

HIGHER EDUCATION PARTNERSHIPS IN SUB-SAHARAN AFRICA

An Impact Assessment of 12 Higher Education Partnerships



Higher Education for Development (HED)

Jane S. Gore, PhD
Director of Reporting and Assessment

Malcolm J. Odell, Jr., PhD
Senior Research Associate

with

Jeanne-Marie Duval, Deputy Executive Director
Marilyn Crane, Senior Program Associate
Manny Sanchez, Program Associate
Lynn Simmonds, Communications Associate
Meena Nabavi, Program Associate
Jarred Butto, Program Associate, CII
Amanda Eller, Intern, Monitoring and Evaluation
Tura Woods, Intern, Communications

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Higher Education for Development was founded in 1992 by the six major U.S. presidential higher education associations to support the involvement of 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) | National Association of Independent Colleges and Universities (NAICU) | Association of Public and Land-grant Universities (APLU)

STAFF RESPONSIBLE FOR THIS STUDY

Marilyn Crane – Senior Program Associate, HED. Crane manages the Technical and Advisory Services Program, and partnerships in North Africa, the Middle East, Sub-Saharan and East Africa, and Haiti. Crane worked at the International Women's Forum and Aspen Institute's International Peace, Security, & Prosperity Program. She has a bachelor's degree from Vassar College and studied at L'Institut d'Etudes Politiques de Paris. She is fluent in French and speaks basic Spanish and Arabic.

Jeanne-Marie Duval – Deputy Executive Director, HED. During her 25 years of experience in international higher education, she has managed a number of initiatives sponsored by the World Bank, USAID and the Department of State. During her tenure at NAFSA: Association of International Educators, she designed training programs and managed NAFSA's international partnerships. Before coming to HED, she managed scholarship programs for students and scholars from Russia, Central Asia, and the Caucasus. She holds a B.A. from Bryn Mawr College and an M.A. from Temple University.

Jane S. Gore – Director of Reporting and Assessment, HED. Dr. Gore has 20 years of academic experience as a tenured professor at the State University of New York and at Cornell University. She has worked with USAID in El Salvador, for the U.S. State Department / U.S. Embassy in Botswana, at Peace Corps/Washington as Senior Evaluation Specialist, and as a Peace Corps Volunteer in Nepal. She received Senior Fulbright Awards for India and for El Salvador. Gore holds a doctorate from Cornell University in Evaluation, and a B.S. degree from the University of Illinois-Urbana.

Meena Nabavi – Program Associate, HED. Nabavi is responsible for providing technical and logistical support for monitoring and evaluation, peer reviews, and HED partnership programs. Nabavi earned her B.S. in International Affairs and Economics from the Georgia Institute of Technology, and is enrolled in graduate courses in International Development at the George Washington University. Nabavi speaks intermediate Farsi.

Malcolm J. Odell Jr. – Senior Research Associate, HED. Odell has 25 years of experience in international education, and rural development worldwide with a focus on project evaluation, assessment, and program design for USAID, Winrock, Africare, Habitat for Humanity and other international organizations. He has a bachelor's degree from Princeton and Ph.D. from Cornell. Odell is fluent in Nepali and Danish, and speaks varying levels of Setswana, Hindi, Urdu, and French.

Lynn Simmonds – Communications Associate, HED. Simmonds is responsible for supporting outreach efforts, web site management, content development, and marketing and public affairs. Simmonds holds a master's degree in Public Administration from American University and B.A. in journalism. She served as a Peace Corps volunteer in Togo. She speaks French and Creole.

Manny Sanchez – Program Associate, HED. Sanchez is responsible for managing higher education partnerships under the Mexico TIES initiative. Sanchez earned his B.A. in international affairs from George Washington University. He served as a Peace Corps volunteer in Honduras, is fluent in Spanish and speaks basic Japanese.

Jarred A. Butto – Program Associate, Center for International Initiatives (CII) at the American Council on Education (ACE). Butto is responsible for the design of professional development programming and resources on internationalization strategies for U.S. higher education. He holds a M.A. from the University of Chicago's School of Social Service Administration and a B.A. in East Asian Studies and Anthropology from Bucknell University. Butto spent several years studying and working in Japan.

Amanda Eller – Intern, Monitoring and Evaluation. Eller recently returned to HED after a semester abroad in Senegal. A senior at the George Washington University, she is majoring in International Affairs and Public Health, and plans to pursue a master's degree in Public Health. She speaks French and basic Wolof.

Tura Woods – Intern, Communications, HED. Woods is currently enrolled at the George Washington University majoring in International Affairs with a functional concentration in International Development Studies. Woods spent a semester abroad studying and working in Jordan. She speaks intermediate Arabic.

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ACRONYMS

ACE	American Council on Education
ALO	Association Liaison Office for University Cooperation in Development
CED	Center for Entrepreneurial Development
CI	Conservation International
CII	Center for International Initiatives, American Council on Education
CTL	Center for Teaching and Learning
COSDEC	Community Skills Development Center
CUR	College Universitaire Régional de Bambey
D&G	Democracy and Governance
EGAT	Bureau for Economic Growth, Agriculture and Trade
FAO	Food and Agricultural Organization of the UN
HBCU	Historically Black Colleges and Universities
HCC	Highline Community College, Eastern Iowa
HCN	Host Country National
HED	Higher Education for Development
HEI	Higher education institutions
HI	Heifer International
HOORC	Harry Oppenheimer Okavango Research Center
IHS	Institute of Housing and Urban Development Studies
ILGS	Institute of Local Government Studies in Ghana
IUCN	International Union for the Conservation Nature and Natural Resources
KSU	Kennesaw State University
LOL	Land O'Lakes
LU	Lincoln University of Missouri
MCC	Millennium Challenge Corporation
MoU	Memorandum of Understanding
NGO	Non-Government Organization
NRM	Natural Resource Management
NSF	National Science Foundation
OSU	Oregon State University
PI	Principal Investigator
PON	Polytechnic of Namibia
PSU	Pennsylvania State University
STEM	Science, technology, engineering, and mathematics
TAMU	Texas A&M University
ToT	Training of Trainers
UB	University of Botswana
UCC	University of Cape Coast
UCE	University College of Education
UCM	Universidade Católica de Moçambique
UD	University of Delaware
UMB	University of Malawi, Bunda College of Agriculture
UNEP	United Nations Environment Programme
UNF	University of Northern Florida
UNI	University of Northern Iowa
UNAM	University of Namibia, Northern Campus
USAID	United States Agency for International Development
USG:	University System of Georgia
Virginia Tech	Virginia Polytechnic Institute & State University
WAD	Women's Action for Development
WID	Women in Development
WPI	Worcester Polytechnic Institute
WVU	West Virginia University

EXECUTIVE SUMMARY

Findings from this impact assessment of 12 higher education partnerships in sub-Saharan Africa demonstrate that HED/USAID higher education partnerships provide impact in terms of:

- Cost-effectiveness measured by cost-share and leveraged funds;
- Enhanced human and institutional capacity building in institutions of higher education both abroad and in the United States; and,
- Important contributions to national development goals.

This is the fifth in a series of impact studies reviewing a broad range of modestly-funded¹ higher education partnerships in Southeast Asia, South Asia, Africa, the Middle East and Mexico over the past decade. Between 2007- 2009, HED conducted impact assessments of 58 partnerships from more than 300 partnership awards in the five regions since 1999.

This study reports on 12 selected higher education partnerships in Sub-Saharan Africa that have been funded for two to three-year grants since 1998, and focuses on:

- Impact of partnerships to strengthen the capacity of host country faculty and institutions to deliver quality higher education;
- Impact of increased capacity of host country higher education faculty and institutions to support national development goals;
- Impact of partnership activity on U.S. faculty, students, and institutions; and
- Suggestions for improving the HED/USAID higher education partnership program.

Like previous assessments, this study of partnerships in Africa produced quantitative and qualitative evidence of impact on host country and U.S. partners — faculty, students, and institutions — and impact on local and national development goals. These findings and results are drawn from a comprehensive review of information from three independent sources:

- Survey of partnership semi-annual and close-out narrative and financial reports;
- Standardized telephone interviews with partnership directors from U.S. institutions; and
- Observations/site visits and structured interviews with host country partners in Africa.

The assessment effort also focuses on lessons learned for improving the HED/USAID higher education partnership foreign assistance program. Since a ‘partnership’ implies reciprocal commitments and mutual benefits, it was important that this impact assessment summarize partnership capacity building benefits for both host country institutions and U.S. partners.

Partnerships in the Impact Assessment

From 1998 through 2006, Higher Education for Development awarded \$2,364,518 in grants for 22 higher education partnerships in six selected countries in Africa. The awards ranged in value from \$97,244 to \$199,770 and ran for two to three years.

¹ Most HED partnership awards during the decade ranged from \$100,000 to \$200,000. Average funding for the 22 partnerships in the six countries from which this sample of 12 was drawn was \$197,043

(Sixteen of the 22 partnerships were funded for \$100,000 or less.) Additional cost-share contributions from the U.S. and host country partners of \$2,178,924 increased the total value of the partnerships to over \$4.5 million dollars (See Table 1).

The U.S. partners were made up of large and small, public, private, two, and four year institutions. In addition to higher education capacity building, the 22 partnerships focused on four priority program areas for USAID:

- Education 13 partnerships
- Agriculture 3 partnerships
- Environment 3 partnerships
- Health 3 partnerships

Twelve partnerships from this group of 22 were selected for this study representing a cross-section of diversity of program areas, institutional composition, and geographic settings. Scheduling and financial constraints prevented visits to the remaining ten partnership sites. Whenever possible, sites were selected in regions where HED staff had not previously visited.

All 12 U.S. higher education partnership directors were interviewed by telephone regarding their knowledge and perceptions of overall impact and lessons learned. Between April and September 2009, three teams of HED researchers visited four partnerships each. One team visited higher education partnerships in Botswana and Namibia; a second team traveled to Ghana and Senegal; and the third team went to Malawi and Mozambique. In preparation for the visits, partnership progress reports were reviewed and summarized for evidence of outcomes.

See Table 1 for a list of the 22 Africa partnerships in the six countries, and the designated sample of 12 for this assessment; and Figure 1 for geographic locations.

EMERGING TRENDS

This study reveals important trends in higher education. The following are some examples.

- Higher Education for Development (HED) partnerships are contributing to national development goals through policy dialogue and action around critical issues and sectors involving agriculture, food security, nutrition, health, workforce development, and the environment.
- HED partnerships create lasting relationships that generate substantial cost sharing and leveraging of on-going funding, hallmarks of foreign assistance cost efficiency and effectiveness.
- HED partnerships are tapping local resources and re-engaging host country nationals at home and abroad by helping to reverse the 'brain-drain' phenomenon; students are finding jobs after graduation instead of joining the ranks of the educated unemployed
- The legacy of the U.S. land-grant university engagement in foreign agriculture research and development, born in Asia, is re-appearing in Africa, and is demonstrating sustainable impact that can provide a foundation for a new African 'Green Revolution' attributed to food production in Asia in the sixties.
- The HED capacity building partnership model brings immediate results through increased knowledge and skills of faculty and students, and institutional changes to update management, curricula, courses, teaching methods, research, publications and public policy/extension work.
- U.S. institutions also benefit through expanded knowledge of faculty and students, critical research, internationalization of curricula, publication opportunities, and long-term collegial relationships among U.S. and host country colleagues.
- HED partnerships are becoming more effective and sustainable as host country partners play greater roles in determining program objectives and selecting the U.S. partners.

Overall Impacts of Higher Education Partnerships

The assessment revealed an impressive array of examples of how these modestly funded partnerships are working toward local and national development goals while striving to address critical components of higher education quality. Of the 12 institutions in the sample, five focused primarily on education, three on agriculture, three on health, and one on the environment. Three had a secondary focus on education, two included health, and one each dealt with instructional technology and governance—all USAID critical program areas for national development in Africa. (See Table 1.)

These 12 African higher education partnerships provide significant **‘value for the money’** as demonstrated by the surprisingly **strong cost-share financial contributions and additional leveraged funds**. The \$1.4 million total for the 12 HED awards were matched by \$1.2 million in ‘cost-share’ funds contributed by both partners who subsequently leveraged an additional \$9.5 million in indirect funding from other sources during or after the partnerships ended. Accounts of international foreign assistance rarely produce cost share figures that exceed 80 percent of the original grant amount. Even more unusual are reports documenting indirectly leveraged funds nearly seven times the initial grant award. (See Table 2.)

Human capacity building and institutional capacity strengthening, primary goals of these partnerships were achieved in all 12 partnerships. Numerous examples were provided of how the skills and knowledge of faculty, staff, and students have been enhanced either at the host country campuses and/or at U.S. institutions. Likewise, the study found a great deal of evidence of institutional strengthening — improved institutional management, revised programs of study, new degrees, updated course content, improved teaching methods, new focus on community outreach and extension, as well as research and publications, and professional training for public service.

In addition, there was considerable evidence of capacity building with government, community groups, NGOs, and local communities and citizens. Building capacity ‘outside the walls of the institution’ is a standard goal of U.S. higher education, but rarely found in developing countries. These partnerships made substantial progress toward ‘sharing knowledge with the people’ through human and institutional capacity strengthening, non-degree training, and promoting teacher training, training of trainers, village-level workshops, national conferences, online courses, printed documents, and other direct and indirect methods of information dissemination.

This study also looked for evidence of higher education partnerships impact **on national development goals**. By reviewing ten years of partnership activities, this HED study shows that these partnerships produced impressive evidence of tertiary education expertise influencing national development goals. Examples include:

- Supporting the development of national policies that are improving regional efforts to manage and sustain natural resources;
- Improving teaching and training methodologies;
- Increasing levels of healthy nutrition, health, and well-being among both people and livestock in developing communities;
- Stimulating business and entrepreneurship, particularly among women; and

- Promoting community-college and extension programs to deliver practical, hands-on training that supports employment and workforce development.

USAID/HED partnerships are providing practical, hands-on workforce training that leads to jobs for students after graduation. These partnerships do not contribute to a growing class of educated unemployed.

Both U.S. and host country partners described **valuable opportunities for U.S. faculty, and students** to learn more about international issues, to strengthen culture and language studies, and to participate in cross-cultural, interactive programs that promote global understanding. They also mentioned favorable circumstances for U.S. faculty to forge long-term collegial relationships with host country colleagues, and continue with cross-cultural research, international publications, and policy advising.

At a global level, USAID/HED partnerships provide numerous opportunities for ‘positive public diplomacy’ both at home and abroad, especially as the partnerships appear to be doing what partnerships are designed to do: provide value to both participants. The ‘so what’ impacts of the 12 partnerships clearly demonstrated that these collaborative ventures are in the vanguard, providing cutting-edge inputs for long-term academic change. The U.S. system of higher education is highly regarded as a tertiary education model in many African countries. Host country university administrators and faculty are eager to incorporate into their higher education structures many of the U.S. methods and processes for teaching, conducting research, promoting public and community service, and informing national policy. This assessment found that host country administrators and faculty were enthusiastic about incorporating changes that would strengthen human and institutional capacity building while addressing development goals.

Overall Lessons Learned to Promote Effectiveness and Sustainability of Higher Education Partnerships

The following seven ‘lessons’ emerged from this impact study as ways to strengthen higher education partnerships, improve human and institutional capacity, enhance the value of higher education partnerships on national development, ensure sustainability of results, and augment overall cost effectiveness.

1. Involve the host country partner institution from the start in the critical process of determining performance objectives as well as activities and expected outcomes for the partnership.
2. Involve the host country partner in the selection of the U.S. partner institution.
3. Emphasize ways to attract host country academics studying abroad back to their home institutions through specific institutional capacity building
4. Ensure that the partnership objectives clearly focus on providing results that strengthen tertiary education human and institutional capacity with a focus on technical projects as secondary outcomes.
5. Determine that the U.S. and host country partners have genuine collegial support from a legitimate academic unit(s) involving more than one motivated principal investigator.

6. Demonstrate evidence that partnership applicants include sincere “social and cultural sensitivity” as well as realistic awareness of technological constraints under which host country partners may be operating.
7. Include a clearly stated six-month reporting format for the HED internal reporting process that requests both quantitative and qualitative information; and conduct regular HED portfolio reviews of active partnership activities.

TABLE 1
Profiles of 22 Higher Education Partnerships in Africa
[gray shaded rows designate partnerships in this study sample]

Country	U.S. Institution	H.C. Partner	Program Area	HED Funds #	Cost-Share*	Dates
Benin	Maricopa Community College District	Univ. D'Abomey	Education/ Instructional Tech.	\$99,908	\$74,466	2004-2006
Botswana	Oregon State Univ. (OSU)	Univ. of Botswana (UB)	Environment	\$99,911	\$124,965	2001-2003
Botswana	Washington State Univ.	Univ. of Botswana (UB)	Environment	\$99,436	\$294,017	2000-2003
Ghana	Suffolk Univ.	Univ. of Cape Coast (UCC)	Education	\$124,636	\$43,953	2003-2005
Ghana	Univ. of Delaware (UD)	Inst. of Local Gvt. Studies (ILGS)	Education/ Governance	\$99,640	\$247,939	2000-2003
Ghana	Univ. System of Georgia (USG)	Univ. of Cape Coast (UCC)	Education/ Instr.Tech.	\$97,500	\$26,787	2000-2003
Ghana	Univ. of Maryland-Eastern Shore	Univ. of Cape Coast (UCC)	Environment/ Entrepreneurship	\$100,000	\$204,421	1998-2002
Ghana	Univ. of Northern Iowa (UNI)	Univ. of Cape Coast (UCC)	Health/ Education	\$99,892	\$49,251	2002-2004
Ghana	Univ. of S. Florida	Univ. of Cape Coast (UCC)	Education	\$99,878	\$64,741	2000-2003
Malawi	Indiana State Univ. (ISU)	Mzuzu Univ. (MU)	Education	\$99,946	\$64,565	2004-2006
Malawi	Lincoln Univ. of Missouri (LU)	Univ. of Malawi Bunda (UMB)	Agriculture/ Health	\$99,021	\$119,219	2000-2003
Malawi	Texas A&M Univ.	Univ. of Malawi, Bunda College (UMB)	Agriculture	\$100,000	\$76,910	2004-2006
Malawi	Virginia Tech (VT)	Malawi Institute of Educ., Domasi	Education	\$97,244	\$96,220	1999-2002
			Education	\$99,265	\$36,876	2000-2002
Mozambique	West Virginia Univ. (WVU)	Univ. Católica de Moçambique	Health/ Education	\$99,774	\$68,980	2001-2003
Namibia	Comm. College. for Int'l. Devt., Iowa	Polytechnic of Namibia (PON)	Education/ Entrepreneurship	\$100,000	\$51,249	2004-2006
Namibia +	Highline Comm.College	Polytechnic of Namibia (PON)	Education	\$199,770	\$204,256	1999-2003
Namibia	Pacific Lutheran Univ.	Univ. of Namibia	Education	\$100,000	\$135,426	2002-2004
Namibia	Penn. State Univ. (PSU)	Univ. of Namibia, Northern Campus	Agriculture/ Health	\$124,988	\$36,672	2003-2006
Namibia	Worcester Polytechnic	Polytechnic of Namibia (PON)	Education	\$124,957	\$62,657	2003-2005
Senegal	Univ. of North Florida	Center Univ. Reg. de Bambej	Health/ Education	\$99,998	\$49,381	2000-2003
Senegal	Univ. of Mass/Boston	Univ. Gaston Berger	Education	\$98,754	\$45,973	1999-2003
Total	22 Partnerships			\$2,364,518	\$2,178,924	1998-2006
#Amount of HED grant award						
*Cost-share reported at close-out						
+Orig. grant \$99,900 plus \$100,000 Africa Sustainability Award						

Figure 1.
Geographical Location of 12 Africa HED Partnerships



Image: Image Source Ltd.

BRIEF DESCRIPTIONS OF PARTNERSHIPS IN THE AFRICA IMPACT ASSESSMENT

BOTSWANA (2001-2003)

Building Capacity for the Sustainable Management of Natural Resources

- Oregon State University (OSU)--College of Veterinary Medicine
- University of Botswana (UB)
 - Harry Oppenheimer Okavango Research Center (HOORC)
 - Department of Environmental Sciences
- Conservation International (CI)
- Northwest Consortium for Wildlife Conservation
- Oregon Zoo
- Wildlife Safari Park

This partnership is improving regional efforts to manage and sustain natural resources by developing the institutional and resource capacity of the Harry Oppenheimer Okavango Research Center (HOORC) at the University of Botswana. The HOORC is the only research institution serving the Okavango Delta, an environmentally sensitive area containing habitat and wildlife populations that transcend cross-national borders in migration. Partners participated in a series of faculty exchanges, conducted short-term training programs, and initiated long-term, collaborative, and interdisciplinary research projects on elephants and hippopotami, both key species in the region. HOORC staff expanded their technical knowledge and skills and increased their awareness of how to develop community support for conservation research through alliance building with NGOs and other agencies. The HOORC also increased its abilities to monitor ecological systems, identify regional interventions more effectively, test new technologies and approaches, and collect and analyze data.

“The visit to OSU opened my mind. [I] looked at opportunities in tourism [then] wrote a book, *Tourism and the Environment of the Okavango Delta.*”

- Dr. Joseph Mbaiwa,
Senior Research Fellow,
Harry Oppenheimer Okavango
Research Center



HED photo

Dr. Lars Ramberg (center), pictured here with HED staff, is the former director of the Harry Oppenheimer Okavango Research Centre (HOORC). Ramberg is now a professor at UB. Under his leadership and through partnerships with universities around the globe, HOORC has become the leading research facility in the fields of land/water use management, pesticides, Tsetse Fly control, eco-tourism, and wildlife preservation for the Okavango Delta region of Botswana.

GHANA (2000-2002)

Partnering with Higher Education for Democratic Decentralization in Ghana Partners

- **University of Delaware (UD)**
- **Institute of Local Government Studies in Ghana (ILGS)**
- **Institute of Housing and Urban Development Studies, Erasmus University, Rotterdam, Netherlands (IHS)**

The partner institutions worked toward strengthening democratic decentralization in Ghana by assisting ILGS in delivering more high-quality training, applied research and consultancy services, and information and documentation services to local government officials, members of the district assemblies, and local



HED photo

Dr. Esther Ofei-Aboagye, (center) director of the Institute of Local Government Studies and David Fiankor, (at right) librarian at ILGS, worked to bring information technology to government officials' studies.

non-governmental organizations using information communications technology-based methods. Over the course of the collaboration, the ILGS partners worked with their University of Delaware counterparts to better understand how to organize and manage a web-based training and communications network. They developed and used CD-ROMs for training, made the research and resources of the ILGS library more readily available to local governments, and more effectively marketed ILGS' services to district-level officials. UD also helped bolster IHS investment in Ghanaian higher education by assisting in the development of ILGSNet, a prototype web-based interactive net system for distance-learning courses and training, and by developing surveys to help further improve training and library services at ILGS. David Fiankor, ILGS' librarian and an IT associate at ILGS now have a new set of skills in participatory

community assessment. The survey that was collected and recorded during the life of the partnership can now be adapted to establish external communications solutions and distance-learning courses.

“The ILGS partners did feel that having participated in the activities of the partnership gave them an advantage – an ability to move forward with speed and confidence on projects involving course delivery, a track record. After five years, [the experience] still tastes good.”

– Dr. Esther Ofei-Aboagye, Executive Director, ILGS

GHANA (2000-2002)

Instructional Technology Training for Basic Education in Ghana

- **University System of Georgia (USG) led by Kennesaw State University (KSU)**
 - **University of Cape Coast (UCC), Ghana**
 - **University College of Education (UCE), Winneba, Ghana**
 - **Fort Valley State University, Georgia College & State University, Georgia**
 - **State University, Savannah State University, University of Georgia, Valdosta State University**



HED photo

Mrs. Agnes Wood, a primary school teacher and Dr. Joseph Opare, a professor at the University of Cape Coast, discuss how they are using the instructional technology skills learned to teach primary and secondary students at a new 25-seat computer lab at the Wesley Girls School in Cape Coast. Trained teachers continue to train others, and computers are now being provided by the government of Ghana.

This partnership trained Ghanaian faculty in the use of instructional technology for basic education. A total of 16 UCC faculty members received trainers' training – in areas including Microsoft Excel, Access, PowerPoint, Internet, e-mail, software troubleshooting, and Web page design – at all seven universities within the University System of Georgia. The selected Ghanaian trainers became certified as instructional technology trainers. Through the multiplier effect, these “super trainers” trained more than 700 fellow educators by the end of the HED funding period. One educator, Mrs. Agnes Wood, an elementary school teacher near Cape Coast, noted her initial apprehension in learning ICT. “It was my first time touching a computer. It was a panic feeling. When I touched it, a lot of things happened. I was afraid I wouldn't get it back to its original state,” Wood said. “Now I am comfortable with the computers. A lot could be used in demonstrations and especially in preparing lessons.” In addition to this training center established by the partners, one of the participants established his own instructional technology

training center targeting local middle school teachers. In all, at least 100 elementary and junior secondary schools have benefited from partnership activities. Since the partnership closed, there was an installation of a state-of-the-art Internet center housing more than 100 computers that significantly bolstered UCC's teaching and training capacity in instructional technology. The partners also established an undergraduate major and a postgraduate program in computer education at UCC. Support from the Ministry of Education and the Ministry of Science and Technology proved instrumental in facilitating partnership activities.

“We know ourselves that this technology is the future.”

- Dr. James Palmas,
Partnership IT Coordinator,
University of Cape Coast

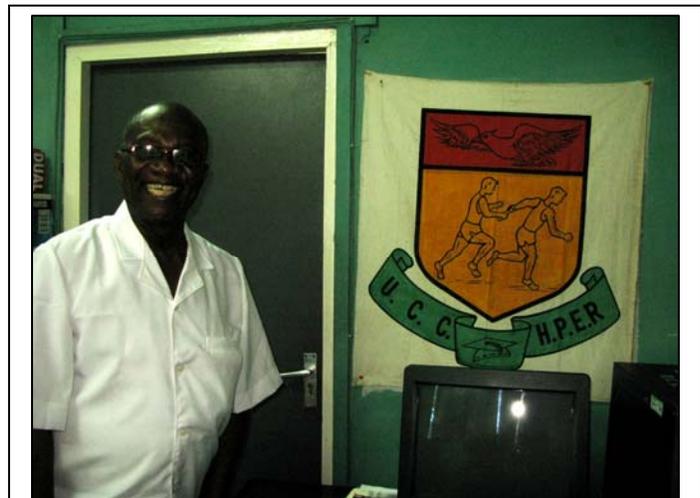
GHANA (2002-2004)

Improving the Health of Underserved Communities: A UNI-UCC

Institutional Development Partnership

- **University of Northern Iowa (UNI)**
- **University of Cape Coast (UCC)**

This partnership addressed the pressing need for public health services in the rural, impoverished, and underserved areas of Ghana through a train-the-trainer program which integrated cultural competency, public health education, and field-based experiential learning. As a prelude to the development of the first-ever bachelor's degree program in the field in Ghana, the partners established a health education program at the University of Cape Coast (UCC) that includes a master's degree and an undergraduate minor in community health. They also collaborated to increase institutional capacity to train health educators; improve access to community health education in schools and underserved communities; reduce health risks in underserved communities; and produce a comprehensive training guide. Through a series of intensive workshops, the partnership trained approximately 150 UCC faculty and students to conduct culturally appropriate needs assessments and data analysis to identify the training needs of students and the health needs of rural communities. As a result of this partnership, supervised community service practicum are now required of all final-year health education students for graduation. Partners estimate that more than 10,000 local community members have benefited from the health education workshops and community health initiatives conducted by UCC faculty and students since the start of the community health education program. Underscoring the impact health education can have on improving the lives of local people, former partnership director Dr. Frank Bediako said, "When we visited the first community, they thought we were coming to build infrastructure. We stressed that we were there for education and to teach them how to live a better life... It took time to build trust and for the people to understand that we were there to improve their quality of life. Even if we did not build or bring something, through education, we can help."



HED photo

Dr. Frank Setsoafia Bediako (pictured) and Dr. Joseph Kwesi Ogah, University of Cape Coast partnership directors, helped establish a minor in community health education in the Health, Physical Education, and Recreation (HPER) department at UCC. A student 'needs assessment' led to government support for a malaria prevention bed-net distribution program to reduce infection among vulnerable populations.

“You have a university without walls. It’s kind of like ‘guerilla health education.’ It doesn’t look like the usual health education, it isn’t boring. It’s very progressive.”

- Michele Devlin, Associate Professor of Public Health,
University of Northern Iowa

MALAWI (2000–2003)

Addressing Childhood Malnutrition, Health, and Survival: A Systems Approach to Promoting Household Food Security and Rural Enterprise in Malawi

- **Lincoln University of Missouri (LU)**
- **University of Malawi, Bunda College of Agriculture (UMB)**



HED photo

Mkoche village members talk about the benefits from the high-breed goat they received from Bunda College, which has dramatically improved the nutrition and health of vulnerable children with higher milk production.

This research collaboration, building on earlier cooperation between the partners, was aimed at improving child survival by examining the effects of increased consumption of goat milk, goat meat, and soybean flour on childhood nutrition in rural Malawi. Through a women's network, partners distributed soybean seed and seedlings, as well as local goats bred to purebred Saanen goats. Introducing the Saanen breed increased the local goats' milk yield and helped the local breed better ward off diseases and parasites. Participating families donated goats' kids back to the project for distribution to other families. The income generated from these animals helped augment the earnings of the families participating in the program and improved their quality of life. These high-value cross-bred animals are often sold for twice as much as local goats. At a time when infant and child mortality rates in the country were 134/1,000 births, there were no deaths among the 120 children who participated in the project's initial research.

“Malawi has high levels of child malnutrition and mortality; 20 percent nationally die before age 5. Not one child died in our sample following our intervention.”

- Dr. Ikbal Chowdhury, Director of International Programs,
Lincoln University

MALAWI (2004-2006)

Animal Health Programs for Improving Malawi's Dairy and Livestock Industry

- **Texas A&M University, College of Veterinary Medicine**
- **University of Malawi, Bunda College of Agriculture**

The focus of this partnership was to strengthen the capacity of animal health training and research at the Bunda College of Agriculture. The partners established basic bacteriology and hematology laboratories; developed a Master's of Science program in Animal Health with an emphasis on bacteriology and epidemiology; conducted research on the prevalence and etiologies of mastitis and East Coast Fever; and developed and disseminated animal health information. The partnership also trained more than 40 field veterinary technicians and more than 180 farmers on topics ranging from milk quality and proper milking hygiene to food safety, nutrition, and general animal husbandry.



HED photo

Dr. Bill Mfitilodze, Dean of the faculty of Agriculture at Bunda College and Dr. Jane Gore of HED, discuss bacteriology and hematology laboratory equipment provided by Texas A&M University.



HED photo

Signs on the campus of Bunda College at the University of Malawi are a highly visible reminder to students that university work is about studying and grades, and that avoiding HIV/AIDS requires prudent decision making from all students all the time.

“Support of the breeding stations by the Ministry of Agriculture [was] certainly unexpected. Bunda College is now regarded as a leader in animal health sciences in the community.”

- Dr. Bill Mfitilodze, Dean, Faculty of Agriculture, Bunda College,
University of Malawi

MALAWI (1999-2002)

A Collaborative Initiative with Virginia Tech, Malawi Institute of Education, and Domasi College of Education to Develop School-Based Capacity Problem Solving Sites

- **Virginia Polytechnic Institute and State University**
- **Malawi Institute of Education, Domasi College of Education**

This collaboration conducted research to inform program and policy development in Malawi's public education system. The partners formed a steering committee that included representatives of various



Partner photo

Teacher training at tertiary institutions is critical to meet the rapidly increasing demand of well trained primary and secondary teachers. A hallmark of the Virginia Tech/Domasi College partnership was current teachers demonstrating to each other how they can learn from each other and implement promising practices.

stakeholder groups in Malawi to guide the process. The U.S. partners conducted a needs assessment to determine the knowledge and skill levels of Malawian educators at six Teacher Training Colleges and at the Domasi College of Education in research methodologies, information technology, and the availability of computer resources. The steering committee selected 24 individuals to receive intensive instruction in educational research. The students subsequently developed proposals and conducted research on basic education issues in Malawi. The committee also adopted a policy paper outlining strategies for ongoing activities and instruction to sustain partnership activities.

“The vice principal of Domasi College told me, ‘[Our] graduates are highly respected and sought-after across Malawi.’ We’ve had an impact on the nation’s attitude toward Domasi and the kind of teacher training it produces.”

- Dr. Josiah Tlou, Professor,
Department of Teaching and Learning, Virginia Tech

MOZAMBIQUE (2001-2003)

Partnership for Rural Health Education in Central Mozambique

- West Virginia University (WVU)
- Universidade Católica de Moçambique (UCM)



HED photo

Padre Ponsi of Universidade Católica de Moçambique, describes locations of new rural health clinics that are have become an integral part of UCM's distance learning and outreach programs.

This partnership focused on strengthening health education and health care at the Universidade Católica de Moçambique (UCM) for the benefit of the rural populations of central Mozambique. The partners developed a month-long rural public health course for first-year UCM medical students, conducted workshops for 146 UCM students and staff on computer networking and web design, and selected 16 rural health clinics to host computer labs with Internet capability for communication with the UCM Medical School and distance education. In cooperation with the Sophia Province Health Directorate, the partnership co-sponsored a community health project focusing on maternal and child health, nutrition, and HIV/AIDS education. A follow-on activity includes a planning grant from HED through the Africa Initiative for WVU and UCM to design

a partnership for developing a problem-based anatomy and embryology curriculum that focuses on general practitioners in central Mozambique.

“UCM students are required to spend three months working in rural communities before they graduate. More ‘hands-on’ student learning has been integrated into the UCM curriculum and has continued to be a cornerstone of the program.”

- Padre Ponsi, Vice Rector for Administration,
Universidade Católica de Moçambique

NAMIBIA (1999-2003)

An International Development Partnership: Higher Education Linkages with Namibia

- **Highline Community College**
- **Eastern Iowa Community College District**
- **Polytechnic of Namibia (PON)**

This Highline Community College and the Eastern Iowa Community College District collaboration enhanced the administrative and programmatic capabilities of the Polytechnic of Namibia (PON) by establishing a Center for Entrepreneurial Development (CED) and a Center for Teaching and Learning (CTL). The CED has conducted a full range of workforce development training classes for government agencies, businesses, and nongovernmental organizations—including seminars on financial planning, laws governing business start-up, and computer training. The CTL was established to train PON faculty to move from traditional lecture and memorization teaching methods to interactive approaches that enhance student learning, retention, and critical thinking skills. The CTL piloted a faculty mentoring initiative to introduce new instructors to good teaching methods, to train faculty from industry in pedagogy and classroom management, and to offer ongoing faculty support as they begin teaching.



HED photo

Jarred Butto, Meena Nabavi, Jane Gore of ACE/HED and Dr. Tjama Tjuiukua, Rector of Polytechnic of Namibia discuss the impact of his institution's partnerships with Highline Community College and Worcester Polytechnic Institute. These partnerships, he reports, have had far-reaching effects on his campus and in marginalized communities in the Namibian capital city of Windhoek, creating 16 small businesses that serve city and address urban migration and youth unemployment.

**“We don’t just want to be a university or an ivory tower.
We’ve got to make a difference.”**

- Dr. Tjama Tjivikua, Rector, Polytechnic of Namibia

NAMIBIA (2003-2006)

Healthy Harvest: Enhancing educational and economic opportunities for women agriculturalists in Namibia

- **Pennsylvania State University (PSU)**
- **University of Namibia, Northern Campus (UNAM)**
- **Women’s Action for Development (WAD)**
- **Community Skills Development Center (COSDEC)**

The Pennsylvania State University (PSU) and the University of Namibia (UNAM) partnered to establish a food cooperative in the Northern Region of Namibia that processes nutritious foods developed by the partnership using local crops grown by the cooperative members. Partners established and registered the cooperative with 25 initial members. University of Namibia conducted five training sessions for the community at Omahenene on issues related to cooperative organization, product development, costing, and record keeping. Partners also conducted training programs to enhance educational and entrepreneurial opportunities for rural women, and helped them become environmentally-aware farmers, producers of value-added food made from locally grown raw crops, and marketers and distributors of those products to individual and institutional customers.



HED photo

Mrs. Paulina Uugwanga, Mr. Nathaniel Haukongo, and Mr. Komeine Nantanga of the University of Namibia (pictured here with HED staff and members of the Women’s Action for Development community cooperative) helped to establish a “Nutrabusiness” facility in rural, Northern Namibia where community members process and mix locally grown grains to produce a fortified, nutritional product for consumption and sale in the region. The partnership strengthened UNAM’s Small Business Development Center, which now provides ongoing training for entrepreneurs, co-ops, and local businesses.

“Healthy Harvest was a good fit for the Small Business Development Center. It was financially viable, community-focused, committed to the creation of employment and property opportunities, and also had an academic component.”

- Mrs. Paulina Uugwanga, Director,
University of Namibia, Northern Campus

NAMIBIA (2003-2004)

Leadership in Higher Education

- Worcester Polytechnic Institute (WPI)
- Polytechnic of Namibia (PON)
- Worcester Consortium
- Desert Research Foundation
- Okahandja Council
- Windhoek Municipality
- Renewable Energy Efficiency Bureau of Namibia

A partnership between Worcester Polytechnic Institute (WPI) and the Polytechnic of Namibia (PON) improved the administrative, managerial, and operational capabilities of higher education in Namibia. PON staff received extensive training in grant writing leading to a significant increase in the number of funding proposals developed. PON management took part in the strategic planning processes at WPI, contributing to the successful development of PON's second five-year strategic plan, which includes outreach to government, business and industry, and nongovernmental organizations. The partners also worked closely to integrate student pilot projects into the curriculum at PON, and developed new courses to enhance the quality of academic offerings with a particular emphasis on engineering.

“The projects that the students work on succeed and are sustained not only because of the involvement of local PON students, but also due to involving the local community. Working with and training [the local people] allows for the project to continue once the students leave.”

- Dr. Creighton Peet,
U.S. Partnership Director,
Worcester Polytechnic Institute



Partner photo

Namibian township members, Polytechnic of Namibia, and Worcester Polytechnic Institute students work together to create tire walls that will direct water drainage to prevent erosion damage. Dr. Creighton Peet, U.S. partnership director from WPI leads an ongoing student exchange program between WPI and the Polytechnic of Namibia that has been in place since 2004. Each year as many as 25 students from WPI travel to Windhoek and partner with peers from PON to identify critical development issues and engage with community organizations.

SENEGAL (2000-2003)

Creating Healthy Communities in Senegal: Linking Health Education to Community Needs and Values

- **University of North Florida (UNF)** with Florida Community College at Jacksonville and Florida Agricultural and Mechanical University
- **College Universitaire Régional de Bambey (CUR)**

This collaboration developed a new degree program in community health in Senegal based on the U.S. community college curriculum model. The new program adapted proven approaches for community health education to improve the health delivery system in Senegal. In 2001 and 2002, five faculty members from the College Universitaire Régional (CUR) de Bambey traveled to Florida for training in community health-related areas, program development and evaluation, curriculum writing, food science and nutrition, prenatal care, and medical communications. The University of North Florida and CUR also helped develop a community health curriculum that the partners initiated and fostered. To date, 51 of 52 students are still enrolled in the first class of the community health program and are expected to graduate in March 2010. In addition to the new community health program, other elements and values from the original program still remain at CUR. For instance, the emphasis on community education through engagement can be witnessed through student interaction with local communities. Students are training villagers in ICT and health issues; and, the CUR's newly established health clinic is open to Bambey community members. "In Dakar, [students] learn and disappear into the city. Here you are connected to the communities," said Dr. Cheikh Sene.



HED photo

At the invitation of Cheik Sene, Secretary General of the College Universitaire Régional de Bambey (left), Jeanne-Marie Duval (center) from HED plants a tree on the campus. CUR's community health program was launched three years ago when the university first opened. CUR introduced the community college and branch campus models nationally and is contributing to ongoing national education reform.

“Community health is the driving force of the program. In this nation where malaria is the largest killer, it is essential to have health workers who can educate local communities on how and when to take medicine.”

- Dr. Cheikh Mbacké Sene, Secrétaire Général,
College Universitaire Régional de Bambey

BACKGROUND FOR THE USAID/HED HIGHER EDUCATION AFRICA IMPACT ASSESSMENT

Introduction

There is growing recognition of the strategic importance of higher education in the development of African nations, from support of basic education through teacher training to skills development and policy advising for professionals in key social and economic sectors. This assessment—the fifth in a series reviewing a decade of higher education partnerships in the Middle East, Mexico, Southeast Asia, South Asia, and Africa—was developed in part to describe the value high functioning tertiary education partnerships contribute to national development goals.

This assessment report describes the impact of 12 partnerships in six Sub-Saharan African countries between 1998 and 2006. Since 1998, a total of 91 higher education partnerships have been managed by USAID/HED in Sub-Saharan Africa, and 16 additional partnerships in North Africa. Partnerships between U.S. colleges and universities and tertiary-level institutions in African countries have focused on capacity building by improving faculty knowledge and skills, and strengthening institutions in order for the academic community to address local and national development goals related to economic growth and poverty reduction. Funding has come primarily from The U.S. Agency for International Development (USAID), with additional support from the U.S. Department of State.²

The Origins of U.S. International Higher Education Partnerships

The U.S. government has supported partnerships between U.S. and developing country higher education institutions (HEIs) as a means of providing development assistance since the end of World War II. The goal of these higher education partnerships has been to promote economic

² Morfit, Christine and Gore, Jane S.: U.S. Higher Education Partnerships in Africa 1997 – 2007; Washington, DC: Higher Education for Development 2009.

development and poverty reduction in cooperating countries while serving students, faculty, and citizens in the United States.³

Most U.S.-funded higher education partnerships began after passage of the Foreign Assistance Act of 1961, and were often individual projects funded through earmarks as part of the congressional appropriations process. USAID, the principal provider of international development assistance, administered these grants and contracts, using in-house technical personnel. As the number and complexity of programs grew during the 1970s and 1980s, USAID's in-house supervisory resources were downsized; consequently, in the 1990s, USAID introduced a new approach, which outsourced the management of education programs to U.S. non-government organizations (NGOs), in this case to Higher Education for Development at the American Council for Education.

The African Context for HED/USAID Partnerships

The post-independence development of higher education in Africa has involved a host of external institutions including bilateral and multilateral donors, and international private philanthropic organizations. This history is well documented by Teferra and Altbach⁴ and describes the important role for the United States, particularly through higher education partnerships and U.S.-based training programs⁵ after passage of the U.S. Foreign Assistance Act of 1961, and the establishment of an agency to manage foreign assistance programming.

Despite considerable growth in HEIs in Africa, these institutions still face considerable challenges in the 21st century:⁶

- Enrollments that are increasing faster than capacity to accommodate growth.

³ USAID Bureau for Policy and Program Coordination, *USAID—Higher Education Community Partnership*, August 16, 1996.

⁴ Damtew Teferra and Philip Altbach, *African Higher Education* (Bloomington, IN: Indiana University Press, 2003). This volume provides both an overview of higher education on the continent and country-specific assessments.

⁵ These training programs are receiving new attention because the Kenyan father of President Barack Obama participated in one of the early post-colonial programs in the United States. A review of the history and experience of the USAID-funded training programs (ATLAS and AFGRAD), managed by the Africa-America Institute, is instructive. A good review of these programs can be found in: Aguirre International, *Generations of Quiet Progress: The Development Impact of U.S. Long-Term University Training on Africa from 1963 to 2003*, Washington, DC, USAID, September 2004.

⁶ These challenges are outlined by World Bank education specialists: Peter Materu, *Re-Visioning Africa's Tertiary Education in the Transition to a Knowledge Economy*, Talking Notes for a Panel Discussion on the Role of Tertiary Education in the Knowledge Economy, Johannesburg, South Africa, May 8–10, 2006; and William Saint, *Universities in Africa*, Washington, DC, World Bank, 1992.

- Lack of funding.
- Education quality that has declined as a result of poor working conditions, salaries, and brain drain.
- Lack of relevance to national development needs, and links to the labor market.
- Gender, ethnic, and class discrimination among students, faculty, and staff.
- Low levels of research production and connection to global knowledge systems—both human and institutional, e.g., information and communication technologies.
- Weak governance and management procedures.
- Lack of faculty depth in the science, technology, engineering, and mathematics (STEM) disciplines. This problem is compounded by the poor STEM skills students possess when entering tertiary institutions.
- Siphoning of academic talent into more lucrative and prestigious positions in government, the private sector, and overseas.

An additional challenge has been the high priority donors place on basic education, as described by the Millennium Development Goals and other bilateral and multilateral development programs. African governments faced with increasingly inadequate treasuries during the past decade have also devoted disproportionate resources to basic education, leaving the tertiary sector to languish. Recent research, however, has demonstrated the economic value of investments in higher education for poverty reduction and development.⁷ Higher education's role to strengthen basic education through teacher training is one example. It is encouraging to note now that the importance of higher education is once again being acknowledged by governments and international donors.⁸

USAID and HED Higher Education Partnerships in Africa to Support Development Goals

In 1997, USAID launched an initiative to promote partnerships, using a rigorous competitive awards process, among the U.S. higher education community and colleges and universities in developing countries, initially funded at \$28 million. USAID selected the implementing arm for

⁷ Bloom, David, Canning, David and Chan, Kevin. *Higher Education and Economic Development in Africa*, Harvard University, 2006. For a national level look at this connection, see Higher Education South Africa, *Higher Education Impact: Universities in the South African Economy*, Pretoria, September, 2007.

⁸ Commission for Africa, *Our Common Interest: Report of the Commission for Africa*, March 2005, p. 182.

this program as a consortium of six U.S. higher education associations,⁹ led by the American Council on Education (ACE) and managed by the Association Liaison Office for University Cooperation in Development (ALO). In 2006, ALO changed its name to Higher Education for Development (HED). Higher education partnerships managed by ALO from 1998 to 2005, and by HED from 2006 to 2008, have been funded under a series of Cooperative Agreements between USAID and ACE on behalf of the six U.S. higher education associations (For names see footnote 9). The goals of the higher education partnerships are to:

- Provide support to higher education institutions in USAID-presence countries.
- Strengthen higher education's capacity to address development issues.
- Increase the attention given to international development issues on U.S. campuses.

HED supports work toward partnership goals by bolstering human and institutional capacity through faculty training, curricula development, collaborative research, and public service activities. Partnerships often also focus on program areas that parallel the U.S. government's strategic objectives for economic development and poverty reduction such as agriculture and environment, education, communication technology, health, workforce development, democracy building, and economic growth.

Previous Studies of HED/USAID Partnership Impact in Africa

Of the 302 international higher education partnerships HED managed between 1997 and 2007, 107 were on the African continent. These partnerships span the length and breadth of the continent—from the Sahara to the Cape, and from Senegambia to The Horn. They involve a range of HEIs—from doctorate-granting universities to smaller technical institutes.

While HED has had extensive partnership experiences in Africa from 1997 until the present, documented evidence of longer-term impacts on human and institutional capacity building has been limited. The USAID reporting requirements focus primarily on short-term data points—number of participants by gender, summary numbers of beneficiaries, and institutional

⁹ The six associations are the American Council on Education, Association of American Universities, American Association of State Colleges and Universities, American Association of Community Colleges, National Association of Independent Colleges and Universities, and the Association of Public and Land-grant Universities, formerly the National Association of State Universities and Land-Grant Colleges.

improvements such as curricula developed. Evaluation or impact assessment as a priority was reintroduced only in 2005. Minimal levels of partnership funding, averaging \$100,000 for the majority of partnerships before 2006, did not budget for evaluation. In addition, partnerships were short term—often two years, rarely longer than 36 months. Consequently, there was little time to collect evidence to support long-term impact. Nevertheless, there has long been a clear need for a careful and comprehensive monitoring and evaluation scheme to track and assess the impact of all higher education partnerships in the international development context.

Until the current HED impact assessment initiative began in 2008, three earlier assessment efforts had begun to reveal positive outcomes, results, and impacts of the ALO and HED partnerships in Africa over the past 10 years. The first was the USAID-sponsored assessment of the 1998–2003 partnerships, completed by the International Science and Technology Institute (ISTI) in 2004.¹⁰ The second, conducted in the spring of 2007, focused on the partnerships in North Africa, as a part of the USAID Middle East Partnership Initiative (MEPI).¹¹ The third was the HED-sponsored Synergy Workshop held during the summer of 2007, which solicited input on impacts from all partnership participants and combined that information with data from partnership progress reports to HED.¹² Results of these studies show that these partnerships:

- Met their objectives using appropriate theories of programmatic change and strategies.
- Effected change in the host-country institutions.
- Initiated changes that lasted long after the official contracts ended.
- Attracted a large and diverse group of U.S. higher education partners.
- Improved teacher/classroom preparation and training.
- Provided evidence of how faculty assisted in policy advising to non-government organizations and government ministries.
- Improved academic programs and curricula.

¹⁰ International Science and Technology Institute (ISTI), *Assessment of the Higher Education Partnerships for Global Development Program, Volume 1*, November 30, 2004

¹¹ Higher Education for Development, *Evidence of Impact of The Middle East Partnership Initiative in Higher Education: An Assessment of Twelve University Partnerships*. Washington, DC, February 2007

¹² Morfit, Christine and Gore, Jane S., *U.S. Higher Education Partnerships in Africa 1997 – 2007*, Washington, DC, Higher Education for Development, Spring 2009, pp. 13-23.

- Demonstrated how the higher education institutions were working in the communities—outside the universities—such as supporting skilled workforce training.
- Positively influenced national policy and the achievement of national development goals in host countries.

These previous studies also revealed:

- The U.S. system of higher education is highly regarded as a model, and host-country faculty are eager to learn from American teaching techniques, curricula, research, publications, and university governance systems.
- Sustainable reform within universities often requires more time than the two to three years for which partnerships are funded, demonstrated by the fact that many partners continued activities long after funding had officially terminated, although at reduced levels.
- Higher education partnerships provide numerous opportunities for positive public diplomacy activities, especially in Arabic-speaking non-Christian countries.
- This partnership model of tertiary institution funding permits partners to leverage more donor funds and university resources to attract additional funds from other sources, frequently exceeding initial grant amounts by substantial margins.

Cost Efficiency as a Major Outcome of Higher Education Partnerships

An over-arching serendipitous finding from these earlier assessment studies has been evidence of partnership cost effectiveness. Higher education partnerships are particularly cost-effective mechanisms for the delivery of foreign assistance in the following ways.

First, partnerships have direct access to the finest U.S. professors, researchers, and policy advisers to work in the international arena who are compensated through their university appointments rather than as short-term consultants with no commitment to the assignment once the consultancy ends. Second, partnerships provide high-value cost-share and in-kind contributions, frequently approaching 100 percent, to the planned activities and expected outcomes. Even more remarkable is evidence that many partnerships attract indirect, follow-on, leveraged funding from other sources that contribute to partnership sustainability. Third, collaborative research and publication work continues long after the funding ends; as more

institutions worldwide have access to video conferencing, e-learning, and reliable Internet services, the long-term sustainability of partnership activities is expected to continue. Fourth, partnership work builds a cadre of host country experts who are capable of advising national policy, consulting with the private sector, and advising NGOs on critically important national topics long after the partnership officially closes. Finally, crucial international issues such as food safety, food security, zoonotic diseases, climate change, and environmental sustainability are more easily addressed when host-country faculty and institutions are well trained, up to date, internationally recognized, and available to help address the issues. Clearly these HED/USAID higher education partnerships are efficient and effective channels for the delivery of foreign assistance.

FINDINGS AND RESULTS

Findings and results from this 2009 impact study of 12 partnerships are drawn from a comprehensive review of quantitative and qualitative data by ‘triangulating of information’ from what partners said they were going to do, what they reported happened, and what the assessment teams observed during visits to the host countries. The following formal processes have been used to collect the information:

- Summary of partnership semi-annual and close-out narrative and financial reports;
- Standardized telephone interviews with partnership directors from U.S. institutions; and
- Observations/site visits and interviews with host country partners in Africa.

When analyzing this information, additional attention was given to ‘lessons learned, promising practices, and success stories,’ related to impacts of higher education capacity building on national development goals.

Among the 12 partnerships, five focused on building capacity around education, three more targeted health, three focused on agriculture, and one concentrated on the environment. Of these, four had a secondary focus on education, two on health, and one each on governance and information communication technology (ICT).

In reviewing the results, readers are reminded that by comparison to many USAID grants and cooperative agreements, *all these HED higher education partnerships are modest ranging from \$97,000 to \$200,000* (nine awards in this sample were for \$100,000 or less.) The partnerships also were funded for a period of only two to three years. Therefore, findings, results, and impacts must be viewed realistically in terms of the short-time frames and modest funding levels.

Impacts of HED/USAID Higher Education Partnerships

Cost share Contributions, and Generated Leveraged Funding

Cost share and generated leveraged funding are often two important indicators of impact and sustainability of institution-to-institution partnership work. Extended financial resources provide opportunities for continuing activities and enhancing impact. For these 12 partnerships, cost

share from the participating partners topped eighty percent or rather for every award dollar, participating institutions contributed another 83 cents in cost-share. This added funding was typically in the form of faculty time, space, equipment, library donations of materials, supplies, reference materials, tuition, travel, and computer services. When compared with other sources of international development assistance, it is rare to find examples where cost-share approaches the value of the original grant.

Leveraging of Additional Resources

Similarly, partners were asked to report the value of leveraged resources as an indirect result of partnership activities. These numbers are far more general, but clearly partners were eager to describe how the modest partnership funding often generated simultaneous and/or follow-on projects, funding, and activities that, in their estimation, probably would not have happened without the initial HED award. Of these 12 partnerships, 11 of them generated estimated leveraged funding totaling almost \$10 million.¹³ Examples of this ‘downstream’ benefit were greater NGO support, more graduate study opportunities, volumes of printed materials, research support, institutional equipment, and additional national and international donor sources of funding for the activities that were initiated under original HED partnerships.

Table 2 shows the sample of 12 partnerships by amount of award, reported cost share, and estimated leveraged funding.

¹³Indirectly leveraged ‘downstream’ funding generated after completion of partnerships is not to be confused with ‘cost-share’ contributions made directly by partnership members. Leveraged funding reflects funding subsequently attracted by partners from sources such as USAID, World Bank, NASA, NSF, foundations, and other national and international donors as well as funding provided by local NGOs, and host country governments often after formal partnerships have ended. The twelfth partnership, Worcester Polytechnic/Polytechnic of Namibia, also reported leveraging substantial follow-on funding from U.S. and European universities but did not have specific data on amounts generated.

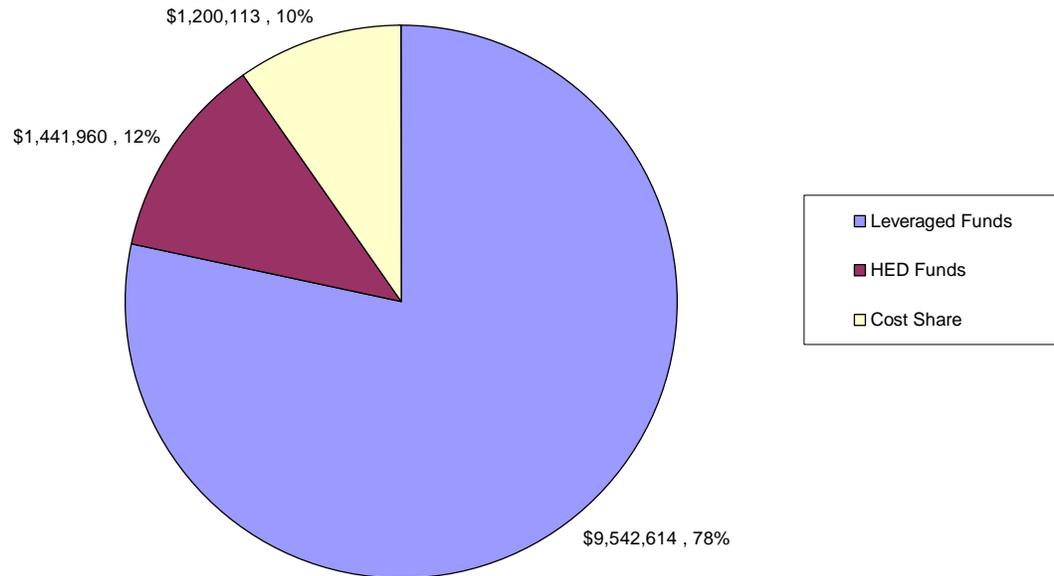
TABLE 2
Partnership Funding, Cost Share & Leveraged Resources
Results of 12 Africa Partnerships

Country	U.S. Institution	Host Country Institutions	HED Funds	Cost-Share	Est. Funds Leveraged	Notes on Reported Leveraged Funds
Botswana	Oregon State Univ. (OSU)	Univ. of Botswana (UB)	\$99,911	\$124,965	\$50,000	National Science Foundation
Ghana	Univ. of Delaware (UD); IHS/Nether.	Inst. of Local Gvt. Studies (ILGS)	\$99,640	\$247,939	\$1,000	Value of video, books. (Radio link tower from IHS not incl.)
Ghana	Univ. System of Georgia (USG)	Univ. of Cape Coast (UCC)	\$97,500	\$26,787	\$20,000	Estimated value of 20 donated Computers
Ghana	Univ. of Northern Iowa (UNI)	Univ. of Cape Coast (UCC)	\$99,892	\$49,251	\$300,000	Family donation toward a \$1.5 m. capital project at UNI
Malawi	Lincoln Univ. of Missouri (LU)	Univ. of Malawi/ Agric. Bunda (UMB)	\$99,021	\$119,219	\$3,000,000	Agric. policy research project; Rotary: 2 truckloads of books
Malawi	Texas A&M/ Veterinary (TAM)	Univ. of Malawi/ Agric. Bunda (UMB)	\$100,000	\$76,910	\$45,184	Land O' Lakes funding
Malawi	Virginia Tech (VT)**	Malawi Inst. of Educ. (MIE), Domasi Coll.	\$97,244	\$96,220	\$4,127,066	Includes: \$2.28 m. + \$1.1 m. from USAID; \$268,725 + \$444,681+ \$33,660 from Virginia Tech.
			\$99,265	\$36,876		
Mozambique	West Virginia Univ. (WVU)	Universidade Católica de Moçambique	\$99,774	\$68,980	\$213,440	Cleveland \$100,000 NIH RO1; "many new projects"
Namibia	Highline (HCC) Comm.Coll., E. Iowa	Polytechnic of Namibia (PON)	\$199,770	\$204,256	\$1,555,924	USAID \$55,964; N\$12 million (US\$1.5m) CED new business
Namibia	Pennsylvania State Univ. (PSU)	Univ. of Namibia, N. Campus (UNN)	\$124,988	\$36,672	\$5,000	New funds; coop revenues; Marjorie Grant Whiting Ctr. award
Namibia	Worcester Polytechnic Inst. (WPI)	Polytechnic of Namibia (PON)	\$124,957	\$62,657		"Substantial follow-on partnerships with US and European universities"
Senegal	Univ. of North Florida (UNF)	Centre Univ. Regional de Bambey (CUR)	\$99,998	\$49,381	\$225,000	\$25,000 (FLAWI) \$200,000 in-kind support from State of Florida
Total	12 Partnerships		\$1,441,960	\$1,200,113	\$9,542,614	

** Virginia Tech received two HED awards which ran simultaneously and are considered one partnership for the purposes of this assessment

Figure 2

PARTNERSHIP FUNDING: HED Grant, Cost-Share Contributions, and Leveraged Funds



Human Capacity Building

Capacity building is a primary goal of USAID higher education foreign assistance and a major focus of HED’s partnership program. These 12 partnerships demonstrated evidence of human capacity development for faculty, students, and local citizens at both the degree and non-degree levels in host country institutions and at U.S. universities through formal course work, exchanges, internships, seminars, and the training of trainers. Thirteen faculty and students earned formal degrees as part of these partnerships. Most knowledge and skills training, however, for faculty and staff included non-degree training at U.S. institutions, faculty exchanges between U.S. and host country academics, and non-degree short-term courses, seminars, and exchanges related to programmatic topics, research methodologies, and teaching methods conducted at host country institutions. These partnerships also provided a great deal of non-degree training inside and outside the institutions in the form of extension work, public service, and training for NGOs, community groups, and local citizens. (See Table 3.)

TABLE 3
Human Capacity Building—Degree and Non-Degree Training for Faculty and Students
Results of 12 African Partnerships

Country	U.S. Institution	Host Country Partner	# HCN Faculty Exchanges * to U.S.	# Degrees earned by HCN faculty/ staff	# HCN Faculty/Staff Non-degree training, incl. exchange* visits	Total # HCN Faculty/ Staff trained	# HCN Student Exchange s* to U.S.	# Degrees earned by HCN students	TOTAL # HCN students trained	NOTES
Botswana	Oregon State Univ. (OSU)	Univ. of Botswana (UB)	8	-	11	11	-	-	30	*Faculty and students participated in exchanges to the U.S. are assumed to have participated in non-degree training while at the U.S. institution, unless otherwise indicated.
Ghana	Univ. of Delaware (UD)	Inst. of Local Gvt. Studies (ILGS)	3	-	18	18	-	-	0	IT consultants hired for special training program; ILGS librarian trained
Ghana	Univ. System of Georgia (USG)	Univ. of Cape Coast (UCC)	20	5	20	20	8	-	8	Student exchange program initiated during partnership sends 8 KSU initially and 8 UCC students annually thereafter; PhD degrees earned after partnership ended
Ghana	Univ. of Northern Iowa (UNI)	Univ. of Cape Coast (UCC)	1	1	-	1	-	-	142	Students engaged in field outreach activities in communities
Malawi	Lincoln Univ. of Missouri (LU)	Univ. of Malawi/Bunda Agric. (UMB)	2	-	4	4	1	3	5	"3-4 faculty trained thru informal exchanges; 2-3 students each year... 1 completes PhD at Minnesota; several MS degrees..."
Malawi	Texas A&M (TAMU)	Univ. of Malawi/ Bunda Agric. (UMB)	1	-	3	3	-	2	7	2 Malawi students earn Master's degrees in Animal Science
Malawi	Virginia Tech (VT)	Malawi Inst. of Educ. (MIE), Domasi Coll.	-	-	1	1	-	-	0	6 PhD students recruited for study at VT with funds from follow-on USAID project; 244 teachers trained
Mozambique	West Virginia Univ. (WVU)	Univ. Católica de Moçambique	3	-	48	48	-	-	146	
Namibia	Highline Comm. College (HCC)	Polytechnic of Namibia (PON)	7	-	7	7	-	-	12	
Namibia	Pennsylvania State Univ. (PSU)	U. of Namibia, N. Campus (UNAM)	2	-	70	70	2	1	3	1 student obtains Master's from Univ. of Pretoria; 2 interns supported for training at Univ. of Hawaii
Namibia	Worcester Polytechnic (WPI)	Polytechnic of Namibia (PON)	5	1	70	70	-	-	40	WPI seminars at PON for 70 students: critical thinking; group dynamics, interdisciplinary project-based learning; 70 faculty improve classroom instruction
Senegal	Univ. of North Florida (UNF)	Ctr. Univ. Reg. de Bambey (CUR)	6	-	16	16	-	-	603	603 students trained at CUR since its establishment 3 yrs ago
TOTALS	12 Partnerships		58	7	268	269	11	6	996	

Degree and Non-Degree Training

Although 13 degrees were earned by host country faculty and students through the partnerships, another 269 faculty and 996 students received additional non-degree training—a total of more than 1,200 in all. Fifty-eight host country faculty and staff and 11 students were involved in training in the United States, most through exchanges. A number of faculty and student exchanges begun under the HED partnerships continue today, after the HED funded ended, with partner and/or outside funding, including participants who go on to earn master's and doctorate degrees at U.S. partner institutions. (See Table 3).

Training 'Outside the Walls' of the Institution

In-service training, field days, and special events in the communities produced large numbers of attendees. These trainings were provided for farmers, teachers, faculty from other universities and colleges, government officials, NGOs, and private sector participants including training-of-trainers (ToT) to share knowledge with even more citizens outside the institutions. Over 900 teachers and faculty from other institutions, and more than 12,000 local people, farmers, NGO members, and government staff obtained direct training through the partnerships, while another 2,900 received training indirectly through ToT. Altogether, these 12 partnerships reached almost 17,000 people through training, public service, extension events, and educational materials either directly or indirectly. (See Table 4).

Gender and the "Feminization of Education"

Fortunately, several partnerships reported human capacity building for faculty, staff, and students disaggregated by gender. Although complete data is not available, the preliminary information supports what appears to be a gradual trend toward the 'feminization of education' in Africa. In general, faculty, staff, and students at institutions of higher education in earlier generations tended to include relatively few women, and gender data for current faculty reflects approximately one-third of partnership faculty as women. And, among students, more than half were reported to be women. HED field observations confirmed these numbers, noting increasing numbers of women in the classes visited. In the past, men clearly dominated higher education classrooms. (See Table 5.)

TABLE 4
Training conducted by the Partner Institutions—Community, Teachers, Local NGO Training
 Results of 12 African Partnerships

Country	U.S. Institution	Host Country Partner	Training Conducted Outside Host Country Institution					NOTES
			# local teachers trained	# local NGO, gvt. staff, trained	# local farmers, women, etc. trained	# indirectly trained through ToT	GRAND TOTAL directly & indirectly trained	
Botswana	Oregon State Univ. (OSU)	Univ. of Botswana (UB)	-	40	-	-	40	40+ organizations participate in short-term training; number of participants not specified.
Ghana	Univ. of Delaware (UD)	Inst. of Local Gvt. Studies (ILGS)	-	-	-	-	0	
Ghana	Univ. System of Georgia (USG)	Univ. of Cape Coast (UCC)	700	-	-	700	700	300 women; 400 men teachers trained through ToT
Ghana	Univ. of Northern Iowa (UNI)	Univ. of Cape Coast (UCC)	-	-	10,000	-	10,000	10,000+ local community members have benefited from health education workshops conducted by UCC faculty and students
Malawi	Lincoln Univ., Missouri (LU)	Univ. of Malawi/Bunda Agric. (UMB)	-	4	108	-	112	Community outreach with goat project; 3-5 field workers trained; 108 women; ToT still in process.
Malawi	Texas A&M/ Veterinary (TAMU)	Univ. of Malawi/Bunda Agric. (UMB)	-	-	220	-	220	115 women, 105 men trained
Malawi	Virginia Tech (VT)	Malawi Inst. of Educ. (MIE), Domasi Coll.	244	-	-	244	244	Teachers in B Ed program going into classrooms all around surrounding areas; taking learning beyond their teacher training colleges
Mozambique	West Virginia Univ. (WVU)	Univ. Católica de Moçambique (UCM)	-	-	-	-	N/A	
Namibia	Highline Comm. Coll. (HCC)	Polytechnic of Namibia (PON)	-	66	1,355	2,000	3,421	40 Public Courses on Business and Industry (25 "Industry Students"/Class x 6 Years = 6,000; est: 2 yrs X 25 = 50 industry students; 6,000/3=2,000; Prison inmate vocational training program
Namibia	Pennsylvania State Univ. (PSU)	Univ. of Namibia, N. Campus (UNAM)	-	-	626	-	626	26 workshops, trainings, meetings held with community and coop board members; some attend more than one session; Co-op has over 60 mbrs.
Namibia	Worcester Polytech (WPI)	Polytechnic of Namibia (PON)	-	-	-	-	1,500	Eco-tourism, housing, water mgt. projects with 5 local communities; number not specified; 1,500 continuing ed. students work in local industry
Senegal	Univ. of North Florida (UNF)	Ctr. Univ. Reg. de Bambey (CUR)	2	4	3	-	9	Several national, regional conferences attended by partners; strong support from surrounding villages
TOTALS	12 Partnerships		946	114	12,312	2,944	16,872	

TABLE 5
Human Capacity Building Reported—Faculty, Students, and Community Participant Training by Gender
(where gender data available)
Results of 12 African Partnerships

Country	U.S. Institution	Host Country Institutions	Host Country Faculty and Staff trained			Host Country Students and Community Participants Trained		
			Male Faculty/ Staff directly Trained	Female Faculty/ Staff directly Trained	TOTAL HCN Faculty/ staff directly trained	Male HCN Students, community participants directly trained	Female HCN students, community participants, directly trained	TOTAL HCN Students, community participants directly trained
Botswana	Oregon State Univ. (OSU)	Univ. of Botswana (UB)	6	2	8			N/A
Ghana	Univ. of Delaware	Inst. of Local Gvt. Studies (ILGS)	13	5	18			N/A
Ghana	Univ. System of Georgia	Univ. of Cape Coast (UCC)				400	300	700
Ghana	Univ. of Northern Iowa (UNI)	Univ. of Cape Coast (UCC)	1	0	1	85	57	142
Malawi	Lincoln Univ. of Missouri (LU)	Univ. of Malawi/Bunda Agric. (UMB)	4	0	4	0	108	108
Malawi	Texas A&M/ Veterinary (TAM)	Univ. of Malawi/Banda Agric. (UMB)	3	0	3	111	116	227
Malawi	Virginia Tech (VT)	Malawi Inst. of Educ. (MIE), Domasi College	1	0	1	126	118	244
Mozambique	West Virginia Univ. (WVU)	Universidade Católica de Moçambique	29	19	48	67	79	146
Namibia	Highline Comm. College (HCC)	Polytechnic of Namibia (PON)				644	711	1,355
Namibia	Pennsylvania State Univ. (PSU)	Univ. of Namibia, N. Campus (UNAM)				4	56	60
Namibia	Worcester Polytech. Inst. (WPI)	Polytechnic of Namibia (PON)	4	0	4	20	20	40
Senegal	Univ. of North Florida (UNF)	Centre Univ. Regional de Bambey (CUR)	3	3	6			
Total	12 Partnerships		64	29	92	1,457	1,565	3,022
<i>Percent</i>	<i>(only where gender data are available)</i>		69%	31%	100%	48%	52%	100%

Institutional Capacity Strengthening

HED/USAID partnerships focus on institutional strengthening as part of the higher education capacity building. The most frequently described examples of impact on the institutions were curricula changes, new academic programs, improved instruction, collaborative research, joint publications, and extension and public service work outside the university as a way to ‘take the knowledge to the people.’ As a result of their classes and seminars with U.S. faculty visitors and travel to U.S. universities, host-country respondents often described examples of new teaching methods they had learned. These included active learning, critical thinking, participatory and interactive teaching-learning techniques, increased use of the Internet, and community service learning.

These twelve partnerships were involved in more than 50 changes to curricula, courses, and teaching methods. Faculty partners reported participating in 27 community and national-level policy dialogues. They also worked on almost 50 new research projects, supported authorship of 30 publications, and undertook nine new types of community service learning outreach endeavors that engaged students and faculty in bringing new technologies and methods to people in local communities. (See Table 6.)

Table 7 describes the specifics of many of these institutional changes, including the types of new curricula, programs, and courses; policy dialogue, and research. Host country respondents reported, for example:

- influencing government land and water policies,
- promoting the expansion of Internet technology,
- supporting preventative community-based health initiatives, and
- encouraging general shift toward direct extension links with local communities.

Local partners also described research and publications that shared outcomes from the partnerships with local and international audiences, i.e., issues related to East Coast Fever; agriculture, food and nutrition; and professional development. The power of collaborative partnership engagement was summed up by one host country partnership director, “We love it, we own it, it is ours!”

TABLE 6
Institutional Capacity Building – Quantitative Information
Results of 12 African Partnerships

Country	US Institution	Host Country Institutions	# New and/or improved curricula, teaching methods, courses, classes	# Policy Dialogues	# Research projects	# Publications	# Partnerships Promoting Community Service Learning
Botswana	Oregon State Univ. (OSU)	Univ. of Botswana (UB)	4	1	20	2	
Ghana	Univ. of Delaware (UD)	Inst. of Local Gvt. Studies (ILGS)	2	1	1	2	
Ghana	Univ. System of Georgia (USG)	Univ. of Cape Coast (UCC)	4	5		4	
Ghana	Univ. of Northern Iowa (INI)	Univ. of Cape Coast (UCC)	3	3	1	1	1
Malawi	Lincoln Univ. of Missouri (LU)	Univ. of Malawi/Banda Agric. (UMB)			5	5	1
Malawi	Texas A&M/ Veterinary (TAM)	Univ. of Malawi/Banda Agric. (UMB)	2	3	2	2	1
Malawi	Virginia Tech (VT)	Malawi Inst. of Educ. (MIE), Domasi College	1+	3	0	1	1
Mozambique	West Virginia Univ. (WVU)	Universidade Católica de Moçambique	4	2	3	3	1
Namibia	Highline Comm. Coll., E.Iowa (HCC)	Polytechnic of Namibia (PON)	27	1	0	0	1
Namibia	Pennsylvania State Univ. (PSU)	Univ. of Namibia, N. Campus (UNAM)	3	5	4	4	1
Namibia	Worcester Polytech. Inst. (WPI)	Polytechnic of Namibia (PON)	4	2	11	4	1
Senegal	Univ. of North Florida (UNF)	Centre Univ. Regional de Bambey (CUR)	1	1	0	2	1
Total	12 Partnerships		54	27	47	30	9

TABLE 7
Institutional Capacity Building—Institutional Impacts and Outcomes - Qualitative Information
Results of 12 African Partnerships

Country	U.S. & Host Country Partners	Major Institutional Impacts Improved teaching methods New curricula, programs, courses	Policy Dialogues	Research, Publications, Presentations
Botswana	Oregon State; Univ. of Botswana	Four new programs, policies, curricula; MoU for reciprocal student exchange program; on-going elephant research; development of Trans-frontier Conservation Area.	Dialogue with government on national conservation strategy; Research at UB lab in Maun informs government policy in Land and Water Use Mgt., pesticides; Tsetse fly control.	2 UB staff gave presentations at OSU, 3 at HED conferences or Southern Africa; 1 published research paper; UB Staff authored book on Tourism and Environmental Practices.
Ghana	Univ. of Delaware; Inst. of Local Govt. Studies	Survey of local governments/ target audience needs; devt. of ILGSnet and CD training packages which, while premature given lack of IT infrastructure in Ghana, lay foundation for future IT and distance training policies.	GoG Housing Finance Agency Minister for Local Govt. & Rural Devt. visits UD; policy dialogue on technology & training leads toward 2006 gvt. policy to provide district Internet access, enabling ILGS to conduct distance training.	Survey of local govt training needs and capacity. Occasional paper(s); training manual for ILGSnet.
Ghana	Univ. System of Georgia; Univ. of Cape Coast	Establishment of ultramodern, ITTC at UCC and St. Monica's Jr. Secondary School to train teachers; undergraduate major & post grad. Program in Computer Education; training faculty having multiplying effect in teacher preparation; all UCC faculty receive IT training.	Five major UCC meetings discuss the project implementation, benefits to UCC, UCEW amongst deans, faculty & staff across departments.	Book by Adebayo and Tufuor, <i>Instructional Technology for Basic Education in Ghana</i> ; articles published in campus, local, national and international media surrounding the program; radio broadcast-Savannah State; paper presented at the African Studies Assn., Wash., DC.
Ghana	Univ. of Northern Iowa; Univ. of Cape Coast	New degree and MPhil. programs increase UCC capacity to train effective health educators; students trained to provide health education in underserved communities.	Several dialogues on preventative, community-based health initiatives.	Text: <i>Taking Prevention to the People</i> by Partnership Coordinator still used, revised by UCC health educators.
Malawi	Lincoln Univ. of Missouri/ Univ. of Malawi, Bunda Agricultural College	Nutritional status of malnourished children measurably improved; rural income generation; esp. for poor women; Bunda College strengthens community outreach/ extension; UMB helps support salary for new animal science faculty position.	Partnership helped shift national policy from outreach and extension patterned on British system without university links to U.S. model linking universities and communities. Bunda College now regarded as leader/hub in breeding centers. Expanded linkages with Ministries of Health and of Agriculture. Government specifically asked Bunda College to create these breeding stations in different communities around Malawi.	Research reports presented at ALO, USAID/EGAT, ADSA conferences; workshop manuals, handbooks prepared which are improving nutritional status of children -- revealing that 8% of children stunted drops to zero during life of project. Recipes published that include goat milk and soy supplements for malnourished children.

TABLE 7 (Continued)
Institutional Capacity Building—Institutional Impacts and Outcomes - Qualitative Information
Results of 12 African Partnerships

Country	U.S. & Host Country Partners	Major Institutional Impacts Improved teaching methods New curricula, programs, courses	Policy Dialogues	Research, Publications, Presentations
Malawi	Texas A&M/ Vet; Univ. of Malawi/ Bunda Agric. Coll.	Graduate program expanded; all dairy cattle imported into Malawi now vaccinated; graduate research in mastitis; improving, expanding laboratories at Bunda College for commercial safety testing.	Several dialogues with Bunda College & Malawi government lead to new curriculum and veterinary certificate program.	Two doctoral theses; research on hematology & seritology issues around East Coast Fever.
Malawi	Virginia Tech; Malawi Inst. of Educ./Domasi College	Developed a bottom-up approach to the professional development model; promoted sustainable development work.	Several focused on the culture and context of teaching and learning in Malawi.	Handbook for use by teachers in Malawi.
Mozambique	West Virginia Univ.; Universidade Católica de Moçambique	New partnerships within Mozambique (Min. of Health, MOZAL Corp.), with US institutions (WVU, PITT, UCLA); computers, support to improve UCM School of Medicine Library and computer lab.; two new Public Health courses; progress on AIDS Education Program. Focus on problem-based learning. Students required to do three-month field work service prior to graduating.	Two dialogues including Commonwealth Meetings; developing rural health networks; online education; collaboration with other institutions.	Presentation, survey, chapter of a report, and an abstract.
Namibia	Highline (HCC) Comm. Coll./ Eastern Iowa; Polytechnic of Namibia	Center for Entrepreneurial Development (CED) & Center for Teaching and Learning (CTL) established; staffed as stand-alone facilities; training benefits women micro-entrepreneurs and devt. of textile sector--major employer in Namibia. PON shifts from traditional hierarchical to interactive teaching.	Successful dialogue with Gvt. to for continued support for PON and CED; affiliations with Univ. of Pretoria, African Devt. Bank, Namibian Devt. Bank, pharmaceutical companies promoting entrepreneurial development.	41 workshops, training sessions, conferences, presentations, and public lectures by PON and HCC faculty.
Namibia	Pennsylvania State Univ.; Univ. of Namibia	UNAM Small Business Devt. Center strengthened; new cooperative formed; new/revised curricula, training materials developed for co-ops; PSU "Parks and People" program replicated in Tanzania and Uganda; new MS degree program—indigenous knowledge mgt.	4-6 dialogues with Namibian gvt. on food, nutrition, coops formation hurdles, and business development strategies.	"Healthy Harvest" research/ action results in 6 presentations, prof'l. meetings in S. Africa, Namibia, USA, Japan; 4 peer-reviewed publications in France, United States, S. Africa.
Namibia	Worcester Polytechnic; Polytechnic of Namibia	2 nd five-year. Strategic Plan approved; implementation plans incl. measurable targets; PON becomes National University of Science & Technology; Partner Presidents policy exchanges on change management; intro. of Mgt. Info. System (MIS, IT video conferencing, electronic library access, Continuing Education links with local industry.	Dialogues with Minister of Higher Education, now Prime Minister; very supportive of program; seeking equal support from gvt; (PON gets more students but Univ. of Namibia gets more gvt. funds).	Collaborative research with Desert Research Foundation; 5 research projects, 3 newsletter articles, 1 published study.

TABLE 7 (Continued)
Institutional Capacity Building—Institutional Impacts and Outcomes - Qualitative Information
Results of 12 African Partnerships

Country	U.S. & Host Country Partners	Major Institutional Impacts Improved teaching methods New curricula, programs, courses	Policy Dialogues	Research, Publications, Presentations
Senegal	Univ. of North Florida; Centre Univ. Regional de Bambe	Professional development of CUR faculty; CUR established as permanent institution; curriculum and course content for core courses for two-yr. degree program, “We love it, we own it, it is ours!” said regarding the program.	Community college model adopted by Ministry of Education as best framework for university reform. New gvt. was persuaded that a CUR’s key role be health education, not only IT.	Two or more published reports; links with West African Research Association (WARA), West African Research Center (WARC).

Value of Partnerships to U.S. Partners

A partnership implies reciprocal commitments and mutual benefits. Therefore, higher education partnerships promote collaborative activities to strengthen tertiary education for both partners. It was important that this impact assessment summarize not only partnership capacity building benefits for the host country institutions, but also for the U.S. partners.

During the data collection process, the 12 U.S. principal investigators described in detail the benefits to their faculty, staff, students, and academic programs as a result of participating in exchanges, teaching assignments, research, publications, and study at host country institutions. They all mentioned value to their U.S. campuses such as faculty and student exchanges, new international programs, enhanced research opportunities, and increased enrollments of host country students with their own funding. In summary, the 12 U.S. partners described specific value to their faculty, staff, students, and campuses in the following way:

- 477 U.S. faculty and students were involved in Partnership activities;
- 89 exchanges took U.S. faculty to host country partners for field visits, teaching assignments, and research;
- 86 U.S. students participated in exchanges, research and/or travel to host country institutions;
- 61 research projects were undertaken, including 52 joint initiatives with host country colleagues;
- Partners reported 73 publications and/or presentations, academic articles or knowledge-based brochures and pamphlets, including 52 joint papers by U.S. and host country student teams;
- 53 host country students studied at U.S. institutions with host country or other external funding, bringing cultural and economic value to U.S. campuses; and,
- All 12 U.S. institutions reported benefits to academic programs—new focus on international studies, increased engagement of faculty with international issues, overall expanded cultural awareness.

The U.S. partners often described in detail how their higher education partnership collegial relationships continued long after the funding ended, and gave examples of additional activities,

research, and extension projects that occurred as result of the original partnership effort. (See Table 8.)

Table 9 describes additional benefits to the U.S. partners, often reported as serendipitous to the impact assessment teams. They spoke of on-going links with the host country campuses; encouraging student exchanges; communicating with faculty via e-mail; collaborating on publications; seeing each other at conferences; sharing research data; and planning new activities. Oregon State University, University of Delaware, Kennesaw State University, University of Northern Iowa, Lincoln University of Missouri, Texas A&M, West Virginia University, Highline Community College, Pennsylvania State University, Worcester Polytechnic, and the University of North Florida all reported continuing links with partners that have positive impacts on the U.S. campus culture and contribute to a broadening awareness of issues facing Africa. Some of the positive impacts of the partnership activities cited by the U.S. institutions included:

- Enhanced student learning and faculty development; globalization, exposure, awareness increased;
- Collaborative research and publications; joint presentations at international symposia;
- Social and academic environment stimulated on campus and in surrounding communities;
- International linkages strengthened, often beyond host countries to other nations;
- Permanent avenues for faculty and student exchanges and internships established; faculty exchanges include provisions for reciprocal adjunct and visiting professorships;
- Personal and professional relationships developed and sustained, including ongoing links among institutional presidents; e.g.: “Our two institutions are growing and learning together...”
- New sources of funding for international initiatives developed and sustained; and,
- Innovative courses and programs developed, become permanent additions to curricula

TABLE 8
Reported Benefits for U.S. Partners – Quantitative Information
Results of 12 African partnerships

Country	U.S. Institution	Host Country Institution	# of U.S. Faculty/ Staff Exchanges to Host Country	# of Student Exchanges to Host Country	# of U.S. Faculty/ Students Involved in Partnership	# Host Country Students to U.S. with Independent Funding	# of U.S. Academic Programs Benefitted	# of Research Projects	# of Publications/ Presentations
Botswana	Oregon State Univ. (OSU)	Univ. of Botswana (UB)	1	-	40	-	1	2	9
Ghana	Univ. of Delaware (UD)	Inst. Of Local Govt Studies (ILGS)	2	1	42	-	2	1	2
Ghana	Univ. System of Georgia (USG)	Univ. of Cape Coast (UCC)	6	8	58	-	2		2
Ghana	Univ. of Northern Iowa (UNI)	Univ. of Cape Coast (UCC)	5	2	7	-	2		
Malawi	Lincoln Univ. of Missouri (LU)	Univ. of Malawi/ Bunda College (UMB)	5	6	11	30+	2+	2+	2+
Malawi	Texas A&M/ Veterinary (TAM)	Univ. of Malawi/ Bunda College (UMB)	2	3	120	-	3+		
Malawi	Virginia Tech (VT)	Malawi Inst. Of Educ., Domasi Coll.	3+	-	11	-	2+		
Mozambique	West Virginia Univ. (WVU)	Universidade Católica de Moçambique (UCM)	1	-	3+	-	1		
Namibia	Highline Comm. College (HCC)	Polytechnic of Namibia (PON)	40	-	40	-	2	41*	41*
Namibia	Pennsylvania State Univ. (PSU)	Univ. of Namibia, N. Campus (UNAM)	5	2	7+	-		4	6
Namibia	Worcester Polytechnic (WPI)	Polytechnic of Namibia (PON)	7	41	-	-	-	11*	11*
Senegal	Univ. of North Florida (UNF)	Centre Univ. Regional de Bambey (CUR)	12	0	138	23	3	0	2
Total	12 Partners		89	63	477	53	20	61	75

* Partners report joint research projects and publications by U.S. and host country students working in teams--thus reported as outcome for both U.S. and host country partners

TABLE 9
Reported Benefits to U.S. Partners – Qualitative Information
Results of 12 African Partnerships

Country	Partners	General Institutional Outcomes & Impacts for U.S. Partners
Botswana	Oregon State; Univ. of Botswana	MoU for ongoing student and faculty exchanges enhances social and academic environment at OSU and surrounding communities. This MoU also provides student learning and faculty development through collaborative research programs. Conservation International staff at OSU traveled using outside funding.
Ghana	Univ. of Delaware; Inst. of Local Govt. Studies	Partnership developed and strengthened links with IHS at Erasmus Univ. (Netherlands); ILGS, Ghanaian Ministry of Rural Devt., African Security Dialogue & Research, and Tamale Campus (Ghana). Student and faculty gained intercultural understanding. New links developed with Brazil and U.S. cities.
Ghana	Univ. System of Georgia; Univ. of Cape Coast	Seven U.S. institutions collaborated and student interacted with Ghanaian lecturers. Middle school and community involvement as well as public interest promoted globalization and exposure to African issues. The partnership yielded improvement of Georgia's institutional curricula and the presidents of partner institutions continued to collaborate.
Ghana	Univ. of Northern Iowa; Univ. of Cape Coast	A partnership produced avenues for faculty exchanges and student internships. Partnership became a major international outreach program providing new cultural understanding & competence. UNI maintains long-term commitment to institutionalization and globalization of its campus while attracting Carnegie and other private funds.
Malawi	Lincoln Univ. of Missouri; Univ. of Malawi, Bunda College	Faculty conducted research visits, exchanges, and produced publications. Bunda College students traveled to LU using personal funds. "During our peak [international student enrollment], Malawi students became the most prominent group at Lincoln – many from families of high officials. Close to 30-40 students brought their own funding." said Iqbal Chowdhury, Director of Int'l Programs at LU.
Malawi	Texas A&M/ Univ. of Malawi, Bunda	Seminars and college courses exposed approx. 30 faculty, 60 veterinarian students and 30 undergrads to issues related to livestock & development. New courses created based on partnership research. PI awarded TAMU International Excellence Award. TAMU faculty became adjunct professors at UMB A local Ethiopian veterinarian school invited TAMU professor to serve as an external evaluator.
Malawi	Virginia Tech; Malawi Inst. of Educ.	Partners developed bottom-up model for professional development; promoted sustainable development work and continued faculty & student exchanges. Malawi partners have ongoing ties with local rural communities, churches, primary schools in Virginia and HBCU, North Carolina A&T.
Mozambique	West Virginia Univ.; Universidade Católica de Moçambique	Faculty exchanges increased awareness and provided new opportunities, experiences and perspectives. New collaborations emerged with other institutions in the United States, the United Kingdom and Africa. "The Commonwealth is a virtual medical school coming out of Edinburgh. It is a great model that we are trying to follow," said Elizabeth Walker of West Virginia University.
Namibia	Highline Comm. Coll.; Polytechnic of Namibia	Partnership expanded understanding of Namibia's textile industry, improved student retention and program completion. HCC campus benefitted from increased awareness of Southern Africa and Namibia. Ten other higher education institutions became involved with new curricula and programs. HCC established its own Center for Teaching & Learning, modeled on PON's CTL: "Our two institutions are growing and learning together," PON faculty said.
Namibia	Penn. State Univ.; Univ. of Namibia	Faculty exchanges increased recognition of international food and agricultural issues at PSU. Partnership simulated interest among faculty, staff and students. PSU and Univ. of Hawaii developed new linkage.
Namibia	Worcester Polytechnic; Polytechnic of Namibia	Partnership facilitated international globalization of campus, classes and faculty. PON students have multiple, ongoing study and research opportunities. "Countries like Namibia have more transformative impact than others," said Dr. Creighton Peet. He added that it is important to expose faculty to Africa.
Senegal	Univ. of North Florida; Centre Univ. Regional de Bambey	UNF faculty and other Florida institutional partners gained professional development through the testing & adaptation of community health model. The U.S. partners increased their understanding of Africa and Senegal's development challenges. This partnership "greatly enriched our Florida system and brought awareness to communities," said Dr. Betty Flinchum, UNF professor.

Contributions Outside the Institution – Benefits for Citizens, Communities, and the Nation

Taking Knowledge to the People

Through this USAID/HED partnership effort, U.S. higher education partners often focused on the ‘third goal’ of U.S. higher education — public service and extension. In the U.S., higher education goal one is good teaching, two is meaningful research and publications, and three is public service and extension. The third goal of taking knowledge to the people, a hallmark of American higher education, is often not yet a high priority in developing countries’ post-secondary education institutions. These 12 U.S. partners, however, demonstrated evidence of promoting public service, policy advising, NGO linkages, support for workforce development, and community outreach or extension work as part of their contribution to the partnership process. As a result of these partnerships, host-country participants reported examples of training outside the formal institutions in support of:

- Local NGO development, community outreach and extension;
- Emphasis on employment and workforce development for new graduates and local people; specific job training focusing on skills for women; and work with government agencies country-wide to employ recent graduates;
- Professional skill building for villagers, farmers, small entrepreneurs, health professionals, women’s groups;
- Community service learning often engages students and faculty in improving incomes, health, and quality of life in nearby communities as part of the education process, and;
- A series of policy dialogues including topics related to national conservation strategy and environmental policy, land and water use management, instructional and information technology, community-based health initiatives, extension and community outreach, veterinary medicine, entrepreneurial development, food and nutrition.

AFFECTING DEVELOPMENT

Reported examples of how higher education partnerships have affected local communities and national policies.

- Improved regional efforts employed to manage and sustain natural resources in Botswana.
- Community health and nutrition initiatives through local schools in Ghana, Malawi, Namibia, and Mozambique are helping to reduce child mortality.
- Local women demonstrating leadership for improved goat rearing initiatives that are improving their children’s nutritional status in Malawi.
- Medical training now includes clinical field work in rural communities in Mozambique.
- Community college and branch campus models for educational decentralization and delivery introduced in Senegal.

Work outside the university, such as consultation on national policy, is one of the highest levels of impact expected from academic partnerships. Evidence of this level of public service or extension work, especially from institutions of education, often requires time to become apparent. As indicated in Tables 4, 7, and 10, this impact assessment uncovered numerous examples of such work outside the walls of the institutions, including, for example:

- ‘University without Walls’ trains more than 10,000 local people around health issues in Ghana
- Initiative to shift capital city medical doctors, health funding into rural areas; make facilities attractive to medical doctors in Mozambique;
- Public courses on business and industry; small business training in Namibia;
- Value-added nutritious food products developed, marketed by local women entrepreneurs in Namibia;
- Community outreach goat project measurably improves nutritional status of vulnerable children when milk is consumed by the children. The project also provides income generation to families breeding improved strains of goats in Malawi;
- Eco-tourism and locally managed conservation and development programs initiated in Botswana;
- Decentralizing university facilities to reach rural communities in Senegal;
- NGO networks support entrepreneurial development, private sector interventions in Namibia;
- Community outreach projects in aquaculture, energy, housing, waste water, tourism in Botswana;
- International partnerships developed in Senegal, Botswana and Namibia with academic, NGO, environmental organizations across Africa and around the world;
- Job training for lab technicians, farmers, teachers, animal technicians, health assistants, eco-tourism entrepreneurs, and construction and sanitation workers in Botswana, Malawi, Namibia, and Ghana;
- Community Service Learning initiatives for health, cooperatives formation, farmer training, HIV/AIDS, and promotion of innovative “Great Teachers Workshops” in Ghana, Malawi, Mozambique, Namibia, and Senegal.

TABLE 10
Impacts ‘Outside the Walls’ – Outcomes for Communities, Nation
Results of 12 African Partnerships

Country	Partners	Community outreach, extension	Establish NGO linkages	Promote workforce development	Start community service learning
Botswana	Oregon State/ Univ. of Botswana	Links with conservation organizations and gvt. to promote sustainable eco-tourism in local communities.	UB partners with 20+ academic institutions & 40 wildlife orgs. around world, incl. Conservation Intl., NW Consortium for Wildlife Conservation.	Six types of training for future workforce, incl. jobs in eco-tourism.	UB staff member operates a community-wide consultancy, works with local villagers to establish and run successful eco-tourism businesses.
Ghana	Univ. of Delaware; Inst. of Local Gvt. Studies	Ghana Inst. of Mgt. assists with videoconferencing for outreach meetings with local government bodies.		Five activities promote job creation.	
Ghana	Univ. System of Georgia; Univ. of Cape Coast	Links with 100+ local schools, 700 teachers; community involvement, public interest.		Upgrading teacher skills enhances job retention, advancement.	Teacher training in central region.
Ghana	Univ. of Northern Iowa; Univ. of Cape Coast	‘University without walls’ reaches out to communities, trains 10,000 local people. Faculty & students conduct ‘guerrilla health education,’ by using street theater, puppets at schools and in villages.	Several links made with local NGOs; UCC faculty & students identify organizations, NGOs to work with on health education projects.	Students trained in practical skills that increase employability. They go on to serve in positions in government and NGOs.	Supervised community service practicum now required of all health education students; needs assessment leads to mosquito bed-net program; recognition by President around community service.
Malawi	Lincoln Univ./Missouri; Univ. of Malawi/ Bunda College	Community outreach with goat project measurably improves nutritional status of children; improved goats from S. Africa & Heifer Project collaboration successfully introduced in villages.			Teachers & students in BEd program going into classrooms all around surrounding areas; taking learning beyond teacher training colleges; impact on schools within walking distance.
Malawi	Texas A&M/ Vet; Univ. of Malawi/ Bunda College	Partnership brought other orgs. in and helped break down barriers, turf factors, got them into the field. Partners took program to farmers, communities. Government reinstating Veterinary Certificate Program.	Linked university with other institutions, e.g. Ministry. of Agric.; Central Vet. Lab.; UN Ctr. for Tick-Borne Diseases, , NGOs, Land o’ Lakes; developed a synergistic relationship among different programs, agencies.	Worked with local farmers and trained new lab technicians.	Brought in training of animal extension agents, new for Bunda College & worked with Land O’Lakes to encourage Bunda to move more into extension in communities, restart animal technician program lost in agricultural extension system.
Malawi	Virginia Tech; Malawi Inst. of Educ.	244 local teachers trained.	Two formal links established.	Four new workforce development activities.	Teachers in BEd program going out into classrooms in surrounding communities; BS students also going into local schools.

TABLE 10 (Continued)
Impacts ‘Outside the Walls’ – Outcomes for Communities, Nation
Results of 12 South Asia Partnerships

Country	Partners	Community outreach, extension	Establish NGO linkages	Promote workforce development	Start community service learning
Mozambique	West Virginia Univ.; Univ. Catolica de Mocambique	Initiative to start policy change for shifting Mozambique’s 600 MDs and health funding out of Maputo and into rural areas; to make facilities that attract MDs.		Two faculty and construction work crew provided job training.	Students required to do 3 months of field work/service before graduation.
Namibia	Highline (HCC) Comm. Coll.; Polytechnic of Namibia	53 CED offerings for local industries; classes in accounting and bookkeeping, vocational training for inmates, training for government agencies and NGO’s; 40 Public Courses on Business and Industry; over 1,300 trained; small business training for prison inmates.	Association of all NGOs and Univ. of Pretoria support Ctr. for Entrepreneurial Development; links also with African Devt. Bank, Namibian Devt. Bank, pharmaceutical industry support HIV/AIDS business & education.	16 supervisors trained to lead “City Service” Companies--created with PON assistance –contracted to provide street cleaning services to City of Windhoek; assist 40 small businesses.	Outreach programs thru CED with PON & HCC faculty conduct community-level workshops on successful business practices in various industries; PON students assist small businesses; PON sponsors ‘Great Teachers Workshops.’
Namibia	Pennsylvania State Univ.; Univ. of Namibia	“Healthy Harvest” program develops new co-op; 19 Co-op training programs for 60 members; 5 community meetings of 50-60 participants each. Trainings promoted empowerment of rural women. Value-added, nutritious food products were developed & marketed from local crops, like adding cow peas to ‘Mahangu’.	HIV/AIDS-oriented NGOs provided support, training by Small Business Development Center (SBDC).	Rural women develop new income sources, employment.	Co-op formed; farmers produced crops, added value; community-based program; SBDC provides management training, mentoring to community HIV/AIDS organizations.
Namibia	Worcester Polytechnic; Polytechnic of Namibia	Eco-tourism, housing, water management projects with initiated with local communities.	Five community outreach projects in aquaculture, energy, efficient housing, waste water and demand management, tourism work with local NGOs	Encouraged PON to increase staff and an alumni assn membership to help students get internships for future job placement.	Encouraged PON to focus on project-based learning to get students, faculty out into the real world; every senior now does a community project.
Senegal	Univ. of North Florida; Centre Univ. Regional de Bambey	New approach was used to have university out of the city & into smaller towns and villages. Three decentralized campuses were each hosted by a different village. Strong community support exists from villages.	Pursued links with the Ministries of Educ., Health, & Social Services; Chiekh Anta Diop Univ., Gaston Berger University Saint-Louis; West African Research Assn., West African Research Center.		Three conferences in Dakar presented framework for health program, partnership results, community college curriculum and its role in serving local communities.

Higher Education Contributions to National Development Goals

A major goal for U.S. foreign assistance to tertiary education is to affect national development agendas. Table 11 describes how institutional and human capacity building in higher education affects national development goals. While time is required for revised higher education procedures to take root, and for improved knowledge and skill building among faculty to produce long-range sustainable results, this impact assessment found evidence that capacity strengthening is occurring and is affecting national policies in a manner that improves the quality of life for citizens and communities. For example, the assessment teams recorded the following findings related to higher education faculty and staff providing a direct impact on sustainability and national development goals:

- Improved regional efforts to manage and sustain natural resources; identifying regional interventions, testing new techniques to inform policies regarding land, water management;
- Instructional Technology paves the way for major expansions in training and training of trainers for education, government service and entrepreneurial development;
- Increased national emphasis on preventive, community-based health initiatives, which are reversing child malnutrition, helping treat HIV/AIDS and stem malaria pandemics;
- Expanded training of veterinary technicians to improve the health of livestock;
- Increased impact on the culture and process of teaching and learning;
- Introduction of problem-based learning in medical education;
- “Nutrabusines” and “Healthy Harvest” models develop and expand nutritional income generating products, establish financially viable community-focused employment.

Higher Education Provides a Foundation for a New ‘Green Revolution’ in Africa

This HED/USAID impact assessment found that one potential impact on national development resulting from the higher education partnerships in Africa has been to provide a foundation to bring a ‘Green Revolution’ to Africa. The first ‘Green Revolution’ initiated in Asia during the 1950s and 1960s with major input from U.S. land grant universities, passed from attention on the global stage during the 1970s, 1980s and 1990s. During the past decade, however, HED partnerships in Asia have focused on agriculture and environment, the latter often involving community-based forestry management, and community-based natural resource management and

are now targeting Africa for potential technology transfer around agriculture and natural resources. Increasingly, African partnerships--including those in Botswana, Ghana, Malawi, and Namibia--are actively promoting both agriculture innovation and the development of links to agriculture innovation in other countries. Clearly, higher education partnerships are helping to lay a foundation for a desired 'Green Revolution' in Africa.

TABLE 11
Impacts Related to Sustainability and National Development Goals
Results of 12 African Partnerships

Country	Partners	“What” Evidence of Sustainability	“So What?” Institutional Outcomes and Impacts on National Development Goals
Botswana	Oregon State; Univ. of Botswana	Plans & fundraising for student housing, library expansion, classrooms; OSU MSc in Public Policy for future UB graduate students, faculty; ongoing links with 40 intl. environmental orgs. incl. UNEP, IUCN, FAO/ECOLEX; \$50,000 leveraged funds/projects-NSF Grant.	Improved regional efforts to manage & sustain natural resources by developing institutional, resource capacity of Harry Oppenheimer Okavango Research Ctr. to monitor ecological systems, identify regional interventions, test new technologies & approaches that inform gvt. policy in land, water mgt., pesticides; Testse fly control, generating gvt. financial support.
Ghana	Univ. of Delaware; Inst. of Local Govt. Studies	Completion & evaluation of focus group & baseline evaluation for future program devt; leveraged funds/projects incl. \$1,000--donated video equipment., books; ILGS radio link tower provided by IHS Netherlands for enhanced connectivity.	Minister for Local Govt. & Rural Devt. visited UD and became interested in use of technology for training. ILGS team learned skills and tools necessary to create and conduct a community-based assessment survey, which will help in establishing future IT training solutions. New govt. policies and infrastructure commitment are making it possible to use skills gained through the partnership to deliver future distance learning/training.
Ghana	Univ. System of Georgia; Univ. of Cape Coast	Two new IT programs at BS and MS level; partners continue to provide advanced training, collaboration; KSU-UCC collaborative agreement extended; leveraged funds/projects \$20,000 (Estimated value of 20 donated computers).	In response to national mandate for free children’s education, partnership aimed to increase children’s attendance in primary schools by enhancing teaching through computer-based Instructional Technology; university now provides teacher training to support the nation’s basic education; trained teachers continue to train others; computers now being provided by govt.
Ghana	Univ. of Northern Iowa; Univ. of Cape Coast	Two new IT training centers & computer lab established; MS program & minor concentration in health established in Physical Education Dept.; 10,000+ community members trained in health; supervised Community Service Learning practicum required; leveraged funds/projects incl. \$300,000 from a family donation toward a \$1.5 million capital project.	Increased national emphasis on preventative, community-based health initiatives; unexpected outcomes from needs assessments: (1) As part of a required practicum, students realized need to educate community about enrolling in national health insurance; invited national health officials to come to communities, educate, register them for the insurance; (2) a separate needs assessment led students to apply to the Ministry for mosquito nets; received & distributed 200 chemically treated nets to reduce malaria infection rates among vulnerable population.
Malawi	Lincoln Univ of Missouri/ Univ. of Malawi, Bunda College	Partnership builds on prior relationships going back to 1992; leveraged funding/projects incl. \$3 million for agriculture policy research unit project directly resulting from HED grant.	Improving nutritional status of malnourished and HIV/AIDS affected children; income generation from sale of high value goats, outsourcing of high value goats, interaction with local NGOs to provide nutritional supplements to orphanages rehabilitation centers for children, extended focus of partnership on child survival hygiene, malaria, water treatment, TB; Lincoln University President went to Washington to seek ongoing support for Malawi programs; Rotary International book drive, two truckloads shipped to Malawi.
Malawi	Texas A&M/ Univ. of Malawi, Bunda College	Developing curriculum along with Bunda College & Malawi govt. for veterinary certificate program; TAMU & LOL consulting on dairy projects; ongoing research conducted by partnership institutions; leveraged funds/projects of \$45,184.	Partnership highlighted national need for more education in animal health, more support to district veterinary technicians, 2-yr. vet program resurrected, moved to Bunda Agric. Coll.; convinced USAID to support animal health technicians training instead of proposed Vet School in Malawi, given very limited DVM demand (25 initially, then 2-3 annually) and availability of training regionally. Emphasis on training women – gender devt, Bunda now regarded as leader/ hub in breeding centers, govt now advising collaborators to work w/ Bunda to expand program.

TABLE 11 (Continued)
Impacts Related to Sustainability and National Development Goals
Results of 12 African Partnerships

Country	Partners	“What” Evidence of Sustainability	“So What?” Institutional Outcomes and Impacts on National Development Goals
Malawi	Virginia Tech; Malawi Inst. of Educ.	Follow-on USAID grant for teacher training; 6 PhD students to Virginia Tech all return to Malawi; 24 MS students in Malawi; 4 yrs. more in partnership for primary teacher educ & training; interest in collecting children’s reading materials to foster reading devt.; ongoing exchanges between Malawi & SW VA teachers; leveraged funds/projects total over \$4 mill.	Partnership focused on culture & context of teaching & learning in Malawi; how children learn, how teachers teach; impact on the culture & process of teacher training; direct link to BED program & quality of teacher learning & instruction in Malawi.
Mozambique	West Virginia Univ.; Univ. Catolica de Mocambique	Project has received many more grants & other sources of funding to continue and further project goals; “many new projects;” leveraged funds/projects total \$213,440.	Medical school started using a problem-based learning/curriculum approach; all students participate in field based study/internships and clinic shadowing; improved quality of medical education; national medical school in Maputo (and Kenya) have followed partnership model. All graduating students required to spend 3 months in the field working at rural health clinics before they graduate. Also are required to “adopt a family” before graduation. Indirect benefit was WVU faculty volunteered to assist with IT development including distance learning, leading to monies from the Belgium government to invest in UCM.
Namibia	Highline Comm. Coll.; Polytechnic of Namibia	Polytechnic of Namibia puts their own money into Centers, demonstrating institutions capacity for sustaining them and bringing in other businesses/NGO’s.; leveraged funds/projects incl. USAID \$55,924; \$1.5 m generated by CED new business.	Goals of partnership broadened to include business devt. across all industries in Namibia, regardless of size; Ctr. for Entrepreneurial Devt. provides specialized training, consulting & technical support; now is a self-sustainable, revenue generating, program and an interface between businesses in Namibia and PON; trained, rehabilitated inmates; created 16 small businesses that serve City of Windhoek; addressing urban migration & youth unemployment.
Namibia	Pennsylvania State Univ.; Univ. of Namibia	Links were established with COSDEC/MoE; leveraged funds/projects – Total: \$5,000 incl. US\$2,000 from Marjorie Grant Whiting Ctr. & N\$1,700 from coop revenues.	‘Nutrabusiness’ coop model for nutritional income-generating products established; proven to be financially viable, community-focused, generates employment & property, now has academic component; ‘Nutrabusiness’ model replicated in Kenya; “Parks and People” program now being replicated in Tanzania, proposed for Uganda.
Namibia	Worcester Polytechnic; Polytechnic of Namibia	Ongoing collaboration between partners—began before HED award—stimulated, continues today; leveraged funds/projects incl. consortium of 2-3 U.S. colleges & several European institutions generating ongoing relationships & grants.	Minister of Higher Education, now Prime Minister, very supportive of program and helping PON obtain equal support from govt. which traditionally provides more funds to Univ. of Namibia (with fewer students); PON becomes National University of Science & Technology promoting shift toward practical, employment-focused education with potential of informing gvt. policies incl. regional transportation, sustainable eco-tourism, HIV/AIDS awareness, testing & prevention.

TABLE 11 (Continued)
Impacts Related to Sustainability and National Development Goals
Results of 12 African Partnerships

Country	Partners	“What” Evidence of Sustainability	“So What?” Institutional Outcomes and Impacts on National Development Goals
Senegal	Univ. of North Florida; Centre Univ. Regional de Bambe	Establishment of new permanent institution of higher ed. in Senegal interior. There is a strong support for community health program & CUR development from Ministry of Education & Health. Post-partnership: CUR is still educating local community on health issues, 51 of 52 students still enrolled in first class of community health program graduate 2010; leveraged funds/ projects incl. \$25,000 (FLAWI), \$200,000 in-kind support from State of Florida; \$1.7 million previously voted for CUR by National Assembly indicates long-term government commitment.	CUR introduced the community college and branch campus models nationally and is contributing to ongoing national education reform along with a new approach to community health delivery systems. Senegal sees major changes in dialogue on education reform resulting from partnership. “The idea of bringing health services and knowledge, including prevention, to the people, rather than focusing on healing, is new. Community health is the driving force of the program.... In this nation where malaria is the largest killer, it is essential to have health workers who can educate local communities on how/when to take medicine,” said Dr. Cheik Mbacke Sene. Active student involvement in communities exists. “In Dakar, you learn and disappear into the city,” Sene said. Students are incorporating ideals of the university and “working to transform the local community and the community is transforming the university.” Students have options that reduce direct migration to the capital and disadvantages of urbanization.

Lessons Learned Related to the Sustainability of Higher Education Partnerships

USAID/EGAT specifically asked that as part of the 2009 impact assessments, the findings should also include evidence of ‘lessons learned’ and ‘specific suggestions for improving the overall partnership process.’ USAID/EGAT requested that HED suggest indicators of what constitutes ‘lasting partnerships,’ and how HED might improve its management process to promote stronger, more sophisticated and committed partnerships that produce sustainable results and leverage on-going resources. They also requested more information about how these partnerships impact host country development goals.

In response to this request, the 2009 impact assessment teams included questions about management processes and ‘secrets of success’ as well as specific examples of impact on development goals as part of the information gathering process. For all partnerships participating in the assessments, U.S. partners and host country faculty and staff were queried about, “How best to design and implement lasting partnerships that produce sustainable results and leverage on-going resources.”

Major Findings

Seven major “action items” resulted from:

- a) Questions to U.S. partners and host country professionals about sustainability, long-lasting partnerships, and ability to leverage on-going resources, and
- b) Observations at partner institutions in Africa from assessment team members.

These action items include:

- 1. Involve host country partner institutions in the critical process of determining performance objectives** for the partnership activities and outcomes. At present, the objectives are constructed primarily by the USAID Mission and HED.
- 2. Involve the host country partners actively in the selection of the U.S. partner institution.** Currently the U.S. partner is selected by a peer review process and a representative from USAID. Including a leading voice from the host country institution has been strongly recommended.
- 3. Emphasize ways to attract host country academics studying abroad for advanced degrees back to their institutions** as part of the institutional strengthening goal of the partnership. Improving the work environment sometimes helps to reverse the “brain drain,”

which often is affected by lack of “something” to return to, i.e., improved curricula, research opportunities, laboratory equipment, and continuing collegial support.

- 4. Ensure that the partnership objectives clearly focus on providing results that build human and institutional capacity.** Sometimes the capacity building goals are overshadowed by an emphasis on external technical assistance rather than the development of technical expertise within the host country institution. For example, the assistance sometimes includes high levels of technical assistance that cannot be sustained in a region that lacks dependable electricity supplies to support IT and web access; requires mechanical skills for keeping equipment operating; and promotes an attitude that some outsider will continue to solve all the technical issues.
- 5. Determine if U.S. and host country partners have genuine collegial support from a legitimate academic unit(s) involving more than one motivated principal investigator.** These cross-cultural partnerships are successful when more than one academic from each of the participating institutions is involved and willing to support team-centered research and teaching activities. One “lone ranger academic” on either side is unlikely to maximize the impact of an institutional-level partnership. Successful partnerships require the expertise and experience of more than one professional and often involvement from more than one academic unit.
- 6. Difficult but critical to judge when awarding new partnerships is some evidence of sincere social and cultural sensitivity** on the part of the participating partners. Often cultural sensitivity requires not just an eagerness to be involved, but appropriate experience with religious differences, social awareness, and true cultural understandings related to attitudes toward time, face-saving techniques, caste influences, and racial overtones, for example. Partners are not required to condone social practices, but must be sensitive to the influence they may have upon academic changes.
- 7. Internal to HED is the need to review the six-month progress reporting format and refine questions to capture more precise quantitative and specific qualitative information related to progress toward partnership objectives.** In addition, a system should be put in place that encourages HED staff to schedule portfolio reviews regularly and consistently as a way to track potential problematic issues and confer with partners periodically during the life of the partnership.

SUMMARY REMARKS

Findings from this impact assessment of 12 higher education partnerships reveal that USAID/HED higher education partnerships provide ‘value for money’ in terms of cost effectiveness measured by cost-share and leveraged funds, enhance human and institutional capacity building in institutions of higher education both abroad and at home, and make important contributions to national development goals. Part of the assessment effort focused specifically on lessons learned for improving the USAID/HED higher education partnership foreign assistance program.

Value for the Money

An impressive array of examples, summarized in this report, demonstrate how these 12 university partnership awards totaling a modest \$1.4 million of donor funds and \$1.2 million of partner cost-share funds contributed from the partners themselves to local and national development goals while improving higher education quality and effectiveness in Africa. Furthermore, these collective investments stimulated indirect, ongoing, follow-on initiatives valued at approximately \$9.5 million resulting from the HED partnerships. This is nearly eight times the initial USAID investment.

Human Capacity Building

The partnerships directly enhanced the knowledge and skills of 269 faculty and staff members and 996 students through degree and non-degree training that includes 58 faculty and 11 student exchanges to U.S. institutions. More than 800 host country students received some level of knowledge and skills training with six earning master’s or doctorate degrees. In-service training – field days, special trainings in communities for farmers, teachers, government officials, NGOs, and private-sector participants – including training of trainers (ToT), were held to share knowledge with local people. This extended outreach involved almost 17,000 participants. Numerous examples were provided of how the skills and knowledge of faculty, staff, and students have resulted in improved teaching methods, new programs, curricula, courses, service learning programs, and outreach activities.

Institutional Capacity Strengthening

Host country faculty described many examples of new teaching methods they had learned through the partnerships including ToT, active learning, participatory teaching-learning, critical thinking techniques, problem solving curricula, Internet conferencing, and community service learning. These changes have led to more than 50 examples of new curricula, academic programs, and/or improved instruction reported by all 12 partners. Almost 50 collaborative research projects supported 30 publications. Nine partnerships introduced and supported innovative programs involving community service learning. Faculty partners described participating in almost 30 community and national-level policy dialogues to support change that will result in improved quality of life for all citizens. For example, specific institutional changes described by partners included updated courses, new degree programs, new programs of study, applied and collaborative research studies, published papers in referred journals, media publications, training manuals and brochures, and numerous community level and outside the institution extension programs.

Value to U.S. Partners

It was important that this impact assessment summarize partnership capacity building benefits for both the U.S. and host country institutions because a partnership implies reciprocal commitments and mutual benefits. Partners described valuable opportunities for U.S. faculty and students to learn more about international issues and participate in cross-cultural, interactive programs. More specifically, the 12 U.S. partners reported that 89 U.S. faculty and staff and 86 students participated in exchange programs, field visits, and teaching assignments at host countries. All 12 lead U.S. institutions described some degree of new foci on international studies, increased engagement of faculty with international issues, and overall expanded cultural awareness both on their campuses and in their local communities. Furthermore, an additional 50 host country students were funded by their host country governments or other sources to study at their U.S. partner institutions.

U.S. partners and graduate students, particularly, are often searching for meaningful research and publishable topics. These partnerships appear to provide those opportunities. U.S. partners reported 61 research projects and 73 publications and/or presentations as a result of the 12

partnerships, including 52 joint research and publication initiatives through collaboration among U.S. and host country students. U.S. partners were eager to share many of the partnership benefits, often serendipitous, long after the funding ended. They gave examples of additional activities, research, and extension projects that occurred as a result of the original partnership effort.

Contributions Outside the Institution – Taking Knowledge to the People

Among the 12 partnerships, four focused on building capacity around education and health, three focused on agriculture, and one concentrated on the environment. Four had a secondary focus on education, two on health, and one each on governance and information/instructional technology. In addition to strengthening the capacity of the institutions and contributing to the knowledge and skills of faculty, partnership objectives focused on ‘taking the knowledge to the people’ by engaging directly with local and national development organizations, NGOs, government agencies, and local citizens and communities through public service and extension work. Much of the knowledge sharing involved non-degree programs, seminars, workshops, village meetings, local and national conferences, online courses, and educational materials for citizens outside the institutions. Work outside the university, such as consultation on national policy, is one of the highest levels of impact expected from academic partnerships. Evidence of this level of public service or extension work especially from tertiary education, often requires time to become apparent. Still, this impact assessment uncovered numerous examples of such work outside the walls of the institutions.

Contributions outside the Institution – Working Toward National Development Goals

U.S. foreign assistance to strengthen higher education expects to result in positive affects on national development goals. These 12 modestly funded higher education awards lasting only two or three years have produced surprising influence on national development goals in Botswana, Ghana, Malawi, Mozambique, Namibia, and Senegal. Much of this information became evident only after the partnerships officially terminated and sufficient time passed to allow for ‘impact to happen’ – something rarely measured in the world of development assessment where evaluation

if conducted, is done, during the last year of a project.¹ Consequently, it was critical that this impact assessment be conducted well after the partnership work had officially closed. Re-visiting higher education partnership sites several years later has produced notable evidence of higher education expertise influencing national development goals. For example:

- Improved regional efforts to manage and sustain natural resources
- Instructional Technology paves way for major expansions in training and education,
- Increased national emphasis on preventive, community-based health initiatives to help improve child malnutrition and stem HIV/AIDS and malaria pandemics
- Expanded training of animal health, veterinary technicians to improve livestock
- Enhanced impact on the culture and process of teaching and learning
- Introduction of problem-based learning and field study internships in medical education
- Practical training for business and entrepreneurial development
- A broad range of agricultural research and development initiatives are laying the groundwork for a potential ‘green revolution’ in Africa that could build on complementary HED agricultural partnerships underway in Asia
- “Nutrabusiness” and “Healthy Harvest” models develop and expand nutritional income-generating products, establish financially viable community-focused employment.

Lessons Learned to Promote Effectiveness and Sustainability of Higher Education Partnerships

The following seven lessons emerged from this impact study as ways to enhance the value to national development, insure sustainability of results, and augment overall cost effectiveness for both the host country and U.S. partners.

1. Involve the host country partner institution from the start in the critical process of determining performance objectives—activities and outcomes for the partnership.
2. Actively involve the host country partners in the selection of the U.S. partner institution.
3. Emphasize ways to attract host country academics studying abroad for advance degrees back to their home institutions through specific institutional capacity building.

¹When partners were asked if any other projects/partnerships they had participated in during the previous decade had returned to assess long-term impacts, the answer was, “No, you’re the first to return later to see what happened.”

4. Ensure that the partnership objectives clearly focus on providing results that strengthen human and institutional capacity with the focus on technical projects as secondary.
5. Determine that the U.S. and host country partners have genuine collegial support from legitimate academic units involving more than one motivated principal investigator.
6. Demonstrate that partnership applications show evidence of sincere “cultural sensitivity.”
7. Include a clearly stated six-month reporting format for the HED internal review process that requests both quantitative and qualitative information; conduct regular portfolio reviews of active partnership activities.

Conclusions

This impact assessment revealed that most of the partnerships examined are committed to long-term relationships that include activities such as faculty and student internet interaction, ongoing faculty and student exchanges, joint research, and host countries sponsoring additional students to attend U.S. partner institutions long after HED grant funding has ended. The sizable cost-share contributions from participating institutions and millions of dollars of subsequent leveraged funding are clear evidence of sustainability.

HED partnerships provide numerous opportunities for positive public diplomacy at home and abroad since the partnerships appear to be doing what partnerships are designed to do: provide value to both participants. These partnership ventures are in the vanguard, providing creative foreign assistance inputs for long-term academic change. The U.S. system of higher education is highly regarded as a model in many Africa countries. Host country university administrators and faculty are eager to incorporate into their higher education structures many of the U.S. methods and processes for teaching, conducting research, and promoting agriculture, rural development, health, and public and community service to address local and national development goals.

Being able to review secondary information, interview partnership principal investigators, and visit partnership sites years after the official work has ended is rare. This study revealed extensive outcomes, results, and evidence of impact not previously documented, and it also has provided valuable **lessons learned, promising practices and success stories** essential for improving and continuing the HED/USAID partnership program.

Attachment 1: Success Stories

<p style="text-align: center;">SELECTED SUCCESS STORIES FROM AFRICA PARTNERSHIPS</p>
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Ghana

Ghana's university students take health education to the communities

University of Northern Iowa/University of Cape Coast

Malawi

Malawi, U.S. partnership sparks sustained links between communities

Virginia Polytechnic Institute and State University/Malawi Institute of Education at
Domasi College

Improved variety of goats enhances nutritional supplements, family income

Lincoln University of Missouri/University of Malawi at Bunda College of Agriculture

Namibia

Namibian, U.S. students tackle erosion with community support

Worcester Polytechnic Institute/The Polytechnic of Namibia

Senegal

Students go to villages for higher education, community health program

University of North Florida/College Universitaire Régional de Bambey

SUCCESS STORY

Ghana's university students take health education to the communities

University of Northern Iowa/University of Cape Coast



HED photo

Dr. Frank Setsoafia and Dr. Joseph Ogah, partnership directors at the University of Cape Coast (pictured above) worked with U.S. partnership director Dr. Michele Devlin to initiate student exchanges to Ghana and created assessments for cross-cultural community health education in Ghana.

While far away from his home country of Ghana completing his doctorate at the University of Northern Iowa (UNI), Dr. Joseph Ogah said he thought about how to improve the higher education health curriculum at Cape Coast. His thoughts moved to action as he worked closely with Dr. Michele Devlin and Dr. Frank Setsoafia Bediako at the University of Cape Coast in Ghana to develop curriculum in community health education through a Higher Education for Development (HED) partnership funded by the U.S. Agency for International Development (USAID).

This partnership has enabled the University of Cape Coast (UCC) to formalize collaborations with the UNI and led to the launch of the physical education program that offers a minor in Health and a Master of Philosophy in Health Education. There is also a laboratory and health department at the University of Cape Coast's HPER department. "I'm not sure how it would have happened without the partnership, maybe, but later," said Ogah. The partnership created a publication, *Taking Prevention to the People*, which is currently used as a textbook in UCC's Health, Physical Education, and Recreation (HPER) department.

"I'm not sure how [a new health program] would have happened without the partnership, maybe, but later."

Dr. Joseph Ogah, University of Cape Coast, Ghana

The funding also helped create a needs-assessment curriculum now used by students in their required supervised practicum. Several teams of senior-level students, specializing in health, study selected communities each semester to conduct surveys, set goal and objectives, and then evaluate results. Students have educated carpenters at their workshops about industry safety and have collaborated with government agencies to promote proper health practices. For example, one team was able to coordinate its project with Ghana's National Health Insurance to register local people. The students reached into small villages to provide government services by bringing mosquito nets to the people and demonstrating how to use them. "I was amazed at what the students can do, they like it so much," said Ogah. U.S. students also have participated in UCC community-service learning activities through an ongoing student exchange program between UNI and UCC.

Bediako initially worked with Ogah to support activities in Ghana while Ogah was working and studying in Iowa. Bediako said he was pleased by the progress Ogah was able to coordinate. "His return is a credit to the partnership." Ogah returned to UCC as head of HPER.

SUCCESS STORY

Malawi, U.S. partnership sparks sustained links between communities

Virginia Polytechnic Institute and State University/Malawi Institute of Education at Domasi College



HED Photos

Elizabeth Barber, an assistant professor in the Leadership Studies Program at North Carolina A&T shows a copy of *The Globe Encyclopedia for Kids* produced by primary school students in Greensboro, NC for a Malawian primary school. The book compares and highlights resources, weather, geography and other topics between the two areas.



Teacher training at tertiary institutions is critical to meet the rapidly increasing demand of well trained primary and secondary teachers. A hallmark of the Virginia Tech/Domasi College partnership was current teachers demonstrating to one another how they can learn from one another and implement promising practices.

A Higher Education for Development-managed, U.S. Agency for International Development-funded higher education partnership between the Malawi Institute of Education at Domasi College and Virginia Polytechnic Institute and State University (Virginia Tech), which began in 1999 and ended in 2002, has leveraged additional funding and continues to make its impact felt both in Malawi and the United States. The close of the partnership project signaled the beginning of new opportunities that strengthened community linkages on many levels in Virginia, North Carolina and the Domasi area of Malawi.

This HED partnership provided support for the training of Domasi College and Mzuzu University education faculty, helped develop distance education and later launched a pilot program. Using USAID funding, Malawians at Mzuzu University learned advanced techniques in information technology at Virginia Tech which they tried to implement in Malawi. They soon realized they had to adapt to print because of issues such as lack of infrastructure and costly Internet access. At Domasi College the Virginia Tech-trained faculty established a bachelor's in Education program.

Three Malawian students – Simeon Gwayi, Mapopa Sanga and Denis Khasu – contributed to the internationalization of the Virginia Tech campus and cultural exchange in the community. They also encouraged a deepening interest and sense of social responsibility among the local Blacksburg Presbyterian Church members and faculty and students alike from neighboring schools, Radford University and North Carolina Agricultural and Technical State University. “All of the universities of Malawi have a piece of that project,” said Josiah Tlou, U.S. partnership director at Virginia Tech. Both Gwayi and Sanga are considering appropriate electronic uses for the curriculum and techniques by producing courses on CD-ROM to facilitate a more robust and engaging distance-education program.

Traveling between Malawi and Virginia through a study abroad program, Virginia Tech Professor Patricia Kelly and several faculty members, church members, graduate and undergraduate students from Virginia Tech, Radford and North Carolina A&T continue to visit Malawi's schools because of their initial interactions with the students. Recognizing and studying the needs of an entire community, soon thereafter, organization called the *Malawi Chibale Project* established a regular meal program, a scholarship program, and pen-pal program to encourage girls to continue education at primary and secondary schools. This ongoing program has helped the group understand how to help, too. “We've learned a lot on how to be a partner and not a donor,” said Blacksburg Presbyterian Church member Barbara Michelsen. “We are still learning.” Students have also been influenced, “I will forever be attached to Malawi,” said Lexi Hollar, who traveled to Malawi in 2008 through the study abroad program and chronicled her experiences on the blog, lexisafricanadventure.blogspot.com.



Courtesy of Chibale/brochure

Representatives from Virginia Polytechnic Institute and State University, Radford University, and North Carolina Agricultural and Technical State University have formed Chibale. Chibale means 'relationship.'

Higher education involvement continued through another project, 'Mobile Malawi.' Recognizing the vanishing fate of traditional practices due to disease, globalization and technology, Virginia Tech professors George Glasson, Michael Evans and their students used technology to bridge the generation gap and link Malawi elders' indigenous knowledge of crop and land preservation techniques to produce 'Mobile Malawi.' Using phones donated by Nokia, local Malawians — particularly students — are able to send pictures of plants and crops, share techniques and farming updates. They also listen to short pre-recorded instructions from elders on how to employ traditional farming methods in a blog forum that can be accessed by mobile phone or internet.

Primary school education in the U.S. was also incorporated into the cultural exchange. Elizabeth Barber, an assistant professor in the Leadership Studies Program at North Carolina A&T worked with Greensboro's urban primary students to expose them to Malawian culture through a research project in which the students gathered information on Virginia and Malawi to create a 'Big Book.' This project, which is part of a Service Learning Tutoring program, also helped the students learn about their own geography, culture, and language. A copy of this 'Big Book' still serves as a classroom resource tool called *The Globe Encyclopedia for Kids* at Washington Elementary School in Greensboro, NC. The original copy rests with the primary school in Malawi. "We think more children in [Greensboro] know about Malawi than other areas," said Barber, who previously traveled to Malawi under a Fulbright award.

Gwayi, Sanga, and Khasu's personal journeys and the transformations in primary and higher education – in Malawi and the United States – began with USAID funding and continue because of the individual and institutional relationships with Virginia Tech. Another team of U.S. faculty, students, and local residents is preparing to travel to Malawi in June 2010. "The spin-offs from this seed award have been enormous on both sides of the ocean," said Tlou.



Malawian students, Blacksburg Presbyterian Church members, and Virginia Tech students and faculty came together to discuss their activities in the U.S. and Malawi during and beyond the partnership funding period.

11/09

SUCCESS STORY

Improved variety of goats enhances nutritional supplements, family income

Lincoln University of Missouri/University of Malawi at Bunda College of Agriculture



HED photos

Winchester M.D. Mvula, (at left) a technician from Bunda College of Agriculture, describes income generation benefits from improved goat breeds, which have also dramatically improved the nutrition and health of vulnerable children with higher milk production.



Mkoche village members discuss the advantages of having a crossbred goat in the community. Local goats produce approximately 300 milliliters of milk per day, while a crossbred goat can produce 500-1000 milliliters of milk per day.

Goat milk is not just for kids anymore! Kids as in baby goats that is. Instead, the University of Malawi at Bunda College of Agriculture goat project is promoting high-quality nutritional supplements for malnourished children, orphans, and vulnerable children which contain goat milk mixed with other high-protein supplements. Historically, goat milk in the region is fed to the goat kids and goat meat is the family economic enterprise.

This work is being conducted via a Higher Education for Development (HED) partnership award in 2000 to Lincoln University of Missouri and the University of Malawi at Bunda College, which focused on improving child survival from malnutrition and HIV/AIDS through increased consumption of goat milk.

This partnership promotes crossbreeding of local goats with purebred strains from France and South Africa to improve animal health and increase milk production. Although these new varieties of goats were being developed, the university nutritionists were demonstrating the value of goat milk, mixed with soy supplements, and fed to a sample of children at the local hospital rehabilitation center for malnourished and vulnerable children. The mortality rate of these children dropped considerably and the children's health improved in record time allowing them to return to their homes.

Ten years later, the production of these healthy, high milk producing goats is still supervised by Bunda College to assist families with income generation from the sale of improved goat varieties, which often brings more than twice the normal price. Local and international nongovernment organizations frequently purchase the healthy milking goats for their orphanages and child nutrition rehabilitation centers as an on-site source of good protein. Human consumption of goat milk has become so valuable that local citizens now must worry about thievery of their highly valuable goats.

10/09

SUCCESS STORY

Namibian, U.S. students tackle erosion with community support

Worcester Polytechnic Institute/The Polytechnic of Namibia



Photos: Jennifer Keating

WPI and PON students studied and diagnosed erosion control problems with community members through participatory action research.

A partnership between Worcester Polytechnic Institute (WPI) in Worcester, Massachusetts, and The Polytechnic of Namibia (PON) led to the development of a student exchange program – a program so valuable, it has continued for five years. WPI students are required to conduct an interdisciplinary research project concerning links between society and science/technology. The on-going relationship between WPI and PON provides an opportunity for this requirement to be fulfilled through a research project with a service learning component in Namibia.

This exchange program brings together Namibian and U.S. students with governmental agencies and community groups dedicated to providing sustainable, locally based development services. Services are provided to low-income townships surrounding the Namibian capital city of Windhoek, where WPI students have the possibility to partner with people from PON or other groups to identify pressing development issues, engage the communities most directly affected, and devise long-term solutions.

“My experience in Namibia was without a doubt the best thing I took away from college, and I thank your organization for the funding of the connection between WPI and the Poly.”

- Jennifer Keating, Worcester Polytechnic Institute, Class of 2009



The team – including Andreas Shigweda of PON, pictured above – built tire walls to reduce erosion and shared techniques on how to replicate the community service project.

One recent example of a project undertaken by these students involved the development of an erosion control system in the community of Otjomuise. Four students from WPI and two students from PON partnered with The Namibia Housing Action Group, the Department of Land Management at the PON, and the Shack Dweller’s Federation of Namibia to conduct research around issues of erosion and land management. After interviewing Otjomuise community members and touring the area, students worked with community leaders to identify areas of concern and to devise affordable solutions.

Students found that erosion is particularly destructive in the community during Namibia’s rainy season. Partners reported: “Flooding of homes is a common occurrence and large, hazardous channels are often carved out of the surface soil due to fast moving runoff.” To address these issues, students worked with community members to construct tire walls and walkways designed to slow the flow of rain water. Some of the rain water was then channeled into several vegetable gardens. The students also strategically placed rocks unearthed during construction and planted various forms of ground cover vegetation to prevent future erosion. Finally, PON and WPI students gave presentations to community members in several languages and produced educational materials illustrating these methods so that similar construction could be independently undertaken in other communities in the future.

SUCCESS STORY

Students go to villages for higher education, community health program

University of North Florida/College Universitaire Régional de Bambey



HED photos

Sow Amadou Diati, (at right) a student at College Universitaire Régional de Bambey studying community health, describes his studies at CUR and his recent practicum at a Red Cross to an HED associate.

Senegal now has more options in higher education outside of its big cities. For newly graduated high-school students in Senegal preparing to attend a higher education institution, many will apply to the large universities in Senegal based in Dakar or Saint-Louis. But, now others will consider attending institutions in small villages.

Sow Amadou Diati left the capital to attend a village-based community college-style institution, College Universitaire Régional de Bambey – because it was new and he wanted to study medicine. He enrolled specifically for CUR-Bambey’s community health program, whose curriculum was launched through an U.S. Agency for International Development-funded partnership among the University of North Florida, Florida Agricultural and Mechanical University, Florida Community College at Jacksonville and the then-Centre Universitaire Régional. With a grant of \$99,998 awarded by the Higher Education for Development, the partners held workshops and trainings for nine Senegalese community health professionals and all worked together to implement a curriculum for a community college-style health program.



The new dental office at the student clinic in Bambey is well-equipped and recently opened in August 2009.

Now, as a student in his third and final year of the CUR-Bambey community health program, Diati said the school’s program has exposed him to a structured curriculum of courses including elementary health and biomedicine, biostatistics, epidemiology, and three types of practicum.

Diati participated in an internship with the Red Cross in Senegal, through which he learned how to clean wounds and conduct prenatal consultations. With this foundation, Diati and his 51 fellow colleagues anticipate graduating as the first class from CUR with a license (a three-year degree based on the French education system) in community health in March 2010. He said he will likely continue his studies for a master or doctorate-level in Dakar.

CUR administrators have expanded on the idea of serving the community through teaching and service by building a well-equipped student health center, which is also open to the surrounding community. The center, which opened in August 2009, is located off-campus in Bambey, “one of three poorest villages in Senegal,” according to Cheikh Mbacke Sene, CUR’s secretary general. The clinic has an indoor waiting room, dental office, sick beds, and gynecological exam room.

Upholding the values of intellectual exchange through their “Bring the Knowledge” program, CUR has also succeeded in enrolling students at its other three campus sites in Diourbel, Lambaye and Ngoundiane – all small villages. The other sites focus on disciplines such as information communications technology, business and economics, and math, chemistry and physics. New dorms are planned to be in the communities rather than on campus to further facilitate students engagement



with the local people on topics such as computer training, while elders share traditional information. “At first no student wanted to be on the decentralized site, now no student wants to go the central one,” said Sene.

The focus on practical involvement in community health and education, initially demonstrated through the pioneering USAID-funded partnership, allows for positive cultural exchanges. Students don’t have to go to capital for higher education, but can learn and serve local people, who in turn have the opportunity to share their traditional knowledge.

9/09

Attachment 2: Study Design

STUDY DESIGN

Purpose of the Africa Partnership Assessment

During spring 2009, the United States Agency for International Development (USAID) Bureau for Economic Growth, Agriculture, and Trade (EGAT)/Washington and Higher Education for Development (HED) initiated an impact assessment of selected higher education partnerships in Africa that have occurred since 1998. The assessment focused on:

- Impact of partnerships to strengthen the capacity of host country faculty and institutions to deliver quality higher education;
- Impact of increased capacity of host country higher education faculty and institutions to support development goals;
- Impact of partnership activity on U.S. faculty, students, and institutions; and,
- Evidence of sustainability of partnership capacity building, and ‘lessons learned.’

Higher Education for Development (HED)

HED is a nongovernmental partner organization representing the U.S. higher education community through six higher education associations¹ and their constituencies. It receives funding from USAID’s EGAT Office under a cooperative agreement between USAID and the American Council on Education, to manage a program of ‘University Partnerships.’ Specifically, HED’s mission is to assist the nation’s six major higher education associations to build partnerships with USAID and help their member institutions foster cooperative development partnerships with colleges and universities abroad. Uniquely positioned to promote the involvement of U.S. higher education in global development, HED encourages international partnerships to address U.S. government strategic development goals. Ten years have elapsed since the first higher education partnerships were implemented. Consequently, this assessment endeavor was judged by both HED and USAID to be a timely effort.

Background

From 1998 through 2006, HED awarded 22 higher education partnerships in three countries in Africa: Botswana, Ghana, Malawi, Mozambique, Namibia, and Senegal. (See Table 1.) The 2009 impact assessment reviewed objectives, expected outcomes, results, and impacts from 12 of these 22 partnerships.

Information Collection Methods

Where

During April, August and September 2009, three teams of three or four people each visited higher education partnerships in the three Africa countries. (See Figure 1 for country locations, p. 6) Team one, including Dr. Jane Gore, Meena Nabavi, and Jarred Butto, traveled to Botswana

¹The American Council on Education, American Association of Community Colleges, American Association of State Colleges and Universities, Association of American Universities, National Association of Independent Colleges and Universities, and Association of Public and Land-grant Universities are professional associations of presidents of U.S. colleges and universities.

and Namibia. Team two, with Jeanne-Marie Duval, Marilyn Crane, Lynn Simmonds, and Dr. Gore, visited Ghana and Senegal. Team three, comprising Manny Sanchez, Meena Nabavi, and Dr. Gore, went to Malawi and Mozambique (For staff biosketches, see p.i; and for assessment itineraries, see Appendix B.)

Twelve HED partnerships in six African countries since 1998, were selected for inclusion in this study — representing a cross-section of diversity of program areas, institutional composition, and geographic settings. The remaining ten partnerships in those countries were not included because key personnel could not be located and/or site visits proved logistically impossible for reasons of security, budget or access.

What Information, From What Sources

This assessment effort – led by Dr. Jane Gore and Dr. Malcolm Odell, and drawing on the expertise and experience of HED staff members listed on p. i – summarized quantitative and qualitative evidence of impact on both host country and U.S. partners — faculty, students, and institutions — and impact on local/national development needs as related to the original assessment objectives (p. 1).

Implementing the assessment process required the research teams to:

- First, determine what information was needed to focus the assessment on evidence of impact,
- Second, establish the sources of that information, and
- Third, decide the most prudent methods for gathering information.

Major sources of information included:

- Survey of secondary data from grant applications, sub-agreements between, progress reports, and conference reports;
- Structured telephone interviews with project managers representing the U.S. partners; and
- Site visit observation and /interviews with host country partners at their institutions of higher education.

When reviewing written documents, planners looked for evidence of higher education partnership influence on:

- Human capacity building as defined by USAID,²
- Institutional capacity strengthening as defined by USAID,³

²USAID: Defined as knowledge, skills, and training for individuals to (a) broaden and increase individual access and completion of education, or (b) specialized proficiency opportunities — long and short-term degrees, exchanges, study tours, technical training at home and abroad) relevant to their country's development.

³ USAID: Strengthening is measured as an improvement in the organizational components or operational aspects of higher education institutions that enable the institution to better contribute to host country development. Includes strengthened faculty departments, improved analytical and research capacity, increased university outreach, improved financial management, increased capacity of teacher training institutions especially to fill gaps caused by HIV/AIDS, larger numbers of teachers resulting from rapidly growing school enrollments, and improved application of technology to host country needs.

- Contributions to targeted discipline areas and local development goals, and
- National policy, NGO support, workforce development, and other public service outside the tertiary institutions.

Similarly, interview questions for U.S. partners and host country national participants focused on:

- Human capacity building for both U.S. and host country national participants,
 - Institutional capacity strengthening, for both U.S. and HCN institutions,
 - Contributions to development goals, e.g., goals related to the USAID development goals; and,
 - Service outside the university including policy advising.
- (See Appendix A for copies of telephone interview and field visit questions.)

How

Once written reports were reviewed and summarized, a standardized set of indicators and questions regarding information and perceptions about lessons learned, impact, sustainability, and program areas were developed for the telephone interviews with 12 U.S. partnership directors and site interviews with host country participants. Host country national academics, host country students, and other community and NGO participants including host country and U.S. government personnel were interviewed as part of the site visit process. The teams visited the partnership sites including education institutions and off-campus locations where partnership activities have taken place.

Plan for Information Collection for Africa Partnership Assessments				
What We Want to Know	How We Might Find Out			What We Expect to Find
	Secondary Information	Surveys - Interviews	Observations	Expected Outcomes – Results
Review purpose, expected activities, outcomes: goals for partnership human and institutional capacity building	Original application; sub-agreement	Phone and site visit interviews ask 'goals in retrospect'	Observe academic environment, staffing at host country institution	Objectives for partnership work; Planned activities, outcomes
Objectives – activities and outcomes and results	Summarize reports from files; Report for Annual Synergy Conference	Review with partnership personnel in phone and site interviews	Observe demonstrated outcomes at host country institution	Expected activities and outcomes; quantitative, qualitative
Expected Impact	Synergy Conference summary	Verify reporting numbers; seek qualitative substantiation	Demonstrated impacts at host country institution and communities	Expected impact; quantitative, qualitative
Reported Recent Success Stories	Semi-annual and final reports	Seek partners most memorable stories	Seek host country staff, students most memorable stories	Outcomes; most memorable stories demonstrating impact and sustainability

Plan for Information Collection for Africa Partnership Assessments (continued)				
What We Want to Know	How We Might Find Out			What We Expect to Find
	Secondary Information	Surveys - Interviews	Observations	Expected Outcomes – Results
Review partnership purpose, outcomes results with U.S. partner; focus on evidence of capacity building	Semi-annual and final reports	Phone survey with U.S. participants	Demonstrated capacity building impacts at host country level	Review outcomes; expected impact of partnership to HCN institution and to U.S. institution
Review partnership benefits to local U.S. higher education community	Semi-annual and final reports	Phone survey with U.S. participants	News, media stories; academic publications	Outcomes and impact to U.S. institution; results
Review partnership benefits to local U.S. NGO community (outside university)	Semi-annual and final reports	Phone survey with U.S. participants	News, media stories; academic publications	Outcomes and impact to larger U.S. community;
Confirm evidence of HCN human capacity building outcomes	Semi-annual and final reports	Interviews with HCN recipients	Demonstrated human capacity building among HCN staff, students, community members	Outcomes and impact to HCN staff and faculty of higher education institutions
Confirm evidence of HCN institutional capacity building outcomes	Semi-annual and final reports	Interviews with HCN recipients	Visit to HCN institution	Outcomes and impact to HCN institution of higher education
Look for evidence of HCN partnership outcomes outside higher education institution	Semi-annual and final reports	Interviews with appropriate HCN participants, community members	Visits to ministries, NGOs, government entities	Outcomes and impact to HCN community outside higher education institutions
Include any serendipitous findings, results related to partnership objectives; overall HED purpose	Semi-annual and final reports	Interviews with appropriate HCN participants, community members	Observe unexpected outcomes at host country institution	Unexpected outcomes and Impact to both U.S. and HCN faculty, staff, students institutions; affects on development policy and goals
Other, i.e., characteristics of good partnerships; management issues	Semi-annual and final reports	Interviews with HCN recipients	Observe management structures at host country institution	Recommendations for making HED higher education program better