ANNUAL PROGRESS REPORT

To: The U.S. Agency for International Development
For: LWA (AEG-A-00-05-007-00)
October 1, 2012–September 30, 2013

HIGHER EDUCATION FOR DEVELOPMENT (HED)

Knowledge, Partnership, Results

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

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

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

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Acronyms

AACC	American Association of Community Colleges
AASCU	American Association of State Colleges and Universities
AAU	Association of American Universities
ACE	American Council on Education
AOR	Agreement Officer's Representative
APLU	Association of Public and Land-grant Universities
BMENA	Broader Middle East and North Africa
CAFTA-DR	Dominican Republic-Central America-United States Free Trade Agreement
DoS	U.S. Department of State
DQA	Data Quality Assessment
DQV	Data Quality Verification
E3/ED	Bureau for Economic Growth, Education and the Environment/Education
EE	Europe and Eurasia
EMBA	Executive Master of Business Administration
ENSET	École Normale Supérieure de l'Enseignement Technique
HBCU	Historically Black College and University
HED	Higher Education for Development
HEI	Higher Education Institution
HSI	Hispanic-serving Institution
ICAA II	Initiative for Conservation in the Andean Amazon, Phase II
ICT	Information and Communications Technology
JOBS	Job Opportunity for Business Scale-up
LAC	Latin America and the Caribbean
LWA	Leader with Associates Cooperative Agreement
M&E	Monitoring and Evaluation
MENA	Middle East and North Africa
MoU	Memorandum of Understanding
MSI	Minority-serving Institution
NAICU	National Association of Independent Colleges and Universities
NGO	Non-government Organization
OIG	Office of the Inspector General
PD	Partnership Director
PIP	Partnership Implementation Plan
PMP	Partnership Management Plan
PRIME	Partnership Results and Information Management Engine
Q1	Quarter One (October 1, 2012 to December 31, 2012)
Q2	Quarter Two (January 1, 2013 to March 31, 2013)
Q3	Quarter One (April 1, 2013 to June 30, 2013)
Q4	Quarter Two (July 1, 2013 to September 30, 2013)
RFA	Request for Application
RBM	Results-based Management
RF	Results Framework
SBDC	Small Business Development Center
SSA	Sub-Saharan Africa
SBDC	Small Business Development Center
TCU	Tribal College and University
SSHIELD	South Sudan Higher Education Initiative for Equity and Leadership Development
ToT	Training of Trainers
USG	United States Government
USAID	United States Agency for International Development
WLP	Women's Leadership Program

Performance Highlights

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. These partnerships provide training, applied research, community outreach, policy analysis, and institutional capacity development, which are critical to furthering U.S. government foreign assistance goals.

In FY2013, HED managed 55 active partnerships in 41 countries. Between October 1, 2012 and September 30, 2013, HED partnerships:

- Offered admission to academic programs to 21,621 individuals, of which 26 percent were from disadvantaged and/or underserved groups;
- Reported implementation of 165 outreach/extension activities;
- Carried out 59 joint research projects;
- Applied, replicated, or took to market 15 research projects;
- Revised or developed 48 curricula, of which 39 were revised/developed with public/private sector input and/or on the basis of market research;
- Adopted 17 new access policies;
- Trained 4,347 host-country institution individuals; and
- Supported 1,864 individuals affiliated with host-country institutions to complete long-term training programs to strengthen their qualifications.

In addition to documenting partnership development results, this report highlights HED's performance management practices and its learning about higher education in development in FY2013. HED worked this fiscal year on developing and testing its Theory of Change to better articulate the ways in which higher education partnerships lead to large-scale societal change. HED's Theory of Change asserts that higher education creates new bodies of knowledge, develops active and emergent leadership, and trains a competent professional workforce. These key contributions of higher education create environments for citizenship engagement in civil society and stable and progressive governance and policies. However, to contribute to these societal changes, higher education systems need strong institutions that are supported by mature alliances with government and the public and private sector to offer high-quality academic programs and services (such as teaching, applied research, and extension/outreach).

Based on this Theory of Change and organizational learning, HED transformed its approach to program design, monitoring, and evaluation. HED introduced a more rigorous implementation and start-up process for the 15 partnerships whose awards began in FY2013. HED also instituted a web-based management and reporting system and worked with all partners to incorporate a more rigorous results-based management approach into their implementation, supporting the process of conducting baseline studies to field-test results frameworks and implementation strategies. This was invaluable in providing partner institutions, HED, USAID, and other stakeholders with a better understanding of higher education in each country's unique context and determining relevant and realistic performance measures, milestones and targets.

Capitalizing on this learning, USAID Missions have changed the way in which they utilize HED to leverage higher education expertise in support of increasingly complex national and regional challenges has been evolving. Twenty-eight of 55 partnerships active this year were funded through Associate Awards with USAID Missions and Bureaus. This represents a significant accomplishment toward implementing recommendations from an external evaluation of HED commissioned by USAID in 2009, which called for a better alignment of higher education partnerships and their designs with USAID country Missions' priorities and strategic interests.

HED's partnership results and information engine (PRIME), which was established in 2011, reached its maturity level this fiscal year, allowing HED to better capture, analyze, and use data for partnership management and decision making. HED's rigorous data quality verification process has also been fully institutionalized. As a result of this process, HED and its partner institutions gained important insights

about partnerships progress toward outcomes and impact they are making in the field. One of the more interesting findings comes from HED's analysis of partnerships' contribution to increasing access to higher education by underserved and/or disadvantaged groups. Even if a partnership did not explicitly articulate an objective to increase the number of individuals from underserved and/or disadvantaged groups in higher education, the process and conversations about defining and tracking results related to the access indicator had a positive effect. For some partnerships, this new way of thinking about diversity of and accessibility to tertiary education programs has led them to develop new or improved student tracking systems or better coordinate data collection across departments. For other institutions, it led to revising access policies, creating remedial programs and/or setting targets for admissions.

Another interesting trend is related to curriculum development. Curricula newly developed or enhanced in FY2013 were closely aligned with host-country employment needs and development priorities. While some partners modified existing courses, others incorporated innovative materials or technologies into academic disciplines or developed new learning objectives to train students in more relevant competencies. HED encouraged partnerships to build structures to support this collaboration with external stakeholders and sustain its impact. In response, partners formed advisory boards or instituted processes to support the internal review of the new curricula. This proved to be helpful in the process of accreditation or governmental recognition. Stakeholder input included consultations with representatives from NGOs, the public and private sectors, and professional/research centers.

In the third and the fourth quarters of the fiscal year, funding uncertainties created challenges for both the management of HED program and implementation of partnership activities, including planning for FY2014–2015. In FY013, HED managed 11 partnerships under the Africa Initiative, 10 of these through Associate Awards with Missions in African countries and one directly with E3. Uncertainty about the continuation of funding and delays in extension approvals, resulted, in some cases, in the discontinuation of activities, such as long-term training. It also created difficulties in planning and preparation for implementation of activities in FY2014. At the end of the fourth quarter, uncertainty about funding for the LWA became a major communication challenge. As a result, many partnerships suspended activities for several weeks as a precautionary measure until a resolution was reached. Despite these major challenges for both HED and its partners, HED will continue to support partnership implementation through completion of its LWA in FY2015.

Section 1—About HED and Higher Education Partnerships

1.1 Higher Education for Development

Higher Education for Development (HED) manages innovative partnerships that join U.S. colleges and universities with institutions of higher learning in developing nations. The program was founded in 1992 by the six major U.S. higher education associations to advance the engagement of the higher education community worldwide, with a focus on the development goals of the United States Agency for International Development (USAID).

1.1.1 HED Objectives

HED partners with the U.S. government and institutions of higher learning to expand the engagement of tertiary education in addressing development challenges around the world. Through its extensive access to the higher education community, HED can mobilize cross-sectoral expertise and other resources to support partnerships and expand the impact of investments beyond the institutions directly involved.

HED's innovative partnership model focuses on the development of human capital and the organizational strengthening of host-country institutions, which are key elements in achieving economic growth and social advancement. HED's innovative partnership 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 solutions to market, engaging active and emergent leadership, and building competent workforce. By promoting a culture of continuous learning and innovation within and outside the walls of the institutions, these elements can support policy changes and create enabling environments to facilitate development.

The HED program receives funding from USAID's Bureau for Economic Growth, Education and the Environment (E3/ED) through a Leader with Associates agreement (LWA), from USAID's functional and regional Bureaus and worldwide Missions through Associate Awards, and from the U.S. Department of State (DoS). HED's cooperative agreement with USAID for fiscal years 2010 through 2015 has been designed with feedback from an external review so that the program better supports USAID priorities and policies, strengthens monitoring and evaluation activities, and expands outreach to both USAID Missions and potential partners.[1] For more information on Higher Education for Development, please visit www.hedprogram.org.

The LWA (AEG-A-00-05-007-00) contains 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,

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

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 provide results-based management, ongoing monitoring, and impact studies and research. During the cooperative agreement's fourth year, HED will design and implement a valid and reliable research study to measure the degree of impact on development goals resulting from higher education partnerships' contributions to poverty reduction, economic growth, and social advancement.

Specific indicators are associated with each objective to track and report performance. Please refer to **Appendix A** for FY2013 performance actuals, FY2013 targets, progress to FY2013 targets, percent variance, and variance justification. Narratives describing achievements for all HED partnerships active in FY2013 are provided in to **Appendix B**.

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

HED is committed to a strong monitoring and data quality process and maintains a focus on, rigorous evidence based management of partnership implementation. The program ensures effective project management by instilling a culture of evidence-based decision making and reflective learning among partners throughout the partnership lifecycle (see **Appendix C** for further details). This fiscal year, HED managed a successful start-up process for 15 partnerships which began implementation in FY2013. These partnerships now have a strong foundation routed in the theory of change articulated in their results frameworks. These frameworks have been approved by USAID, tested, and refined as a result of baseline assessment.

1.1.3 USAID's Strategic Approaches and HED

USAID's Education Strategy and HED

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

USAID Forward and HED

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

[2] http://transition.usaid.gov/our_work/education_and_universities/documents/USAID_ED_Strategy_feb2011.pdf

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)[3]

HED's results-based management approach helps partners to operate with efficient and accountable processes and systems, which allows maximizing program quality and impact. Consequently, HED partnerships are highly relevant to USAID Forward's innovative development model and are articulated around the following USAID Forward's three core principles (see **Appendix C** for further details):[4]

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

1.2 Higher Education Partnerships in FY2013

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

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

The partnerships managed by HED in FY2013 were, with one exception, selected in prior years. Only one partnership went through the HED peer review and selection process in FY2013. The period of performance of HED partnership awards being a minimum of three years and given the conclusion of the LWA at the end of fiscal year 2015, this is the last selection activity under this objective.

1.2.1 Soliciting and Forging New Partnerships

FY2013 performance data for soliciting and forging new partnerships are presented in **Table 1**.

Table 1. ***Soliciting and Forging New Partnerships: FY2013 Results***

LWA Indicators	FY2013 Results
Number of applications received (LWA Objective 2)	4
Number of peer reviews organized and completed (LWA Objective 2)	1
Number of peer reviewers (LWA Objective 2)	5 (Male: 2; Female: 3) (Academia: 4; USAID: 1; Other: 0)
Number of applications recommended for funding (LWA Objective 2)	2

[3] http://pdf.usaid.gov/pdf_docs/PDACQ946.pdf

[4] http://www.usaid.gov/sites/default/files/documents/1868/2013-usaid-forward-report.pdf

In FY2013, HED convened and hosted **one peer review panel** for an RFA finalized and advertised in FY2012: the South Sudan Higher Education Initiative for Equity and Leadership Development (SSHIELD) Program RFA. The peer review took place on November 14, 2012, to fairly and transparently determine which applications were to be recommended for funding for the SSHIELD Program. The panel was composed of **five reviewers, three of which were females and two were males**. Four reviewers were from academia and one represented USAID/South Sudan. HED received **four applications** by the October 15, 2012, deadline.[5] Of the four applications submitted, the peer review panel members **recommended two for funding** to USAID. USAID/South Sudan selected one of these two (the application from Indiana University) for the partnership award.

1.2.2 Higher Education Partnerships and Institutions Supported

Higher Education Partnerships Funded

Active Partnerships, New Partnerships, and Closed Partnerships. In FY2013, HED managed **55 active partnerships** in 41 countries. Twenty-eight of these partnerships were funded through Associate Awards with USAID Missions and Bureaus. Twenty-five partnerships were funded under the LWA. One partnership was funded through both an Associate Award and the LWA. The Department of State (DoS) funded one partnership directly under a cooperative agreement with ACE/HED. A complete list of partnerships active in FY2013 is provided in **Appendix D**.

In FY2013, HED initiated 15 new higher education partnerships. These new awards span 10 countries and four regions (nine in Latin America and the Caribbean, four in sub-Saharan Africa, one in the Middle East and North Africa, and one in Europe and Eurasia). These diverse partnerships cover a variety of sectors and development challenges. Four of the new partnership awards address environmental issues, while three partnerships focus on multiple sectors including democracy/governance and education. The remaining partnerships are in the agriculture and workforce/entrepreneurship development sectors (two partnerships, each) and the health sector (one partnership).

IN FOCUS-

15 Partnerships Initiated in FY2013

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

[5] All four of the institutions that applied had a membership with ACE. Three had a higher education association membership with APLU; two had a membership with AAU, and one with NAICU. U.S. institutions could have multiple partnerships. No higher education institution that applied was a minority-serving institution.

Fourteen partnerships completed their implementation activities and were closed in FY2013. Of these, six partnerships were located in sub-Saharan Africa, four in the Middle East and North Africa, three in Latin America and the Caribbean, and one in Europe and Eurasia.

IN FOCUS-

14 Partnerships Closed in FY2013

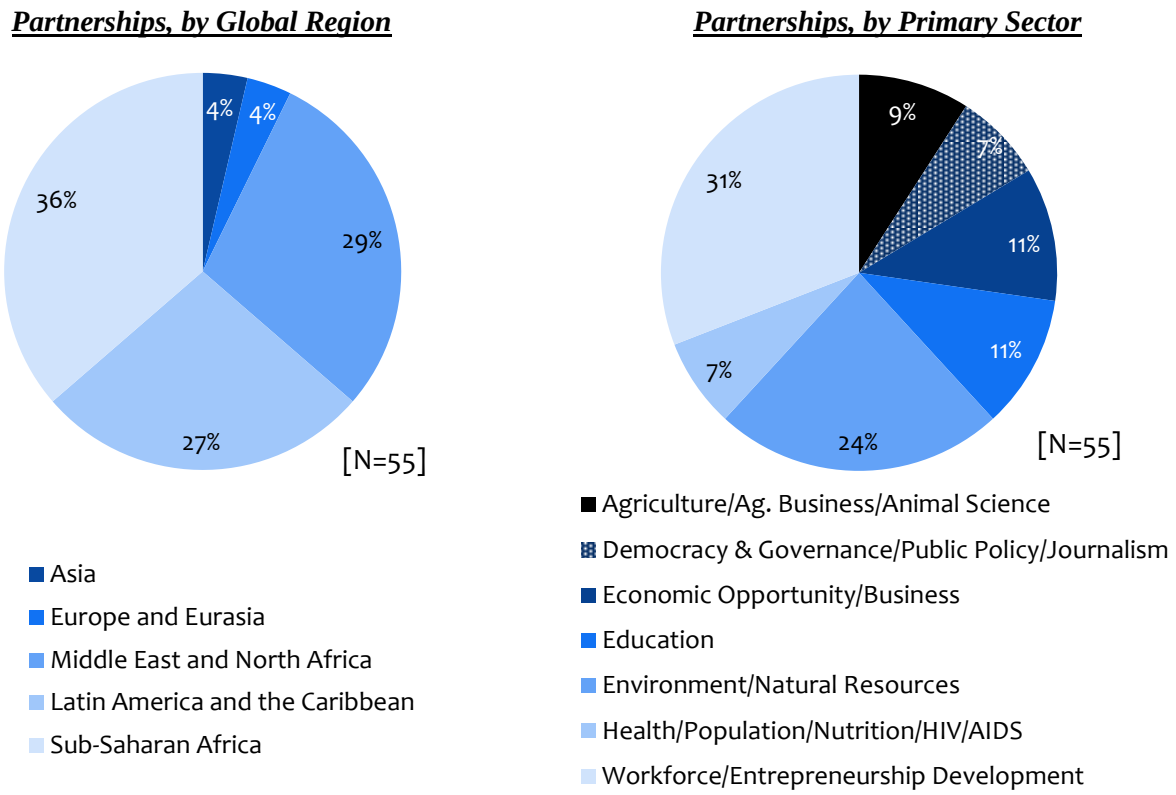
1. University of Hawai'i at Manoa – Agricultural University of Tirana (Albania)
2. University of Michigan, William Davidson Institute – Mentouri University Constantine (Algeria)
3. Tulane University – Universidad Iberoamericana/Universidad Rafael Landívar/Universidad Paulo Freire (Dominican Republic, El Salvador, Guatemala, and Nicaragua)
4. University of Massachusetts, Boston – State University of Haiti-National Institute of Administration, Management and International Studies (INAGHEI) (Haiti)
5. South Carolina State University – Ngozi University (Burundi)
6. Georgia State University – Cairo University (Egypt)
7. University of Florida – Polytechnic of Namibia/Namibia University of Science and Technology/University of Botswana/Sokoine University (Botswana, Namibia, South Africa, and Tanzania)
8. Brown University – University of Ghana (Ghana)
9. Georgia State University – Cairo University (Department of Economics) (Egypt)
10. University of Texas at San Antonio – Central American University Consortium (Costa Rica, Dominican Republic, Honduras, and Panama)
11. Georgia State University – Alexandria University (Egypt)
12. Cornell University – Bahir Dar University (Ethiopia)
13. State University of New York-Albany – Makerere University (Uganda)
14. University of Cincinnati – University of Cape Town (South Africa)

[Note: The full closeout reports for partnerships 1 through 10 above are submitted separately via CD. While the subawards for partnerships 11 through 14 above closed during FY2013, the awards between USAID Missions and HED are scheduled to end in FY2014; hence, the closeout reports for these four partnerships will be submitted through HED's FY2014 Annual Progress Report.]

HED Partnerships, by Global Region and Primary Sector.[6] In FY2013, HED managed active partnership awards in all five regions of the world where USAID provides assistance. As illustrated in **Figure 2**, 36 percent (N=20) of the active partnerships were in sub-Saharan Africa, 29 percent (N=16) were in the Middle East and North Africa, 27 percent (N=15) were in Latin America and the Caribbean, and 4 percent, each, (N=2) were in Asia and in Europe and Eurasia. HED partnerships' contribution to development sectors is shown in **Figure 1**. The largest percentage of HED active partnerships focused on workforce and entrepreneurship development (31 percent; N=17). The second largest share of partnerships during this fiscal year was in the environment sector (24 percent; N=13). HED managed six partnerships, each, in the education and the economic opportunity/ business development sectors (11 percent, each), five in the agriculture sector (9 percent), and four partnerships, each, in the democracy/governance sector and the health sector (7 percent, each).

[6] HED is aware that USAID revised its sectors (http://www.usaid.gov/what-we-do). However, the program follows previously established sectors for purposes of its annual reports.

Figure 1. ***HED Partnerships, by Global Region and Primary Sector: FY2013***



Higher Education Institutions Supported

FY2013 performance data on partnerships funded and higher education institutions supported are presented in **Table 2.**

Table 2. ***Higher Education Partnerships and Institutions Supported: FY2013 Results***

LWA Indicators	FY2013 Results
CUSTOM INDICATOR: Number of collaborative partnerships funded (LWA Objective 2)	55
CUSTOM INDICATOR: Number of higher education institutions supported through HED (LWA Objective 2)	122 (Host-country Institutions: 74; U.S. Institutions: 48)

HED's 55 partnerships active in FY2013 directly involved **122 institutions of higher learning, of which 74 were host-country institutions and 48 were U.S. institutions**.

Twenty-two of the 55 partnerships active in FY2013 (40 percent) were complex consortia involving multiple institutions from either the United States or host countries. The consortium partnership model increases the potential for development impact by coupling multiple institutions and compounding their cross-sectoral expertise in one partnership to jointly address a problem. This collaborative approach enables partners to heighten innovation and address development problems that are more complex or larger in scope or scale.

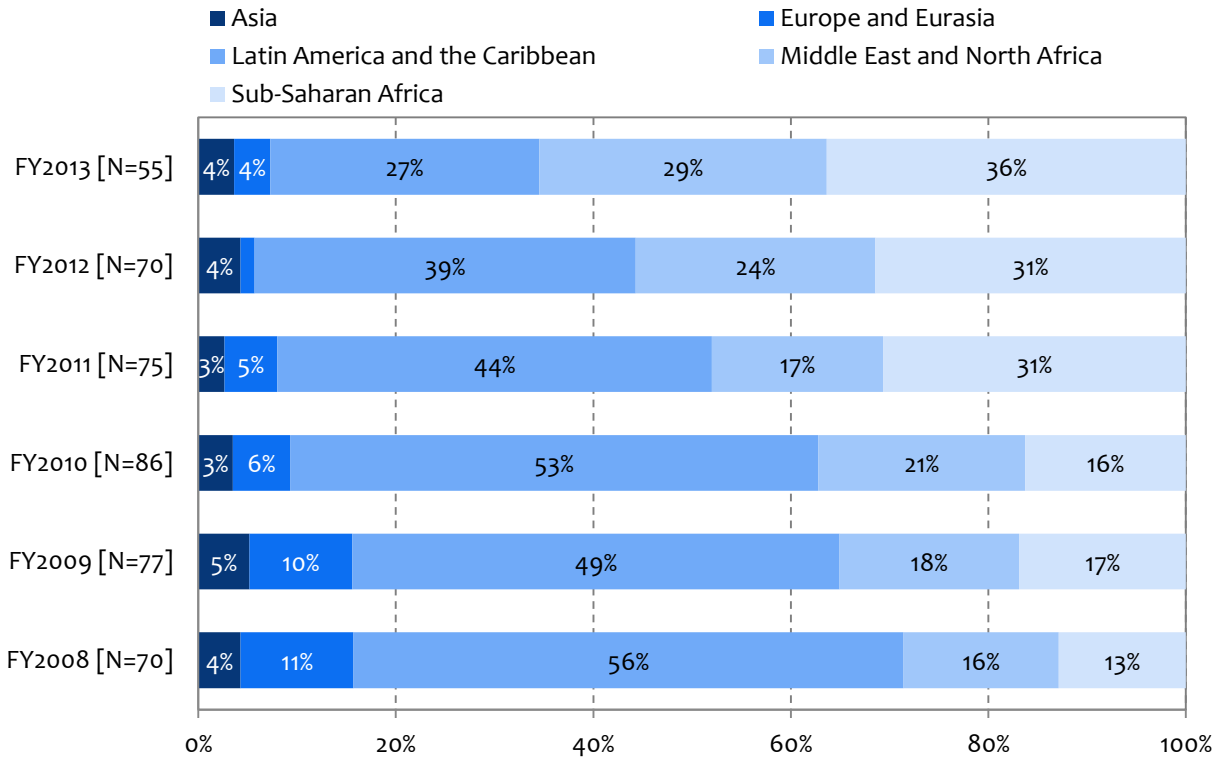
One example of this collaboration is HED's *Pathways to Cleaner Production* partnership which aims to contribute to cleaner production and sustainable international development (SID) practices in participating countries in Latin America and the Caribbean region. This partnership brings together seven host-country institutions[7] from the region and the Illinois Institute of Technology and New York Institute of Technology. These institutions work collectively to enhance awareness of cleaner production approaches in the region and contribute to improved performance of micro, small, and medium-size enterprises and supply chains in energy efficiency, water conservation, pollution and material resource-use reduction, resulting in additional cost savings. This partnership also works in close collaboration with the National Cleaner Production Centers (NCPCs), the World Environment Center (WEC), and the private sector.

Twelve of the 48 U.S. partner institutions (25 percent) participated in more than one HED partnership. Given that these institutions are selected through a merit-based, transparent peer-review process and that each institution is contributing significant matching resources, this indicates high levels of expertise and institutional commitment to development. By comparison, six host-country institutions receiving support through HED's partnerships (8 percent) benefitted from more than one award.

Portfolio Trends over Time

HED Partnerships, by Global Region. The overall distribution of active partnerships by global region has changed significantly since FY2008. As showed in **Figure 2**, the proportion of partnerships that HED manages in the sub-Saharan Africa region has greatly increased between FY2008 and FY2013, from 13 percent to 36 percent (N=9 and N=20, respectively). By comparison, the proportion of active HED partnerships in Latin America and the Caribbean has decreased from 56 percent to 27 percent (N=39 and N=15, respectively) during the same timeframe. The proportion of HED partnerships in the Middle East and North Africa, Asia, and Europe and Eurasia has remained stable.

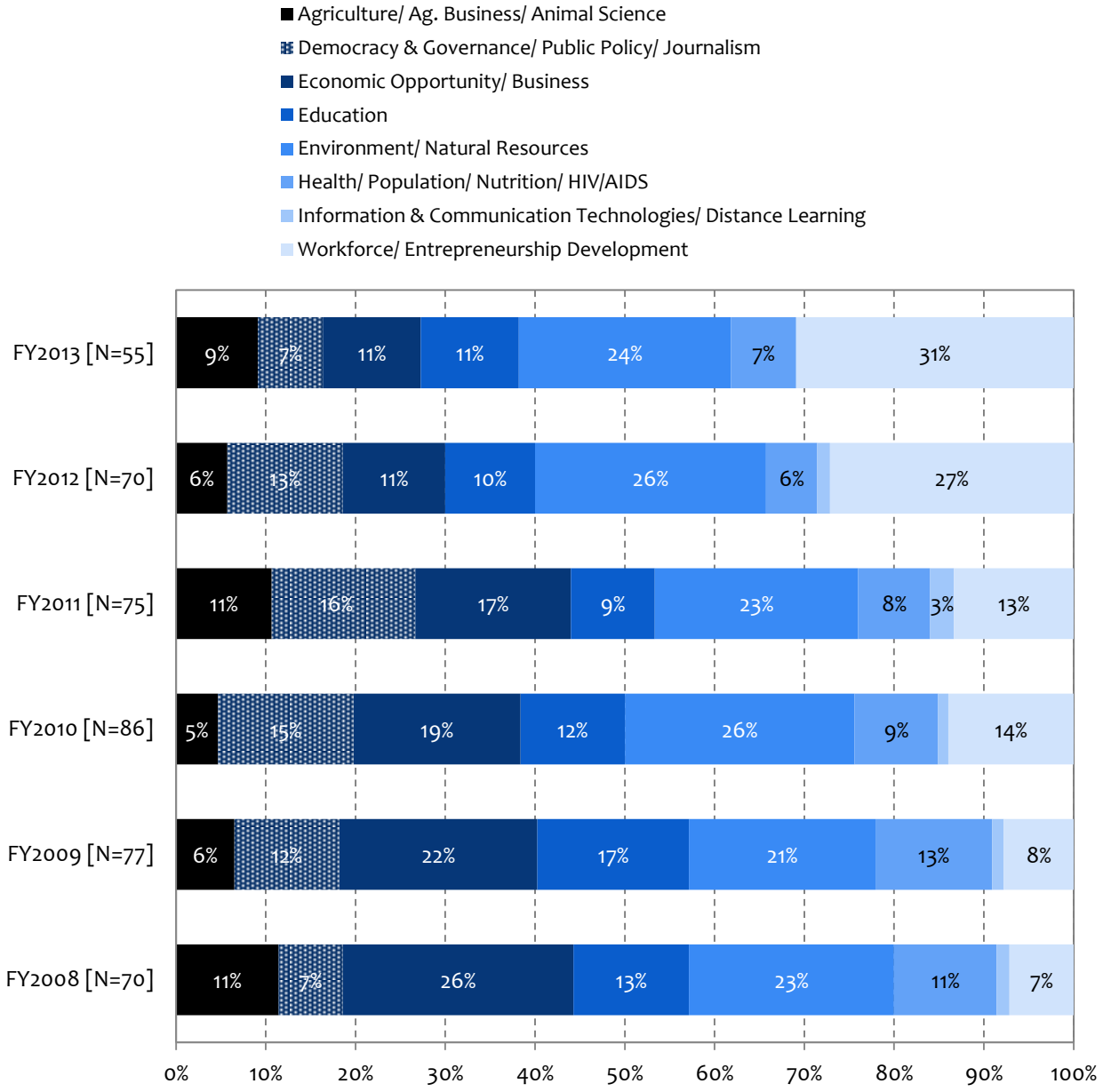
Figure 2. ***HED Partnerships, by Global Region: FY2008 to FY2013***



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

HED Partnerships, by Primary Sector. The overall distribution of active partnerships by primary sector has changed significantly since FY2008. As showed in **Figure 3**, partnerships in the economic opportunity have seen a downward trend with a decreased number of partnerships from 26 percent in FY2008 to 11 percent in FY2013 (N=18 and N=6, respectively). By comparison, the proportion of partnerships focusing on workforce/entrepreneurship development has greatly increased from 7 percent to 31 percent (N=5 and N=17, respectively) during the same timeframe.

Figure 3. ***HED Partnerships, by Primary Sector: FY2008 to FY2013***



Section 2—Development Results

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

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

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

As USAID states, "a broad-based economic development is unlikely to be achieved and sustained if large segments of the population do not have access to educational programs that afford them opportunities to develop knowledge and skills required to engage in productive activities." (USAID Education Strategy, page 13)[1]

HED's partnerships work toward ensuring equitable access to educational programs so that many groups have the opportunity to gain the knowledge and skills needed to participate productively in society. Partnerships' efforts toward USAID Goal 2, Result 2.1, ensuring an inclusive access to tertiary education programs, are tracked and reported through two indicators:

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

FY2013 performance data for these two access-focused indicators are presented in **Table 3**.

Table 3. ***Increased Access to Vocational/ Technical and Tertiary Education and Training for Underserved and/or Disadvantaged Groups: FY2013 Results***

LWA Indicators	FY2013 Results
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 (LWA Objective 3)	7 partnerships (17 policies/procedures)
F INDICATOR: Number of individuals from underserved and/or disadvantaged groups accessing tertiary education programs (LWA Objective 4)	5,713 (Male: 2,821; Female: 2,892)

2.1.1 Access of Individuals from Underserved and/or Disadvantaged Groups

In FY2013, HED host-country partner institutions offered admission to academic programs to 21,621 individuals, of which **5,713 (26 percent) were individuals from disadvantaged and/or underserved groups**, as defined by each partnership (see **Table 4**). Out of host-country individuals from underserved or disadvantaged groups that were offered admission to tertiary education programs this year, about half were female (n=2,892) and half were male (n=2,821).

[1], [2], and [3] http://transition.usaid.gov/our_work/education_and_universities/documents/USAID_ED_Strategy_feb2011.pdf

Among all individuals offered admission, the largest proportions of individuals from underserved/disadvantaged groups were found at the two opposites of the higher education degree program spectrum—the PhD and certificate levels (74 percent and 64 percent, respectively).

The greatest number of admissions for underserved/disadvantaged groups was at the bachelor degree level, with 2,753 (48 percent) new admissions reported in FY2013. Also, while males from underserved/disadvantaged groups tended to pursue bachelor degrees at a higher rate (64 percent) compared to other degree types, their female counterparts pursued associate degrees (57 percent). In comparison, the percentage of all individuals admitted in bachelor degree programs was also the largest, at 67 percent; and both males and females from all individuals admitted pursued bachelor degrees at a higher rate (61 percent for males and 74 percent for females) compared with other program types.

Table 4. ***All Individuals Offered Admission and Individuals from Disadvantaged and/or Underserved Groups Offered Admission, by Type of Program: FY2013***

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		
	Female (n)	Male (n)	Total (N)	Female (n)	Male (n)	Total (N)	Female (%)	Male (%)	Total (%)
Certificate	341	521	862	199	352	551	58.4	67.6	63.9
Associate	1,932	3,569	5,501	1,658	487	2,145	85.8	13.6	39.0
Bachelor	7,331	7,200	14,531	942	1,811	2,753	12.8	25.2	18.9
Master's	262	393	655	67	144	211	25.6	36.6	32.2
PhD	27	45	72	26	27	53	96.3	60.0	73.6
Overall	9,893	11,728	21,621	2,892	2,821	5,713	29.2	24.1	26.4

Offering access to enhanced education programs and opportunities benefits underserved and/or disadvantaged groups, even if a partnership is not actively working toward increasing the actual number of individuals from underserved and/or disadvantaged groups who access tertiary education programs. For some partnerships, this new way of thinking about access to tertiary education programs has helped them develop new or improved student tracking systems or better coordinate data collection with other departments.

The underserved and/or disadvantaged groups that partnerships identified based on their own context varied greatly and could include individuals with low incomes or skills deficiencies, or could be defined by inherent characteristics such as gender, ethnicity, or rural/urban origin, which made the tracking solutions diverse across partnerships. In some instances, the entire student body at the host-country institution was considered underserved, based on institutional deficiencies.

Significant examples that highlight the scope of partnerships' contributions to reach out and extend opportunities to groups considered as underserved or disadvantaged in the local context, are as follows:

- In Liberia, at the University of Liberia (UL), a dramatic development proved that all students seeking admission to the undergraduate program were disadvantaged. In spring of 2013, no Liberians were able to pass the University of Liberia entrance exam. Although there was initial anger by the general public directed at UL, top administrators and the faculty senate insisted that

they could not lower the admissions standards while maintaining the integrity of the university. These events prompted a national conversation about primary and secondary education and the role of UL as a public institution. In the end, a compromise was reached where 1,400 of the students were to be admitted to UL on a provisional basis. They will be required to take remedial math and English courses and test for full admission to UL in the coming academic year.

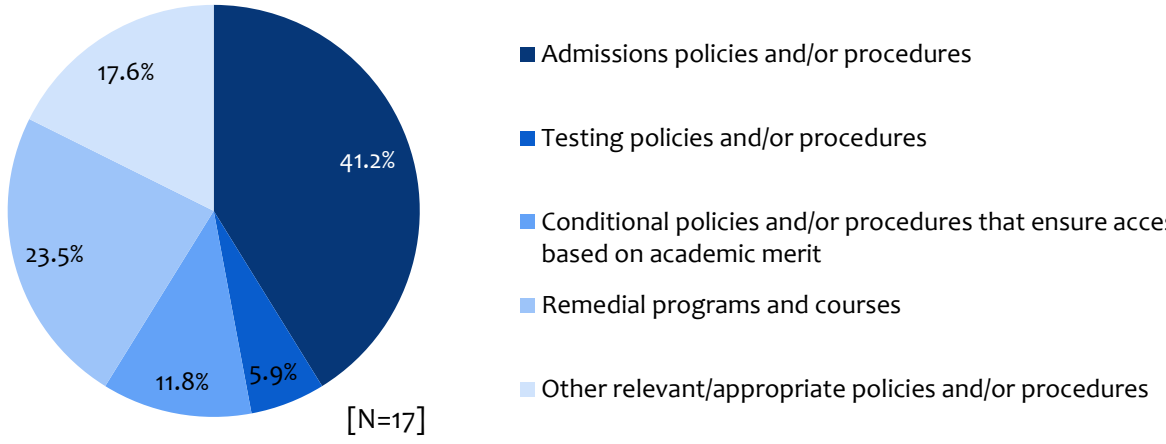
- In Ecuador, the Universidad San Francisco de Quito (USFQ), partnering with the University of North Carolina, is working actively to increase the number of indigenous students from the Ecuadorian Amazon who are offered admission. The baseline study for the partnership conducted in January 2013 indicated that there were no undergraduate students from the Ecuadorian Amazon studying with majors in the College of Biological Sciences (COCIBA) at USFQ. As a result of the partnership, in FY2013, three Amazonian students were offered admission to and are currently enrolled in undergraduate majors related to the environment.
- In Kenya, partners at Colorado State University who are collaborating with the University of Nairobi in the establishment of a Center for Sustainable Drylands Ecosystems and Societies (CSDES) shared the insight that the admission of students to the University of Nairobi is based on students' scores in the entrance exam and the choices they make based on the cutoff point they reach in their scores. Most of the highly qualified students from the underserved areas, they noted, prefer degree courses that seem more marketable and hence very few are admitted to the drylands degree programs being developed at the CSDES. The partners are working to change this.
- In Colombia, institutions in the Valle del Cauca partnership of the Colombia-U.S. Human Rights Law School Partnership in Colombia, including American University, Pontificia Universidad Javeriana Cali, and Universidad Santiago de Cali, made significant advancements toward measuring vulnerable populations supported by the partnership, specifically internally displaced persons, Afro-Colombians, and individuals with physical disabilities. Due to the sensitivity of the issue in Colombia, the partnership initially encountered resistance from the university administrations to collect this information from students. However, during the last reporting period, the partnership was successfully able to report data on this indicator demonstrating the number of students from vulnerable populations by administering self-identifying surveys to entering students in the undergraduate law programs.
- In Tunisia, even though access policies and procedures are not one of the objectives of the partnership between the University of Colorado Boulder and Institut Supérieur des Etudes Technologiques (ISETs), the baseline survey showed that the ISETs are tracking underserved populations. For example, the admission and current enrollment statistics to the ISETs of Médenine and Tataouine for the academic year 2012-13 shows 293 new students (157 male and 136 female). This has prompted a discussion among the partners focused on the success of women in the engineering-intensive coursework being developed by the partnership.

2.1.2 Access Policies

In FY2013, **seven partnerships reported the implementation of new or improved policies and procedures that support increased access of underserved and/or disadvantaged groups to certificate and/or other academic degree programs**. According to the definition of this indicator, a policy/procedure toward increased access has to be written down, official and implemented in order to be reported.

The seven HED partnerships that reported progress toward this result adopted a total of **17 new or revised policies/procedures** in FY2013. As showed in **Figure 4**, the largest proportions of policies were admissions-related (41 percent, n=7) and remedial program-related policies or procedures (24 percent, n=4).

Figure 4. ***Policies and/or Procedures to Strengthen Transparency of Admissions and/or to Increase Access of Underserved and Disadvantaged groups, by Type of Policy/Procedure: FY2013***



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.

Salient achievements that highlight partnerships' efforts related to developing or enhancing policies/procedures to open and facilitate admissions to groups considered as underserved or disadvantaged in the host-countries' local contexts, are as follows for FY2013:

- In Ethiopia, partners at the University of Addis Ababa who collaborate with the University of Connecticut implemented a new policy supporting enrollment of underserved and/or disadvantaged groups to its graduate programs, including those of the University's Ethiopian Institute for Water Resources (EIWR). As a result of the new policy, the university's cohort of graduate students admitted for the coming academic year was diversified substantially. Of 30 PhD candidates admitted in FY2013, 11 were women and four were men from underserved regions or underrepresented groups.
- In Paraguay, partners at the Universidad Nacional de Asunción (UNA), who are collaborating with the University of Florida on an initiative focused on developing women leaders in the agriculture sector, reported the development of four policies promoting access to higher education for students from specific underserved groups: indigenous communities, female graduates from agricultural and rural high-schools, and single mothers. The partners developed the policies through a deliberate strategic process which involved partnership teams, including gender specialists at each institution, and senior administrative officials at UNA. The policies were officially adopted by the Board of Directors of UNA's Faculty of Agricultural Sciences in FY2013.

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

"*Many factors contribute to fostering the success of tertiary education institutions to deliver quality education and research. USAID's and others' experience suggests that fostering and promoting institutional autonomy and accountability, encouraging diversity of educational models, fostering robust working relationships between tertiary education institutions and external stakeholders (e.g. business), encouraging competition and collaboration, and strengthening regional partnerships will reduce inefficiencies and promote innovation, all of which will enhance country ability to more effectively address development priorities*." (USAID Education Strategy, page 13)[2]

Enhancing the capacity of host-country institution individuals to train future generations of leaders and conduct innovative development research is a core premise of advancing tertiary education and applied research programs. Then, the new knowledge produced can be transmitted to empower communities to address their own local needs, and create a context favorable to upward change.

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

- Promoting innovation and cooperative research to effectively address host countries' development priorities:
    - Number of U.S.–host country joint development research projects (F INDICATOR); and
    - Number of USG-supported research initiatives whose findings have been applied, replicated, or taken to market (F INDICATOR).
- Enhancing knowledge and skills through training for individuals affiliated with host-country institutions:
    - Number of tertiary institution faculty or teaching staff whose qualifications are strengthened through USG-supported tertiary education partnerships (F 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 (CUSTOM INDICATOR); and
    - 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) (CUSTOM INDICATOR).
- Fostering direct engagements in the host-country community and collaborations between higher education institutions and external stakeholders:
    - Number of higher education institution outreach/extension activities in the host-country community (CUSTOM INDICATOR).

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

2.2.1 Development Research

Partnerships' FY2013 results on development research are presented in **Table 5**.

Table 5. ***Improved Quality of Tertiary Education and Research in Support of Country Development Strategies (Innovation and Cooperative Research): FY2013 Results***

LWA Indicators	FY2013 Results
F INDICATOR: Number of U.S. - host country institution joint development research projects (LWA Objective 3)	59
F INDICATOR: Number of USG-supported research initiatives whose findings have been applied, replicated, or taken to market (LWA Objective 3)	15

<u>Research – Joint</u>

In FY2013, 20 partnerships implemented **59 joint research projects**, most of which took place in the sub-Saharan region of Africa. According to the definition of this indicator, joint research projects are considered as such when they are designed to contribute to the host country's local and/or national development goals and should be beyond the stage of proposal development.

Developing expertise in research at the host-country institutions was a priority for a number of partnerships. This requires mentorship and collaboration between U.S. and host-country partners. The process of applying, receiving approvals, analyzing data, and submitting abstracts and publications contributed to building faculty leadership and institutional capacity at the host-country institutions. The joint research projects involved a variety of parties and individuals, including students, junior faculty, and more senior faculty from both partner institutions. The faculty and graduate student researchers selected to participate in the research projects often were promising leaders in their respective disciplines. Also, stakeholders such as governments, community-based organizations, institutes, and the private sectors—both national and international—were sometimes involved in the research projects. The dissemination of joint research was key and partners disseminated the findings of their joint research projects through publications and conference presentations.

Examples of joint research projects included the following:

- In Kenya, faculty of the University of Nairobi received support for joint research projects with faculty at their partner institution in the United States, Colorado State University. The partners conducted a peer-reviewed competition for research awards through the CSDES (Center for the Study of Drylands Ecosystems) established by the partners at the University of Nairobi. These joint research projects seek to: identify the sources of livelihood and food security for the community; promote human-wildlife conflict reduction and improving community livelihoods in the Tsavo west buffer zone; assess and explicitly define the risk thresholds of determinants of resilience in pastoral households in Kajiado County in southern Kenya; strengthen and recapture the relationship between youth and their land amongst pastoralists in northern Kenya; and enhance the capacity of local communities to control livestock disease that limit production access markets in drylands sites.

- In Tunisia, the ISET's of Médenine and Tataouine have collaborated with the University of Colorado Boulder to establish a Center for Sustainable Energy. Faculty of the ISET have initiated a number of joint research projects with CU Boulder colleagues with practical applications, focused on the unique needs of this area of Tunisia adjacent to the oil fields of Libya:
    - Development of evaporation system for oil wastewater using renewable energy
    - Design of Optimal Cogeneration Systems
    - Design of a Grid-Connected PV System
    - Feasibility Analysis of a 50-MW CSP Plant

- In Colombia, American University (AU), Pontificia Universidad Javeriana Cali (PUJC), and Universidad Santiago de Cali are working together in the Valle del Cauca region of Colombia to improve education and training in human rights with the overall goal of promoting a culture of acceptance and respect for human rights in Colombian law schools and the surrounding community. This fiscal year PUJC's Human Rights Clinic collaborated with the Immigrant Justice Clinic at American University to research, draft, and jointly submit a "shadow report" assessing Colombia's obligations under the *International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families* to the United Nations Committee which oversees this treaty. The students and faculty worked closely and intensively within a short timeframe to finalize the joint submission which was formally presented to the UN Committee on April 15, 2013.

Research – Applied, Replicated, Taken to Market

Five partnerships reported that **15 academic research initiatives had their findings applied, replicated, or taken to market** in FY2013. This indicator considers structured and systematic investigations to establish novel facts, solve new or existing problems, prove new ideas, or develop new theories, using a scientific method. Of the 140 research initiatives undertaken since partnerships' inception, 11 percent were applied, replicated, or taken to market in FY2013 (see **Table 6**).

Table 6. ***All Research Initiatives and Initiatives Applied, Replicated, or Taken to Market: FY2013***

All Academic Research Initiatives Since Partnerships' Inception (Number)	Academic Research Initiatives Applied, Replicated, or Taken to Market in FY2013	
	(Number)	(Percent)
140	15	11

The application, replication, and market use of development research initiatives as well as their target audiences varied widely across partnerships. Communities, governments, and other universities benefited from these enhancements. Some research findings were utilized to directly improve the living conditions of host-country communities, either via practical enhancements or via sensitization efforts. Other efforts included incorporating findings in 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 FY2013:

- In Lebanon, partner institutions Al-Kafaat Foundation Schools Lebanon - Nassau Community College, Monroe Community College and North Country Community College, through Al Kafaat's B-START (Business Support and Training Activities for a Resourceful Transition) program, worked with a consultant to complete market research to identify promising local business sectors for development. This research identified a group of 100 small businesses that could benefit from B-START's services, with particular emphasis on the clothing sector. As a result of this research, six new services will be offered to small businesses by B-START, including logo design, business card design, gift cards implementation, slogan development, shopping bag design, and website design. Out of this group of 100 small businesses, 63 expressed interest in working with B-START so far, and 21 have begun receiving services to date.
- In Colombia, faculty at the Pontificia Universidad Javeriana (PUJ) collaborated with faculty of Florida International University (FIU) in joint applied research related to conservation of biodiversity on the Andean Amazon through the ICAA partnership. The partnership engaged groups of students from their own institutions in the research, as well as those from two other local universities, Uniamazonia, and the Universidad Nacional (UNAL). The research focused on the effects of forest fragmentation on herpetofauna; the status of mammal populations and recommendation for their conservation at the Macagual station in the Amazonian region of Colombia; the strengths and assets of local human populations for conservation of natural areas in and around Macagual; and animal plant interactions in this region.
- In Uganda, SUNY Albany and Makerere University implemented three research initiatives that were replicated or taken to market this fiscal year. One was an assessment of water, sanitation and hygiene status in the two urban neighborhoods. The findings were used to design health education messages. Secondly, the findings from the research on the quality of drinking water in the project communities were used during sensitization sessions on water quality. Based on the findings from this research, the project introduced the component of household water chlorination using Aquasafe®. The third research initiative that had an effect was the one conducted on solid waste management in the project sites. Findings of this research were disseminated to communities. From the results of the baseline survey and the solid waste research, one of the study sites (Kampala) initiated a project that collects plastics from their area and takes them for recycling.

2.2.2 Capacity Strengthening of Individuals Affiliated with the Host-country Institution

Partnerships' FY2013 results on capacity strengthening for host-country institution individuals are presented in **Table 7**.

Table 7. ***Improved Quality of Tertiary Education and Research in Support of Country Development Strategies (Enhanced Knowledge and Skills for Host-country Institution Individuals): FY2013 Results***

LWA Indicators	FY2013 Results
F INDICATOR: Number of tertiary institution faculty or teaching staff whose qualifications are strengthened through USG-supported tertiary education partnerships (LWA Objective 4)	21 (Male: 18; Female: 3)
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)	1,843 (Male: 953; Female: 890)
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)	83 (Male: 48; Female: 35)
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)	4,347[9] (Male: 2,502; Female: 1,845)

<u>Long-term Training – Enrolled (Faculty)</u>

In FY2013, nine HED partnerships supported the enrollment of **83 faculty and/or teaching staff in tertiary education programs lasting at least six months in duration**. Forty-eight faculty were male (58 percent) and 35 were female (42 percent). To be counted under this indicator, enrollment had to be supported through the partnership, most often via full or partial financial support. The location of training could be the United States, the host country, or a third country. **Table 8** provides data on faculty enrollment in long-term degree programs disaggregated by degree type and gender.

Table 8. ***Host-country Institution Faculty and/or Teaching Staff Who Enrolled in Long-term Training Programs, by Type of Program: FY2013***

Type of Program	Host-country Institution Faculty and/or Teaching Staff Who Enrolled in Long-term Training Programs		
	Female (n)	Male (n)	Total (N)
Certificate	1	0	1
Associate	0	0	0
Bachelor	1	0	1
Master's	17	18	35
PhD	15	24	39
Other	1	6	7
Overall	35	48	83

[9] The short-term training completion data reported here contain final FY2013 numbers as verified through the DQV.

The majority of the faculty members who enrolled in FY2013 began their doctorate (47 percent, n=39) or master's (42 percent, n=35) degree programs. The female faculty members first enrolled in academic programs this fiscal year primarily started a master's degree program (49 percent). Male faculty members who first enrolled, on the other hand, generally started a PhD program (50 percent).

Faculty/teaching staff started long-term trainings in the host-country itself, at the U.S. partner institution, or in a nearby developing country. When some faculty enrolled in programs in the United States, they took English-language classes before their training began to improve their English skills. Some faculty members also enrolled in online classes to help accommodate their schedules. Faculty long-term studies were generally funded in part of 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 advisors that were interested in helping them build their capacity as researchers and students.

In FY2013, significant highlights of faculty members' enrollment in long-term programs of study, with the aim of, upon graduation, be better prepared to teach, develop/revise educational offerings, or conduct research, included the following:

- In Senegal, under the partnership between Université Gaston Berger (UGB) and The Ohio State University (OSU), two faculty members have been recruited to enroll in PhD programs at OSU. One UGB faculty member has successfully completed a language study at OSU and enrolled in a PhD degree program in agricultural engineering. Another UGB faculty member is in his second semester of the American Language Program toward enrolling in a PhD program in weed sciences. He was expected to submit his graduate school application by November 30, 2013.
- In Kenya, as part of the partnership between Syracuse University and Kenyatta University (KU), three KU faculty members from the Department of Educational Communication and Technology have enrolled in doctoral degree programs.
- In Burkina Faso, to achieve strengthened human capacity at the International Institute for Water and Environmental Engineering (2iE), two 2iE faculty members have enrolled in long-term training programs at Tuskegee University. One has been enrolled in the PhD program and the second is in research training in the area of modeling of climate change factors on agricultural productivity in Burkina Faso and West Africa. Five others from African partner schools were admitted and enrolling in MS and PhD programs at 2iE.

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

In FY2013, seven 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, or PhD degree programs. More male (86 percent, n=18) than female (14 percent, n=3) faculty graduated from their long-term programs. Host-country institution faculty and/or teaching staff represented approximately one percent of the total number of individuals who completed long-term training programs supported through HED partnerships.

Table 9 provides data on long-term degree completion for faculty/teaching staff disaggregated by degree type and gender. The vast majority of faculty graduated with a master's degree (81 percent, n=17). Fewer graduated from a doctorate degree program or a certificate program (10 percent, n=21; each).

Table 9. ***Host-country Institution Faculty and/or Teaching Staff Who Completed Long-term Training Programs, by Type of Program: FY2013***

Type of Program	Host-country Institution Faculty and/or Teaching Staff Who Completed Long-term Training Programs		
	Female (n)	Male (n)	Total (N)
Certificate	1	1	2
Associate	0	0	0
Bachelor	0	0	0
Master's	2	15	17
PhD	0	2	2
Other	0	0	0
Overall	3	18	21

Upon graduation, many of the faculty/teaching staff who completed long-term training programs returned to the host-country institution. They were then able to pass along their newly acquired skills and knowledge to the broader student body within their respective programs and institution. They were also abled to further the research agenda at their institution.

In FY2013, notable achievements that illustrate partnerships' efforts to help host-country institution faculty and teaching staff successfully complete their long-term programs of study are as follows:

- In Burundi, to further develop and sustain the agribusiness and entrepreneurship teaching program at Ngozi University (NU), three NU faculty members who had enrolled in master's degree programs Agribusiness and in Entrepreneurship at South Carolina State University (SCSU), received their degrees and returned to NU to teach.
- In Kenya, one faculty member from Kenyatta University (KU) completed a sandwich doctorate degree at Syracuse University, and returned to KU to teach upon graduation. He was selected to attend Syracuse University for that long-term degree program because he was a tutorial fellow in the department and was the only person in the department who was teaching courses on students with special needs. Having completed his doctoral degree is a big asset to the department.
- In Ethiopia, 12 faculty members (11 from host-country universities and one from a research institute) graduated in July 2013, completing their studies at the MSc level. These individuals were enrolled in the Water Resources Engineering and Management (WREM) program that was launched in 2011 as a result of the partnership between Addis Ababa University and the University of Connecticut. Their thesis research works have addressed important national development challenges, including Ground Water Recharge under Changing Land Use and Land Cover, Land Use Land Cover Change and Its Implication on Soil Erosion and Surface Runoff, Runoff Estimation and Water Management, and Sediment Yield Assessment in Dam Catchments. Six others are expected to complete their MSc by January 2014.

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

In FY2013, 17 partnerships reported that **1,821 students and 22 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 (52 percent male, n=953; and 48 percent female, n=890). Host-country institution students and administrative staff represented approximately 99 percent of the total number of individuals who completed long-term training programs. Partnership support could include full or partial program enhancements, or staff training for example. 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 10 provides data on long-term degree completion for students and administrative/other staff disaggregated by degree type and gender. The vast majority of students graduated with a bachelor degree (53 percent, n=963) or other type of long-term program, which could be research-focused (32 percent, n=590). By comparison, most administrative/other staff graduated with a certificate (96 percent, n=21).

Table 10. ***Number of Host-country Institution Students and Administrative/Other Staff Who Completed Long-term Training Programs, by Type of Program: FY2013***

Host-country Institution Individual	Type of Program	Host-country Institution Students and/or Other Staff Who Completed Long-term Training Programs		
		Female (n)	Male (n)	Total (N)
Students	Certificate	23	26	49
	Associate	47	90	137
	Bachelor	524	439	963
	Master's	9	72	81
	PhD	0	1	1
	Other	280	310	590
	Subtotal	883	938	1,821
Administrative/ Other Staff	Certificate	6	15	21
	Associate	0	0	0
	Bachelor	0	0	0
	Master's	1	0	1
	PhD	0	0	0
	Other	0	0	0
	Subtotal	7	15	22
Overall		890	953	1,843

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. Faculty frequently coached and mentored future graduates, and included them in their research teams to expose them to field work and provide them with enhanced applied research skills. Future graduates also often completed internship programs as part of their graduation requirements, to be exposed to real-world work experiences. The students graduating at the host-country institution often completed new, cutting-edge education programs that were designed through the HED partnerships. These programs offered a comparative advantage for their subsequent entry into/continuation on the labor market.

Important FY2013 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 Egypt, 58 businessmen completed an Executive Master's in Business Administration at Alexandria University in Egypt, developed through a partnership with Georgia State University.

The graduates received a diploma from Alexandria University and a certificate from Robinson College of Business at Georgia State University upon completion of their studies.

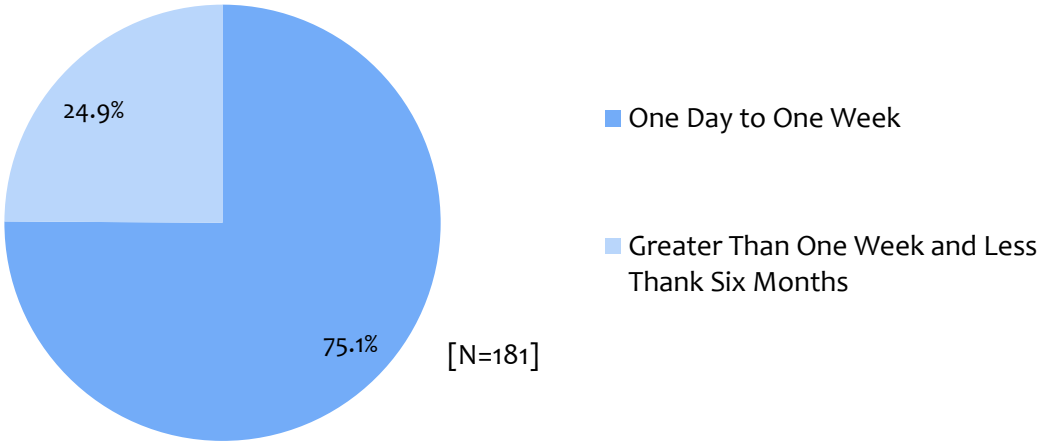
- In Jordan, eight students completed a three-course pilot and earned certificates in entrepreneurship at Al Quds College as part of the partnership with Eastern Iowa Community College District. The entrepreneurship certificate culminates with the drafting and presentation of business plans to the partnership's advisory board. Five students presented their business plans during this reporting period, and received pertinent feedback, comments, and suggestions for improvement.
- In Jordan, 27 students completed an associate degree program in the field of Solar Energy Technology at Al-Huson University College (HUC). This academic program has been developed through HUC's partnership with Red Rocks Community College, and offers reciprocal transfer of credits between the institutions. This program is considered the first of its kind in Jordan, and addresses the national energy strategy, which carries a goal that 15 percent of the total energy generated in Jordan come from renewable sources. Following graduation, some students have begun working as independent solar energy consultants, and some have received job offers at local solar companies.

Short-term Qualifications Strengthening

In FY2013, HED partnerships provided numerous short-term training options in the duration of less than six months to host-country individuals. Forty-five partnerships reported that they offered 181 short-term training opportunities to individuals affiliated with the host-country institution in FY2013. The number of outreach/extension activities ranged from one to 15 activities per partnership. A total of **4,347 host-country institution individuals (faculty, teaching and administrative staff, and students) completed these trainings.** More than half were male (58 percent, n=2,502) and 42 percent were female (n=1,845).

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 5**, a significant majority of short-term trainings offered through HED partnerships in FY2013 (75 percent) lasted between one day and one week.

Figure 5. ***Short-term Trainings Completed by Individuals Affiliated with Host-country Institutions, by Duration: FY2013***



Tightly linked to partners' strategic objectives overall, the specific purposes of the short-term trainings varied widely across partnerships. These included, for example, 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 or research in their areas of expertise, or

improving their English-language skills. Partners generally designed and planned the short-term trainings collaboratively, with an emphasis on interactive, and participatory methods as well as a balance of theoretical and hands-on knowledge and skills. While most trainings were offered in the host country or in the United States, some training opportunities were also offered as distance learning opportunities to better suit the needs of some host-country institution individuals. The trainings were intensive and generally used a variety of tools through short courses, presentations, workshops, small-group discussions, and field work. Some short-term trainings were co-sponsored by external stakeholders.

In FY2013, examples that highlight partnerships' achievements in addressing host-country institution individuals' existing gap in specific knowledge or skill through short-term human capacity-enhancing activities included the following:

- In Armenia, the partnership between Yerevan State University (YSU) and Arizona State University, which collaborate to support women's leadership and gender equity in the workforce, provided 60 students (of which 93 percent were female) with short-term training opportunities on resume writing and interview preparation skills.
- In Tunisia, 94 students (53 percent of whom were female) completed short-term training at ISET Sidi Bouzid through a partnership with the University of Colorado Boulder. Training focused on sustainable energy technology for agriculture in this extremely arid zone. The first workshop concentrated on basic technologies and technique to reduce irrigation water requirements. The second training session provided an overview of renewable energy technologies with hands-on laboratory sessions and simulation tools training.
- In Morocco, 80 students and faculty at Ecole Supérieure de Technologie (EST) Oujda completed innovative short-term training through a partnership with Gateway Technical College. Training focused on how to teach a unique course called the Biz Squad, originated by Gateway Technical College. This is a multi-disciplinary course for problem-centric learning with local businesses. Over the course of a semester, teams of students work with local business on a consultant basis to address specific requests. Other training by the partnership included English-language training courses through the American Language Center in Oujda, Morocco.
- One hundred nineteen students and faculty at higher education institutions in Costa Rica, Dominican Republic, El Salvador, Honduras, Nicaragua, and Peru attended capacity building workshops on specific cleaner production practices through the Pathways to Cleaner Production initiative, in collaboration with the Illinois Institute of Technology (IIT) and New York Institute of Technology (NYIT). Over half of the trainees were women. Workshops focused on specific cleaner production topics including the business case, big picture, and diagnostics for cleaner production; industrial ecology; and clean technology. As a result of the workshops, 96 percent of faculty attendees reported an increase in knowledge during the first half of FY2013; while in the second half of FY2013, all faculty participants reported an increase in knowledge of cleaner production practices.
- In South Sudan, at the University of Juba, 55 faculty members received short-term training as part of a partnership with Indiana University focused on women's leadership in education.
- In Liberia, at the University of Liberia, 201 faculty, staff, and graduate students participated in short term training on topics related to health and medicine through a partnership with Indiana University.

2.2.3 Outreach and/or Extension

FY2013 results on partnerships' outreach and extension efforts are presented in **Table 11.**

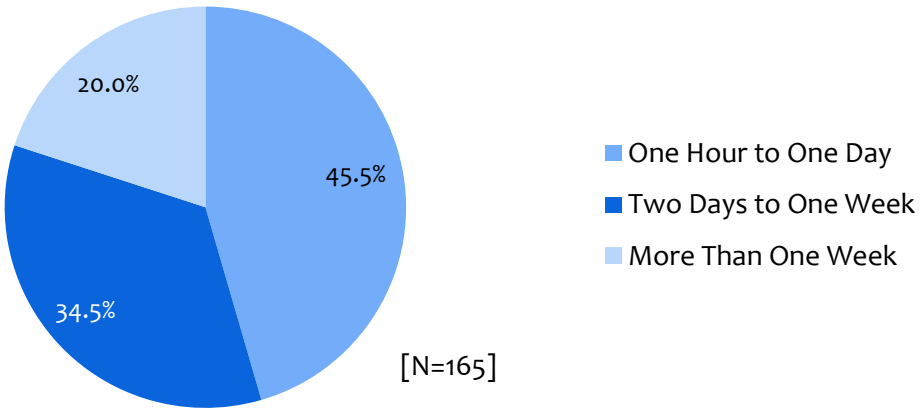
Table 11. ***Improved Quality of Tertiary Education and Research in Support of Country Development Strategies (Direct Engagements in the Host-country Community): FY2013 Results***

LWA Indicator	FY2013 Results
CUSTOM INDICATOR: Number of higher education institution outreach/extension activities in the host-country community (LWA Objective 3)	165[10]

In FY2013, 39 HED partnerships reported having conducted **165 outreach/extension activities in the host-country community**. The number of extension/outreach activities ranged between one and 15 per partnership. In all, these activities reached approximately 9,200 individuals. 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 and significance 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 6**, most outreach/extension activities offered through HED partnerships in FY2013 lasted one day or less (46 percent).

Figure 6. ***Outreach/ Extension Activities in the Host-country Community, by Duration: FY2013***



The types of outreach activities varied widely in nature, scope, and target audience. They included workshops, hands-on trainings, presentations or lectures, stakeholder consultations, conferences, continuing education opportunities, and expert consultations. In terms of scale, some events reached out to local villagers while other events involved international actors. These events 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. The purposes of these activities were to empower communities through increasing knowledge and skills and enhancing their supporting networks.

In FY2013, notable examples of how local needs have been addressed by partner institutions through community extension and outreach included the following:

- In Ghana, the University of Ghana, with its partners Brown University and Tufts University, collaborated with the Ghanaian National AIDS Control Program to offer two days of educational sessions for health workers in HIV treatment, care, and support. The training, held in Kumasi,

[10] The outreach/extension data reported here contain final FY2013 numbers as verified through the DQV.

Ghana targeted 149 doctors, physician assistants, nurses, midwives, counselors, pharmacists, and biomedical scientists.

- In Senegal, community outreach by students of the University of Bambey has reached more than 2,000 students and teachers in primary schools in rural Senegal. Through collaboration with Fairfield University to add an experiential learning component to academic programs, students of the University of Bambey were placed in supervised practicums in rural schools, teaching concepts of HIV/AIDS prevention, preventing sexual violence, hygiene, and nutrition.
- In Colombia, in the Antioquia region, the partnership between Universidad de Medellín and the University of Minnesota engaged 31 community leaders in a training workshop on human rights advocacy designed to help these leaders enhance their capacity to protect and defend their rights. In the Valle del Cauca region, Pontificia Universidad Javeriana Cali's human rights clinic, in partnership with American University, held the first of a series of exploratory outreach meetings with local human rights non-government organizations and government agencies to raise awareness about the clinic's work and open lines of communication, as well as develop work plans for future collaborative initiatives. The partnership also held a meeting with representatives from the Cali Municipal Ombudsman for Human Rights to discuss how to support vulnerable populations in defending their human rights and the development of strategies to prevent future human rights violations.
- In Barbados, the partnership between Cave Hill School of Business and Indiana University enabled 135 individuals to gain skills to deliver training workshops on entrepreneurship through 12 "Train the Trainer" workshops covering the fundamentals of entrepreneurship conducted by the partnership during this fiscal year. This group of individuals represents a critical mass likely to continue fostering entrepreneurship across the region following partnership closeout.

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

"*The introduction of new technologies has ignited the economic development process worldwide. For developing countries, these development trends require long-term economic reforms and a coordinated workforce development strategy. An effective workforce development strategy must include demand-driven systems that offer a wide range of education, training and information for skills development and creation of a new mindset for work.*" (USAID Education Strategy, page 13)[3] High-quality higher education programs help individuals acquire knowledge and skills that increase productivity and stimulate entrepreneurial thinking, which in turn may contribute to improved effectiveness and efficiency, competitiveness, and consequently economic development.

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

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

These three indicators fall under HED's LWA Objective 3. FY2013 performance data for these indicators are presented in **Table 12**.

Table 12. ***Improved Relevance and Quality of Workforce Development Programs: FY2013 Results***

LWA Indicators	FY2013 Results
F INDICATOR: Number of new USG-supported tertiary education programs that develop or implement industry-recognized skills certification (LWA Objective 3)	8
F INDICATOR: Number of USG-supported tertiary education academic degree programs that include experiential and/or applied learning opportunities for learners *(for the first time)* (LWA Objective 3)	22
F INDICATOR: Number of USG-supported tertiary programs with curricula revised with private and/or public sector employers' input or on the basis of market research (LWA Objective 3)	14

2.3.1 Education Offerings

Curricula New and/or Revised

In FY2013, 14 HED partnerships invested efforts in curriculum revisions at their host-country institutions. In FY2013, **HED partnerships revised a total of 48 curricula, out of which 39 were revised with private and public sector employer input or on the basis of market research** (81 percent, see **Table 13**). According to the definition of this indicator, private or public sector employers' input signifies a substantive involvement with tertiary curriculum developers to assure labor market needs are taken into account. 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 13. ***Curricula New and/or Revised: FY2013***

All Curricula New/Revised in FY2013 (Number)	Curricula New/Revised with Input or Based on Market Research in FY2013	
	(Number)	(Percent)
48	39	81

The curricula newly developed/enhanced in FY2013 are aligned with the host-country institutions' mission of producing skilled manpower that are able to carry out demand-driven research and production activities needed for the development of the country. These new/revised curricula included a variety of improved features. Some modifications comprised the incorporation of new courses, inclusion of innovative materials or technologies, or integration of different learning objectives and competencies to be achieved. Stakeholders' input— with representatives from NGOs, the public and private sectors, and professional/research centers—involved one-on-one expert consultations as well as frequent working groups and board meetings. Several rounds of reviews generally took place. Some partnerships also had to follow their institution's systematic, step-by-step process to develop an entirely new curriculum, up to its accreditation. When multiple types of stakeholders were consulted, uniting individual perspectives on the most appropriate approaches to facilitate the implementation process prove to be a valuable strategy for a number of partnerships. Also, for some of these curricula, stakeholders not only provided expert feedback on curricular enhancements, opportunities, and most relevant strategies, but also helped co-finance their development.

In FY2013, notable examples that highlight the involvement of public and private sector employers' in the curriculum revision process included the following:

- In Morocco, Ecole Supérieure de Technologie Oujda (ESTO) and Gateway Technical College (GTC) are collaborating to develop ESTO's Diplôme Universitaire Technologique (DUT) in Mechatronics Engineering to provide students with four industry-recognized certifications in Snap-On technology and certifications in SOLUS Pro, SOLUS Ultra, Torque, and Multimeter diagnostic tools. Partners have collaborated with industry experts (Snap-On, National Coalition of Certified Centers (NC3) and WAGA Engineering and Distribution to revise the curricula for the General Electronics, Mechatronics, Industrial Maintenance and Industrial Information and Electronics degree programs to include automotive diagnostics trainings and certification testing. To date, the curriculum revisions have been incorporated into two classes in the Mechatronics program, a more complete roll out is expected in the spring of 2014.
- In Rwanda, on August 12, 2013, the academic senate at the University of Rwanda (formerly National University of Rwanda) officially approved the Masters of Science in Agribusiness, the first master's program of its kind in Rwanda, developed in partnership with Michigan State University. The MSc in Agribusiness was designed in close collaboration with external stakeholders in the public, private, and NGO sectors. One key component of the M.Sc. in Agribusiness is a student internship, through which a student will be paired with a private sector internship supervisor in various agricultural industries (e.g., dairy, horticulture, tea, coffee, etc.).
- In Morocco, the partnership between Ecole Normale Supérieure de l'Enseignement Technique of Rabat, Ecole Normale Supérieure de l'Enseignement Technique of Mohammedia, and Middlesex Community College (BMENA II) developed or revised 18 curricula, 12 of which with employer input or on the basis of market research. Curricula were developed for six programs, including engineering (mechanical and electrical) and commerce (marketing), to incorporate newly-designed entrepreneurship content. Curricular changes were reviewed by advisory board members (composed of representatives from businesses, financial institutions, community organizations, and government and non-government agencies), whose comments and feedback were incorporated into course materials. Following the Moroccan public system, these curricula are in process for university-level approval, which is scheduled to occur in December 2013.
- In Jordan, the partnership between Al-Huson University College (HUC), Al-Balqa Applied University (BAU), and Red Rocks Community College (RRCC) is working with private sector industry experts to develop new degree programs that address the need for renewable energy technology training programs in Jordan. Partners have made major steps toward developing a professional safety officer workforce in Jordan by collaborating with a robust business advisory board (Consolidated Contractors Company, PepsiCo International, Samra Wastewater Treatment Plant, Jordan Phosphate Company, Hikma Pharmaceuticals, Jordan Aircraft Maintenance Ltd., Petra Engineering Industries Co. and Arab Potash Company) in order to develop Jordan's first Associate degree program in Health, Safety and Environment (HSE) at HUC. The HSE program curriculum has received BAU Council approval and the degree program has accepted students for the fall semester. Consolidated Contractors Company is also completing renovations to a building dedicated to the program at BAU which will be the first Occupational Health, Safety and Environment Academy in Jordan.

Programs – New

In FY2013, eight partnerships reported the implementation of **12 new academic 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 them are offering new certificate degrees (n=5) and nearly one-third (n=3) are offering master's degrees, while two of these new programs were in the associate and PhD levels, each (see **Table 14**).

Table 14. ***Programs Newly Implemented: FY2013***

Type of Academic Certificate/degree Programs Newly Developed in FY2013	Number	Percent
Professional licensure/certificate programs	5	42
Associate degree programs	2	17
Bachelor degree programs	0	0
Master's degree programs	3	25
PhD programs	2	17
Overall	12	100

The certificate and academic degree programs newly created in FY2013 implemented novel approaches for preparing students to meet the needs of the labor market. Host-country institutions incorporated these new programs as essential components of their education strategy. They also often bridged a gap in education offerings at the host-country institution and further at the local—or sometimes regional—level. The collaboration of multiple stakeholders to develop these new programs as well as their official institutionalization, which sometimes also included government approval, together contributed to a more organic integration of the offerings at the host-country institutions. When co-taught, the programs also deepened the strength of the relationships between the partner institutions and enabled the host-country institutions to progress one step further in their internationalization process.

Below are some examples of partnerships that implemented new academic certificate or degree programs in FY2013:

- In Liberia, the University of Liberia is partnering with Indiana University to overhaul its life sciences curriculum, ensuring that UL's degree programs are responding to the priorities and needs of this post-conflict country. New programs developed through this collaboration include the redesign of the Biology curriculum and development of a certificate program in Public Health. The revised Biology curriculum has been approved by faculty committees and will be implemented in the first quarter of FY2014. The Public Health certificate curriculum has been approved and will be launched in October 2013. Partners have also developed new course content for a BSc in Midwifery that will be implemented starting the fall of 2014.
- In Ethiopia, the University of Addis Ababa collaborated with the University of Connecticut to launch new graduate programs at MSc and PhD levels in Water and Health. These programs have two specializations ("Water & Wastewater Treatment," "Water & Public Health"). The curricula were developed in consultation with local stakeholders in the water sector including NGOs, Ethiopian and regional government organizations, academia and the private sectors.
- In Peru, the Universidad Nacional de Ucayali, collaborating with the University of Richmond as a part of the Initiative for Conservation in the Andean Amazon (ICAA-II), developed a new certificate program at UNU that includes courses on research design, technical geographic information system and remote sensing processing, climate change, biodiversity conservation, field work, and monitored professional internships. The certificate will be co-taught by UNU and UR faculty to students from two UNU departments (Forestry and Agronomy) as well as environmental engineering (a school within forestry).
- In South Sudan, Virginia Tech and Catholic University of South Sudan have worked on the development of a diploma program in general agriculture. The diploma program is expected to begin in the 2013-14 academic year. A draft curriculum was prepared and shared with all faculty members in January 2013. The draft curriculum contains 104 credits, and first-year students will take the same introductory courses as in any other degree program. More training will be held in January 2014 for faculty to be trained in the new curriculum as well as production of teaching/learning materials. The diploma program, once started, will begin to supplement the

inadequate training that currently exists in agriculture. A Certificate in Value Chain Approach is planned for FY2014 at University of Juba.

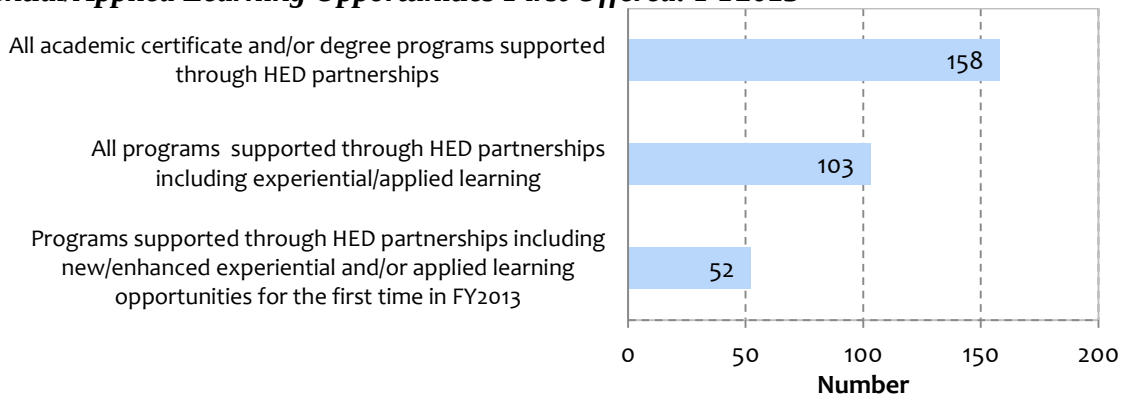
- In Jordan, Al Quds College, partnering with Eastern Iowa Community College District, is piloting an interactive, online program to support entrepreneurship called "Build Your Business" (BYB), with students at Al Quds. This entrepreneurship training course is designed to introduce young people to the basic ideas, actions, and skills needed to successfully launch, lead, and grow a micro or small business. The International Youth Foundation partnered with Microsoft to develop Build Your Business for aspiring and emerging entrepreneurs. The curriculum is targeted to meet the needs of young people, ages 16-35, who are either still in school, out of school, or in formal or informal training programs

2.3.2 Experiential/ Applied Learning Opportunities

In FY2013, **22 HED partnerships reported having implemented new/enhanced experiential and/or applied learning opportunities for the first time at host-country institutions**. In all, these 22 partnerships reported that new/enhanced experiential and/or applied learning opportunities benefited 52 academic certificate and/or degree programs supported (i.e., certificates and associate, bachelor, master's, and PhD degrees). 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 7**, a total of 158 academic certificate/degree programs were supported through HED partnerships in FY2013, of which 103 had experiential/applied learning opportunities (42 percent). Of these, 52 had new/enhanced experiential/applied learning opportunities in FY2013 (50 percent), regardless of the actual number of experiential opportunities first offered.

Figure 7. ***Academic Certificate/Degree Programs Supported through HED Partnerships and Experiential/Applied Learning Opportunities First Offered: FY2013***



The types of experiential and learning opportunities that were offered in FY2013 for the first time varied widely. They included internship programs, clinical programs, case studies, practical workshops, field testing/experiments or simulation analysis, international competitions, and course-integrated hands-on projects doing demonstrations in the community. Practical experiences targeted specific groups of community members or stakeholders. These opportunities were integrated into the curricula as the practical application of the theoretical learning gained in the classroom. Through this combination, students have access to real world experiences that aim at improving their readiness to enter the workplace with an understanding of, and actual use of the techniques and tools they will be using when they enter the job market.

In FY2013, notable examples that highlight partner institutions' achievements in bringing experiential/applied learning opportunities into the academic certificate/degree programs they support included the following:

- In Colombia, as part of the Colombia-U.S. Human Rights Law School Partnership, several Colombian institutions created new experiential learning opportunities for students to apply legal knowledge enhanced by the partnership in practical settings. The Universidad Católica de Oriente, in partnership with the University of Minnesota, enhanced its human rights curriculum by creating a new experiential learning opportunity: the first human rights legal clinic at this institution was established in July 2013. Universidad Santiago de Cali, in partnership with American University, also created two new experiential learning opportunities - a human rights study group for high-performing students, and the opportunity for two students to participate in the Inter-American Moot Court Competition held in Washington, DC. At Pontificia Universidad Javeriana, the partnership enhanced the legal human rights clinic, and created nine new experiential placements for students.
- In Ghana, the partnership between the University of Ghana and Brown University included a pre-service training program for students in health sciences. The "community attachment program" sent students to rural communities to participate in HIV/AIDS activities being offered at the site, observe the roles of health workers for critical review, study the chain of supply relevant to tasks performed and offer suggestions on how HIV education can be improved in schools based on their community experience. Students from the Schools of Nursing, Pharmacy, and Allied Health Sciences were seconded to rural hospitals, including Apam Catholic Hospital, St. Dominic Hospital (Akwatia), Asamankese Hospital, Agona Sewdru Government Hospital, Kade Hospital, and Winneba Municipal Hospital.
- In Senegal, under the Université Gaston Berger and The Ohio State University partnership, 92 students completed an internship program improving their experiential learning opportunities. Through the internships, as part of the Associate Degree requirement, students have been provided placement with farmers and organizations throughout Senegal, including national research institutes, national extension organization, NGOs, farmers cooperatives, and private businesses.

2.4 Direct Beneficiaries

FY2013 results on the number of direct beneficiaries reached by HED partnerships are presented in **Table 15.**

Table 15. ***Direct Beneficiaries: FY2013 Results***

LWA Indicator	FY2013 Results
Number of direct beneficiaries	19,045 (Male: 11,026; Female: 8,019)

In FY2013, HED partnerships directly benefited more than 19,000 individuals, of which 11,026 were males (58 percent) and 8,019 were females (42 percent)**.** HED's indicator on the number of beneficiaries tracks data only about participation in the program and not the level of benefit received. According to this indicator's definition, only host-country individuals who were directly involved and/or benefitted from the partnership were counted. This included a diverse range of individuals who have participated in short- and/or long-term training or outreach/extension activities supported through the partnership, or any individual from the host country who has been directly involved in or received support from other partnership activities, regardless of location in which the partnership activities were carried out.

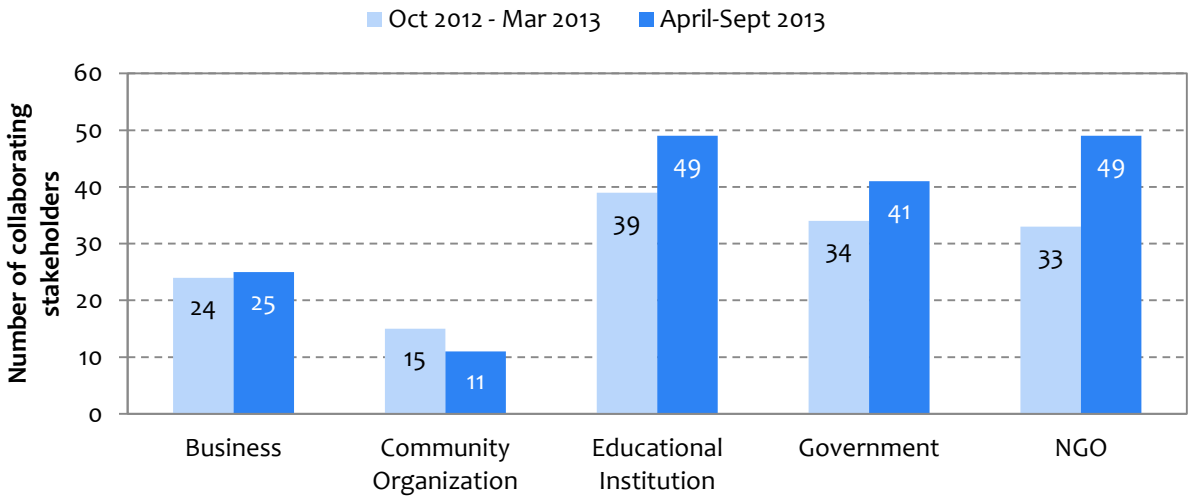
Direct beneficiaries reported here may include faculty/teaching and administrative/other staff, students, individuals from partner organizations, or community members from the host country, who have

participated in short- and/or long-term training or outreach/extension activities supported through the partnership, or any individual from the host country who has been directly involved in or received support from other partnership activities (e.g., scholarship recipients, users of a library established by the partnership, recipients of school supplies or other material goods, etc.), regardless of location in which the partnership activities were carried out.

2.5 Other Collaborating Stakeholders

In FY2013, HED partnerships engaged several different categories of collaborating stakeholders beyond the primary partner institutions. These institutions included businesses, community organizations, additional educational institutions, government agencies, and NGOs. In the first half of FY2013, partnerships worked with 145 stakeholders, and in the second half they worked with 175 (see **Figure 8**).

Figure 8. ***Types of Other Collaborating Stakeholders: FY2013***



From October 1, 2012 to March 31, 2013, 38 HED partnerships reported collaborations with 145 stakeholders and from April 1, 2013 to September 30, 2013, 41 HED partnerships reported collaborations with 175 stakeholders. These stakeholders ranged from individuals, to businesses, community organizations, other educational institutions, government agencies, and NGOs. The most common type of collaborating stakeholders in both six month periods were NGOs and educational institutions, followed by government agencies. Though HED partnerships collaborated with different types of stakeholders, common themes emerged from their work.

Leveraging Funding and Increasing Access. In FY2013, several partnerships enlisted outside stakeholders to help leverage funding to increase student access to higher education. The partnership between Colorado State University and the University of Nairobi (Kenya) engaged NGO Mpala Research Centre in such activities. On behalf of the partnership, the Centre raised funds for traditionally marginalized students from drylands areas of Kenya to cover their tuition and research fees. In Jordan, the Red Rocks Community College and Al Huson College leveraged funding from the Employment, Technical and Vocational Education Training (E-TVET) Fund, a government agency, to provide student scholarships, employ external tutors from industry groups, and pay for classroom equipment.

Career Placement. Several partnerships also engaged with stakeholders to help students find employment. For example, the American University partnership with Pontificia Universidad Javeriana Cali and Universidad Santiago de Cali (Colombia) held a human rights career fair in collaboration with the PROBONO Foundation, an NGO. The fair educated students about potential career paths and offered professional development opportunities.

Field Visits. Many collaborating stakeholders hosted partnerships' students and faculty members on field visits. In Egypt, the Highline Community College and Mataria Technical College partnership worked

with the NGO Social Fund for Development to organize a visit for students and support staff to learn about more about entrepreneurship and microenterprises. As part of their work to address HIV/AIDS in Ghana, the Brown University (Rhode Island) and University of Ghana partnership enlisted several community hospitals to host students for three- to-six week periods of volunteer work. These community organizations included Agona Sewdru Government Hospital, Kade Hospital, and Winneba Municipal Hospital. In addition, the partnership between the University of Hawaii and Southern Christian College in the Philippines organized the NGO Hosted Workshop and Exposure Trip for out-of-school youth participants. On this multi-day trip, several local businesses led workshops on subjects such as marketing opportunities and hosted tours of production facilities.

Mentorship. Many stakeholders were engaged by partnerships to provide mentorship opportunities for faculty and students. For example, the Barbados Youth Business Trust, an NGO, helped Indiana University and University of West Indies (Barbados) partnership identify mentors to counsel students on subjects such as entrepreneurial best practices.

Research. Collaborating stakeholders also played key roles in partnership-supported research at host country institutions this fiscal year. The Ohio State University and Université Gaston Berger (Senegal) worked closely with the NGO Green Senegal to conduct an assessment of strengths and weaknesses of agricultural production techniques of farmers in three villages. This assessment showed that farmers in these villages are not employing appropriate conservation agriculture practices, and it is leading to low productivity. Gaston Berger faculty will develop and administer outreach and extension activities in the next fiscal year to address these problems. In addition, Michigan State University and the National University of Rwanda partnership invited several NGOs and government agencies to participate in academic exchanges as part of its start-up activities. Agri-Profocus Rwanda, an NGO, gave a presentation to partners on funding opportunities available and strategies for applying for research funding.

Another example of research-related collaboration came from the Indiana University and University of Liberia partnership. They met with the NGO stakeholder Liberia Institute for Biomedical Research & National Public Health Laboratory to explore ways to partner with University of Liberia faculty for independent research. Following the meeting, partnership directors submitted a research proposal to the laboratory's director.

Curriculum Design. Curriculum design and development has also been common area for collaboration with stakeholders. By involving outside groups, partners have been able to better align newly created or revised curricula with market needs. In Rwanda, the Forum for African Women Educationalists (FAWE) advised the University of California, Los Angeles and the University of Rwanda partnership on strategies for better integrating gender into the teaching and learning process in the classroom. The University of Florida partnership with the Universidad Nacional de Asunción (Paraguay) also engaged a gender specialist while creating a new curriculum. The Ministry of Agriculture and Livestock in Paraguay's gender specialist provided the partnership with feedback on incorporating gender throughout the curriculum and provided content revisions on a new course on gender. SUNY Albany and Makerere University in Uganda engaged another educational institution, the Uganda Institute of Allied Health and Management Sciences, during the curriculum development phase of a Water, Sanitation, and Hygiene (WASH) program. The program would be based at Makerere University and would aim to enroll professionals working in the WASH field without formal training.

Outreach, Extension, and Training. HED partnerships provided outside stakeholders with training opportunities or collaborated with them to provide training opportunities to other groups. Syracuse University and Kenyatta University (Kenya) visited educational institutions the Thika School for the Blind and the Kibos School for the Visually Impaired to introduce students and teachers to iOS mobile devices that support learning for students with visual impairments. The partners are currently designing further trainings and are working to provide both schools with such devices. In Colombia, the Florida International University partnership with Pontificia Universidad Javeriana engaged individuals with several government agencies and NGOs to serve as field course professors. These included the U.S. Department of the Interior, Conservation International, Fundación Omacha, and the Field Museum.

2.6 Greatest Partnership Successes and Notable Accomplishments

Over the course of this fiscal year, HED partners reported many notable accomplishments. Selected achievements are described below.

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

The University of Minnesota's partnership in the Antioquia region of Colombia has successfully established a human rights clinic at Universidad Católica de Oriente. The partnership supports the clinic by training its faculty on human rights issues, guiding clinical case selection and management, and holding conversations on the academic and administrative challenges of running a clinic.

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

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

Establishing New Programs. Indiana University and University of Liberia faculty have been instrumental in the establishment of the Liberia Postgraduate Medical Residency Program. The program was launched in September 2013 and will train medical specialists who can address health needs of Liberians and improve the country's healthcare system.

Section 3—Leadership and Learning

USAID's ADS Chapter 203, Assessing and Learning, states that "learning is fundamental to an adaptive approach to development. [It helps] coordinate … efforts, collaborate for synergies, learn more quickly, and make iterative, timely course corrections."[11] Learning also contributes to advancing the knowledge and tools available to the larger community of development experts, researchers, and decision-makers. HED thrives to generate and share innovative learning about higher education actors' efforts, to maximize development impact and encourage a community of practice that would use evidence to drive strategies. Its learning accomplishments are presented and analyzed in this section.

3.1. HED Technical Services

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

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

These two indicators fall under HED's LWA Performance Objective 5. In addition, information on HED's assistance in publicizing USAID's acquisition and assistance opportunities is also provided below. FY2013 performance data for these indicators are presented in **Table 16**.

Table 16. *HED Technical Services: FY2013 Results*

LWA Indicators	FY2013 Results
CUSTOM INDICATOR: Number of technical assistance requests from USAID Missions and/or Bureaus received (LWA Objective 5)	1
CUSTOM INDICATOR: Number of technical assistance field visits to USAID Missions (by team members/composition) (LWA Objective 5)	1

3.1.1 Technical Assistance Requests and Site Visits

In FY2013, HED received **one technical assistance request,** to which it responded by undertaking **one short-term technical assistance field visit to Armenia**.

Technical Assistance Request

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

Technical Assistance Site Visit, Work, and Products

In April, 2013, HED staff members Jessica Bagdonis and Jeanne-Marie Duval and a USAID economic competitiveness expert conducted a two-week rapid assessment in response to a request from

[11] http://www.usaid.gov/sites/default/files/documents/1870/203.pdf

USAID/Armenia for technical assistance in design considerations for a higher education program. USAID/Armenia sought to develop "*a new workforce development higher education partnership program in Armenia… (that) will improve the capacity of Armenia's higher education institutions in support of Armenia's goal to be regionally and globally competitive with a 21st century workforce*." HED was selected for this work because of its successful program of higher education partnerships, especially the more recent HED partnerships focused on workforce development (JOBS—Job Opportunities for Business Scale-up—partnerships with Barbados, Philippines and Tunisia) and partnerships in the Broader Middle East and North Africa in which U.S. community colleges are collaborating with tertiary technical institutes in partnerships related to entrepreneurship and economic development.

HED staff worked with Lamaute. Over the two-week period in country, the team conducted interviews with individuals affiliated with 22 different organizations, including:

- Faculty and administrators of Armenian higher education institutions (n=7),
- Industry leaders and potential employers (n=11),
- Government of Armenia Ministry representatives (n=2), and
- Staff of select USAID projects (n=2).

To focus the interviews and synthesis of findings, the team used a questionnaire guide modified from the Higher Education for Development (HED) Institutional Assessment and Community Stakeholder Interview Tools.

In addition, prior to and during the fieldwork, the team conducted additional background research on issues related to employment and labor, economic growth, and workforce development and higher education in Armenia.

The team produced a Concept Note with possible approaches to program design and potential challenges to be addressed. The HED representatives produced an "HED Advisory Report" which included HED's findings and recommendations, as well as SWOT analyses and profiles of the higher education institutions being considered for programming.

3.1.2 Publicizing USAID's Acquisition and Assistance Opportunities

Publicity Assistance to USAID

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

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

In January 2013, HED was asked to assist with outreach for a teleconference hosted by the White House Office of Engagement for the President's Young African Leaders Initiative, a long-term effort to develop an enduring and productive U.S.-Africa relationship with the continent's youth. HED issued an e-blast to its Historically Black Colleges and Universities (HBCU) list serve and to more than 100 international

affairs deans. HED also secured placement in ACE's *Higher Education and National Affairs* biweekly newsletter which reaches 4,000 higher education representatives on campuses across the country.

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

HED continued to deliver communications assistance to USAID, particularly in the area of publicizing USAID-funding opportunities to the higher education community. From April 2013 to September 2013, HED posted more than 30 non-HED funding opportunities to its homepage, and included articles in its bimonthly newsletter. According to website analytics, the listings on the homepage were among the most visited on the HED website.

Public Relations

HED raised its public profile and visibility significantly during FY2013, with articles published in two prominent international education magazines. The Association of International Educators (NAFSA)'s *International Educator* featured a piece on HED's thriving community college partnerships in the BMENA region.[12] The Institute of International Education (IIE)'s *IIE Networker* magazine ran a feature article on international higher education partnerships and what it takes for them to succeed penned by Jeanne-Marie Duval, HED's deputy executive director.[13] Select media coverage for FY2013 is available in **Appendix E.**

HED issued four news releases in FY2013, including the announcement of the new ICAA II partnerships in February 2013[14] and the Women's Leadership Program (WLP) in March 2013.[15] In response to the public announcement of the WLP, HED and USAID received extensive media coverage from both domestic and international news outlets, including *Devex, All Africa, New Liberian, Public Radio of Armenia, Higher Education and National Affairs,* and *Relief Web* (included in the appendix section of the June 2013 performance progress report). The news release was the most read article on the *All Africa* website on March 22, 2013. In addition, more than 14 organizations, including a number of U.S. embassies and consulates, shared the announcement via their Twitter accounts. As part of its WLP media strategy, HED also assisted the five U.S. universities selected to receive the awards with their local media outreach. This resulted in additional media coverage in *Voice of America* and *The State Press (Arizona).* For its ICAA II media strategy, HED also assisted the selected universities with their local media outreach. The fourth news release was in support of the highly successful partners meeting held in Kigali, Rwanda in support of the WLP.[16]

In July 2013, HED worked closely with the USAID Mission in Rwanda on a press and communications strategy for the partners meeting of the Women's Leadership Program, which was attended by USAID Mission Director, Peter Malnak, and Permanent Secretary of Rwanda's Ministry of Gender and Family Promotion, Ms. Henriette Umulisa. HED executed a comprehensive public relations strategy for the meeting including digital and traditional communications channels. The event garnered media coverage from local press in Rwanda. The event also received positive pick up on social media.

HED always strives to demonstrate the impressive work of its partners through Success Stories. HED issued nine success stories in FY2013. Following changes in USAID's preference for how Success Stories are structured, HED made minor changes to previously issued Success Stories to be in editorial alignment with this new guidance. (See the appendix section of the June 2013 performance progress

[12] http://www.nafsa.org/_/File/_/ie_marapr13_local.pdf
[13] http://www.nxtbook.com/naylor/IIEB/IIEB0113/index.php#/26
[14] http://www.hedprogram.org/media/news_releases/ICAAII-HEPP-20130207.cfm
[15] http://www.hedprogram.org/media/news_releases/Womens_Leadership_Program_Anouncement.cfm
[16] http://www.hedprogram.org/media/news_releases/WLP_PartnersMtg_20130723.cfm

report for Success Stories in the first half of FY2013 and **Appendix F** in this report for Success Stories for the second half of FY2013.)

Lastly, HED issued six bimonthly newsletters in FY2013, each shining the spotlight on the good work and accomplishments of its university partners. The bimonthly newsletters for the first half of FY2013 (November/December 2012, January/February 2013, and March/April 2013) are included in the June 2013 performance progress report. Newsletters for the second half of the fiscal year (May/June 2013, July/August 2013, and September/October 2013) are included in this report as appendices (see **Appendix G**).

During FY2013, in support of an increased need for information about HED's regional and programmatic efforts, HED produced eight fact sheets, including one that highlighted HED's continued involvement with minority-serving institutions as partners in international education development.

All of HED's FY2013 reports, fact sheets, success stories, newsletters, and news announcements are easily accessible on the HED website.

Publications

During the first half of FY2013, HED published the final report for its Training, Internships, Exchanges, and Scholarships (TIES) program. HED also published the proceedings report from its February 2012 Africa Initiative Partners Meeting.

During the second half of FY2013, HED provided editorial support of the important report commissioned by USAID and HED on the leadership gaps in higher education in sub-Saharan Africa. The Sub-Saharan Africa Higher Education Leadership Development (SAHEL) Study Report, co-authored by HED and representatives from the Association of African Universities, was highlighted on USAID's Impact blog, generating impressive exposure or the publication.[17]

Social Media

HED reached an impressive social media milestone during FY2013, reaching 800 Twitter followers in September 2013. Twitter has served as an important tool in promoting HED's work and generating awareness of its higher education partnerships. HED's other social media vehicles continue to show growth with more than 1,000 "Likes" on Facebook and more than 900 members on LinkedIn.

Branding and Marking

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

3.2. Sharing Learning from HED

USAID's Evaluation Policy stresses the importance of "generat[ing] knowledge about the magnitude and determinants of project performance, permitting those who design and implement projects, and who develop programs and strategies … to refine designs and introduce improvements into future efforts" (page 3).[18] Learning from evidence—in other words, from the performance data—helps inform decision-making at both the partnership and HED portfolio levels. From a partnership's onset to its closing and beyond, learning occurs at all stages of the partnership lifecycle. HED is committed to learn from

[17] http://www.hedprogram.org/resources/SAHEL_Study_Report_2013.cfm

[18] http://www.usaid.gov/sites/default/files/documents/1868/USAIDEvaluationPolicy.pdf

evidence throughout partnerships' cycle and beyond as well as to circulate its findings widely to benefit the larger community of practice.

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

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

These five indicators fall under HED's LWA Performance Objectives 6 and 7. In addition, partnership-reported information on challenges and lessons learned is also analyzed below. FY2013 performance data for these indicators are presented in **Table 17**.

Table 17. ***Sharing Learning from HED: FY2013 Results***

LWA Indicators	FY2013 Results
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)	10
CUSTOM INDICATOR: Number of roundtables and/or conferences organized by HED (LWA Objective 6)	4
CUSTOM INDICATOR: Number of new technical resources or other related documents and materials that HED creates for the higher education community (LWA Objective 6)	3
CUSTOM INDICATOR: Number of evaluations or impact assessments carried out whose findings have been published or widely distributed (LWA Objective 7)	5
CUSTOM INDICATOR: Number of research activities conducted by HED (LWA Objective 7)	1

3.2.1 Generating Learning from HED and External Evaluators

Evaluations and Impact Assessments

In FY2013, HED conducted **five evaluations**, listed in **Table 18.**

Table 18. ***HED Partnerships with Final Evaluations Conducted: FY2013***

Partnerships	Partnership Countries
Recruiting Employable Students at the University with Management Education (RESUME)	Algeria
UMB-INAGHEI Partnership	Haiti
CAFTA-DR Environmental Law Capacity Building Initiative	Dominican Republic, El Salvador, Guatemala, and Nicaragua
University of Florida/ Namibia University of Science and Technology, University of Botswana, and Sokoine University (CBNRM) South Carolina State University - Ngozi	Botswana, Namibia, South Africa, and Tanzania
University Partnership for Strengthening Educational Capacity and Rural Development	Burundi

HED has continued to enhance its evaluation management process in FY2013, focusing on the scope of work development (SOW) and deliverable review procedures. SOW for evaluations of HED partnerships are based on a thorough review of partnership documentation (RFA, contracts, progress reports, memos, etc.) and are designed to guide evaluation process and deliverables towards high quality products. Evaluators are then selected based on clear selection criteria and evidence of capabilities needed. This fiscal year, five HED partnerships were evaluated by internal or external evaluators.

Assessment of the Recruiting Employable Students at the University with Management Education (RESUME) Partnership. This evaluation reviewed the partnership between the William Davidson Institute (WDI) at the University of Michigan and the Université Mentouri de Constantine (UMC) in Algeria. The objectives of the assessment were to (1) review key program documents and deliverables; (2) conduct onsite interviews with local partners, beneficiaries, and stakeholders; (3) assess how well the partnership achieved its objectives and performance targets; (4) identify whether the designed program approach and activities adequately addressed the needs of UMC and the local community; (5) detect observable impacts of WDI activities and assess the sustainability of those impacts; and (6) review whether activities were implemented in a cost effective manner to support the partnership goals and objectives.

The evaluator relied on both qualitative and quantitative research methods including key informant and stakeholder interviews, onsite observations, and document reviews. Most of the fieldwork took place in Constantine, with separate day trips to Algiers. The partnership predates HED's new M&E and results-based management procedures (results-framework, baseline data collection, etc.) which limited the data collection and analysis. Yet, the evaluator was still able to conclude that the partnership was successful in meeting its objectives and has developed promising prospects for sustainability.

In addition to the partnership's deliverables by design, such as two new business programs at UMC, a master's program in General Management and the Tourism Management program, the evaluator found that the partners were effective in increasing the program's sustainability through the establishment of a UMC Career Center. The center connects Algerian employers with UMC students and faculty members. Other deliverables included an action plan which outlines the steps necessary for the Career Center to become fully sustainable. The action plan is integrated into UMC's organizational structure and budget; and train-the-trainer workshops, which built capacity at UMC to develop new and revise existing curricula to align with market demands. However, after this evaluation was completed and the action plan delivered, the UMC, which at the time had reached enrollment of 100,000 students, was divided into three campuses. This affected the Career Center, which, even though of interest to all three campuses, was not accounted for in any of their budgets at the time.

UMB-INAGHEI Partnership. This evaluation reviewed the partnership between the University of Massachusetts at Boston (UMB) and the Institut National d'Administration de Gestion et de Hautes Etudes Internationales (INAGHEI) in Haiti. The partnership began in August 2008, with three goals: (1) strengthen the INAGHEI business administration program, (2) increase the number of INAGHEI students who complete the program successfully, and (3) establish connections between INAGHEI and businesses and institutions in Haiti and the United States. The evaluation had two purposes: first, to assess the extent to which initial goals of the partnership were met, in light of several interruptions to partnership implementation. Second, to evaluate the progress the partnership made during an eight-month extension period.

Given that the partnership predated the use of results framework and HED's M&E result based management practices, the evaluator followed a mini-ethnographic model to complete this work and gathered data through direct observation of activities, a focus group with senior INAGHEI students, and structured interviews with INAGHEI faculty/administrators The evaluator found that most of the activities in the partnership were concentrated during the first 18 months and the last six months of the partnership, noting that the January 2010 earthquake, instability in the leadership of INAGHEI, and the departure of the UMB original principal investigator resulted in a lack of activities in the middle years. Although a number of planned activities were undertaken, the conclusion was that the partnership has not

reached its objectives of strengthening the business administration program, increasing the number of INAGHEI students who complete the program, and establishing links between INAGHEI and businesses and institutions in and out of Haiti. The evaluator recommended that additional efforts should focus on establishing and assigning appropriate personnel that would be permanently based at INAGHEI and available to be committed full-time to the effort. However, HED is cognizant of the reality of Haiti context at the time. The higher education system of Haiti, already seriously challenged before the earthquake, is still suffering from the lack of investment during the rebuilding process, so the recommendations of the evaluator need to be read with this in mind.

CAFTA-DR Environmental Law Capacity Building Initiative. The CAFTA-DR Environmental Law Capacity Building Initiative had three main objectives: (1) train the trainers in the area of environmental law; (2) develop teaching materials on environmental law topics; and (3) create *diplomado* (certificate) programs in Environmental Law in the target countries. The partnership took place in the Dominican Republic, Guatemala, and Nicaragua. El Salvador was added later to the project in 2012.

Examining teaching materials, direct feedback from faculty and partnership and other related materials, the evaluator found that the partnership added significant value through interactive teaching methods and substantive environmental law and policy approach. The trainings and materials were designed through a ground-up process which addressed expressed needs of local environmental experts in the target countries. The model curriculum which has been taught at a number of *diplomado* programs in the target countries is expected to be replicated by several other institutions. The curriculum has also inspired the development of a master's program in International Environmental Law in the Dominican Republic and a doctoral program in Environmental Law at Universidad Paulo Freire in Nicaragua. The evaluator recommended supplementing the model curriculum with more specific factual scenarios, and developing institutional policies on environmental education at local universities. According to the evaluator, these steps would be key for long term sustainability of this type of training, to the development of existing and future degree programs; and to the commitment of resources for teaching and research in this area. The evaluator also recommended extending academic and institutional collaborations with alumni from the Project. The evaluator also noted significant cultural differences of participants from the different countries. This translated, in some cases, into very different styles of interacting and communicating, which affected at times group dynamics.

University of Florida - Namibia University of Science and Technology, University of Botswana, and Sokoine University Partnership. The purpose of this evaluation was to provide HED and UF with an external perspective on the design and implementation of the project, and to inform funders and the UF team about lessons learned. The evaluator consulted secondary data sources and materials supplied by project staff, examined the original RFA, visited and interviewed each of the UF staff involved, reviewed relevant literature on higher education partnerships in Africa, and corresponded with one of the African scholars who visited UF as part of the training program.

Project staff identified a number of positive and successful outcomes of the partnership. First, the project has produced literature that was critical to academics in providing the intellectual and conceptual foundations to Community Based Natural Resource Management (CBNRM), demonstrated through the practical use case studies. Second, the project developed promising relationships with South Africa Wildlife College in the area of CBNRM. Albeit late in implementation, these relationships have enhanced the educational outcomes of the project, including leveraging the institution's base funding, which resulted in broader participation of southern African faculty and NGOs. Third, the partnership not only trained faculty in CBNRM but also in college and university level pedagogy, and important prerequisite to effective instruction. The engagement of UF faculty also led to cooperation with other institutions such as Copperbelt University in Zambia and University of KwaZulu-Natal in South Africa. The project encountered several barriers which required project staff a degree of flexibility in managing the partnership and adapting to changing circumstances. Those challenges related to what partners considered unrealistic expectations relative to the time and resources that were allocated to partnership implementation. The timeframe for submitting the proposal, and three year lifecycle, as originally designed, appeared unrealistic for building the community of practice that HED and UF envisioned. At

the operational level, it was often difficult for project staff to schedule meetings and secure responses from institutions.

South Carolina State University - Ngozi University Partnership for Strengthening Educational Capacity and Rural Development. The South Carolina State University and Ngozi University Partnership for Strengthening Education Capacity and Rural Development was designed to: (1) enhance university agribusiness education curricula, (2) promote educational opportunities, (3) improve agricultural research capacity and motivate academic achievement, and (4) stimulate agricultural and food development in rural and urban communities in Burundi. The assignment focused on evaluating the partnership's accomplishments in relation to those four specific objectives. The evaluator found that the framework of collaboration between South Carolina State University and Ngozi University has worked well and recommended that it should be continued. It was clear that a good working relationship has been established between the two universities, and as such they provide favorable conditions to a possible follow-on project. The evaluator also recommended that the core agribusiness and entrepreneurship curriculum be enhanced through additional courses in enterprise development, marketing, value chain development, policy and trade, and research methods. Additional recommendations included enhancing the training program for faculty, focusing on vegetable production, and expanding the range of vegetables that can be produced locally which would improve the nutritional levels of the local population, hopefully resulting in high value supply chains.

Research Activities

In FY2013, HED completed **one research project**, titled *Sub-Saharan Africa Higher Education Leadership Development (SAHEL): Study Report*. HED commissioned the study by Association of African Universities (AAU) to map a strategy for institutional capacity building in senior and middle level management and leadership for sub-Saharan African higher education institutions (HEIs). The SAHEL study aimed to (a) map major challenges on leadership, governance, and management; (b) analyze AAU's Leadership Development (LEDEV) and Management Development (MADEV) program and integrate the recommendation from the African Capacity Building Foundation (ACBF) review report; and (c) make recommendations based on the assessment in order to ensure that the program meets the need of leadership training programs in Africa.

Data were obtained primarily from university leaders, vice chancellors/rectors/presidents, and their deputies or senior management staff of the institutions through face-to-face interviews and questionnaires in 33 institutions. A total of 27 universities were physically visited by the survey consultants and an additional six universities provided their feedback on the questionnaire online. Universities in Ghana, Senegal, Burkina Faso, South Africa, Kenya, Ethiopia, Uganda, and Malawi were visited by two expert teams. In addition to the questionnaire, there was a qualitative component involving an open discussion on the importance of leadership development and competencies needs.

The study identified lack of vision for leadership development, lack of resources (financial and infrastructure), lack of qualified staff in/for leadership/management positions, poor or lack of succession plans, and lack of structural and systematic training/skills development programs as the major challenges of leadership in sub-Saharan Africa. It also highlighted the importance of challenges related to limited institutional autonomy, limited skills in effective staff and students management, limited skills in performance appraisal, limited kills in the management of research, frequent leadership turnover, limited skills in managing large student population, lack of commitment to implementing gender policies, and limited skills in managing finance and resource diversification.

The study makes abundantly clear the great need for building institutional leadership capacities in sub-Saharan Africa and the important role that AAU, together with HED and the American Council on Education (ACE), could play in the design and implementation of such efforts. This report highlights Africa's need for strong higher education leaders who will excel both academically and administratively. The SAHEL program should strengthen and complement the LEDEV/MADEV program through designing and implementing new elements that will help the program by drawing from the experiences of

regional and international leadership training organizations. The study proposes that leadership/ management capacity development be differentiated, based on managerial levels, experience and gender. Given the diversity in faculty and institutional leadership experiences, it is proposed to design and implement institutes of leadership capacity development that builds capabilities and skills of individuals toward institutional change.

3.2.2 Generating Learning from Partners

Actions Taken to Remediate Challenges

This fiscal year, partners encountered several challenges in the course of starting up and then implementing activities. Though all partnerships' objectives vary and all implement activities in different context, they often share similar challenges and take similar actions to mitigate those challenges.

Baseline Assessments

Challenge: Data not Readily Available: HED partners conducted 14 baseline assessments this fiscal year. The most common challenge encountered by partners during this process was limited ability to access and analyze institutional records. In most cases, this challenge was due to a lack of reliable data at the host-country institution. This demonstrates an important aspect of work with higher education partners in developing countries—limited institutional capacity to manage academic and administrative records and track and disaggregate data.

Further, in order to ensure highest degree of data quality and validity, HED requires substantiating documentation for all indicator data. However, obtaining copies of official documentation or verifying data involved additional layers of administrative requests and resulted in significant delays in obtaining required elements to finalize baseline assessments.
Actions Taken: To address these challenges, HED partners:

- Utilized new technology to enable partners to conduct virtual data collection and review in addition to time spend in the field
- Increased levels of effort (time and resources designated to baseline studies)
- Synchronized timelines that enabled data collection on differing academic calendars among partner institutions in the United States and overseas
- Developed new internal administrative procedures and practices involving new methods for data collection
- Organized cross-departmental coordination teams to maintain close relationships and effective communication with key department and administrative contacts

Staffing

Challenge: Staff Turnover at Host-country Institution and Recruitment of Experts: HED partners are often faced with sudden staffing changes and high turnover of staff in host-country institutions. They are also often faced with limitations with short implementation timeframes imposing short deadlines for deployment of subject-matter experts on partnership research activities. The former is influenced by short partnership lifecycles which range from two to three years, the latter often points to institutional capacity gaps with talent recruitment and retention, which are usually outside the control of HED's department-level partnerships. This often causes delays in implementation progress and creates additional pressure on partners to absorb responsibilities and double the efforts of remaining staff on ongoing activities while carrying out requirement and acquisition process.

Actions Taken: To address staffing challenges, HED partners:

- Reallocated budget in order to offer a higher salary for subject-matter experts and attract qualified candidates.
- Reallocated responsibilities among multiple staff members to avoid major implementation delays in the case of future staff turnover

- Adjusted implementation timelines to create realistic expectations and strategic management as well as to avoid burnout or strained relationships among partners and stakeholders

Technology

Challenges: Fragile Infrastructure and Inadequate Software Permissions: Technology plays a critical role in coordinating the implementation of activities between U.S. and host-country institutions across continents and time zones. During this fiscal year, some partnerships faced technological difficulties and had to develop creative solutions to overcome unreliable and intermittent reception while communicating with partners.

Actions Taken: In response to these challenges, HED partnerships:

- Reallocated resources or looked for financial support from other sources to secure teleconferencing and telecommunication equipment.
- Maximized work efforts during the time when electricity was likely to be on and held trainings on half day schedules.

Administration

Challenge: Administrative Roadblocks: HED partners often find implementation of partnership activities delayed due to administrative roadblocks at host-country institutions and with their funding agencies. Delays in signing sub-sub-award agreements, adhering to agreed-upon financial management practices, and uncertainty of future partnership funding are all challenges that lead to poor performance.

Actions Taken: HED partners have attempted to address these challenges by:

- Scheduling regular meetings to between partnership directors and administration to share partners' activities and accomplishments and increasing the number of interactions with university finance officials, school administrators, and the host country partnership director.
- Requesting no-cost extensions to awards to cover the interim period between the original award and possible future funding to continue implementation of activities.

<u>Lessons Learned</u>

In FY2013, HED asked partners to highlighted lessons learned at the institutional and partnership levels. These lessons emphasize the importance of effective communication between partners and stakeholders, ways to address language barriers and ensure stakeholder involvement, budgeting, building trust, the value of exchanges, and face-to-face interactions.

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

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

Budgeting for Translations. Given the multi-lingual nature of HED's partnerships, translations were sometimes needed to provide clear information through supporting documentation. Translating

documents, budgets, or presentations from English to other languages and vice versa was time consuming. Given the importance of well-translated documentation for improving communications and quality of partnership records, partners should factor this in and adequately budget for the resources needed to provide professional translation that will ensure appropriate linguistic nuances and dialects throughout the translation efforts.

Planning for Sustainability. Because of the nature of the HED partnership lifecycle, many partners have begun to plan for sustainability of their programs after their awards close. Partners have found that the socialization of a partnership's components is key to ensuring its sustainability, especially when they involve behavioral changes on the part of the host-country institution. This effort requires significant investment of resources in understanding the host country institution's expectations and values, sharing ownership of the partnership's activities, and having a positive attitude to prevent a decline in enthusiasm and disillusionment.

Dealing with the Consequences of Funding Uncertainty. Over this fiscal year, several HED partnerships struggled with the uncertainty of future funding for their activities and this had negative consequences. In several cases, the amount the partners were eventually awarded was a significant reduction from the sum originally awarded. This has led to some partners being excluded from future activities and some activities being canceled altogether, engendering feelings of mistrust among some host country partners. This has also led some partners to conclude that higher education partnerships should be put in place with long-term commitments of greater than three years if they are to have a meaningful impact.

3.2.3 Disseminating Learning

Roundtables and Conferences Organized

In FY2013, HED organized or contributed to the organization of **four conferences and/or roundtables**, each lasting between one and four days (see **Table 19**). While exploring a range of topics, HED demonstrated its diversity of services and capacity, from providing technical webcasting assistance at the Higher Education Partnership Opportunities in Burma conference, or facilitating dialogue and opportunities for experience-sharing and networking among partners at the BMENA Regional Higher Education Partners Meeting and the Africa-EU Policy workshop.

Table 19. ***Roundtables and Conferences Organized: FY2013***

Title of Conference	Location	Duration (days)
Higher Education Partnership Opportunities in Burma	Washington, DC (USA)	1
Broader Middle East and North Africa Regional Higher Education Partners Meeting: A Focus on Results-based Management	Istanbul (Turkey)	2.5
HED/ICAA Pre-annual Conference Meeting - USFQ Tiputini Biological Research Station	Tiputini (Ecuador)	2
Women's Leadership Program Partners Meeting: A Shared Vision for Promoting Women's Leadership through Higher Education	Kigali (Rwanda)	3.5

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

During the *HED/USAID ICAA II Conference*, HED worked on results-based management and learning with partners at the HED/USAID ICAA II meetings in Ecuador. The objectives of the meetings were to learn about the M&E results framework and baseline tools, identify commonalities and avenues for collaboration amongst HED partners and the larger ICAA community, advance the biodiversity curriculum and address issues related to implementation, applying a regional perspective throughout the conversations. A key component of those discussions focused on an analysis of standard and custom indicators across all four partnerships, organized by ICAA and USAID's education strategy objectives. The review led to discussions around potential areas of collaboration that were identified through the indicator distribution analysis, potentially including joint research, revised curriculum, regional outreach/extension, and the development of certificate programs. The partners also talked about combining efforts to allow for comparative research analysis in the Amazon region.

During the *Women's Leadership Program (WLP)* conference, HED provided a forum to foster shared learning and collaboration for the five newly launched partnerships under the Women's Leadership Program (WLP). The partners shared their understanding of common objectives and implementation processes under the meeting's theme "A Shared Vision for Promoting Women's Leadership through Higher Education." HED identified Kigali, Rwanda as the location for the meeting, and highlighted Rwanda's experiences and recent developments in the field of women's leadership throughout the meeting. The goal of this meeting was to strengthen the capacity of the partnerships under the WLP (one each in Armenia, Paraguay, and South Sudan, and two in Rwanda) to achieve better results and generate greater impact by fostering a shared understanding of common objectives and implementation processes. HED engaged partners in conversations about key questions for measuring impact as they relate to the WLP Framework, individual partnership-level results frameworks, and gender indicators. The discussion also included practical training to the partners that covered reporting practices and expectations, legal and financial compliance, and results based management. Within the context of the WLP partnerships, HED discussed commonalities among the partnerships and how they contribute to

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2013 HED/USAID ICAA II (August 2013)

HED staff met with representatives from the ICAA program (Ecuador, Peru, and Colombia) and from USAID/DOS at the Universidad San Francisco de Quito Tiputini Biological Research Station, to discuss the strategies and the mechanics of partnership implementation, covering the following themes:

1. Learning, Planning, and Sharing: Baseline and M&E frameworks are completed: What have we learned and what is next?
2. Working Together: Identifying commonalities and avenues for collaboration amongst HED partners and the larger ICAA community.
3. Advancing common agenda: Focus on biodiversity curriculum.
4. Effective partnership management: Addressing and troubleshooting issues related to project implementation.

Women's Leadership Program Partners (WLP) Meeting (July 2013)

Announced by USAID and HED in March of 2013, The Women's Leadership Program supports access of women to higher education and advanced degrees, strengthens institutional capacity in research and education on women's leadership, and promotes women's leadership through higher education extension/outreach efforts in underserved communities.

The five partnerships support national and local development goals that promote gender equality and female empowerment in the countries of Armenia, Paraguay, Rwanda, and South Sudan.

To generate program impact on a global scale, HED provided this forum in Kigali to foster shared learning and collaboration for the five newly launched partnerships.

The meeting garnered high level representation from the Government of Rwanda, civil society organizations and national women's groups, and NGOs, whose participants shared personal experiences and best practices from Rwanda's role as a model for women's leadership worldwide.

the global effort to increase women's empowerment and gender equality. HED also emphasized the need for evaluation and measurement of results and prepared partners for the planned program evaluation.

Identifying Program-level Strategies and Facilitating Dialogue between Partners. Strategic thinking and planning were key discussion elements with partners at the BMENA regional meeting, the ICAA II meeting, and the WLP meeting. In all of the events, HED worked with participants to articulate implementation strategies and themes that are of interest to partners.

t the *BMENA Regional Meeting*, HED staff, U.S. institutions, and host-country institutions discussed ways to improve their capacity to manage partnerships toward results and impact. A key part of the discussions was identifying themes and sub-themes of shared interest to the partners, and then facilitating related discussions in groups. Following two days of discussions on results-based management and monitoring and evaluation practices, participants broke into groups where they discussed and shared results-driven strategies around four themes: improvement of student employment, institutional alignment with the private sector and industry, governance and adjustment to changes in higher education leadership, and national quality assurance systems and procedures.

One of the key objectives of the *HED/USAID ICAA II* meeting in Tiputini was to identify commonalities and avenues for collaboration among HED partners and the larger ICAA community. HED led the conversation by asking the partners to apply two perspectives: one that is external to their partnerships, and then one that considers the internal dynamics of their institutions. Taking the external perspective first, the partners considered factors including political context, government relations within and outside the country, government control of education, the concept of Amazon and its importance within each country context, and the effects of donor investments on indigenous communities and natural resources. Taking then an intra-institution perspective, the partners considered the differences between Universities, internal opposition to projects, limited experience with project management and U.S. federal funding, limitations of the cost reimbursement arrangement, personal and departmental interests, capacity building, and the pressure to add or create new programs.

At the *Women's Leadership Program (WLP) Meeting,* HED's conversations with WLP partners provided participants with opportunities to network and learn from each other. The partners had focused, targeted discussions around implementation challenges, strategies, and themes in gender equality and women's empowerment that are of relevance to them and may serve as platform for cooperation. The program-wide results framework was discussed in depth, in addition to each partnership's specific objectives, and an interactive session on partnership sustainability. The session also included an analysis of the country context of women's leadership and challenges in each of the four countries, interactive discussions on themes in gender equality and women's leadership, administrative and financial compliance sessions, and presentations on gender as a human rights issue. The meeting concluded with a reflection session and discussion of key takeaways and opportunities for future synergies.

Technical Presentations

In FY2013, HED staff gave or organized **10 technical presentations** at higher education and international development conferences or institutions/organizations, shown in **Table 20**.

Table 20. ***Technical Presentations Given or Organized: FY2013***

Conference	Title of Presentation	Location
African Studies Association, 55th Annual Meeting	US Higher Education Initiatives in Africa: Strengthening Public Health Capacity in West Africa	Philadelphia, PA
Africa-EU Policy Workshop	Linking institutional evaluation practices, quality rating mechanism and reinforcing quality assurance at continental level	Accra, Ghana

Conference	Title of Presentation	Location
CCID's Annual Conference	Engaging Your Community College in International Development Projects Africa-US Higher	Atlanta, GA
Association of International Educator Administrators	Education Initiative: At the Crossroads of International Education and International Development	New Orleans, LA
ACE Annual Meeting	"Lightning Rounds" - Lessons Learned	Washington, DC
Association of International Education Administrators Annual Conference	International Higher Education Partnerships: Learning from Experience and Contributing to Development	New Orleans, LA
Institute of International Education - New York	IIE Best Practices Roundtables	New York City, NY
International Global Youth Economic Opportunities Conference	Lessons in Forming Successful International Higher Education Partnerships	Washington, DC
Pathways to Cleaner Production Annual Meeting	Ensuring Results and Measuring Progress	Illinois Institute of Technology, Chicago, IL
Association of African Universities (AAU) General Conference	Transforming African higher education for graduate employability and socio-economic development	Libreville, Gabon

Promoting HED's Development Model and Processes. During FY2013, HED shared with conference participants its development model and past and current undertakings.

At the *CCID Annual Workshop*, HED provided an overview of its peer review process and the steps involved in serving as an HED consultant or peer reviewer. Partnership representatives attended from two Jordanian partner institutions and from six U.S. partner institutions. Partners discussed and compared their internal procedures when responding to a Request for Application. HED also highlighted during these sessions how its mission and processes support USAID and host countries' development goals and operation modes. HED's presentation at the IIE pre-conference workshop, for example, covered USAID's education strategy 2011–15, USAID's evaluation policy, and the key phases of results-based management in relation to HED's model and procedures.

At the *Pathways to Cleaner Production Annual Meeting*, HED presented on the results based management approach and explained the importance of collecting quality data and using this data to inform decision-making processes. The presentation discussed the need for an evidence-based approach in HED's partnerships, key phases of results based management, using indicators as a management tool, annual reporting, and HED's data quality verification process. While representatives from some host-countries were familiar with some of these aspects, the presentation served as an in-depth refresher prior to the upcoming annual report, and also introduced HED's model in greater detail to the representatives in the audience from the World Environment Center and National Cleaner Production Centers.

At the *African Studies Association 55th Annual Meeting*, three partnership directors from the 2iE – Tuskegee University and the North Dakota State University partnerships led a session on how the partnership approach can contribute to the advancement of international development and education opportunities in Africa and the United States. The presentation and the panel discussion that followed

added to the dialogue among participants regarding the effectiveness of partnerships, and provided a lively Q&A session at the discussion.

Learning about and from Partnerships' Work. In FY2013, HED's technical presentations provided opportunities to share partnerships' experiences and best practices, and advance HED and partners' work based on lessons learned.

At the *ACE Annual Meeting*, HED shared factors for success and related pitfalls and roadblocks in the context of changes in donor requirements and standard operating procedures. The main points discussed included effective communication practices, budgetary considerations that affect implementation, coordination of strategic decisions, donor relations and cultural sensitivities.

At the *Association of International Educator Administrators (AIEA) Annual Conference* and the *African Studies Association (ASA) Annual Meeting*, HED presenters and attendees discussed the achievements and challenges of some HED partnerships from the sub-Saharan Africa region. Representatives from West African partner institutions at the ASA meeting shared different approaches that contributed to the advancement of international development goals and promoted higher education and health development opportunities in Africa.

Shaping and Implementing Development Strategies in Evolving Contexts. In FY2013, HED's presentations discussed recent or anticipated shifts in the development contexts including new funding mechanisms, the use of technology, and the increasing need to build higher education's external linkages. HED emphasized the strategic role that community colleges are increasingly playing in U.S. public diplomacy and development strategies, and outlined some of the community college's competitive advantages and how they can become larger players in international development.

HED presented at the *Association of African Universities (AAU) General Conference* in Libreville, Gabon. Held every four years, the conference serves as a major forum for consultation, exchange of information and cooperation among universities in Africa. Under the theme "Transforming African Higher Education for Graduate Employability and Socio-economic Development," the event explored the connection between higher education and the private sector, graduate employability, the role of the organized private sector, the socio-political environment and employability, and issues related to funding. At the conference, HED conducted focus groups with African chancellors and deans to vet research results. ACE's vice president for Leadership Programs joined the HED team to assess the findings of the research report, take part in the dialogue with African higher education leaders, and offer perspectives on leadership development and training from ACE's long experience. As an outcome of this dialogue, ACE hosted two senior executives of the Association of African Universities at its ACE annual meeting in March 2013 and provided an in-depth view of its leadership training business model.

At the *International Global Youth Economic Opportunities Conference*, HED collaborated with RTI International on sharing insights on engaging U.S. universities and community colleges to create shared

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"Lessons in Forming Successful International Higher Education Partnerships"
(Making Cents International: Global Youth Economic Opportunities Conference, September 2013)

HED worked with RTI International to develop a session within the workforce development track of the MCI Global Youth Economic Opportunities conference.

HED invited BMENA-U.S. Community College Initiative partnership director Rosemary Ortlieb-Padgett to join the panel in representation of her institution's partnership in Lebanon RTI International and HED shared insights on engaging US universities and community colleges to create shared value through intervention models that facilitate curriculum reform; faculty training and professional development; institutional strengthening; and sustaining institutional commitment over time.

value through intervention models that facilitate curriculum reform; faculty training and professional development; institutional strengthening; and sustaining institutional commitment over time.

HED also worked with RTI International to develop a session and presented it at *the Making Cents International Global Youth Economic Opportunities Conference*. HED invited a BMENA-U.S. Community College Initiative partnership director, Rosemary Ortlieb-Padgett, to join the session as a panelist. The technical presentation opened with an overview of RTI International's international higher education partnerships, followed by a detailed overview of the HED program, including a brief overview of the BMENA-U.S. Community College Initiative and its focus on promoting workforce development through the enhancement of technical and vocational training opportunities.

Section 4—Partnership Performance Management

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

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

The first two indicators fall under HED's LWA Performance Objective 7. The third indicator falls under Objective 6. In addition to data on these three indicators, further information on HED's quality management activities and accomplishments is also reported in this section.

4.1 Monitoring Visits

In FY2013, HED staff completed **39 monitoring site visits** spending on average, three to four days in each. FY2013 performance data for monitoring visits are presented in **Table 21**.

Table 21. ***Monitoring Site Visits: FY2013 Results***

LWA Indicator	FY2013 Result
CUSTOM INDICATOR: Number of monitoring visits across HED portfolio (LWA Objective 7)	39

HED staff conducts periodic monitoring site visits to both U.S. and overseas partner institutions. During these visits, staff members gather evidence of progress toward a partnership's objectives and assess diverse areas of performance. Regular assessment of performance helps support and track implementation of partnership activities. Based pre/post information collected through a comprehensive monitoring protocol HED prepares for the monitoring site visits, assess performance and progress and, and troubleshoot implementation problems where needed.

Systematic and Cooperative Preparation of Monitoring Visits. Pre-travel preparation included meetings between HED and partners and reviews of progress reports to date, monitoring and evaluation (M&E) tools (results framework, partnership monitoring plan, and partnership implementation plan), budget reports, performance and DQV (Data Quality Verification) reports, and correspondence of partners and USAID.

HED staff coordinated closely with USAID Missions and E3/ED office staff during monitoring visits and have typically included in-country debriefs at the beginning and/or the end of the visits. Some monitoring visits had high levels of participation from USAID staff in on-site partnership meetings.

Thirteen of those visits (33 percent) were associated with either baseline assessments or in-country partnership launch events for partnerships that started between October 2012 and March 2013. When resources and personnel are available, HED accompanies partners to assist with the final portion of their baseline assessment. This approach helps build solid foundations for the partnership's lifecycle; understand partnerships' context; and foster strong, healthy working relationships between new partners.

The remaining monitoring visits focused on assessing performance, discuss sustainability prospects with partners, or remediating implementation challenges.

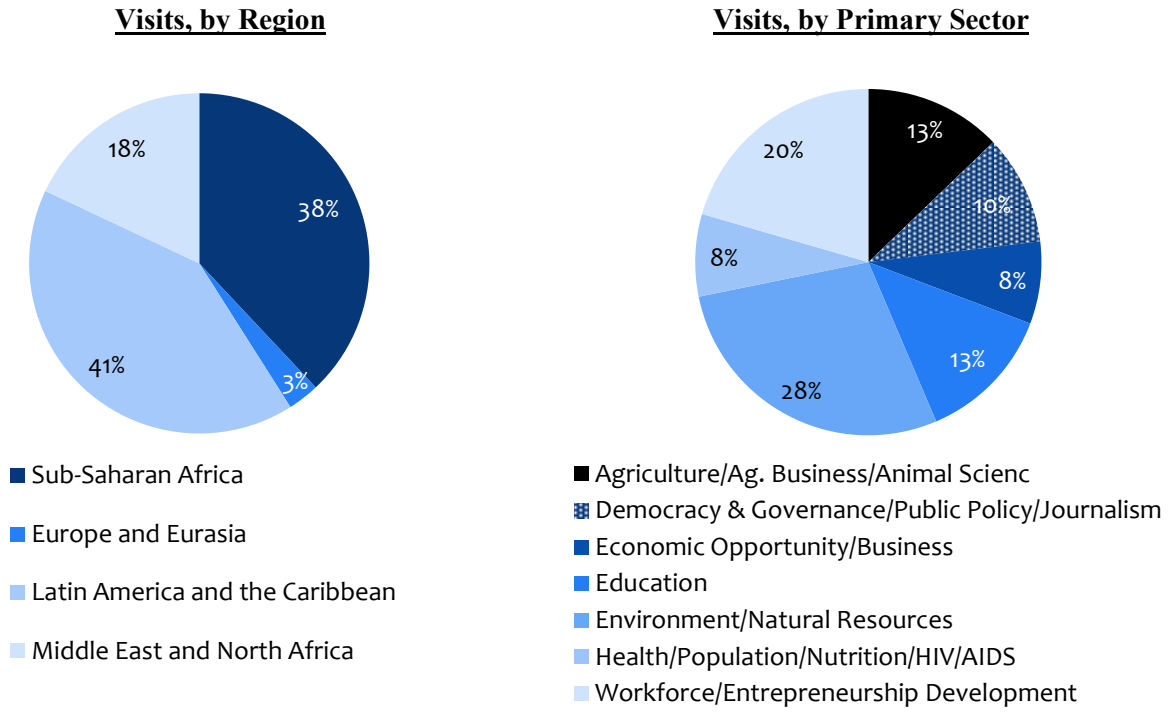
Performance Monitoring. During the monitoring visits, HED applies a four-point scale to review partnership performance on the following seven performance areas:

- Financial expenditure
- Burn rate
- Cost-share contribution
- Financial reports
- Progress reports
- Attainment of performance targets
- Achievement of partnership objectives

In FY2013, of those seven areas, the two areas that received the highest ratings overall were related to the achievement of partnership objectives and toward performance targets. The two areas that received the lowest satisfactory ratings were financial expenditures and burn-rate-to-progress ratio.

Partnerships Monitored, by Global Region and Primary Sector. The partnerships monitored during FY2013 were located in four of the five regions where HED had active partnerships. The majority (41 percent) of partnerships monitored were in Latin America and the Caribbean, as reflected in **Figure 9**. Another 38 percent of partnerships were in sub-Saharan Africa. Fewer were in the Middle East and North Africa (18 percent) and in Europe and Eurasia (3 percent). Most monitoring visits occurred for partnerships in the environment and the workforce/entrepreneurship sectors (28 percent and 20 percent, respectively).

Figure 9. ***Monitoring Visits Conducted, by Region and Primary Sector: FY2013***



4.2 Results-based Management

FY2013 performance data for HED's results-based management achievements are presented in **Table 22**.

Table 22. ***Results-based Management: FY2013 Results***

LWA Indicators	FY2013 Results
CUSTOM INDICATOR: Number of updated and/or new HED performance management processes (LWA Objective 7)	1
CUSTOM INDICATOR: Number of new technical resources or other related documents and materials that HED creates for the higher education community (LWA Objective 6)	3

In FY2012, HED had begun utilizing an inclusive and robust performance management system that integrates reporting and analyzing results throughout the entire partnership lifecycle. This system focuses on organizational strengthening, reflective learning, and program quality management. In FY2013, HED continued to implement and refine its results-based management tools and processes.

4.2.1 Performance Management Processes

In FY2013, HED developed and implemented **one new performance management process**. Specifically, HED replaced its semiannual portfolio review process with a streamlined quarterly review of partnerships' financial performance. Staff members analyze quantitative and qualitative information provided in the financial and cost-share reports that partners submit to HED quarterly, and then report the findings of their review in a newly designed template. The information captured helps to objectively assess whether partnerships are on target with their implementation plans or if there are any problems that need preventative or corrective actions. This efficient new process allowed for three improvements: a more frequent and timely analysis of performance and financial data, a more rapid response time from HED in the event that issues are identified, and a more systematic analysis of performance.

4.2.2 Technical Resources

In FY2013, HED created **three new technical resources** for the higher education community. These new resources were developed to enhance the quality of performance data that partners submit to HED on a semiannual basis.

Two of these resources were Frequently Asked Questions (FAQ) documents developed for HED partners. The first FAQ document provides information and practical tips on substantiating documentation. As a good M&E practice, HED requires that partners provide documentation to corroborate all performance data reported in PRIME, its data management system. The second FAQ document offers in-depth guidance on setting and using targets in the context of results-driven performance management. Once per year, partners are required to develop and enter target data for the upcoming fiscal year in PRIME. These targets, along with actual performance data, are subsequently used to assess progress toward achieving the desired results identified for each partnership.

HED also hosted a training webinar for U.S. and host-country partners, titled "Practices in Quality Reporting: Partnership Reports and Reporting Cycle." Developed as a complement to the recurring "Working Efficiently in PRIME" webinar, which was first offered in FY2012, this webinar shared information on what quality data reporting means, why it is crucial for higher education partnerships, and how to ensure indicator data are of quality. Staff used lessons learned from previous reporting periods to identify the key topics as well as the indicators discussed during the training. The training was offered three times in September 2013. Two resources were created for this webinar: a PowerPoint presentation and an audio recording of the training.

To facilitate inclusion of partners from the LAC region, both FAQ documents were translated in Spanish language and one additional webinar session was held in Spanish.

4.2.3 Baseline Assessments

In FY2013, HED provided baseline assessment guidance for all new partnerships awarded during this reporting period and existing partnerships that entered a new, scaled-up funding phase. It also continued providing baseline assessment support for several partnerships that began in the previous reporting period. With HED's guidance, partners collected baseline data for standard and custom indicators, set annual performance targets, and adjusted their M&E tools (results framework, partnership management plan, and partnership implementation plan) based on the data-collection findings from their baseline assessments.

Supporting baseline assessments for the 15 new partnerships this fiscal year, and continuing to provide support for baseline assessments started in the previous year, HED guided and helped partners better understand the interconnectedness of performance-based tools and processes and their direct relevance to USAID's education policy and management principles. USAID officials accompanied several baseline visits and participated in the work sessions.

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

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

4.2.4 Data Quality

Partnership-level Data Quality Verification (DQV)

To ensure high-quality data that will be useful for management, strategic planning, and decision making, HED uses a rigorous Data Quality Verification (DQV) and quality control review process for performance data submitted by partners. This data verification process is applied for all partnership data submitted to HED, at the end of each reporting period. In those reviews, HED staff members investigate the reported results and evaluate their accuracy, completeness, and the degree to which they are supported by evidence. They also assess whether there is satisfactory progress toward targets. A collaborative effort, the DQV is used as a strategic learning tool for partners and HED throughout the entire project lifecycle. As a common practice and demonstration of teamwork and collaboration, HED staff and partners discuss the DQV findings, implementation progress, and next implementation steps. DQV findings often help identify, articulate, and then reach consensus regarding strategies and processes that need adjustments

HED reviews and improves the DQV process and template on an ongoing basis, integrating lessons learned from staff and partners. In FY2013, HED staff focused on improving the understanding of indicators' definitions and methods, setting performance targets, clarity and completeness of narrative, and quality of substantiating documentation. Additional focus also was given to advance the integration of the DQV process, performance data, and partnership management. Further, HED improved its internal DQV training session for staff by incorporating concrete, illustrative examples of data quality issues from previous reporting periods and more hands-on tips and best practice recommendations. Lastly, HED implemented two additional at-a-glance data quality checks in the DQV process. This multi-step quality control aims at ensuring that omissions, discrepancies, errors, and outliers are identified and remediated as early as possible in the DQV process.

Portfolio-level Data Quality Assessment (DQA)

In FY2013, HED completed a comprehensive Data Quality Assessment (DQA) of its 12 standard and custom higher education indicators. This portfolio-level quality assessment was a part of an ongoing institutional improvement and used lessons learned to enhance the way HED captures its own performance. The purpose of the DQA was to re-examine standard and custom indicators in order to improve their ability to capture results and to streamline reporting requirements for partners. HED staff reviewed each indicator systematically, considering USAID's five quality standards (validity, integrity, precision, reliability, and timeliness) and then compiled observations and revisions into a matrix for analysis. Components such as definition, data collection methods and frequency, and disaggregation needs were examined.

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

4.2.5 HED's Results-based Management System, PRIME

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

In FY2013, HED continued to integrate and improve PRIME's components. First, based on lessons learned from previous reporting periods, HED enhanced PRIME's flexibility and user-friendliness to best adapt to the partners' needs. It added new features to its existing data entry and query tools. These improvements covered report retrieval, documentation submission, customized assessments, and prepopulated data fields, as well as the needs of HED staff through a smoother retrieval of F USAID indicator data. In addition, the process of incorporating partnerships' baseline data into PRIME was finalized. Integrating baseline data with performance data taken from a partnership's entire lifecycle allows HED and partners to gauge progress and performance at different points in a partnership's lifecycle.

Section 5—Moving Forward

In FY2014, HED will manage 41 higher education partnerships in 24 countries involving 87 higher education partners (36 U.S. institutions and 51 host-country institutions). HED FY2014 partnerships will support the Country Development Strategies and plans of 26 USAID Missions and Bureaus. Twenty-two higher education partnerships will be supported through this LWA agreement in FY2014 and 19 partnerships will be supported through 14 Associate Cooperative Agreements.

Active partnerships in FY2014 will include 14 partnerships in **sub-Saharan Africa**, 12 partnerships in the **Middle East and North Africa (MENA)**, 11 in **Latin America and the Caribbean**, two in **Asia**, and two in **Europe and Eurasia (EE)**.

In FY2014, HED will continue a robust monitoring and evaluation program providing results-based management support to all partnerships. Two in-depth evaluations are planned, as described below. In response to USAID's directive on cost cutting, HED will no longer provide technical and advisory assistance related to higher education program strategy to USAID Missions and Bureaus, a service provided under Objective 5 of HED's LWA.

New Partnerships

HED will not initiate any new partnerships in FY2014.

Partnership Awards Closing

Seven HED partnership awards are scheduled to close between October 1, 2013 and September 30, 2014:

- Université Alioune Diop de Bambey (**Senegal**) and Fairfield University
- Fatimah Jinnah Women University / Sardar Bahadur Khan Women University (**Pakistan**) and California State University Fullerton
- University of Malawi (**Malawi**) and Michigan State University
- University of the West Indies-CHSB (**Barbados**) and Indiana University
- Kenyatta University (**Kenya**) and Syracuse University
- University of Nairobi (**Kenya**) and Colorado State University
- Ecole Supérieure de Technologie Oujda; Université Mohammed I Oujda (I) (**Morocco**) and Gateway Technical College

Human and Institutional Capacity Building Targets

In FY2014, HED anticipates to reach the targets provided in **Table 23** for a set of key standard indicators for Human and Institutional Capacity Building.

Table 23. ***FY2014 Targets for Human and Institutional Capacity Building***

Indicators for Human and Institutional Capacity Building	FY2014 Targets
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	22
F INDICATOR: Number of new USG-supported tertiary education programs that develop or implement industry recognized skills certification	9
F INDICATOR: Number of USG-supported tertiary education academic degree programs that include experiential and/or applied learning opportunities for learners	24
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	73

Indicators for Human and Institutional Capacity Building	FY2014 Targets
F INDICATOR: Number of USG-supported research initiatives whose findings have been applied, replicated or taken to market	32
Number of higher education institution engagement/outreach activities in community	262
F INDICATOR: Number of U.S.-host-country joint development research projects	121
F INDICATOR: Number of individuals from underserved and/or disadvantaged groups accessing tertiary education programs	4,581
F INDICATOR: Number of tertiary institution faculty or teaching staff whose qualifications are strengthened through USG-supported tertiary education partnerships	50
Number of host country individuals (EXCLUDING faculty) who completed USG-funded long-term programs resulting in academic degrees or professional or technical certificates (Long-term qualifications strengthening - EXCLUDING faculty/teaching staff)	4,856
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)	2,797
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

Communications

In light of USAID's directive to eliminate the Communications function of HED, several high impact deliverables and publicity/outreach assistance given to USAID will no longer exist. HED will no longer be able to provide media relations support to USAID Missions and partners. This cut will also eliminate HED's ability to provide branding and marking assistance to partner institutions. The HED Annual Report will no longer be produced. The future of the HED website is also in question.

Monitoring and Evaluation Activities

In FY2014, HED will continue to collect data on an ongoing basis and conducts strategic analyses to produce valid, evidence-based semiannual and annual data reports and variance justification to USAID, at the levels of the LWA, Associate Awards and individual partnerships.

HED will continue to conduct data quality verification and performance quality control reviews on all data reports submitted by partners to HED following the semi-annual reporting schedule. These reviews and data quality verification procedures were established in FY2012 following the OIG audit report of HED in 2012 and per ADS 203. Most data quality verification in FY2014 will be conducted by HED staff through desk reviews and virtual meetings with the U.S. and host-country partners. HED will also conduct partnership monitoring site visits to conduct partnership performance audits and on-site data quality assessments (DQAs). Based on FY2013 data quality reviews, HED has identified six partnerships necessitating performance audits and DQAs in FY2014.

Eastern European and Eurasian Impact Assessment. In July 2013, HED conducted an impact assessment of partnerships in Eastern Europe and Eurasia, in the countries of Croatia, Albania, Kosovo, and Macedonia. This assessment examined what happened after the partnerships ended in order to identify their longer term effects and legacy. The assessment also reviewed the sustainability of the programs and the effect they have had on higher education in the host country. The evaluation teams visited the U.S.-based institutions and assessed the effect these partnerships had on their staff and programs. The teams have reported back and HED is in the process of compiling and analyzing the findings, which will be shared in the upcoming reporting period.

UTSA – SBDC Grant #1 Evaluation. In November 2013, HED sent two evaluators to conduct a post implementation evaluation of University of Texas at San Antonio's SBDC (Small Business Development Centers) partnership that ended in September. Implemented in Honduras and Costa Rica, the evaluation focused on the first of two SBDC grants managed by HED. The SBDC Model is one of the most successful economic development models that has been implemented in the U.S., and is now being widely implemented in the LAC region under President Obama's *Pathways to Prosperity in the Americas* Initiative, through the University of Texas at San Antonio. The findings and recommendations of this evaluation will be analyzed, shared with the partners and reported on in FY2014.

HED's Evaluation Protocols and Procedures. Putting an emphasis on external evaluations, and anticipating an increased number of those in the future, HED will continue in FY2014 to improve its external evaluation and performance auditing process through establishing and sharing standardized methodology and implementation and management protocols and procedures. These protocols and procedures will lay out the evaluation and performance auditing process in a clear and transparent way to ensure that high standards of quality are maintained within HED programs.

Appendices

Appendix A. All FY2013 Targets, Actuals, and Progress-to-Targets at a Glance for HED's LWA PMP Objectives 1–7

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Appendix A. All FY2013 Targets, Actuals, and Progress-to-Targets at a Glance for HED's LWA PMP Objectives 1–7

All FY2013 Targets, Actuals, and Progress-to-Targets at a Glance for HED's LWA PMP Objectives 1–7

LWA Performance Objective	Performance Indicator	FY2013 Targets	FY2013 actuals	Variance	Explanation of variance
Objective 1: HED will work with higher education institutions and USAID Missions, bureaus, and technical sectors to design RFAs resulting in 10 or more collaborative partnerships (4-8 solicitations annually--Leader and Associate Awards.	Number of RFAs designed	0	0	0%	No significant variance
Objective 2: HED will widely distribute RFAs and conduct fair and transparent application review, and nomination processes for partnership selection resulting in broad participation from the U.S. higher education community.	Number of contacts through which RFA was advertised	0	0	0%	No significant variance
	Number of applications received	0	4	+400%	The RFA was issued in FY2012 but this set of 4 applications for S. Sudan partnership carried over into FY2013 and is therefore reported here.
	Number of peer reviews organized and completed	0	1	+100%	The RFA was issued in FY2012 but the peer review for S. Sudan WLP program was held in FY2013 and is therefore reported here.
	Number of peer reviewers	0	5	+500%	The RFA was issued in FY2012 but the peer review for S. Sudan WLP program was held in FY2013 and is therefore reported here.
	Number of applications recommended for funding	0	2	+500%	The RFA was issued in FY2012 but the peer review for S. Sudan WLP program was held in FY2013 and two were recommended for funding and one was selected.
	Number of collaborative partnerships funded	52	55	+6%	No significant variance

LWA Performance Objective	Performance Indicator	FY2013 Targets	FY2013 actuals	Variance	Explanation of variance
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.	**3.2.2-33 F INDICATOR: Number of USG-supported tertiary education academic degree programs that include experiential and/or applied learning opportunities for learners**	22	22	**0%**	No significant variance
	3.2.2-35 F INDICATOR: Number of U.S.-host country joint development research projects	83	59	**-29%**	HED overestimated the number of joint development research projects in which new partnerships would engage.
	3.2.2-36 F INDICATOR: Number of curricula developed/revised with stakeholder input or based on market demand	21	39	**+86%**	The variance is caused by a combination of factors: i) Data entry error by the partners (e.g. Transposing of numbers in the target setting). ii) Overachievement by a number of partnerships as a result of faster than anticipated institutional approvals at the host country institution
	3.2.2-38 F INDICATOR: Number of new or improved policies that support increased access of underserved and disadvantaged groups	12	17	**+42%**	As a result of HEDs facilitation to help partners identify which underserved and disadvantaged groups partnerships will target, the host country institutions have become more cognizant of access barriers for multiple groups. Therefore, partnerships have been developing policies that recognize the needs of each specific group as opposed to a single access policy that applies to all students. (i.e. one institution may have 5 policies instead of one)
	3.2.2-39 F INDICATOR: Number of new USG-supported tertiary education programs that develop or implement industry recognized skills certification	15	8	**-47%**	4 Africa Initiative partnerships faced challenges to implementing new programs as a result of funding uncertainties and delays. Funding approval processes varied among Missions. Approval took an average of one month to a full quarter (3 months). These disruptions not only delayed activities that were scheduled to take place during this period, but also affected partner relationships and confidence. Other partnerships that struggled to initiate new programs included those in the countries of Yemen, Morocco and Philippines.

LWA Performance Objective	Performance Indicator	FY2013 Targets	FY2013 actuals	Variance	Explanation of variance
	3.2.2-40 F INDICATOR: Number of USG-supported research initiatives whose findings have been applied, replicated or taken to market	12	15	**+25%**	This variance is caused by 3 additional research initiatives whose findings have been applied, replicated or taken to market during this FY.
	Number of higher education institution engagement/outreach activities in community	219	165	**-25%**	The variance is caused by a combination of factors: i) Data entry error by partners (transposition of targets), ii) Delays in implementation in countries like Bahrain and Colombia, iii) Some Africa Initiative partnerships faced challenges to implementing outreach activities as a result of funding uncertainties. Funding approval processes varied among Missions. Approval took an average of one month to a full quarter (3 months). These disruptions not only delayed activities that were scheduled to take place during this period, but also affected partner relationships and confidence.
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.	**3.2.2-41 F INDICATOR: Number of individuals from underserved and/or disadvantaged groups accessing tertiary programs**	6,981	5,713	**-18%**	This variance is mainly caused by the disruptions and delays in implementation in some Africa Initiative programs due to funding uncertainties. Funding approval processes varied among Missions. Approval took an average of one month to a full quarter (3 months). These disruptions not only delayed activities that were scheduled to take place during this period, but also affected partner relationships and confidence. The variance also is caused by implementation challenges outside of partnership control (e.g. Liberia).
	3.2.2-42 F INDICATOR: Number of tertiary institution faculty and teaching staff whose qualifications are strengthened through USG-supported university partnerships.	112	21	**-81%**	This variance is mainly caused by a targeting error of 1 HED partnership in Bahrain which targeted 75 and achieved 0 completions in FY2013.

LWA Performance Objective	Performance Indicator	FY2013 Targets	FY2013 actuals	Variance	Explanation of variance
	Number of host-country individuals (EXCLUDING faculty) who completed USG-funded long-term programs resulting in academic degrees or professional or technical certificates (Long-term qualifications strengthening - EXCLUDING faculty/teaching staff)	698	1,843	+164%	This variance is due to two main reasons: i) targeting error of several HED partnerships such as Jordan, Bahrain, Egypt, Morocco, Lebanon in FY2013; ii) HED underestimated the number of individuals who would complete long-term training in FY2013.
	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)	1,516	4,347	+187%	Based on feedback from partners, HED revised the definition of this indicator in March of 2013 during the DQA process to allow the counting of individuals each time they complete a training rather than once in a reporting period. This resulted in a significant increase of reported numbers.
	Number of host-country institution faculty and/or teaching staff who enrolled in long-term training programs for qualifications strengthening [Training - Long Term (Enrolled)]	275	83	-70%	This variance is mainly caused by a targeting error and/or contextual challenges of a few HED partnerships such as Bahrain, Yemen, Ethiopia and Uganda which significantly over projected their targets for FY2013.
Objective 5: HED will secure advisory assistance/expertise from the higher education community to support USAID Bureaus, Missions and technical sectors' strategic objectives.	Number of technical assistance field visits to USAID missions (by team members/composition)	4	1	-75%	The technical assistance visits are typically related to program design. HED received only one request from USAID field Missions for technical assistance which resulted in one field visit to Armenia, reported here.
	Number of technical assistance requests from USAID missions and or Bureaus received	8	1	-88%	The technical assistance visits are typically related to program design. HED received only one request from USAID field Missions for technical assistance in this FY.

LWA Performance Objective	Performance Indicator	FY2013 Targets	FY2013 actuals	Variance	Explanation of variance
Objective 6: 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	12	10	-17%	The variance is due to the reduction in HED's budget.
	Number of roundtables and/or conferences organized by HED	1	4	+300%	HED organized 4 events: BMENA partners' meeting, USAID's Burma initiative announcement, ICAA partners' workshop with USAID/Peru, WLP partners' meeting. The Burma event was not related to an HED program but was administered at USAID's request. The other meetings were organized by HED in collaboration with USAID and HED implementing partners.
	Number of new technical resources or other related documents and materials that HED creates for the higher education community	5	3	-40%	The publication of some of the technical resources that were targeted for in FY2013 was delayed due to reduction of funding. The majority of these publications are in draft form and are scheduled to be published in FY2014
Objective 7: Results based management, ongoing monitoring and Impact studies/research	Number of evaluations/impact assessments carried out whose findings have been published or widely distributed	5	5	0%	No variance
	Number of monitoring visits across HED portfolio	22	39	+77%	HED was able to conduct more monitoring visits by combining them with baseline assessments and audit visits to reduce costs.
	Number of updated and/or new HED performance management processes	2	1	-50%	Publication of some of the management processes that were targeted for FY2013 was delayed due to reduction of funding. These processes are now close to being finalized and are scheduled to be implemented in FY2014.
	Number of research activities conducted by HED	1	1	0%	No variance

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 FY2013 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 US 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.

Appendix B. Partnership Narrative Reports for LWA and Associate Awards: FY2013

Partnership Narrative Reports for LWA and Associate Awards:

FY2013

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Agriculture

Education

Health and Nutrition

Human Rights

Gender Equality and Female Empowerment

Climate Change and Adaptation

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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. The ISETs are launching sustainable solutions centers at each of the three partnering ISETs to build linkages with their surrounding communities and coordinate extension activities.

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 are cognized resource and knowledge center for innovation in the areas of water resources and energy efficiency.

FY2013 Results Highlights:
UCB faculty taught two courses on water management and renewable energy technologies at ISET Sidi Bouzid for ISET faculty and students. Two faculty members from ISET Sidi Bouzid then completed two months of training in the United States to observe water management and renewable energy courses and develop syllabi for similar courses that they will teach during the Fall Semester 2013. The two faculty members developed plans for joint applied research projects with their UCB colleagues during their stay in the United States and learned how to mentor students engaged in applied research. In addition, ISET Sidi Bouzid acquired field testing equipment (a weather station capable of monitoring rain precipitation, air temperature, solar radiation, and wind speed) to enable their students to engage in applied research projects.

ISET Sidi Bouzid is fast becoming recognized as a resource and knowledge center for innovation in the areas of water resources and energy efficiency. The partners created a Sustainable Solutions Center for Agriculture at ISET Sidi Bouzid in collaboration with the International Center for Appropriate and Sustainable Development Communities. A director for the center was recruited and trained during the reporting period. The new center is now engaging local businesses and communities through a series of seminars, short courses, workshops, and needs assessments. Four service-learning Projets de Fin D'Etudes (capstone projects) also were conducted through the center involving 12 students and six ISET Sidi Bouzid faculty members on the following topics: energy efficiency analysis for industrial facilities, feasibility analysis of solar cooling, energy audit of industrial facilities, and design of water pumping systems. An information session conducted at ISET Sidi Bouzid has underscored that the center has been well received by local community stakeholders.

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.

FY2013 Results Highlights:
UCB faculty delivered and taught two courses on cogeneration and renewable energy technologies for ISET Médenine and ISET Tataouine faculty and students. A syllabus for a third course on concentrated solar power has been developed. Four faculty members from ISETs Médenine and Tataouine then completed two months of training in the United States, including technical lectures and hands-on laboratory workshops to prepare them to teach these courses. During this training, the four faculty members developed course syllabi for the courses that they will start teaching in spring 2014. During their training, the four faculty members developed plans for joint applied research projects with their UCB colleagues. Field testing equipment (an infrared camera, a blower door test kit, and a weather station capable of monitoring air temperature, solar radiation, and wind speed) has been acquired for ISETs Médenine and Tataouine for applied research projects.

The partners have established Sustainable Solutions Centers for Industries at each of the ISETs in collaboration with the International Center for Appropriate & Sustainable Development Communities (iCAST). The center at ISET Médenine has a focus on energy efficiency, while the center at ISET Tataouine has a focus on renewable energy technologies. Two new directors for the centers were recruited and trained in Colorado with the assistance of iCAST, and both centers have begun to engage local businesses and communities through seminars, short courses, workshops, and needs assessments.

SMALL BUSINESS DEVELOPMENT CENTERS (SBDCs)

The Small Business Development Center (SBDC) network is the largest and most successful network of assistance to the small and medium-size enterprises (SME) in the United States. Recognizing the importance of SMEs as key drivers of job creation and broad-based economic growth in the United States, President Obama launched the Small Business Network of the Americas (SBNA) Initiative to support the SME sector and encourage enhanced trade throughout the Western Hemisphere. Expanding the SBDC model throughout the Americas is a core goal of the SBNA and also contributes to reaching the objectives of the Department of State's Pathways to Prosperity in the Americas Initiative, which is a policy-level initiative that links Western Hemisphere countries committed to democracy and open markets in an effort to promote inclusive growth and prosperity.

HED is supporting 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.

3. COSTA RICA, DOMINICAN REPUBLIC, HONDURAS, and PANAMA: Central American University Consortium/University of Texas San Antonio: Central American Small Business Development Center Partnership Program: Adapting and Replicating the Small Business Development (SBDC) Model throughout Central America

Managed Under Leader Award AEG-A-00-05-00007-00
Partnership Award Amount: $545,000
Partnership Period of Performance: 9/15/2011 – 9/15/2013

Partnership Overview:
The University of Texas at San Antonio (UTSA) is the lead U.S. partner of a multi-country collaboration with the Centro Regional de Promoción de la MIPYME (CENPROMYPE), a subsidiary of Secretaría de Integración Económica de Centro América that convenes all Central American government officials with direct responsibility for their respective SME development portfolios.

Through this partnership, UTSA delivered customized training in Costa Rica, Dominican Republic, Honduras and Panama with the goal of expanding the SBDC model throughout Latin America and working toward the following objectives:

- Obtain stakeholder support for the adaptation of the SBDC Model in Central America;
- Build Central American SBDC capacity and model integrity; and
- Create international trade opportunities for Central American SBDC small business clients.

FY2013 Results Highlights:
Partners supported the establishment of three pilot SBDC centers in Honduras after Honduran stakeholders completed a four-part SBDC Counselor and Director Certificate training in May. This groundbreaking development contributes directly to the Honduran Presidential strategy to support SMEs and accompanying legal framework to ensure SBDC sustainability. Partners also took steps to further international trade opportunities for Central American SBDC small business clients by securing a Memorandum of Understanding between CENPROMYPE and the Mexican Association of SBDCs. The goal is the creation of a regional association of SBDCs.

The partnership award closed on September 15, 2013. Efforts to continue expanding the SBDC model and enhancing connectivity throughout the region are being supported through a follow-on partnership award that will build on existing achievements. Findings and recommendations from an external HED performance evaluation of the partnership will be utilized to inform implementation of the follow-on partnership in Colombia and Peru in early 2014.

4. 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 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. The partnership objectives are:

- 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.

FY2013 Results Highlights:
To ensure stakeholder participation and commitment to the implementation of the SBDC model, UTSA conducted consultations with government ministries, small business agencies, chambers of commerce, universities and NGOs in both Colombia and Peru. The consultations provided valuable data to determine the potential adjustments and adaptations that will need to be considered when adopting the SBDC model

in both countries. These discussions set the stage for a four-part SBDC Counselor and Director Certificate offering which provides training and support for budding SMEs and is a foundational training critical to the successful establishment of SBDC.

Following the SBDC Counselor and Director Certificate training in Bogota and Cali in spring, 2013, which trained more than 200 professionals on how to manage and operate economic impact-producing SBDCs; partners launched the first SBDC in Agua Blanca, Colombia. The government of Colombia has allocated $1 million USD in funds to seed pilot SBDCs, and provide match funding in the cities of Bogota and Cali.

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.

5. 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.

FY2013 Results Highlights:
Partners piloted the AQC Great Teachers Workshop. During the workshop, 32 AQC faculty members were trained in entrepreneurship, teaching and learning techniques, and practical approaches for the Jordanian classroom. Due to the subsequent level of improvement in AQC faculty teaching, leadership at AQC is discussing the possibility of implementing the Great Teachers Workshop biannually.

Partners contributed to the second objective with the successful pilot of the International Future Entrepreneur Exchange, which brought four of the eight AQC students who successfully completed the partnership's Entrepreneurship Certificate Program to EICCD in Iowa. During the exchange, AQC students visited 11 local small businesses many visits tailored to the student's own business plans–and attended several workshops and a seminar in entrepreneurship and business development.

The success of the partnership's Entrepreneurship Certificate Program has led to an institution-wide rollout of entrepreneurship coursework at AQC starting in fall 2013. An unanticipated collaboration with the International Youth Foundation has provided AQC with a Microsoft-developed "Build Your Business" royalty-free software, for use in the classroom to enhance instruction. These favorable outcomes increase the partnership's scope from teaching entrepreneurial concepts to just a few students to engaging an entire student body that will now take entrepreneurship coursework as part of their graduation requirement.

6. 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.

FY2013 Results Highlights:
During this reporting period, partners placed 24 Solar Energy Technology (SET) degree students in internships with local solar energy companies in Jordan. Working toward the partnership's first objective, partners revised the newly-developed SET degree program after the completion of the partnership-funded solar tracking array to include more technical and experiential coursework.

Partners also worked collaboratively with industry experts on the development of a new comprehensive Health, Safety and Environment (HSE) degree program at HUC, which quickly received Ministry approval upon completion. 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, 50 students are enrolled in the new HSE degree program, which begins with a year of theoretical training at HUC and continues with a second year of practical training in the newly refurbished Hassib Al-Sabbagh Academy.

This facility was provided by Al Balqa Applied University and renovated by private sector partner Consolidated Contractors Company, who will offer a significant number of jobs to HSE students after completion. The partnership's HSE advisory council comprised of local health and safety managers from major industries in Jordan will continue to convene and assist in the establishment of future student internships with the goal of job placement.

7. 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.

FY2013 Results Highlights:
The technical degree programs at ESTO are attractive to students because they offer the opportunity to graduate with industry-recognized certifications. With collaboration from private sector partner Snap-On, partners successfully trained and certified 56 instructors and 73 students in Snap-on's SOLUS Pro and SOLUS Ultra diagnostics tools. This train-the-trainer approach has led to the enhanced expertise of faculty at ESTO in automotive diagnostics, fulfilling the first objective.

Partners have made great strides toward the partnership's second objective of enhancing the institutional capacity of ESTO by integrating two automotive diagnostics courses and certification examinations for Snap-on's SOLUS Pro and SOLUS Ultra automotive diagnostic tools into four technical degree programs at ESTO: General Electronics, Mechatronics, Industrial Maintenance, and Industrial Information and Electronics. Partners are currently working on the development of Snap-on's Torque and Multimeter

diagnostic tools certification curricula, which will lead to a total of four highly sought after certifications integrated into degree programs at ESTO.
The inclusion of faculty from technical colleges in Lebanon, Tunisia, Algeria, and other Moroccan institutions has enhanced the regional reach of ESTO and laid the groundwork for achievement of the partnership's third objective and overall goal of establishing ESTO as a regional leader in automotive diagnostics, transportation and renewable energy technologies.

8. 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 have improved 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.

FY2013 Results Highlights:
In March, three MTC faculty attended the International Entrepreneurship and Innovation Conference in Amman, Jordan, where they were exposed to best practices and common challenges facing the Arab world in developing entrepreneurship. Also in March, HCC trainers traveled to Egypt and trained 53 MTC faculty in Universal Design for Learning, curriculum development, entrepreneurship education, and administrative models for entrepreneurship programming. During this training trip, partners also expanded MTC's relationships with business and industry by meeting with the Industrial Training Council, INJAZ, the American Chamber of Commerce, Misr El-Kheir and the Social Fund for Development.

Unfortunately, with a large part of the partnership's activities involving travel and in light of the U.S. Department of State travel warning, implementation was forced to a halt due to the political instability and unrest in Egypt during most of FY2013. Currently, MTC partners are awaiting authorization from the Egyptian Ministry of Higher Education to continue their institutional partnership with HCC. Once MTC receives approval from the Ministry of Higher Education and it is deemed safe to resume travel to Egypt, partners will work together to reassess partnership activities and re-establish stakeholder relationships.

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.

9. 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

FY2013 Results Highlights:
In the 2013 fiscal year, partners began enhancing BP's entrepreneurship infrastructure by infusing entrepreneurship content into degree and certificate programs and establishing an entrepreneurship committee of faculty and administrators for entrepreneurship-related decision-making at BP. In consultation with industry officials, an entrepreneurship focus was incorporated into nine curricula, including business, logistics management, engineering, information and communication technology, web media, and visual design programs, with two newly-developed programs: an associate degree in Mechanical Engineering and diploma in Visual Design. These new and enhanced academic offerings will encourage students across disciplines to think entrepreneurially.

BP also developed and revised six institutional policies and procedures to support increased access of underserved groups, including students with academic challenges, financial constraints, and physiological, psychological, mental, or emotional traumas. Toward the establishment of the BPEDC, the entrepreneurship committee finalized the terms of reference for the center, which were sent to the academic board for review, and BP negotiated with the Bahrain Development Bank (BDB) to lease a space within a BDB commercial building which currently facilitates small business startups.

It is envisioned that the BPEDC space will house four sizable classrooms—including space for an IT innovation hub—and office space for business incubation and administration activities. Collaboration with local stakeholders like BDB and the Bahrain Business Incubation Center has resulted in mentors from those organizations advising BP student entrepreneurs. Partners managed to accomplish these results despite significant delays due to a USAID-imposed partnership suspension and the subsequent requirement to revise the project budget and implementation strategy during the first half of the fiscal year. In the final quarter of FY2013, news of HED funding uncertainties resulted in a decision by the BP Board of Trustees to suspend partnership activities until clarity regarding project funding became available.

10. 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.

FY2013 Results Highlights:
At the beginning of fiscal year 2013, after many months of halted implementation due to administrative changes in Yemen, U.S. partnership directors met the new dean of SCC in Istanbul, Turkey at the BMENA Regional Partners Meeting and re-initiated discussions regarding the partnership. In the spring, four SCC and three U.S. partners traveled to Washington, DC for a two-day post-signing meeting with HED to discuss results-based management, the partnership theory of change, the baseline process, and general administrative award requirements. Partners engaged in the process of finalizing the project budget and scope of work, and then baseline data collection and the development of a system for monitoring and reporting of data at SCC. Following the in-person meeting, infrastructural, communication, and administrative turnover challenges hindered the partners from making significant progress. These challenges were exacerbated by unfavorable political and security realities that prohibited the U.S. team from receiving institutional approval to travel to Yemen.

After multiple discussions, partners determined that—due to the setbacks and lack of progress—they would be unable to accomplish meaningful results in the time remaining and trimming the project to a more manageable scope would compromise its integrity. In light of this assessment, partners made a mutual determination at the end of the fiscal year to close the partnership in the first quarter of FY2014.

11. 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.

FY2013 Results Highlights:
Partners continued efforts to position ESTO as a lead institution in Morocco's Eastern Region for entrepreneurial and economic development. Through English language instruction at the American Language Center of Oujda, foundational entrepreneurship workshops at ESTO led by representatives of the National Business Incubation Association (NBIA), and attendance at international conferences, such as the NBIA Conference in Massachusetts, ESTO faculty have increased their ability to teach students and advise local citizens in critical components of entrepreneurial development. These short-term trainings reached a total of 90 individuals during the fiscal year.

Toward the development of student capacity, 29 ESTO students collaborated in a virtual "Biz Squad" course with students from GTC to offer consulting services for small businesses in both the United States and Morocco. Also during this reporting period, the partners accelerated efforts to deploy technological innovations in the classroom. In September, a rapid prototyping machine was installed at ESTO, which will allow students to gain skills in producing and devising objects that meet the needs of local businesses. The installation of the machine led to a revision of one curriculum in ESTO's applied engineering department during this reporting period and several additional curriculum revisions are planned as students and faculty integrate the use of the machine into the classroom.

12. 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.

FY2013 Results Highlights:
Partners have contributed toward the objective of faculty capacity-building with the participation of 23 ENSET faculty, administrators, and Moroccan Ministry of Education representatives in a training led by MCC faculty at ENSET Rabat and ENSET Mohammedia in October 2012.

Partners continued to enhance faculty teaching capacity with the second Teaching Entrepreneurship Training for ENSET Rabat and ENSET Mohammedia faculty members, which took place in April at the MCC campus in Lowell, MA. The one-week training was collaboratively designed to cater to ENSET faculty needs and delivered sessions such as Project Management for the Entrepreneur, Teaching Marketing for the Entrepreneur, The Role of the Entrepreneur In Residence, Teaching QuickBooks, Using Twitter to Grow Your Business, Teaching Business Plan Development and Risk Management to 18 faculty members – five female and 13 male.

During their time at MCC, ENSET faculty met with MCC student entrepreneurs and entrepreneurship faculty to share ideas and strategies, and in a session titled, "Supporting Entrepreneurs beyond the Classroom," visited a small business to dialogue with local entrepreneurs. With the immersion of ENSET faculty into entrepreneurship content and training, faculty has become confident in their ability to train other colleagues at the college, which in turn has expanded the reach of the partnership. There are currently 10 ENSET Mohammedia faculty and five ENSET Rabat faculty that have integrated entrepreneurship content into the classroom in the disciplines of computer science, management, marketing, and risk management. Building on the expertise they developed while working with the U.S. partners, the ENSET faculty and administrators worked diligently to develop four new entrepreneurship curriculum modules – two at each ENSET – for the Business Administration and IT Entrepreneurship programs. The ENSETs have also developed a total of 16 curriculum frameworks that include entrepreneurship content, including 12 with an internship component. Finally, both ENSETs have developed business advisory boards with representation from various non-profit and for-profit organizations, members of which have begun assisting in curricular review and student advising.

13. 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.

FY2013 Results Highlights:
The partnership's English program was finalized and implemented across Al-Kafaàt's EUROPA Campus of Technology (ITK) in the fall semester 2012. The LINK (English-language Immersion at ITK) Program, modeled after the Language Immersion Program at Nassau Community College, provides English instruction in a student-centered learning environment, leading to more authentic language production and greater fluency. Because this holistic and immersive way of teaching English was new to AKFS

instructors, throughout the year faculty teaching capacity has been of focus during a weekly common hour devoted to faculty pedagogical development.

As an indication of AKFS' enhanced capacity to sustain the LINK Program, a Lebanese teacher has now succeeded the original, American program director. With 388 students enrolled in classes according to academic major at a variety of levels, the program will prepare students for work in a business that requires English proficiency, as well as continuing studies in an English-language university. In the past academic year, 171 students in the second year technical and professional baccalaureate programs completed the LINK Program from vocational areas such as mechanics, electronics, printing, graphic design, cosmetology, and carpentry. AKFS and North Country Community College colleagues worked collaboratively to further ensure student success by determining parameters of the Learning Center, including student usage and strategies for greater institutional involvement, and developed implementable policies governing referrals to and use of the center. These efforts will expand the reach of the Learning Center to a larger AKFS population, and during the academic year there were 144 student users—88 male and 56 female.

In support of local small businesses, AKFS' B-START (Business Support and Training for a Resourceful Transition) program worked with a Lebanon-based enterprise research agency to produce a report identifying the business landscape and recommending new services that B-START can provide to better support local businesses. As a result of this research, B-START is providing marketing and design services to 21 businesses in the clothing sector – including logo and slogan, business card, gift card, website, and shopping bag design. B-START is also working collaboratively with Monroe Community College to implement a career center at Al-Kafaat University, and during this period developed a searchable online job database.

14. 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 (WWC) titled, "Community College Entrepreneurship: Integration to Incubation," seeks to develop an entrepreneurial mindset among students at AQC by 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.

FY2013 Results Highlights:
WCC and AQC deepened implementation of activities to develop an entrepreneurial mindset among students at AQC under the framework of the 'Community College Entrepreneurship: Integration to Incubation' partnership. In January, the partnership held a formal launching event at AQC under the auspices of Jordan's Minister of Labor and other prominent dignitaries.

Partners enhanced the capacity of AQC faculty and staff through attendance at the international conference of the National Business Incubation Association in Massachusetts, training workshops on business innovation and entrepreneurship by WCC faculty and staff, and mentoring from WCC faculty in the form of four collaborative faculty pairs to develop toolkits in the fields of Business, Information Technology, Engineering, and Hospitality. These activities reached a total of 43 AQC faculty and staff attendees.

Partners advanced the ability of AQC students to incubate a small business through the establishment of a physical site for a business incubator and the hiring of a manager of the facility. The business incubator will host 10 student entrepreneurs at a time, providing them a physical space and support services to develop their business ideas. Also during the year, students attended three success story events where they heard local entrepreneurs share their business experience and the partners led efforts to implement a student entrepreneurship club at AQC. There were nearly 140 student attendees at partnership training events during this fiscal year.

15. EGYPT: Cairo University/Georgia State University: Business Education and Private Sector Alignment

Managed Under Leader Award AEG-A-00-05-00007-00
Partnership Award Amount: $700,000
Partnership Period of Performance: 7/30/2007 – 6/30/2013

Partnership Overview:

The Robinson College of Business (RCB) at Georgia State University partnered with Cairo University (CU) to enhance market-oriented business education at CU to better meet the needs of the business community. The partners have created a four-year, undergraduate business administration degree program (offered in English) with concentrations in marketing, finance, and accounting. The partnership's primary objective was to improve the capacity of CU's Faculty of Commerce in the areas of curriculum innovation, teaching, research, administration, program sustainability, and service.

FY2013 Results Highlights:

The Cairo University partnership director visited RCB at GSU for a week in January 2013 to review the program and to develop syllabi for two courses on human resources management and entrepreneurship that are planned for delivery during the 2013-2014 academic year. In addition, three courses (Financial Accounting, Financial Decision Making, and Marketing) were co-taught by RCB visiting professors and Cairo University professors during FY2013. A fourth RCB faculty member visited Cairo University and delivered several lectures on research methodology to teaching assistants and professors. During FY2013, 29 fourth-year finance students completed internships at local brokerage firms, and 101 students graduated from the business administration program. The partnership award ended in June 2013.

16. EGYPT: Alexandria University/Georgia State University: Executive Master in Business Administration in Alexandria, Egypt

Managed Under Associate Award with USAID Egypt Mission # 263-A-00-08-00027-00
Partnership Award Amount: $1,499,500
Partnership Period of Performance: 10/27/2008 – 9/30/2013

Partnership Overview:

The partnership between the Ross College of Business (RCB) at Georgia State University (GSU) and Alexandria University focused on improving the quality of business managers in the Egyptian private sector by enhancing and focusing the Executive MBA (EMBA) program at Alexandria University, with campuses in Alexandria and Cairo. The partnership had three objectives:

- Review, streamline and rationalize the curriculum for the EMBA program to more sharply focus on leadership development and activate a dormant international residency component;
- Enhance faculty quality through a series of replicable faculty development activities and by involving RCB EMBA faculty from diverse disciplines in teaching, research and advisory relationships with AUFC; and
- Develop the administrative capacity of Alexandria University to promote and market the program, recruit students, and administer the program.

FY2013 Results Highlights:

- Three GSU/RCB professors taught Financial Accounting and Reporting, Financial Decision Making and Business Strategy courses to EMBA students at the Cairo and Alexandria campuses.
- AUFC's dean and the EMBA director visited Atlanta to plan activities and discuss Cairo University's post funding relationship with RCB.
- A group of 37 students, accompanied by two AUFC faculty members, participated in international residencies conducted by RCB faculty at GSU. As part of their residencies, the students visited a number of successful companies including Aventure Aviation, CNN, Porsche Cars North America, Marriott International, Cinnabon, AJC International, Chick-Fil-A, UPS, and KIA Motors Manufacturing. The visiting EMBA students also benefited from instructional presentations provided by guest speakers, including the president and owner of Aventure Aviation, the director of the International Investment Team of the Georgia Department of Economic Development, and the director of Finance & Accounting for Marriott International. RCB professors provided lectures on Solving First-Ever Tough Problems, Emerging Markets, and Strategy.
- Thirty-six students graduated in April 2013, and an additional 22 students graduated in August 2013. These graduates received a diploma from Alexandria University and a certificate from the GSU/RCB upon completion of their studies.

17. ALGERIA: Mentouri University, Constantine Algeria/University of Michigan William Davidson Institute: Recruiting Employable Students at the University with Management Education (RESUME)

Managed Under Associate Award with USAID/OMEP # 263-A-00-09-00011-00
Partnership Award Amount: $674,595
Partnership Period of Performance: 10/07/2009 – 10/31/2012

Partnership Overview:
The William Davidson Institute (WDI) at the University of Michigan (UM), the Stephen M. Ross School of Business and the English Language Institute at UM, partnered with the University of Mentouri Constantine (UMC) to provide effective teaching, curriculum, and research in English and Management. Using a strategy that combined experiential learning, knowledge creation, and real-world experience, the partners created a career center and developed an English-language training curriculum. Together, the partners enhanced the capacity of the faculty to develop and teach a modern Management curriculum that actively engages the private sector. With the overall goal of increasing the employability of UMC students, the partnership focused on three objectives:

- Improve the quality and effectiveness of English learning and teaching at UMC;
- Improve the Management curriculum at UMC; and
- Establish a career center at UMC.

FY2013 Results Highlights:
A Master in Tourism degree was launched in October 2013. Twenty-five students who were admitted in 2012 became the first cohort. In addition, 88 students who completed the first year of the Master in General Management program continued into the second year of their studies. An additional 60 students

became the second cohort of the Master in General Management program by beginning the program in October 2012.

WDI's senior field coordinator, in collaboration with UMC leadership, prepared an "Action Plan" for the continuation of the career center that outlined the steps that should be taken take in order to become fully sustainable and integrated into UMC's organizational structure and budget. A key contextual challenge at the close of the partnership period of performance was the division of UMC into three separate campuses. At the time of the final report, the disposition of the career center (whether it would go to one of the three campuses or be expanded to all three) had still not been decided.

18. 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 is working toward two main objectives:

- 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.

FY2013 Results Highlights:
During this period the partners collaborated to enhance CHSB's institutional capacity to serve as an entrepreneurship center for excellence. Faculty capacity development opportunities allowed 11 of faculty and facilitators at CHSB to acquire new techniques, tools and strategies to teach entrepreneurship. These techniques will be incorporated into the design of entrepreneurship curriculum at CHSB and will contribute to updated teaching methodologies used across all CHSB's entrepreneurship programs going forward.

Increasing entrepreneurship knowledge and skills among diverse stakeholder groups in Barbados and the OECS region was also a focus of the partnership during this year. As a result, 64 business mentors learned of effective mentoring practices for emerging entrepreneurs through two symposiums conducted by the partnership. Similarly, 135 individuals gained skills to deliver training workshops on entrepreneurship at a larger scale across the region through 12 train-the–trainer workshops covering the fundamentals of entrepreneurship conducted by the partnership during this year. This group of individuals represents a critical mass likely to continue fostering entrepreneurship across the region following partnership closeout.

Finally, the partnership enabled 22 students to enhance their skills in entrepreneurship practice through diverse experiential learning opportunities such as graduate assistantships, internships, and a student engagement project that allowed students to provide direct entrepreneurship consulting services to real-life entrepreneurs in Barbados and to assist them in developing business plans.

19. 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 SCCs 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.

FY2013 Results Highlights:
During this reporting period, more than 200 OSY (of whom women constituted a small majority), SCC faculty and staff, and community participants were beneficiaries of agri-entrepreneurship trainings, leading to the formation of several new business products and associated research projects.

A Center for Agricultural and Farmland Entrepreneurship (CAFE) was established at SCC during the FY2013 year. The CAFE now has a seven-member advisory council and a director who has significant experience working with youth and agri-businesses. It is anticipated that in the next reporting period the center will begin to offer training workshops and advisory sessions to assist entrepreneurs in Central Mindanao.

Thirty-eight SCC faculty and staff attendees have been trained in the curriculum of the agri-entrepreneurship certificate being developed at SCC. The certificate program is comprised of five courses: Introduction to Entrepreneurship, Entrepreneurial Marketing, Business Plans, New Business Ventures, and Entrepreneurial Finance.

Seven individuals who attended those trainings have in turn lead workshop sessions for OSY and other community members. SCC professors have also received mini-grants to conduct studies on business products developed by OSY. It is anticipated that these faculty will present their research at an international conference in the next reporting period.

More than 100 OSY were trained in agri-entrepreneurial principles and all were offered the opportunity to participate in a business plan competition. Five business plans developed by OSY were selected to receive small grants to assist in the marketing, development, and enhancement of products such as Heavenly Banana Chips and Wonder Mushrooms that are now available for consumption in central Mindanao. Eighteen OSY also visited local businesses, seeing the production facilities of five farms and snack producers first-hand on a workshop exposure field trip in Cotabato Province.

20. HAITI: State University of Haiti/National Institute of Administration, Management and International Studies (INAGHEI) and the University of Massachusetts-Boston

Managed Under Associate Award with USAID / Haiti # 521-A-00-07-00006-00
with scale-up funding managed under HED Leader Award AEG-A-00-05-00007-00
Partnership Award (Scaled-up) Amount: $821,167
Partnership Period of Performance: 7/29/2008 – 5/15/2013

Partnership Overview:
The UMass Boston/INAGHEI University Partnership was a collaboration between the University of Massachusetts Boston (UMass Boston) and the State University of Haiti—National Institute of Administration, Management and International Studies (INAGHEI). The partnership focused on improving INAGHEI's Business Administration program to better meet demand in Haiti for trained business professionals and administrators. With the overall goal of improving INAGHEI's business administration program so that it can better prepare its students for business and the world of work, the partnership was focused on three objectives:

- Strengthening INAGHEI's business administration program, including faculty development and exposure to new instructional models that help students develop skills and practices needed to compete in the workplace, and that increase the relevance of INAGHEI's business administration program to Haiti's workforce needs and the global marketplace;
- Increasing the number of students that successfully complete the business administration program; and
- Establishing links between INAGHEI and businesses and institutions in Haiti and in the United States.

FY2013 Results Highlights:
During this reporting period, the UMass Boston and INAGHEI focused on re-engaging the partnership after UMass Boston experienced a significant transition in key personnel. As part of this re-engagement, UMB conducted an evaluation of prior partnership activities and conducted a site visit to refine the work plan to guide remaining partnership activities.

To strengthen INAGHEI's business administration program, four faculty and administrators from INAGHEI traveled to Boston for a week of capacity building and professional development. The faculty development sessions introduced the INAGHEI team to innovative models for faculty development, such as interactive pedagogy and the case study method, and to models for entrepreneurial development that can be introduced at INAGHEI, particularly the business incubator. The training sessions also focused on strengthening student education in the areas of experiential learning, including internship programs and student-led new business development. In addition, two curriculum revision training workshops were conducted for 10 INAGHEI administrators and faculty. The workshops built on accomplishments earlier in the partnership. Public administration and business administration were the two key areas of focus. UMB assembled a U.S. team of academics who reviewed the curriculum proposals from INAGHEI, provided written feedback, and designed and offered the training in Haiti. Revisions to the business administration and public administration curricula were completed in early March 2013.

Two expert UMB consultants also conducted job search and employment skills training workshops for 46 advanced level students INAGHEI students.

To establish links between INAGHEI and businesses and institutions in Haiti, the partners also initiated a Haiti-based internship program for current INAGHEI students and laid the groundwork for the creation of a Small Business Development and Advisory Center through meetings with local academic, business, and government leaders. Through the Center, small business owners will receive technical support and

business advice and INAGHEI students will enhance their classroom training by being exposed to real-world business challenges.

Agriculture

1. BURUNDI: Ngozi University/South Carolina State University: Strengthening Rural Agriculture Development

Managed Under Associate Award # EDH-A-00-08-00028-00
Partnership Award Amount: $527,369
Partnership Period of Performance: 2/9/2009 – 5/31/2013

Partnership Overview:
The partnership has enhanced Ngozi University (NU) faculty pedagogical skills, revised the curriculum in agriculture and enhanced faculty research capacity. The partners established experimental research stations that increased NUs outreach capacity by providing extension services to local farmers and communities, producing and disseminating newly tested seeds for rice, fruits, and vegetables. These activities support improved nutrition, food security, and overall quality of life of the local farming communities. The partners are training trainers to enhance the skills of the extension agents who work with farmers, including a number of women farmers.

End of Partnership Results Highlights:
Three NU faculty completed master's degrees in Agribusiness and Entrepreneurship at SCSU and are returning to teach at NU. Ngozi University now offers the only agribusiness and entrepreneurship program in Burundi. In the final year of the partnership, three new courses were developed and implemented, including Cost-Benefit Analysis, Agribusiness Strategy, and Farm Management. The academic program developed by the partners has increased student enrollment at Ngozi University, particularly in the Faculty of Agronomy and Agribusiness (24 students in the 2007-2008 academic year to 134 in the 2012-2013 academic year).

A key accomplishment of the partnership is the establishment of six research stations in Ngozi and Kayanza provinces. The stations were used as a site for applied research and as training centers for local small scale farmers and communities. Partners have provided 16 varieties of rice and vegetable seeds to representatives from six local and international organizations and distributed more than 5,000 kg of rice seeds and more than 50 kg of vegetable seeds. This diversification of fruit and vegetable products contributes to combating hunger and nutritional problems in rural communities in the region and enhances small scale farming enterprises.

2. 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 is designed to create the long-term professional capacity to solve agricultural management challenges in the fragile northern

Senegal and Sahelian ecosystems. The partnership have developed innovative agronomy and crop production degree program and established the University of Gaston Berger Agricultural Research and Development Center based at UGB in Saint Louis, Senegal.

The objectives of the partnership are to:

- Implement associate and Bachelor of Science degrees programs in agronomy and crop production at the UGB;
- Improve the capacity of faculty at UGB through sandwich PhD studies, faculty exchanges, mentoring programs and short-term training in agronomy and crop production program.
- Provide effective applied research and extension service through a pilot integrated research and outreach program; and
- Strengthen the newly established departments of the College of Agriculture, Aquaculture and Food Technology at UGB through improved laboratory and teaching facilities.

FY2013 Results Highlights:
Toward developing the human capacity at UGB, two faculty members have been enrolled in PhD programs at OSU. One UGB faculty has successfully completed a language study at OSU and enrolled in a PhD degree program in agricultural engineering. Another UGB faculty is in his second semester of the American Language Program toward enrolling in a PhD program in weed sciences. He is expected to submit his graduate school application by November 30, 2013.

The associate degree program developed by partners has enrolled 92 students, with a potential of producing highly trained human capacity that can contribute to improve agricultural practices, management and overall productivity in Senegal.

Ninety-two students completed an internship program improving the experiential learning opportunities of students. Annual internships provided students placement with farmers and organizations throughout Senegal, including national research institutes, national extension organization, NGOs, farmers cooperatives, and private businesses.

Contributing to improving skills and knowledge of faculty and students at UGB, partners conducted several short-term training activities, involving the participation of 138 individuals, including 36 women.

An indication of strengthened capacity of UGB to address societal problems is that two joint research projects were submitted to the Bill and Melinda Gates Foundation, the first investigating rice production in the Northern Senegal River Valley and the second one focusing on work to modernize the agri-food industry in Northern Senegal.

Through outreach/extension activities nineteen students (six females) from the bachelors program conducted a crop survey in farmers' fields in two villages, Pont Gendarme and Ndiallakhar. Lessons learned will be disseminated to local communities to improve agricultural practices, such as crop choice and pesticide application and disposal. In addition, insect traps in farmers' fields and collection of insects by students has been conducted and will help initiate the development of an integrated pest management system. Five UGB faculty have also been working with farmers to develop a base line and to determine information and training needs.

3. 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: $1,370,000
Partnership Period of Performance: 4/1/2011 – 9/30/2014

Partnership Overview:
This partnership has established a Centre for Sustainable Dryland Ecosystems and Societies (CSDES) 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.

FY2013 Results Highlights:
The partnership has continued to contribute to the development of human capacity at UoN to enable students and faculty can work with dryland communities, civil society, the private sector and government to ensure sustainability and productivity of dryland ecosystems. Three students graduated with Master of Science degrees in Range Management.

To build skills and knowledge of faculty and students at UoN, partners conducted several short-term training activities:

- A geographic information system and spatial analysis training was conducted by CSDES at the Department of Land Resources Management and Agricultural Technology, College of Agriculture and Veterinary Sciences, UoN.
- Training on the potential of the e-learning mode of course delivery stimulated interest among college members to adopt e-learning which is in line with the University of Nairobi policy to convert all courses to e-modules. The training benefited 17 teaching staff members (four females and 13 males).
- A comparison of the North America ranching model and East African pastoralism model was delivered to 24 students undertaking a BSc in Range Management at UoN.

To address the partnership's goals of developing institutional capacity in the larger East Africa region, CSDES has developed a new Bachelor of Science course in Dryland Economics and Agro-Ecosystem Management. The course was approved by the UoN Senate on July 24, 2013 and is already being implemented.

Outreach activities conducted by partners will help identify community challenges and develop appropriate solutions. For example, the partners visited Kajiado to collect views from stakeholders on drylands training/education needs, target groups, types of courses and physical capacity of delivering courses, among other issues. CSDES also conducted a one-day field visit to a community based livestock/agricultural project in the semi-arid county of Machakos.

Partners engaged with communities in Marsabit County on livestock health in the drylands and also worked with communities in Taveta District to create community-driven trainings related to dryland human-wildlife conflict in a trainer-of-trainers model. CSDES was invited to participate in the launch of the national Agricultural Sector Development Support Programme.

CSDES, in partnership with Colorado State University (CSU), held its first student-led conference in May 2013, drawing more than 100 participants. The conference brought together a diverse audience of students (UoN, CSU and a few from other local universities), faculty, NGOs, practitioners, government and USAID/Kenya.

A call for proposals for a competitive, cross-site research for development grants has resulted in five seed grant awards to facilitate joint research activities in April 2013. In addition, faculty and student affiliates of CSU and CSDES have written a total of 22 collaborative and demand-driven proposals submitted to sponsors, of which two were funded.

CSDES developed a website and has produced 168 tweets, and 67 individuals are following the center to receive posts. The center has uploaded six video clips to its YouTube account, which has attracted 507 visitors and has recently created a blog that has recorded 300 visitors. A policy brief on "range rehabilitation for wildlife conservation and pastoral livestock production" written by one of CSDES supported graduate (tutorial fellow) student and has been posted on the center's website.

Partners have developed manuscripts and submitted four journal articles for publication.

4. 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 is focused on agro-ecosystem services (AgESS) to support agriculture-led economic growth. The Lilongwe University of Agriculture and Natural Resources (LUANAR) and Chancellor College are partnering 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 will also strengthen 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.

FY2013 Results Highlights:
The partnership continued to support two PhD students enrolled in 2011 in MSU doctoral programs in AgESS fields: one female student in Fisheries and Wildlife and one male student in Crop and Soil Sciences. The partnership has established an undergraduate student scholarship program that targets third and fourth year women students enrolled in Bachelor of Science and Bachelor of Arts programs in AgESS-related disciplines. This activity addresses the gender disparities and the low number of women in these fields of study at LUANAR and Chancellor College.

Skills and knowledge of faculty, staff and students have been developed through tailored short term trainings. The project supported two internship programs, one at LUANAR and one at Chancellor College benefitting 14 interns from LUANAR (eight male/six female) and 20 interns from Chancellor College (eight male/12 female). A one-day training at each of the Malawian institutions (Chancellor College and LUANAR) was provided to financial officers and secretaries involved in the project, as well as the faculty leaders on the five seed grant projects under this program on issues related to receipts and financial reporting and reviewed with them how financial records are being kept. Sixteen students were trained in

semester long AgESS modules in FY2013. The partnership has designed and delivered qualitative research methods course at LUANAR as a three-week workshop during the first reporting period.

The partnership developed several courses and modules with input from the private and public sector. A short training course on fundraising/development, "Payment for Ecosystem Services" module, was developed for LUANAR and will be offered as a full course to all third-year students in all faculties starting November 2013. In addition, the partners have gained approval for a course on "Systems Thinking and Practice" course. The course will be offered to PhD students in Rural Development and Extension starting in the 2014 academic year.

Five research seed grants and the associated research projects are currently underway. Additionally, a collaborative MSU-Chancellor College research team was awarded a National Science Foundation Partnerships for Enhanced Engagement in Research grant. A USAID INVC project (Integrated Nutrition and Value Chains) between MSU and colleagues in Malawi is also in the implementation stage. Further, a collaborative team from MSU, LUANAR and an Indian university (Tamil Nadu Veterinary and Animal Science University) was awarded a USDA Tri-lateral (U.S.-India-Africa) capacity building grant.

The partnership submitted two proposals for research projects. A joint team from MSU, LUANAR, and University of Malawi (UNIMA) was awarded a five-year National Institutes of Health grant for a project entitled "Inter-sectoral Fellowships on Irrigated Agriculture and Human Health in Malawi." An AgESS research team from LUANAR collaborated with Reading University in the United Kingdom to submit a proposal to ICRISAT (International Crop Research Institute for the Semi-Arid Tropics), and a joint MSU-Malawi team submitted a proposal to the USAID-funded Global Center for Food Systems Innovation's Innovation Grants. In total, the partners submitted four research proposals for funding this fiscal year.

5. 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: $9,491,862
Partnership Period of Performance: 2/7/20011 – 9/30/2015

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.

FY2013 Results Highlights:
Toward developing the faculty capacity of UoJ, three students are enrolled in Stellenbosch University and University of Pretoria, South Africa are continuing their studies (in Limnology/Fisheries, Animal Breeding/Production and Food Nutrition/Agriculture) with the goal of returning to teach at UoJ. Six UoJ faculty left on May 17 to the United States for an Intensive English course in preparation for graduate studies at Virginia Tech.

The partners conducted several short term training sessions for faculty and students in Juba, including training in food technology, curriculum review, and proposal writing skills reaching 196 individuals. Internships provided important experiential learning for students during this reporting period. Fifteen UoJ students interned with Agrolife, a company dealing with greenhouses and drip irrigation technologies. Thirty-four CUoSS students interned with the USAID FARM Project; Dorcas Aid International; the South Sudanese Ministry of Agriculture, Cooperatives, Rural Development, & Forestry and AGRA sponsored Research Station; and the Ministry of Agriculture, Irrigation and Forestry in Western Bahr El Ghazal State and throughout the Greenbelt.

A study tour in the United States was organized for six UoJ faculty members and finance and administration staff. One UoJ faculty attended IFDC regional workshop in Arusha, Tanzania. Six faculty (one female and five males) participated in the workshop on "Building Agricultural Capacity in Post-Conflict Countries" held in Kampala, Uganda. One faculty from CUoSS participated in the InnoVATE workshop on "Building Capacity for Agricultural Training and Education in Developing Countries", held in Fairfax, Virginia.

Enhanced higher education institutional capacity in South Sudan is evidenced by the diploma program in general agriculture under development at CUoSS and expected to begin in the 2013-2014 academic year. A Certificate in Value Chain Approach is planned for FY2014 at UoJ.

Several research projects initiated by the partners helped develop the research skills of faculty and students, as well as generating new technologies and agricultural management practices. These research projects (two by faculty and 16 by students) address problems associated with Feed the Future priorities, such as staple food production, soil quality, the production practices of small- and mid-sized producers, and animal production. One joint research project, for example, focuses on improving cassava production in Wau County, in Western Bahr El Ghazal State by introducing well-adapted, disease-resistant, high-yielding and early-maturing cassava cultivars.

UoJ and Virginia Tech faculty are working jointly to develop methodological instruments for a gender assessment in the Universities of Juba, John Garang-MUST, and Catholic University of South Sudan. The Virginia Tech Institutional Review Board authorized to protect human research subjects approved a methodology that includes training and a coding sheet to maintain anonymity. The research thus far suggests that early marriages and dowries play a key role in limiting women's participation in higher education.

Partners are putting in place policies for all sectors including access of underserved/disadvantaged to tertiary education. The CUoSS applicants who score below a passing level are required to attend a four-week intensive course in English and/or Mathematics. These remedial courses need to be emphasized in future programs and efforts at CUoSS.

As part of its outreach program, partners trained farmers on how to establish crops such as sorghum, maize, ground nut and cowpea by land preparation and row planting with the correct plant spacing, as well as on crop husbandry (disease and pest control) and timely crop harvesting. CUoSS students conducted a survey on farmer activities in Wau County, gathering information about the vegetables grown and the challenges farmers face in production. This information will be used to select and train farmers on vegetable production technologies.

Toward improving the institutional infrastructure for teaching and research, the South Sudanese institutions received a donation of 4,333 used books, 154 sets of used scientific journals, 12 used computer monitors , 12 used desktop monitors, 12 used keyboard/mouse/cables sets, and one used back-up power supply device.

Education

1. 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. Though 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.

FY2013 Results Highlights:
The UADB Health Sciences Department created a service-learning curriculum around five themes that they deemed critical to the sanitary health of villagers in the communities surrounding the UADB Diourbel campus. They developed modules that train students in public health at UADB to convey the information about HIV/AIDS prevention, sexual violence, and unwanted pregnancies, as well as hygiene and dental health. Because the level of sexual violence in rural communities is noteworthy, modules on sexual violence were intended to empower young women, and inform the community about methods of prevention and support services. UADB students worked with teachers in rural schools to deliver workshops for students on each of these themes.

Three professors and over 40 students participated in partnership activities in FY2013, reaching 2,360 elementary school students. Based on the success of the program developed through this partnership, the director plans to make service learning and community service an integral part of several undergraduate courses at UADB.

The Information and Computer Technology Department trained professors and students in the concepts of Service Learning. They have engaged a nearby grade school to participate in a program where UABD students will teach the Ndem students computer software skills, including Internet research methods.

Short-term training for faculty and classroom teachers included workshops in digital storytelling, service-learning training, and methods of conducting community outreach in public health reached an audience of 132 faculty and teachers, 67 of whom were women. Teachers trained were middle school teachers at Sacoura Badiane Middle School in Dakar, designated as the project's pilot school. Higher education faculty trained were professors in the health sciences department at two campuses of UADB (Diourbel and Bambey).

2. EGYPT: Cairo University/Georgia State University: Enhancing Capacity for Research in Economics

Managed Under Associate Award with USAID/Egypt # EDH-A-00-08-00013-00
Partnership Award Amount: $399,525
Partnership Period of Performance: 9/29/2008 – 8/31/2013

Partnership Overview:
Georgia State University (GSU) Andrew Young School of Policy Studies (AYSPS) collaborated with Cairo University to expand the capacity of the Department of Economics, Faculty of Economics and Political Sciences (DOE-FEPS) in economics research. The department aims to become a regional hub for teaching, research, and technical assistance in economics in Egypt and the Middle East.

This partnership worked to enhance the quality of economics teaching and research at Cairo University to serve a variety of stakeholders; think tanks, development agencies, the Egyptian government, civil society, the private sector, and government policymakers. To this end, partners strengthened the academic, outreach and applied research capacities of DOE-FEPS through a series of training programs, joint research projects and faculty exchanges.

FY2013 Results Highlights:
Toward the enhancement of faculty expertise, one FEPS junior faculty member completed his partnership-supported master's program in Public Policy and returned to Egypt in May 2013. This program enabled the student to develop his knowledge and skills in research methods and their application to public policy issues in Egypt. He was subsequently accepted into the PhD program in Public Policy at AYSPS, which will commence in fall 2013, and will allow him to further develop his skills and academic capacity to serve as a FEPS faculty member upon completion.

The partnership strengthened the research capacity of FEPS faculty through the completion of three jointly-conducted research projects between faculty from AYSPS and FEPS. The first of these research projects were two ongoing co-authored collaborations, titled "Is Fiscal Decentralization Harmful to Business Climate?" and "Outcomes-Based Assessment of Supplemental Tutoring in Egypt: Evidence from the Egypt Labor Market Panel Survey," respectively.

The third project was the first-ever economics lab experiment at CU, titled, "Implications of Trust in Government on Tax Compliance in Egypt." Because the methodology for this experiment was new to CU, two GSU faculty traveled to Cairo to demonstrate and assist in conducting the experiment. Partners prepared an experimental laboratory in the DOE-FEPS, which is outfitted with the appropriate design elements for experimental sessions and can be used for future experiments. The group ran nine sessions with 30 subjects each, with a total of 195 female and 75 male students participating in the experiment.

The partnership hosted a culminating research dissemination conference at Cairo University in June, where co-authors from FEPS and AYSPS presented their joint research papers and discussed partnership outcomes. The deans of AYSPS and FEPS chaired the event, in which approximately 30 attendees participated, including representatives from HED and USAID/Egypt. The event concluded with the signing of a letter of intent between the deans to continue institutional collaboration, including visiting scholars to GSU, joint research, short-term visiting professors to CU, and the development of capacity-building activities for the FEPS Public Policy department to train government officials. Longer-term potential collaborations included the creation of joint certificates, master's degree programs, and doctoral programs at FEPS in the fields of Economics and Public Policy.

3. SOUTH AFRICA: University of Cape Town/University of Cincinnati: Nano Power Africa

Managed Under Associate Award with USAID/South Africa # 674-A-00-11-00018-00
Partnership Award Amount: $1,130,000
Partnership Period of Performance: 2/21/2011 – 9/30/2013

Partnership Overview:
The partners at the University of Cape Town (UCT) in South Africa and the University of Cincinnati (UC) are using a nanotechnology to create a more affordable solar cell for use in rural Africa. The Nano Technology Center at UCT serves as a hub for entrepreneurial centers at two other partner universities in Africa (Kigali Institute of Technology in Rwanda and Haramaya University in Ethiopia) for the development of indigenous solar panel technology.

The objectives of the partnership are:

- Improved academic programs and scholarships at African Partner Institutions (APIs);
- Improved human capacity at APIs;
- Improved research capacity at APIs; and
- Improved outreach capacity.

FY2013 Results Highlights:
Human capacity development at UCT and other partner African higher education institutions was evidenced by students enrolled for postgraduate study at UCT (10 for PhD, one for MSc and one for Honors BSc) continuing their studies. Partners trained 13 individuals from Rwanda and Ethiopia through the "Solar Power for Africa" web-based interactive course.

In its outreach program, the partnership installed solar panels in a village clinic in Ethiopia near Haramaya University. This collaborative activity involved five undergraduate students from UC (four female) and seven undergraduate students from Haramaya University. The installation ceremony had about 50 villagers in attendance with local political and religious leaders and administrators from HU.

Nano Power Africa involves entrepreneurial dissemination of technology through a franchising of printed electronics technology and involvement of undergraduate and graduate students in community involvement though installation of solar cells and lighting through the Solar Power for Africa.

Replicating the research done at UCT that has potential commercial applications, Hawasa University in Ethiopia has developed flame made synthesis of titania and printed silicon technology. A solar panel assembly plant is being planned at HU/Dire Dawa University. As part of a joint research project, work will continue at HU on the printed electronic water sensor project, printed electronic solar cells and conductive doped titania for transparent conductive oxide in solar cells.

4. 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: $1,080,000
Partnership Period of Performance: 4/1/2011 – 8/14/2014

Partnership Overview:
The partners are collaborating to strengthen the capacity of the teacher education faculty at Kenyatta University (KU) and build the program of education research. Activities include professional

development programs, standardized teaching assessments and mentoring programs to prepare the teacher in training, support the novice teacher, and foster continual growth in the experienced teacher.

The objectives of the partnership are:

- 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.

FY2013 Results Highlights:
Three Kenyatta University faculty members are enrolled in doctoral programs, contributing to human capacity development at KU. One Kenyatta professor completed a sandwich doctorate degree at Syracuse University. Another Kenyatta professor completed her master's degree in special education, focusing on deaf education and examining ways to support all learners.
Several short term training sessions were conducted to enhance skills and knowledge of the Kenyatta university faculty and staff.

- A three-day of technology workshop for all faculty members in the Department of Educational Communication and Technology focused on "Designing Effective Presentations."
- Six faculty (mathematics and science education) were trained on the use of multimedia case studies in teacher preparation members. This training will help expand and more effectively utilize the 19 multimedia case studies that have been developed by partners and involve video of lessons in Kenyan secondary classrooms.
- Nineteen faculty and staff members participated in a two-day of workshop on technology integration covering topics including using Survey Monkey, Excel, and an interactive whiteboard.
- Twenty-four faculty and staff members and doctoral students participated in two half-day workshops on research design and quantitative data analysis that focused on the research process, quantitative research design strategies, experimental validity and causality.
- Twenty-six faculty and staff members and doctoral students participated in two half-day workshops on inclusive education that focused on inclusive education, Universal Design for Learning, multiple intelligences, and strategies for including all students, even in large classes.

A mentoring workshop was held for host teachers and student teachers who would participate in the mentoring program pilot. The workshop was held in the Department of Educational Communication and Technology. There were 13 teachers who participated (nine women, four men), 12 student teachers (six women, six men), and 11 faculty members from the department.

SMART Board technology was launched and training provided during the reporting period. After the training, the KU vice chancellor was so impressed that she ordered 10 more SMART Boards to be used on the KU main campus and satellite campuses.

Curricula for 21 courses were reviewed and courses in two undergraduate programs (Bachelor of Education in Science; Bachelor of Education in Arts) have been revised. Multimedia case studies that will engage students in viewing and reflecting on lessons filmed in Kenyan secondary classrooms are the revisions related to experiential learning.

To strengthen the research capacity of the KU teacher education program, partners have conducted a number of joint research projects. These focus (a) on teaching practice, (b) on how secondary teachers in Kenya are integrating technology into their classroom teaching, (c) looking at literacy benchmarks in secondary Kenyan curriculum and classrooms, (d) on examining the perception of Kenyan secondary teachers on teaching large classes as well as the status of large, (e) on examining the status of supporting

all learners in Kenyan secondary classrooms, and (f) on examining the process of mentoring student teachers through a pilot mentoring program.

In its outreach activities, the partnership led a workshop at the National ICT Innovation and Integration Centre (NI3C) on the use of iPads in education attended by staff members from the NI3C and some "champion" teachers who have been trained in technology integration participated. Partners also worked with 14 Kenyatta University students with visual impairments and two members of staff in the Disability Services Office on using iPad minis and keyboards to read documents and text, create documents, and be able to use the iPad minis to assist with doing academic and everyday work.

Partners traveled to Thika School for the Blind (near Nairobi) and Kibos School for the Visually Impaired (near Kisumu) and worked with several teachers and some students, introducing them to using iOS mobile devices to support learning for people with visual impairments. Partners also worked with four KU students with visual impairments to upgrade the equipment that they were using (from iPods to iPad minis) to support their learning and personal usage. This work is being extended to the two secondary schools in Kenya for students with visual impairments.

Health and Nutrition

1. GHANA: University of Ghana/Brown University: University of Ghana – Brown University academic partnership to address HIV/AIDS in Ghana

Managed Under Associate Award with USAID/Ghana # AID-641-LA-11-00001
Partnership Award Amount: $1,100,000
Partnership Period of Performance: 7/1/2011 – 6/30/2013

Partnership Overview:
The overarching goal of the partnership was to address the need for improved training and resources, and for more health care workers, for those providing care for people with HIV in Ghana. The partners are collaborating to enhance University of Ghana (UG) educational programs and increase research and community engagement. A key element of the partnership was training for UG students, faculty, and staff in Tufts University Sciences Knowledgebase (TUSK), which will serve as a means of ongoing, knowledge sharing, collaboration, and sustainability.

The objectives of the partnership:

- To improve academic programs in HIV/AIDS resulting in pre-service training for a skilled multidisciplinary workforce responsive to HIV/AIDS treatment, and prevention strategies in Ghana;
- To develop excellence in education and research by strengthening faculty capacity at UG;
- Enhance competencies of healthcare professionals in Ghana through continuous and distance education; and
- To build institutional capacity of the UG resulting in better coordination of education and research and improved provision of community services in Ghana.

End of Partnership Results Highlights:
During the two years of implementation, the partnership achieved impressive results related to human and institutional capacity development. The demand for the partnership's activities exceeded expectations, which explains the variance in results for several indicators, including high number of direct beneficiaries

(1,545). Overall, the partnership has met or exceeded its targets through the following key accomplishments:

- Engaged several key stakeholders, including the Ghana AIDS Commission, National AIDS Control Program, the Ministry of Health, Ghana Health Services and district hospitals.
- Reviewed curricula for four schools and developed content including lectures, hand-outs that address gaps in core competencies in HIV/AIDS prevention and treatment.
- Reached more than 400 Students through college-wide seminars targeted to address curricula gaps, in areas such as antiretroviral therapy, HIV and opportunistic infections, preventing mother-to-child transmission of HIV, tuberculosis and HIV and pediatric HIV.
- Enhanced experiential learning program with 18 "community attachments".
- Developed and installed a new teaching resource application named ULTRA, and trained 165 students and faculty at UG.
- Trained more than 220 participants through professional development short training.
- Reached more than 1,000 participants through Continued Medical Education and other outreach events.
- Awarded more than $160,000 to a total of 18 research projects through competitive faculty development grants.
- Developed academic leadership at UG by enrolling three faculty in PhD programs and short term training through leveraged funding.

Partnership activities strengthened the capacity of the University of Ghana to address Ghana's development goals, as outlined in the country's Millennium Development Goals, including contribution to reducing child mortality and promoting maternal health. Training of healthcare workers to effectively manage HIV in children and women will likely have an impact on reducing child mortality in Ghana in the long-term. The project's educational, faculty development, Continued Medical Education, community outreach and institutional capacity activities have been directly related to combatting HIV and tuberculosis in Ghana.

2. 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: $2,608,260
Partnership Period of Performance: 10/1/2011 – 6/30/2015

Partnership Overview:
This partnership seeks to address the challenges that the University of Liberia (UL) and its sister public institution, the Tubman National Institute of Medical Arts (TNIMA), face in supplying health care workers equipped to address Liberia healthcare needs. The U.S. partners have shared expertise in a variety of ways, from collecting and sending current textbooks in biology, chemistry, mathematics, nursing, and other courses to providing six-week summer study tours for Liberian faculty in the United States. In addition, the partners have collaborated to create a new two-year Core Health and Life Science Undergraduate Program and begin planning for a joint four-year bachelor's program in nursing science. Partners have also worked together to improve instructional quality in introductory science courses, develop upgrades to the preclinical science curriculum at the University of Liberia's medical and pharmacy Colleges, and modernize the University of Liberia's teaching and learning resources.

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.

FY2013 Results Highlights:
Two UL faculty completed their Master in Public Health degree programs at Kwame Nkrumah University, contributing to increased human capacity at the UL. They will be giving joint lectures in Epidemiology for the Certificate in Public Health program at UL and develop the syllabus for the Public Health Biology course. Two other UL faculty completed coursework at IU's School of Nursing and returned to Monrovia. As faculty at TNIMA, they will continue to teach, in addition to conducting Helping Babies Breathe trainings and consulting on the BSc in Midwifery implementation. They will complete a practicum to obtain their degrees from Indiana University around May 2014.

Faculty and staff skills and knowledge have been improved and strengthened through short term training sessions covering anatomy, radiology and introduction to public health the partnership.

Workshops offered by partners trained 115 medical staff, medial students, and pharmacy staff on digital resources to enhance teaching, clinical investigation, research and medical education. These trainings will facilitate effective installation and use of new lab and computer equipment.

Toward developing the institutional capacity at University of Liberia in its academic programs, partners developed several curricula and courses including:

- New course content for a BSc in Midwifery.
- Biology and chemistry curricula have passed the Academic Coordinating Committee and will be implemented Fall Semester 2013-14 after it is approved by the Faculty Senate in October 2013.
- A Certificate in Public Health program that will be implemented starting the fall of 2014 to better prepare mid-level health workers, i.e., nurses, midwives, and physician assistants, to become agents of public health practices in their work communities.

UL will have a better facility for teaching and learning as a result of the improvement of the Faculty resource room at the Fendall campus with 15 thin-client workstations, access to eGranary digital library, photocopier, and audio/video equipment for classrooms. Partners worked with UL's A.M. Dogliotti College of Medicine (AMD) librarians to properly catalogue and shelve 636 books that were donated through the Sabre Foundation, and purchased by University of Massachusetts Medical School (UMMS) through the CEHLS grant for non-clinical and clinical reference. These books included 20 new titles for the UL AMD medical library. The UMMS also worked with UL AMD librarians and the TNIMA library to identify, catalogue and shelve 425 books (nine new titles) designated for TNIMA and for nursing use. All of these books were previously shipped to Liberia either through the Sabre Foundation or through the shipment from Indiana University in spring 2013. The total number of new books catalogued since the start of the partnership has reached 7,506.

The partnership submitted seven proposals for funding to the National Institutes of Health, International Institute of Water and Environmental Engineering (2iE) in Burkina Faso, University of Calabar in Nigeria, African Development Bank and the Fulbright Program.

3. UGANDA: Makerere University/North Dakota 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: $1,100,000
Partnership Period of Performance: 2/15/2011 – 11/30/2013

Partnership Overview:
The partners are developing a coordinated surveillance system for risk assessment and reduction of diseases that endanger food security, trade and human productivity in Uganda and surrounding region. The partners 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:

- Develop and implement transformative education program in Integrated Health Management (IHM) for improved management of trans-boundary animal diseases and zoonoses in the Eastern and Central Africa region;
- Build a center of excellence in trans-boundary animal diseases and zoonoses to support higher education institutions in the Eastern and Central Africa region;
- Carry out a collaborative applied research program in trans-boundary animal diseases and zoonoses in the Eastern and Central Africa region; and
- Establish a program of community engagement in sustainable management practices to empower communities in improving animal health, public health and food security

FY2013 Results Highlights:
Eleven individuals have completed their long term training in a Food Protection certificate program and/or Infectious Disease Management master's degree program, contributing to the development of human capacity at Makerere to effectively address integrated management of trans-boundary animal diseases and zoonoses.

The partnership provided seven short term training sessions on a variety of topics. In one training, six graduate students from Uganda, currently studying at North Dakota State University (NDSU), participated in a National Animal Health and Food Security Policy Course held in Washington, D.C. As a result of the training, these students will be able to decipher the relationship between the policy-making process and laws related to food security, trade and animal health; describe the relative roles that legislatures, executive agencies, non-governmental agencies and professional and trade organizations have on national policy formulation; distinguish various policy implementation strategies; differentiate amongst scientific findings, personal and organizational beliefs and political agendas as policy is implemented.

Six Master of Science in Infectious Disease Management students from Makerere University received funding from the NDSU-Makerere partnership to participate in the annual summer abroad program held in Uganda. The program addresses international animal production, disease surveillance and public health and is coordinated by Makerere University College of Veterinary Medicine, Animal Resources and Biosecurity and North Dakota State University. Three students received dissertation fellowships for the total amount of $9,000 to assist them complete their graduate studies and continue their research.

The partnership facilitated the development of seven policy briefs that were based on research conducted by master's students. Once developed, the briefs were shared with the Ugandan Ministry of Agriculture, Animal Industry and Fisheries.

4. 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 secretariat at Makerere University will increased 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

FY2013 Results Highlights:
The partnership award was executed in August 2013 and implementation will begin in FY2014.

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 FY2013, the three partnerships established the foundations for effective collaboration by completing comprehensive start-up phases and began implementation of activities, which resulted in significant progress towards their objectives.

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.

FY2013 Results Highlights:
Working to strengthen the institutional capacity of four law schools in the Antioquia region of Colombia, the partnership increased faculty capacity in key human rights areas such as the laws and procedures of the Inter-American and United Nations systems and advanced strategies to engage in human rights advocacy at the international level through four short courses and workshops conducted during this period. Human rights curriculum was also enhanced by creating a new experiential learning opportunity: the first human rights legal clinic at Universidad Católica de Oriente was established in July. Human rights instruction and teaching methodologies were also strengthened through a wealth of legal reference and training materials developed and made available by the partnership.

The law schools' outreach capacity was fortified during this period through clinical collaborations among the four Colombian partners and the University of Minnesota that seek to protect the human rights of vulnerable populations in the region. In addition to developing a more sophisticated human rights approach to their clinical work, seven joint legal actions were undertaken by the partners in both Colombia and international courts. Stronger clinical programs at the Antioquia law schools will lead to increased knowledge of, and access to, the Colombian legal system by vulnerable populations in the Antioquia region.

More than 40 Colombian students from the four law schools reported an increased understanding of national and international standards of human rights and enhanced skills to support human rights reform in Colombia through a wide array of training opportunities including short courses, seminars and workshops conducted during this period, and benefited from in-depth experiential learning opportunities also offered by the partnership, such as internships with human rights NGOs in the United States.

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.

FY2013 Results Highlights:
In FY2013, the partnership provided vulnerable populations with access to legal services through advancements in the development and strengthening of human rights legal clinics at PUJC and USC. Specifically, ten clinical cases were initiated, nine students engaged in clinical work, and a shadow report on the rights of migrant workers in Colombia was jointly developed by PUJC's Human Rights Clinic and AU's Immigrant Justice Clinic and submitted to the United Nations Committee on the Rights of Migrant Workers and their Families. This shadow report also yielded high-level dialogue on human rights issues facing migrant workers in Valle del Cauca through a Forum on Migration that was held at PUJC during this period and included presentations by academia, civil society, and the Government of Colombia.

Students were able to apply their enhanced knowledge of human rights through 12 new experiential learning placements, which included participation in the Inter-American Moot Court Competition held in Washington, DC; engagement in clinical research; and engagement inhuman rights practice through a recently created human rights study group at USC that will combine biweekly meetings on human rights topics with opportunities for students to work with faculty on human rights events, moot court competitions, and clinical activities. Students also enhanced their awareness of human rights career opportunities through two workshops at USC and PUJC held with local NGOs and government representatives on careers in human rights.

All faculty from Valle del Cauca law schools attending trainings and workshops reported enhanced knowledge of thematic human rights topics and clinical advocacy skills and ability to teach human rights in a classroom setting. These workshops included AU's intensive, three-week Summer Program in Advanced Studies in Human Rights and Humanitarian Law in addition to a faculty training workshop held in Colombia on skills for teaching human rights clinics. This result will lead to stronger institutional capacity of Valle del Cauca law schools to train future legal practitioners in human rights.

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 main 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.

FY2013 Results Highlights:
The Colombian Caribbean Human Rights Center was established in Colombia's Caribbean Coast region through this partnership in FY2013. The center, a joint effort by Universidad del Magdalena (UM) in Santa Marta and Universidad del Norte (UN) in Barranquilla, is working to develop, coordinate, and apply academic research, community outreach, advocacy activities, and policy with the goal of defending human rights in the Colombian Caribbean region. It seeks to strengthen the institutional capacity of the Colombian law schools to professionally train leaders who can effectively defend human rights; enhance the research, teaching and outreach skills of faculty members; and serve populations under conditions of vulnerability on human rights issues.

In FY2013, the center at UN convened other regional law schools and NGOs working to defend vulnerable populations to discuss human rights challenges faced by these groups, thereby raising awareness of these issues among students, faculty, and the community. Vulnerable populations also received legal assistance by the center at UM through legal brigades conducted by students in marginalized communities and a local prison in Santa Marta. Supplementing these efforts, a new human rights legal clinic designed to engage in strategic litigation on human rights was established at UM for the first time and UN's overall clinical work was enhanced by the partners' expertise and resulted in successful legal actions brought into domestic courts, and particularly before Colombia's Constitutional Court.

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.

FY2013 Results Highlights:
During this reporting period, the partnership supported the graduate studies of four female faculty members at Sardar Bahadur Khan Women University (SBKWU) at other institutions of higher education in Pakistan. Two students were candidates for a Master's of Science and another two students pursued doctoral degrees. One student completed their MS in Chemistry from the International Islamic University in Islamabad during this reporting period. The student has returned to teaching responsibilities at SBKWU. Of the continuing students, one is enrolled at Karachi University (MS) and two at the International Islamic University in Islamabad (PhD). By the December 31, 2013 end date, the partners will have provided 10 full graduate scholarships and 80 partial undergraduate scholarships for Pakistani women to complete degrees in STE at FJWU and SBKWU.

The U.S. partnership director visited Fatima Jinnah Women University (FJWU) for approximately two months in FY2013. This visit coincided with Ramadan and reduced hours of operation at FJWU, limiting his ability to serve as a resource for students at the institution. The US partnership director focused his efforts on engagements with faculty, collaborating with the chair of the Department of Education and a professor in the Department of Chemistry at FJWU to develop a proposal to improve science education for female students at the primary and secondary levels in Pakistan. The proposal has been finalized and is currently being prepared for submission to potential donors.

The partnership director had planned to briefly visit SBKWU during his stay in Pakistan to engage in administrative discussions with partnership personnel. However, the visit to SBKWU was cancelled due to severe security concerns in the surrounding area. In June, a terrorist attack occurred on the SBKWU campus, resulting in the death of more than a dozen students. No one directly associated with the partnership was harmed.

During this period, the partners selected two faculty members from SBKWU for an observational and training visit to California State University, Fullerton for the Fall Semester 2013. Unfortunately, despite a significant investment of time and effort, challenges and lengthy delays related to obtaining visas for study in the United States forced cancellation of these activities.

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, 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.

FY2013 Results Highlights:
The YSU Center for Gender and Leadership Studies (CGLS) was officially launched in May 2013. More than 80 YSU faculty members, students, representatives of the NGO sector and international organizations attended the ceremony, including representatives from the U.S. Embassy in Armenia and USAID/Armenia.

Since its establishment, the CGLS has actively sought to establish productive connections with the NGO community working on gender and women's leadership issues in Armenia and has consulted with 14 NGOs. The CGLS also has sponsored a seminar series on gender issues in Armenia at YSU that has involved speakers from inside and outside of YSU. The seminars have enjoyed considerable popularity, attracting a large YSU and non-YSU audience.

As part of the partnership objective to develop YSU's capacity to deliver coursework that addresses women's leadership and gender equality, candidate selection for the first group of the Fall 2103 Semester-in-Residence Program occurred, and four faculty members from four different YSU departments were selected to participate in the Program. After arriving at ASU in August 2013, these faculty members began attending classes and working with ASU faculty on developing syllabi for the courses that they plan to teach at YSU upon their return to Armenia.

A call for applications for the first round of the small grants program also was announced, and the CGLS conducted two training and clarification sessions for potential applicants. The applications will be reviewed and selected for funding in FY2014. The purpose of the small grants program is to enhance the capacity of Yerevan State University to make research-based recommendations, with an emphasis on putting into practice national gender policy.

To enhance students' knowledge and skills and broaden attitudes related to women's leadership and options for career advancement, the career Center conducted two trainings on curriculum vitae/CV writing and interview preparation skills. These trainings included sessions on the gender employment gap, gender issues in the labor market, obstacles during the career development process, and gender issues that may arise during the job interview.

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 partnership will offer gender and leadership trainings, will incorporate gender-inclusive components and materials into the existing agricultural sciences curriculum, and promote 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.

FY2013 Results Highlights:
In this first year of partnership implementation, women and vulnerable populations received increased access to the National University of Asuncion as a result of five access and retention policies that the partnership developed and institutionalized at UNA. Four of the policies relate specifically to access for underserved groups, and target students from indigenous communities, female graduates from the national agricultural and rural high schools, and single mothers. The fifth policy establishes the partnership's mentoring program, which aims to support UNA students' personal and professional development through both academic and social support.

As a result of this program's formal incorporation into the School of Agricultural Sciences, 28 mentors and mentees were recruited and selected to form the first cohort for the mentoring program. UF and UNA conducted trainings, workshops, and professional development sessions on critical topics such as leadership, teamwork, and collaboration; self-esteem and gender; career development; critical thinking and mentoring; public speaking; and digital media and communications which reached more than 400 faculty and students. The partnership successfully broadened its impact by conducting a series of workshops on self-esteem and leadership that engaged potential future students of higher education from three Paraguayan national agricultural high schools.

Finally, the partnership leveraged support for long-term sustainability and increased Paraguayan stakeholder involvement in the initiative through multiple strategic alliances with public and private organizations in Paraguay, including the Ministry of Women, Ministry of Agriculture and Livestock, ACDI-VOCA, the Federation of Production Cooperatives, Fundacion Paraguaya, Fundacion Moises Bertoni, and the Inter-American Institute for Cooperation on Agriculture.

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.

FY2013 Results Highlights:
Creating the foundation for future activities and results, FY2013 activities centered on partnership start-up and launch, including completion of a baseline assessment, negotiation and execution of a sub-subcooperative agreement between UCLA and the URCE, creation of a program office at the URCE, and the hiring and training program staff at the URCE. In addition, UCLA hosted three senior administrators from the URCE in May 2013 for program planning.

To better prepare primary school teachers to address gender equity in the classroom through pedagogy, course content and classroom management techniques, a five-day workshop was held in September 2013. The theme of the workshop was "Developing a Gender-Sensitive Curriculum for a Diploma in Primary School Education." There were 32 participants, including the dean and lecturers from the URCE; primary school teachers, the dean of studies from TTC Bicumbi; the academic advisor from TTC Rubengera; a regional inspector from the Rwanda Education Board; and a representative from the Forum for African Women Educationalists. By the end of the workshop, participants finalized a program structure and developed 30 modules in support of a gender-sensitive curriculum for a diploma in primary school education.

5. RWANDA: University of Rwanda-Huye Campus/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.

The objectives of the partners are to:

- 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.

FY2013 Results Highlights:
During this reporting period, the partnership significantly impacted institutional capacity to train women leaders in agribusiness by developing, and gaining institutional approval for, a gender-sensitive Master of Science in Agribusiness program, including the development of 14 gender-sensitive courses on various agribusiness themes.

To achieve this, the partnership held a curriculum development workshop with 17 UR faculty and six representatives from civil society, in addition to a series of consultations with external stakeholders in both public and private sectors to assess opportunities for the MSc and ensure that the program meets current workforce development needs. As a result of the partnership's efforts, in August the academic senate at UR formally approved the partnership without any required changes. While the MSc is still pending approval with the national Higher Education Council, the institutional approval of the MSc represents a major accomplishment and was strategic in its timing, as it took place just prior to the institutional merger of all public universities in Rwanda to form the University of Rwanda.

The partnership also made significant progress toward long-term sustainability and ensuring that the MSc will meet evolving workforce development needs by formally establishing a partnership advisory board during this reporting period. The advisory board, which is comprised of experts in agricultural business from the public and private sectors, will provide curricular and programmatic guidance in addition to coordinating internships for students over the summer between the two years of the MSc. Furthermore, the partnership made advancements toward research in key agribusiness areas, as was demonstrated during an academic exchange in September, which involved 30 UR faculty and six civil society and private companies participated in the exchange overall. As a result of the exchange, three collaborative research proposals on coffee, dairy production, and soil health sectors were initiated.

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: $4,266,722
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), the University of Juba (UoJ), and Upper Nile University (UNU) are supporting promoting gender equality and female empowerment by creating a supportive environment for women to pursue career aspirations in secondary and higher education.

SSHIELD's objectives include:
- Minimize institutional barriers to women's access to higher education;
- Strengthen the capacity of institutions to provide quality educational programming and meet the secondary education workforce needs; and
- Establish a supportive environment for the female population at the secondary and higher education levels.

FY2013 Results Highlights:
During FY2013, activities under SSHIELD were focused primarily on partnership start-up and launch. After a subagreement of cooperation between ACE/HED and IU was executed, IU and HED participated in a baseline assessment for SSHIELD that took place in Juba and Malakal, South Sudan. In consultation with USAID/South Sudan, a final partnership results framework, PMP, and indicator was developed which better reflected the needs uncovered during the assessment.

An important component of the implementation was training for faculty to be held at the Virginia Polytechnic Institute and State University (Virginia Tech). When Virginia Tech withdrew from its commitment to the training, HED convened a meeting with the IU partnership team at the HED office to discuss its plans to readjust the budget and work plan.

Other SSHIELD start-up activities included establishing and registering a Women's Leadership Program NGO to coordinate activities on the ground with the Ministry of Justice, establishing an advisory committee for the SSHIELD partnership, identifying office spaces and space for a technology center at the UoJ and UNU, and conducting an official launch of SSHIELD activities. To begin enhancing the capacity of UNU and UoJ to provide quality educational programming and meet the secondary education workforce needs of South Sudan, the SSHIELD partnership also conducted a short-term training for 22 UoJ Intensive English Instructors, taught an English Language Course to 753 UoJ students, developed an English Communication Skills Curriculum for 1st and 2nd Year students at the UoJ, and conducted a needs assessment for materials in the English Department of the UoJ.

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: $2,091,000
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 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.

FY2013 Results Highlights:
Two 2iE faculty are enrolled in long term training programs at Tuskegee University and will return to strengthen human capacity at 2iE. One has been enrolled in the PhD program and the second one is in research training in the area of modeling of climate change factors on agricultural productivity in Burkina Faso and West Africa.

Students from throughout West Africa have benefitted from the institutional capacity developed through this partnership through participation in new MSc programs. Sixteen students (three female) completed their MS degree program academic and course requirements in Mining Management at 2iE including a required internship program for experiential learning. Five students from the two African partner schools were accepted and have enrolled in MS and PhD programs at 2iE. 2iE has established an institutional policy aimed at increasing the percentage of female enrollment by achieving 25 percent female student admission by 2015. In FY2013, 20 percent of the students admitted to MSc and PhD degree programs were women.

Short term training and faculty exchange have contributed to strengthening skills and knowledge of faculty, students and staff at 2iE. Six students and faculty participated in exchange research programs, traveling internationally to participate in research activities, including conducting laboratory research, attending conferences and symposia, and developing research projects.

Thirty 2iE students and faculty participated in hands-on research training and scientific forums (workshops, science meetings, etc.) (a) training at the European Institute for Membranes on nanofiltration and reverse osmosis techniques and their application to water treatment, (b) training for dewatering technology development, (c) training at the Institute for Water Education at Delft University in Netherlands and (d) a mechanics training workshop in Bordeaux, France.

Research and extension activities in FY2013 demonstrated strengthened institutional research and community outreach capacities of 2iE. Faculty and student research projects focus on important challenges including (a) Climate Change Impact & Agricultural Decision Making by Farmers in Sahel, (b) Bioremediation of Cyanide Contaminated Gold Mining Wastewater, (c) Low-Carbon Renewable Energy Resource & Development Research, (d) Biochar Production & Evaluation for Agricultural Soil Amendment & Carbon Sequestration, (e) CO_2 Recycling for Chemical Feedstock Production by Electrochemical Splitting, (e) Climate Change Modeling in West African sub-Region for Impact Assessments, (f) Impact of Municipal Wastewater & Sludge on Agricultural Crop Production, (g) Use of Constructed Wetlands for Municipal Wastewater Treatment, (h) Modeling of Solar radiation Intensity in West Africa, (i) Modeling of Precipitation Partners in West Africa for Flood & Drought Early Warning System Development.

Partnership outreach activities included:

- A visit by three project participants from Tuskegee University to the National Space Research and Development Agency of Nigeria to discuss collaboration and explore exchange of personnel and data on the modeling, prediction, and forecasting of adverse climate change induced weather phenomena in West Africa.
- A memorandum of understanding was signed with SADIOLA mining company in Mali, and a training program developed for SADIOLA technical personnel at 2iE.
- A teleconference with Morila Mines to discuss updates to previous visits to the mining company by 2iE faculty and staff in Quarter 1 and Quarter 2 and plan training programs for the staff of Morila Mines at 2iE.
- A meeting with Wassoulou mining company at their headquarters in Bamako, Mali to discuss internships for 2iE MS students and experiential training opportunities at Wassolor. The meeting also explored possibilities of joint research and development projects between 2iE and Wassoulou Mining Company.

2. BOTSWANA, NAMIBIA, SOUTH AFRICA, and TANZANIA: Polytechnic of Namibia/Namibia University of Science and Technology/University of Botswana/Sokoine University: Transforming Community based Natural Resource Management (CBNRM) Education in South Africa

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

Partnership Award Amount: $600,000
Partnership Period of Performance: 5/4/2009 – 6/30/2013

Partnership Overview:
The goal of this multi-country, multi-institution partnership is to develop Community Based Natural Resources Management (CBNRM) curriculum, tools and materials to support training at graduate, undergraduate, and vocational levels in the region. Additional partners include: World Wildlife Fund, Wilderness Safaris, African Wildlife Foundation, World Conservation Society, Rhodes University, University of KwaZulu Natal, Tshwane University of Technology, University of Namibia, University of Pretoria, University of Zimbabwe, Bindura University, South Africa National Parks.

FY2013 Results Highlights:
Eight lecturers from the southern African university partners spent one semester (Fall 2011) at the University of Florida, engaged in capacity development initiatives including course work, seminars, and research. During the 2013 academic year, after their return to Southern Africa, these scholars wrote a text book on CBNRM in southern Africa to be used to develop short and long courses on CBNRM for their respective institutions. The UF team continued to collaborate with them on the text book and supplementary case studies and, as of June 2013, the book was officially published and disseminated widely in the region.

The UF partners also trained the faculty who teach the short course on CBNRM offered at Southern Africa Wildlife College, which targets working junior and mid-level professionals. The course is now regularly taught in the southern Africa region. Faculty at the partner institutions continue to exchange publications and materials on best practices through an online portal.

3. 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.

FY2013 Results Highlights:
During this reporting period, the partnership received $802,500 in scale-up funds which enabled IRI, CERMES, and CIMH to accelerate partnership efforts to foster climate-smart development in the

Caribbean by engaging students and professionals in a variety of research and training activities, such as internships, conference presentations, training workshops, and academic coursework. To improve the capacity of CERMES and CIMH to train professionals and students in water and disaster management, the partners initiated efforts to develop four short courses targeting professionals throughout the Caribbean that will be offered by CERMES. The courses will focus on Climate Prediction, Water Sustainability and Climate, Climate Information, and Water Policy, and three of these courses will be offered in the next reporting period.

The partnership also enabled CIMH, UWI, and Barbados Meteorological Services staff and faculty to construct and produce seasonal climate forecasts using a Climate Predictability Tool (CPT) through a training workshop designed and delivered by the partnership during this period. The partnership observed that the CPT, a software package for climate scientists, was not being fully utilized throughout the region and that CIMH, as a regional training and research organization, had been unable to provide sufficient assistance to Caribbean states in the use of this tool. The partnership utilized the course notes to draft a training manual for the course and enhanced the CPT to respond to the specific needs of Caribbean nations.

To supplement these efforts, the partnership also supported CIMH to enhance the skills of 21 Caribbean professionals in forecasting techniques and methods; the use of the Climate Predictability Tool; drivers of climate variability in the Caribbean; and seasonal climate outlooks through a four-day training workshop conducted in Port of Spain, Trinidad.

Finally, two Caribbean students increased their engagement in water and climate risk management by enrolling in Columbia University's master's degree program in Climate and Society and three CERMES MA students acquired practical skills in water and resource management by completing internships in the region.

4. DOMINICAN REPUBLIC, EL SALVADOR, GUATEMALA, and NICARAGUA: Universidad Iberoamericano/Universidad Rafael Landivar/Universidad Paolo Friere/Tulane University: CAFTA-DR Environmental Law Capacity Building Initiative

Associate Award # EDH-A-00-08-00029-00
Partnership Award Amount: $592,768
Partnership Period of Performance: 7/15/2010 – 3/28/2013

Partnership Overview:
Tulane University, the Universidad Iberoamericana, the Universidad Rafael Landivar, and the Universidad Paulo Freire collaborated to strengthen the teaching and implementation of environmental law in three Central America Free Trade Agreement-Dominican Republic (CAFTA-DR) partner countries: Guatemala, Nicaragua and the Dominican Republic. The partners have developed and implemented a *diplomado* (certificate program) in Environmental Law and plan to establish a master's program, either locally in one of the three countries or at the regional level. This *diplomado* will be available through the Central American University Environmental Law Network.

FY2013 Results Highlights:
The partners have trained 18 environmental law trainers (six from each of the partner countries) through a four-part project that includes a thorough needs assessment, comprehensive environmental law training workshops, and the joint creation and pilot implementation of a *diplomado* in Environmental Law.

In FY2013, the partners completed a training manual for the inter-disciplinary *diplomado* which includes clinical and internship/externship features, meant to be used with classes in environmental law and policy, along with an accompanying teacher's manual. Three workshops for faculty were held in El Salvador and

Guatemala on teaching environmental law and on aspects of the *diplomado* curriculum. These reached 75 faculty, 27 of whom were women. Courses of the *diplomado* were attended by 177 students, 69 of whom were women. Twenty-four percent of the recipients of this training were from underserved/disadvantaged groups.

5. UGANDA: Makerere University/State University of New York-Albany: Drinking Water Supply, Sanitation, and Hygiene Promotion: Health Interventions in Two Urban Communities of Kampala City and Mukono Municipality

Managed Under Associate Award with USAID/E3 # EPP-A-00-09-00005-00
Partnership Award Amount: $299,736
Partnership Period of Performance: 2/9/2010 – 9/30/2013

Partnership Overview:
This partnership was established to improve the health status of the inhabitants of the Kalerwe and Ngandu communities of Uganda and decrease the incidence of water-borne disease in those areas. Makerere students are engaged in documenting the unique features of both communities, developing their problem-solving and observational skills. Community members are also engaged in partnership activities to enhance their capacity to address water and sanitation issues themselves, and empower them to transfer their knowledge to other communities. Ultimately, the partnership seeks to enable Makerere University to promote Ugandan government policies to address the infrastructural and educational issues facing water sanitation and access to safe drinking water in the communities.

FY2013 Results Highlights:
During this period, Makerere University students and staff continued their efforts to ensure safe drinking water in the Kawempe and Mukono communities through outreach activities including training community members, community sensitization workshops, research activities, and providing advisory services to community members regarding water sanitation techniques. As a result, 22 community members acquired knowledge and skills related to water, sanitation and hygiene in the two target communities, which will enable them to promote sanitation and hygiene in their communities following partnership closeout on September 30, 2013.

Makerere's University's institutional capacity was also enhanced through the development of a curriculum for a certificate course in Water, Sanitation and Hygiene (WASH) which included input from the Ministry of Health, Environmental Health Workers Association of Uganda, Kampala City Council Authority and the Uganda Institute of Allied Health and Management Sciences. The first intake of students will be in 2014. Finally, students pursuing the Bachelors of Environmental Health Sciences at Makerere University gained practical skills by leading community demonstrations of tippy taps (a water sanitizing device), health education, sanitary inspection of water sources and clean-up of the community. In addition, four students deepened their knowledge of water and sanitation issues in their communities and gained hands-on experience by completing 6-weeks internships in the project field sites.

6. ETHIOPIA: Bahir Dar University/Cornell University: Improved Drinking Water Resource Utilization Through Integrated University Research, Planning, and Training Initiatives in the Lake Tana Region Ethiopia

Managed Under Associate Award with USAID/E3 # EPP-A-00-09-00005-00
Partnership Award Amount: $295,246
Partnership Period of Performance: 1/4/2010 – 8/31/2013

Partnership Overview:
Bahir Dar University collaborated with Cornell University to improve sustainable access to safe drinking water supplies in Ethiopia by strengthening the capacity of faculty and students at Bahir Dar in planning and designing safe drinking water systems that respond to the needs of the region. Specifically, the partnership supported Ethiopian students to complete a specialized master's curriculum in which participatory skills, watershed management, water supply and interdisciplinary implementation are taught; in addition to graduate studies in fields directly relevant to safe drinking water; and which offers summer/thesis program to provide practical hands on field research to students.

FY2013 Results Highlights:
The partnership contributed to improving Bahir Dar University (BDU)'s institutional capacity by supporting a faculty member to complete a PhD program at Cornell University during this period. In addition, five BDU students continued their studies to complete PhDs in integrated watershed management, a program primarily offered by Bahir Dar with Cornell University support. Notably, a second cohort of five additional students were recruited and admitted into this PhD program, bringing the total to 10 active PhD students, thereby contributing to training a cadre of young professionals in integrated watershed management in Ethiopia. Three research projects in relevant areas were initiated by these PhD students with partnership support during this period, which will also contribute to BDU's institutional capacity and the further dissemination of knowledge related to water resource utilization.

7. COSTA RICA, DOMINICAN REPUBLIC, EL SALVADOR, GUATEMALA, HONDURAS, NICARAGUA, and PERU: Instituto Tecnológico de Costa Rica, Instituto Tecnológico de Santo Domingo/Universidad Centroamericana Jose Simeón Cañas; Universidad San Ignacio de Loyola/Universidad de San Carlos de Guatemala/Universidad Nacional Autónoma de Honduras/Universidad Nacional de Ingeniería/Illinois Institute of Technology/New York Institute of Technology: Pathways to Cleaner Production in the Americas: Educating Future Professionals

Managed Under Cooperative Agreement with U.S. Department of State # S-LMAQM-11-CA-1014
Partnership Award Amount: $1,114,991
Partnership Period of Performance: 6/15/2012 – 6/14/2015

Partnership Overview:
The Pathways to Cleaner Production Higher Education Partnership is a multi-country regional initiative that seeks to increase and apply the capacity of higher education institutions to promote sustainable business practices and environmental cooperation. The partnership integrates business, engineering, and environmental education to help generate a modern workforce equipped to implement cleaner production and sustainable industrial development practices across the Americas. The World Environment Center and National Cleaner Production Centers play a key role by engaging students to work directly with local micro-, small- and medium-enterprises (MSMEs) to decrease the amount of water, energy, and raw materials consumed and minimize waste generation to protect natural resources, shrink carbon emissions and save on overall costs.

Partnership objectives include:

- Strengthening academic training related to cleaner production and sustainable industrial development in partner institutions through faculty capacity building for delivering new content, curricular design and modifications, and training environmental professionals in all partner countries;
- Promoting systemic collaboration and information sharing and exchange related to Sustainable Industrial Development and Cleaner Production education and application; and
- Increasing the adoption of cleaner production and sustainable practices in MSMEs in Latin America.

FY2013 Results Highlights:
In FY2013, the partnership notably expanded its regional scope through the incorporation of new university partners from Guatemala, Honduras, and Nicaragua. Consortium students increased their knowledge of and experience in applying cleaner production practices by participating in practicum cleaner production courses that were held for the first time in FY2013 in the Dominican Republic, El Salvador, and Costa Rica. As a result of this training, more than sixty specific cost and energy saving recommendations were provided to eleven local MSMEs in these three countries.

Faculty members from six countries reported a 98 percent overall increase in knowledge of cleaner production and sustainable industrial development practices as a result of four faculty-targeted capacity building workshops on specific cleaner production topics including the business case, big picture, and diagnostics for cleaner production; industrial ecology; and clean technology.

The partnership made progress toward research development and generating policy-level impact at national and regional levels through collaborations that took place during the partnership's annual meeting in Chicago in August 2013. In addition to serving as a strategic forum for collaboration and sharing of best practices, the annual meeting provided an opportunity for the partnership to discuss challenges and lessons learned from the first year of partnership implementation, and how to apply these experiences to future implementation.

8. 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:
In the second phase of partnership funding, AAU and UCONN has identified "Water and Health" as the priority area of intervention in its human and institutional capacity programs. The rationale for developing the graduate level programs is to meet the high demand for highly skilled faculty and human resources capable of handling complex water and health related challenges in an integrated approach. Beginning in FY2013, the partners will design new MSc and PhD degree programs, with two specializations: Water & Wastewater Treatment, and Water & Public Health. The partners will also organize short term and tailored training programs to faculty, staff and community. Joint research and community engagement will be demand-driven and problem-solving.

The "Water and Health" collaboration will engage a broader group of U.S. institutions for training and research program development, including the University of Connecticut. The partnership will build the capacity of 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.

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).

FY2013 Results Highlights:
Twelve students (11 from universities and one from a research institute) graduated in July 2013 with MSc degrees, strengthening human capacity for water management in Ethiopia. These are students in the WREM (Water Resources Engineering and Management) program that was established in the first phase of the partnership. These students' thesis research addressed important national development challenges, including Ground Water Recharge under Changing Land Use and Land Cover, Land Use Land Cover Change and Its Implication on Soil Erosion and Surface Runoff, Runoff Estimation and Water Management, and Sediment Yield Assessment in Dam Catchments. Six other students are expected to complete their MSc by January 2014.

A total of 58 students (29 female and 29 male) were enrolled in MSc and PhD training programs in FY2013. As the result of a strategy to increase participation from underrepresented groups, thirty two of the 58 students (28 female and four male) were from underserved and/or disadvantaged groups. Seven PhD students enrolled in WREM are continuing their program in FY2013 and the remaining 51 students were newly enrolled under the WASH(Water, Sanitation and Health) graduate programs. During the course of the year, six students withdrew, bringing the number of students currently enrolled to 52. The partners also offered tailored short-term training in hydro-geophysics which improved the skills of 16 faculty (two female and 14 male) from partnering universities in Ethiopia.

The partnership has invested considerable efforts and resources in revising and updating four graduate program curricula to strengthen AAU institutional capacity. AAU now has four new graduate degree programs in WASH, enabling it to produce highly skilled faculty and professionals in disciplines related to WASH. The four new curricula in Water and Health were developed with two specializations (Water & Wastewater Treatment, and Water & Public Health). These curricula were developed in collaboration with local and international universities, government entities and other institutions.

Partners have improved facilities for graduate students at the EIWR. Laboratories with improved learning facilities/equipment include (a) Hydro-informatics laboratory and (c) Hydro-meteorological field laboratory. In addition, partners have enhanced existing AAU water quality laboratory. In FY2013, 52 students used the lab facilities. The Hydro-meteorological field laboratory has been monitored and maintained, on a quarterly basis, in the Blue Nile basin by three EIWR MSc students. The hydro-meteorological laboratory sites have been managed by 54 local residents. The Hydro-meteorological field laboratory has been set to establish link / calibrate satellite based rainfall estimate and ground rainfall observations at various altitudes (54 locations in Blue Nile). The field labs are also used for assessing rainfall-runoff relationship in various watersheds in Blue Nile.

The AAU/EIWR and UConn partners have started drafting several policy briefs and strategy documents, including development and formalization of sustainable hand pump model in Ethiopia, development of innovative latrine models for schools, identification of focus watersheds and communities, engaging local and international students in community outreach, guidelines for synthesis and development of sustainable hand pumps and guidelines for synthesis and development of model latrines.

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.

9. 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, who will receive mentoring from NGO leaders (such as the Upper Amazon Conservancy and the Ucayali Regional Organization for Indigenous Peoples) and university faculty, will conduct 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.

FY2013 Results Highlights:
To achieve enhanced institutional capacity at Universidad Nacional de Ucayali, a pilot interdisciplinary environmental certificate program that is based on applied, experiential learning outside of the UNU academic degree offerings was designed and offered by the partnership. Partners have selected the first cohort of 10 students from four professional schools (Agriculture, Agro-Industrial Engineering, Forestry, and Environmental Engineering) to participate in the certificate program, all of whom will be receiving research scholarships. Upon selection of the students, UNU initiated offering several certificate program courses such as Remote Sensing of the Environment and Biodiversity and Conservation in Indigenous Communities.

Linking indigenous communities and students is an important outcome related to the partnership's applied research training and outreach activities. A June 2013 participatory climate change workshop led by partners and consortium partner Woods Hole Research Center, engaged indigenous residents of the Yurua region, in an open discussion on climate change threats. During this workshop, partners analyzed and discussed changes in climate and environment from past to present and explained the connectivity of Yurua to other regions in Brazil and Peru. Such outreach activities are not only building the research capacity of UNU but strengthening workforce development by enabling the 10 students involved in the new certificate program to assess prevailing environmental threats to the Peruvian Amazon.

10. BOLIVIA, ICAA: Universidad Amazónica de Pando/Universidad Autónoma de Gabriel Rene Moreno/Instituto Boliviano de Investigación Forestal, Herencia/University of Florida: Strengthening Higher Education Capacity for Environmental Monitoring and Forest Biodiversity Conservation in the Bolivian Amazon

Managed Under Associate Award with USAID/LAC # AID-OAA-LA-11-00005
Partnership Award Amount: $749,880
Partnership Period of Performance: 12/01/2012 to 6/30/2015

Partnership Overview:
Due to the recent suspension of all USAID-funded activities in Bolivia, the University of Florida and Universidad Amazónica de Pando partnership activities have ceased as of May 2, 2013. HED is currently pursuing 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.

FY2013 Results Highlights:
The University of Florida subagreement took effect on December 1, 2012 and was to remain in effect until June 30, 2015. By the end of April 2013, the partnership team completed five months of implementation out of a 30-month project. As a result of the premature closure, the partnership consortium produced few outputs and did not achieve its objectives: 1) develop an MA program in natural resource management; 2) conduct collaborative research on topics related to biodiversity conservation and forest resource management in the Bolivian lowlands; and 3) strengthen ties between the University of Florida and Bolivian universities and NGOs via exchanges involving advanced training and research.

Although the partnership team held collaborative workshops in March and April of 2013 that yielded outputs in terms of persons trained, notably in active learning strategies, Universidad Amazónica de Pando will lose the MA program, as well as the projected research activities and educational relationships and exchanges upon which it hoped to strengthen its graduate program. Also as a result of the closure, the Government of Bolivia will lose the opportunity for the Bolivian consortium partners (Universidad Amazónica de Pando, Universidad Autónoma Gabriel Rene Moreno, Instituto Boliviano de Investigación Forestal, and Herencia) to have learned from engaging with a regional partnership of related universities focused on strengthening higher education, research and curriculum development in Colombia, Ecuador and Peru.

Since partnership inception, goodwill and mutual respect have been demonstrated by all consortium partners on both sides of the border. It is HED's hope that the Government of Bolivia recognizes the strong potential that exists to accomplish the goals of the program and re-engage with partners moving forward.

11. 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, one of the United States' largest minority-serving institutions, in collaboration with 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 will increase the capacity of faculty and students to conduct applied research through mentoring opportunities, and develop 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.

FY2013 Results Highlights:
Partners contributed to increased access to graduate education during this period by offering competitive scholarships for full or partial tuition coverage. Starting in July 2013, five female students were awarded scholarships to cover master's degree program tuition with partnership support. Three of these students entered the Master of Science in Biological Sciences program at the Universidad de la Amazonia and two entered the master's degree program in Rural and Environmental Studies at the Pontificia Universidad Javeriana. All students improved their understanding of conservation problems through a biodiversity conservation field course which was held at Universidad de la Amazonia's Macagual field station in Florencia. The course also advanced the potential for academic transformation of the field station into a nationally recognized center for education and research on Amazon biodiversity conservation.

12. 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) partnership is 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) will be supported through research scholarships, graduate fellowships, and increased experiential learning opportunities and field trips to USFQ's Tiputini biological research station. Partners will also collaborate on conducting and publishing joint-research projects and will engage 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.

FY2013 Results Highlights:
To strengthen the ability of local universities in the Andean Amazon region to work collaboratively and across the region to address key environmental issues, partners successfully incorporated Escuela Politécnica Nacional into the partnership consortium during this period. The collaboration agreement entails the Institute of Biological Sciences at Escuela Politécnica Nacional working with the Master of Science in Ecology program at USFQ to co-direct student thesis projects and sharing their biological specimen collections and knowledge for joint research.

Partners also contributed to increased access to higher education by awarding three Ecuadorian Amazon students scholarships to study Environmental Engineering at USFQ. Two of the students belong to the Shuar ethnic group, one of five ethnic groups that inhabit the Amazonian region of Ecuador and which base their livelihoods on Amazonian subsistence. The scholarships will enable these indigenous students, who are underrepresented in higher education, to complete a higher education degree that will equip them with the knowledge and skills to assume leadership roles in their communities and put in practice the knowledge learned at USFQ back into the Ecuadorian Amazon.

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

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

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

- **Design**–Prior to project start-up and with its donors' strategic interests in mind, the program carefully studies country contexts and assesses specific local and higher education institutional needs. HED draws from its network of contacts within the higher education community, as well as its own expert staff, to assemble an assessment and project design team with relevant regional, sectoral, and programmatic experience. Using HED's comprehensive assessment tools, this team collects information to develop a project design, which includes a theory of change and a results-based management framework.

- **Partner Selection**–HED releases an RFA and solicits proposals to bring the best of academia's know-how to deliver the project. In response, interested higher education institutions propose implementation strategies for achieving the results identified in the design. They also propose a monitoring and evaluation plan to measure those achievements. HED then convenes a peer review panel to select the institutional partners through a fair, transparent, and merit-based competition.

- **Start-up**–After institutional partners have been selected and an award agreement has been finalized, HED facilitates the partnership start-up. A key objective of this phase is to establish a collaborative relationship among all partners. During this 90-day period, partners collect baseline data, which are used to validate the proposed implementation strategy and to finalize the results-based management framework. Partners also develop and agree on management plans. The project start-up enables the implementing partners to ground their strategies in the reality of the local context and donor requirements while establishing a productive working relationship.

- **Implementation**–HED supports the partners as they implement partnership activities. Collecting and analyzing performance data through the course of the partnership funding period is the centerpiece of HED's results-based management approach. The results framework guides implementing partners to provide data on the achievement of results. HED facilitates the process of using these data for evidence-based implementation and decision-making. In addition to this technical assistance to implementing partners, HED is able to disaggregate, analyze, and report results on a portfolio of projects by funding mechanism and across multiple categories, which may include sectors, geographic areas, entire portfolios, or individual projects, at the institutional and individual beneficiary levels.

- **Impact Evaluation**–As partnerships are completed, HED leads an outcome and impact evaluation. The evaluation design answers research questions about the core educational offerings that have been developed, institutional strengthening, and the alliances formed between the higher education institutions and key partners. In this way, HED is able to assess the overall contribution to new bodies of knowledge, competent workforce, and leadership development.

USAID's Education Strategy and HED

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

- **Goal 2, Result 2.1: Increased access to vocational/technical and tertiary education and training for underserved and disadvantaged groups—**HED partnerships contribute to increasing access to education for underserved and disenfranchised groups through interventions focused on ensuring equitable and transparent admissions policies, by providing remedial and college preparation programs, and reaching out to communities to address cultural and/or other barriers to access to education by specific population groups. The results of these efforts are tracked throughout the portfolio of partnerships and reported annually to demonstrate progress toward this goal.

- **Goal 2, Result 2.2: Improved quality of tertiary education and research in support of country development strategies—**HED partnerships' strategies are anchored in host countries' strategic goals and plans, promoting ownership and alignment with other development initiatives. Through relevant education and applied research and strategic outreach and extension programs, HED partnerships advance institutions and individuals' ability to address national development issues.

- **Goal 2, Result 2.3: Improved relevance and quality of workforce development programs—**HED partnerships help prepare skilled workforce through the acquisition of sets of knowledge, skills, and abilities that respond to labor market demands. To achieve this, alliances are made between tertiary institutions and public and private partners to ensure relevant and high-quality educational offerings that result in increased employability of graduates.

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

- **USAID Forward Principle #1: Deliver results on a meaningful scale through a strengthened USAID—**HED's results-based system comprises a set of policies, procedures, and information solutions that help identify, track, report, and reflect on partnerships' desired results. HED provides technical assistance and has developed and made available training opportunities and manuals to help partners become familiar with its results-driven system. As part of that effort, each new or recently established partnership has a Results Framework (RF) displaying its theory of change represented in a chain of intended results; a Partnership Management Plan (PMP) describing performance data definitions and collection methods for the indicators associated with the desired results; and a Partnership Implementation Plan (PIP) connecting results with planned activities. These three M&E tools allow partnerships to determine which results they intend to achieve, and how these will be measured and carried out. In addition, HED's partnership management information system called Partnership Results and Information Management Engine (PRIME) is a centralized data repository that allows partners to provide and access their performance data electronically. Performance monitoring also allows for regularly checking that partnerships are on track to achieve their intended results and if they are not, to adjust the strategy or implementation plan as needed.

- **USAID Forward Principle #2: Promote sustainable development through high-impact partnership—**HED's work is grounded in institution-to-institution partnerships. Partnership configuration may vary depending on the nature of the development issue to be addressed, the institutional expertise available, and sustainability prospects. HED partnerships are designed based on the theory of change that is grounded in the reality of the local context and developed with leadership and guidance of the host-country stakeholders. This forms the foundation for meaningful and long-term impact. Partnerships' theories of change articulate how working toward immediate, tangible results such as training individuals, developing new curricula, or conducting outreach activities would lead to these high-level changes. To adequately measure lasting impact, each new partnership completes a baseline assessment to gather evidence and document the local context before implementation begins, forming the basis for ongoing tracking and measurement of the value-added of partnerships' development efforts.

- **USAID Forward Principle #3: Identify and scale up innovative, breakthrough solutions to intractable development challenges—**Evaluation is paramount to HED's results-driven principles and tools. Mid-term and final evaluations and impact assessments contribute to enhancing the body of knowledge on partnerships, and their effectiveness and innovative practices. This allows HED to learn about the effectiveness of programmatic interventions and offer evidence to successfully replicate promising practices and bring them to scale.

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

Active Awards under the Leader Award, Associate Awards, and Cooperative Agreements: FY2013

Funding Mecha-nism	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	Algeria	Middle East and North Africa	Algeria	University of Michigan William Davidson Institute	Mentouri University Constantine	Recruiting Employable Students at the University with Management Education (RESUME)	Workforce/ Entrepreneurship Development	10/7/2009	10/31/2012	$674,595
Associate Award	CAFTA-DR	Latin America and the Caribbean	Dominican Republic; El Salvador; Guatemala; Nicaragua	Tulane University	Universidad Iberoamericana/Universidad Rafael Landívar/Univ. Paulo Freire	CAFTA-DR Environmental Law Capacity Building Initiative	Democracy & Governance/Public Policy/Journalism	7/15/2010	3/28/2013	$592,768
Associate Award	Haiti	Latin America and the Caribbean	Haiti	University of Massachusetts-Boston	State University of Haiti-National Institute of Administration, Management and International Studies (INAGHEI)	The UMass Boston/INAGHEI University Partnership	Economic Opportunity/Business	7/29/2008	5/15/2013	$521,167
Associate Award	Burundi	Sub-Saharan Africa	Burundi	South Carolina State University	Ngozi University	Strengthening Rural Agriculture Development	Agriculture/Ag. Business/Animal Science	2/9/2009	5/31/2013	$527,369
Associate Award	Ghana (Africa Initiative)	Sub-Saharan Africa	Ghana	Brown University	University of Ghana	University of Ghana – Brown University academic partnership to address HIV/AIDS in Ghana	Health/Population/ Nutrition/HIV/AIDS	7/1/2011	6/30/2013	$1,100,000
Associate Award	Egypt-Economics	Middle East and North Africa	Egypt	Georgia State University	Cairo University (Dept. of Economics)	Enhancing Capacity for Research in Economics	Economic Opportunity/Business	9/29/2008	8/31/2013	$399,525
Associate Award	Clean Water	Sub-Saharan Africa	Ethiopia	Cornell University	Bahir Dar University	Improved Drinking Water Resource Utilization through Integrated University Research, Planning, and Training Initiatives in the Lake Tana Region Ethiopia	Environment/ Natural Resources	1/4/2010	8/31/2013	$295,246
Associate Award	South Africa (Africa Initiative)	Sub-Saharan Africa	South Africa	University of Cincinnati	University of Cape Town	Nano Power Africa	Economic Opportunity/ Business	2/21/2011	9/30/2013	$1,130,000
Associate Award	Egypt-EMBA	Middle East and North Africa	Egypt	Georgia State University	Alexandria University	Executive Master in Business Administration in Alexandria, Egypt	Economic Opportunity/ Business	10/27/2008	9/30/2013	$1,499,500

Funding Mecha-nism	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	Clean Water	Sub-Saharan Africa	Uganda	State University of New York-Albany	Makerere University	Drinking Water Supply, Sanitation, and Hygiene Promotion: Health Interventions in Two Urban Communities of Kampala City and Mukono Municipality, Uganda	Environment/ Natural Resources	2/9/2010	9/30/2013	$299,736
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
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	Barbados JOBS	Latin America and the Caribbean	Barbados	Indiana University	University of the West Indies-CHSB	Barbados: Supporting Entrepreneurs through the JOBS Initiative	Workforce/ Entrepreneurship Development	2/28/2011	6/30/2014	$1,349,692
Associate Award	Kenya - KENYATTA (Africa Initiative)	Sub-Saharan Africa	Kenya	Syracuse University	Kenyatta University	Capacity through Quality Teacher Preparation	Education	4/1/2011	8/14/2014	$1,080,000
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	9/30/2014	$1,370,000
Associate Award	Senegal (Africa Initiative)	Sub-Saharan Africa	Senegal	Ohio State University	Universite Gaston Berger	Development of agronomy and crop production academic programs, research, and need based extension programs for sustainable food production in Senegal	Agriculture/Ag. Business/Animal Science	12/21/2010	6/30/2015	$1,555,876
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	Liberia (Africa Initiative)	Sub-Saharan Africa	Liberia	Indiana University and University of Massachusetts Medical School	University of Liberia	Center for Excellence in Health and Life Sciences	Health/Population/ Nutrition/HIV/AIDS	10/1/2011	6/30/2015	$2,608,260

Funding Mecha-nism	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	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
Associate Award	Colombia Human Rights	Latin America and the Caribbean	Colombia	University of Minnesota, Twin Cities	Universidad de Medellín, Universidad de Antioquia, Universidad Pontificia Bolivariana, Universidad Católica 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	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	University of Florida	Universidad Amazónica de Pando, Universidad Autónoma de Gabriel Rene Moreno, Instituto Boliviano de Investigación Forestal, Herencia	Strengthening Higher Education Capacity for Environmental Monitoring and Forest Biodiversity Conservation in the Bolivian Amazon	Environment/ Natural Resources	12/1/2012	6/30/2015	$749,880
Associate Award	Amazon Basin - ICAA II	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

Funding Mecha-nism	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	South Sudan WLP	Sub-Saharan Africa	South Sudan	Indiana University	University of Juba, Upper Nile University	South Sudan Higher Education Initiative for Equity and Leadership Development	Education	3/1/2013	6/30/2015	$4,266,722
Associate Award	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	9/30/2015	$9,491,862
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
Coopera-tive Agree-ment	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 de San Carlos, 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	Europe and Eurasia	Albania	University of Hawai'i at Manoa	Agricultural University of Tirana	Increasing Institutional Capacity in Agricultural Economics	Economic Opportunity/ Business	8/27/2008	12/31/2012	$399,948
LWA	Leader AEG	Middle East and North Africa	Egypt	Georgia State University	Cairo University-BEPSA	Egypt: Business Education and Private Sector Alignment (BEPSA)	Economic Opportunity/ Business	7/30/2007	6/30/2013	$700,000
LWA	Leader AEG	Sub-Saharan Africa	Botswana; Namibia; South Africa; Tanzania	University of Florida	Polytechnic of Namibia/Namibia University of Science and Technology/Univer-sity of Botswana/Sokoine University	Transforming CBNRM Education in Southern Africa	Environment/ Natural Resources	5/4/2009	6/30/2013	$600,000

Funding Mecha-nism	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	Latin America and the Caribbean	Costa Rica; Dominican Republic; Honduras; Panama	University of Texas San Antonio	Central American University Consortium	Central American Small Business Development Center Partnership Program: Adapting and Replicating the Small Business Development (SBDC) Model throughout Central America	Workforce/ Entrepreneurship Development	9/15/2011	9/15/2013	$545,000
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	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	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	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	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	$460,852
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

Funding Mecha-nism	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	12/31/2014	$461,151
LWA	Leader AEG	Sub-Saharan Africa	Uganda	Tulane University	Makerere University, Schools of Public Health and Veterinary Sciences	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	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
LWA	Leader AEG	Sub-Saharan Africa	Burkina Faso	Tuskegee University	International Institute for Water & Environment Engineering	Africa-US Network of Centers of Excellence in Water and Environmental Science & Technology	Environment/ Natural Resources	3/15/2011	6/30/2015	$2,091,000
LWA	Leader AEG	Middle East and North Africa	Bahrain	Central Community College	Bahrain Polytechnic	Bahrain Entrepreneurship Project	Workforce/ Entrepreneurship Development	4/1/2012	6/30/2015	$350,000
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 and 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

Funding Mecha-nism	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	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	The 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	6/30/2015	$448,907
LWA	Leader AEG	Sub-Saharan Africa	Rwanda	Michigan State University	National University of Rwanda	Rwanda Women's Leadership Program in Agriculture	Agriculture/Ag. Business/Animal Science	11/1/2012	6/30/2015	$1,280,000
LWA	Leader AEG	Sub-Saharan Africa	Rwanda	University of California, Los Angeles	University of Rwanda Kigali Campus	Rwanda: Promoting Gender Equity and Female Empowerment	Education	11/1/2012	6/30/2015	$1,079,996

Appendix E. Select Media Coverage

[Please note: Select Media Coverage for October 1, 2012 – March 31, 2013 can be found in the June 2013 HED-USAID Semiannual Report.]

Partnership will promote women, gender studies in Armenia

By Paulina Pineda (http://www.statepress.com/author/paulina-pineda/)
April 10, 2013 at 6:11 pm

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Dr. Mary Margaret Fonow. Director of the School of Social Transformation, is the co-director in the partnership between ASU and Yerevan State University in Armenia. The school is participating in a Women's Leadership Program that will help establish a Center for Gender & Leadership Studies at YSU. (Photo by Perla Farias)

ASU will partner with the largest public university in Armenia to promote the advancement of women in education, business, politics and society.

As one of the five American universities chosen to participate in the Women's Leadership Program, ASU will partner with Yerevan State University to develop a new curriculum in women and gender studies.

The three-year partnership, developed by the U.S. Agency for International Development and Higher Education for Development, is funded by a $1.3 million award given to the Melikian Center at the College of Liberal Arts and Sciences.

The center is in charge of research and educational programs in Russian, Eurasian and East European studies.

The partnership will establish the Center for Gender and Leadership Studies at YSU, which will officially open May 7, and also give eight YSU scholars the opportunity to participate in a semester-in-residence program at ASU.

YSU Deputy Vice Rector Alexander Markarov is the director of the International Cooperation Office and has previously worked with ASU on other projects.

He said once the Center for Gender and Leadership Studies opens, courses such as Image of Women in Armenian Advertisements, Gender Differences in the Labor Market of Armenia and Armenian

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Sudanese student survives childhood slavery, becomes advocate (http://www.statepress.com/2013/10/09/sudanese-student-survives-childhood-slavery-becomes-advocate/)

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Students take responsibility for national safety (http://www.statepress.com/2013/09/12/students-take-responsibility-for-national-safety/) | The Sun Devil Battalion (http://www.statepress.com/2012/11/13/video-the-sun-devil-battalion/)

Tempe Police's customized Camaro turns heads (http://www.statepress.com/2013/10/17/tempe-polices-customized-camaro-turns-heads/)

Like father, like son: Bo Graham aspires to be a head coach (http://www.statepress.com/2013/10/16/like-father-like-son-bo-graham-aspires-to-be-a-head-coach/)

OPINION: 'Don Jon' represents society's porn problem (http://www.statepress.com/2013/09/23/don-jon-represents-societys-porn-problem/)

Race for the Cup (http://www.statepress.com/2013/09/04/territorial-cup-series-more-than-just-football/) | Roundtable Part 1 (Territorial Cup Series roundtable part 1: Football, soccer, cross-country, swim and dive) | Roundtable Part 2 (http://www.statepress.com/2013/09/06/territorial-cup-series-roundtable-part-2-volleyball-tennis-golf/)

Students, faculty from state universities collaborate to form Arizona's first student-run clinic (http://www.statepress.com/2013/10/16/students-faculty-from-state-universities-collaborate-to-form-arizonas-first-student-run-clinic/)

Siblings Mariah and Bobby Brown bring familial folk to tempe with acoustic project (http://www.statepress.com/2013/10/16/siblings-mariah-and-bobby-brown-bring-familial-folk-to-tempe-with-acoustic-project/)

Women's Movement in the 18th and 19th Century will be offered. Other courses will be implemented with the help of ASU throughout the duration of the program.

Project Director Victor Agadjanian, professor in the T. Denny Sanford School of Social and Family Dynamics, said this government initiative coordinates U.S. federal assistance to developing countries in the areas of health, social developments, women's leadership and gender equality.

He said ASU was interested in participating because of its already extensive research and expertise in the area.

Agadjanian said ASU will use University resources, faculty and staff to carry out the partnership and coordinate three types of activities: instruction, policy-oriented research and outreach activities.

Instructional activities include developing courses in gender equality and women's advancement, he said. ASU faculty and staff will also help train YSU faculty to efficiently teach these courses, Agadjanian said.

The policy-oriented research focuses on women's issues, especially those that have a direct impact on public policy.

The center will also coordinate activities, lectures and seminars to promote women's advancement in the labor force, politics and on the social scale, he said.

Agadjanian said the grant allows enough resources to create a small seed grant program at YSU for applicants interested in promoting women's careers and policies against gender violence.

"(ASU) is helping them create the center, strengthen it and enable it to fulfill those three goals," he said. "We will do that, not by telling them what to do, but by sharing our experience and training their faculty."

Project Co-Director Mary Margaret Fonow, School of Social Transformation director, is in charge of the eight YSU scholars that will be in-residence at ASU during the 2013-14 school year.

The residence program will train the scholars, so they can take what they've learned at ASU and develop a syllabus relevant to their country. Their syllabus will be incorporated into the curriculum of the new women and gender studies courses at YSU.

She said participants in the semester-in-residence program could take classes in their particular area of interest, which include women in politics, women in the workforce, domestic violence and religion.

Participants could also attend lecture series, cultural events and learn more about public administration and public policy.

"Armenia is a former country of the Soviet Republic," Fonow said. "Since the end of the Soviet Union, these countries have had to create their own government, and the scholars are interested in how to implement women into the government."

Fonow said the three-year partnership will ensure that the center and curriculum become a permanent part of YSU.

She said after the three years, ASU's formal obligations to the project will end but, ASU will maintain a close relationship with YSU.

"It is our goal to make sure they continue improving relationships between men and women," Fonow said.

Agadjanian said a partnership like this is important, because it shows that countries are realizing women do not have equal opportunities, and to advance in numerous areas, women must be equally involved.

He said Armenia is a male-dominated culture and women are generally stereotyped as only being able to take care of the home.

He said for Armenia to compete globally, women need to be given opportunities that they lack, and support in their professional and social lives.

Student insurance increases deductibles, premiums while continuing to cater to the majority (http://www.statepress.com/2013/09/19/student-insurance-increases-deductibles-premiums-while-continuing-to-cater-to-the-majority/)

VIDEO: Calle 16 Mural Project (http://www.statepress.com/2013/10/15/video-calle-16-mural-project/)

Anti-sex trafficking advocates have high hurdles with online frontier (http://www.statepress.com/2013/09/26/anti-sex-trafficking-advocates-have-high-hurdles-with-online-frontier/)

OPINION: Do dating apps 'match up' to the hype? (http://www.statepress.com/2013/10/21/do-dating-apps-match-up-to-the-hype/) | The Apps (http://www.statepress.com/2013/05/21/dating-websites-products-view-students-as-users/)

EDITORIAL: Proposed athletics fee operates as effective tuition hike (http://www.statepress.com/2013/10/16/editorial-proposed-athletics-fee-operates-as-effective-tuition-hike/) | The Fee (http://www.statepress.com/2013/10/16/usg-presidents-discuss-athletic-fee-bill-seek-student-response/)

Riders experience raw art on Mural Ride (http://www.statepress.com/2013/10/20/riders-experience-raw-art-on-mural-ride/)

ASU football gets statement win with 53-24 rout over No. 20 Washington (http://www.statepress.com/2013/10/19/asu-football-gets-statement-win-with-54-23-rout-over-no-20-washington/) | Photos (http://www.statepress.com/2013/10/20/slideshow-asu-defeats-washington-53-24/)

MAGAZINE: Our Mustachioed Mentors (http://www.statepress.com/2013/10/09/our-mustachioed-mentors/)

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Electric Guest charges modern soul into 'Mondo' (http://www.statepress.com/2012/04/24/electric-guest-charges-modern-soul-into-mondo/)

“Women’s involvement is indispensable in Armenia if it wants to grow,” Agadjanian said. “You can’t ignore the other 50 percent of the population. They deserve equal opportunities.”

Markarov said this partnership is important because about 60 percent of the students at YSU are female, and they are performing at par or better than their male counterparts.

He said when these female students try and enter the workforce, they are usually overqualified because better, higher-paying jobs go to male graduates.

He said the program will help improve female students’ outcome in the job market.

“The program wasn’t started to change things. It was started to improve the situation and increase awareness of gender issues that might exist in Armenia,” Markarov said.

Reach the reporter at ppineda@asu.edu or follow her on Twitter @paulinapineda22

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Add a comment...

Comment

Anna Haji-Hakobian

Thank you. It seems you care for us and that's wonderful (we need a slight boost). I'm one of the YSU language instructors interested in Gender Studies, in this program and our partnership in general. I do hope to become a small part of it.

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INDIANA UNIVERSITY

News Release

Tuesday, April 16, 2013
Last modified: Tuesday, April 16, 2013

IU earns $4.2 million federal grant to promote higher education for women in South Sudan

FOR IMMEDIATE RELEASE
April 16, 2013

BLOOMINGTON, Ind. -- The U.S. Agency for International Development through Higher Education for Development has awarded Indiana University $4.2 million for a 2½-year project to promote women's access to and success in higher education in South Sudan.

The project, through the Center for Social Studies and International Education, will be headed by Terry Mason, professor of curriculum and instruction in the IU School of Education, and Arlene Benitez, interim director of the center. The project will also partner IU with Virginia Tech and two South Sudanese institutions to promote gender equality and empowerment of women by creating a supportive environment for women to pursue secondary and higher education.

The grant is part of USAID's and HED's new Women's Leadership Program targeted for South Sudan as well as Armenia, Paraguay and Rwanda.

"It's a series of partnerships between American universities and universities in developing countries all built around creating mechanisms for women to have greater access to higher education," Mason said of the overall Women's Leadership Program. "In our case, it's focusing on teacher education and university capacity development."

The IU project will involve the University of Juba, Upper Nile University and the Ministry of Higher Education, Research, Science, and Technology in South Sudan.

USAID, the federal government's major agency for distributing economic and humanitarian assistance worldwide, works with HED to promote higher education engagement in social and economic development. HED coordinates international activities through six major higher education associations in the United States.

Two wars with Sudan in the past 40 years and another conflict in 2012 have ravaged parts of South Sudan. As a consequence, the education system is in dire circumstances. According to UNESCO, 1.3 million school-age children are not in any school, and most who enter do not finish. The numbers are worst for

female students: UNESCO estimates that for every 20 girls entering first grade, just 11 make it to third grade and one reaches eighth grade. Only about 8 percent of South Sudanese women are literate.

Heading the project in the country will be Julia Duany, a Bloomington resident and South Sudanese native. Duany and her family fled her country when civil war broke out in 1984; she earned her bachelor's, master's and Ph.D. from the IU School of Education. She has been splitting time between Bloomington and Sudan, most recently serving as the South Sudan undersecretary for parliamentary affairs. Always concerned with social justice issues regarding her home country, she founded South Sudan Friends International and wrote a book, "Making Peace & Nurturing Life: A Memoir of an African Woman About a Journey of Struggle and Hope."

Duany said her work with South Sudan's ministry of parliamentary affairs was focused on bringing women into parliamentary leadership roles.

"Education is the soul of whoever is going to become a leader," she said. "It has to be within education. In this program, not only will we work with the universities, we will also work with the secondary schools and have programs that can enlighten young women and help them finish their education. They have to seek more capacity-building programs so that they can become leaders of tomorrow."

To build the opportunities for women in higher education, Mason said the project would focus on education from the ground up.

"They have enormous needs in terms of materials and curriculum," he said. "We'll be conducting classes; we'll be bringing in computers and software, with databases to enable people there to do various kinds of curriculum development and research."

The project also will focus on more strongly linking secondary schools with universities to ensure young women become academically prepared and willing to consider higher education.

"In this program we'll have master's degree students and faculty members from the universities going into the secondary schools to encourage girls to complete their education and consider moving on to university," Mason said.

IU School of Education faculty members will participate in various ways to develop the project.

"For example, Kathryn Engebretson (assistant professor in curriculum and instruction), whose area of interest is gender and women's issues, will help develop a gender-sensitive curriculum to create an environment more conducive for girls' education and for women to participate as faculty members," Mason said.

Duany left last week to return to South Sudan, where she'll travel often between offices at both of the partner universities. Despite continuing headlines about conflict in the region, she said, the battles that have torn the country apart are now largely contained in areas far away from where she'll work. Duany is confident this work can help bring a lasting peace.

"The challenges are logistics, which somehow people can overcome," Duany said. "I think the project will

be viable, and it will make a lot of difference in South Sudan."

The U.S. Agency for International Development administers the U.S. foreign assistance program providing economic and humanitarian assistance in more than 80 countries worldwide.

Higher Education for Development mobilizes the expertise and resources of the higher education community to address global development challenges. HED manages a competitive awards process to access expertise with the higher education community in coordination with the American Council on Education, the American Association of Community Colleges, the American Association of State Colleges and Universities, the Association of American Universities, the Association of Public and Land-grant Universities, and the National Association of Independent Colleges and Universities.

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CSDES HOSTS A SEMINAR ON DELIVERING TECHNOLOGIES TO COUNTIES AND COMMUNITIES

Home

CSDES' FIRST SHORT COURSE TRAINING ON AGENT BASED MODELING IN ECOLOGICAL AND SOCIAL SETTINGS

Mon, 2013-04-22 15:38 | wangomepeter

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The Centre for Sustainable Dryland Ecosystems and Societies (CSDES) organized for a training seminar in Agent Based Modeling (ABM)from 12th March - 23rd Marchas part of the realization of its capacity building objective. The event attracted participants from 7 institutions ranging from students to staff members of governmental and non-governmental institutions. Students came from Nairobi University School of Biological Studies (Chiromo Campus) and College of Agriculture and Veterinary Sciences (Upper Kabete Campus) and from Kenyatta University department of Environmental Sciences. They were drawn both from undergraduate and postgraduate programs. Non-students came from institutions such as Kenya Agricultural Research Institute (KARI), Regional Centre for Mapping of Resource for Development (RCMRD), and National Museums of Kenya. University Staffs were not left out as students, even among the learned for we had Prof. Genevieve Wanjala who is the dean of the School of Education, University of Nairobi, and Dr. Richard Onwonga of the same university.

Prof. Randall Boone of Colorado State University (CSU) and International Livestock Research Institute (ILRI) was the instructor of the training. He used the NetLogo platform for the modeling seminar. NetLogo is a programmable environment for simulating natural and social phenomena and is suitable for complex systems.

Modeling is an age long way of seeking solution to life's problems but currently it is gaining prominence in the field of research. It is a way of minimizing costs in doing

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research by using existing information on a given subject of research to try to see what could happen under various scenarios on which research has not been done.

The first week of the training was basically theoretical in nature and was to help the students master the programing language and understand how the ABM works by going through coded examples in the program and relating them with research findings in the lectures that were given. The second week was largely practical and was meant to give the students, in groups of four, a hands-on experience in coming up with a model of their own under the guidance of their well able instructor Dr. Boone. It was a unanimous confession by the class that modeling is intensely interesting, and that to the degree that it was interesting, it was likewise mentally taxing requiring close logic and consistent coding.

The closing ceremony was graced by the presence of Prof. Solomon Shibairo, dean faculty of Agriculture, acting principal and who also presented the principal of the college Prof. Agnes Mwang'ombe who was engaged on other duties. Others present were Prof. Charles Mulei, dean faculty of veterinary medicine, Prof. Robinson Kinuthia, chairman department of Land Resources Management and Agricultural Technology, Prof. J. T. Njoka, the coordinator of the Centre, and Prof. Charles Gachene, the organizing committee chairman. The principal in her closing speech, through Prof. Shibairo, commended the Centre's commitment in bringing several disciplines to work together in problem solving since most of life's problems are too complex for dry due discipline to solve. She challenged the beneficiaries of the short course to continue networking together so that the knowledge and skills acquired can be put to use and passed on to others.

A total of 18 persons benefited from the course which was sealed by the issuance of certificates. The Centre also helped in January in having 8 undergraduate students sponsored by University of Michigan and 3 postgraduate students sponsored by Princeton University have a 3 weeks field training on various issues in conservation at Mpala Research Centre in Laikipia.

The training was proudly sponsored by USAID, Colorado State University (CSU) and Higher Education for Development (HED)

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[1] Wilensky, U. 1999. NetLogo. http://ccl.northwestern.edu/netlogo/. Center for Connected Learning and Computer-Based Modeling, Northwestern University. Evanston, IL.

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Partners Join to advance gender equality and women's leadership in Armenia

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On May 7, 2013, USAID/Armenia, Yerevan State University (YSU) and Arizona State University (ASU) marked the official opening of the new Center for Gender and Leadership Studies at YSU. The Center will develop a new curriculum in women and gender studies, promote career advancement for women university graduates, conduct outreach activities, and advance public policy research on issues related to gender equality and women's leadership.

The initiative is part of a broader effort under the Women's Leadership Program that USAID and Higher Education for Development (HED) launched in March 2013. Five universities in the United States were selected to partner with higher education institutions in Armenia, Paraguay, Rwanda and South Sudan to promote and develop curricula and opportunities for women in business, agriculture, and education in the four countries.

ASU's component of the program, funded by a $1.3 million award to the Melikian Center in ASU'sCollege of Liberal Arts and Sciences, leverages a decade of partnerships between the two universities.Over the course of the three-year partnership, eight YSU scholars in areas related to women's studies will be inresidence in ASU's women and gender studies program within the School of Social Transformation to participate in courses and develop syllabi and action-oriented research goals. The scholars also will be engaged in courses in the School of Public Affairs. The first group of scholars will arrive for ASU's Fall 2013 semester.

The newly established center will serve as a hub for the YSU Career Center and university faculty working in this area,and will sponsor student activities and outreach and extension efforts to promote women's leadership.

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Center for Gender and Leadership Studies opens at YSU

May 7, 2013 - 15:40 AMT

PanARMENIAN.Net - USAID/Armenia, Yerevan State University (YSU) and Arizona State University (ASU) marked the official opening of the new Center for Gender and Leadership Studies at YSU. The Center will develop a new curriculum in women and gender studies, promote career advancement for women university graduates, conduct outreach activities, and advance public policy research on issues related to gender equality and women's leadership.

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- Armenian, Azerbaijani Presidents' meeting ends in Vienna (video) The meeting was later joined by the OSCE Minsk Group co-chairs who afterwards made a statement.
- Russia to form unified air defense systems with Armenia, Kazakhstan As Vladimir Putin noted, the cooperation will significantly increase Russia's as well as its partners' defense potential.
- " It's a Wonderful Life" Holiday classic sequel in the works "It's a Wonderful Life" was nominated for five Oscars including best picture but lost out to "The Best Years of Our Lives."

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November 19, 2013 | 20:41

Partners join to advance gender equality and women's leadership in Armenia

May 07, 2013 | 14:17

YEREVAN. – USAID/Armenia, Yerevan State University (YSU) and Arizona State University (ASU) on Tuesday marked the official opening of the new Center for Gender and Leadership Studies at YSU. The Center will develop a new curriculum in women and gender studies, promote career advancement for women university graduates, conduct outreach activities, and advance public policy research on issues related to gender equality and women's leadership.

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A SUCCESS STORY

Burundi students complete MBA degrees at S.C. State

MAY 11, 2013 2:00 AM • SPECIAL TO THE T&D

Two years ago, three students from the Republic of Burundi arrived on the campus of South Carolina State University in pursuit of MBA degrees in agribusiness.

Burundi is a landlocked country in the Great Lakes region of Eastern Africa, bordered by Rwanda to the north, Tanzania to the east and south and the Democratic Republic of the Congo to the west.

The student were away from home for the first time in a foreign setting and had some problems with the language, but they prevailed.

Eric Uwimana, Desiree Hakizimana and Emmanuel Bizimana are exchange students under a partnership agreement between South Carolina State University and Ngozi University in Burundi. On Friday, they received their MBA degrees with distinction and return to Burundi to educate others and help solve farming problems in the poverty-stricken area.

The partnership between South Carolina State and Ngozi University is the result of a project funded by USAID and Higher Education for Development with Dr. David Karemera, professor of economics and agribusiness at S.C. State's College of Business, as the principal investigator. The scope of the project include: (1) boosting the internationalization efforts at S.C. State; (2) developing an innovative agribusiness program at Ngozi University to help students gain practical knowledge and build careers in agribusiness; and (3) conducting experimental research with seeds and crops (rice, fruit and vegetables) to determine which crops will increase farm efficiency productivity in Burundi.

Although the S.C. State/Ngozi project ends in May, Uwimana, Hakizimana and Bizimana have the tools to translate their classroom experiences (in agribusiness strategy, crop marketing and other business and agribusiness topics) into real-world applications for small Ngozi farmers.

When asked about their experience at S.C. State, all three indicated it had been a pleasure being at S.C. State. They said they are going to miss their professors and the students they got to know and plan to keep in touch with them.

In addition to the students trained at S.C. State, Karemera and other professors have traveled to Burundi to implement an agribusiness curriculum and teach courses at Ngozi University.

“It’s empowering to be able to feel that the long-term impact of this project could help transform Burundi’s agribusiness economy,” Karemera said. “With heightened production coupled with students like Eric, Desiree and Emmanuel who have stronger agribusiness education, opportunities should start to open up for the country.”

South Carolina State is the only university in South Carolina with an MBA program as well as an undergraduate program in agribusiness, and one of few nationally to house both programs in the College of Business.

For more information on the MBA program in agribusiness, contact Dr. David Jamison at 803-536-8443. For information on the undergraduate program, contact Dr. Haile Selassie at 803-536-8121.

PARTNERS JOIN TO ADVANCE GENDER EQUALITY AND WOMEN'S LEADERSHIP IN ARMENIA

For Immediate Release

Thursday, May 23, 2013

Yerevan, Armenia – On May 7, 2013, USAID/Armenia, Yerevan State University (YSU) and Arizona State University (ASU) marked the official opening of the new Center for Gender and Leadership Studies at YSU. The Center will develop a new curriculum in women and gender studies, promote career advancement for women university graduates, conduct outreach activities, and advance public policy research on issues related to gender equality and women's leadership.

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UTSA International Trade Center helps launch first SBDC in Honduras

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Honduras graduates of small business development program presented by UTSA trainers

By Doug CohenMiller
Media and Communications Specialist,
International Trade Center

(May 28, 2013) -- The International Trade Center at The University of Texas at San Antonio (UTSA) Institute of Economic Development has partnered to launch the first small business development center (SBDC) in Choluteca, Honduras. The center was established after Honduran stakeholders completed UTSA's four-part SBDC Counselor and Director Certificate Training and is the first of a planned network of centers that will support business owners and entrepreneurs throughout the country.

Established throughout the United States by the federal government in partnership with state governments and higher education institutions, SBDCs assist entrepreneurs and business owners in establishing and growing their businesses through a free and confidential suite of advising services. Services include, but are not limited to, feasibility studies, business strategy, financial planning, marketing, production and professional networking. The centers support new and existing businesses.

The launch of the center and the preceding training were a collaborative effort of the Central American and Dominican Republic Partnership Program with the U.S. Department of State Pathways for Prosperity initiative, Higher Education for Development (HED) and CENPROMYPE. The latter was developed to create SBDC networks in Central America and the Dominican Republic. To date, the region has 16 centers using the proven U.S. SBDC model. By the end of the year, UTSA expects at least 25 SBDCs to be operating in the region.

Earlier this month, the Ministry of Industry and Commerce of Honduras hosted the Center launch with an event for stakeholders. Representing the Honduras Government were Vice President María Antonieta Guillén, Minister of Industry and Commerce Jose Adonis Lavaire and Minister of Planning and External Cooperation Julio Raudales. Also in attendance were HED Senior Program Specialist Manny Sanchez, HED Program Officer Diana Páez-Cook, UTSA Associate Vice President for Economic Development Robert McKinley and International Trade Center International Business Consultant Minerva Garcia.

Through its International SBDC Expansion Initiative, the UTSA Institute for Economic Development and its International Trade Center aim to create a network of sustainable and successful small business assistance programs that are based on the proven U.S. Small Business Development Center model to create long-lasting economic and social impact. The initiative, with the support of the U.S. Department of State, has been helping countries develop U.S.-modeled SBDC networks since 2003.

"Through the SBDC Counselor and Director Certificate Training program and a visit to the UTSA Institute for Economic Development, I have seen that you can provide assistance with specific results for entrepreneurs," said Eduardo Posadas, director of labor opportunities at Universidad Tecnológica de Honduras. "This is what we need in our country. Opening the first SBDC is encouraging to us to open more centers in other regions of the country. The Universidad Tecnológica de Honduras would be pleased to host the Sula Valley SBDC."

The UTSA International Trade Center is one of the largest and most successful trade assistance organizations in Texas. It helps companies become globally competitive through technical trade consulting, customized market research and innovative training programs. The center is a specialty SBDC program in the South-West Texas Border SBDC Network. Follow it on Twitter (@TexasTrade) and like it on Facebook.

For more information on the project, visit the UTSA SBDC Global website.

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Higher Education Initiative for Women to be Launched at Juba University

Staff writer

An education program, the South Sudan Higher' Education Initiative for Equity and Leadership Development (SSHIELD) is set to be launched today at Juba University.

The SSHIELD project is said to be a partnership between Indiana University and Virginia Tech in the United States and the Ministry of Higher Education, Science and Technology, University of Juba, Upper Nile University, and Gender Equity and Women's Leadership Program aimed at empowering female students, teachers and faculty in South Sudan.

In a press release availed to the Citizen Newspaper yesterday, SSHIELD is a two-and-a-half-year project that has been funded by the U.S. Agency for International Development (USAID) through Higher Education for Development (HED).

The release said women will form a critical mass for this project adding that, "the project seeks to provide women in South Sudan access to high-quality higher education by focusing on improving girls' education at secondary levels (Senior 4) and tertiary levels.

"Female students who reach the university level are frequently under-prepared for academic life, face financial and family struggles that challenge their abilities to complete higher education, and receive little support from universities to meet their needs. In addition to institutional barriers, many socio-cultural conditions also prevent girls in the country from completing primary and secondary school and attending university", the release revealed.

"Twenty women will be offered a full scholarship each to earn a Master of Education taught by faculty from Virginia Tech, University of Juba and Upper Nile University. The project will support faculty professional development, support curriculum development at the universities and establish teaching resource learning centers fully equipped with computers and books".

It pointed that the project will also focus on strengthening linkages between secondary schools and universities to ensure young women become academically prepared and willing to consider higher education.

The grant is part of USAID's and HED's Women's Leadership Program targeted for South Sudan as well as Armenia, Paraguay and Rwanda.

The Minister for Higher Education, Science and Technology, Hon. Dr. Peter Adwok Nyaba and the U.S. Ambassador to South Sudan, Susan D. Page among other dignitaries are expected to grace the event.

The project, through the Center for Social Studies and International Education, will be headed by Terrance Mason, a Professor in the School of Education, and Associate vice Provost - Social Sciences, Indiana University and in South Sudan by Julia Aker Duany former Undersecretary in the Ministry of Parliamentary Affairs.

CARTOON OF THE DAY

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SSHIELD Project Launched, Urged to Empower Female Education

Juba, Nyabol Grace

South Sudan Higher Initiative for Equity and Leadership Development [SSHIELD] a new project which seeks to provide access to high quality education to women in South Sudan has been launched in the country.

The project which is funded by United States Agency for International Development (USAID) was launched by the Ministry of Higher Education and partner stakeholders at Juba University yesterday.

Officiating at the launch were the Minister of Higher Education, Science and Technology, Dr Peter Adwok Nyaba, the USA Ambassador Susan D. Page, as well as government and education officials.

Dr Adwok expressed gratitude at the initiative of the US government to empower females in institutions of higher education in Leadership Development.

He said that it takes time for such a project to be understood as many take empowerment of women as distancing them from domestic duties.

Dr. Adwok however clarified that it is an idea that should be practiced at any level adding that it should be something that people must believe in if they want to develop the country.

He strongly condemned discrimination against women and urged SSHIELD to work towards eliminating the practice.

He said that the project should be extended to cover Secondary schools so as to raise awareness of the girl child education.

He revealed that the Ministry of Higher Education, Science and Technology needs the program to be revised so that it covers a wider area.

Speaking also at the launch, the Deputy Director of High Education Development [HED], Jeanne Marie Duval explained that the program will also focus on improving girls' education at Secondary level and tertiary institutions since female student who are able to reach the University level are frequently underprepared for academic life.

"The students also face financial and family struggles which challenge their abilities to complete higher education and receive little support from the universities to meet their needs", Duval explained.

In her speech, the US Ambassador Suzan Page expressed concern at the girl child enrollment in school at only 16 % but was optimistic that the project will address the problem.

The Vice Chancellor for Upper Nile University Prof Bol Deng Chol expressed belief that the project will open opportunities adding that upper Nile University will continue to support it.

Continued on page 4

SSHIELD Project Launched, Urged to Empower Female Education

From page 3

"I hope the project will encourage the teaching staff and I want to say that I will continue to support SSHIELD for as long as it continues operating in South Sudan", Prof Chol said.

"The project is a unique one because it is emphasizing on women and ensuring that the women participate fully", the vice Chancellor of the University of Juba, Prof Aggrey Abatte pointed out.

He added that with the acute lack of women in the administration at the University, this project could turn the tide.

He urged women to look at the project as one chance for furthering their education for the betterment of the nation.

Abbatte however warned the project implementers against mismanaging its finances.

"We will support the project fully but what we desire is transparency, financial management should be made strict", he said.

SSHIELD project is a partnership between Indiana University, Virginia Tech University in the United States and the Ministry of Higher Education Science and Technology as well as University of Juba.

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THE NEW NATION ● JULY 21-AUGUST 4, 2013

USAID avails $4.2m for university scholarships

ANTHONY KAMBA
JUBA

The US government through USAID has availed $4.2 million for scholarships for female students to pursue Masters and PHD degrees and become lecturers themselves.

The programme, which was launched on Thursday, aims to produce more lecturers for South Sudan's universities and also bridge the gender gap.

It will start this year with 20 girls to be enrolled in the University of Juba and the University of Upper Nile.

"This is just a starting point. Once we are fully established, we will roll it out to the other universities" said Julia Duany of the South Sudan Higher Education Initiative for Equity and Development (SSHIELD).

The students will be selected by a committee, comprising of members of SSHIELD, the universities and the national Ministry of Higher Education. The two universities will collaborate with the University of Virginia in the US on staffing and teaching materials, she announced.

"We are working to review the curriculum and address some of the technical demands, with the support of Virginia University."

The programme will also organise intensive English courses for beginners and more advanced levels to facilitate the transformation process from Arabic to English.

The Vice-Chancellor of Juba University, Agrey Abate, welcomed the initiative. He, however, called for transparency.

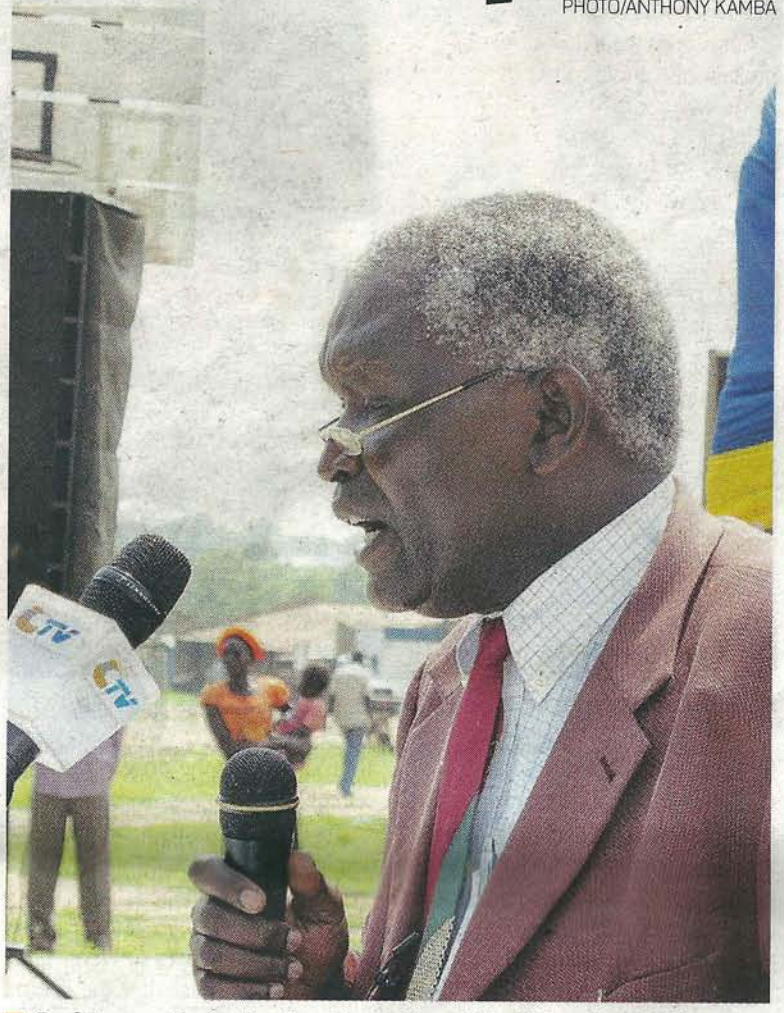
"There should be transparency on administration so that we know what is going on," he said.

The programme hopes to retain more girls at higher education levels by producing more female lecturers. Only 16 percent of women above 15 can read and write and very few make it to secondary education.

It also hopes to address the shortage of lecturers at public universities. Despite having five public universities only three appear to be functional due to lack of lecturers and funds.

In 2012, the University of Bahr el Ghazal had to send home their medical and veterinary students because there were no professors. The same problem has affected Rumbek University.

PHOTO/ANTHONY KAMBA



Prof Aggrey Abate, the Vice-Chancellor of the University of Juba.

Artists educate public on farming

JUBA - A group of artists, known as the J-Family, have launched a new album meant to encourage farmers to increase food production.

The J-Family, famous for their songs Anti-virus and Mara ta zol, launched their new album on July 12, as the heavy rains are about to start.

"We want to encourage all farmers who toil day and night to make sure they continue the good work of feeding the nation," said the group's leader, Edward Taban, also known as Jonio Jay.

"We also want to encourage more people to take up agriculture to diversify the economy and break the dependency on oil."

He added that young people should not look at working in the cities as more superior since work without food was not worthwhile.

In their latest song, 'Stakal Shed', the group advised farmers to ignore critics who want to reduce their commitment to agriculture, yet farmers form the 'money basket' of the nation. Central Equatoria agriculture minister Michael Kenyi has lauded the group for educating the population on the importance of agriculture.

THE New Times
Rwanda's First Daily

USAID recommits to women empowerment

Henrietta Umulisa, of Gender and Family Promotion at the meeting.

There is need to invest in women's empowerment and leadership in order for countries to achieve sustainable development.

Peter Malnak, USAID Rwanda Mission director, made the remarks yesterday while opening the first partners meeting for a Women's Leadership Programme in Kigali.

The Women's Leadership Programme is a USAID-supported project that operates in four countries worldwide: Rwanda, South Sudan, Armenia and Paraguay.

The Women's Leadership programme seeks to develop curricula and promote opportunities for women in business, agriculture, and education.

"Investing in women's empowerment and leadership is fundamental for strong and sustainable development. Educated, empowered women are healthier, start families later and are more economically successful," Malnak said.

He said educated women are able to transfer benefits to their children, raising a generation of citizens who are better prepared to contribute to economic development process.

Meeting under the theme, “A shared vision for promoting women’s leadership through higher educations,” the USAID project objectives are achieved by pairing the US higher education institutions with local institutions in each participating country.

For instance, Michigan State University and National University of Rwanda are creating a gender-sensitive Masters of Science programme in agribusiness that will promote women’s leadership in agriculture.

Also, the University of California, Los Angeles, and the Kigali Institute of Education are fostering strategies to promote gender awareness through targeted outreach and recruitment programmes, institutional capacity building and gender-sensitive curriculum and teaching approaches.

The meeting drew representatives from partner institutions in the US and the four participating countries to provide an opportunity for stakeholders to share implementation experiences, receive training, discuss tools and practices for monitoring and evaluating results as well as build networks for future sharing and collaboration.

Up to $8.75m (about Rwf5.6b) has been earmarked to facilitate agriculture and education programmes in the participating countries until June 2015.

United States Agency for International Development
(Washington, DC)

Rwanda: USAID and Hed Host Women's Leadership Program Partners Meeting in Kigali

24 JULY 2013

Participants from Rwanda, South Sudan, Paraguay, Armenia and the U.S. Gather for Education Strategy Sessions on Promoting a Shared Vision for Women's Leadership in Critical Development Sectors

Kigali, Rwanda (July 23, 2013) -The critical issues surrounding women's leadership and gender equality are taking center stage this week at a partners meeting hosted by the United States Agency for International Development (USAID) and Higher Education for Development (HED).

Representatives from five U.S. universities selected to participate in the recently announced Women's Leadership Program and their counterparts from tertiary institutions in Armenia, Paraguay, Rwanda and South Sudan are in the capital city for four days of strategy sessions, collaboration, and dialogue.

The meeting's theme is, "A Shared Vision for Promoting Women's Leadership Through Higher Education." Speakers at the inaugural event include Peter Malnak, mission director, USAID/Rwanda; and Henriette Umulisa, permanent secretary, Ministry of Gender and Family Promotion. "USAID/Rwanda is excited about this program and the promise it holds," stated Malnak. "Investing in women's empowerment and leadership is fundamental to strong and sustainable development. Educated, empowered women are healthier, start families later, and are more economically successful - and they transfer these benefits onto their children, raising a whole generation of citizens who are better prepared to contribute to the economic development process."

The Women's Leadership Program is supporting access of women to higher education and advanced degrees, strengthening institutional capacity in research and education on women's leadership, and promoting women's leadership through higher education extension/outreach efforts in underserved communities in the targeted countries. Each higher education partnership is focusing on advancing education in a specific sector area, and gender equity awareness is woven into the process.

The partners meeting began July 22 with a networking event. Terry W. Hartle, senior vice president at the American Council on Education in Washington, DC and HED advisory board chair; and Gary Bittner, USAID division chief for higher education, workforce development and training, delivered welcome remarks. "The Women's Leadership Program is but one example of how HED, with funding from USAID, links colleges and universities in the United States with tertiary institutions overseas to address some of the world's most pressing development challenges," Hartle said. "In leveraging the expertise of U.S. higher education, HED plays a major role in advancing U.S. government objectives by expanding access to education and promoting economic growth."

With funding from USAID totaling approximately $8.75 million, HED is managing all five partnerships. The meeting continues through July 25.

About The U.S. Agency for International Development

The American people, through the U.S. Agency for International Development, have provided economic and humanitarian assistance worldwide for over 50 years. For more information, visit www.usaid.gov.

About Higher Education for Development

HED mobilizes the expertise and resources of the higher education community to address global development challenges. HED manages a competitive awards process to access expertise with the higher education community in coordination with the American Council on Education (ACE), the American Association of Community Colleges (AACC), the American Association of State Colleges and Universities (AASCU), the Association of American Universities (AAU), the Association of Public and Land-grant Universities (APLU), and the National Association of Independent Colleges and Universities (NAICU). For more information about HED, visit www.HEDprogram.org or follow HED on Twitter @HEDprogram.

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Study Highlights Way Forward for African Higher Education Institutions

Posted by Cecilia Paredes, Communications Officer, Bureau for Africa on Friday, July 26th 2013

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What do leadership, governance and management have in common? According to a recently released study by the Association of African Universities (AAU) commissioned by the U.S. Agency for International Development through the Higher Education for Development (HED) program they are three main obstacles to growth and sustainability in African Higher Education Institutions.

The Sub-Saharan Africa Higher Education Leadership Development (SAHEL) Study maps a strategy for institutional capacity building in senior- and middle-level management and leadership. The study identified the following challenges:

- Lack of clear strategy for leadership development
- Differences across countries and institutions regarding government appointments versus merit-based appointments
- Poor or lack of succession plans
- Lack of policies and/or commitment to implementing gender policies that support the advancement of women in leadership roles

"Leadership and administration capacity are the most critical challenges in the effort to make higher education in sub-Saharan Africa more effective and responsive to development, while ensuring its quality and relevance," stated Teshome Alemneh, Africa program officer at HED. "Access to higher education in sub-Saharan Africa is expanding. This study has reaffirmed the importance of leadership and administration capacity and proposes several mechanisms of developing such capacities in Africa."

Students in the Tabia Debre Abay community at an Alternative Basic Education Center in Tigray, Ethiopia. The community is now actively involved in the education of their youngsters. Photo by Nena Terrell, USAID

The SAHEL study offers an analysis of AAU's Leadership and Management Development programs and recommends strategies to build upon achievements by designing new elements that draw from the experiences of regional and international leadership training organizations.

AAU and HED presented the findings during AAU's 13th General Conference held in Libreville, Gabon in May 2013. USAID and HED commissioned the study in an effort to gain a better understanding of the causes and current climate of leadership and management inefficiencies in tertiary education.

Read the complete Sub-Saharan Africa Higher Education Leadership Development (SAHEL) Study Report.

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What is the evidence in Youth Workforce Development? USAID's Findings

By Rachel Blum from USAID Education, Aug 20, 2013

Two years ago when USAID came out with its Education Strategy (http://www.youtheconomicopportunities.org/resource/406/education-opportunity-through-learning-usaid-education-strategy-2011-2015), the Office of Education took up the Administrator's charge of greater use of evidence in USAID's program designs. At the time, we on the Youth & Workforce Development team asked ourselves: "What exactly does the evidence say?" We knew that the enormous amount of action research suggested that young people were developing their skills and gaining employment from both formal and non-formal education, second chance opportunities, work-study and internship opportunities, and other programs. But we didn't know the relative rigor of these findings. We decided we needed to better understand the body of evidence out there: what works in youth education and what doesn't?

USAID commissioned JBS International to help us answer this question. We wanted to gauge the state of the field in three distinct areas:

1. youth workforce development,
2. youth education in conflict and crisis environments, and
3. holistic cross-sectoral youth development.

Over the course of several months we interviewed 32 subject matter experts, consulted scores of practitioners, donors, and USAID staff, and culled through 122 studies including impact evaluations, performance evaluations, and additional research. Some of what we found was promising, some of it was troubling, and some of it was downright murky. Here's the breakdown of our findings for the Youth Workforce Development report:

Capturing Results

- The field has no common measurements for workforce development; for example, every program defines and measures "life skills development" differently. Only when we establish common indicators and measurement tools will we be able to compare results across projects and countries.
- Few studies disaggregated findings based on variables such as age, gender, income levels, education,

or characteristics such as confidence or risk tolerance. This data helps us understand how interventions may be transferred from one context to another.

- Few studies addressed systemic change such as institutional capacity development, policy reform, information, and coordination. If USAID wants to promote local capacity development á la USAID Forward (http://www.usaid.gov/usaidforward), our workforce development programs need to do a better job of focusing on and capturing the results associated with systems-level interventions.

What's Missing?

- What we don't know is which interventions yield the most meaningful results. Among the 54 studies completed, 12 used experimental or quasi-experimental methods; an additional 13 impact evaluations were in process. While some were focused on specific interventions (vouchers, cash transfers, entrepreneurship training), more multi-component program evaluations should be isolating the effect of select interventions so we can better understand which interventions impact different youth in different ways. Also, more cost analysis is needed: only 8 out of 54 evaluations looked at cost.

- Surprisingly we found little research on how WFD efforts impact university students: only 4 studies looked at this cohort, of which one found an impact on employment, and the others focused exclusively on measuring skills development. USAID's partnerships with universities and community colleges in the US and abroad-- such as the Higher Education Solutions Network (http://www.usaid.gov/hesn) and Higher Education for Development (HED)-- present an opportunity for us to better capture the impact of this work.

- There is also little research on what works for rural youth: a further indication to colleagues working on Feed the Future (http://www.feedthefuture.gov/) and youth livelihoods projects to aggregate findings by age!

Doing it Right

- The research does suggest that youth workforce development (WFD) programs in developing countries are indeed making an impact on incomes and employment, particularly for female, low-income, at-risk, and out-of-school youth. In Latin America, young women in particular are benefitting more than their male counterparts in employment and earnings.

- Effective youth WFD programs are those that offer a variety of interventions like apprenticeships, classroom vocational skills training, vouchers, job matching services, and life skills development. In fact, 35% of the studies looked at programs with 5 or more components, and 30% included 3-4 program components.

The task ahead may appear daunting, but it is the start of an important path towards progress and change. Later this summer, watch for the USAID/E3/ED Research & Evaluation Agenda: this document will provide a set of finely-tuned learning questions for USAID youth workforce development programs. We are aiming to coordinate USAID's future evaluations with what others are researching-- essentially we want to roll up the body of evidence into something more targeted, more cohesive. It is our hope that when USAID programs coordinate their learning agendas, over time subsequent program improvements will give even more young people the chance to obtain the jobs they deserve.

Copies of the full "State of the Field" reports can be found here (http://www.usaid.gov/what-we-do/education/educating-children-and-youth-crisis-and-conflict-situations/state-field-reports).

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Ed News

August 23, 2013

African Centers of Excellence Aim to Strengthen Higher Education

A recent study has been released by the Association of African Universities (AAU) and commissioned by the U.S. Agency for International Development (USAID) through the Higher Education for Development (HED) program. The study has revealed that there are three main obstacles to growth and sustainability in African Higher Education Institutions. The Sub-Saharan Africa Higher Education Leadership Development (SAHEL) Study identified the following challenges: lack of clear strategy for leadership development; differences across countries and institutions regarding government appointments versus merit-based appointments; inadequate succession plans; lack of policies and/or commitment to implementing gender policies that support the advancement of women in leadership roles. AAU and HED presented the findings during AAU's 13th General Conference held in Libreville, Gabon in May 2013. Strategies to offset these challenges would be part of future discussions to assure inequalities were addressed.

In addition, the Association of African Universities (AAU), in partnership with the World Bank, has proposed the establishment of African Centers of Excellence in Science and Technology in higher education. "The Africa Centers of Excellence project is a key factor for Africa's socioeconomic development because of its potential contribution to the knowledge economy and hence to growth and development," says Professor Etienne Ehouan Ehile, Secretary General of the Association of African Universities.

The African Centers of Excellence in Higher Education project aims to strengthen higher education in the fields of agriculture, engineering, health, mining, science and technology across West Africa. The project aims to help universities develop regional centers in these disciplines, with the goal of consolidating scientific skills and expertise.

The West African sub-region contains more countries than any other region in Africa. Each country has its own university system. However, access to higher education is unevenly distributed. Nigeria, the largest country in the sub-region, has 47 universities; while Gambia, the smallest country, has only one. The need to address Africa's inequality and to strengthen its tertiary institutions is the motivation behind recent collaborative efforts in the region.

Collaborative efforts to strengthen institutions of higher learning in Africa would benefit the entire region.

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Africa's Best and Brightest Major in Building Communities

Rahel Eshetu, Adanech Yared, and Lemlem Teweldemedhin are typical graduate students. The three young Ethiopian women wear jeans, pull their hair back in ponytails, fling messenger bags over their shoulders, and speak earnestly about their ideals. But these brilliant women do not spend their days cloistered in an ivory tower—they are far too busy interviewing their countrymen and women, studying river basins, and inspecting soil. They are not afraid to roll up their sleeves and get their hands dirty.

(from left to right) M.Sc. candidate Lemlem Teweldemedhin, Ph.D. candidate Rahel Eshetu, EIWR Program Assistant/Gender Specialist Dr. Mary Thuo, and Ph.D. candidate Adanech Yare are all changing their country's future at the Water Resources and Engineerin
HED

"I want to improve the water quality in my country," Ms. Teweldemedhin said with determination. She has already done just that through her ongoing graduate research on Ethiopia's Baro-Akobo river basin. Ms. Teweldemedhin, along with Ms. Eshetu, Ms. Yared, and 39 of Ethiopia's best and brightest, were selected from a pool of 600 applicants to be the first students of the USAID-backed Ethiopian Institute of Water Resources graduate program in Water Resources and Engineering Management, one of several water-focused graduate programs at the Institute. Each student has three advisors: an American professor, an Ethiopian professor, and an Ethiopian water professional. The programs combine high-level academics, exchange programs, and concrete development work.

"But If You Teach a Man to Fish…"

The Institute was inaugurated by U.S. Ambassador to Ethiopia Donald Booth in February 2012 and was launched through a partnership between five Ethiopian universities, the University of Connecticut, and Alabama A&M University. It was established under the auspices of the Africa-U.S. Higher Education Initiative, which USAID and the Association of Public and Land grant Universities pioneered in 2007 with implementing partner Higher Education for Development (HED).

The initiative is faced with the daunting task of addressing Africa's multiple development priorities—unsafe drinking water, HIV, infant mortality, and food insecurity, among others—in a sustainable way that empowers Africans to solve their own problems. They have met this challenge through human and institutional capacity building at universities. In the past five years, the initiative's partnerships have erected labs, put books on library shelves, and introduced the latest technology to campuses throughout Africa. They have also fostered partnerships to establish cutting-edge, development-oriented academic programs.

Building capacity has long been a priority of USAID, but these partnerships represent a new approach. "USAID has been investing in capacity building for many years because the Agency believes that development needs to be localized and owned by the citizens and governments of developing nations," explained USAID/Ethiopia Education Office Chief Allyson Wainer. "Focusing on African universities will help improve education systems and research capabilities, which in turn will increase the knowledge base and skills needed

The 11 mutually beneficial partnerships between American universities and African universities focus on providing solutions to local development problems. Through exchange programs, American scholars and students learn about Africa, development, and working in the field, while African scholars get access to extensive resources and learn about the latest development ideas and methodologies.

These high-level academic programs on African soil guard against a mass exodus of the most talented African students that occurs when quality of education is low and jobs are scarce. These programs enable students to get a top-notch education while staying at home. Though there is no guarantee that they won't migrate abroad after graduation, the programs are tailored to growing sectors with a high demand for educated professionals.

Moreover, the students' fieldwork during graduate school ties them to their communities. Elias Tedla Shifraw, a P.h.D. candidate at the Ethiopian Institute of Water Resources said, "I have a lot of experience, and this experience should be transferred to my compatriots." Another student, Malese Terezfe said, "[The Institute] has a long-term benefit to me and my country."

Most of the new programs actively recruit female graduate students. "There is an emphasis on improving women's participation in training, research, communications, and curriculum development," said HED Program Officer for Africa Teshome Alemneh. This has proven to be a challenge, but one that universities take seriously. Only four women have enrolled in graduate programs at the Institute so far. However, these four trailblazers will serve as important role models, paving the way for more women. In a country like Ethiopia, where almost two thirds of adult women are illiterate, this makes all the difference.

Upon graduation, students will be equipped to land secure jobs and to provide for their future families. The students are encouraged to go into academia and take faculty positions at the Institute or other institutions so they can teach even more people the development skills they have learned. Whether they go into academia, work in the field to foster development, or both, the students have promising futures ahead of them. Alemayehu Kasaye, a Master's candidate at the Institute said, "I have gained knowledge which develops my life for tomorrow."

Water Runs Through It

While the partnerships are diverse, one thing stands out: Most of them involve water. "Opportunities for economic development in the Sub-Saharan region revolve around sustainable water resources management. Water infrastructure is a driving force in many sectors, especially health, agriculture, and energy," Ms. Wainer explained.

For example, Burkina Faso's International Institute for Water and Environment Engineering has teamed up with Tuskegee University and Princeton University to establish a network of centers of excellence in water and environmental science. This partnership began in April 2011, and there are already plans to expand the network to Ghana and Nigeria.

Water resource management is also central to Kenya's new Center for Sustainable Dryland Ecosystems and Societies (CSDES), which was established by a partnership between University of Nairobi and University of Colorado. Kenya's drylands are afflicted by frequent droughts that have worsened with climate change. This threatens the pastoralists who inhabit them, forcing them to constantly uproot in search of water. Professor Jesse T. Njoka, CSDES Coordinator, said the center was "established as the hub of a web of collaborative institutions engaged in education, research, and action supporting dryland communities." The center not only offers graduate courses and research support, but also actively recruits pastoralists, especially women, to study at the center.

Because 70 percent of Africans are employed in farming and food security is an ever-present concern there, several of the partnerships focus on agriculture. One partnership between Senegal's Université Gaston Berger and the Ohio State University works to alleviate the "dustbowl effect" brought on by inadequate irrigation. They established a center for agricultural research and development and created degree programs in agronomy and crop production. Another partnership, between the University of Malawi and Michigan State University, addresses sustainable land and water management, in line with the Government's recommendations for the country. This partnership develops the University of Malawi's institutional and research capacity in agro-ecosystem services to help expand understanding of the benefits that people derive from ecosystems.

High infant mortality rates and the prevalence of HIV/AIDS are additional problems that require the attention of highly trained professionals who understand on-the-ground realities. Programs at universities in Uganda, Liberia, and Ghana train students to address public health challenges in their communities.

Building capacity can also build a country. In the fledgling state of South Sudan, a partnership between Catholic University of South Sudan, University of Juba, and Virginia Tech helps rebuild the post-conflict nation. Mr. Alemneh said this could create opportunities for and enhance the livelihoods of hundreds of South Sudanese men and women. "Through this partnership, the capacity of University of Juba in the areas of agriculture and food security will be built, which is virtually non-existent," he said.

Communities Take Notice

USAID's approach is already making a difference. While cultivating local talent may take more time than flying out Western experts, the rewards have a greater impact. These pioneers are more likely to stay in country and see the results of their labors over the long term. Moreover, they are better equipped to come up with solutions to their countries' problems because they understand local situations. They have lived them.

Ms. Eshetu and Ms. Yared connected the plight of Ethiopian women like themselves with their studies during an interview with HED. "Due to climate change, women have more [of a work] load. [They have to] collect water, cook, and do everything," Ms. Eshetu said. Ms. Yared added, "Girls lose time because they [must] fetch water and then have no time to go to school."

This combination of brains and drive, and specialized, firsthand knowledge has proven potent. While most of the partnerships are only in their second year, they have already impacted Africa outside the campus gates. The students have been going out into their communities, talking to residents, and using their newfound skills to help their neighbors, friends, and themselves.

Communities now approach the Institute for assistance. One of these communities is Kori, a pastoralist village of 2,000 in Ethiopia's scorching desert-engulfed Afar region. The village had two wells, but the water in them had toxic fluoride content and a temperature that exceeded 138 degrees Fahrenheit. Drinking the water gave residents fluoride poisoning that affected their teeth, bones, and internal organs and caused social and psychological problems. The regional government capped the wells, but with no alternative water source for 50 miles, residents insisted the toxic water was better than nothing. After the Institute was approached, a team of researchers took to the desert. Based on their knowledge and research, they were able to design a de-fluoridation unit for the wells, restoring safe drinking water to all of Kori.

Experiences like these are rewarding, and students have been heartened by the communities' positive responses. "The community has a good attitude and respect for my research," Mr. Kasaye said.

These positive experiences have inspired students to give back. Mr. Shifraw summed it up when he said, "Unless we work for our country, who will be working for us?"

C. Zeilberger

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HED Annual Report

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Last updated: September 17, 2013

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Human Rights Center Welcomes Colombian Visitors

SEPTEMBER 4, 2013—The University of Minnesota Law School Human Rights Center and the College of Liberal Arts will celebrate the inauguration of the UMN - Antioquia Human Rights Law Partnership on September 10 at a reception at the Law School. The event will welcome nine visiting faculty, staff and students from four partnering academic institutions in the Antioquia region of Colombia.

The University received a $1.25 million grant from the United States Agency for International Development (USAID) through Higher Education for Development (HED) to create this three-year human rights law school partnership between the University and four law schools in Medellín, Colombia.

Attendees at the September 10 celebration will learn about the visitors' work in Colombia and introduce them to the wide range of human rights scholarship and advocacy at the University and in the broader Twin Cities community. The visitors will spend one to six weeks engaged in conversations with University faculty and clinical teams and local human rights advocates to gain a broader understanding of human rights education, clinical practice, and advocacy in the United States.

The objectives of the partnership include strengthening the institutional capacity of the Colombian law schools to train future legal practitioners in human rights; enhancing the outreach capacity of regional law schools to better serve vulnerable populations; and equipping future legal professionals with an understanding of national and international standards of human rights and the skills to support human rights in Colombia.

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THE CHRONICLE OF HIGHER EDUCATION
International

September 18, 2013

International University Partnerships May Suffer Under a Proposed Budget Cut

By Karin Fischer
Washington

The U.S. Agency for International Development has abruptly told the group that runs its international higher-education partnerships that it could cut its operating budget by 80 percent, as of the start of the new federal fiscal year.

The agency, known as USAID, informed Higher Education for Development in an August e-mail message obtained by *The Chronicle* that its budget would be chopped, from $4.9-million to just $1-million, beginning on October 1. While USAID has not proposed direct cuts in the roughly $50-million in grants the group oversees, Higher Education for Development says such a substantial reduction in its administrative budget would make it impossible for it to manage the 41 active projects between American and foreign colleges.

The cuts may not be a done deal. In a written statement, a spokeswoman for USAID said discussions were continuing with Higher Education for Development, or HED, and the American Council on Education, which operates the group and governs it, along with five other higher-education associations.

The statement says that USAID routinely reviews its support for HED, the projects' progress, and their relevance to the agency's larger objectives. "All discussions with ACE/HED regarding programming and budget levels are ongoing at this time, and no final decisions have been made," it says.

"USAID is highly committed to increasing our engagement with higher-education institutions to harness their intellectual energies, research capabilities, community connections, and capacity-building expertise to address the toughest development

challenges," the statement says.

The e-mail message to HED officials, however, was less equivocal, saying the message's purpose was to "confirm that USAID plans" to reduce the HED administrative budget to $1-million and citing "earlier dialogues about budget shortfall in FY13-14" as a cause for the decline in support.

Projects May End Early

Terry W. Hartle, senior vice president for government and public affairs at the American Council on Education, said deep reductions were not anticipated, leaving HED just weeks to figure out how to continue the projects, which involve nearly 100 institutions in some 25 countries.

While Higher Education for Development could absorb—and has already made—some cuts, officials never expected such a sizable drop in funds, Mr. Hartle said.

As a result, HED has begun to inform its grantees that it may have to close its doors and suspend all projects.

Rosemary Ortlieb-Padgett leads one such project, a partnership involving three community colleges in the State University of New York system and Al-Kafaàt Foundation Schools, which operates a technical college, a university, and a network of learning centers in Lebanon. Together the partners have helped start an English-language program and career center in Lebanon; now they are working on a business-administration curriculum. While the project helps to build Lebanon's educational system, American faculty members, she said, get an international experience they might not otherwise have.

Over time, the two sides have invested far more than the three-year, $460,000 USAID grant, in both time and money. Still, Ms. Ortlieb-Padgett said that if the grant money disappeared, "it would be paralyzing in many ways." College funds can't be spent on items like travel, and she would no longer be able to devote much of her time to the partnership.

"I'd like to say it wouldn't happen," Ms. Ortlieb-Padgett said, "but

my fear is that the project would fall off a cliff."

Little Warning

The suddenness of the proposed reductions was a surprise, coming so close to the start of the fiscal year. (Typically, such cuts are telegraphed months earlier, when the president and Congress make budget proposals.)

Had the group and its partner institutions been given an indication of the severity of possible cuts, they might have changed course or perhaps not gone ahead with certain projects, Mr. Hartle said. For example, one project, led by Virginia Tech in South Sudan, got under way only in mid-July. And a group of some 40 graduate students just began their studies in water-resource engineering, water management, and public health this month as part of a joint effort between the University of Connecticut and Addis Ababa University. The government of Ethiopia put up a share of the funds.

An "early closeout of the HED programs will obviously create significant financial impact to our partner institutions, damage the credibility of the involved parties, and leave unfulfilled the promised opportunities for educational and economic development," UConn's provost, Mun Y. Choi, wrote in a letter to Rajiv Shah, the USAID administrator.

The timing also took HED and its supporters aback because the group operates under a five-year cooperative agreement between USAID and the American Council on Education. The current agreement is not set to expire until the end of the 2015 fiscal year.

Shift in Direction

That said, it would not have been altogether unexpected for USAID to go in a new direction when the existing agreement is up. The agency has signaled it would prefer to directly operate its grant programs, rather than running them through separate groups like HED, Mr. Hartle said. It also has begun to put greater emphasis on tapping the research expertise of universities to delve into problems facing the developing world, something of a shift from the hands-on focus of the current HED projects.

Already, HED had been asked to make and had made some budget reductions, cutting spending on communications, research, and outreach, reducing travel costs, and downsizing, through attrition, its staff by six.

Mr. Hartle, a D.C. veteran, said he recognizes USAID may shift its priorities but argues it shouldn't be at the cost of "disrupting successful relationships they've made a multiyear commitment to."

With fewer than two weeks to go before the start of the new fiscal year, it's far from certain how the situation will be settled.

While they would prefer to avoid any cuts, officials at HED and the council have made an alternative proposal to USAID, suggesting that support for the projects be extended through the end of the 2014 fiscal year. Although that would mean most projects would end nine to 12 months early, it would give the group time to shut down in a more orderly fashion, Mr. Hartle said.

Jack Bermingham, president of Highline Community College, in Washington State, said he hopes the impasse can be resolved. Work like that of his institution with Mataria Technical College, in Egypt, helps build relationships in critical parts of the world.

"It would sort of be pulling the rug out from these longer-term goals," he said.

INSIDE HIGHER ED

(http://www.insidehighered.com)

Higher Ed for Development May Face Drastic Budget Cuts

Submitted by Elizabeth Redden on September 19, 2013 - 3:00am

Higher Education for Development (HED) faces a possible 80 percent reduction in its operating budget, which could force it to close out its grant programs prematurely. HED, which manages development-oriented partnerships between American universities and institutions abroad as a subcontractor of sorts for the U.S. Agency for International Development, was informed by the agency via an August 7 e-mail that its operating budget for the fiscal year starting October 1 will be just $1 million – a drop from $4.9 million this current year.

“We said at that level we close everything down by the middle of December and it will be utter chaos,” said Terry Hartle, senior vice president of government relations and public affairs for the American Council on Education, which oversees HED. “They [U.S.A.I.D.] said that’s not what we had in mind; we need to think about another way to do this.”

For its part U.S.A.I.D. said in a statement that "discussions with ACE/HED regarding programming and budget levels are ongoing at this time, and no final decisions have been made. U.S.A.I.D. is highly committed to increasing our engagement with higher education institutions to harness their intellectual energies, research capabilities, community connections, and capacity building expertise to address the toughest development challenges."

Hartle said that ACE and HED have not received anything in writing about the budget since the August 7 e-mail. He said that in discussions U.S.A.I.D. has been very clear that it does not want to force the end of any partnerships prematurely. "They'd like to have the partnerships run, but they would like to not have to pay the cost of having them monitored and evaluated according to the U.S.A.I.D. standards that they have dictated," he said.

He added that the problem seems to stem from the fact that U.S.A.I.D. wants to move away from the model of having HED and other similar entities function as middlemen in awarding, managing and evaluating government grants. That’s fine, Hartle said: “Government agencies change priorities; they change directions. But what is so surprising is that they would do this so close to the start of a fiscal year without recognizing the serious consequences of taking such a step."

HED currently administers $50 million in grants, managing 41 partnerships in 25 countries involving 93 institutions. Its portfolio of projects, present and past, can be found here [1].

Ad keywords:

THE CHRONICLE OF HIGHER EDUCATION
Global

September 20, 2013

Colleges' Global Partnerships Get Temporary Reprieve From Budget Cuts

By Karin Fischer

The U.S. Agency for International Development has reversed itself, saying it will not go through with drastic cuts in the budget of the group that runs its global higher-education partnerships.

As first reported by *The Chronicle,* the agency had informed the group, Higher Education for Development, by e-mail in August that its operating budget could be reduced by nearly 80 percent, to $1-million, as of October 1, the start of the federal fiscal year.

Such a sudden and substantial decrease would have made it impossible for the group to administer some 41 active projects involving American and foreign colleges. It had begun to inform grantees that it would have to suspend all partnerships and close down.

But in a letter hand-delivered on Thursday afternoon to the presidents of the six higher-education associations who form Higher Education for Development's advisory board, Eric G. Postal, an assistant administrator at USAID, said the agency would not go forward with the reductions.

"I give you my assurance," he wrote, "that USAID will do everything possible to continue the partnerships to their scheduled end dates with minimal disruption to program activities."

Even so, Higher Education for Development's days may be numbered. The letter states that USAID plans to shut down the group after the current five-year cooperative agreement between it and the American Council on Education, which operates the group, concludes, at the end of the 2015 fiscal year. Instead, the

agency will work more directly with colleges on international development projects, Mr. Postal wrote.

USAID officials previously signaled that they would prefer to move in that direction.

Despite the news of Higher Education for Development's likely end date, the turnaround on immediate budget cuts came as a relief to its supporters. The group had been scrambling to try to find a way to continue the multiyear projects, which involve nearly 100 institutions in two dozen countries. Most of the projects—which often receive matching support from foundations, foreign governments, and the colleges themselves—were supposed to run into 2015.

"There are important details to be worked out, but right now it appears that USAID will fund all the current projects," said Terry W. Hartle, senior vice president for government and public affairs at the American Council on Education. "We're in a much better place than we were 48 hours ago, and we appreciate USAID's willingness to work with us."

M. Peter McPherson, president of the Association of Public and Land-Grant Universities and a former USAID administrator, said he was pleased that the agency would honor its commitments. But he said it was crucial for USAID to put in place mechanisms to ensure that it can work directly with colleges on future projects.

USAID had cited continuing budgetary shortfalls as the reason for the proposed reduction in Higher Education for Development's administrative budget. While the agency had not proposed direct cuts in the roughly $50-million in grants the group oversees, the group had said it could not continue to run the projects if it were forced to absorb such a sizable reduction in funds.

INSIDE HIGHER ED
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USAID to continue to fund global university partnerships after all

Submitted by Doug Lederman on September 20, 2013 - 3:00am

WASHINGTON -- The U.S. Agency for International Development on Thursday reversed itself on what just days earlier had seemed to be a plan to slash funding [1] for development-oriented partnerships between American universities and institutions abroad. But agency officials also made clear that they would no longer work with the association-led compact that oversees the efforts when the current contract expires in 2015, preferring instead to work directly with individual colleges and universities.

International education advocates bristled at the news this week that U.S.A.I.D. planned to cut by 80 percent its 2014 funding for Higher Education for Development, which is in the midst of a five-year contract to administer 41 partnerships [2] in 25 countries involving 93 institutions. The higher education associations that manage HED were told in an Aug. 7 e-mail that its budget would drop to $1 million from $4.9 million, which association officials warned would force the premature shuttering of many of the partnerships.

They made that case to A.I.D. officials in no uncertain terms in recent days, including at a meeting between officials from the agency and higher education association leaders on Thursday.

In a letter sent to those same associations after Thursday's meeting, Eric G. Postel, assistant administrator for the agency's Bureau of Economic Growth, Education and Environment, said that U.S.A.I.D. "intends to honor our commitments to the current 41 partnerships under the HED program." In the letter, Postel gave his "assurance that U.S.A.I.D. will do everything possible to continue the partnerships to their scheduled end dates with minimal disruption to program activities."

"Our commitment reflects USAID's respect for the efforts already expended under these partnerships, the importance of good-faith relations between U.S. and partner country institutions, and USAID's commitment to higher education institutions and their role in development," Postel wrote. (A U.S.A.I.D. spokeswoman seemed to offer a caveat of sorts in a statement late Thursday night, when she said via e-mail: "All discussions with ACE/HED regarding programming and budget levels are ongoing at this time, and no final decisions have been made.")

While the main point of Postel's letter surely relieved the college leaders who receive funds through the HED partnerships, the letter contained less-welcome news as well. First, U.S.A.I.D. said that the agency would work to reduce by 15 to 20 percent the $11 million that HED plans to spend on operational costs

between now and 2015.

More importantly, Postel also confirmed what many higher education officials had suspected: that the agency would not renew its contract with HED when it expires in 2015. The reason, he said, is that "[w]e wish to be working more closely with your universities in a direct relationship."

M. Peter McPherson, president of the Association of Public and Land-grant Universities (and himself a former head of U.S.A.I.D., under President Reagan), said in an interview Thursday that the agency's change of heart -- "with A.I.D. agreeing to fulfill contracts in term and tenure and amount" -- was a satisfactory outcome, given the events of recent days. That will ensure that the current partnerships -- and their university participants -- have no immediate disruption.

Longer term, McPherson said that the formal notice of the end of the contract for Higher Education for Development was not unexpected.

"A.I.D. has a long history of both using intermediaries and not using them, and both can work," he said. "The biggest reason they've used places like H.E.D. is because it's an easy mechanism for the agency to engage universities, but there's some advantage to the agency [to work directly with institutions] because they learn more directly that way."

A more decentralized approach can work just fine for colleges and universities in the United States (and their partners elsewhere in the world) -- as long as U.S.A.I.D. puts in place "new mechanisms that can work with sufficient speed and efficiency" in lieu of H.E.D., McPherson said.

"What will not be a good thing is if you end up having fewer relationships [between American universities and institutions elsewhere] because you don't have the mechanisms to make it happen."

Global [3]

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Higher Education for Development

USAID COMMITS TO FUNDING HED PARTNERSHIPS THROUGH 2015

September 20, 2013

The U.S. Agency for International Development (USAID) will stand by its commitment to fund partnerships between American colleges or universities and higher education institutions in developing countries.

USAID made it clear to the board of Higher Education for Development (HED) on Thursday that it would continue to support the partnerships, which involve nearly 100 institutions in some 25 countries, through 2015 as originally planned in a cooperative agreement between USAID and ACE.

The agency was considering cutting HED's operating budget by 80 percent at the start of the fiscal year that begins Oct. 1. That would have crippled the program and put in jeopardy work tackling tough international development challenges such as conservation, water management practices and job creation.

For more on the decision, see The Chronicle of Higher Education and Inside Higher Ed.

Learn more about Higher Education for Development

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Higher Education for Development March 25, 2013

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U.S. Agency Waffles on International Higher Ed Partnerships

Sarah Lynch / 24 Sep 2013

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Al-Kafaát U., in Lebanon, has a partnership with the State University of New York

CAIRO – The credibility of the United States is tenuous in the Arab world at best. That credibility was shaken even more recently by back-and-forth fluctuations about whether a major U.S. aid agency would continue to support higher-education international partnerships that include about a dozen in North Africa and the Middle East.

In August, the United States Agency for International Development, or USAID, informed the Higher Education for Development (HED) of plans to precipitously slash funding that it uses to manage and develop 41 partnerships between American colleges and universities and institutions overseas.

Last week, the U.S. agency indicated it had reversed its decision.

"USAID intends to honor our commitments to the 41 current partnerships under the HED program,"

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wrote assistant administrator Eric G. Postel in a Sept. 19 letter. "I give you my assurance that USAID will do everything possible to continue the partnerships to their scheduled end dates with minimal disruption to program activities."

The reversal eased concerns over the possibility of a drastic budget cut that would force partnerships to cease, halting many programs mid-stream.

"From the perspective of the partnerships, the news is pretty unambiguously good," said Terry W. Hartle, senior vice president at the American Council on Education, which oversees Higher Education for Development.

"Our arrangement with USAID requires us to perform lots of monitoring and oversight functions – administrative, qualitative, quantitative, financial," Hartle said. "If funding was dramatically decreased, he said, "We just simply wouldn't be able to have staff to do what the agreement required us to do."

"We indicated it would be total chaos," Hartle said.

Even with the reversal, however, continued funding is not a guarantee. But partners in the region are holding tight to signs that aid will be sustained.

"If they cut down on budgets at this moment it would have been hurtful given that we are in a moment of transition," said Raif Shwayri, CEO of the Al-Kafaat Foundation in Lebanon, which has schools that partner with three community colleges in the State University of New York (SUNY) system.

The collaboration between the institutions began in early 2012 and is set to continue through the end of next year. The focus is on teaching entrepreneurship, and SUNY provides support to students at Al-Kafaat's university and technical school, as well as helping to strengthen the curriculum.

As a result of the partnership, Al-Kafaat now has an English-language program and a student-learning center that provides support for coursework and services to students who have learning differences. Now, the partnership is tackling a curriculum for business administration.

"We have used the seed money to connect – engage campus to campus, faculty to campus," Shwayri said, "and a network of relationships has been built that goes beyond the funding issues."

Sameer Barhoumeh, international academic projects manager in the Academic Developments and Quality Control Unit at Jordan's Al Quds College, heads a partnership between the institution and Eastern Iowa Community Colleges. Some of the most important outcomes have been relationships built through collaboration, he said.

"It's not about money, it's about knowledge, about what we gain from them," Barhoumeh said. "So we gain knowledge, we gain expertise from their side."

Al Quds College and Eastern Iowa Community Colleges have been working together for over a year and the project is not set to end until 2015. This year, 3,000 students will have access to entrepreneurship courses because of the partnership.

But if funding is cut, Barhoumeh said, Al Quds College would not be able to finish the program.

"We are in the middle of the road," he said. "So we would be affected in a great way."

Partners outside the United States wouldn't exclusively suffer from funding cuts. The collaborations have also benefited American faculty members and students.

Rosemary Ortlieb-Padgett, who works at Nassau Community College and directs the partnership between the Al-Kafaat Foundation schools and SUNY colleges, said the project "has completely changed the way we look at education."

"Having faculty members from Nassau Community College travel to Lebanon to work with other faculty members and develop relationships directly impacts how things go down in the classroom," she said. "They transfer the knowledge to students and that is something that is so valuable."

Partnerships also spark offshoot developments. Because of the collaboration between Al Quds College in Jordan and Eastern Iowa Community Colleges, the latter now leads a study abroad program to the Middle East that is not supported by USAID.

"Those things are life-changing for the students who participate in those programs," said Jeremy Pickard, international education director at Eastern Iowa Community Colleges. "So we get state-side change and also international change, and it does definitely benefit both institutions equally."

Cutting support for the partnership now would be harmful, Pickard said.

"You would basically be severing a partnership that took a significant amount of time to develop," he said, "and not having the resources to continue that right when we're getting to the point where it's looking like it may be able to self-sustain in a year and a half or so would be quite damaging."

A withdrawal of funds could also put the United States' reputation further at risk in a region where anger at Washington in recent months has billowed.

"It will not look good for the United States to suddenly and unilaterally withdraw from projects that we have entered into to help people in countries where there might be great suffering," Hartle said.

USAID's credibility could also be harmed, he said. "USAID is a very visible foreign presence throughout the world," Hartle said. "Their reputation as a reliable partner, as someone you can count on to uphold their part of a commitment, is likely to suffer if they walk away from this."

Shwayri, in Lebanon, is hopeful that funding won't decrease.

"The thing is, we never had to deal with issues like this before," he said. "Whenever you sign on a project you know exactly how the funding is going to be and you know the magnitude and you know the ins and outs."

But he and others are determined to keep projects going either way.

"We are not going to stop," Shwayri said. "We would have to find solutions."

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Appendix F. Success Stories

SUCCESS STORY

Ghanaian Health Sciences Interns Explore HIV Patient Care Beyond the Textbooks

Students Work on the Frontlines to Address Major Global Health Issues

Brown University/University of Ghana

Photo by Awewura Kwara, Brown University

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

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

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

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

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

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

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

— Mabel Torku, University of Ghana

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

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

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

4-2013

SUCCESS STORY

Jordanian Entrepreneur Enters Business Path with Community College Project

Revised Coursework Sparks Entrepreneurial Mindset among Students and Faculty

Washtenaw Community College/Al Quds College

Photo: Courtesy of WDI

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

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

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

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

In 2012, Kashour enrolled at Al Quds College and within days joined the community college entrepreneurship program, Community College Entrepreneurship: Integration to Incubation Project–known locally as Lumina Zone Entrepreneurship Project. Washtenaw Community College in Michigan and WDI jointly designed and developed the USAID project, which is managed by Higher Education for Development. Lumina Zone Entrepreneurship Project aims to develop an entrepreneurial mindset among Al Quds College students by infusing business skills and practical experience into vocational coursework, and by creating a business incubator identified as a priority by the students.

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

– Nadia Kashour, entrepreneur and student at Al Quds College

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

6-2013

SUCCESS STORY

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

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

Photo courtesy of Barbara Frey

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

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

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

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

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

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

3-2013

SUCCESS STORY

USAID Project Offers Business Education for Stronger Caribbean Economy

Makeup Business Aims to Make Over Entrepreneurial Spirit in Barbados

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

Photo courtesy of Indiana University

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

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

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

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

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

— Shakita Payne,
Owner of Make-Up Doll Cosmetics

Payne's future *was* in the students' hands, and she immediately applied their recommendations to her business. "For us, we thought when consumers heard MUD Cosmetics, they would think about Make-Up Doll. But [the students] research showed us that isn't so," Payne said. Her open-mindedness to the students' suggestions allowed her to integrate some bold new ideas into Make-Up Doll Cosmetics.

Payne reimagined the packaging and marketing of her products and changed the logo to enhance the cosmetics line's appeal to local and international consumers. To further entice global consumers, she sent cosmetics to makeup artists in the United States, the United Kingdom and countries in the Caribbean region. She used social media to promote her products and integrated e-commerce into her website, which allowed international customers to buy products in a secure manner.

Payne says she is grateful for the consultation from the project, managed by Higher

Education for Development, and credits the students for her ongoing success. "The [student engagement project] taught me a lot I did not know, and I don't think [Make-Up Doll Cosmetics] would be where we are today with rebranding and marketing if not for the [UWI/IU] consultation," she added.

6-2013

SUCCESS STORY

Agribusiness Training Propels Out-of-School Youth into Entrepreneurship

U.S.-Philippines Higher Education Project Spurs Economic Growth in Mindanao

University of Hawai'i/Southern Christian College

Photo: Dawn Hope D. Sulit

The Heavenly Banana Chips team presented their products for a taste test to Mary Pleasant of the University of Hawai'i (c) and Southern Christian College project director Elma M. Neyra (far right).

Many out-of-school youth in Central Mindanao, Philippines, struggle to maintain successful livelihoods because they lack sufficient workforce skills. Although these young adults live in a resource-rich, agricultural environment, the absence of an education is an obstacle to economic growth in Mindanao, which has an underemployment rate of 25 percent. To facilitate sustainable change, a USAID project between the University of Hawai'i and Southern Christian College (SCC) in Mindanao is working to educate out-of-school youth ages 18-24 in the areas of entrepreneurship and agribusiness. The project uses innovative educational approaches that encourage real-world application.

When SCC representatives arrived in Edgar Milliones' neighborhood to announce the training, he responded. Before Milliones' exposure to the training, he was an out-of-school youth with a less than promising future. Now, the 20-year-old is the CEO of Heavenly Banana Chips, a small business that grew from a concept created with the assistance of the USAID project. Milliones participated in a unique nine-day training project and business plan competition at SCC that both inspired and educated him and his peers on how to start businesses. "I learned how to approach people," said Milliones. He led his four-person Heavenly Banana Chips team to first place using the entrepreneurial skills gained from the training. "I will not be ashamed of selling our product to be able to advertise and to improve the quality of our banana chips so that someday it will not only be displayed in local market places but to malls or bigger malls or international places!" As the winning team, Heavenly Banana Chips received 80,000 PHP (nearly $2,000 USD) to implement its business plan.

As Heavenly Banana Chips continues its impressive progress in production and sales, Milliones has proven to be a creative and business-minded leader. The business is constructing a production house and now offers flavored chips in sesame and honey and sells them at the local village markets. With a taste for more growth and training, Heavenly Banana Chips is exploring new flavor options and seeking more growth through education. Milliones also participated in the project's Market Study Mini-Grant Competition in July 2013 during an agri-entrepreneurship training in Cayagan De Oro.

"The success exceeded beyond the expectations of the project and will set an example for future young entrepreneurs."

— Catherine Chan-Halbrendt, University of Hawai'i

"It has been a great pleasure to see the growth of Heavenly Banana Chips, the success exceeded beyond the expectations of the project and will set an example for future young entrepreneurs," said Catherine Chan-Halbrendt, project director and coordinator of the market study.

To ensure that the motivation for agribusiness continues to thrive in Mindanao years after the trainings and competitions end, the project, which is managed by Higher Education for Development, is establishing the Center for Agricultural and Farmland Entrepreneurship at SCC. The resource hub will provide faculty, extension workers, and out-of-school youth with access to instruction materials, the Internet, and outreach teaching methodologies for years to come.

8-2013

SUCCESS STORY

Hands-on Agronomy Education Supports Senegal's Farming Future

Innovative Resources in Agriculture Put Farmers on the Path to Food Security

The Ohio State University/Université Gaston Berger

Photo by Brad Bergefurd, The Ohio State University

A transplanter with a new hitch and wheels is retrofitted for use with horses or mules.

Aliou Fall has been farming in Senegal for years and each year he has the same worry. "I have concerns about being able to transplant the plants when they are ready before the rains come," said Fall. He is one of many farmers throughout Senegal raising the same issue. A farmer can transplant 15 plants per minute and nearly 9,880 tomato plants are needed for one hectare. With the likelihood of some farmers having to plant larger areas of up to five hectare plots of land, the uneasiness about time makes visions of robust crop production dim. Food scarcity is a growing concern in Senegal as food imports made up 24 percent of the merchandise that came into the country in 2012. However, a USAID project in agriculture between the Ohio State University and Université Gaston Berger is changing fears of food scarcity to a reality of food security for the people of Northern Senegal.

Brad Bergefurd, an Ohio State University extension specialist, immediately understood Fall's concerns and recommended the use of mechanical transplanter. The inexpensive farming device places 50 plants in the ground per minute, dramatically reducing the amount of time needed to fill a field. "This simple machine has the potential to transform farming not only in Senegal, but across West Africa, enabling Africa to rely less on imports, and increase our ability to export Senegalese produce to Europe," said Mateugue Diack, project director and Université Gaston Berger faculty member.

With a solution at hand, the university faculty began training farmers like Fall on how to effectively use the tool. The university team purchased a transplanter and held a demonstration and training at the Université Gaston Berger student farm. Recognizing the tremendous impact this technology can have on the future of Senegal, representatives from the media, farmers associations and Université Gaston Berger, as well as politicians, more than 100 local farmers and nearly 150 students attended.

"This simple machine has the potential to transform farming not only in Senegal, but across West Africa."

— Mateugue Diack, project director and Université Gaston Berger faculty member

The learning opportunity left an impression on the attendees. "Not only is it fast, but the rows are perfectly straight, I hope to someday use a transplanter in my fields," said farmer El Hardj Dia.

Local farming organizations are planning to purchase additional transplanters, and project leaders have already retrofitted the device so it can be pulled by a mule instead of a tractor.

To enable self-sufficiency and make sustainable agriculture attainable, Ohio State University and Université Gaston Berger creating new degree programs in agro-ecology and crop production at Université Gaston Berger.

8-2013

SUCCESS STORY

Faculty Training Improves Kenyatta University's Integration of Technology in Teaching

Higher Education Institution Applies New Methodologies to Support All Learners

Syracuse University/Kenyatta University

Photo: Joanna Masingila, Syracuse University

Michael Waititu, faculty member at Kenyatta University, discusses using multimedia case studies in preparing teachers with Peter Rugano, doctoral student at Syracuse University.

Bernard Mugo, a faculty member in the Department of Educational Communication and Technology at Kenya's Kenyatta University (KU) didn't question his level of expertise until he spent a year at Syracuse University (SU) in New York to enrich his doctoral studies in special education. "I used to say that I am knowledgeable in technology in my department before I left for SU but I soon found out that I did not have any idea about interactive whiteboards or online teaching," said Mugo, who teaches courses on educating children with disabilities. Discovering and knowing how to integrate technology in teaching and learning at Kenyatta University was a challenge because of the limited training in new technologies. Courses there lacked the visually engaging qualities of multimedia and interactivity of online tools.

After completing his Certificate of Advanced Study course in Teaching and Curriculum at Syracuse University, as part of a USAID project, Mugo improved his English, learned to research using the Internet and developed course preparation materials. The project, managed by Higher Education for Development, allowed him to conduct part of his doctoral studies at Syracuse University while still enrolled at Kenyatta University. "Due to this exposure, I have now started helping other KU faculty members in integrating techniques in teaching and synchronizing information with assistive technology," he said.

Trainings are changing how teacher education faculty members at Kenyatta University instruct their students. In total, 40 faculty members have participated in professional development workshops to gain new skills for the improvement of courses and teaching methodologies. They have learned how to support all students and manage large classes through the use of technologies such as e-learning platforms, Internet resources, multimedia case studies, and simulations.

"I was able to gain new knowledge in research methods and technology and was able to develop and defend my Ph.D. proposal successfully."

— Michael Waititu, Kenyatta University

In addition, 11 lecturers spent two months at Syracuse University observing classes, learning more about how to integrate technology into classrooms, and participating and presenting at a conference in the United States. Faculty members now discuss methods to increase interactivity, even with the current configuration of large classes, as well as how to help all students through the integration of technology.

"I have never applied integration of technology in teaching and have never used simulations before this training," said Michael Waititu, a faculty member at Kenyatta University who teaches physics education courses and also spent a year at Syracuse University in the certificate program. "I was able to gain new knowledge in research methods and technology and was able to develop and defend my Ph.D. proposal successfully," he added. Waititu is collecting data for his dissertation study on gender equity in Kenyan secondary physics teaching. "I am particularly excited to use video clips from multimedia case studies filmed in Kenyan secondary classrooms in the methods course I teach to prepare physics teachers," Waititu said.

7-2013

SUCCESS STORY

Higher Education 'Biz Squad' Leads Moroccan Businesses to Growth

Technical College Collaboration Helps Troubleshoot Local Start-up Problems

Gateway Technical College/Ecole Supérieure de Technologie, Oujda

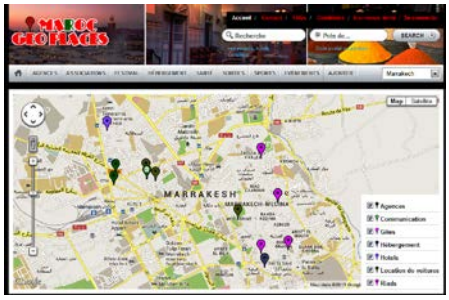

Image: Maroc Geo Places website

Screen shot of the French-language website, Maroc Geo Places, which promotes Moroccan businesses, products, services and events in Morocco.

Small and medium-sized business owners in Morocco's eastern region often struggle to fill gaps in their business planning knowledge. Through faculty training and student empowerment, a USAID higher education project between Wisconsin's Gateway Technical College (GTC) and Ecole Supérieure de Technologie, Oujda (EST Oujda) is preparing Morocco's future business owners to build practical and employable skills by assisting Moroccan entrepreneurs.

EST Oujda adopted a "Biz Squad" business education model from GTC, which encourages cross-functional teams or "squads" to work together to tackle a real-world problem. EST Oujda disseminated a call for proposals in 2012 to entrepreneurs in the local community to offer consultations and technical support in a range of management areas from business plan development to database design. "[Students] are gaining experience here in our institutions as if they were in a real business," said Naima Benazzi, co-partnership director for the EST Oujda and GTC project.

Mohammed Belaadel, a local entrepreneur who manages an online services marketing site, responded to EST Oujda's call for proposals. Belaadel had a goal to link the world to Moroccan businesses, products, services, cultures, and festivals. "The idea came to my mind because some businesses still don't use the Internet as a means to develop their activities and to promote these local activities in their regions, in the country and then in the world," Belaadel said.

"[Students] are gaining experience here in our institutions as if they were in a real business."

— Naima Benazzi, Co-Project Director for the Gateway Technical College and Ecole Supérieure de Technologie, Oujda, Morocco partnership

Through the partnership between EST Oujda and GTC, the Biz Squad transformed Belaadel's idea and biggest hurdles into a plan of action. "I, as a business client, participated in the first Biz Squad and described some of my company's needs to the Biz Squad students allowing them to help me develop a communications strategy, business plan and marketing plan," said Belaadel. He was able to transform his French-language website, Maroc Geo Places, into a marketing partner for Moroccan regions that helps visitors find services and local businesses.

This initiative has propelled EST Oujda's Biz Squad as a troubleshooting hub for the local business community. Less than one year into the 30-month higher education partnership, 15 students at EST Oujda and GTC have worked closely with entrepreneurs in eastern Morocco and in the United States.

"I feel that this was for me a successful collaboration between Maroc Geo Places and the EST/GTC Biz Squads." Belaadel said. The Biz Squads also helped Belaadel widen his vision to include more social associations and non-profit organizations, and to display the website in English, Spanish and Arabic to extend its global reach.

This collaboration is one of 10 focused on workforce development and entrepreneurship under Higher Education for Development's Broader Middle East and North Africa–U.S. Community Colleges Initiative.

10-2013

SUCCESS STORY

Faculty Training Breathes New Life into Liberia's Public Nursing Program

Nurse Educators Share Practices for Prenatal and Postnatal Care

Indiana University/ University of Massachusetts Medical School/ University of Liberia/ Tubman National Institute of Medical Arts

Photo: Courtesy of Cynthia Bondoe, TNIMA

Tubman National Institute of Medical Arts senior nursing students demonstrate the Helping Babies Breathe technique.

Liberia's high neonatal mortality rate of 27 deaths per 1,000 births[1] makes the need for improved prenatal and postnatal health care a matter of life and death. Following years of conflict, the nation is steadily moving closer to providing reliable and efficient health care services for expectant mothers and infants, a cornerstone for a thriving society. To better prepare future health professionals, Liberian nurses Cynthia Bondoe and Ada Brown-Wraynee are two Tubman National Institute of Medical Arts (TNIMA) educators participating in a USAID project that embraces new methodologies to save lives.

Under the project among Indiana University (IU), the University of Massachusetts Medical School, the University of Liberia, and TNIMA, Cynthia and Ada were accepted to IU to complete their master's degrees in nursing. "I really could not have pursued the master's degree in Liberia because this type of program and the needed resources and technology do not exist in Liberia," said Cynthia, a nurse educator since 2000. "My studies at IU have increased my knowledge and skills in the areas of teaching, evidence-based practice related to nursing theory, research and clinical practices."

After receiving their master's degrees, both nurses returned to Liberia to help develop curriculum for a new midwifery degree program at TNIMA and the University of Liberia. Now the more than 115 nursing students and 60 midwifery students attending these institutions will have the opportunity to enroll in the first publicly available baccalaureate nursing and midwifery degree programs starting in October 2014.

"I have gained skills in the demonstration of neonatal resuscitation and helping babies breathe."

— Cynthia Bondoe, Tubman National Institute of Medical Arts (TNIMA) in Liberia

"Research on staffing in U.S. hospitals clearly shows better outcomes for patients when nurses have a BSN education. We would anticipate a lower mortality and morbidity rate for pregnant women as more nurses and midwives receive a baccalaureate education," said Mary Beth Riner, associate dean for global affairs at IU's School of Nursing.

The new curriculum will usher in a promising era in nurse education in Liberia. According to Riner, the current education of faculty has primarily used an apprenticeship approach where faculty members learn from other faculty and teach as they were taught as a student.

Cynthia and Ada also completed an American Academy of Pediatric Neonatal Resuscitation Program instructor course and were trained as trainers in the Helping Babies Breathe (HBB) technique. USAID is a partner of HBB, which is dedicated to providing birth attendants with neonatal resuscitation skills.

"Because of this partnership, we are presently conducting trainings in HBB with TNIMA physician's assistants, professional nurses, senior midwifery students, and nursing and midwifery staff at the John F. Kennedy Medical Center in an effort to reduce infant and

[1] UNICEF, At a Glance, Statistics: http://www.unicef.org/infobycountry/liberia_statistics.html

neonatal mortalities in Liberia," said Cynthia. "I have gained skills in the demonstration of neonatal resuscitation and helping babies breathe."

Higher Education for Development manages the educational partnership project among Indiana University, the University of Massachusetts Medical School, the University of Liberia, and Tubman National Institute of Medical Arts.

10-2013

Appendix G. HED Newsletters

[Please note: HED Newsletters for October 1, 2012 – March 31, 2013 can be found in the June 2013 HED-USAID Semiannual Report]

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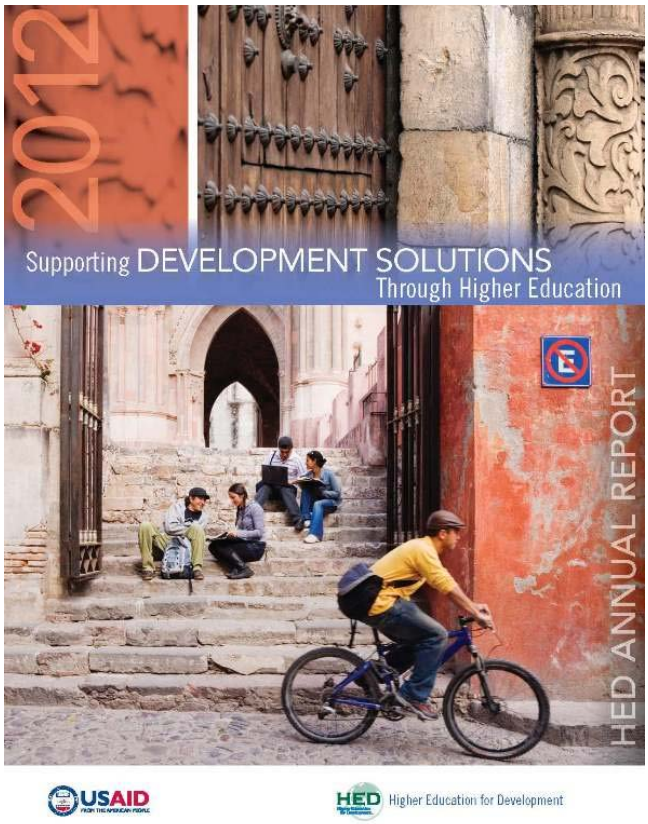
Higher Education for Development

Knowledge, Partnerships, Results

HED Annual Report Marks 20 Years of Supporting Development Solutions



Higher Education for Development (HED) has released its 2012 Annual Report. The publication highlights the program's impressive portfolio of international partnerships and its key role in strengthening the capacity of higher education institutions, faculty, and communities in developing nations. Among the features in this year's report, a health sciences partnership in Ghana that is training student interns to care for persons living with HIV/AIDS. The growing demand for HED's technical expertise is also showcased.

May/June 2013

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Featured Partnership: University of Connecticut/ Addis Ababa University

Photo courtesy of HED Staff

Tertiary education is proving to be an integral partner in addressing Africa's development issues. Higher education offers practical skills to sub-Saharan Africa's growing student population, and harnesses the talents of academia, in cooperation with community and business leaders, to generate new and innovative ideas.

However, in some countries, women's participation in tackling these development challenges has not been readily acknowledged or apparent. In Ethiopia, the women involved in one Africa–U.S. Higher

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

Download the HED Annual Report to learn more.

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

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

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

The award was handed out at the inaugural International Engagement Awards ceremony held May 2.

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

Education Initiative partnership are poised to change that.

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

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

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

concern. Since 2010 OSU and UGB faculty have been implementing academic, research and service programs at UGB focused on establishing a trained workforce in food security and agribusiness to increase the region's self-sufficiency and economic viability.

Partnership accomplishments include:

- Collaboration between the Regional Development Agency and two UGB faculty members to develop a program in the Senegal River Valley region for agricultural training, research and extension
- Purchase and demonstration of a mechanical transplanter which will enable small farmers to more than triple the speed with which they plant tomatoes
- Approval by the Senegal Ministry of Higher Education of the curricula for the new Associate and Bachelor of Science degree programs in Agronomy and Crop Production
- New UGB Internship program in which 84 students participated
- The piloting of a Soil Ecology course

The awards ceremony highlighted the work that members of the OSU community are doing to promote the land-grant model concept of community outreach and engagement.

HED Partnership in Mali Leaves Legacy for Better Health Practices

From left to right: Keriba Coulibaly, Hawa Coulibaly, and Wendy Nickisch sample anopheline mosquito larvae near

to go to school."

With a keen interest in water issues paired with research skills and an understanding of how limited natural resources influence lives, the EIWR students are in a favorable position to discover practical solutions. Yared speaks passionately about her enthusiasm for teaching, women's education, and her dissertation, "Downstream Environment and Economic Issues in Omo-Ghibe River Basin." The WREM program represents a step toward the realization of her personal and professional advancement. Yared is clear about her goals: "I want to improve my education level. Once you improve the education level, your understanding improves."

EIWR has established a system in which field work is done in teams to enable fruitful discourse between master's level and doctoral students, according to U.S. partnership director Mekonnen Gebremichael. Using this approach, students teach and learn from one another as they focus on specific river basin issues. "They have to work very closely together. They need each other," said Gebremichael. In addition, the collaborative experience between the men and women on one team was an unexpected benefit. "The side product is that since the women are working in this together, they are getting a lot of support," he said. "That was not an intentional plan, but it is working very well."

Although only four female students are participating in the WREM program, Gebremichael is confident

the Zangolo River Channel in Mali.
Photo Credit – Montana State University

An HED partnership between Montana State University (MSU) and Mali's L'Institut d'Economie Rurale (IER) and L'Institut Polytechnique Rural de Formation et de Recherche Appliquée continues to positively impact the citizens of Sanambele, Mali, long after the partnership concluded by contributing to a decrease in malaria-related deaths.

According to a Spring 2013 article published in American Entomologist, co-authored by the former partnership director at MSU, Sanambele has experienced no malaria-related deaths since 2009 in part because of the teachings and practices established by the Mali Agri-Business Center (Mali ABC), founded in 2007 by seven students participating in the original HED partnership.

Over the course of two years, Mali ABC promoted a holistic process that fused traditional knowledge, Western science, and micro-enterprise to enhance malaria management. With assistance from Mali ABC, villagers developed a plan to address the factors needed to effectively manage incidents of malaria. This plan incorporated a deeper understanding of the malaria cycle, mosquito breeding habitats, and an economic strategy to provide bed nets for villagers.

The article written by Professor Florence Dunkel of MSU and Keriba Coulibaly, a Malian student who participated in the original HED partnership, is now assigned reading for several courses at MSU's College of Agriculture.

Students Complete MBA Program at SCSU and Return to Burundi to Strengthen Agricultural Development

Three students from the Republic of Burundi have received their Master of Business Administration in agribusiness degrees as a result of an HED partnership between Ngozi University and South Carolina State University (SCSU).

Eric Uwimana, Desiree Hakizimana and Emmanuel Bizimana graduated with distinction on May 10 and returned to Burundi where they plan to teach the newly

about the diversity of subsequent enrollees because of the partnership's current extension work throughout Ethiopia. The institute attracted 15 female and 31 male engineering, health, and social sciences undergraduates for a two month summer outreach program, which provides them with a nurturing setting. During the summer program, students live in local rural areas to gain a better understanding of a community's major obstacles. With a higher number of females involved at the undergraduate level, Gebremichael said he is optimistic about more women being included in WREM's next class.

The women in the WREM program say they are not looking for any special treatment or women-only programs. "Our institute is good." said Eshetu, who is working on her dissertation, titled "The Application of Remote Sensing for Irrigation and Water Management." "All the institute work is collaborative. I personally don't want a class that is separate for me. I want to sit with the guys and compete."

Read the partnership profile for more information.

USAID Funding Opportunities (Non-HED)

HED has posted several Requests for Proposals or Requests for Applications from the U.S. Agency for International Development to its website. Please correspond directly with the contact person identified in each announcement if you have any questions.

created curriculum at Ngozi University.

This partnership established the first agribusiness program in Burundi in December 2009, helped build teaching capacity, and established new experimental research stations.
The recent graduates were featured in the Times and Democrat newspaper. To read more click here.

2iE Team Wins Global Social Venture Competition

HED congratulates partner institution, International Institute for Water and Environmental Engineering (2iE), for taking top honors at the Global Social Venture Competition.

The 2iE team won the First Award and the People's Choice Award for creating FASO Soap, an accessible and low-cost solution to prevent malaria that acts as a repellent against mosquitos. FASO Soap is made from natural ingredients local to Burkina Faso and does not require a change in behavior or substantial cost to citizens to prevent the potentially fatal disease.

2iE's HED partnership with Tuskegee University is focused on establishing a network of centers of excellence in water and environmental science and technology at three higher education institutions in Africa. Johanna Niedzialkowski, communications manager for 2iE, stated that HED is one of the university's key partners in developing research programs.

To learn more about the team's win, click here.

To learn more about the HED partnership, click here.

To learn more about these funding opportunities, click here.

Call for Interns

HED seeks part-time interns to work with its Communications, Programs, and Program Quality and Impact teams during the summer of 2013. Visit the American Council on Education website for additional details.

Editor:

Thomas Forrest—Communications Assistant, HED

Contributors:

Lynn Simmonds—Communications Manager, HED
Brooks Marmon—Program Specialist, HED

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

HED Partnership Launches First Pilot SBDC Center in Honduras

The International Trade Center at The University of Texas at San Antonio (UTSA) Institute of Economic Development partnered with the Central American University Consortium to launch the first pilot small business development center (SBDC) in Choluteca, Honduras on May 16. Attendees included the Honduran Government Vice President María Antonieta Guillén, Minister of Industry and Commerce Jose Adonis Lavaire and Minister of Planning and External Cooperation Julio Raudales. HED Senior Program Specialist Manny Sánchez, HED Program Officer Diana Páez-Cook, UTSA Associate Vice President for Economic Development Robert McKinley and International Trade Center International Business Consultant Minerva Garcia were also in attendance.

The center will assist entrepreneurs in developing business strategies, financial planning and sustainability to empower the strong entrepreneurial drive that exists in Latin America through sustainable education and implementation of the SBDC model.

The network of SBDCs throughout Central America will be linked with one another as well as with existing SBDC programs in the United States, Colombia, and Peru to facilitate knowledge transfer via best practices, connect their clients to international trade opportunities and nurture sustainability by guiding policy development for national-level and regional implementation of the SBDC model.

This collaboration seeks to leverage the SBDC model to foster the development of productive micro and small enterprises and greater economic stability, thus addressing some of the underlying developmental issues that contribute to regional challenges.

To learn more about the launch, click here.

To learn more about the partnership, click here.

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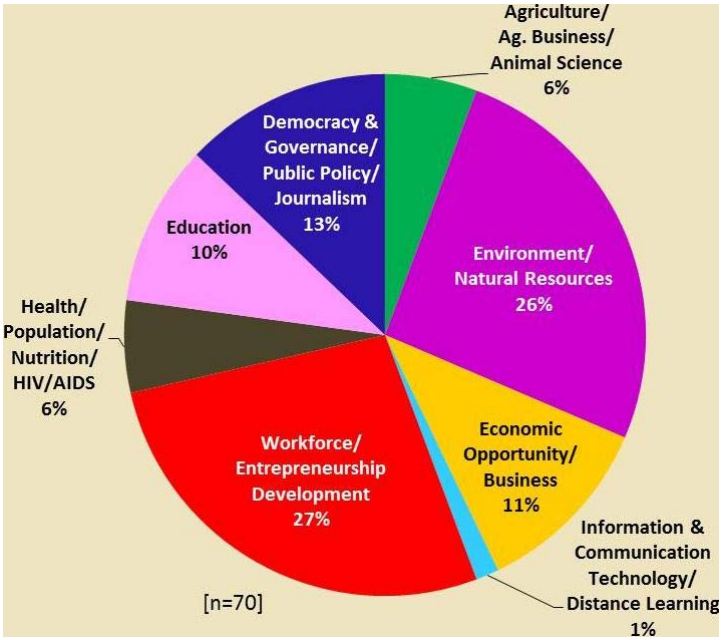
Fact at a Glance

Percent of HED Partnerships, by USAID Sector: FY2012



In FY2012, HED managed 70 active partnerships around the world. The chart illustrates the percentage of HED partnerships in each of the primary USAID sectors.

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

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In This Edition: Highlights from the Women's Leadership Program

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Higher Education for Development

Knowledge, Partnerships, Results

Education Partners Shape Shared Vision of Gender Equality and Women's Leadership

Speakers at the opening plenary of the Women's Leadership Program Partners Meeting include (l-r) Terry W. Hartle, senior vice president, American Council on Education; Peter Malnak, mission director, USAID/Rwanda; and Henriette Umulisa, permanent secretary, Ministry of Gender and Family Promotion.

More than 60 partners from higher education institutions in Armenia, Paraguay, Rwanda, South Sudan and the United States gathered in Kigali, Rwanda to discuss strides and challenges in gender equality and women's leadership in the targeted countries in Europe, South America, and Africa.

USAID and HED hosted the inaugural Women's

July/August 2013

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Featured Partnership: Indiana University / University of the West Indies

Photo courtesy of Indiana University

Shakita Payne and Ebony Kellman are co-founders of Make-Up Doll Cosmetics.

Barbados has a recognized risk-averse business culture, and entrepreneurship development is considered central to the country's efforts to achieve prosperity and competitiveness. With a declining agricultural economy and an unpredictable tourism industry, investing in a spirit of entrepreneurship and small business development among Barbadian citizens can be a valuable tool for economic growth. Unfortunately, a lack of

Leadership Program Partners Meeting July 22 to 25 under the theme, "A Shared Vision for Promoting Women's Leadership Through Higher Education." Honored guests included Peter Malnak, mission director, USAID/Rwanda and Henriette Umulisa, permanent secretary, Ministry of Gender and Family Promotion. "When you educate a girl, you educate a whole nation," Umulisa told attendees during a plenary session.

The Women's Leadership Program is supporting access of women to higher education and advanced degrees, strengthening institutional capacity in research and education on women's leadership, and promoting women's leadership through higher education extension/outreach efforts in underserved communities in the four countries.

Check out photos from the meeting on HED's Facebook page.

Georgia State University and Cairo University Partnership Yields Strong Link and Results

educational resources and funding often hinder Barbadians from starting and expanding their businesses. But the Barbados: Supporting Entrepreneurs through the JOBS Initiative–a USAID-funded and HED-managed Indiana University (IU) and University of the West Indies (UWI) Cave Hill School of Business collaboration–aims to create new business opportunities for Barbadian entrepreneurs and offer strategies to strengthen their businesses.

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

The students conducted market research, surveys and analyzed competing local and international industry leading cosmetics brands to learn what Barbadians expected from their cosmetics. "We had to learn what Barbadians wanted out of their makeup in order to provide the best consultation," said Jenelle King, a UWI Cave Hill School of Business student. King wanted to ensure the advice given to Payne would be applicable to Barbados, and, more importantly, King wanted a chance to apply the lessons she had learned in her business classes. "Putting book work into practice on an actual idea that involved people's money and time is what I learned from this partnership," added King.

Photo by Hazel Cipolle, HED

Dean Mary Beth Walker of Georgia State University's Andrew Young School of Policy Studies and May Gadalla, assistant professor of statistics at Cairo University's Faculty of Economics and Political Science, presented their joint research in June titled "Outcomes-Based Assessment of Supplemental Tutoring in Egypt: Evidence from the Egypt Labor Market Panel Survey."

In less than five years, Georgia State University's Andrew Young School of Policy Studies (AYSPS) and Cairo University's Department of Economics, Faculty of Economics and Political Sciences (DOE-FEPS) realized their goal of enhancing academic outreach and applied research capacity in economics.

On June 25, representatives from both schools met at Cairo University for a final conference to present joint achievements reached during the HED partnership.

"The partnership was able to accomplish much more than the originally planned activities including three training courses for Cairo University faculty in state-of-the-art analytic techniques, which they can use to augment their research," said Dean Mary Beth Walker of

"The stakes were higher. It was not just to get a passing grade, but someone's future was in our hands."

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

Payne reimagined the packaging and marketing of her products and changed the logo to enhance the cosmetics line's appeal to local and international consumers. To further entice global consumers, she sent cosmetics to makeup artists in the United States, the United Kingdom and countries in the Caribbean region. She used social media to promote her products by posting pictures, videos and reviews on the official Make-Up Doll Cosmetics Facebook page. She then integrated PayPal into her website, which allowed international customers to buy products in a secure manner.

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

Read the partnership profile for more information.

Georgia State University.

Activities also included student and faculty exchanges of eight individuals, and several joint research papers and seminars.

Rather than a conclusion of the collaboration that began in late 2008, the event solidified a willingness to continue their work together. "We at AYSPS look forward to completing the research we have begun with our excellent colleagues at FEPS," Walker added. "We hope to welcome visiting scholars from FEPS in the future, and will look for new opportunities to teach and engage in joint research at Cairo University."

Study Examines Leadership Challenges at African Higher Education Institutions

A study by the Association of African Universities (AAU) commissioned by USAID and HED concludes that poor leadership, governance and management across African higher education institutions inhibit their growth and

Video Shares Value of HED's Work and Results

HED is at the center of higher education and international development, linking institutions to deliver innovative solutions to global challenges. From providing technical assistance to managing partnerships, HED is engaged in advancing development through higher education. Watch this brief video to learn more about HED's role in higher education and international development.

Call for Consultants with Expertise in Performance Evaluation and Sustainability Assessment

HED is seeking two qualified candidates to conduct a performance evaluation and facilitate sustainability strategy sessions for two small business development networks in Honduras and Costa Rica.

Learn more about the project and how to apply.

USAID Funding Opportunities (Non-HED)

HED has posted several Requests for Proposals or Requests for Applications from the U.S. Agency for International Development to its website. Please correspond directly with the contact person identified in each announcement if you have any questions.

To learn more about these funding opportunities, click here.

sustainability.

The Sub-Saharan Africa Higher Education Leadership Development (SAHEL) Study Report maps a strategy for institutional capacity building in senior- and middle-level management and leadership for sub-Saharan African higher education institutions.

AAU and HED presented the findings during AAU's 13th General Conference held in Libreville, Gabon in May.

Download the SAHEL Study Report here.

IIE White Paper Highlights BMENA-U.S. Community College Initiative Partnerships

The Institute of International Education recently explored two partnerships from HED's Broader Middle East and North Africa-U.S Community College Initiative in its white paper, The U.S. Community College Model: Potential for Applications in India. The paper notes the mutual benefits of the international partnerships between Highline Community College in Washington and Mataria Technical College (Egypt), Eastern Iowa Community College and Sana'a Community College (Yemen), and Eastern Iowa Community College and Al Quds College (Jordan).

To learn more, read the full IIE publication.

HED Partnerships: Promoting Access in FY2012

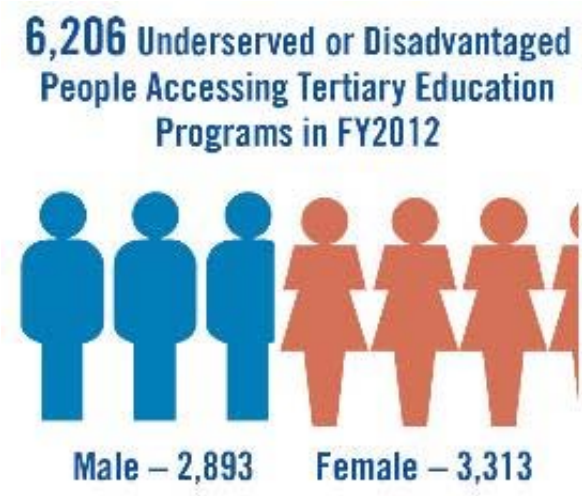
U.S.-India Institutional Partnership Grants Available

The United States-India Educational Foundation recently announced an open competition for partnership grants under the Obama-Singh 21st Century Knowledge Initiative. The application deadline is Nov. 1, 2013.

To learn more about these funding opportunities, click here

Share Your News

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



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In This Edition: Women's Leadership Program Achieves Key Result!

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Women's Leadership Program in Paraguay Sparks University Policy Change

Less than one year after its launch, the Women's Leadership Program in Paraguay has reached a major achievement in promoting and supporting female leadership in the area of agriculture.

Host-country partner institution, the National University of Ascunsion's (UNA) School of Agrarian Sciences, recently passed a resolution that exempts students from indigenous communities, single mothers, and female graduates from agricultural or rural high-schools from paying up to 50 percent of the cost of the required course for admission to the School of Agrarian Sciences and tuition fees. The resolution also establishes a mentoring program that helps students from underserved populations complete a degree program within the School of Agrarian Sciences.

The new policy marks a significant accomplishment in improving access to education.

The Paraguay partnership between the University of Florida and the National University of Asuncion (UNA) is one of five international higher education partnerships under a broader effort known as the Women's Leadership Program.

Read the Women's Leadership Program Fact Sheet to learn more.

September/
October 2013

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Featured Partnership:

University of Hawai'i / Southern Christian College

Photo: Dawn Hope D. Sulit
The Heavenly Banana Chips Team presented their products for a taste test to Mary Pleasant of the University of Hawai'i (c) and Southern Christian College UPLOAD JOBS for Mindanao Program Director Elma M. Neyra (far right).

Agribusiness Training Propels Out-of-School Youth into Entrepreneurship

Many out-of-school youth in Central Mindanao, Philippines, struggle to maintain successful livelihoods because they lack sufficient workforce skills. Although these young adults live in a resource-rich, agricultural environment, the absence of

Andean Amazon Partnership Awards Scholarships to Indigenous Students in Ecuador

The Initiative for Conservation in the Andean Amazon II: Higher Education Partnership Program (ICAA II HEPP) in Ecuador recently awarded its first three undergraduate scholarships to indigenous students for studies related to biodiversity conservation in the Amazon.

The HED partnership, which is one of three in South America, is focused on "Improving University Education and Outreach on the Ecuadorian Amazon." Partnering institutions, University of North Carolina and Universidad San Francisco de Quito, are working to strengthen Ecuador's capacity to educate indigenous students, conduct applied research, and, ultimately develop more sustainable development policies that protect the Ecuadorian Amazon.

USAID's ICAA website, which is in Spanish, offers details about the scholarships and an overview of ICAA's goals.

HED Shares Partnership Management Experience at USAID Education Summit

HED Program Quality and Impact Director Azra K. Nurkic (left), Jane Namadi of USAID/South Sudan (center) and Gary Bittner of USAID (right) discuss bridging Goals 1 and 2 of the agency's Education Strategy during the USAID Education Summit.

business education is an obstacle to economic development in communities. To facilitate sustainable change, the U.S. Agency for International Development through Higher Education for Development (HED) funded a partnership between the University of Hawai'i and Southern Christian College (SCC) in Mindanao to educate out-of-school youth ages 18-24 in the areas of entrepreneurship and agribusiness. The program, "University Partnership Linking Out-of-School Youth to Agri-Entrepreneurship and Development to Promote Job Opportunities for Business Scale-up (UPLOAD JOBS)" uses innovative pedagogical approaches that encourage real-world application.

When SCC's UPLOAD JOBS representatives arrived in Edgar Milliones' neighborhood to announce the training, he responded. Before Milliones' exposure to the training, he was an out-of-school youth, now the 20-year-old is the CEO of Heavenly Banana Chips, a small business that grew from a concept created with the assistance of UPLOAD JOBS. Milliones participated in a unique nine-day training project and business plan competition at SCC that both inspired and educated him and his peers on how to start businesses. "I learned how to approach people," said Milliones. He led his four-person Heavenly Banana Chips team to first place using the entrepreneurial skills gained from the training. "I will not be ashamed of selling our product to be able to advertise and to improve the quality of our banana chips so that someday it will not only be displayed in local market places but to malls or bigger malls or international places!" As winners, the team received 80,000 PHP (nearly $2,000 USD) to implement its

HED played an active role in the 2013 USAID Global Education Summit held in Washington, DC, Aug. 6-8. The event brought together more than 750 USAID education specialists and agency partners to discuss the goals of USAID's Education Strategy, released in 2011. During two sessions, HED representatives highlighted partnership successes, lessons learned, and discussed a toolkit produced in collaboration with USAID's Office of Education.

HED's Azra K. Nurkic shared insight on reaching Goal 2 of the USAID Education Strategy through higher education partnerships. In the same session, "Bridging Goal 1 and Goal 2 of USAID's Education Strategy," co-panelist Jane Namadi of USAID/South Sudan and moderator Gary Bittner of USAID/Washington shared tips on how USAID education officers could reach the agency's basic and higher education strategy goals.

HED Deputy Executive Director Jeanne-Marie Duval, Julia Richards of USAID/Liberia and Bittner later participated in a panel which featured the Higher Education Partnership Toolkit, a new resource guide for USAID education officers who are working in the sphere of higher education partnerships.

In addition to HED's presence, American Council on Education Senior Vice President and HED Advisory Board Chair Terry W. Hartle, participated in a plenary session titled, "Minding the Gap: The Need for Skilled Workers and How Education Institutions Can Provide Them." As part of the discussion, Hartle articulated some of the characteristics of successful international partnerships. Among them said Hartle is the importance of developing partnerships that are designed to build capacity that remains long after U.S. partners leave.

Download summit presentations and learn more about the sessions and speakers here.

Pathways to Cleaner Production in the Americas 2013 Annual Meeting

The Pathways to Cleaner Production in the Americas Initiative recently held its fourth series of workshops for faculty training and an annual partners meeting in

business plan.

As Heavenly Banana Chips continues its impressive progress in production and sales, Milliones has proven to be a creative and business-minded leader. The business is constructing a production house and now offers flavored chips in sesame and honey and sells them at the local village markets. With a taste for more growth and training, Heavenly Banana Chips is exploring new flavor options and seeking more growth through education. Milliones also participated in the UPLOAD JOBS Market Study Mini-Grant Competition in July 2013 during an Agri-Entrepreneurship training in Cayagan De Oro.

"It has been a great pleasure to see the growth of Heavenly Banana Chips, the success exceeded beyond the expectations of the project and will set an example for future young entrepreneurs," said Catherine Chan-Halbrendt, project director and coordinator of the market study.

To ensure that the motivation for agribusiness continues to thrive in Mindanao years after the trainings and competitions end, the HED partnership is establishing the Center for Agricultural and Farmland Entrepreneurship at SCC. The resource hub will provide faculty, extension workers, and out-of-school youth with access to instruction materials, the Internet, and outreach teaching methodology for years to come.

Read the partnership profile for more information.

USAID Funding Opportunities (Non-HED)

HED has posted several Requests for Proposals or Requests for

Chicago at the Illinois Institute of Technology. During the meeting, partners discussed an overview of the business case for cleaner production, life cycle assessment, and an energy audit for cleaner production. HED staff also delivered a presentation on results-based management.

HED manages one cleaner production partnership between two U.S. higher education institutions: Illinois Institute of Technology and New York Institute of Technology, and seven institutions in Latin America: Instituto Tecnológico de Costa Rica (Costa Rica), Instituto Tecnológico de Santo Domingo (Dominican Republic), Universidad Centroamericana (El Salvador), Universidad de San Carlos de Guatemala (Guatemala), Universidad Nacional Autónoma de Honduras (Honduras), Universidad Nacional de Ingeniería (Nicaragua), and Universidad San Ignacio de Loyola (Peru).

The collaboration incorporates business, engineering, and environmental education to help generate a modern workforce equipped to implement cleaner production and sustainable industrial development practices across the Americas.

Funded by the U.S. Department of State, the HED partnership includes strategic alliances with the World Environment Center (WEC) and the National Cleaner Production Centers (NCPC) in the region who provide experiential learning opportunities for students to develop cleaner production recommendations to local businesses.

The meeting brought together expert faculty from each partner institution along with HED, WEC, and the NCPC of El Salvador to discuss the implementation of cleaner production policies, as well as strategies to advance advocacy efforts on a regional level. The partnership plans to expand its impact on a regional scale through collaborative research initiatives in each of their countries and specific case studies that will allow them to share best practices and lessons learned with a global audience.

Learn more about the partnership here.

Featured Resources

HED partnerships address diverse and complex global

Applications from the U.S. Agency for International Development to its website. Please correspond directly with the contact person identified in each announcement if you have any questions.

To learn more about these funding opportunities, click here.

U.S.-India Institutional Partnership Grants Available

The United States-India Educational Foundation recently announced an open competition for partnership grants under the Obama-Singh 21st Century Knowledge Initiative. The application deadline is Nov. 1, 2013.

To learn more about these funding opportunities, click here

Share Your News

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

Contributors:

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- Cynthia Lai, Communications Manager at University of Hawai'i at Manoa for UPLOAD JOBS

development issues with a variety of higher education partners. Learn more about partnership activities within a specific region or program area by downloading several new fact sheets from the HED website.

- Broader Middle East and North Africa
- Caribbean Region Climate Adaptation
- Job Opportunities for Business Scale-up
- Minority-serving Institutions
- Small Business Development Centers

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

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

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Appendix H. HED Staff and Advisory Board

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