights of children in Medellin and Eastern Antioquia. The report was submitted to the relevant United Nations Committee, an engagement that resulted in increased law students’ knowledge of national and international human rights standards, high impact advocacy strategies, and enhanced research skills. Furthermore, legal services were provided to vulnerable populations through more than twenty outreach activities conducted this year.

Through the aforementioned activities and faculty training, the partner institutions continue strengthening their clinical work and taking legal actions in both Colombia and international courts. In addition, the Antioquia Law schools have increased their commitment to the partnership by formally incorporating new faculty into the clinics.

Several Colombian students from the four law schools enhanced their lawyering skills and knowledge on human rights through three externships at UMN, and around twenty national and international human rights events and competitions. Such practical experiences enrich Colombian students' understanding of international standards on human rights law and equip them with resources to then contribute to case representation and clinical work.

## 2. COLOMBIA: Pontificia Universidad Javeriana Cali/Universidad Santiago de Cali/American University

**Managed Under Associate Award with USAID / Colombia # AID-514-LA-12-00001**

**Partnership Award Amount: \$1,000,000**

**Partnership Period of Performance: 10/19/2012 – 06/30/2015**

### **Partnership Overview:**

The “Human Rights Teaching and Research Partnership Program” seeks to strengthen the promotion and protection of human rights in Colombia through collaboration between American University (AU), Pontificia Universidad Javeriana Cali (PUJC), and Universidad Santiago de Cali (USC) in the Valle del Cauca region. With the overall goal of strengthening the capacities of Colombian regional law schools in the outlying and frequently conflict-prone regions of the country to provide formal and non-formal training in human rights, the partnership works toward the following objectives:

- To strengthen the institutional capacity of Valle del Cauca law schools to provide access to and train future legal practitioners in human rights;
- To enhance the outreach capacity of regional law schools to better serve Colombian vulnerable populations with limited access to or knowledge of the legal system; and
- To increase access to human rights tertiary education programs and equip future legal professionals with an understanding of national, regional, and international standards of human rights as well as the skills to support human rights reform in Colombia.

### **FY2014 Results Highlights:**

In FY2014, the Valle del Cauca partners capitalized on their strengthened connections with local NGOs and governmental organizations and increased regional visibility as human rights advocates to meet emerging human rights needs across the Valle region. Partnership staff was invited to formally join regional networks such as the *Red ALAS* (the Network on Latin American Scholars), and participate in joint research initiatives with international organizations such as the International Detention Coalition based in Mexico City. Outreach efforts were expanded to vulnerable populations outside Valle's urban areas through legal brigades and workshops, mainly addressing women's rights and domestic violence. USC was able to collaborate with Women's Link International and ASOMUGEVIPAZ, a local women's NGO, in the design of those activities, while PUJC collaborated with the Municipal Government of Cali's Office on Peace Affairs (*Asesoría de Paz*).

The partnership also solidified commitments to strengthen human rights pedagogy, including PUJC's legal clinic formally shifting its focus to actively engage in high impact litigation cases going forward, and USC completing steps to institutionalize their legal clinic. New experiential learning modules and short-courses on human rights were taught for the first time, and human rights materials were shared among institutions and made available to faculty and students.

Capacity was built through forty-seven short-term trainings and two new experiential learning activities. Students were able to strengthen their lawyering skills through the Inter-American Moot-Court Competition in Washington, DC, and faculty reported having increased their skills to teach human rights courses by one hundred percent after completing workshops and trainings at American University Washington School of

Law. In addition, English courses were offer to faculty and students from USC and PUJC, focusing on legal vocabulary and oral language skills related to human rights promotion and protection.

### 3. COLOMBIA: Universidad del Magdalena/Universidad del Norte / University of Florida

**Managed Under Associate Award with USAID / Colombia # AID-514-LA-12-00001**

**Partnership Award Amount: \$757,179**

**Partnership Period of Performance: 10/19/2012 – 06/30/2015**

#### **Partnership Overview:**

The “Building Human Rights Capacity in the Colombian Caribbean” partnership is working to establish a Colombian Caribbean Human Rights Center that will serve as the focal point for projects, activities and initiatives related to the partnership. The vision for the center is to become a sustainable and renowned center for building capacity in human rights in the Colombian Caribbean through rigorous interdisciplinary research, excellence in formal and informal education, and effective community service with differential emphasis on serving vulnerable populations.

Objectives of the partnership include:

- To strengthen institutional capacity of the Caribbean Coast law schools for the theoretical and practical training of future legal practitioners in human rights;
- To enhance outreach capacity of regional law schools to better serve Caribbean Coast vulnerable populations in the areas of human rights; and
- To equip future legal professionals at Caribbean law schools with the necessary understanding and skills to support human rights reform.

#### **FY2014 Results Highlights:**

The Colombian Caribbean Human Rights Center established through the partnership has been gaining regional recognition as the Universidad del Magdalena (UM) in Santa Marta and the Universidad del Norte (UN) in Barranquilla conduct activities through the center, including a Law & Policy Conference and the 15<sup>th</sup> Annual Conference of the Americas focused on Human Rights. The Center, housed at UM, was formally incorporated with the functions and by laws of the legal clinic, and UN launched the Center’s website<sup>7</sup>.

Institutional capacity of the Colombian law schools was also enhanced this year, through practical training programs and key exchanges with University of Florida faculty, including the Levin Visiting Scholar Program focusing on legal education. The three partner institutions have increased their involvement with one another through video conferences, research projects, and two-way visits seeking to support their law programs and other human rights efforts.

Student’s skills and knowledge on human rights law were increased this year through a number of short-term trainings, among those a Human and International Humanitarian Rights in the context of the Caribbean *Diplomado*, which was completed by 171 students from UM. Advocacy, sustainable development and human rights, and gender were some of the other topics offered through training activities. This year the partnership reported that 194 Bachelors’ degree recipients from UM and UN, received human rights instruction through workshops, experiential opportunities, courses, etc., supported by the partnership’s efforts. This cadre of graduating law students will now be able to contribute to human rights awareness in their profession.

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<sup>7</sup> <http://www.uninorte.edu.co/web/derechoshumanos>

In FY2014, the law schools' outreach capacity was fortified through clinical collaborations and legal services. The partnership undertook seven strategic litigation cases and provided legal assistance to 2,893 people from vulnerable populations in the region. Most notably, legal brigades were conducted by students throughout the year in marginalized communities and local prisons in the Caribbean region. As a result, solid linkages have been built between UM and UN legal clinics and local organizations and communities.

## Gender Equality and Female Empowerment

### 1. PAKISTAN: Fatima Jinnah Women University and Sardar Bahadur Khan Women University/California State University, Fullerton: Partnership for Women in Science and Technology

**Managed Under Leader Award # AEG-A-00-05-00007-00**

**Partnership Award Amount: \$199,999**

**Partnership Period of Performance: 3/7/2008 – 12/31/2013**

#### **Partnership Overview:**

The three implementing partners are collaborating to increase access for women in Pakistan to academic opportunities at the undergraduate and master's level in fields related to science, technology, and engineering (STE) and to increase the opportunities open to women to participate in STE research in Pakistan.

The partnership focuses on increasing:

- The number of high school/junior college girls entering universities and choosing fields of STE;
- The capacity of the two partner universities in Pakistan to attract and train more women in the fields of STE;
- Internship and employment opportunities for women graduating in the STE from the partner universities in Pakistan; and
- Research and curriculum development collaboration between California State University Fullerton (CSUF) and the two universities in Pakistan in the fields of STE.

#### **Summary of Results:**

Scholarships were awarded to ten women from the Pakistani partner universities for graduate studies in their respective fields of study in STE disciplines. With full financial assistance from the partnership, the ten scholarship recipients, five from each of the two partner universities, have obtained master degrees in their respective STE fields of study. Nine obtained their degrees from premier universities in Pakistan while one obtained her degree from CSUF, United States.

Out of the ten, four have joined FJWU and three have joined SBKWU as faculty members in their parent departments. The two remaining scholarship recipients from SBKWU have been permitted by their parent university to pursue Ph.D. studies, which were supported by the partnership until December 31, 2013. These women, after completing their Ph.D. degrees will also join SBKWU as faculty members. The tenth scholarship recipient, from FJWU, left her parent university after teaching there for one semester.

Although, only seven of the scholarship recipients have joined their parent universities and some of those who have joined have not been given a full-time teaching load, their impact on enhancing the capacity of the two women's universities to admit and educate more women to their STE programs has been significant. According to the analysis of the partners, because of the newly trained faculty joining the universities,

SBKWU and FJWU have enhanced their capacities to admit and educate 16 and 37 additional students per year, respectively, in their science technology and engineering disciplines.

Once all the scholarship recipients start to teach on a full-time basis, each of the partner universities would have increased its capacity to admit and educate an additional 50 women in STE fields every year. This represents an increase of over 20% in the capacity of each of the two partner universities, which is within the target range set by the partnership.

## **WOMEN'S LEADERSHIP PROGRAM**

Under the Women's Leadership Program (WLP), 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. These five higher education partnerships are promoting 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 as articulated in USAID's Gender Equality and Female Empowerment Policy, released in March 2012.

Using a collaborative approach to partnership, the WLP is designed to support access of women to higher education and advanced degrees, strengthen institutional capacity in research and education on women's leadership, and promote women's leadership through higher education extension/outreach efforts in underserved communities. Each partnership is focusing on advancing education in a specific sector area, and gender equity awareness is woven into the process.

Funding for the WLP partnerships has been provided by USAID/E3/ED with matching funds from the Missions. The program in Armenia is split funded between the Leader Award and an associate award with USAID/Armenia, and the program in South Sudan is fully funded by an associate award. The programs in Rwanda and Paraguay are fully funded through the Leader Award.

## **2. ARMENIA: Yerevan State University/Arizona State University: Advancing Gender Equality and Women's Empowerment**

**Managed Under Leader Award AEG-A-00-05-00007-00 and Associate Award with USAID/Armenia # AID-111-LA-12-00001**  
**Partnership Award Amount: \$1,305,000**  
**Partnership Period of Performance: 9/1/2012 – 6/30/2015**

### **Partnership Overview:**

The partnership between Yerevan State University (YSU) and Arizona State University (ASU) is focused on improving the capacity of YSU to advance women's leadership in Armenia through the establishment of a Center for Gender and Leadership Studies (CGLS) at YSU, curriculum revisions, faculty capacity building in policy research, support for YSU's career development office, and extension and outreach efforts to other nongovernmental organizations and higher education institutions in Armenia. The objectives of the partnership include:

- Enhance students' knowledge and skills and broaden attitudes related to women's leadership and options for career advancement;
- Strengthen the capacity of Yerevan State University to make research-based recommendations, with an emphasis on putting into practice national gender policy;

- Develop YSU’s capacity to deliver coursework that addresses women’s leadership and gender equality; and
- Promote women's leadership and gender equality through extension/outreach efforts at Yerevan State University.

#### **FY2014 Results Highlights:**

Under WLP-Armenia, six YSU faculty members completed “scholar-in-residence” programs at ASU during FY14. Each of the faculty members spent a semester at ASU attending classes, learning the latest research on pedagogy, and working with faculty from the Women’s and Gender Studies (WGS) Program at ASU to develop syllabi for at least two courses focused on gender issues. The 13 new courses developed by the scholars-in-residence provided the foundation for the creation of a new master’s program focused on gender and women’s leadership that is anticipated to start admitting students in Fall 2015.

As part of its outreach efforts, the CGLS conducted two international conferences at YSU in FY14. The first conference took place in October 2013 and focused on gender issues in the labor market. The theme of the second conference, which was held in June 2014, was women’s leadership in society. Both conferences included papers by YSU faculty, representatives of Armenia-based NGOs, and international participants.

The CGLS launched a small-grant program at YSU to enhance the capacity of Yerevan State University to make research-based recommendations, with an emphasis on putting into practice national gender policy. Twenty-five small grants (up to \$5,000 each) were awarded during FY14. The small grant projects address a wide range of issues in the area of gender relations and women’s advancement. Five of the projects were completed and their results were disseminated to stakeholder audiences and policymakers.

In addition, building on a survey of gender attitudes among YSU students that was conducted in 2013, the CGLS launched a large, nationally representative survey on gender-related perceptions and attitudes (the “Gender Barometer Survey”). The survey will greatly enhance CGLS research capacity and reputation and will provide valuable information to policy makers and the general public.

The YSU Career Center and the CGLS continued to conduct training sessions for YSU female and male students aimed at preparing them for success in the job market. During FY14, 73 students received training conducted by the Career Center on the development of management skills and entrepreneurial image and business etiquette. The CGLS also created a mentorship program that connects YSU female students with successful professional women who pass on their career skills to the mentees.

### **3. PARAGUAY: Universidad Nacional de Asuncion/The University of Florida: Women's Leadership Project in Paraguay**

**Managed Under Leader Award AEG-A-00-05-00007-00**

**Partnership Award Amount: \$811,363**

**Partnership Period of Performance: 10/1/2012 – 6/30/2015**

#### **Partnership Overview:**

As a part of the Women’s Leadership Program in Paraguay, the University of Florida and National University of Asuncion (UNA) are collaborating to advance women’s leadership and employability skills in the agricultural sector. The partners are offering gender and leadership trainings, incorporating gender-inclusive components and materials into the existing agricultural sciences curriculum, and promoting policies that create a favorable environment for gender inclusion and female access to higher education.

The partnership objectives are to:

- Promote and support women's access to the National University of Asuncion with a focus on developing leadership skills;
- Strengthen institutional capacity of UNA's School of Agricultural Sciences to produce strong female leaders through training in workforce leadership skills; and
- Develop sustainable alliances between UNA's School of Agricultural Sciences, civil society, and the public and private sector that promote the emergence of female leaders.

#### **FY2014 Results Highlights:**

In the second year of implementation, the partnership broadened its impact among rural communities in Paraguay by conducting a total of 99 outreach efforts (workshops, trainings, etc.) across 18 thematic activities related to gender and empowerment, women's leadership and entrepreneurship, women farmers, and agriculture. These efforts engaged students from Paraguayan agricultural high schools, women farmers, and members of agricultural cooperatives. Furthermore, as a result of the partnership's mentoring program, which recruited 318 mentors and mentees this year, 29 females (11 of them from underserved populations) were able to gain acceptance to the School of Agricultural Science on partial scholarships provided by UNA.

UF and UNA also continued to conduct trainings, workshops, and professional development sessions on critical topics, including leadership, teamwork, and collaboration; self-esteem and gender; career development; critical thinking and mentoring; public speaking; and digital media and communications. Through these trainings, they were able to reach approximately 1,000 faculty and students. In total 1,708 people directly benefited from the partnership's activities in FY14.

Finally, through strategic alliances established during FY13 with ACDI/VOCA and the Federation of Production Cooperatives (FECOPROD), the partnership was able to offer 5 internship opportunities to 5 FCA students and 4 practical experiences to students members of the UNA mentorship program during this fiscal year. Additional collaborative agreements were initiated during this year that are expected to be formalized and implemented in the first quarter of FY15. Such synergies will help enhance the students' practical experience and contribute to the partnership's long-term sustainability.

## **4. RWANDA: University of Rwanda - College of Education/University of California, Los Angeles: Promoting Gender Equity and Female Empowerment**

**Managed Under Leader Award AEG-A-00-05-00007-00**

**Partnership Award Amount: \$1,079,996**

**Partnership Period of Performance: 11/1/2012 – 6/30/2015**

#### **Partnership Overview:**

The partnership between the University of Rwanda - College of Education (URCE) and the University of California, Los Angeles is strengthening the capacity of the URCE and its affiliated Teacher Training Colleges to take the lead in promoting gender equity and female empowerment through education. The partnership's objectives are to:

- Increase the number of highly qualified and gender-sensitive female teachers in Rwanda by promoting and supporting women's access to URCE and affiliated Teacher Training Colleges (TTCs);
- Better inform URCE's institutional policies and practices through gender-focused research and capacity building; and
- Improve the capacity of URCE to train in the integration of gender equity in the classroom in order to prepare primary school teachers to address gender equity in the classroom through pedagogy, course content and classroom management techniques.

### **FY2014 Results Highlights:**

During FY14, the WLP Rwanda Education partnership faced administrative challenges that impacted the partnership's implementation as URCE (formerly the Kigali Institute of Education) became part of the University of Rwanda system. The reorganization resulted in two of the partnership's host-country implementation partners (Faculty of Education and Center for Gender, Culture, and Development) being housed in separate colleges. The partnership addressed this challenge by revisiting the program implementation plan, updating the partnership framework to reflect the new situation, and intensifying activities.

The partnership held its launch accompanied by a series of workshops in November 2013. The workshops were designed to provide a foundation for the partnership's gender, mentoring/outreach, and distance learning activities. The sessions were held on URCE's campus and were attended by more than 150 trainees from the TTCs, URCE, private universities and colleges, NGOs, and government institutions. The workshops focused on integrating gender into research and teaching, improving girls' educational performance and outcomes in the classroom, and developing successful outreach and mentoring strategies for underserved populations.

The WLP-Rwanda Education partnership also provided advanced mentoring training to a group of mentors from URCE and TTCs in April 2014. This training was in preparation for the implementation of mentoring programs in their institutions. The mentoring programs will be launched in FY15.

In July 2014, two weeks of Advanced Microsoft Access and Excel training was provided to participants with reporting responsibilities within URCE. The goal of the training was to provide them with the tools needed to expertly use Access and Excel to develop reports and organize information and data. This training also prepared them for a follow-on workshop on enhancing data gathering methods and decision-making processes that was held in August 2014.

In September 2014, a gender-focused research workshop was conducted for senior URCE researchers on incorporating gender into their work. The training provided background on gender research methodology as well as insight into how gender concepts can be incorporated into research in a variety of disciplines. At the end of workshop, a grant competition for URCE faculty to incorporate gender into a research topic was launched with the winners expected to be announced in early FY15.

In partnership with Microsoft and BrainShare (a Ugandan based software company), the partners also developed an online platform for a post-graduate degree program that will be launched during FY15. Microsoft underwrote the devices for this program. In addition, the partners developed a curriculum for a primary education degree targeting those with certificates who are interested in earning a degree. This curriculum is currently under review.

## **5. RWANDA: University of Rwanda-College of Agriculture, Animal Science and Veterinary Medicine /Michigan State University: Rwanda Women's Leadership Program in Agriculture**

**Managed Under Leader Award AEG-A-00-05-00007-00**

**Partnership Award Amount: \$1,280,000**

**Partnership Period of Performance: 11/1/2012 – 6/30/2015**

### **Partnership Overview:**

The goal of the WLP Rwanda Agriculture partnership is to strengthen the capacity of the University of Rwanda to advance women's leadership in the field of agriculture. The University of Rwanda's Faculty of

Agriculture is collaborating with Michigan State University to create a gender-sensitive Master of Science in Agribusiness. The MSc will promote women's leadership in agriculture, lead to increased opportunities for export, and train agribusiness professionals with strong analytical and business development skills. The graduate program will prioritize access for women and mid-career professionals through flexible delivery options, incorporate extensive experiential learning and career development opportunities, including internships and a mentoring program, and result in graduates with highly employable knowledge and skills.

**Partnership Objectives:**

- Strengthen the human and institutional capacity of University of Rwanda in teaching and applied research in agricultural sciences;
- Promote and support women's access to graduate education in agricultural sciences; and
- Extend University of Rwanda's knowledge about, and women's expertise in, agricultural sciences to the community.

**FY2014 Results Highlights:**

During this reporting period, the partnership strengthened institutional capacity to train women leaders in agribusiness by gaining final approval for the Master of Science in Agribusiness and by preparing the instructors of the program for the first day of classes. In order to achieve this, partners successfully navigated the challenges of the curriculum approval process and prioritized faculty training as a critical component of the master's program's success.

Partners laid a strong foundation for the Master of Science in Agribusiness program by training the program instructors in pedagogy, student advising, e-learning, and gender sensitivity throughout FY14. The e-learning workshop, which was held in April 2014, was particularly successful in terms of introducing the use of e-resources in classroom and research environments. In June 2014, a group of University of Rwanda project personnel and program instructors came to the United States for capacity building in their respective areas of project responsibility. The trip focused primarily on faculty development through pedagogical theory and hands-on learning activities. The workshop topics focused on backward curriculum design, syllabus design, student performance assessment, and experiential learning. Time was also spent addressing gender sensitivity and student development in the classroom.

Finally, partners organized a successful research exchange. The exchange included five MSU researchers and one Washington state researcher as well as five full research teams from UR in the areas of nutrition, coffee value chains, soil health, and animal nutrition. The exchange produced five new research proposals that will be submitted for review and approval.

## **6. SOUTH SUDAN: University of Juba/Upper Nile University/Indiana University: South Sudan Higher Education Initiative for Equity and Leadership Development (SSHIELD)**

**Managed Under Associate Award with USAID/South Sudan # AID-668-LA-12-00004**

**Partnership Award Amount<sup>8</sup>: \$3,283,212**

**Partnership Period of Performance: 3/1/2013 – 6/30/2015**

**Partnership Overview:**

Under the South Sudan Higher Education Initiative for Equity and Leadership Development (SSHIELD) partnership, Indiana University (IU) is increasing the capacity of educational leaders in South Sudan, particularly women, to address the needs of students and teachers in conflict-affected areas. Indiana

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<sup>8</sup> The partnership award was reduced to \$3,283,212 effective August 1, 2014.

University is providing scholarships to South Sudanese women to complete Master's in Secondary Education degrees and providing visiting faculty appointments to South Sudanese faculty members to adapt courses to the South Sudanese context and engage in co-teaching, research, and mentoring activities.

SSHIELD's objective is to prepare South Sudanese educators to address the needs of educational institutions, teachers, and students in a conflict-affected environment.

#### **FY2014 Results Highlights:**

In the first quarter of FY14, SSHIELD conducted the recruitment process for the planned Master's in Education degree program at University of Juba. A recruitment ad was developed and sent to newspapers and state ministries of education. With support from USAID South Sudan, the in-country partners conducted radio interviews to raise awareness about the program and began the process of collecting applications. SSHIELD also refurbished space at the University of Juba, including office space for in-country staff, bathrooms for female students and faculty at the College of Education, and space for a Teaching and Learning Resource Center (TLRC). In addition, SSHIELD conducted three faculty workshops in research, curriculum revision, and mathematics teaching methodology and started making school visits.

In December 2013, South Sudan began experiencing extreme civil unrest that resulted in the cessation of programmatic activities at the direction of USAID. In response, SSHIELD partners proposed to refocus the program to be more responsive to the security situation, concentrating partnership efforts towards social cohesion and peace building goals. They proposed bringing 14 South Sudanese graduate students to the United States for a course of study leading to a master's degree that was specially designed by Indiana University. They also proposed to bring 7-8 South Sudanese faculty members to Indiana University on 6-month visiting faculty appointments.

Beginning in March 2014, with USAID and HED approval, the partners proceeded with this new plan. Admissions tests and interviews of the final Master's in Education program candidates were held in Kampala, Uganda. Twenty women participated in the interviews and workshops, and 14 of the applicants were selected and notified of their acceptance; all accepted.

In July 2014, the 14 master's students began their pre-program preparation with a 5-week English language intensive training and a computer course at Makerere University in Uganda. While at Makerere University, the 14 master's students also took their first master's course taught by IU faculty. In August, the master's students travelled from Uganda to Indiana University and began their Fall semester coursework, including a yearlong seminar on Education for Democratic Citizenship and Peace-building for South Sudanese.

During this time, 12 South Sudanese faculty from 4 universities were recruited and interviewed for the faculty training program, and 8 faculty were selected. These faculty members will travel to Indiana University for their visiting faculty appointments in January 2015.

With SSHIELD's programmatic activities of the SSHIELD program moving to Indiana University, the Juba office was closed in September 2014. The TLRC Lab, including furniture, library reference books, and 12 computers, was left to the University of Juba, College of Education and will continue to be used as a primary training and meeting space for the college's faculty and students.

# Climate Change and Adaptation

## 1. BURKINA FASO: International Institute for Water & Environment Engineering (2iE)/Tuskegee University: Africa-U.S. Network of Centers of Excellence in Water and Environmental Science & Technology

**Managed Under Leader Award # AEG-A-00-05-00007-00**

**Partnership Award Amount: \$1,274,370**

**Partnership Period of Performance: 3/15/2011 – 06/30/2015**

### **Partnership Overview:**

Tuskegee University and Burkina Faso's International Institute for Water and Environment Engineering (2iE) are collaborating to establish 2iE as a center of academic, research and outreach excellence in the areas of water, environmental engineering, and climate change in West Africa. The partnership was transferred to University of Mississippi, when the partnership director accepted a new position at that university. The partnership has the following major objectives:

- To increase the competitiveness of academic offerings at 2iE in the areas of water, environmental engineering, energy, minerals and climate change;
- To increase the research capacity of 2iE and partnering institutions in the areas of water, environment, climate change, minerals and renewable energy disciplines; and
- To enhance the capacity of 2iE to conduct outreach activities locally and regionally and identify entrepreneurial opportunities.

### **FY2014 Results Highlights:**

Students from throughout West Africa have benefitted from the institutional capacity developed through this partnership through participation in new MSc programs at 2iE developed through this partnership. Twelve students (two female) out of a class of sixteen completed their MS degree program in Mining Management at 2iE in FY14, including a required internship program for experiential learning. The remaining four students will graduate in FY2015.

One 2iE faculty member is enrolled in a long-term training program and pursuing a PhD on flow process and expected to defend his thesis in February 2015.

Five short-term trainings were offered by the partners on FY14, benefitting five faculty members (1 female), strengthening skills and knowledge of faculty, students and staff at 2iE. The training workshop on fundraising and proposal writing resulted in a successful proposal on West African climate change that was selected for funding under the Future Climate for Africa programme of the EU.

Strengthened institutional research and community outreach capacities of 2iE were evident in five joint research projects including:

- Planted filters and treatment of sludge in the Sahelian climate:
- Biological and sanitation risks assessment linked to reuse of treated waste water and human excreta in gardening agriculture in the Northern Sub-Sahara
- Performance and feasibility in Sahelian conditions of drinking water treatment polluted by arsenic using membranes techniques
- Drainage of Tropical Savannah valley bottoms in order to alleviate iron toxicity of irrigated soils
- Production, characterization and evaluation of biochar for carbon sequestration and soil amendment

The partnership conducted four outreach activities, including the Africa Water Forum and Enterprise Days held at 2iE. Enterprise Days, held in June 2014, is an annual event that brings together students, graduates and potential employers and provides an opportunity for job seekers to meet with recruiters, build a professional network and explore different careers and opportunities.

At a similarly success event, 2iE worked with the government of Burkina Faso to organize the African Water and Sanitation Forum: Africa Water Forum 2014, in partnership with the African Ministers' Council on Water (AMCOW) and the World Water Council. This was an opportunity for higher education expertise to inform the post-Millennial Develop Goals strategy for Africa and to develop a united agenda for the 7th World Water Forum, which will be held in Daegu (South Korea) in April 2015.

## **2. BARBADOS: University of the West Indies/Columbia University: Building Capacity to Manage Climate Risk and Water Resources in the Caribbean**

**Managed Under Leader Award # AEG-A-00-05-00007-00**

**Partnership Award Amount: \$ 1,484,697**

**Partnership Period of Performance: 7/15/2012 – 06/30/2015**

### **Partnership Overview:**

The Caribbean Region Climate Adaptation Partnership seeks to foster climate-smart development in the Caribbean region by improving the capacity of the University of the West Indies' (UWI) Centre for Resource Management and Environmental Studies (CERMES) and the Caribbean Institute of Meteorology and Hydrology (CIMH, an independent research and training center affiliated with UWI), to study and manage water resources and climate related risk. Three institutes of Columbia University: the International Research Institute for Climate and Society (IRI), Columbia's Water Center and the Center for New Media Teaching and Learning, are working closely with CERMES and CIMH to improve the capacity of students and professionals to predict, respond, and create policies relating to climate change.

Specific objectives of this partnership are to:

- Improve the institutional capacity of CERMES and CIMH to train professionals and graduate students in issues surrounding climate risk and water resources management;
- Enhance the capacity of Caribbean students and professionals to manage climate and water-related risks; and
- Form and inform a community of practice around water and climate risk management in the Caribbean.

### **FY2014 Results Highlights:**

To improve the capacity of the University of the West Indies (UWI) to train professionals and students about the relevance of climate information for water-related decision-making, the partners continued to offer four Water and Climate Education (WACEP) short courses. Targeting professionals throughout the Caribbean, partners are finding increased demand for the courses and are thus working to institutionalize the offering through the UWI Masters in Sustainable Development track. The courses will focus on Climate Prediction, Water Sustainability and Climate, Climate Information, and Water Policy.

In 2014, partners also offered four key trainings on climate related tools for sustainability planning, adaptation and mitigation in the Caribbean disaster risk management sector. Held in Antigua, Barbados, Jamaica and Trinidad, the workshops taught participants how to use the partnership's recently developed climate impacts database for flood, disaster, and situation monitoring and reporting. These efforts have

strengthened the ongoing collaboration between Caribbean forecasters through early-warning and early detection forecasting.

### **3. ETHIOPIA: Addis Ababa University/University of Connecticut: Sustainable Water Resources: Capacity Building in Education, Research and Outreach**

**Managed Under Associate Award with USAID/Ethiopia # AID-663-LA-11-00001**

**Partnership Award Amount: \$2,456,285**

**Partnership Period of Performance: 1/14/2011 – 6/30/2015**

#### **Partnership Overview:**

The vision of the partnership is to establish a long-term, mutually beneficial academic partnership between the University of Connecticut and Addis Ababa, Mekelle, Hawassa, Arba Minch and Bahir Dar Universities to train the next generation of professionals and practitioners who can develop and manage Ethiopia's water resources in a sustainable and productive manner.

Between FY11-FY13, partners built capacity in graduate-level education, research, outreach and institutional development in sustainable water resources management. Through the establishment of the Ethiopian Institute of Water Resources (EIWR), partners strengthened academic programs and community outreach related to sustainable water resource management, clean energy production, improved human and environmental health, and the advancement of educational opportunities around food security and socio-economic development.

Starting from FY13, the partnership is focusing on Water, Sanitation and Health (WASH) activities. The partners designed new MSc and PhD degree programs in 'Water & Wastewater Treatment' and 'Water & Public Health.' The partner universities are collaborating to produce skilled professionals who can address development challenges through demand-driven and problem-solving research and community engagement. Community engagement is focused on addressing community challenges in the areas of hand washing and access to clean drinking water. Participation and engagement among women in all activities is a priority for the partnership.

The objectives of the partnership are:

- Increased ability of Ethiopian tertiary educational institutions to offer relevant and high quality education in water and health;
- Enhanced ability of higher education institution to conduct quality research in Water and Health;
- Improved outreach and community engagement; and
- Continued development of Addis Ababa University's EIWR (Ethiopian Institute for Water Resources).

#### **FY2014 Results Highlights:**

Partners made substantial progress towards improving outreach and community engagement during FY14. Partners constructed innovative latrines in two schools near Hawassa, in partnership with Hawassa University. Over 3,271 students and teachers benefit from the latrines. They also conducted a large-scale summer outreach activity in consultation and implementation with the five partner universities (AAU, Mekelle, Arbaminch, Hawassa, and Bahir Dar). The project engaged 96 undergraduate students in community development and action research. The students educated up to 12,695 individuals about critical moments of hand-washing and they completed research projects based on their findings. Progress was also made towards building a de-fluoridation vessel, which will be placed at the site of an existing borehole at Kori, in the Afar Region, reducing health risks to the local communities from high levels of fluoride.

Partners offered a series of seminars, workshops, and research activities during FY14. One of the seminar series featured the following relevant topics; *Conversion of Wastewater to Electricity in Microbial Fuel Cells*, *Methods for Landslide Prediction*, and *Climate Change & Human Health*. In line with their objective of developing the Ethiopian Institute of Water Resources, partners enhanced research laboratories and presented research findings to the community.

Additionally, EIWR organized its first annual symposium entitled, 'Water Resources Management'. The symposium provided an opportunity for all 30 PhD students (Water Resource Engineering and Management and Water and Health) to present their research work and receive feedback from community and industry stakeholders.

Partners crossed a significant milestone in terms of strengthening specialized skills within water and health with the graduation of 20 MSc students. Two were from the Water, Resources, and Engineering Management (WREM) program and 18 were from the Water and Health program. Partners held a graduation ceremony that was well attended by community members, industry stakeholders, members of local government, and representatives from USAID. Degree completion is a high priority for the partner institutions and during the past year partners hired research coordinators to guide and monitor graduate students in different educational tracks (MSc, PhD, WREM, WASH) towards degree completion.

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

The ICAA Higher Education Partnership Program seeks to further engage and strengthen the capacity of regional universities in Colombia, Ecuador and Peru to promote biodiversity conservation and maintenance of the Andean Amazon Biome. HED and its implementing university partners are working in close collaboration with existing ICAA support units and USAID to address country-specific challenges and work towards the following objectives:

- To strengthen the institutional capacities of local universities in the Andean Amazon region to provide high-quality degree and/or certificate training in fields relevant to biodiversity conservation and resource management;
- To enhance the ability of local universities and organizations in the Andean Amazon region to conduct and disseminate applied research in fields relevant to biodiversity conservation and resource management; and
- To strengthen the ability of local universities and organizations in the Andean Amazon region to work collaboratively and across the region to address key environmental issues and contribute solutions to these issues.

### **4. PERU, ICAA: Universidad Nacional de Ucayali/University of Richmond: Building Conservation Capacity for a Changing Amazonia**

**Managed Under Associate Award with USAID/LAC # AID-OAA-LA-11-00005**

**Partnership Award Amount: \$749,998**

**Partnership Period of Performance: 12/01/2012 - 6/30/2015**

#### **Partnership Overview:**

Building upon an academic partnership that was initiated five years ago amongst the intuitions, the University of Richmond and Universidad Nacional de Ucayali (UNU) are collaborating to build conservation capacity in the Peruvian Amazon. Utilizing three complementary student-centered approaches, partners are integrating an applied, interdisciplinary, science-based certificate program into the existing undergraduate curriculum at UNU and strengthening faculty expertise; expanding applied, science-based undergraduate student research

theses and internships in collaboration with government and nongovernmental partners; and motivating faculty and student research through creation of an interdisciplinary environmental science journal and editorial structure.

Students are being mentored by NGO leaders (such as the Upper Amazon Conservancy and the Ucayali Regional Organization for Indigenous Peoples) and university faculty. They are conducting field research in the understudied Yurua region of Peru, where relatively intact forests provide an opportunity to assess the impacts of selective logging, alternative land tenure regimes, and other factors impacting on biodiversity. The bottom-up, landscape-scale partnership approach strengthens workforce development by training and working with students and faculty at UNU and encourages community participation in decisions with environmental impacts.

#### **FY2014 Results Highlights:**

Partners continue to strengthen the institutional capacity of Universidad Nacional de Ucayali (UNU) in Peru to train professionals in biodiversity conservation by enhancing existing or creating new curricula offerings. A recently established pilot interdisciplinary environmental certificate program continues to witness robust student participation rates. As part of this certificate program, the partnership supported pioneering fieldwork by students in the Yurua district and Purus province of the Peruvian Amazon. The field visits enabled UNU students to conduct applied research focused on varied environmental topics and engage with indigenous communities to learn about the cultural and human-environmental geography of Amazonian forests. Furthermore, the certificate offering has expanded the applied research network of Universidad Nacional de Ucayali to approach regional problems from multiple perspectives. As partners move into the final year of project implementation, Universidad Nacional de Ucayali will be pursuing the possibility of permanently allocating funds to institutionalize the environmental certificate program.

In 2014, partners have also facilitated the creation of an editorial committee for a special edition of the UNU research journal. The committee will review student scientific manuscripts and contribute towards the institution's ability to successfully disseminate student thesis research results. This is a key success given that the university has never before adopted such a rigorous peer review process for journal guidelines.

## **5. BRAZIL & PERU, ICAA: Universidade Federal do Acre/Universidad Nacional Amazonica de Madre de Dios/University of Florida: Strengthening Alliances between Universities and Other Research Organizations to Build Capacity for Applied Environmental Research in the Andes-Amazon Rim**

**Managed Under Associate Award with USAID/LAC # AID-OAA-LA-11-00005**

**Partnership Award Amount: \$749,961**

**Partnership Period of Performance: 12/01/2012 to 6/30/2015**

#### **FY2014 Results Highlights:**

In 2014, HED approved a revised subagreement approach to mobilize the expertise and resources of the University of Florida to support local and regional development challenges as related to the maintenance of the Andean Amazon Biome in Brazil and Peru.

To develop professional competencies and skills in faculty and students in biodiversity conservation, University of Florida partners offered a series of workshops on publications, featuring data analysis and write-up. The workshop on publishing in international scientific journals was held at Universidade Federal do Acre (UFAC) in Rio Branco, Brazil with attendees from Brazil, Colombia and Peru. Faculty from UFAC's Masters programs in Ecology and Sustainable Regional Development were present and their involvement is critical

given currently insufficient faculty research productivity in terms of publication and indexed scientific journals.

Six small collaborative research projects between Universidad Nacional Amazonica de Madre de Dios (UNAMAD) faculty and students in Puerto Maldonado, Peru also have been developed and the respective teams submitted their methodological protocols for approval. Each project has a highly focused research question and data collection task, and is designed to generate findings relevant to public policy in Peru. UNAMAD is a relatively young institution with limited research experience. As such, the collaborative research strategies are a mechanism to build capacity of individuals at UNAMAD and enable faculty to gain additional research experience to further support UNAMAD as a key entity for production of applied research in Madre de Dios.

## **6. COLOMBIA, ICAA: Pontificia Universidad Javeriana/Universidad de la Amazonia de Florencia/Florida International University: Strengthening Local Capacity for Prioritizing Conservation Research and Action in the Colombia Andean-Amazon: A Networked Approach**

**Managed Under Associate Award with USAID/LAC # AID-OAA-LA-11-00005**

**Partnership Award Amount: \$749,961**

**Partnership Period of Performance: 12/01/2012 to 6/30/2015**

### **Partnership Overview:**

Florida International University, the Pontificia Universidad Javeriana and the Universidad de la Amazonia's campus in Florencia are partnering to strengthen the capacity of Colombian higher education institutions to address conservation challenges in the Colombian Andean Amazon and other threats specific to the region. This inter-institutional collaboration (including the participation of non-university partners such as The Field Museum of Natural History) supports biodiversity conservation by strengthening the capacity of Colombian universities to provide high-quality training through curriculum creation and development, the establishment of a network of opportunities to facilitate student research at experiential stations, and professional development and scientific exchange opportunities for faculty members.

With two main centers of operation in Colombia, one located in Florencia and the other in Leticia, the partners are building the capacity of faculty and students to conduct applied research through mentoring opportunities, and developing field research opportunities in the Putumayo and Caquetá River systems. Research will be disseminated through a variety of outlets, including a "citizen science" component based on the highly successful Fairchild Challenge program in which primary and secondary school students develop biodiversity conservation critical thinking skills. A Research Collaboration Network will be organized to assess the state of scientific knowledge, identify pressing research questions, and inspire new proposals on critical conservation issues in the Andean Amazon.

### **FY2014 Results Highlights:**

In 2014, partners continued to contribute towards improved policies within the context of their respective consortium arrangements. Notably, Florida International University and Pontificia Universidad Javeriana have signed a five-year collaboration agreement to increase interdisciplinary and inter-institutional collaboration for biodiversity conservation in the Amazon region. Partners have strategically outlined how to take best advantage of the remaining months of their HED partnership to facilitate strengthened ties amongst the universities and further support biodiversity research and educational programming.

A professional certificate program for professionals working in fields related to biodiversity conservation has been developed by partners in conjunction with stakeholders such as Parques Naturales y Nacionales de Colombia, U.S. Department of Interior, and Patrimonio Natural to address capacity needs and gaps in their respective organizations. These Integrated Amazon Conservation & Sustainable Development diplomado courses will be credited by Pontificia Universidad Javariana's Office of Continuing Education and the U.S. Department of Interior has expressed an interest in incorporating professionals from beyond just Colombia in the courses. Partners have highlighted their efforts to leverage funding support for the certificate offering. The partner institutions are funding all programming as related to the diplomado offering utilizing their own funds.

## **7. ECUADOR, ICAA: Universidad San Francisco de Quito/University of North Carolina, Chapel Hill: Improving University Education and Outreach on the Ecuadorian Amazon**

**Managed Under Associate Award with USAID/LAC # AID-OAA-LA-11-00005**

**Partnership Award Amount: \$749,915**

**Partnership Period of Performance: 12/01/2012 to 6/30/2015**

### **Partnership Overview:**

The University of North Carolina and the Universidad San Francisco de Quito (USFQ) are collaborating to strengthen USFQ's capacity to provide high-quality education on the Ecuadorian Amazon, conduct and disseminate applied research relevant to biodiversity conservation and resources management, and work collaboratively with partner institutions also funded by USAID in the Andean Amazon. Of strategic importance is the creation of five new graduate-level courses in Ecology and a specialization in Amazonian studies within the Master of Science in Ecology program at USFQ, which will strengthen Ecuador's capacity to educate, conduct applied research, and thereby develop more sustainable development policies to protect the Ecuadorian Amazon.

Master's degree students (particularly women and those of indigenous descent) are being supported through research scholarships, graduate fellowships, and increased experiential learning opportunities and field trips to USFQ's Tiputini biological research station. Partners are also collaborating on joint-research projects and engaging the larger academic community and the public and private sector in Ecuador as well as the greater Amazon region in presenting research findings and policy recommendations.

### **FY2014 Results Highlights:**

In 2014, the Universidad San Francisco de Quito in Ecuador finally received approval from the Ecuadorian Ministry of Higher Education for five new graduate-level courses in Ecology and a specialization in Amazonian studies designed within the Master of Science in Ecology program. The approval of the new academic offering by the Ecuadorian government ensures continued strengthening of Ecuador's capacity to provide high-quality education on the Amazon and sponsor research leading to policy recommendations to protect the region.

Key partner meetings and workshops have been conducted with Ecuadorian public and private sector stakeholders to generate awareness of and interest in the new Masters of Science in Ecology offering. The partners expect that Amazonian universities such as IKIAM Amazon University in Tena and Universidad Estatal Amazónica in Puyo will serve as feeders into the new Specialization and that the Escuela Politécnica Nacional faculty will mentor Master's thesis students.



## SUCCESS STORY

### Armenian Partnership Navigates Path to Women's Empowerment Center for Gender and Leadership Studies Educates Faculty, Students and the Community *Arizona State University/Yerevan State University*



Photo courtesy of Andy DeLisle, ASU

Yerevan State University scholars (l-r), Tatevik Sargsyan, Lilit Shakaryan, Anna Gevorgyan, and Ani Kojoyan, prepare for their weekly seminar on research and pedagogy as part of the semester-in-residence program at Arizona State University.

*“Education is a core thing in [a] woman’s life which should be fostered actively.”*

—Ani Manukyan,  
Yerevan State University

Since 2012, Arizona State University (ASU) and Yerevan State University (YSU) have partnered to develop YSU’s capacity to deliver women’s leadership education and enhance the quality of information regarding women’s leadership and gender issues available to students, faculty, and the local community in Armenia. This higher education project is funded by U.S. Agency for International Development through Higher Education for Development’s Women’s Leadership Program (WLP).

Although promoting gender equality and female empowerment are part of Armenia’s development goals, the higher education partnership’s activities including holding seminars, revamping curricula, and planning for a master’s degree program in women’s and gender studies have not been without challenges. “It’s very important to realize it is a really sensitive issue in Armenia,” said Victor Agadjanian, a U.S. co-partnership director and professor at ASU. “No one is opposed to women’s rights in principle, at least explicitly.” However, Agadjanian said, “Some people find that promoting gender equality is not necessary, should not be prioritized, or even that it undermines Armenian families and the traditional roles that women hold in that society.”

The partners’ establishment of a Center for Gender and Leadership Studies (CGLS) in May 2013 is the cornerstone of women’s leadership education and outreach at YSU and provides opportunities for individuals in the academic and non-academic community to discuss and learn about gender and women’s leadership. “The center is the most important investment in the project,” said Agadjanian.

Under the WLP, the CGLS conducts seminars and international conferences, coordinates a professional mentoring program, offers faculty opportunities to carry out applied policy research through a small grant program, conducts various outreach activities, and develops and teaches courses on women’s and gender issues. Four YSU scholars, Tatevik Sargsyan, Anna Gevorgyan, Ani Kojoyan, and Lilit Shakaryan, have completed a semester-in-residence program at ASU’s Melikian Center, which allowed them to return to YSU with upgraded curricula and modified syllabi. “I have seen what democracy and gender equality look like and I am excited to see them in my country—not only on the level of written laws, but also on the level of unwritten laws during daily life,” said Gevorgyan, who is pursuing her Ph.D. in research and created courses on “Women and Islam” and “Women and Religion” during her semester-in-residence at ASU.

Current semester-in-residence scholar Ani Manukyan also serves as the outreach coordinator for CGLS. She plans to develop syllabi on “Women in Transition Periods” and “Women and Leadership in the West and in Post-Soviet Countries.” She is studying the history of women’s issues in the United States and has begun to notice similarities to today’s Armenia. “Education is a core thing in [a] woman’s life which should be fostered actively. The establishment of the YSU[’s] CGLS became a turning point in the academic and social life of Armenia.”

2-2014



## SUCCESS STORY

### Sustainability Centers Offer Tunisians Work Experience at Local Businesses

*Institut Supérieur des Etudes Technologiques Médenine, Institut Supérieur des Etudes Technologiques Tataouine, University of Colorado Boulder*



Photo: Jeanne-Marie Duval, HED

ISET Tataouine and ISET Médenine in Tunisia are working together with the University of Colorado Boulder to promote energy technologies and create centers for sustainable solutions for the industrial sector.

*“[T]eachers and local communities...rely heavily on this partnership, because it gives opportunities for technical skills in energy efficiency and entrepreneurship, improves education in ISET and [helps] find sustainable solutions for local industry by using renewable energy.”*

- Sami Chibani, Director of Sustainable Solutions Center at ISET Médenine

Creating jobs for residents and providing sustainable development opportunities to the local population are just two of the goals Fathi Guermi says he hopes to achieve as part of a Department of State-funded project between the Tunisian Institut Supérieur des Etudes Technologiques (ISETs) in Tataouine and Médenine and the University of Colorado Boulder. In 2011, Tunisia’s unemployment was reported at 18.3 percent, according to data from the World Bank, and this project is designed to lower that high number through revised curricula for ISET students and trainings for faculty members like Guermi.

As part of the project activities, Guermi now directs the Sustainable Solutions Center in Tataouine, one of two in the country established under the partnership, which is funded by the U.S. Department of State through Higher Education for Development (HED).

Both Guermi and Sami Chibani, director of the center in Médenine, spent nearly two months this past summer at the University of Colorado Boulder receiving training on managerial skills for their centers in Tunisia. They agree that the centers’ main purpose is to stimulate employment and entrepreneurial opportunities to communities. The centers are expected to benefit a total of 225 students at the ISETS throughout the duration of the partnership. According to Chibani, “[T]eachers and local communities...rely heavily on this partnership because it gives opportunities for technical skills development in energy efficiency and entrepreneurship, improves education in [the] ISET and [helps] find sustainable solutions for local industry by using renewable energy.”

Guermi also noted that there has been a positive impact for the students. At one of the sessions, “the ISET students...were able to meet the larger Tataouine community including local business owners and [an] NGO working on economics and development.”

Guermi also noted that, “The center hopes to focus its efforts on helping establish micro-enterprises that create local jobs and provide sustainable development opportunities to the local population.” In fact, two projects have already started at the center in Tataouine, one involving the Society of Industrial Water Conditioning Mineral and another with Tunisia Telecommunication.

1/2014



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**COLOMBIA**

## SNAPSHOT

# Technology Links Universities and Advances Human Rights Law Education in Colombia

### Partnership offers access to blended technology education in Colombia's Antioquia region



*Photo Courtesy of Universidad de Antioquia*

*Faculty members at the University of Minnesota work closely with Universidad de Antioquia to teach human rights to nearly 30 Master's level students at Universidad de Antioquia using video conferencing.*

#### Telling Our Story

U.S. Agency for International Development  
Washington, DC 20523-1000  
<http://stories.usaid.gov>

When the Universidad de Antioquia (UDEA), one of four law schools partnering with the University of Minnesota (UMN) as part of the Colombia-U.S. Human Rights Law School Partnership, requested the involvement of UMN's top faculty in UDEA's graduate seminar, time and travel costs were clear barriers. However, the U.S. Agency for International Development project managed by Higher Education for Development quickly found a sustainable solution through the use of blended technology. Blended technology-based approaches, such as video recorded lectures and electronic text resources, are high-impact, low-cost means to expose Colombian law students to the fundamental theory and practice of human rights.

The partnership mobilized their expertise to develop three modules that included a set of readings on key human rights topics; recorded lectures taught in Spanish or English with Spanish subtitles by UMN faculty Kathryn Sikkink and David Weissbrodt—both prominent human rights scholars—; and a corresponding question-and-answer video conference, led by Colombian faculty, with the featured UMN professors and the Colombian students. The modules covered topics such as “Latin American Contributions to Human Rights and Transitional Justice,” “Introduction to Human Rights, Definitions and Mechanisms,” and “Responsibility and Efficacy in Human Rights.”

“This method not only facilitated the participation of expert faculty, but it captured their lectures permanently for use by other faculty and students in our partnership,” said Barbara Frey, the UMN partnership director. These materials are now available in UMN's online human rights library.

Using technology to advance human rights education was a successful way for the partners to offer access to international expertise in human rights and optimize inter-institutional collaborations without having to spend thousands of dollars from their limited resources for international travel. “The new technologies are a valuable instrument to strengthen our own academic practices at the law school,” said Duber Armando Celis Vela, a master's degree student at Universidad de Antioquia. “This methodology provided us with the opportunity to learn of research findings and academic viewpoints regarding the human rights situation in Latin America.”

Moreover, these activities provided students—including legal practitioners, judges and public officers—with access to new and innovative research in human rights. Based on these positive results, the partners in Antioquia, Colombia are encouraging the development of additional blended-technology modules to enrich existing curriculum in this area.

## SUCCESS STORY

### Empowering Kenyan Pastoral Communities to Improve Dryland Conditions Female Student Inspired to Participate in Higher Education Research

Colorado State University/University of Nairobi



Photo courtesy of the University of Nairobi, CSDES

Fatuma Amin, a master's student at the University of Nairobi presents her personal story of success during a student-led conference in Kenya in May 2013.

*"Inspired by my background, my goal has always been to reduce cultural biases, build resilience and improve livelihoods for community in the drylands, especially women."*

— Fatuma Amin,  
University of Nairobi

The pastoralist communities of Kenya's drylands face marginalization due to drought, climate change, and its effect on natural resources. To help these communities escape the cycle of food insecurity and poverty, Colorado State University partnered with the University of Nairobi through Higher Education for Development (HED) to establish the Center for Sustainable Dryland Ecosystems and Societies (CSDES). The project is funded by the United States Agency for International Development.

Since its inception in 2011, the center's staff has been working to create forums to discuss the role of higher education in international development in Kenya's drylands and engage community members in the planning of the center's research and curriculum development.

In 2011, the center held "Dryland Community Voices: Setting a Joint Agenda in Higher Education and Development from the Ground Up," a collaborative three-day workshop that gave the pastoralist communities a voice, allowing them to critique and help redesign academic programs, improve their own livelihoods, and uplift their communities. More than 45 representatives of dryland communities from across Kenya attended the workshop.

"Previous development approaches in Kenya's drylands have been accused of doing little to actively engage communities in drylands in problem identification, planning and implementation of programs targeting them," said Jesse Njoka, partnership director at the University of Nairobi and CSDES director. "By directly engaging the communities in designing CSDES higher education program and research, interventions will be more targeted and hence increase impact."

On several instances, participants observed that issues, such as gender biases prevalent in higher education often originate from ingrained attitudes and problems in primary and secondary education.

Fatuma Amin, a master's student at the University of Nairobi, presented her personal story of success at the workshop. The fifth born in a family of 12, Fatuma was the first in her family to attain a formal education. Fatuma's story is an example of the integral need for higher education opportunities, particularly for women in pastoralist Kenya, but also demonstrates how cultural biases influence academic priorities. In her pastoralist community in northern Kenya, most women are offered few opportunities for economic advancement, often are expected to marry and run a household. Beginning with primary school, already low female enrollment in her community began to diminish further, said Fatuma. Out of her primary school class of more than 50, only nine were female, and of that nine, only two progressed to high school.



Beating the odds, Fatuma continued her studies past secondary school to complete a bachelor's degree in development studies. Through additional funds leveraged under the HED award, Fatuma was afforded the opportunity to pursue her master's degree in disaster management at the University of Nairobi.

"Inspired by my background, my goal has always been to reduce cultural biases, build resilience and improve livelihoods for community in the drylands, especially women," Fatuma said. With her coursework complete and only her research project left to accomplish, Fatuma is expected to graduate December 2014.

Njoka said the workshop sparked stories similar to Fatuma's and discussions continue to inform education and research priorities at the University of Nairobi. As a result of the positive feedback, more community engagement meetings are set to take place in the next project phase.

2-2014

## SUCCESS STORY

### Visually Impaired Students Find Independence Through Mobile Devices Assistive Technology in the Classroom Expands Learning and Teaching Opportunities

*Syracuse University/Kenyatta University*



Photo courtesy of Joanna Masingila

Sammy Luvonga, who lost his sight as a child, uses a computer with a built-in function called VoiceOver to listen to notes or electronic documents being read to him.

*“One of the court executives asked me, ‘How are you able to do your reports?’ and I explained to him how I am using the iPad and he told me ‘You are an able man,’ and I am because of this assistive technology.”*

— Silas Opanga, law student at  
Kenya University

Before June 2012, when visually impaired students Sammy Luvonga and Silas Opanga attended classes at Kenyatta University (KU), they would bring a bulky manual braille machine and expensive paper they purchased themselves. The scarcity of braille machines on campus and academic materials in Braille, as well as difficulty in getting materials converted to Braille, were huge obstacles.

In the summer of 2012, how Silas and Sammy accessed text changed. They were among a group of four visually impaired KU students to receive an iPod® mobile digital device and a wireless keyboard through a U.S. Agency for International Development-funded, Higher Education for Development managed-project between KU and Syracuse University (SU) focused on improving teacher education for all learners using technology

Today Sammy and Silas are among KU’s approximately 50 visually impaired students who have access to computers installed with special software called a screen reader. KU’s library has a limited number of these computers and headphones where students can access text in electronic versions via the Internet or other electronic formats such as a PDF. “It was difficult to study for exams because we had to have someone read lecture notes to us,” said Silas, a fourth-year law student who became blind at the age of 16. Sammy, a fourth-year education student who lost his sight as a child added, “It was also difficult to think of how we would easily prepare notes for teaching classes during teaching practice and when we become teachers.”

An iOS-supported device, like iPod or iPad® mobile digital devices, serves as a screen reader using a built-in function called VoiceOver that reads aloud what is displayed on the screen, displays large or high contrast text, magnifies print, and recognizes and describes colors.

Within a few days of receiving the devices, the KU students were reading and creating documents, checking and sending emails, uploading documents to a learning management system, listening to music, and creating Facebook accounts. “Having the iPod gave me independence. I didn’t have to have someone read notes to me. I could listen to notes being read by my iPod or listen to the lecture that I audio recorded,” said Silas.

In January 2013, the group of four students replaced the iPod mobile digital devices with the iPad mini™ mobile digital devices and trained 10 more KU students with visual impairments to use iPad minis and keyboards. Later that same year, Sammy used his iPad mini and keyboard to teach students at the Kibos School for the Visually Impaired near Kisumu. “I prepare my notes and scroll through them during class using the keyboard, and listen to the notes using headphones. My students think I have lots of books on my iPad because I find all the information I need there,” explained Sammy. During the same time period, Silas completed an educational attachment (internship) at the Thika Law Courts. He explained how the mobile device is invaluable for his work, “For my judicial



attachment I have to use case law. So, I will go to the Internet, go to the relevant sources so I can apply them when writing that judgment, using my iPad. Then, I will send it to my email and go print it using the printers at the law courts. Then, I will be able to present it to the magistrate. One of the court executives asked me, 'How are you able to do your reports?' and I explained to him how I am using the iPad and he told me 'You are an able man,' and I am because of this assistive technology."

As of January 2014, 20 of the 50 visually impaired students at KUI have iPad mini mobile digital devices and are able to work more independently.

iPod and iPad are trademarks of Apple Inc., registered in the U.S. and other countries. iPad mini is a trademark of Apple Inc.

2-2014

## SUCCESS STORY

### Entrepreneurship Training Inspires Jordanian Graduate to Design Dream Job U.S.-Jordan Education Partnership Fosters an Entrepreneurship Mindset Across All Disciplines *Washtenaw Community College and William Davidson Institute at the University of Michigan / Al Quds College*



Photo courtesy of Al Quds College

Bilal Salman, a Class of 2013 Al Quds College graduate, shows his excitement about being among the first cohort of Quds Business Incubator tenants in Jordan.

*“This business, it’s my baby. I want to have the freedom to make decisions and use my imagination to make it the best.”*

*—Bilal Salman, graduate of Al Quds College in Jordan*

Bilal Salman was a typical student attending Al Quds College (AQC) in Amman, Jordan. He planned to graduate from college with a degree in interior design and find work in the industry. He spent his days studying and in the evenings and on weekends he worked at a local home and furniture store. Bilal demonstrated talent in his field so his teachers recommended him to employers while he was still studying. Soon he began designing window displays for various retailers at Taj Mall in Amman. Through customer word-of-mouth marketing, one window display drew the admiration of customers—who became repeat customers. He began doing design work for weddings, home design, and landscaping. All the appreciation had Bilal hoping for a job offer upon graduation.

By summer 2012, Bilal joined a new program at AQC that Bilal says, “helps students create jobs instead of getting jobs.” The program, Community College Entrepreneurship: Integration to Incubation began at AQC in January 2012 from a partnership between AQC, Washtenaw Community College and William Davidson Institute at the University of Michigan, both in Ann Arbor, Michigan. Funded by U.S. Agency for International Development through Higher Education for Development, the program’s objective is to teach AQC students the skills necessary to start their own business.

During the 2012-2013 academic year, his final year at AQC, Bilal participated in as many entrepreneurship activities as he could. He attended lectures by local entrepreneurs, joined the student entrepreneur club, took classes in entrepreneurship and, eventually, became one of the first student tenants of the Quds Business Incubator. Bilal, along with five other students, joined the incubator for six months to continue developing their entrepreneurial skills. For Bilal, the entrepreneurial training gave him legitimacy with his peers, family, and customers and ignited other ideas for businesses outside of his major. He developed a business plan for a year-round food court concept with healthy food packaged in an aesthetically pleasing way. His idea gained a lot of attention in the local community, including from funders. Bilal has decided that he doesn’t want a donation. Instead, he is dedicated to working in the design field so that he can raise the money necessary to start the food court business. “This business, it’s my baby. I want to have the freedom to make decisions and use my imagination to make it the best,” he said. Since his 2013 graduation, Bilal has worked abroad and plans to return to Jordan and start his food court business.

Bilal’s colleagues are sure he will continue to have more entrepreneurial ideas and that he will put those ideas into action. Quds Business Incubator Manager Sara Al-Jabsheh said, “Bilal is a perfect example of the lifelong changes in attitude this program encourages in students.” Bilal started college at AQC because he thought it would help him secure a job. Now Bilal is traveling and working for himself with the ultimate goal of starting a business.

5-2014

## SUCCESS STORY

### Prototype Device Faculty Training to Spur Moroccan Business Productivity Students Gain Employable Skills in Manufacturing Process Rapid Prototyping

Gateway Technical College / Ecole Supérieure de Technologie d'Oujda



Photo courtesy of ESTO, mechatronics class 2014

Faculty and students learned to use rapid prototyping and created plastic models of products using a 3-D printer.

*“There is a need for some tools used in surgical operations and they are very expensive. We can achieve them for a low cost using our 3-D printer.”*

— Jamal Youfii,  
Mechanics teacher at Ecole Supérieure  
de Technologie d'Oujda, Morocco

Getting a new product idea from the conceptualization phase to a physical model can be a slow and expensive process for entrepreneurs leading start-up companies as well as established businesses. This process can stall business growth but 3-D printing offers a fast-track method to a tangible product. The higher education collaboration project funded by the U.S. Agency for International Development between Gateway Technical College (GTC) and Ecole Supérieure de Technologie d'Oujda (ESTO) in Morocco calls this process rapid prototyping. The project has been training ESTO faculty to use the special printer to support entrepreneurship and business development.

Through a 3-D printing training, more than 30 students and teachers involved in the Higher Education for Development partnership are able to produce their designs or industrial models, initially developed on their computers in design software. They become very motivated to invent and dream of new 3-D models. “The whole team is excited to use the 3-D printer for teaching and student projects,” said M. Smail Zouggar, head of the Applied Engineering department at ESTO.

Furthermore, because the plastic-like material that the partners are using is of medical grade, ESTO is beginning to receive proposals to manufacture medical components used directly in human bodies. “By talking to specialists, there is a need for some tools used in surgical operations and they are very expensive, we can achieve them for low cost using our 3-D Printer,” said Jamal Youfii, a teacher of mechanics at ESTO. Other professionals in Oujda, Morocco also expressed interest in rapid prototyping, particularly for complicated prototypes such as pumps or bottles that are locally difficult to make using the conventional prototyping and require more expensive molds.

“In some student projects, some parts are so hard to obtain by [the] manufacturing process; but we can design them easily using 3D CAD software, and then produce them on our 3-D printer,” adds M. Mohammed Boughaleb, teacher of rapid prototyping at ESTO.

The next step will be to introduce companies in the region to the technology with the hope of having the students working with the companies on real-world projects. The partners are eager to train new students in these desirable and employable prototyping skills. With a newly skilled workforce and modern equipment, businesses will be able to introduce products to the market faster, allowing them to gain market share thus bringing more business to the area.

5-2014

## SUCCESS STORY

### Scholarship Recipients Support Amazon Region Through Funded Research

*Florida International University/ Universidad de la Amazonia*



Photo courtesy of Jhonatan Gutierrez Garviz

Jhonatan Gutierrez Garviz, scholarship recipient from the Universidad de la Amazonia, sampling for fish in a river near Florencia, Caqueta in Colombia.

*"Finding partnerships such as yours are vitally important as they support those of us whom are not tied to research groups with good financial support."*

*— Jhonatan Gutierrez Garviz, scholarship recipient from Universidad de la Amazonia, Colombia*

The Andean Amazon is the most biologically diverse region in the world. However, due to factors including increased deforestation, informal mining, and unsustainable farming, the Andean Amazon is facing unprecedented change that can lead to its demise. In the Colombian Amazon, landscape transformation is likely to result in loss of species and delicate ecosystems. To protect the region, the U.S. Agency for International Development's Initiative for Conservation in the Andean Amazon supports elevating the level of scientific understanding and defining strategies for its conservation.

To increase the capacity of Colombian faculty and students, conduct and disseminate applied research, and improve available scientific information for the Colombian Andean Amazon, a Florida International University and Universidad de la Amazonia partnership, managed by Higher Education for Development, launched a research and tuition scholarship program.

Many times graduate students and researchers have difficulty finding financial, logistical, or institutional support for their work. By offering scholarships, students and faculty can better understand the Amazon and protect its biodiversity for generations. Jhonatan Gutierrez Garviz is among the 12 awardees who received a scholarship from the Universidad de la Amazonia in Florencia, Caqueta. He will research trophic chains and freshwater ecosystem management. The conservation of aquatic ecosystems is a priority in new conservation approaches at the watershed level. However, the information available today about these ecosystems is rare and almost nonexistent regarding the foothills of the Colombian Amazon. Jhonatan is poised to change the rarity of that information in Florencia. By giving opportunities to individuals like Jhonatan, the partnership is able to support important conservation science in the Colombian Andean Amazon that could have otherwise gone unstudied.

"As is well known in Colombia, in order for many of us to achieve our dreams and goals, and contribute interesting things to science, many times [the financing] comes out of our own pockets," said Jhonatan about the research funding difficulties. "For this reason, finding partnerships such as [the ICAA Higher Education Partnership Program] is vitally important as they support those of us who are not tied to research groups with good financial support."

Javier Maldonado-Ocampo, co-partnership director from the Pontificia Universidad Javeriana, said, "Their lives have changed because they now have the space and time to dedicate themselves to their academic and professional development." These new opportunities and the recognition from the award reaffirms the student's role in their homeland and allows them to be hopeful about their future and professional development.

6-2014

## SUCCESS STORY

### New Solar Energy Technology Program in Jordan Expands Opportunities

*Students Gain Employable Skills in Renewable Energy*

*Red Rocks Community College / Al Huson University College*



Photo courtesy of Troy Wazek, RRCC Solar Faculty  
Manal Abed Al-Gani, right, works with  
another student in the Al-Huson SET lab.

Jordan is a country with limited natural resources and a rapidly growing population of young people experiencing a high unemployment rate. Currently 30 percent of Jordan's GDP must be dedicated to the purchase of energy from neighboring countries. The higher education collaboration project funded by the U.S. Agency for International Development (USAID) between Red Rocks Community College in Lakewood, Colorado, and Al Huson University College (HUC) in Irbid, Jordan, is developing new associate degrees in Solar Energy Technology, Health, Safety, & Environment, and Water Management. The partnership has created new job pathways for youth while also addressing long term solutions to the energy and technical training issues facing Jordan.

Since its launch in 2011, around 200 students from underserved regions in Jordan have enrolled in the two-year Associates Degree program in Solar Energy Technology (SET) at HUC. The partnership has supported faculty exchanges and training, curriculum development, and installing hands-on solar energy lab equipment, including 20kW of various solar power generation technologies on campus. Through around \$15 million of leveraged funding sources, all buildings on the HUC campus will be powered by solar energy in 2015. These new funders were attracted to Al Huson as a direct result of the USAID project that has made HUC a regional leader in solar energy technology and workforce education. The SET Program has also directly impacted and improved employment options for Jordan's youth.



Photo courtesy of Troy Wazek, RRCC Solar Faculty  
Mosab Malkawi works on the installation of  
the small wind machine at HUC; May, 2014.

Manal Abed Al-Gani finished her bachelor's degree in physics. Like 70,000 other Jordanian students who graduates every year, she found herself with no job and very limited prospects. After completing her BA, Manal enrolled in the SET program, where she was one of 12 female students in the first class of 50. Manal now is employed at a large solar energy company as a systems designer, a job usually reserved for engineers. However, because of the integrated lab equipment and practicums added by the USAID project focused in the technical aspects of solar energy generation, Manal's employer found her skills to be well qualified for her new post.



Photo courtesy of Troy Wazek, RRCC Solar Faculty  
Sahem Bataah participated in the installation  
of the multiple solar energy generation  
technologies at HUC.

Mosab Malkawi enrolled in the second matriculation of the SET program. Mosab demonstrated a keen passion for renewable energy and the importance the development of this technology has for his country. In his last year of the program, he was successful in recruiting investors to open his own solar energy business. Mosab now owns one of the first businesses in solar energy in the north region of Jordan in Irbid. He has joined the Jordanian Renewable Energy Society (JRES), and his active involvement positions him well to achieve his professional goal of one day becoming the director of the JRES.

Sahem Bataah wants to be an engineer, and he knew without the necessary exam scores after high school his chances were very slim. In fact less than five percent of students each year in Jordan are successful in overcoming the comprehensive exam to bridge to the engineering track after finishing vocational tracks. Sahem entered and completed the SET program at HUC. Since completing the program, he is one of seven SET students who were successful in challenging the comprehensive exam and is now enrolled in an engineering program in one of the best universities in Jordan, Jordan University of Science and Technology.

## Appendix G: HED Staff and HED Advisory Board (At Time of Publication)

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