ANNUAL PROGRESS REPORT

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

HIGHER EDUCATION FOR DEVELOPMENT (HED)

Knowledge, Partnership, Results

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

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

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

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Acronyms

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

Performance Highlights

Funded by U.S. Agency for International Development (USAID) and the U.S. Department of State, Higher Education for Development (HED) mobilizes the expertise and resources of the higher education community to address global development challenges by facilitating and managing higher education partnerships. These partnerships provide training, applied research, community outreach, policy analysis, and institutional capacity development, which are critical to furthering U.S. government foreign assistance goals.

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

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

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

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

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

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

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

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

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

Section 1—About HED and Higher Education Partnerships

1.1 Higher Education for Development

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

1.1.1 HED Objectives

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

HED's innovative partnership model focuses on the development of human capital and the organizational strengthening of host-country institutions, which are key elements in achieving economic growth and social advancement. HED's innovative partnership model is based on its Theory of Change which posits that higher education institutions are key to economic growth and the advancement of societies. Higher education contributes to creating new bodies of knowledge and bringing solutions to market, engaging active and emergent leadership, and building competent workforce. By promoting a culture of continuous learning and innovation within and outside the walls of the institutions, these elements can support policy changes and create enabling environments to facilitate development.

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

The LWA (AEG-A-00-05-007-00) contains seven performance objectives:

- **Objective 1**—HED will work with higher education institutions and USAID Missions, Bureaus, and technical sectors to design Request for Applications resulting in 10 or more collaborative partnerships (four to eight solicitations annually—Leader and Associate Awards).

- **Objective 2**—HED will widely distribute RFAs and conduct fair and transparent application review, and nomination processes for partnership selection resulting in broad participation from the U.S. higher education community.

- **Objective 3**—Partnerships between U.S. and host-country higher education institutions will result in improved institutional capacity to offer technical assistance for addressing development goals in host countries.

- **Objective 4**—Partnerships between U.S. and host-country higher education institutions will result in improved human capacity of higher education professionals to address teaching,

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

research, and public service resulting in measurable effects on regional and national development goals.

- **Objective 5—**HED will secure advisory assistance/expertise from the higher education community to support USAID Bureaus, Missions, and technical sectors' strategic objectives.

- **Objective 6—**HED will sponsor/promote a series of research studies, roundtables, and conferences related to global development issues resulting in:
  - State-of-the-art research and practices shared with USAID and the higher education community worldwide;
  - Shared innovations in development practice; and
  - Opportunities for international development collaboration among USAID, Non-government organizations (NGOs), higher education, foundations, and other relevant organizations.

- **Objective 7—**HED will provide results-based management, ongoing monitoring, and impact studies and research. During the cooperative agreement's fourth year, HED will design and implement a valid and reliable research study to measure the degree of impact on development goals resulting from higher education partnerships' contributions to poverty reduction, economic growth, and social advancement.

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

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

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

1.1.3 USAID's Strategic Approaches and HED

USAID's Education Strategy and HED

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

USAID Forward and HED

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

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

and the Accra Agenda for Action while ensuring more effective programming and closer collaboration with local actors in education and other sectors." (USAID Education Strategy, page 5)[3]

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

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

1.2 Higher Education Partnerships in FY2013

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

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

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

1.2.1 Soliciting and Forging New Partnerships

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

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

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

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

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

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

1.2.2 Higher Education Partnerships and Institutions Supported

Higher Education Partnerships Funded

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

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

IN FOCUS-

15 Partnerships Initiated in FY2013

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

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

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

IN FOCUS-

14 Partnerships Closed in FY2013

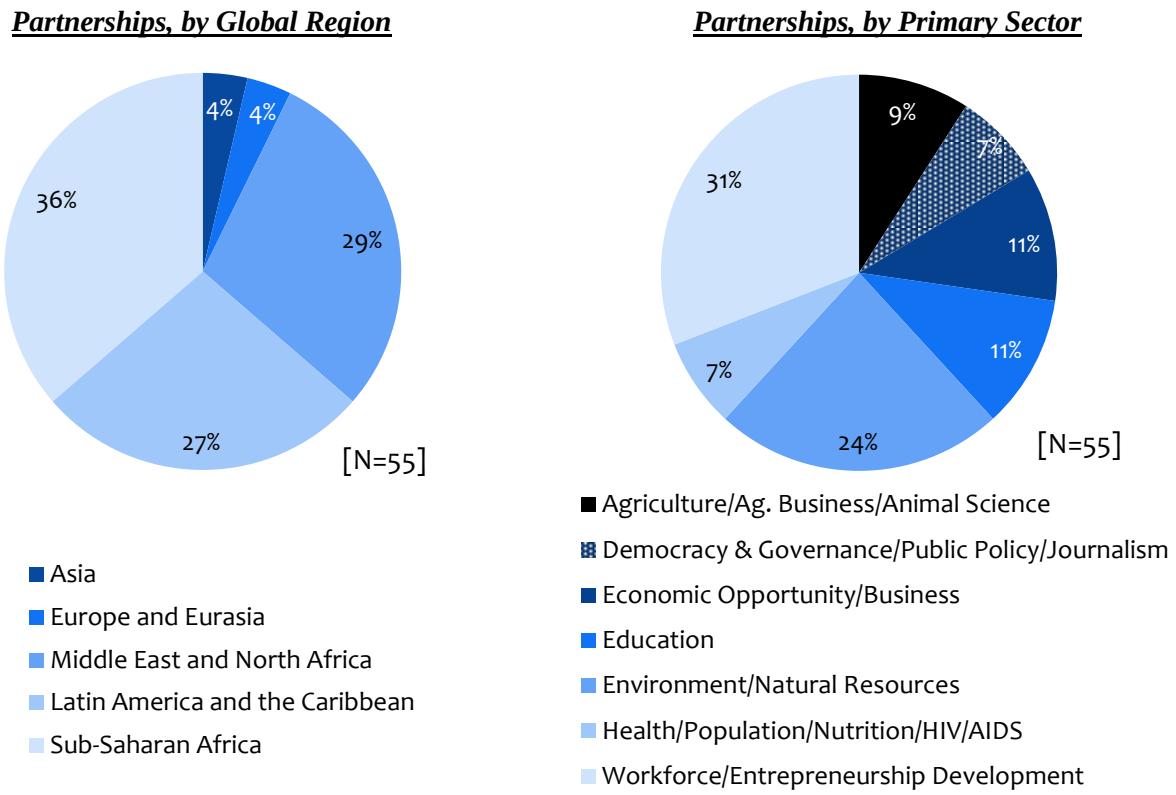
1. University of Hawai'i at Manoa – Agricultural University of Tirana (Albania)
2. University of Michigan, William Davidson Institute – Mentouri University Constantine (Algeria)
3. Tulane University – Universidad Iberoamericana/Universidad Rafael Landívar/Universidad Paulo Freire (Dominican Republic,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

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

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

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

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



Higher Education Institutions Supported

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

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

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

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

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

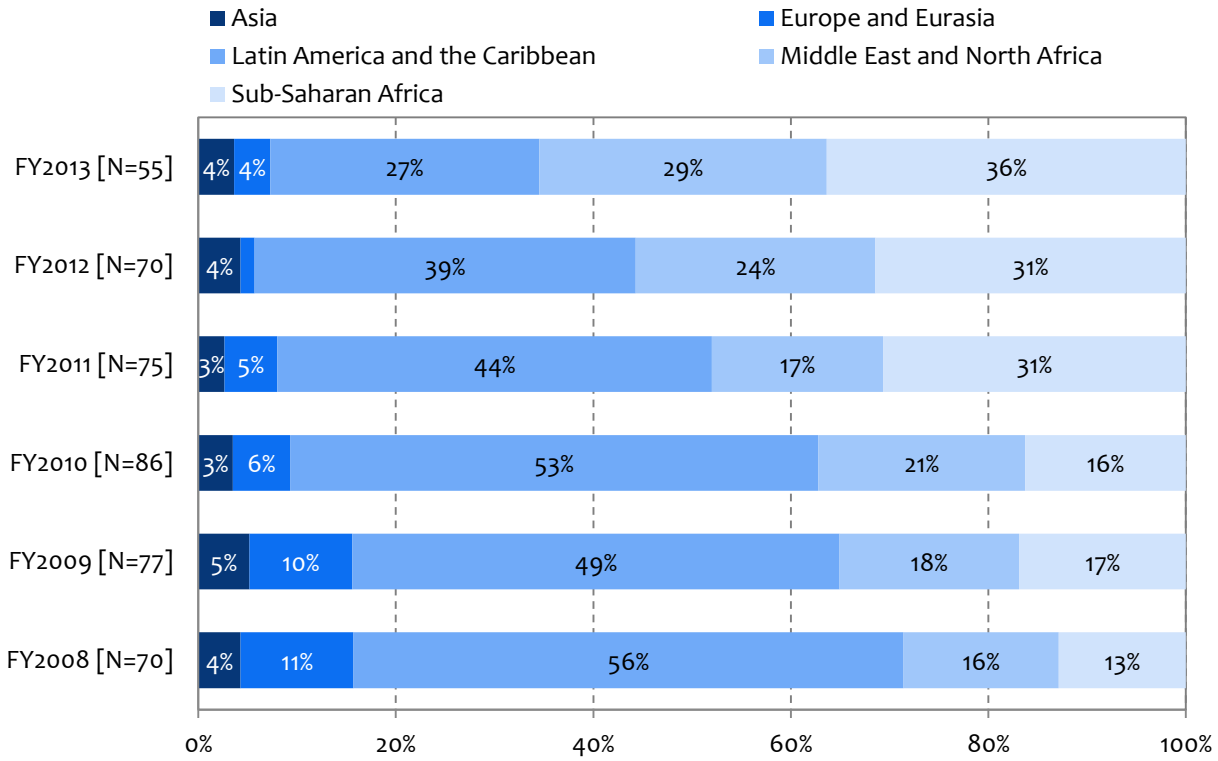
One example of this collaboration is HED's *Pathways to Cleaner Production* partnership which aims to contribute to cleaner production and sustainable international development (SID) practices in participating countries in Latin America and the Caribbean region. This partnership brings together seven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

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

Portfolio Trends over Time

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

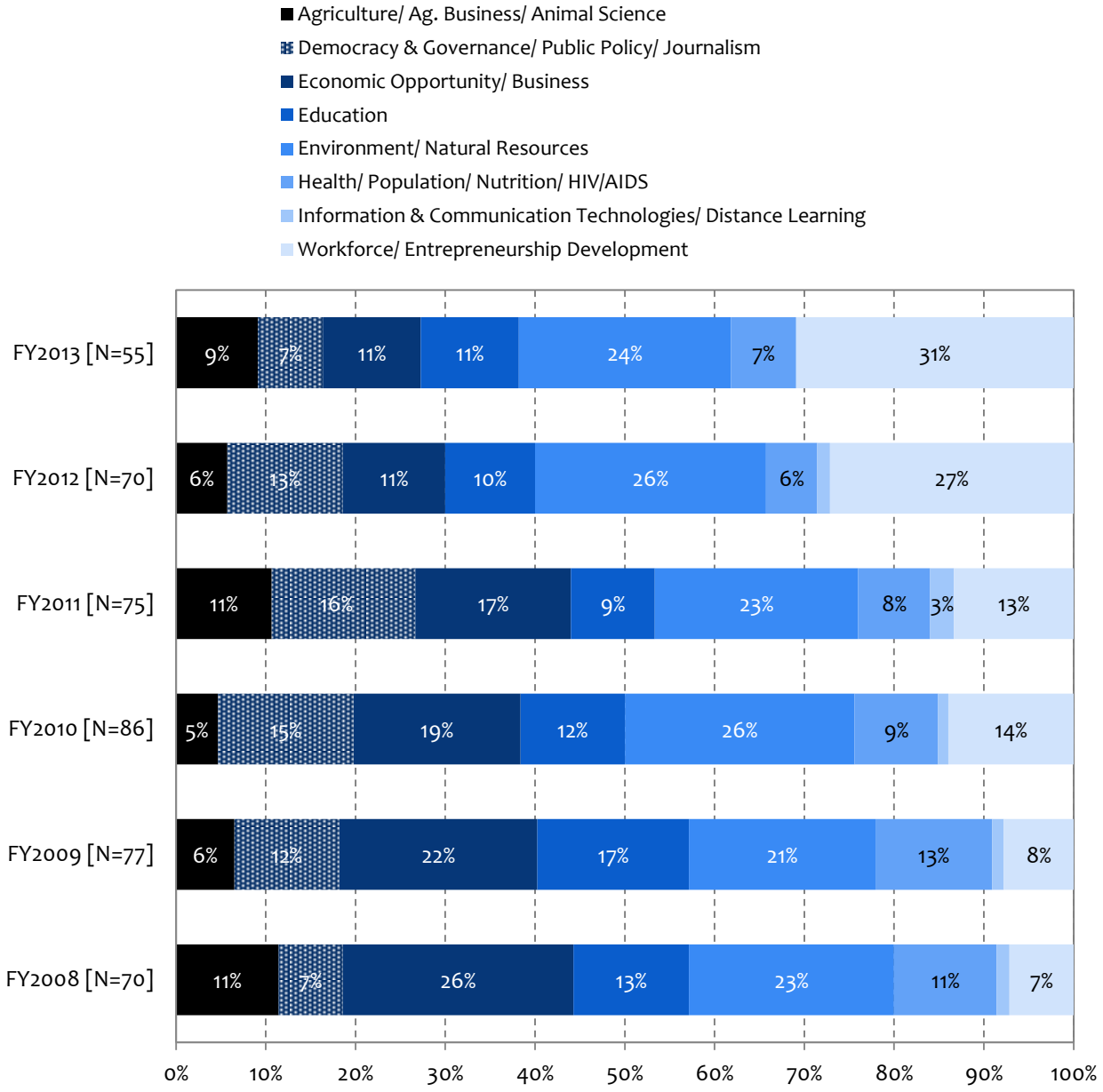
Figure 2. ***HED Partnerships, by Global Region: FY2008 to FY2013***



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

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

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



Section 2—Development Results

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

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

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

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

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

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

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

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

LWA Indicators	FY2013 Results
F INDICATOR: Number of USG-supported tertiary education programs that adopt policies and/or procedures to strengthen transparency of admissions and/or to increase access of underserved and disadvantaged groups (LWA Objective 3)	7 partnerships (17 policies/procedures)
F INDICATOR: Number of individuals from underserved and/or disadvantaged groups accessing tertiary education programs (LWA Objective 4)	5,713 (Male: 2,821; Female: 2,892)

2.1.1 Access of Individuals from Underserved and/or Disadvantaged Groups

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

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

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

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

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

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

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

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

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

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

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

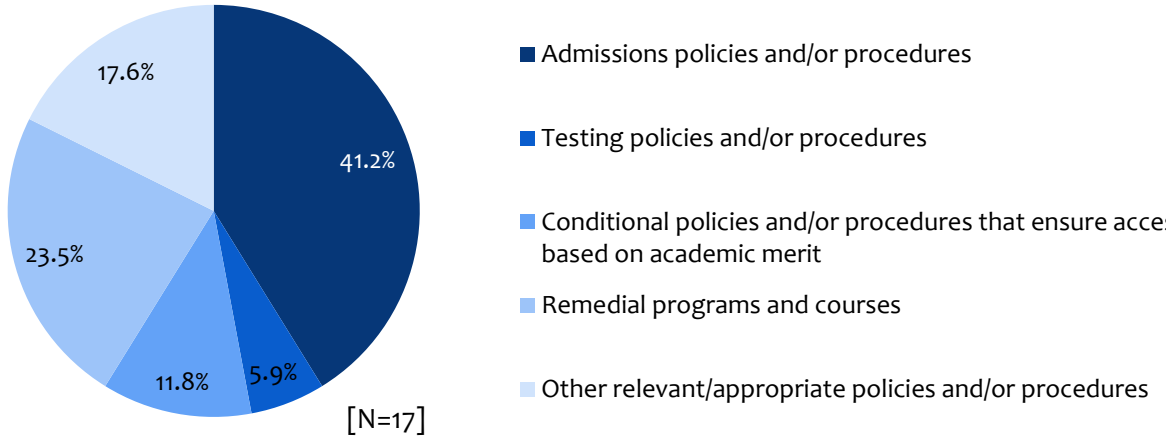
- In Ecuador, the Universidad San Francisco de Quito (USFQ), partnering with the University of North Carolina, is working actively to increase the number of indigenous students from the Ecuadorian Amazon who are offered admission. The baseline study for the partnership conducted in January 2013 indicated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

2.1.2 Access Policies

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

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

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



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

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

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

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

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

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

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

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

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

2.2.1 Development Research

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

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

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

<u>Research – Joint</u>

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

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

Examples of joint research projects included the following:

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

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

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

Research – Applied, Replicated, Taken to Market

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

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

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

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

The following are several examples of research initiative whose findings were applied, replicated, or taken to market in FY2013:

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

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

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

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

LWA Indicators	FY2013 Results
F INDICATOR: Number of tertiary institution faculty or teaching staff whose qualifications are strengthened through USG-supported tertiary education partnerships (LWA Objective 4)	21 (Male: 18; Female: 3)
CUSTOM INDICATOR: Number of host-country individuals (excluding faculty/teaching staff) who completed USG-funded long-term programs resulting in academic degrees or professional or technical certificates (LWA Objective 4)	1,843 (Male: 953; Female: 890)
CUSTOM INDICATOR: Number of host-country institution faculty and/or teaching staff who enrolled in long-term training programs for qualifications strengthening (LWA Objective 4)	83 (Male: 48; Female: 35)
CUSTOM INDICATOR: Number of host-country individuals who completed USG-funded short-term training or exchange programs involving higher education institutions (Short-term qualifications strengthening—all individuals) (LWA Objective 4)	4,347[9] (Male: 2,502; Female: 1,845)

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

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

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

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

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

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

Faculty/teaching staff started long-term trainings in the host-country itself, at the U.S. partner institution, or in a nearby developing country. When some faculty enrolled in programs in the United States, they took English-language classes before their training began to improve their English skills. Some faculty members also enrolled in online classes to help accommodate their schedules. Faculty long-term studies were generally funded in part of in full through the partnership, via fellowships or scholarships. However partnership support went beyond financial support. Programs of study sometimes included mentoring and coaching with advisors that were interested in helping them build their capacity as researchers and students.

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

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

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

In FY2013, seven partnerships reported that **21 faculty/teaching staff affiliated with host-country institutions completed long-term training programs** to strengthen their qualifications. These long-term trainings lasted at least six months in duration and encompassed certificate programs, associate degree programs, bachelor degree programs, master's degree programs, or PhD degree programs. More male (86 percent, n=18) than female (14 percent, n=3) faculty graduated from their long-term programs. Host-country institution faculty and/or teaching staff represented approximately one percent of the total number of individuals who completed long-term training programs supported through HED partnerships.

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

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

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

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

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

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

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

In FY2013, 17 partnerships reported that **1,821 students and 22 administrative/other staff affiliated with host-country institutions completed long-term training programs** to strengthen their qualifications. Males and females completed long-term training opportunities in nearly equal proportions (52 percent male, n=953; and 48 percent female, n=890). Host-country institution students and administrative staff represented approximately 99 percent of the total number of individuals who completed long-term training programs. Partnership support could include full or partial program enhancements, or staff training for example. These long-term trainings lasted at least six months in

duration and encompassed certificate programs, associate degree programs, bachelor degree programs, master's degree programs, or PhD degree programs.

Table 10 provides data on long-term degree completion for students and administrative/other staff disaggregated by degree type and gender. The vast majority of students graduated with a bachelor degree (53 percent, n=963) or other type of long-term program, which could be research-focused (32 percent, n=590). By comparison, most administrative/other staff graduated with a certificate (96 percent, n=21).

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

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

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

Important FY2013 achievements that illustrate partnerships' efforts to help host-country institution students and other staff successfully complete their long-term programs of study, so that their strengthened knowledge and skills make them competitively qualified on the labor market, are as follows:

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

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

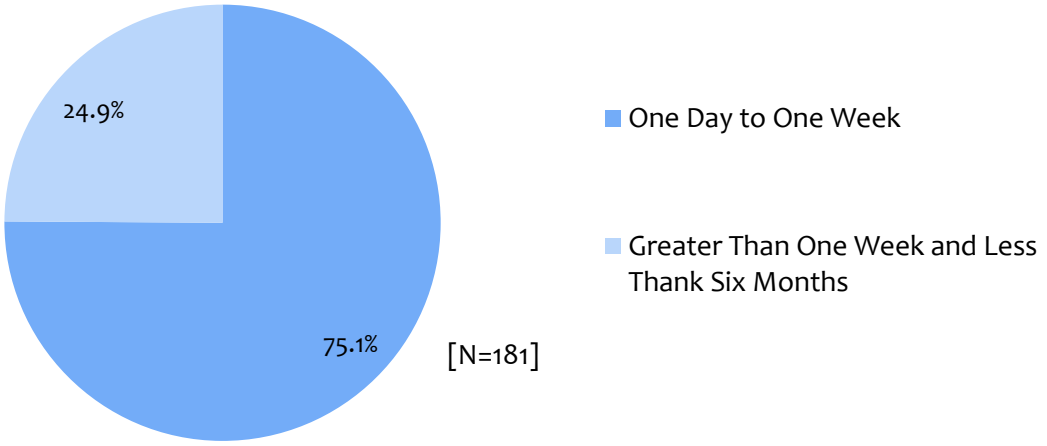
- In Jordan, eight students completed a three-course pilot and earned certificates in entrepreneurship at Al Quds College as part of the partnership with Eastern Iowa Community College District. The entrepreneurship certificate culminates with the drafting and presentation of business plans to the partnership's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

Short-term Qualifications Strengthening

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

To understand the scope and significance of short-term training opportunities offered through HED partnerships, trainings are tracked by their relative duration: trainings that are longer than one week and less than six months in duration as well as trainings that last between one day and one week. As shown in **Figure 5**, a significant majority of short-term trainings offered through HED partnerships in FY2013 (75 percent) lasted between one day and one week.

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



Tightly linked to partners' strategic objectives overall, the specific purposes of the short-term trainings varied widely across partnerships. These included, for example, increasing staff's capacity to respond to immediate needs (such as improving curricula), organizing training-of-trainers opportunities with scalability as a core focus, participating in practical applications or research in their areas of expertise, or

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

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

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

2.2.3 Outreach and/or Extension

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

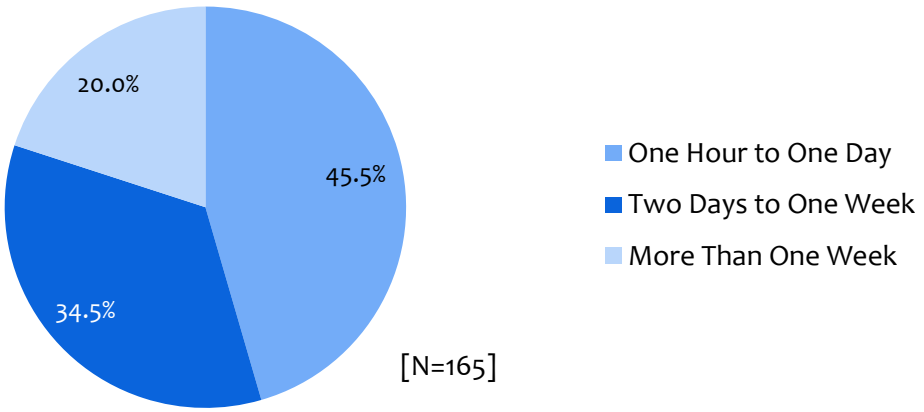
Table 11. ***Improved Quality of Tertiary Education and Research in Support of Country Development Strategies (Direct Engagements in the Host-country Community): FY2013 Results***

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

In FY2013, 39 HED partnerships reported having conducted **165 outreach/extension activities in the host-country community**. The number of extension/outreach activities ranged between one and 15 per partnership. In all, these activities reached approximately 9,200 individuals. According to the definition for this indicator, outreach/ extension activities bring the work, experience, knowledge, information, inventions, etc., of the higher host-country higher education institution into its community with the purpose of extending knowledge to address local needs.

To understand the scope and significance of outreach/extension activities offered through HED partnerships, activities are tracked by their relative duration: one hour to one day, two days to one week, or more than one week. As showed in **Figure 6**, most outreach/extension activities offered through HED partnerships in FY2013 lasted one day or less (46 percent).

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



The types of outreach activities varied widely in nature, scope, and target audience. They included workshops, hands-on trainings, presentations or lectures, stakeholder consultations, conferences, continuing education opportunities, and expert consultations. In terms of scale, some events reached out to local villagers while other events involved international actors. These events engaged a mosaic of community members including professionals, community members, and experts as well as individuals from governments, the nonprofit sector, public sector, and other institutions of higher learning. The purposes of these activities were to empower communities through increasing knowledge and skills and enhancing their supporting networks.

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

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

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

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

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

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

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

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

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

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

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

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

2.3.1 Education Offerings

Curricula New and/or Revised

In FY2013, 14 HED partnerships invested efforts in curriculum revisions at their host-country institutions. In FY2013, **HED partnerships revised a total of 48 curricula, out of which 39 were revised with private and public sector employer input or on the basis of market research** (81 percent, see **Table 13**). According to the definition of this indicator, private or public sector employers' input signifies a substantive involvement with tertiary curriculum developers to assure labor market needs are taken into account. A curriculum is a set of all courses that a student must complete in order to obtain an academic certificate or degree offered at a host-country institution.

Table 13. ***Curricula New and/or Revised: FY2013***

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

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

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

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

Programs – New

In FY2013, eight partnerships reported the implementation of **12 new academic programs**. According to the definition of this indicator, an academic certificate and/or degree program is a structured course of study, based on defined curricula in a specific discipline, resulting in a granting of a postsecondary degree or certificate. Nearly half of them are offering new certificate degrees (n=5) and nearly one-third (n=3) are offering master's degrees, while two of these new programs were in the associate and PhD levels, each (see **Table 14**).

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

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

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

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

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

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

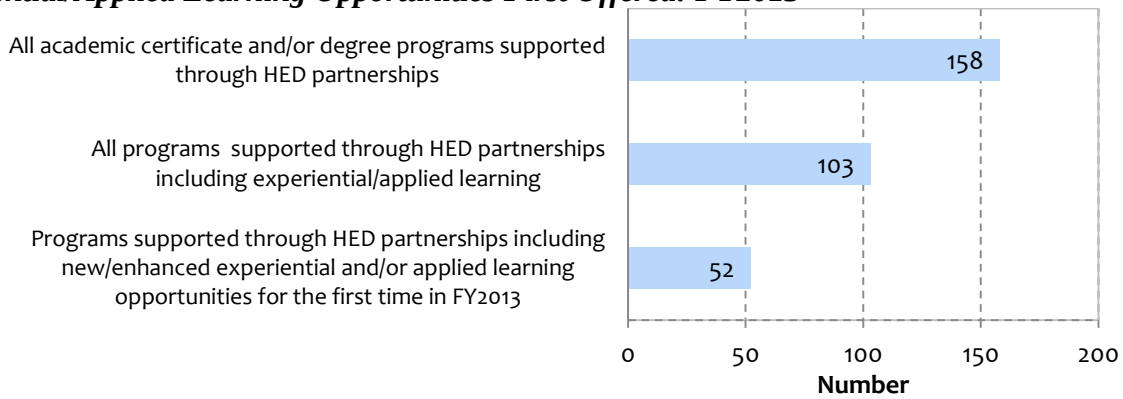
- In Jordan, Al Quds College, partnering with Eastern Iowa Community College District, is piloting an interactive, online program to support entrepreneurship called "Build Your Business" (BYB), with students at Al Quds. This entrepreneurship training course is designed to introduce young people to the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

2.3.2 Experiential/ Applied Learning Opportunities

In FY2013, **22 HED partnerships reported having implemented new/enhanced experiential and/or applied learning opportunities for the first time at host-country institutions**. In all, these 22 partnerships reported that new/enhanced experiential and/or applied learning opportunities benefited 52 academic certificate and/or degree programs supported (i.e., certificates and associate, bachelor, master's, and PhD degrees). According to the definition for this indicator, experiential learning is an educational practice of supplementing the classroom setting with work experience in the real world. Applied learning provides opportunities to apply classroom knowledge and skills to real world situations. Both require some structured work experience integrated with classroom learning and aim at increasing participants' readiness to enter the labor market upon completion of the program.

To understand the scope and significance of the experiential/applied learning opportunities developed and implemented through HED partnerships, additional data are tracked on programs supported and experiential/applied opportunities. As showed in **Figure 7**, a total of 158 academic certificate/degree programs were supported through HED partnerships in FY2013, of which 103 had experiential/applied learning opportunities (42 percent). Of these, 52 had new/enhanced experiential/applied learning opportunities in FY2013 (50 percent), regardless of the actual number of experiential opportunities first offered.

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



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

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

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

2.4 Direct Beneficiaries

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

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

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

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

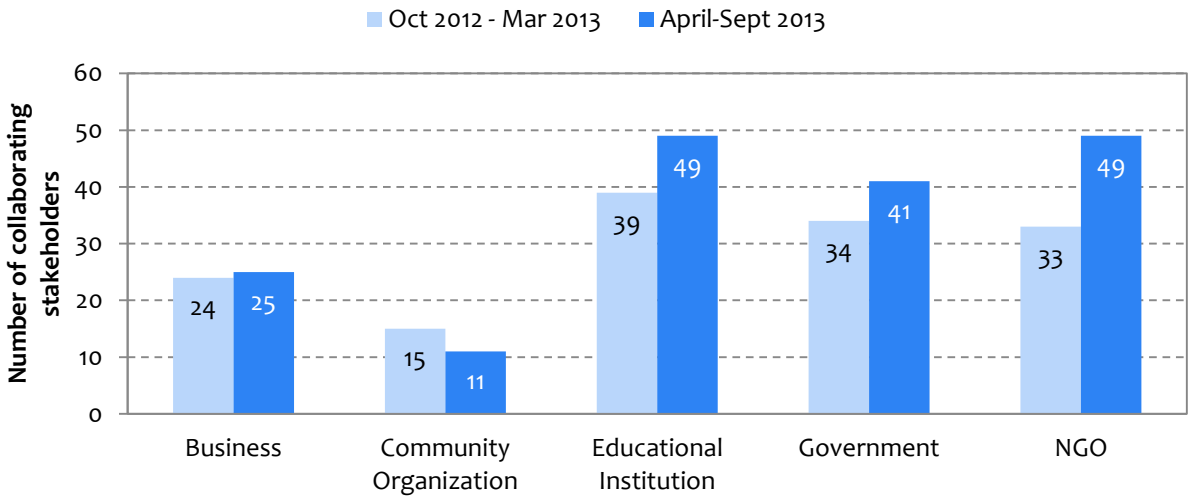
Direct beneficiaries reported here may include faculty/teaching and administrative/other staff, students, individuals from partner organizations, or community members from the host country, who have

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

2.5 Other Collaborating Stakeholders

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

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



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

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

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

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

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

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

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

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

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

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

2.6 Greatest Partnership Successes and Notable Accomplishments

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

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

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

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

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

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

Section 3—Leadership and Learning

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

3.1. HED Technical Services

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

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

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

Table 16. *HED Technical Services: FY2013 Results*

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

3.1.1 Technical Assistance Requests and Site Visits

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

Technical Assistance Request

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

Technical Assistance Site Visit, Work, and Products

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

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

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

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

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

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

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

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

3.1.2 Publicizing USAID's Acquisition and Assistance Opportunities

Publicity Assistance to USAID

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

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

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

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

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

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

Public Relations

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

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

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

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

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

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

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

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

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

Publications

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

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

Social Media

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

Branding and Marking

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

3.2. Sharing Learning from HED

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

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

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

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

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

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

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

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

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

3.2.1 Generating Learning from HED and External Evaluators

Evaluations and Impact Assessments

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Research Activities

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

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

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

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

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

3.2.2 Generating Learning from Partners

Actions Taken to Remediate Challenges

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

Baseline Assessments

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

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

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

Staffing

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

Actions Taken: To address staffing challenges, HED partners:

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

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

Technology

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

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

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

Administration

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

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

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

<u>Lessons Learned</u>

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

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

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

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

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

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

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

3.2.3 Disseminating Learning

Roundtables and Conferences Organized

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

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

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

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

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

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

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2013 HED/USAID ICAA II (August 2013)

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

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

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

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

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

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

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

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

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

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

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

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

Technical Presentations

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Section 4—Partnership Performance Management

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

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

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

4.1 Monitoring Visits

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

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

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

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

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

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

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

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

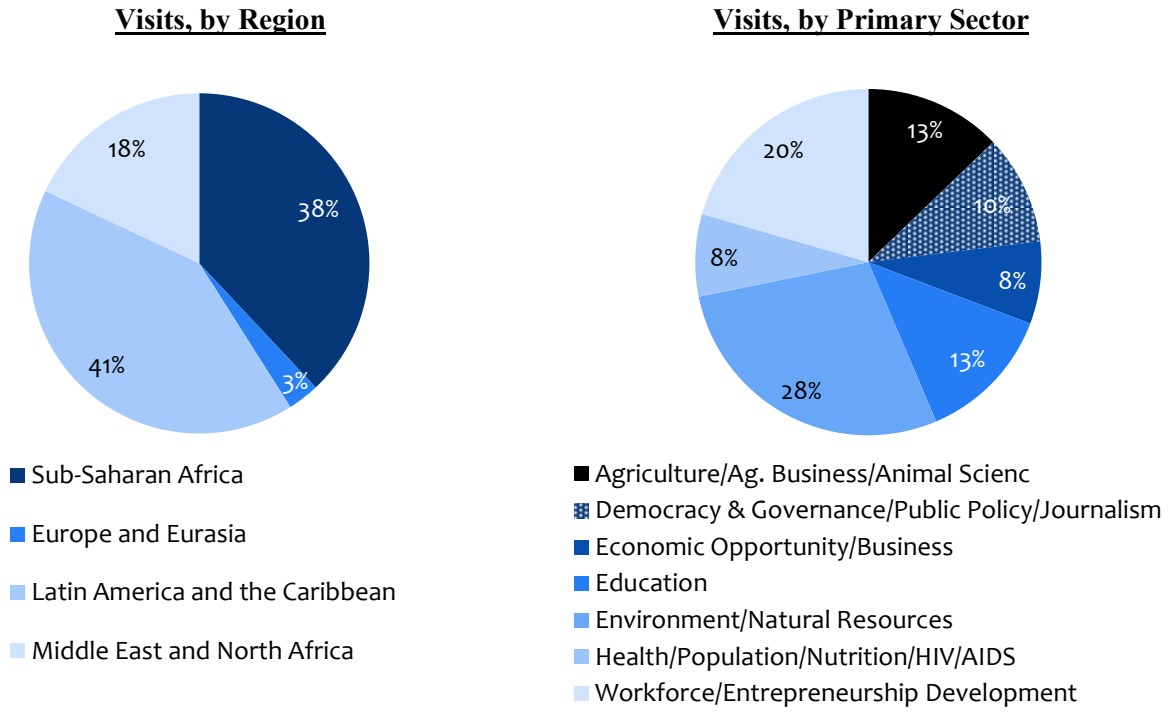
Performance Monitoring. During the monitoring visits, HED applies a four-point scale to review partnership performance on the following seven performance areas:

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

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

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

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



4.2 Results-based Management

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

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

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

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

4.2.1 Performance Management Processes

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

4.2.2 Technical Resources

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

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

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

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

4.2.3 Baseline Assessments

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

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

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

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

4.2.4 Data Quality

Partnership-level Data Quality Verification (DQV)

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

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

Portfolio-level Data Quality Assessment (DQA)

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

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

4.2.5 HED's Results-based Management System, PRIME

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

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

Section 5—Moving Forward

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

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

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

New Partnerships

HED will not initiate any new partnerships in FY2014.

Partnership Awards Closing

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

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

Human and Institutional Capacity Building Targets

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

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

Indicators for Human and Institutional Capacity Building	FY2014 Targets
F INDICATOR: Number of USG-supported tertiary education programs that adopt policies and/or procedures to strengthen transparency of admissions and/or to increase access of underserved and disadvantaged groups	22
F INDICATOR: Number of new USG-supported tertiary education programs that develop or implement industry recognized skills certification	9
F INDICATOR: Number of USG-supported tertiary education academic degree programs that include experiential and/or applied learning opportunities for learners	24
F INDICATOR: Number of USG-supported tertiary programs with curricula revised with private and/or public sector employers' input or on the basis of market research	73

Indicators for Human and Institutional Capacity Building	FY2014 Targets
F INDICATOR: Number of USG-supported research initiatives whose findings have been applied, replicated or taken to market	32
Number of higher education institution engagement/outreach activities in community	262
F INDICATOR: Number of U.S.-host-country joint development research projects	121
F INDICATOR: Number of individuals from underserved and/or disadvantaged groups accessing tertiary education programs	4,581
F INDICATOR: Number of tertiary institution faculty or teaching staff whose qualifications are strengthened through USG-supported tertiary education partnerships	50
Number of host country individuals (EXCLUDING faculty) who completed USG-funded long-term programs resulting in academic degrees or professional or technical certificates (Long-term qualifications strengthening - EXCLUDING faculty/teaching staff)	4,856
Number of host-country individuals who completed USG-funded short-term training or exchange programs involving higher education institutions (Short-term qualifications strengthening - ALL individuals)	2,797
Number of host-country institution faculty and/or teaching staff who enrolled in long-term training programs for qualifications strengthening [Training - Long Term (Enrolled)]	19

Communications

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

Monitoring and Evaluation Activities

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

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

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

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

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

Appendices

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

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

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

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

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

LWA Performance Objective	Performance Indicator	FY2013 Targets	FY2013 actuals	Variance	Explanation of variance
	3.2.2-40 F INDICATOR: Number of USG-supported research initiatives whose findings have been applied, replicated or taken to market	12	15	**+25%**	This variance is caused by 3 additional research initiatives whose findings have been applied, replicated or taken to market during this FY.
	Number of higher education institution engagement/outreach activities in community	219	165	**-25%**	The variance is caused by a combination of factors: i) Data entry error by partners (transposition of targets), ii) Delays in implementation in countries like Bahrain and Colombia, iii) Some Africa Initiative partnerships faced challenges to implementing outreach activities as a result of funding uncertainties. Funding approval processes varied among Missions. Approval took an average of one month to a full quarter (3 months). These disruptions not only delayed activities that were scheduled to take place during this period, but also affected partner relationships and confidence.
Objective 4: Partnerships between U.S. and host country higher education institutions will result in improved **human capacity** of higher education professionals' to address teaching, research, and public service resulting in measurable effects on regional and national development goals.	**3.2.2-41 F INDICATOR: Number of individuals from underserved and/or disadvantaged groups accessing tertiary programs**	6,981	5,713	**-18%**	This variance is mainly caused by the disruptions and delays in implementation in some Africa Initiative programs due to funding uncertainties. Funding approval processes varied among Missions. Approval took an average of one month to a full quarter (3 months). These disruptions not only delayed activities that were scheduled to take place during this period, but also affected partner relationships and confidence. The variance also is caused by implementation challenges outside of partnership control (e.g. Liberia).
	3.2.2-42 F INDICATOR: Number of tertiary institution faculty and teaching staff whose qualifications are strengthened through USG-supported university partnerships.	112	21	**-81%**	This variance is mainly caused by a targeting error of 1 HED partnership in Bahrain which targeted 75 and achieved 0 completions in FY2013.

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

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

Please note the following important information regarding the data displayed in the table above: • HED completed its Data Quality Verification (DQV) process and these data are considered final for this fiscal year. • A variance justification is provided only when the percent variance between the result and target exceeds + or – 10 percent. • HED set targets for FY2013 at the portfolio level based on a review of activities anticipated by partners and HED. • For any indicator that captures information on the "number of US Government-supported tertiary education programs," the unit of measurement is a partnership and not an academic degree program, nor a partnership activity or other program.

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

Partnership Narrative Reports for LWA and Associate Awards:

FY2013

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Agriculture

Education

Health and Nutrition

Human Rights

Gender Equality and Female Empowerment

Climate Change and Adaptation

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Entrepreneurship and Workforce Development

TUNISIA Job Opportunities for Business Scale-up (JOBS)

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

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

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

Managed Under Leader Award AEG-A-00-05-00007-00
Partnership Award Amount: $500,000
Partnership Period of Performance: 6/1/2012 – 6/30/2015

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

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

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

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

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

Managed Under Leader Award AEG-A-00-05-00007-00
Partnership Award Amount: $500,000
Partnership Period of Performance: 6/1/2012 – 6/30/2015

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

The partnership has three objectives:

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

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

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

SMALL BUSINESS DEVELOPMENT CENTERS (SBDCs)

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

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

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

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

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

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

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

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

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

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

Managed Under Leader Award AEG-A-00-05-00007-00
Partnership Award Amount: $1,270,000
Partnership Period of Performance: 11/30/2012 – 11/30/2014

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

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

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

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

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

BMENA-U.S. Community College Initiative Partnerships

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

BMENA I: SMALL GRANTS INITIATIVE

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

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

Managed Under Leader Award AEG-A-00-05-00007-00
Partnership Award Amount: $491,399
Partnership Period of Performance: 7/1/2010 – 3/31/2015

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

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

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

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

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

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

Managed Under Leader Award AEG-A-00-05-00007-00
Partnership Award Amount: $511,113
Partnership Period of Performance: 8/1/2010 – 12/31/2014

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

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

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

Partners also worked collaboratively with industry experts on the development of a new comprehensive Health, Safety and Environment (HSE) degree program at HUC, which quickly received Ministry approval upon completion. The HSE degree program was created to not only meet international standards in occupational health, safety and environment but was also strategically selected in an effort to fill the demand for HSE workers in Jordan by training and preparing students to enter into this field. Currently, 50 students are enrolled in the new HSE degree program, which begins with a year of theoretical training at HUC and continues with a second year of practical training in the newly refurbished Hassib Al-Sabbagh Academy.

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

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

Managed Under Leader Award AEG-A-00-05-00007-00
Partnership Award Amount: $537,246
Partnership Period of Performance: 8/15/2010 – 3/31/2015

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

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

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

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

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

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

Managed Under Leader Award AEG-A-00-05-00007-00
Partnership Award Amount: $558,719
Partnership Period of Performance: 9/1/2010 – 3/31/2015

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

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

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

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

BMENA II: ENTREPRENEURSHIP GRANTS

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

with the involvement of the U.S. Department of Education, the longer-term partnerships are now funded primarily by USAID. The BMENA II partnership in Bahrain is supported with U.S. Department of State funding, through HED's cooperative agreement with USAID.

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

Managed Under Leader Award AEG-A-00-05-00007-00
Partnership Award Amount: $350,000
Partnership Period of Performance: 4/1/2012 – 6/30/2015

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

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

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

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

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

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

Managed Under Leader Award AEG-A-00-05-00007-00
Partnership Award Amount: $448,907
Partnership Period of Performance: 1/1/2013 – 6/30/2015

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

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

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

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

Managed Under Leader Award AEG-A-00-05-00007-00
Partnership Award Amount: $461,575
Partnership Period of Performance: 3/1/2012 – 9/30/2014

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

- Improved ability by ESTO faculty have to teach students and advise local citizens in critical components of entrepreneurial and enterprise development;

- Strengthened capacity of ESTO students to launch and operate their own business and/or measurably enhance existing small and medium sized enterprises by creating internships and other experiential learning opportunities; and
- Developed and deployed technological innovations at ESTO that improve instruction and integrate technology and classroom practices to meet local needs.

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

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

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

Managed Under Leader Award AEG-A-00-05-00007-00
Partnership Award Amount: $460,852
Partnership Period of Performance: 1/1/2012 – 12/31/2014

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

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

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

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

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

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

Managed Under Leader Award AEG-A-00-05-00007-00
Partnership Award Amount: $461,151
Partnership Period of Performance: 1/1/2012 – 12/31/2014

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

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

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

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

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

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

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

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

Partnership Overview:
The partnership between Al Quds College (AQC) and Washtenaw Community College (WWC) titled, "Community College Entrepreneurship: Integration to Incubation," seeks to develop an entrepreneurial mindset among students at AQC by increasing awareness of entrepreneurship and building the capacity of AQC faculty and students. The partnership works toward this goal through the following objectives:

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

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

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

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

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

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

Partnership Overview:

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

FY2013 Results Highlights:

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

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

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

Partnership Overview:

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

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

FY2013 Results Highlights:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Managed Under Associate Award with USAID/Philippines # AID-492-LA-11-00002
Partnership Award Amount: $1,070,495
Partnership Period of Performance: 6/22/2012 – 6/30/2015

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

The objectives of the UPLOAD JOBS partnership are to:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Agriculture

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

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

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

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

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

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

Managed Under Associate Award with USAID/Senegal # 685-A-00-11-00023-00
Partnership Award Amount: $1,555,876
Partnership Period of Performance: 12/21/2010 – 6/30/2015

Partnership Overview:
This collaboration between Université Gaston Berger (UGB) and Ohio State University (OSU), in partnership with national research institutions, NGOs, and other stakeholders is designed to create the long-term professional capacity to solve agricultural management challenges in the fragile northern

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

The objectives of the partnership are to:

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

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

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

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

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

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

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

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

Managed Under Associate Award with USAID/Kenya # AID-623-LA-11-00004
Partnership Award Amount: $1,370,000
Partnership Period of Performance: 4/1/2011 – 9/30/2014

Partnership Overview:
This partnership has established a Centre for Sustainable Dryland Ecosystems and Societies (CSDES) at the University of Nairobi (UoN) to address the challenges of sustaining Kenya's underdeveloped drylands.
The objectives of the partnership are to:

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

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

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

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

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

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

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

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

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

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

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

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

Managed Under Associate Award with USAID/Malawi # 674-A-00-11-00030-00
Partnership Award Amount: $1,140,000
Partnership Period of Performance: 4/5/2011 – 5/30/2014

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

The partnership objectives are:

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

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

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

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

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

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

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

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

Managed Under Associate Award with USAID/South Sudan # 650-A-00-11-00303-00
Partnership Award Amount: $9,491,862
Partnership Period of Performance: 2/7/20011 – 9/30/2015

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

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

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

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

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

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

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

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

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

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

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

Education

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

Managed Under Leader Award # AEG-A-00-05-00007-00
Partnership Award Amount: $231,131
Partnership Period of Performance: 10/1/2010 – 12/15/2013

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The objectives of the partnership are:

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

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

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

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

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

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

Managed Under Associate Award with USAID/Kenya # AID-623-LA-11-00006
Partnership Award Amount: $1,080,000
Partnership Period of Performance: 4/1/2011 – 8/14/2014

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

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

The objectives of the partnership are:

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

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

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

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

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

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

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

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

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

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

Health and Nutrition

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

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

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

The objectives of the partnership:

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

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

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

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

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

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

Managed Under Associate Award with USAID/Liberia # AID-669-LA-11-00001-00
Partnership Award Amount: $2,608,260
Partnership Period of Performance: 10/1/2011 – 6/30/2015

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

The objectives of the partnership are:

- Improved delivery of health and life science programs at UL;
- Improved student access to education in and preparation for health and life science careers; and

- Increased the status and permanence of UL as a leader in the areas of health and life science education.

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

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

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

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

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

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

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

3. UGANDA: Makerere University/North Dakota State University: Capacity Building in Integrated Management of Trans-Boundary Animal Diseases And Zoonoses

Managed Under Associate Award with USAID/Uganda # AID-617-LA-11-00001
Partnership Award Amount: $1,100,000
Partnership Period of Performance: 2/15/2011 – 11/30/2013

Partnership Overview:
The partners are developing a coordinated surveillance system for risk assessment and reduction of diseases that endanger food security, trade and human productivity in Uganda and surrounding region. The partners will conduct research and develop solutions in the area of assessment, communication and response to trans-boundary pandemic zoonotic and vector-borne diseases as well as endemic zoonotic and production-limiting animal diseases that jeopardize food security.

The partnership objectives are to:

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

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

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

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

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

4. UGANDA: Makerere University, Schools of Public Health and Veterinary Sciences/Tulane University

Managed Under Leader Award # AEG-A-00-05-00007-00
Partnership Award Amount: $505,427
Partnership Period of Performance: 08/10/2013 – 12/31/2014

Partnership Overview:

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

The major objectives of the partnership are:

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

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

Human Rights

COLOMBIA HUMAN RIGHTS LAW SCHOOL PARTNERSHIPS PROGRAM

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

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

HED is supporting three partnerships involving eight Colombian law schools in three regions: Antioquia, Valle del Cauca and the Caribbean Coast under this Associate Award. During FY2013, the three partnerships established the foundations for effective collaboration by completing comprehensive start-up phases and began implementation of activities, which resulted in significant progress towards their objectives.

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

Managed Under Associate Award with USAID / Colombia # AID-514-LA-12-00001
Partnership Award Amount: $1,250,000

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

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

Objectives of the partnership include:

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

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

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

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

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

Managed Under Associate Award with USAID/Colombia # AID-514-LA-12-00001
Partnership Award Amount: $1,000,000
Partnership Period of Performance: 10/19/2012 – 06/30/2015

Partnership Overview:
The "Human Rights Teaching and Research Partnership Program" seeks to strengthen the promotion and protection of human rights in Colombia through collaboration between American University (AU), Pontificia Universidad Javeriana Cali (PUJC), and Universidad Santiago de Cali (USC) in the Valle del Cauca region. With the overall goal of strengthening the capacities of Colombian regional law schools in

the outlying and frequently conflict-prone regions of the country to provide formal and non-formal training in human rights, the partnership works toward the following objectives:

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

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

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

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

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

Managed Under Associate Award with USAID / Colombia # AID-514-LA-12-00001
Partnership Award Amount: $757,179
Partnership Period of Performance: 10/19/2012 – 06/30/2015

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

Objectives of the partnership include:

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

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

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

Gender Equality and Female Empowerment

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

Managed Under Leader Award # AEG-A-00-05-00007-00
Partnership Award Amount: $199,999
Partnership Period of Performance: 3/7/2008 – 12/31/2013

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

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

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

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

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

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

WOMEN'S LEADERSHIP PROGRAM

Under the Women's Leadership Program (WLP), five universities in the United States have been selected to partner with higher education institutions in Armenia, Paraguay, Rwanda and South Sudan to promote gender equality and women's leadership. These five higher education partnerships are promoting curricula and opportunities for women in business, agriculture, and education in the targeted countries, thus supporting key national and local development goals aimed at fostering the advancement of women and girls as articulated in USAID's Gender Equality and Female Empowerment Policy, released in March 2012.

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

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

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

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

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

- Enhance students' knowledge and skills and broaden attitudes related to women's leadership and options for career advancement;
- Strengthen the capacity of Yerevan State University to make research-based recommendations, with an emphasis on putting into practice national gender policy;
- Develop YSU's capacity to deliver coursework that addresses women's leadership and gender equality; and
- Promote women's leadership and gender equality through extension/outreach efforts at Yerevan State University.

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

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

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

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

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

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

Managed Under Leader Award AEG-A-00-05-00007-00
Partnership Award Amount: $811,363
Partnership Period of Performance: 10/1/2012 – 6/30/2015

Partnership Overview:
As a part of the Women's Leadership Program in Paraguay, the University of Florida and National University of Asuncion (UNA) are collaborating to advance women's leadership and employability skills in the agricultural sector. The partnership will offer gender and leadership trainings, will incorporate gender-inclusive components and materials into the existing agricultural sciences curriculum, and promote policies that create a favorable environment for gender inclusion and female access to higher education. The partnership objectives are to:

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

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

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

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

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

Managed Under Leader Award AEG-A-00-05-00007-00
Partnership Award Amount: $1,079,996

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

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

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

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

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

5. RWANDA: University of Rwanda-Huye Campus/Michigan State University: Rwanda Women's Leadership Program in Agriculture

Managed Under Leader Award AEG-A-00-05-00007-00
Partnership Award Amount: $1,280,000
Partnership Period of Performance: 11/1/2012 – 6/30/2015

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

The objectives of the partners are to:

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

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

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

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

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

Managed Under Associate Award with USAID/South Sudan # AID-668-LA-12-00004
Partnership Award Amount: $4,266,722
Partnership Period of Performance: 3/1/2013 – 6/30/2015

Partnership Overview:
Under the South Sudan Higher Education Initiative for Equity and Leadership Development (SSHIELD) partnership, Indiana University (IU), the University of Juba (UoJ), and Upper Nile University (UNU) are supporting promoting gender equality and female empowerment by creating a supportive environment for women to pursue career aspirations in secondary and higher education.

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

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

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

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

Climate Change and Adaptation

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

Managed Under Leader Award # AEG-A-00-05-00007-00
Partnership Award Amount: $2,091,000
Partnership Period of Performance: 3/15/2011 – 06/30/2015

Partnership Overview:
Tuskegee University and Burkina Faso's International Institute for Water and Environment Engineering (2iE) are collaborating to establish 2iE as a center of academic, research and outreach excellence in the areas of water, environmental engineering, and climate change in West Africa. The partnership has the following major objectives:

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

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

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

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

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

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

Partnership outreach activities included:

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

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

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

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

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

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

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

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

Managed Under Leader Award # AEG-A-00-05-00007-00
Partnership Award Amount: $ 1,484,697
Partnership Period of Performance: 7/15/2012 – 06/30/2015

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

Specific objectives of this partnership are to:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Partnership objectives include:

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

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

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

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

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

Managed Under Associate Award with USAID/Ethiopia # AID-663-LA-11-00001
Partnership Award Amount: $2,456,285
Partnership Period of Performance: 1/14/2011 – 6/30/2015

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

The "Water and Health" collaboration will engage a broader group of U.S. institutions for training and research program development, including the University of Connecticut. The partnership will build the capacity of Addis Ababa, Mekelle, Hawassa, Arba Minch and Bahir Dar universities to train the next generation of professionals and practitioners who can develop and manage Ethiopia's water resources in a sustainable and productive manner.

The objectives of the partnership are:

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

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

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

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

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

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

Initiative for Conservation in the Andean Amazon (ICAA)

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

- To strengthen the institutional capacities of local universities in the Andean Amazon region to provide high-quality degree and/or certificate training in fields relevant to biodiversity conservation and resource management;

- To enhance the ability of local universities and organizations in the Andean Amazon region to conduct and disseminate applied research in fields relevant to biodiversity conservation and resource management; and
- To strengthen the ability of local universities and organizations in the Andean Amazon region to work collaboratively and across the region to address key environmental issues and contribute solutions to these issues.

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

Managed Under Associate Award with USAID/LAC # AID-OAA-LA-11-00005
Partnership Award Amount: $749,998
Partnership Period of Performance: 12/01/2012 - 6/30/2015

Partnership Overview:
Building upon an academic partnership that was initiated five years ago amongst the intuitions, the University of Richmond and Universidad Nacional de Ucayali (UNU) are collaborating to build conservation capacity in the Peruvian Amazon. Utilizing three complementary student-centered approaches, partners are integrating an applied, interdisciplinary, science-based certificate program into the existing undergraduate curriculum at UNU and strengthening faculty expertise; expanding applied, science-based undergraduate student research theses and internships in collaboration with government and nongovernmental partners; and motivating faculty and student research through creation of an interdisciplinary environmental science journal and editorial structure.

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

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

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

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

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

Partnership Overview:
Due to the recent suspension of all USAID-funded activities in Bolivia, the University of Florida and Universidad Amazónica de Pando partnership activities have ceased as of May 2, 2013. HED is currently pursuing a revised subagreement approach to mobilize the expertise and resources of the University of Florida to support local and regional development challenges as related to the maintenance of the Andean Amazon Biome.

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

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

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

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

Managed Under Associate Award with USAID/LAC # AID-OAA-LA-11-00005
Partnership Award Amount: $749,961
Partnership Period of Performance: 12/01/2012 to 6/30/2015

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

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

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

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

Managed Under Associate Award with USAID/LAC # AID-OAA-LA-11-00005
Partnership Award Amount: $749,915
Partnership Period of Performance: 12/01/2012 to 6/30/2015

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

Master's degree students (particularly women and those of indigenous descent) will be supported through research scholarships, graduate fellowships, and increased experiential learning opportunities and field trips to USFQ's Tiputini biological research station. Partners will also collaborate on conducting and publishing joint-research projects and will engage the larger academic community and the public and

private sector in Ecuador as well as the greater Amazon region in presenting research findings and policy recommendations.

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

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

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

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

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

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

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

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

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

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

USAID's Education Strategy and HED

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

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

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

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

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

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

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

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

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

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

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

Funding Mecha-nism	Federal Award Description	Region	Country	U.S. Institution(s)	Host-country Institution(s)	Partnership Title	Primary Sector	Effective Date	End Date	Subaward Amount
Associate Award	Clean Water	Sub-Saharan Africa	Uganda	State University of New York-Albany	Makerere University	Drinking Water Supply, Sanitation, and Hygiene Promotion: Health Interventions in Two Urban Communities of Kampala City and Mukono Municipality, Uganda	Environment/ Natural Resources	2/9/2010	9/30/2013	$299,736
Associate Award	Uganda (Africa Initiative)	Sub-Saharan Africa	Uganda	North Dakota State University	Makerere University	Capacity building in integrated management of trans-boundary animal diseases and zoonoses	Health/Population/ Nutrition/HIV/AIDS	2/15/2011	11/30/2013	$1,100,000
Associate Award	Malawi (Africa Initiative)	Sub-Saharan Africa	Malawi	Michigan State University	University of Malawi	Agro-Ecosystem Services: Linking Science to Action in Malawi and the Region	Environment/Natural Resources	4/5/2011	5/30/2014	$1,140,000
Associate Award	Barbados JOBS	Latin America and the Caribbean	Barbados	Indiana University	University of the West Indies-CHSB	Barbados: Supporting Entrepreneurs through the JOBS Initiative	Workforce/ Entrepreneurship Development	2/28/2011	6/30/2014	$1,349,692
Associate Award	Kenya - KENYATTA (Africa Initiative)	Sub-Saharan Africa	Kenya	Syracuse University	Kenyatta University	Capacity through Quality Teacher Preparation	Education	4/1/2011	8/14/2014	$1,080,000
Associate Award	Kenya - NAIROBI (Africa Initiative)	Sub-Saharan Africa	Kenya	Colorado State University	University of Nairobi	Centre for Sustainable Drylands: A University Collaboration for Transforming Higher Education in Africa at the University of Nairobi	Environment/ Natural Resources	4/1/2011	9/30/2014	$1,370,000
Associate Award	Senegal (Africa Initiative)	Sub-Saharan Africa	Senegal	Ohio State University	Universite Gaston Berger	Development of agronomy and crop production academic programs, research, and need based extension programs for sustainable food production in Senegal	Agriculture/Ag. Business/Animal Science	12/21/2010	6/30/2015	$1,555,876
Associate Award	Ethiopia (Africa Initiative)	Sub-Saharan Africa	Ethiopia	University of Connecticut	Addis Ababa University	Sustainable water resources: capacity building in education, research and outreach	Environment/ Natural Resources	1/14/2011	6/30/2015	$2,456,285
Associate Award	Liberia (Africa Initiative)	Sub-Saharan Africa	Liberia	Indiana University and University of Massachusetts Medical School	University of Liberia	Center for Excellence in Health and Life Sciences	Health/Population/ Nutrition/HIV/AIDS	10/1/2011	6/30/2015	$2,608,260

Funding Mecha-nism	Federal Award Description	Region	Country	U.S. Institution(s)	Host-country Institution(s)	Partnership Title	Primary Sector	Effective Date	End Date	Subaward Amount
Associate Award	Philippines JOBS	Asia	Philippines	University of Hawaii	Southern Christian College	University Partnership Linking Out-of-School Youth to Agri-Entrepreneurship Development to Promote Job Opportunities for Business Scale-up for Mindanao (UPLOAD JOBS for Mindanao)	Workforce/ Entrepreneurship Development	6/22/2012	6/30/2015	$1,070,495
Associate Award	Colombia Human Rights	Latin America and the Caribbean	Colombia	American University	Pontificia Universidad Javeriana Cali, Universidad Santiago de Cali	Human Rights Teaching and Research Partnership Program	Democracy & Governance/Public Policy/Journalism	10/19/2012	6/30/2015	$1,000,000
Associate Award	Colombia Human Rights	Latin America and the Caribbean	Colombia	University of Florida	Universidad del Magdalena, Universidad del Norte	Building Human Rights Capacity in the Colombian Caribbean	Democracy & Governance/Public Policy/Journalism	10/19/2012	6/30/2015	$757,179
Associate Award	Colombia Human Rights	Latin America and the Caribbean	Colombia	University of Minnesota, Twin Cities	Universidad de Medellín, Universidad de Antioquia, Universidad Pontificia Bolivariana, Universidad Católica del Oriente	UMN-Medellin Human Rights Law School Partnership Program	Democracy & Governance/Public Policy/Journalism	10/19/2012	6/30/2015	$1,250,000
Associate Award	Amazon Basin - ICAA II	Latin America and the Caribbean	Colombia	Florida International University	Pontificia Universidad Javeriana, Universidad de la Amazonia sede Florencia	Strengthening Local Capacity for Prioritizing Conservation Research and Action in the Colombia Andean-Amazon: A Networked Approach	Environment/Natural Resources	12/1/2012	6/30/2015	$749,961
Associate Award	Amazon Basin - ICAA II	Latin America and the Caribbean	Bolivia	University of Florida	Universidad Amazónica de Pando, Universidad Autónoma de Gabriel Rene Moreno, Instituto Boliviano de Investigación Forestal, Herencia	Strengthening Higher Education Capacity for Environmental Monitoring and Forest Biodiversity Conservation in the Bolivian Amazon	Environment/ Natural Resources	12/1/2012	6/30/2015	$749,880
Associate Award	Amazon Basin - ICAA II	Latin America and the Caribbean	Ecuador	University of North Carolina, Chapel Hill	Universidad San Francisco de Quito	Improving University Education and Outreach on the Ecuadorian Amazon	Environment/ Natural Resources	12/1/2012	6/30/2015	$749,915
Associate Award	Amazon Basin - ICAA II	Latin America and the Caribbean	Peru	University of Richmond	Universidad Nacional de Ucayali	Building Conservation Capacity for a Changing Amazonia	Environment/ Natural Resources	12/1/2012	6/30/2015	$749,998

Funding Mecha-nism	Federal Award Description	Region	Country	U.S. Institution(s)	Host-country Institution(s)	Partnership Title	Primary Sector	Effective Date	End Date	Subaward Amount
Associate Award	South Sudan WLP	Sub-Saharan Africa	South Sudan	Indiana University	University of Juba, Upper Nile University	South Sudan Higher Education Initiative for Equity and Leadership Development	Education	3/1/2013	6/30/2015	$4,266,722
Associate Award	South Sudan (Africa Initiative)	Sub-Saharan Africa	South Sudan	Virginia Polytechnic Institute and State University	University of Juba/Catholic University of South Sudan	Rebuilding higher education in agriculture to support food security, economic growth and peace efforts in South Sudan	Agriculture/Ag. Business/Animal Science	2/7/2011	9/30/2015	$9,491,862
Associate Award; LWA	Armenia WLP; Leader AEG	Europe and Eurasia	Armenia	Arizona State University	Yerevan State University	Advancing Gender Equality and Women's Empowerment in Armenia	Education	9/1/2012	6/30/2015	$1,305,000
Coopera-tive Agree-ment	Cleaner Production (U.S. Dept. State Coop. Agr.)	Latin America and the Caribbean	Costa Rica; Dominican Republic; El Salvador; Guatemala; Honduras; Nicaragua; Peru	Illinois Institute of Technology / New York Institute of Technology	Instituto Tecnológico de Costa Rica, Instituto Tecnológico de Santo Domingo, Universidad Centroamericana José Simeón Canas, Universidad San Ignacio de Loyola, Universidad de San Carlos, Universidad Nacional Autónoma de Honduras, Universidad Nacional de Ingeniería	Pathways to Cleaner Production in the Americas: Educating Future Professionals	Environment/Natural Resources	6/15/2012	6/14/2015	$1,114,991
LWA	Leader AEG	Europe and Eurasia	Albania	University of Hawai'i at Manoa	Agricultural University of Tirana	Increasing Institutional Capacity in Agricultural Economics	Economic Opportunity/ Business	8/27/2008	12/31/2012	$399,948
LWA	Leader AEG	Middle East and North Africa	Egypt	Georgia State University	Cairo University-BEPSA	Egypt: Business Education and Private Sector Alignment (BEPSA)	Economic Opportunity/ Business	7/30/2007	6/30/2013	$700,000
LWA	Leader AEG	Sub-Saharan Africa	Botswana; Namibia; South Africa; Tanzania	University of Florida	Polytechnic of Namibia/Namibia University of Science and Technology/Univer-sity of Botswana/Sokoine University	Transforming CBNRM Education in Southern Africa	Environment/ Natural Resources	5/4/2009	6/30/2013	$600,000

Funding Mecha-nism	Federal Award Description	Region	Country	U.S. Institution(s)	Host-country Institution(s)	Partnership Title	Primary Sector	Effective Date	End Date	Subaward Amount
LWA	Leader AEG	Latin America and the Caribbean	Costa Rica; Dominican Republic; Honduras; Panama	University of Texas San Antonio	Central American University Consortium	Central American Small Business Development Center Partnership Program: Adapting and Replicating the Small Business Development (SBDC) Model throughout Central America	Workforce/ Entrepreneurship Development	9/15/2011	9/15/2013	$545,000
LWA	Leader AEG	Sub-Saharan Africa	Senegal	Fairfield University	Université Alioune Diop de Bambey	Use of ICT and Service Learning to Develop Health Curricula	Education	10/1/2010	12/15/2013	$231,131
LWA	Leader AEG	Asia	Pakistan	California State University Fullerton	Fatimah Jinnah Women University / Sardar Bahadur Khan Women University	Partnership for Women in Science and Technology in Pakistan	Education	3/7/2008	12/31/2013	$199,999
LWA	Leader AEG	Middle East and North Africa	Morocco	Gateway Technical College	Ecole Supérieure de Technologie Oujda; Université Mohammed I Oujda (I)	Collegiate Entrepreneurship and Collaborative Strategies	Workforce/ Entrepreneurship Development	3/1/2012	9/30/2014	$461,575
LWA	Leader AEG	Latin America and the Caribbean	Colombia; Peru	University of Texas at San Antonio	Government of Colombia, Government of Peru	Central & South American Small Business Development Center Partnership Program: Adapting and Replicating the Small Business Development Center (SBDC) Model throughout the Americas	Workforce/ Entrepreneurship Development	11/30/2012	11/30/2014	$1,270,000
LWA	Leader AEG	Middle East and North Africa	Jordan	Red Rocks Community College	Al-Huson University College / Al-Balqa Applied University	Expanding Jordan's Green Collar Workforce: Career Pathways in Solar Technology, Worker Safety Management, and Water Quality Management	Workforce/ Entrepreneurship Development	8/1/2010	12/31/2014	$511,113
LWA	Leader AEG	Middle East and North Africa	Morocco	Middlesex Community College	Ecole Normale Supérieure de l'Enseignement Technique of Rabat / Ecole Normale Supérieure de l'Enseignement Technique of Mohammedia	Linkages for Entrepreneurship Achievement Project (LEAP)	Workforce/ Entrepreneurship Development	1/1/2012	12/31/2014	$460,852
LWA	Leader AEG	Middle East and North Africa	Jordan	Washtenaw Community College, The William Davidson Institute at the University of Michigan	Al Quds College	Community College Entrepreneurship: Integration to Incubation	Workforce/ Entrepreneurship Development	1/1/2012	12/31/2014	$446,938

Funding Mecha-nism	Federal Award Description	Region	Country	U.S. Institution(s)	Host-country Institution(s)	Partnership Title	Primary Sector	Effective Date	End Date	Subaward Amount
LWA	Leader AEG	Middle East and North Africa	Lebanon	Nassau Community College, Monroe Community College , North Country Community College	Al-Kafaat Foundation Schools	SUNY Community College Consortium	Workforce/ Entrepreneurship Development	1/1/2012	12/31/2014	$461,151
LWA	Leader AEG	Sub-Saharan Africa	Uganda	Tulane University	Makerere University, Schools of Public Health and Veterinary Sciences	One Health to Address Human, Animal, and Ecosystems Health in Central and Eastern Africa	Health/Population/ Nutrition/HIV/AIDS	8/10/2013	12/31/2014	$505,427
LWA	Leader AEG	Middle East and North Africa	Jordan	Eastern Iowa Community College District - Muscatine Community College	Al Quds College	Economic Empowerment through Entrepreneurship	Workforce/ Entrepreneurship Development	7/1/2010	3/31/2015	$491,399
LWA	Leader AEG	Middle East and North Africa	Morocco	Gateway Technical College	Ecole Supérieure de Technologie Oujda	Automotive Diagnostics Partnership and Scale-Up	Workforce/ Entrepreneurship Development	8/15/2010	3/31/2015	$537,246
LWA	Leader AEG	Middle East and North Africa	Egypt	Highline Community College	Mataria Technical College	Leveraging Community College Workforce Development Expertise: Creating Educational Pathways to High Skills Employment at Mataria Technical College	Workforce/ Entrepreneurship Development	9/1/2010	3/31/2015	$558,719
LWA	Leader AEG	Sub-Saharan Africa	Burkina Faso	Tuskegee University	International Institute for Water & Environment Engineering	Africa-US Network of Centers of Excellence in Water and Environmental Science & Technology	Environment/ Natural Resources	3/15/2011	6/30/2015	$2,091,000
LWA	Leader AEG	Middle East and North Africa	Bahrain	Central Community College	Bahrain Polytechnic	Bahrain Entrepreneurship Project	Workforce/ Entrepreneurship Development	4/1/2012	6/30/2015	$350,000
LWA	Leader AEG	Middle East and North Africa	Tunisia	University of Colorado Boulder / University of Hawaii / Colorado State University	Institut Supérieur Des Etudes Technologiques de Sidi Bouzid	Promoting Water Management, Energy Efficiency, Renewable Energy Technologies in the Agricultural Sector of Tunisia	Workforce/ Entrepreneurship Development	6/1/2012	6/30/2015	$500,000
LWA	Leader AEG	Middle East and North Africa	Tunisia	University of Colorado Boulder / Colorado State University	Institut Supérieur Des Etudes Technologiques de Tataouine and Institut Supérieur Des Etudes Technologiques de Médenine	Promoting Sustainable Energy Technologies in the Industrial Sector of Tunisia	Workforce/ Entrepreneurship Development	6/1/2012	6/30/2015	$500,000

Funding Mecha-nism	Federal Award Description	Region	Country	U.S. Institution(s)	Host-country Institution(s)	Partnership Title	Primary Sector	Effective Date	End Date	Subaward Amount
LWA	Leader AEG	Latin America and the Caribbean	Barbados	Columbia University	University of the West Indies	Building Capacity to Manage Climate Risk and Water Resources in the Caribbean	Environment/ Natural Resources	7/15/2012	6/30/2015	$1,484,697
LWA	Leader AEG	Latin America and the Caribbean	Paraguay	The University of Florida	Universidad Nacional de Asuncion	Women's Leadership Project in Paraguay (WLPP)	Agriculture/Ag. Business/ Animal Science	10/1/2012	6/30/2015	$811,363
LWA	Leader AEG	Middle East and North Africa	Yemen	Eastern Iowa Community College District / Tulsa Community College	Sana'a Community College	Economic Empowerment Through Entrepreneurship (E3)	Workforce/ Entrepreneurship Development	1/1/2013	6/30/2015	$448,907
LWA	Leader AEG	Sub-Saharan Africa	Rwanda	Michigan State University	National University of Rwanda	Rwanda Women's Leadership Program in Agriculture	Agriculture/Ag. Business/Animal Science	11/1/2012	6/30/2015	$1,280,000
LWA	Leader AEG	Sub-Saharan Africa	Rwanda	University of California, Los Angeles	University of Rwanda Kigali Campus	Rwanda: Promoting Gender Equity and Female Empowerment	Education	11/1/2012	6/30/2015	$1,079,996

Appendix E. Select Media Coverage

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

Select Media Coverage from second half of FY13
(April 2013 to September 2013)

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Appendix F. Success Stories

SUCCESS STORY

Ghanaian Health Sciences Interns Explore HIV Patient Care Beyond the Textbooks

Students Work on the Frontlines to Address Major Global Health Issues

Brown University/University of Ghana

Photo by Awewura Kwara, Brown University

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

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

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

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

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

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

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

— Mabel Torku, University of Ghana

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

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

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

4-2013

SUCCESS STORY

Jordanian Entrepreneur Enters Business Path with Community College Project

Revised Coursework Sparks Entrepreneurial Mindset among Students and Faculty

Washtenaw Community College/Al Quds College

Photo: Courtesy of WDI

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

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

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

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

In 2012, Kashour enrolled at Al Quds College and within days joined the community college entrepreneurship program, Community College Entrepreneurship: Integration to Incubation Project–known locally as Lumina Zone Entrepreneurship Project. Washtenaw Community College in Michigan and WDI jointly designed and developed the USAID project, which is managed by Higher Education for Development. Lumina Zone Entrepreneurship Project aims to develop an entrepreneurial mindset among Al Quds College students by infusing business skills and practical experience into vocational coursework, and by creating a business incubator identified as a priority by the students.

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

– Nadia Kashour, entrepreneur and student at Al Quds College

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

6-2013

SUCCESS STORY

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

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

Photo courtesy of Barbara Frey

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

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

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

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

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

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

3-2013

SUCCESS STORY

USAID Project Offers Business Education for Stronger Caribbean Economy

Makeup Business Aims to Make Over Entrepreneurial Spirit in Barbados

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

Photo courtesy of Indiana University

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

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

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

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

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

— Shakita Payne,
Owner of Make-Up Doll Cosmetics

Payne's future *was* in the students' hands, and she immediately applied their recommendations to her business. "For us, we thought when consumers heard MUD Cosmetics, they would think about Make-Up Doll. But [the students] research showed us that isn't so," Payne said. Her open-mindedness to the students' suggestions allowed her to integrate some bold new ideas into Make-Up Doll Cosmetics.

Payne reimagined the packaging and marketing of her products and changed the logo to enhance the cosmetics line's appeal to local and international consumers. To further entice global consumers, she sent cosmetics to makeup artists in the United States, the United Kingdom and countries in the Caribbean region. She used social media to promote her products and integrated e-commerce into her website, which allowed international customers to buy products in a secure manner.

Payne says she is grateful for the consultation from the project, managed by Higher

Education for Development, and credits the students for her ongoing success. "The [student engagement project] taught me a lot I did not know, and I don't think [Make-Up Doll Cosmetics] would be where we are today with rebranding and marketing if not for the [UWI/IU] consultation," she added.

6-2013

SUCCESS STORY

Agribusiness Training Propels Out-of-School Youth into Entrepreneurship

U.S.-Philippines Higher Education Project Spurs Economic Growth in Mindanao

University of Hawai'i/Southern Christian College

Photo: Dawn Hope D. Sulit

The Heavenly Banana Chips team presented their products for a taste test to Mary Pleasant of the University of Hawai'i (c) and Southern Christian College project director Elma M. Neyra (far right).

Many out-of-school youth in Central Mindanao, Philippines, struggle to maintain successful livelihoods because they lack sufficient workforce skills. Although these young adults live in a resource-rich, agricultural environment, the absence of an education is an obstacle to economic growth in Mindanao, which has an underemployment rate of 25 percent. To facilitate sustainable change, a USAID project between the University of Hawai'i and Southern Christian College (SCC) in Mindanao is working to educate out-of-school youth ages 18-24 in the areas of entrepreneurship and agribusiness. The project uses innovative educational approaches that encourage real-world application.

When SCC representatives arrived in Edgar Milliones' neighborhood to announce the training, he responded. Before Milliones' exposure to the training, he was an out-of-school youth with a less than promising future. Now, the 20-year-old is the CEO of Heavenly Banana Chips, a small business that grew from a concept created with the assistance of the USAID project. Milliones participated in a unique nine-day training project and business plan competition at SCC that both inspired and educated him and his peers on how to start businesses. "I learned how to approach people," said Milliones. He led his four-person Heavenly Banana Chips team to first place using the entrepreneurial skills gained from the training. "I will not be ashamed of selling our product to be able to advertise and to improve the quality of our banana chips so that someday it will not only be displayed in local market places but to malls or bigger malls or international places!" As the winning team, Heavenly Banana Chips received 80,000 PHP (nearly $2,000 USD) to implement its business plan.

As Heavenly Banana Chips continues its impressive progress in production and sales, Milliones has proven to be a creative and business-minded leader. The business is constructing a production house and now offers flavored chips in sesame and honey and sells them at the local village markets. With a taste for more growth and training, Heavenly Banana Chips is exploring new flavor options and seeking more growth through education. Milliones also participated in the project's Market Study Mini-Grant Competition in July 2013 during an agri-entrepreneurship training in Cayagan De Oro.

"The success exceeded beyond the expectations of the project and will set an example for future young entrepreneurs."

— Catherine Chan-Halbrendt, University of Hawai'i

"It has been a great pleasure to see the growth of Heavenly Banana Chips, the success exceeded beyond the expectations of the project and will set an example for future young entrepreneurs," said Catherine Chan-Halbrendt, project director and coordinator of the market study.

To ensure that the motivation for agribusiness continues to thrive in Mindanao years after the trainings and competitions end, the project, which is managed by Higher Education for Development, is establishing the Center for Agricultural and Farmland Entrepreneurship at SCC. The resource hub will provide faculty, extension workers, and out-of-school youth with access to instruction materials, the Internet, and outreach teaching methodologies for years to come.

8-2013

SUCCESS STORY

Hands-on Agronomy Education Supports Senegal's Farming Future

Innovative Resources in Agriculture Put Farmers on the Path to Food Security

The Ohio State University/Université Gaston Berger

Photo by Brad Bergefurd, The Ohio State University

A transplanter with a new hitch and wheels is retrofitted for use with horses or mules.

Aliou Fall has been farming in Senegal for years and each year he has the same worry. "I have concerns about being able to transplant the plants when they are ready before the rains come," said Fall. He is one of many farmers throughout Senegal raising the same issue. A farmer can transplant 15 plants per minute and nearly 9,880 tomato plants are needed for one hectare. With the likelihood of some farmers having to plant larger areas of up to five hectare plots of land, the uneasiness about time makes visions of robust crop production dim. Food scarcity is a growing concern in Senegal as food imports made up 24 percent of the merchandise that came into the country in 2012. However, a USAID project in agriculture between the Ohio State University and Université Gaston Berger is changing fears of food scarcity to a reality of food security for the people of Northern Senegal.

Brad Bergefurd, an Ohio State University extension specialist, immediately understood Fall's concerns and recommended the use of mechanical transplanter. The inexpensive farming device places 50 plants in the ground per minute, dramatically reducing the amount of time needed to fill a field. "This simple machine has the potential to transform farming not only in Senegal, but across West Africa, enabling Africa to rely less on imports, and increase our ability to export Senegalese produce to Europe," said Mateugue Diack, project director and Université Gaston Berger faculty member.

With a solution at hand, the university faculty began training farmers like Fall on how to effectively use the tool. The university team purchased a transplanter and held a demonstration and training at the Université Gaston Berger student farm. Recognizing the tremendous impact this technology can have on the future of Senegal, representatives from the media, farmers associations and Université Gaston Berger, as well as politicians, more than 100 local farmers and nearly 150 students attended.

"This simple machine has the potential to transform farming not only in Senegal, but across West Africa."

— Mateugue Diack, project director and Université Gaston Berger faculty member

The learning opportunity left an impression on the attendees. "Not only is it fast, but the rows are perfectly straight, I hope to someday use a transplanter in my fields," said farmer El Hardj Dia.

Local farming organizations are planning to purchase additional transplanters, and project leaders have already retrofitted the device so it can be pulled by a mule instead of a tractor.

To enable self-sufficiency and make sustainable agriculture attainable, Ohio State University and Université Gaston Berger creating new degree programs in agro-ecology and crop production at Université Gaston Berger.

8-2013

SUCCESS STORY

Faculty Training Improves Kenyatta University's Integration of Technology in Teaching

Higher Education Institution Applies New Methodologies to Support All Learners

Syracuse University/Kenyatta University

Photo: Joanna Masingila, Syracuse University

Michael Waititu, faculty member at Kenyatta University, discusses using multimedia case studies in preparing teachers with Peter Rugano, doctoral student at Syracuse University.

Bernard Mugo, a faculty member in the Department of Educational Communication and Technology at Kenya's Kenyatta University (KU) didn't question his level of expertise until he spent a year at Syracuse University (SU) in New York to enrich his doctoral studies in special education. "I used to say that I am knowledgeable in technology in my department before I left for SU but I soon found out that I did not have any idea about interactive whiteboards or online teaching," said Mugo, who teaches courses on educating children with disabilities. Discovering and knowing how to integrate technology in teaching and learning at Kenyatta University was a challenge because of the limited training in new technologies. Courses there lacked the visually engaging qualities of multimedia and interactivity of online tools.

After completing his Certificate of Advanced Study course in Teaching and Curriculum at Syracuse University, as part of a USAID project, Mugo improved his English, learned to research using the Internet and developed course preparation materials. The project, managed by Higher Education for Development, allowed him to conduct part of his doctoral studies at Syracuse University while still enrolled at Kenyatta University. "Due to this exposure, I have now started helping other KU faculty members in integrating techniques in teaching and synchronizing information with assistive technology," he said.

Trainings are changing how teacher education faculty members at Kenyatta University instruct their students. In total, 40 faculty members have participated in professional development workshops to gain new skills for the improvement of courses and teaching methodologies. They have learned how to support all students and manage large classes through the use of technologies such as e-learning platforms, Internet resources, multimedia case studies, and simulations.

"I was able to gain new knowledge in research methods and technology and was able to develop and defend my Ph.D. proposal successfully."

— Michael Waititu, Kenyatta University

In addition, 11 lecturers spent two months at Syracuse University observing classes, learning more about how to integrate technology into classrooms, and participating and presenting at a conference in the United States. Faculty members now discuss methods to increase interactivity, even with the current configuration of large classes, as well as how to help all students through the integration of technology.

"I have never applied integration of technology in teaching and have never used simulations before this training," said Michael Waititu, a faculty member at Kenyatta University who teaches physics education courses and also spent a year at Syracuse University in the certificate program. "I was able to gain new knowledge in research methods and technology and was able to develop and defend my Ph.D. proposal successfully," he added. Waititu is collecting data for his dissertation study on gender equity in Kenyan secondary physics teaching. "I am particularly excited to use video clips from multimedia case studies filmed in Kenyan secondary classrooms in the methods course I teach to prepare physics teachers," Waititu said.

7-2013

SUCCESS STORY

Higher Education 'Biz Squad' Leads Moroccan Businesses to Growth

Technical College Collaboration Helps Troubleshoot Local Start-up Problems

Gateway Technical College/Ecole Supérieure de Technologie, Oujda

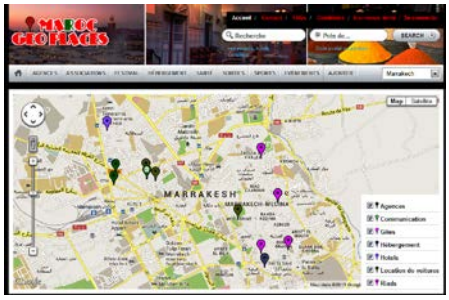

Image: Maroc Geo Places website

Screen shot of the French-language website, Maroc Geo Places, which promotes Moroccan businesses, products, services and events in Morocco.

Small and medium-sized business owners in Morocco's eastern region often struggle to fill gaps in their business planning knowledge. Through faculty training and student empowerment, a USAID higher education project between Wisconsin's Gateway Technical College (GTC) and Ecole Supérieure de Technologie, Oujda (EST Oujda) is preparing Morocco's future business owners to build practical and employable skills by assisting Moroccan entrepreneurs.

EST Oujda adopted a "Biz Squad" business education model from GTC, which encourages cross-functional teams or "squads" to work together to tackle a real-world problem. EST Oujda disseminated a call for proposals in 2012 to entrepreneurs in the local community to offer consultations and technical support in a range of management areas from business plan development to database design. "[Students] are gaining experience here in our institutions as if they were in a real business," said Naima Benazzi, co-partnership director for the EST Oujda and GTC project.

Mohammed Belaadel, a local entrepreneur who manages an online services marketing site, responded to EST Oujda's call for proposals. Belaadel had a goal to link the world to Moroccan businesses, products, services, cultures, and festivals. "The idea came to my mind because some businesses still don't use the Internet as a means to develop their activities and to promote these local activities in their regions, in the country and then in the world," Belaadel said.

"[Students] are gaining experience here in our institutions as if they were in a real business."

— Naima Benazzi, Co-Project Director for the Gateway Technical College and Ecole Supérieure de Technologie, Oujda, Morocco partnership

Through the partnership between EST Oujda and GTC, the Biz Squad transformed Belaadel's idea and biggest hurdles into a plan of action. "I, as a business client, participated in the first Biz Squad and described some of my company's needs to the Biz Squad students allowing them to help me develop a communications strategy, business plan and marketing plan," said Belaadel. He was able to transform his French-language website, Maroc Geo Places, into a marketing partner for Moroccan regions that helps visitors find services and local businesses.

This initiative has propelled EST Oujda's Biz Squad as a troubleshooting hub for the local business community. Less than one year into the 30-month higher education partnership, 15 students at EST Oujda and GTC have worked closely with entrepreneurs in eastern Morocco and in the United States.

"I feel that this was for me a successful collaboration between Maroc Geo Places and the EST/GTC Biz Squads." Belaadel said. The Biz Squads also helped Belaadel widen his vision to include more social associations and non-profit organizations, and to display the website in English, Spanish and Arabic to extend its global reach.

This collaboration is one of 10 focused on workforce development and entrepreneurship under Higher Education for Development's Broader Middle East and North Africa–U.S. Community Colleges Initiative.

10-2013

SUCCESS STORY

Faculty Training Breathes New Life into Liberia's Public Nursing Program

Nurse Educators Share Practices for Prenatal and Postnatal Care

Indiana University/ University of Massachusetts Medical School/ University of Liberia/ Tubman National Institute of Medical Arts

Photo: Courtesy of Cynthia Bondoe, TNIMA

Tubman National Institute of Medical Arts senior nursing students demonstrate the Helping Babies Breathe technique.

Liberia's high neonatal mortality rate of 27 deaths per 1,000 births[1] makes the need for improved prenatal and postnatal health care a matter of life and death. Following years of conflict, the nation is steadily moving closer to providing reliable and efficient health care services for expectant mothers and infants, a cornerstone for a thriving society. To better prepare future health professionals, Liberian nurses Cynthia Bondoe and Ada Brown-Wraynee are two Tubman National Institute of Medical Arts (TNIMA) educators participating in a USAID project that embraces new methodologies to save lives.

Under the project among Indiana University (IU), the University of Massachusetts Medical School, the University of Liberia, and TNIMA, Cynthia and Ada were accepted to IU to complete their master's degrees in nursing. "I really could not have pursued the master's degree in Liberia because this type of program and the needed resources and technology do not exist in Liberia," said Cynthia, a nurse educator since 2000. "My studies at IU have increased my knowledge and skills in the areas of teaching, evidence-based practice related to nursing theory, research and clinical practices."

After receiving their master's degrees, both nurses returned to Liberia to help develop curriculum for a new midwifery degree program at TNIMA and the University of Liberia. Now the more than 115 nursing students and 60 midwifery students attending these institutions will have the opportunity to enroll in the first publicly available baccalaureate nursing and midwifery degree programs starting in October 2014.

"I have gained skills in the demonstration of neonatal resuscitation and helping babies breathe."

— Cynthia Bondoe, Tubman National Institute of Medical Arts (TNIMA) in Liberia

"Research on staffing in U.S. hospitals clearly shows better outcomes for patients when nurses have a BSN education. We would anticipate a lower mortality and morbidity rate for pregnant women as more nurses and midwives receive a baccalaureate education," said Mary Beth Riner, associate dean for global affairs at IU's School of Nursing.

The new curriculum will usher in a promising era in nurse education in Liberia. According to Riner, the current education of faculty has primarily used an apprenticeship approach where faculty members learn from other faculty and teach as they were taught as a student.

Cynthia and Ada also completed an American Academy of Pediatric Neonatal Resuscitation Program instructor course and were trained as trainers in the Helping Babies Breathe (HBB) technique. USAID is a partner of HBB, which is dedicated to providing birth attendants with neonatal resuscitation skills.

"Because of this partnership, we are presently conducting trainings in HBB with TNIMA physician's assistants, professional nurses, senior midwifery students, and nursing and midwifery staff at the John F. Kennedy Medical Center in an effort to reduce infant and

[1] UNICEF, At a Glance, Statistics: http://www.unicef.org/infobycountry/liberia_statistics.html

neonatal mortalities in Liberia," said Cynthia. "I have gained skills in the demonstration of neonatal resuscitation and helping babies breathe."

Higher Education for Development manages the educational partnership project among Indiana University, the University of Massachusetts Medical School, the University of Liberia, and Tubman National Institute of Medical Arts.

10-2013

Appendix G. HED Newsletters

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

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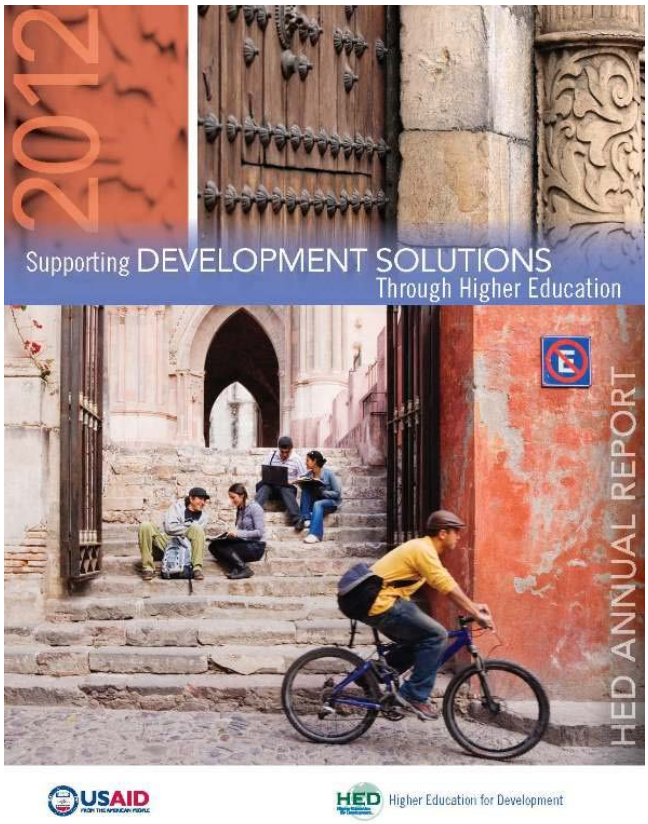
Higher Education for Development

Knowledge, Partnerships, Results

HED Annual Report Marks 20 Years of Supporting Development Solutions



Higher Education for Development (HED) has released its 2012 Annual Report. The publication highlights the program's impressive portfolio of international partnerships and its key role in strengthening the capacity of higher education institutions, faculty, and communities in developing nations. Among the features in this year's report, a health sciences partnership in Ghana that is training student interns to care for persons living with HIV/AIDS. The growing demand for HED's technical expertise is also showcased.

May/June 2013

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Featured Partnership: University of Connecticut/ Addis Ababa University

Photo courtesy of HED Staff

Tertiary education is proving to be an integral partner in addressing Africa's development issues. Higher education offers practical skills to sub-Saharan Africa's growing student population, and harnesses the talents of academia, in cooperation with community and business leaders, to generate new and innovative ideas.

However, in some countries, women's participation in tackling these development challenges has not been readily acknowledged or apparent. In Ethiopia, the women involved in one Africa–U.S. Higher

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

Download the HED Annual Report to learn more.

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

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

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

The award was handed out at the inaugural International Engagement Awards ceremony held May 2.

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

Education Initiative partnership are poised to change that.

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

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

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

concern. Since 2010 OSU and UGB faculty have been implementing academic, research and service programs at UGB focused on establishing a trained workforce in food security and agribusiness to increase the region's self-sufficiency and economic viability.

Partnership accomplishments include:

- Collaboration between the Regional Development Agency and two UGB faculty members to develop a program in the Senegal River Valley region for agricultural training, research and extension
- Purchase and demonstration of a mechanical transplanter which will enable small farmers to more than triple the speed with which they plant tomatoes
- Approval by the Senegal Ministry of Higher Education of the curricula for the new Associate and Bachelor of Science degree programs in Agronomy and Crop Production
- New UGB Internship program in which 84 students participated
- The piloting of a Soil Ecology course

The awards ceremony highlighted the work that members of the OSU community are doing to promote the land-grant model concept of community outreach and engagement.

HED Partnership in Mali Leaves Legacy for Better Health Practices

From left to right: Keriba Coulibaly, Hawa Coulibaly, and Wendy Nickisch sample anopheline mosquito larvae near

to go to school."

With a keen interest in water issues paired with research skills and an understanding of how limited natural resources influence lives, the EIWR students are in a favorable position to discover practical solutions. Yared speaks passionately about her enthusiasm for teaching, women's education, and her dissertation, "Downstream Environment and Economic Issues in Omo-Ghibe River Basin." The WREM program represents a step toward the realization of her personal and professional advancement. Yared is clear about her goals: "I want to improve my education level. Once you improve the education level, your understanding improves."

EIWR has established a system in which field work is done in teams to enable fruitful discourse between master's level and doctoral students, according to U.S. partnership director Mekonnen Gebremichael. Using this approach, students teach and learn from one another as they focus on specific river basin issues. "They have to work very closely together. They need each other," said Gebremichael. In addition, the collaborative experience between the men and women on one team was an unexpected benefit. "The side product is that since the women are working in this together, they are getting a lot of support," he said. "That was not an intentional plan, but it is working very well."

Although only four female students are participating in the WREM program, Gebremichael is confident

the Zangolo River Channel in Mali.
Photo Credit – Montana State University

An HED partnership between Montana State University (MSU) and Mali's L'Institut d'Economie Rurale (IER) and L'Institut Polytechnique Rural de Formation et de Recherche Appliquée continues to positively impact the citizens of Sanambele, Mali, long after the partnership concluded by contributing to a decrease in malaria-related deaths.

According to a Spring 2013 article published in American Entomologist, co-authored by the former partnership director at MSU, Sanambele has experienced no malaria-related deaths since 2009 in part because of the teachings and practices established by the Mali Agri-Business Center (Mali ABC), founded in 2007 by seven students participating in the original HED partnership.

Over the course of two years, Mali ABC promoted a holistic process that fused traditional knowledge, Western science, and micro-enterprise to enhance malaria management. With assistance from Mali ABC, villagers developed a plan to address the factors needed to effectively manage incidents of malaria. This plan incorporated a deeper understanding of the malaria cycle, mosquito breeding habitats, and an economic strategy to provide bed nets for villagers.

The article written by Professor Florence Dunkel of MSU and Keriba Coulibaly, a Malian student who participated in the original HED partnership, is now assigned reading for several courses at MSU's College of Agriculture.

Students Complete MBA Program at SCSU and Return to Burundi to Strengthen Agricultural Development

Three students from the Republic of Burundi have received their Master of Business Administration in agribusiness degrees as a result of an HED partnership between Ngozi University and South Carolina State University (SCSU).

Eric Uwimana, Desiree Hakizimana and Emmanuel Bizimana graduated with distinction on May 10 and returned to Burundi where they plan to teach the newly

about the diversity of subsequent enrollees because of the partnership's current extension work throughout Ethiopia. The institute attracted 15 female and 31 male engineering, health, and social sciences undergraduates for a two month summer outreach program, which provides them with a nurturing setting. During the summer program, students live in local rural areas to gain a better understanding of a community's major obstacles. With a higher number of females involved at the undergraduate level, Gebremichael said he is optimistic about more women being included in WREM's next class.

The women in the WREM program say they are not looking for any special treatment or women-only programs. "Our institute is good." said Eshetu, who is working on her dissertation, titled "The Application of Remote Sensing for Irrigation and Water Management." "All the institute work is collaborative. I personally don't want a class that is separate for me. I want to sit with the guys and compete."

Read the partnership profile for more information.

USAID Funding Opportunities (Non-HED)

HED has posted several Requests for Proposals or Requests for Applications from the U.S. Agency for International Development to its website. Please correspond directly with the contact person identified in each announcement if you have any questions.

created curriculum at Ngozi University.

This partnership established the first agribusiness program in Burundi in December 2009, helped build teaching capacity, and established new experimental research stations.
The recent graduates were featured in the Times and Democrat newspaper. To read more click here.

2iE Team Wins Global Social Venture Competition

HED congratulates partner institution, International Institute for Water and Environmental Engineering (2iE), for taking top honors at the Global Social Venture Competition.

The 2iE team won the First Award and the People's Choice Award for creating FASO Soap, an accessible and low-cost solution to prevent malaria that acts as a repellent against mosquitos. FASO Soap is made from natural ingredients local to Burkina Faso and does not require a change in behavior or substantial cost to citizens to prevent the potentially fatal disease.

2iE's HED partnership with Tuskegee University is focused on establishing a network of centers of excellence in water and environmental science and technology at three higher education institutions in Africa. Johanna Niedzialkowski, communications manager for 2iE, stated that HED is one of the university's key partners in developing research programs.

To learn more about the team's win, click here.

To learn more about the HED partnership, click here.

To learn more about these funding opportunities, click here.

Call for Interns

HED seeks part-time interns to work with its Communications, Programs, and Program Quality and Impact teams during the summer of 2013. Visit the American Council on Education website for additional details.

Editor:

Thomas Forrest—Communications Assistant, HED

Contributors:

Lynn Simmonds—Communications Manager, HED
Brooks Marmon—Program Specialist, HED

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

HED Partnership Launches First Pilot SBDC Center in Honduras

The International Trade Center at The University of Texas at San Antonio (UTSA) Institute of Economic Development partnered with the Central American University Consortium to launch the first pilot small business development center (SBDC) in Choluteca, Honduras on May 16. Attendees included the Honduran Government Vice President María Antonieta Guillén, Minister of Industry and Commerce Jose Adonis Lavaire and Minister of Planning and External Cooperation Julio Raudales. HED Senior Program Specialist Manny Sánchez, HED Program Officer Diana Páez-Cook, UTSA Associate Vice President for Economic Development Robert McKinley and International Trade Center International Business Consultant Minerva Garcia were also in attendance.

The center will assist entrepreneurs in developing business strategies, financial planning and sustainability to empower the strong entrepreneurial drive that exists in Latin America through sustainable education and implementation of the SBDC model.

The network of SBDCs throughout Central America will be linked with one another as well as with existing SBDC programs in the United States, Colombia, and Peru to facilitate knowledge transfer via best practices, connect their clients to international trade opportunities and nurture sustainability by guiding policy development for national-level and regional implementation of the SBDC model.

This collaboration seeks to leverage the SBDC model to foster the development of productive micro and small enterprises and greater economic stability, thus addressing some of the underlying developmental issues that contribute to regional challenges.

To learn more about the launch, click here.

To learn more about the partnership, click here.

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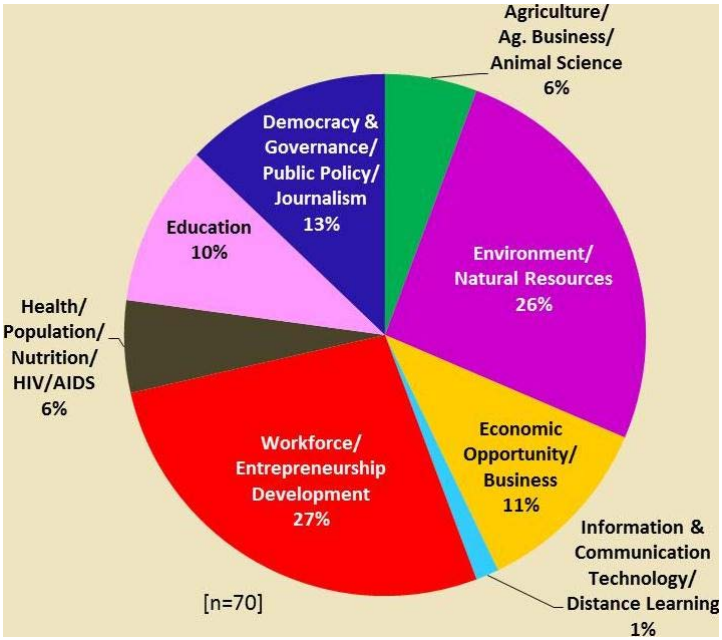
Fact at a Glance

Percent of HED Partnerships, by USAID Sector: FY2012



In FY2012, HED managed 70 active partnerships around the world. The chart illustrates the percentage of HED partnerships in each of the primary USAID sectors.

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

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

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In This Edition: Highlights from the Women's Leadership Program

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Higher Education for Development

Knowledge, Partnerships, Results

Education Partners Shape Shared Vision of Gender Equality and Women's Leadership

Speakers at the opening plenary of the Women's Leadership Program Partners Meeting include (l-r) Terry W. Hartle, senior vice president, American Council on Education; Peter Malnak, mission director, USAID/Rwanda; and Henriette Umulisa, permanent secretary, Ministry of Gender and Family Promotion.

More than 60 partners from higher education institutions in Armenia, Paraguay, Rwanda, South Sudan and the United States gathered in Kigali, Rwanda to discuss strides and challenges in gender equality and women's leadership in the targeted countries in Europe, South America, and Africa.

USAID and HED hosted the inaugural Women's

July/August 2013

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Featured Partnership: Indiana University / University of the West Indies

Photo courtesy of Indiana University

Shakita Payne and Ebony Kellman are co-founders of Make-Up Doll Cosmetics.

Barbados has a recognized risk-averse business culture, and entrepreneurship development is considered central to the country's efforts to achieve prosperity and competitiveness. With a declining agricultural economy and an unpredictable tourism industry, investing in a spirit of entrepreneurship and small business development among Barbadian citizens can be a valuable tool for economic growth. Unfortunately, a lack of

Leadership Program Partners Meeting July 22 to 25 under the theme, "A Shared Vision for Promoting Women's Leadership Through Higher Education." Honored guests included Peter Malnak, mission director, USAID/Rwanda and Henriette Umulisa, permanent secretary, Ministry of Gender and Family Promotion. "When you educate a girl, you educate a whole nation," Umulisa told attendees during a plenary session.

The Women's Leadership Program is supporting access of women to higher education and advanced degrees, strengthening institutional capacity in research and education on women's leadership, and promoting women's leadership through higher education extension/outreach efforts in underserved communities in the four countries.

Check out photos from the meeting on HED's Facebook page.

Georgia State University and Cairo University Partnership Yields Strong Link and Results

educational resources and funding often hinder Barbadians from starting and expanding their businesses. But the Barbados: Supporting Entrepreneurs through the JOBS Initiative–a USAID-funded and HED-managed Indiana University (IU) and University of the West Indies (UWI) Cave Hill School of Business collaboration–aims to create new business opportunities for Barbadian entrepreneurs and offer strategies to strengthen their businesses.

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

The students conducted market research, surveys and analyzed competing local and international industry leading cosmetics brands to learn what Barbadians expected from their cosmetics. "We had to learn what Barbadians wanted out of their makeup in order to provide the best consultation," said Jenelle King, a UWI Cave Hill School of Business student. King wanted to ensure the advice given to Payne would be applicable to Barbados, and, more importantly, King wanted a chance to apply the lessons she had learned in her business classes. "Putting book work into practice on an actual idea that involved people's money and time is what I learned from this partnership," added King.

Photo by Hazel Cipolle, HED

Dean Mary Beth Walker of Georgia State University's Andrew Young School of Policy Studies and May Gadalla, assistant professor of statistics at Cairo University's Faculty of Economics and Political Science, presented their joint research in June titled "Outcomes-Based Assessment of Supplemental Tutoring in Egypt: Evidence from the Egypt Labor Market Panel Survey."

In less than five years, Georgia State University's Andrew Young School of Policy Studies (AYSPS) and Cairo University's Department of Economics, Faculty of Economics and Political Sciences (DOE-FEPS) realized their goal of enhancing academic outreach and applied research capacity in economics.

On June 25, representatives from both schools met at Cairo University for a final conference to present joint achievements reached during the HED partnership.

"The partnership was able to accomplish much more than the originally planned activities including three training courses for Cairo University faculty in state-of-the-art analytic techniques, which they can use to augment their research," said Dean Mary Beth Walker of

"The stakes were higher. It was not just to get a passing grade, but someone's future was in our hands."

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

Payne reimagined the packaging and marketing of her products and changed the logo to enhance the cosmetics line's appeal to local and international consumers. To further entice global consumers, she sent cosmetics to makeup artists in the United States, the United Kingdom and countries in the Caribbean region. She used social media to promote her products by posting pictures, videos and reviews on the official Make-Up Doll Cosmetics Facebook page. She then integrated PayPal into her website, which allowed international customers to buy products in a secure manner.

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

Read the partnership profile for more information.

Georgia State University.

Activities also included student and faculty exchanges of eight individuals, and several joint research papers and seminars.

Rather than a conclusion of the collaboration that began in late 2008, the event solidified a willingness to continue their work together. "We at AYSPS look forward to completing the research we have begun with our excellent colleagues at FEPS," Walker added. "We hope to welcome visiting scholars from FEPS in the future, and will look for new opportunities to teach and engage in joint research at Cairo University."

Study Examines Leadership Challenges at African Higher Education Institutions

A study by the Association of African Universities (AAU) commissioned by USAID and HED concludes that poor leadership, governance and management across African higher education institutions inhibit their growth and

Video Shares Value of HED's Work and Results

HED is at the center of higher education and international development, linking institutions to deliver innovative solutions to global challenges. From providing technical assistance to managing partnerships, HED is engaged in advancing development through higher education. Watch this brief video to learn more about HED's role in higher education and international development.

Call for Consultants with Expertise in Performance Evaluation and Sustainability Assessment

HED is seeking two qualified candidates to conduct a performance evaluation and facilitate sustainability strategy sessions for two small business development networks in Honduras and Costa Rica.

Learn more about the project and how to apply.

USAID Funding Opportunities (Non-HED)

HED has posted several Requests for Proposals or Requests for Applications from the U.S. Agency for International Development to its website. Please correspond directly with the contact person identified in each announcement if you have any questions.

To learn more about these funding opportunities, click here.

sustainability.

The Sub-Saharan Africa Higher Education Leadership Development (SAHEL) Study Report maps a strategy for institutional capacity building in senior- and middle-level management and leadership for sub-Saharan African higher education institutions.

AAU and HED presented the findings during AAU's 13th General Conference held in Libreville, Gabon in May.

Download the SAHEL Study Report here.

IIE White Paper Highlights BMENA-U.S. Community College Initiative Partnerships

The Institute of International Education recently explored two partnerships from HED's Broader Middle East and North Africa-U.S Community College Initiative in its white paper, The U.S. Community College Model: Potential for Applications in India. The paper notes the mutual benefits of the international partnerships between Highline Community College in Washington and Mataria Technical College (Egypt), Eastern Iowa Community College and Sana'a Community College (Yemen), and Eastern Iowa Community College and Al Quds College (Jordan).

To learn more, read the full IIE publication.

HED Partnerships: Promoting Access in FY2012

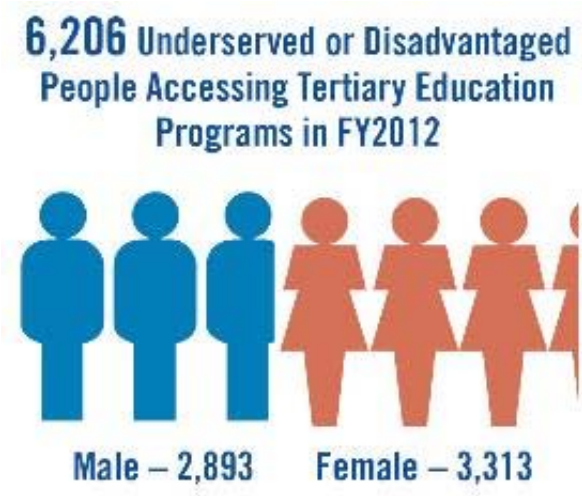
U.S.-India Institutional Partnership Grants Available

The United States-India Educational Foundation recently announced an open competition for partnership grants under the Obama-Singh 21st Century Knowledge Initiative. The application deadline is Nov. 1, 2013.

To learn more about these funding opportunities, click here

Share Your News

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



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In This Edition: Women's Leadership Program Achieves Key Result!

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Women's Leadership Program in Paraguay Sparks University Policy Change

Less than one year after its launch, the Women's Leadership Program in Paraguay has reached a major achievement in promoting and supporting female leadership in the area of agriculture.

Host-country partner institution, the National University of Ascunsion's (UNA) School of Agrarian Sciences, recently passed a resolution that exempts students from indigenous communities, single mothers, and female graduates from agricultural or rural high-schools from paying up to 50 percent of the cost of the required course for admission to the School of Agrarian Sciences and tuition fees. The resolution also establishes a mentoring program that helps students from underserved populations complete a degree program within the School of Agrarian Sciences.

The new policy marks a significant accomplishment in improving access to education.

The Paraguay partnership between the University of Florida and the National University of Asuncion (UNA) is one of five international higher education partnerships under a broader effort known as the Women's Leadership Program.

Read the Women's Leadership Program Fact Sheet to learn more.

September/
October 2013

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Featured Partnership:

University of Hawai'i / Southern Christian College

Photo: Dawn Hope D. Sulit
The Heavenly Banana Chips Team presented their products for a taste test to Mary Pleasant of the University of Hawai'i (c) and Southern Christian College UPLOAD JOBS for Mindanao Program Director Elma M. Neyra (far right).

Agribusiness Training Propels Out-of-School Youth into Entrepreneurship

Many out-of-school youth in Central Mindanao, Philippines, struggle to maintain successful livelihoods because they lack sufficient workforce skills. Although these young adults live in a resource-rich, agricultural environment, the absence of

Andean Amazon Partnership Awards Scholarships to Indigenous Students in Ecuador

The Initiative for Conservation in the Andean Amazon II: Higher Education Partnership Program (ICAA II HEPP) in Ecuador recently awarded its first three undergraduate scholarships to indigenous students for studies related to biodiversity conservation in the Amazon.

The HED partnership, which is one of three in South America, is focused on "Improving University Education and Outreach on the Ecuadorian Amazon." Partnering institutions, University of North Carolina and Universidad San Francisco de Quito, are working to strengthen Ecuador's capacity to educate indigenous students, conduct applied research, and, ultimately develop more sustainable development policies that protect the Ecuadorian Amazon.

USAID's ICAA website, which is in Spanish, offers details about the scholarships and an overview of ICAA's goals.

HED Shares Partnership Management Experience at USAID Education Summit

HED Program Quality and Impact Director Azra K. Nurkic (left), Jane Namadi of USAID/South Sudan (center) and Gary Bittner of USAID (right) discuss bridging Goals 1 and 2 of the agency's Education Strategy during the USAID Education Summit.

business education is an obstacle to economic development in communities. To facilitate sustainable change, the U.S. Agency for International Development through Higher Education for Development (HED) funded a partnership between the University of Hawai'i and Southern Christian College (SCC) in Mindanao to educate out-of-school youth ages 18-24 in the areas of entrepreneurship and agribusiness. The program, "University Partnership Linking Out-of-School Youth to Agri-Entrepreneurship and Development to Promote Job Opportunities for Business Scale-up (UPLOAD JOBS)" uses innovative pedagogical approaches that encourage real-world application.

When SCC's UPLOAD JOBS representatives arrived in Edgar Milliones' neighborhood to announce the training, he responded. Before Milliones' exposure to the training, he was an out-of-school youth, now the 20-year-old is the CEO of Heavenly Banana Chips, a small business that grew from a concept created with the assistance of UPLOAD JOBS. Milliones participated in a unique nine-day training project and business plan competition at SCC that both inspired and educated him and his peers on how to start businesses. "I learned how to approach people," said Milliones. He led his four-person Heavenly Banana Chips team to first place using the entrepreneurial skills gained from the training. "I will not be ashamed of selling our product to be able to advertise and to improve the quality of our banana chips so that someday it will not only be displayed in local market places but to malls or bigger malls or international places!" As winners, the team received 80,000 PHP (nearly $2,000 USD) to implement its

HED played an active role in the 2013 USAID Global Education Summit held in Washington, DC, Aug. 6-8. The event brought together more than 750 USAID education specialists and agency partners to discuss the goals of USAID's Education Strategy, released in 2011. During two sessions, HED representatives highlighted partnership successes, lessons learned, and discussed a toolkit produced in collaboration with USAID's Office of Education.

HED's Azra K. Nurkic shared insight on reaching Goal 2 of the USAID Education Strategy through higher education partnerships. In the same session, "Bridging Goal 1 and Goal 2 of USAID's Education Strategy," co-panelist Jane Namadi of USAID/South Sudan and moderator Gary Bittner of USAID/Washington shared tips on how USAID education officers could reach the agency's basic and higher education strategy goals.

HED Deputy Executive Director Jeanne-Marie Duval, Julia Richards of USAID/Liberia and Bittner later participated in a panel which featured the Higher Education Partnership Toolkit, a new resource guide for USAID education officers who are working in the sphere of higher education partnerships.

In addition to HED's presence, American Council on Education Senior Vice President and HED Advisory Board Chair Terry W. Hartle, participated in a plenary session titled, "Minding the Gap: The Need for Skilled Workers and How Education Institutions Can Provide Them." As part of the discussion, Hartle articulated some of the characteristics of successful international partnerships. Among them said Hartle is the importance of developing partnerships that are designed to build capacity that remains long after U.S. partners leave.

Download summit presentations and learn more about the sessions and speakers here.

Pathways to Cleaner Production in the Americas 2013 Annual Meeting

The Pathways to Cleaner Production in the Americas Initiative recently held its fourth series of workshops for faculty training and an annual partners meeting in

business plan.

As Heavenly Banana Chips continues its impressive progress in production and sales, Milliones has proven to be a creative and business-minded leader. The business is constructing a production house and now offers flavored chips in sesame and honey and sells them at the local village markets. With a taste for more growth and training, Heavenly Banana Chips is exploring new flavor options and seeking more growth through education. Milliones also participated in the UPLOAD JOBS Market Study Mini-Grant Competition in July 2013 during an Agri-Entrepreneurship training in Cayagan De Oro.

"It has been a great pleasure to see the growth of Heavenly Banana Chips, the success exceeded beyond the expectations of the project and will set an example for future young entrepreneurs," said Catherine Chan-Halbrendt, project director and coordinator of the market study.

To ensure that the motivation for agribusiness continues to thrive in Mindanao years after the trainings and competitions end, the HED partnership is establishing the Center for Agricultural and Farmland Entrepreneurship at SCC. The resource hub will provide faculty, extension workers, and out-of-school youth with access to instruction materials, the Internet, and outreach teaching methodology for years to come.

Read the partnership profile for more information.

USAID Funding Opportunities (Non-HED)

HED has posted several Requests for Proposals or Requests for

Chicago at the Illinois Institute of Technology. During the meeting, partners discussed an overview of the business case for cleaner production, life cycle assessment, and an energy audit for cleaner production. HED staff also delivered a presentation on results-based management.

HED manages one cleaner production partnership between two U.S. higher education institutions: Illinois Institute of Technology and New York Institute of Technology, and seven institutions in Latin America: Instituto Tecnológico de Costa Rica (Costa Rica), Instituto Tecnológico de Santo Domingo (Dominican Republic), Universidad Centroamericana (El Salvador), Universidad de San Carlos de Guatemala (Guatemala), Universidad Nacional Autónoma de Honduras (Honduras), Universidad Nacional de Ingeniería (Nicaragua), and Universidad San Ignacio de Loyola (Peru).

The collaboration incorporates business, engineering, and environmental education to help generate a modern workforce equipped to implement cleaner production and sustainable industrial development practices across the Americas.

Funded by the U.S. Department of State, the HED partnership includes strategic alliances with the World Environment Center (WEC) and the National Cleaner Production Centers (NCPC) in the region who provide experiential learning opportunities for students to develop cleaner production recommendations to local businesses.

The meeting brought together expert faculty from each partner institution along with HED, WEC, and the NCPC of El Salvador to discuss the implementation of cleaner production policies, as well as strategies to advance advocacy efforts on a regional level. The partnership plans to expand its impact on a regional scale through collaborative research initiatives in each of their countries and specific case studies that will allow them to share best practices and lessons learned with a global audience.

Learn more about the partnership here.

Featured Resources

HED partnerships address diverse and complex global

Applications from the U.S. Agency for International Development to its website. Please correspond directly with the contact person identified in each announcement if you have any questions.

To learn more about these funding opportunities, click here.

U.S.-India Institutional Partnership Grants Available

The United States-India Educational Foundation recently announced an open competition for partnership grants under the Obama-Singh 21st Century Knowledge Initiative. The application deadline is Nov. 1, 2013.

To learn more about these funding opportunities, click here

Share Your News

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

Contributors:

- Kristin Bushby, HED Program Specialist for Latin America and the Caribbean
- Cynthia Lai, Communications Manager at University of Hawai'i at Manoa for UPLOAD JOBS

development issues with a variety of higher education partners. Learn more about partnership activities within a specific region or program area by downloading several new fact sheets from the HED website.

- Broader Middle East and North Africa
- Caribbean Region Climate Adaptation
- Job Opportunities for Business Scale-up
- Minority-serving Institutions
- Small Business Development Centers

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Higher Education for Development (HED) Partnerships Closed in FY2013

Partnerships Closed in FY2013	Country	Funding Mechanism	Associate Award Number (if applicable)	Availability of Closeout Report
University of Hawai'i at Manoa – Agricultural University of Tirana	Albania	LWA	n/a	Submitted via CD
University of Michigan, William Davidson Institute – Mentouri University Constantine	Algeria	Associate Award	263-A-00-09-00011-00	Submitted via CD
Tulane University – Universidad Iberoamericana/Universidad Rafael Landívar/Universidad Paulo Freire (CAFTA-DR)	Dominican Republic, El Salvador, Guatemala, Nicaragua	Associate Award	EDH-A-00-08-00029-00	Submitted via CD
University of Massachusetts, Boston – State University of Haiti-National Institute of Administration, Management and International Studies (INAGHEI)	Haiti	LWA (scale-up)	n/a	Submitted via CD
South Carolina State University – Ngozi University	Burundi	Associate Award	EDH-A-00-08-00028-00	Submitted via CD
Georgia State University – Cairo University	Egypt	LWA	n/a	Submitted via CD
University of Florida – Polytechnic of Namibia/Namibia University of Science and Technology/University of Botswana/Sokoine University (CBNRM)	Botswana, Namibia, South Africa, Tanzania	LWA	n/a	Submitted via CD
Brown University – University of Ghana	Ghana	Associate Award	AID-641-LA-11-00001	Submitted via CD
University of Texas at San Antonio – Central American University Consortium (SBDC 1)	Costa Rica, Dominican Republic, Honduras, Panama	LWA	n/a	Submitted via CD
Georgia State University – Cairo University (Department of Economics)	Egypt	Associate Award	EDH-A-00-08-00013-00	Submitted via CD
Cornell University – Bahir Dar University (Clean Water)	Ethiopia	Associate Award	EPP-A-00-09-00005-00	HED FY2014 Annual Progress Report[1]
Georgia State University – Alexandria University (EMBA)	Egypt	Associate Award	263-A-00-08-00027-00	HED FY2014 Annual Progress Report[1]
State University of New York-Albany – Makerere University (Clean Water)	Uganda	Associate Award	EPP-A-00-09-00005-00	HED FY2014 Annual Progress Report[1]
University of Cincinnati – University of Cape Town	South Africa	Associate Award	674-A-00-11-00018-00	HED FY2014 Annual Progress Report[1]

[1] *While the subawards for these four partnerships funded under associate awards closed during FY2013, the awards between USAID Missions and HED are scheduled to end in FY2014; hence, the closeout reports for these four partnerships will be submitted through HED's FY2014 Annual Progress Report.*

Higher Education for Development (HED)
and
U.S. Agency for International Development (USAID)

" Albania-Hawaii Higher Education and Economic Development Partnership (AHEED)"
Increasing Institutional Capacity in Agricultural Economics

September 2008 – September 2012

Agricultural University of Tirana (AUT) Tirana, Albania
with the University of Hawaii at Manoa

Cooperative Agreement # AEG-A-00-05-00007-00

Higher Education for Development, established in 1992, operates with the advice and counsel of six major U.S. higher education associations to engage the higher education community in global development.

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

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Partnership Overview

Partnership context and objectives

The University of Hawaii (UH) Department of Natural Resources and Environmental Management (NREM) in the College of Tropical Agriculture and Human Resources (CTAHR), and the Agricultural University of Tirana (AUT) Faculty of Economy and Agribusinesses (FEA), in collaboration with the Albanian Ministry of Agriculture (MoAFCP), have partnered to increase the Albanian agricultural higher education institution's abilities in positively influencing economic development and social prosperity. By empowering the faculty and enhancing its capacity to educate, research, consult, and advise, our goal is to strengthen their ability to make important contributions in the fields of education, research and outreach. The overall project objective is to strengthen AUT/FEA faculty's capacity to provide quality graduate education, build capacity for research, and integrate research with extension.

Specific objectives include:

1. Co-development of state-of-the-art MS curriculum, graduate courses and instruction approaches in agricultural economics;
2. Strengthening of applied research and policy analysis capacity of the Faculty and students in agricultural economics; and
3. Co-development and teaching of training modules and materials to extension and businesses in data collection and dissemination, farm management, and market and trade policy analysis.

Summary of activities

Development of new MScII courses

- The program includes three new tracks
    - Enterprise Management
    - Agricultural Economics and Policy
    - Sustainable Rural Development.
- The new tracks require four Core I courses, two Core II courses, two elective courses and thesis research. The four Core I courses developed were as follows:
    - Applied Economics for Business Management,
    - Research Methodology,
    - Application of Quantitative Analysis
    - Seminar in Economics and Agriculture
- The MScII course has enrolled 65 students to date, divided across three specializations: Enterprise Management (20 students—3 male, 17 female), Economy and Agrarian Policy (14 students -- 5 male, 9 female) and Financial Management (31 students --4 male, 27 female).

Workshops and seminars

Research Prioritization workshop

- A two-day workshop was held to establish priority research areas that are of importance to extension and ideal focal points for the project and to present a systematic approach for research program prioritization and strategic action.

Grant writing workshop

- This workshop was an extension of the priority setting meeting and its purpose was to mentor participants in securing funding to do research in the areas identified as having a great need for more work.

Conjoint choice research methodology workshop

- The aim of these workshops was to introduce new methodologies to the AUT/FEA researchers. They covered the theory, advantages and disadvantages of conjoint analysis, practical directions and information on how to do the analysis and to use its associated software and a hands-on demonstration on the analysis in action.

Latent class modeling workshop

- The class was intended for those wishing to learn more advanced techniques of conjoint choice analysis and gain an understanding of how to analyze preference classes differentiated by socioeconomics.

Quantitative methods workshop

- This workshop was developed in order to strengthen the research capacity of the AUT/FEA faculty with more quantitative tools. Topics discussed during this course were: stochastic production frontiers, causal inference in observational studies, and switching regression.

Authorship workshop

- The purpose of this workshop was to explain to FEA faculty members, particularly students and new faculty/researchers, the importance and significance of the authoring publications pertaining to one's research, as well as determining authorship and related guidelines.

International Conferences

The AHEED program has encouraged faculty to submit research outputs to international conferences and helped administer travel grants to facilitate their doing so.

- International Food and Agribusiness Management Association (IFAMA) Budapest, 2009--FEA faculty participated with 2 paper presentations, a poster presentation, and a special symposium discussion session and an invited paper for an FAO sponsored workshop.
- IFAMA Boston, 2010--On the whole, 12 students and faculty submitted papers and posters. In the end, four papers and two posters, representing the work of eight faculty members and four Master's students, were presented.
- IFAMA Frankfurt, 2011--Seven papers, two posters, and one case study were presented.
- IFAMA Shanghai, 2012--Eight papers, involving 12 faculty members, were accepted for presentation at this conference.

- Agricultural & Applied Economics Association (AAEA) Seattle, 2012--None of the submitted abstracts were accepted, but the project thought it important to sponsor two researchers to attend so that they would have the opportunity observe the latest achievements in the international agribusiness field and experience first-hand what is needed to advance Albanian research to this academic and scientific level.

Mini-grant research funding

In order to strengthen the capacity of the FEA in obtaining grant funding, the AHEED project has completed two rounds of mini-grant research proposals

- Six projects were funded in the 2010-2011 cycle, with several such as the consumer preferences for milk and table olives project resulting in both presentations and publications in international journals.
- Six projects were funded in the 2011-2012 cycle, with two project's presenting preliminary results at the annual AUT conference, and one study focusing on yogurt consumer preferences has been accepted to present at the 2013 IFAMA conference and is being written up for publication.

Research and international travel grants

The project has encouraged and mentored researchers with AHEED-sponsored projects to seek external funds for travel to international conferences.

Collaborative faculty research

Internship programs

- A Memorandum of Understanding was signed with MoAFCP regarding the opportunity for students to intern at ATTC (Albanian Technology Transfer Centers).
- A collaboration between AUT and USAID's Albanian Agricultural Competitiveness Program (AAC), facilitated by the AHEED project, has provided internship opportunities to 10 Master's students. As a result of this program, an FEA student named Vilma was eventually hired at AAC as full time specialist.
- Additionally, a MOU with a local consulting firm, DSA Consult, has been established to provide internships for students. Two students received internship opportunities with DSA Consult in the 2009-2010 academic year.

Publication of results

One AHEED project objective is to help AUT/FEA researchers conduct relevant research and to publish the results in important international journals.

- A study funded by UN and facilitated by the AHEED project was published in IFAMR.
- Four researchers (two from Albania and two from UH), with assistance from the AHEED project, have published a paper, on consumer preferences for lamb meat.

- Additionally, AHEED mini-grant projects have been finalized into five scientific papers currently in preparation for publication submission or already published.
- Apart from the paper publication in international journals, from 2009 to 2012 there have been 20 papers and posters and one symposium presented at four international conferences.

Infrastructure building and support

The AHEED Project has provided the tools for quality, independent, original agricultural research:

- The project supported the installation of FEA's internet infrastructure and the first year of internet subscription.
- TEEAL (a database for journal references covering approximately 149 agricultural journals) was purchased, and replaced after the original was lost, and is available to AUT students and faculty.
- Access to cutting-edge analysis software (Conjoint-based Choice & Latent Class Analysis) has been made available to FEA faculty as needed for their research projects.
- An office stocked by the project with office supplies is available for use by FEA faculty members to help them with their research needs. These supplies include an office PC, four laptops, a printer, projector, and copier, as well as essential software for use by mini-grants recipients.

MoAFCP training workshops

Extension workshops on topics sanctioned by MoAFCP and hosted at their offices were delivered by Professor Quentin Dombro under the sponsorship of the AHEED project. AUT/FEA faculty members were invited to attend the workshop. The workshops included: Entrepreneurship; Startups and Buyouts; Personnel Policies; Management; Pricing; Promotions; Distributions; and Quality.

Annual Conference

Through organization and co-sponsorship by AHEED partner entities, including Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), IPA Adriatica Project, MoAFCP, and others, an Annual Agricultural Economics Conference at AUT was established in 2009 which has given, and will continue to give, opportunities for highlighting research accomplishments. In an effort to cover costs and increase the ongoing sustainability of the conference, per the AHEED projects encouragement, a registration fee of $60 was charged for the first time in 2011. Revenue generated by the registration fee has generated funds which allowed AUT to expand the conference to two days long and to rent a larger, more professional venue for it.

Student poster competition at the annual AUT conference

Seven posters developed by nine students were entered into the competition.

Assessment of research and extension at AUT

Dr. Carl Evensen, Interim Assoc. Dean/Director-Cooperative Extension for the UH CTAHR met with both MoAFCP and AUT faculty and members of the ATTC to evaluate key issues and challenges that needed to be addressed in order to create a better relationship between MoAFCP, ATTC and AUT and to better integrate research and extension. Dr. Evensen also provided recommendations and insights to improve and strengthen the ATTC.

MoAFCP Research workshop

The faculty of AUT/FEA hosted a workshop to introduce MoAFCP and extension staff to new research being developed at the AUT, to investigate ways to integrate extension into AUT/FEA's research priorities, and align these research foci with the commodities prioritized in the initial workshops at the beginning of the AHEED project.

MoAFCP Meetings

Representatives from the AHEED project have met annually with the project's advisory committee including members of AUT/FEA and MoAFCP to discuss the formation and progress of the project. Also discussed at these meetings were the key issues and challenges that needed to be addressed in order to create a better relationship between MoAFCP, ATTC and AUT and the integration of research and extension.

Development of a book on agricultural sectors in a transitioning economy

Project PI Dr. Catherine Chan-Halbrendt and project assistant Jean Fantle-Lepczyk have contracted with the international publisher CABI to produce and edit a book entitled "Agricultural Markets in a Transitioning Economy: An Albanian Case Study".

- The purpose of this book is to present major challenges and opportunities facing agriculture sectors in the wake of the transition from a planned to a market economy.
- This book will highlight the primary research supported by the AHEED project and present the work of the project and the value of the support that HED and USAID have given it, to a large and diverse audience.

Outreach activities

Website

- Activities and all relevant information related to various activities, including courses offered, workshops held, and training programs are updated in the project website. Maintenance of the website allows for easy access to and availability of key information on various activities.

Poster presentations at International Education Day 2009 and 2011, Hawaii State Capitol

- A poster highlighting the objectives, accomplishments and benefits of the project was developed and displayed at the Hawaii state capitol outside of the legislative meeting rooms.

USAID Education Officers' Workshop

- Dr. Chan-Halbrendtwas invited to participate in the 2011 USAID Education Officers' Workshop in Washington, D.C. on August 23, 2011. She participated in the session entitled Applications of Science and Technology for Development, and presented some of the achievements and challenges of the AHEED project.

Summary of most significant achievements and impacts

The MScII classes

- Resulted in the successful implementation of permanent changes in the curriculum, courses, and instruction methods
- Consisted of three new majors, which require four Core I courses, two Core II courses, two elective courses and thesis research.
- Areas of concentration fit with most MS Agricultural Economics programs at US universities. The new tracks are very comparable to a US MS Agricultural Economics major
- In 2012, AUT/FEA decided to change and improve the PhD curricula as well. Each of the six MScII courses introduced by the AHEED project are being shifted to the PhD level in order to allow incoming PhD students to also benefit from the improvements to the program. In addition to benefiting from the curriculum improvement offered by the AHEED project, these classes are novel to the PhD program, and therefore represent a significant improvement in the education of AUT/FEA's new PhD students.
- On 25 September, 2012 there was a graduation ceremony for the first group of students to complete their studies and defended their theses. During this ceremony 43 students graduated (8 male and 35 female). Some of these students are following now the PhD studies at FEA/AUT.

Development of AUT's annual agricultural economics conference

An additional major success of the AHEED project is the development of collaboration with the MoAFCP and other agricultural and rural interests through the Annual Agricultural Economics Conference conducted by AUT/FEA with outside sponsors and support. The conference"

- Presented a clear opportunity to display the research capability of AUT/FEA faculty and students to Ministry of Agriculture, agricultural businesses, policymakers, and other interested in rural and agricultural affairs
- Has been highly received by government officials and has been a unique opportunity to display the research capability of the AUT/FEA
- Allows different players in Albania agriculture, from international to national to local players to network and gain an objective view on Albania's challenges with its agricultural economy
- By the 3rd year, the conference was expanded to two days, funded by charging an attendance fee sufficient to cover some venue and refreshment costs and had acquired

additional sponsors such as GIZ and IPA Adriatica Project. These are important first steps towards the future independence and sustainability of this conference in the future.

  - An exciting addition in 2011 was a student research poster competition, started by the AHEED Project with the goal of involving FEA students in agricultural research and offering them the opportunity to promote their work.

- As the conference has grown, it has seen a wider and more diverse variety of participants, particularly from universities within Albania but also from Kosovo, Macedonia, Italy and Greece.
- The annual conference not only gives AUT faculty the chance to present and publish their research, but more importantly it provides a venue for this research to reach interested officials and policy makers.

Book Release:, "Agricultural Markets in a Transitioning Economy: An Albanian Case Study"

- The purpose of this book is to present major challenges and opportunities facing agriculture sectors in the wake of the transition from a planned to a market economy.
- Albanian colleagues are highly involved in the writing of each chapter, representing their great personal and professional growth as a result of this project.
  - Eight authors are faculty at AUT, three are associated with the Albanian Ministry of Agriculture, four with other agencies and mission interested in Albanian agricultural economics and six are based at institutions in the U.S.
- The process of developing the book gave authors the experience of writing for an internationally marketed book as well as an opportunity to gain valuable rigorous feedback on their professional writing.
- This book highlights the primary research supported by the AHEED project and presents the work of the project and the value of the support that HED and USAID have given it, to a large and diverse audience.
- The book will be published by CABI (Centre for Agriculture Bioscience International; www.cabi.org) and is expected to be a leading publication on the subject with wide readership among academics and businesspeople alike. As a world-renowned life sciences publisher, CABI produces high quality scientific resources with the intention of improving lives by providing information and applying scientific expertise to solve problems in agriculture and the environment.

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Acceptance of papers at international meetings and journals

	IFAMA Budapest, 2009	IFAMA Boston, 2010	IFAMA Frankfurt, 2011	IFAMA Shanghai, 2012
Participants	7 (5 FEA, 2 MoAFCP)	10 (FEA)	15 (FEA)	5 (FEA)

Paper presentations	2	4	8	
Posters	1	2	1	2
Symposiums	1 (4 presentations within)			

Grants obtained in support of travel to meetings

No.	Activity	
1	IFAMA 2009 (Budapest)	Support from USAID/World Learning for 5 faculty members and 2 extension ($10000) Support from IFAMA in the form of 4 complimentary registrations ($2000)
2	IFAMA 2010 (Boston)	Support from USAID/World Learning for 4 faculty members ($10000)
3	IFAMA 2011 (Frankfurt)	Travel support from IFAMA for 1 faculty member ($500)

Paper publications and presentations supported by the AHEED project

- Assessing Quality and Safety of Food & Beverage Products: An Analysis of Agribusiness Enterprises in Tirana District/Albania; Ilir Kapaj, Reiner Doluschitz, and Ana Mane (https://www.ifama.org/events/conferences/2009/cmsdocs/1053_paper.pdf)
- Competitiveness of Albanian Agriculture: Value Chain Study for Fruit and Vegetable Sector in Fier Region; Engjell Skreli, Catherine Chan-Halbrendt, and Astrit Balliu (https://www.ifama.org/events/conferences/2009/Symposium.aspx)
- Discussion Session: Market Oriented Strategies to Revitalize Albania's Agricultural Industry; organized by Catherine Chan-Halbrendt, Halina Zaleski, Engjell Skreli, Tatjana Dishnica, Ana Mane, Bahri Musabelliu, and Ina Pagria (https://www.ifama.org/events/conferences/2009/Symposium.aspx)
- Assessing the comparative advantage of olive oil production in Albania; IFAMA 2009, IFAMR 2010 Vol 13(1); Ana Kapaj, Ilir Kapaj (https://www.ifama.org/publications/journal/vol13/cmsdocs/20091005_Formatted.pdf)
- Consumer Preferences for Olive Oil in Tirana, Albania; IFAMR 2010 Vol 13(3); Catherine Chan-Halbrendt, Drini Imami, Edvin Zhllima, Gwendalyn Sisior, Luciano Leonetti https://www.ifama.org/publications/journal/vol13/cmsdocs/20100012_Formatted.pdf
- Conjoint Analysis of Consumer Preferences for Lamb Meat in Central and Southwest Urban Albania; IFAMR 2010; Catherine Chan Halbrendt, Drini Imami, Edvin Zhllima, Quanguo Zhang https://www.ifama.org/events/conferences/2011/cmsdocs/2011SymposiumDocs/367_Symposium%20Paper.pdf

- Milk Market Segmentation: Study on the Consumers Preferences in Urban Albania; Ana Kapaj, Catherine Chan Halbrendt, Eda Deci (https://www.ifama.org/events/conferences/2011/cmsdocs/2011SymposiumDocs/338_Symposium%20Paper.pdf)
- Analyzing Consumer Choices under Food Safety Uncertainty: The Case of Small Ruminant Meat in Tirana; Drini Imami, Edvin Zhllima, and Maurizio Canavari (https://www.ifama.org/events/conferences/2011/cmsdocs/2011SymposiumDocs/357_Symposium%20Paper.pdf)
- Alternative Solutions for Efficient Use of Refused Land in Shangjergj Commune in Albania; Xhevaire Dulja, Galantina Canco, Ledia Thoma (Boshnjaku), and Henrieta Themelko (https://www.ifama.org/events/conferences/2011/cmsdocs/2011SymposiumDocs/405_Case%20Study.pdf)
- Quantifying Factors that Influence Implementation of QMS (Quality Management Systems) in Meat Processing Industry in Albania Using Ordinal Logistic Regression; Ilir Kapaj, Reiner Doluschitz, and Remzi Keco (https://www.ifama.org/events/conferences/2011/cmsdocs/2011SymposiumDocs/345_Symposium%20Paper.pdf)
- What to Produce and for Whom to Produce: the Albanian Case; Irma Tabaku, Ana Kapaj, and Ilir Kapaj (https://www.ifama.org/events/conferences/2010/cmsdocs/42_paper.pdf)
- Investigation of Production Opportunities and Resource Use Efficiency in Agricultural Production of Albania, Agricultural University of Tirana, Albania; Ana Kapaj, Ilir Kapaj, Eda Deci, Irma Tabaku, and Fatmir Guri (https://www.ifama.org/events/conferences/2010/cmsdocs/34_poster.pdf)
- Identifying Some Key Indicators Benchmarks (Competitive Benchmark) Helping Meat Processors in Albania Improving Their Management Decisions; Ilir Kapaj, Ana Mane, Orkida Totojani, Remzi Keco, Irma Tabaku (https://www.ifama.org/events/conferences/2010/cmsdocs/44_poster.pdf)
- Latent Class Analysis of Consumer Preferences for Wine in Tirana, Albania; Drini Imami, EdvinZhllima, Luciano Leonetti, and Quanguo Zhang (https://www.ifama.org/events/conferences/2010/cmsdocs/134_paper.pdf, https://www.ifama.org/events/conferences/2010/cmsdocs/134_powerpoint.pdf)
- Analiza e preferencavetekonsumatoreve per mollen ne Shqiperie; Ekonomiadhe Agrobiznesi (issued by Agriculture University of Tirana), 2012; Engjell Skreli, Drini Imami
- Consumer preferences for table olives in Tirana; Albanian Journal of Agricultural Sciences, 2012 Volume 11(2); Edvin Zhllima, Arben Verçuni, Irma Tabaku, Drini Imami, Catherine Chan-Halbrendt, Elvina Merkaj

- Comparative analysis of consumer choices for agrifood products in Albania: the case of olive oil and wine; Ekonomiadhe Agrobiznesi (issued by Agriculture University of Tirana), 2012; Drini Imami, Edvin Zhllima
- Analyzing consumers' preferences for apple attributes in Albania, applying Conjoint Choice Experiment and Latent Class Analysis; IFAMR 2012 Vol 15(4); Engjell Skreli, Drini Imami (https://www.ifama.org/publications/journal/vol15/cmsdocs/15%204/20120041_Formatted.pdf)
- Latent Class Analysis of Consumer Preferences for Wine in Tirana, Albania; Journal of International Food & Agribusiness Marketing 2012 Vol 24(4); Drini Imami, Edvin Zhllima, Catherine Chan-Halbrendt, Quanguo Zhang, Ryan Long, Luciano Leonetti & Maurizio Canavari
- Annual Conference AUT/FEA, Proceedings Book, 2009
- Annual Conference AUT/FEA, Proceedings Book, 2010
- Annual Conference AUT/FEA, Proceedings Book, 2011
- Annual Conference AUT/FEA, Proceedings Book, 2012
- Project PI Dr. Catherine Chan-Halbrendt and project assistant Jean Fantle-Lepczyk have contracted with the international publisher CABI to produce and edit a book entitled "Agricultural Markets in a Transitioning Economy: An Albanian Case Study". Eight authors are faculty at AUT, three are associated with the Albanian Ministry of Agriculture, four with other agencies and mission interested in Albanian agricultural economics and six are based at institutions in the U.S. This book will highlight the primary research supported by the AHEED project, while making a case for the importance of ongoing education and extension. Authors have just finished editing their proofs and the book is scheduled for publication in March 2013.
- Consumers Behavior towards Milk Products: study from urban Albania; forthcoming in April 2013 in Journal of Food, Agriculture & Environment-JFAE; Ana Kapaj, Eda Deci (http://www.world-food.net/scientificjournal.php)
- Determinants of consumer perceptions of food safety risk: Evidence from Albania; forthcoming in 2013 in International Journal of Consumer Studies; Drini Imami, Edvin Zhllima

Impacts of paper publications

- Three FEA faculty members have been promoted to Associate Professor as a direct result of the international publications and presentations resulting from AHEED project support. Ana Kapaj has received the "Associated Professor" title and Drini Imami and Edvin Zhllima's promotions are currently pending.

Mini-grant research projects

- Mini-grants were offered through AHEED for AUT researchers. This gave a great opportunity for AUT faculty to learn and experience the process of a research project from grant writing to research and then dissemination of information.
- Twelve projects were funded overall
    - Six presentations funded by AHEED project mini-grants were presented at the 2011 IFAMA conference in Frankfurt, Germany.
    - As the result of the first round of the mini-grants, five scientific papers have been finalized and have been published or are in the process of formatting and editing for publication in international journals.
    - One project, a collaboration on policy research between AUT faculty, Drini Imami, Edvin Zhllima, and Dr. Chan-Halbrendt was selected as one of the Top 10 Best Paper Finalist at the 2010 IFAMA meeting in Boston, "Consumer Preference for Olive Oil: The Case of Albania" and was also published in the IAMA Review Vol. 13, Issue 3.

Skills workshops

Workshops on research prioritization, grant writing, SSI software and consumer preference study techniques, latent class analysis, and quantitative methods for agricultural economics research introduced to the faculty of AUT/FEA to cutting edge techniques and tools in the field of agricultural economics. Researchers were able to immediately apply this skill to current research projects. Developing the research capacity evolved from enhancement of course development where the faculty has become acquainted with research methodology and quantitative research analysis methods.

- AHEED has achieved fantastic results in developing research capability
- Dr. Catherine Chan-Halbrendt demonstrated her skills in teaching research methods through conducting training for faculty on writing proposals, and research methodologies and prioritization
- The AUT/FEA faculty was taught the latest applications of some quantitative methods to analyze research questions such as Conjoint Choice Experiments
- These steps were thoughtfully implemented to enhance research skills of AUT/FEA faculty and grad students
- This was an excellent early move in the AHEED project
- AUT/FEA faculty responded by producing proposals that were accepted internationally and were heavily focused on Albania agricultural system problems.
    - Per the report produced by independent project evaluator, Dr. Robert Parsons, few similar size departments in the US would produce as much research on topics applicable to their home areas. He found this to be a commendable result for the AHEED project.

Future sustainability

AUT annual agricultural economics conference

With the AHEED project's support and encouragement, in 2011 AUT began charging a modest attendance fee for participation in the annual conference. This fee has allowed organizers to expand the length of this integral conference, move it to a more suitable venue, and ensured its future existence. In fact, it was able to be held in 2012 without direct support from the project and its future sustainability seems assured.

Center for Policy Research

One idea which has been proposed and is being explored is the development of a Center for Policy Research. This center will strive to identify high priority research, facilitate the development projects on these topics and assist in gaining funding to support it via government and private funds. Per independent project evaluator, Dr. Robert Parsons, the Center should be given the responsibility of developing and implementing clear objectives and procedures for research proposals.

- Will help secure grant funding, among other things
    - The objective of the institute will be:
        - Identify high priority research
        - Facilitate the development projects addressing these topics by qualified faculty and graduate students
        - Assist in gaining funding to support it via government and private funds.
    - The success of this unit is key to sustaining the impact of the AHEED project.
    - Will require a dedicated director, small advisory committee, and successful efforts to get funding from a diversity of internal, external, NGO, and private sector funders.

Agribusiness Certificate

Collaborator at UH and AUT will explore whether there is an interest among extension personnel and faculty for an agribusiness certificate program, as well as identify faculty eligible to provide the required courses, research costs and students' willingness to pay the required fees, and assess AUT's interest in issuing such a certificate. The Agribusiness Certificate Program strives to provide the students with the skills needed in agribusiness management and entrepreneurship.

Try to secure funding for more/ongoing training/workshops to expose faculty and students to modern and useful research techniques

- AUT should try to secure funding to guarantee faculty trip to international meetings for 1-2 people/year. This continues exposure and networking and offers encouragement/reward for continuing applicable and interesting research

- Continue a flow of funding to enable research activities with students, provide student financial support, and provide an opportunity for faculty to travel to work with potential colleagues.

Partnership period of performance, funding amount, leveraged funds, and cost share

Partnership effective October 2008 to September 2012

Original Three Year Budget (2008-2011)

	Original Award	Approved Budget Reallocation	U.S. Applicant Institution Cost Share	Overseas Institution Cost Share	Others Cost Share	Original TOTAL	Approved Budget Reallocation TOTAL
I. Personnel	$124,825.00	$87,579.68	$61,776.00	$-	$-	$186,601.00	$149,355.68
II. Fringe Benefits	$21,050.99	$5,283.36	$13,590.00	$-	$-	$34,640.99	$18,873.36
III. Travel	$80,730.00	$119,573.00	$-	$-	$-	$80,730.00	$119,573.00
IV. Equipment*	$-	$-	$-	$-	$-	$-	$-
V.Supplies	$23,355.68	$37,525.71	$-	$9,000.00	$-	$32,355.68	$46,525.71
VI. Other Direct Costs**	$-	$-	$-	$18,000.00	$-	$18,000.00	$18,000.00
VII. Total Direct Costs (I+…+VI)	$249,961.67	$249,961.75	$75,366.00	$27,000.00	$-	$352,327.67	$352,327.75
VIII. Indirect Costs***	$49,992.33	$49,992.33	$-	$-	$-	$49,992.33	$49,992.33
IX. Totals (VII + VIII)	$299,954.00	$299,954.08	$75,366.00	$27,000.00	$-	$402,320.00	$402,320.08

Fourth Year Scale-up Budget (2011-2012)

	Original Award	U.S. Applicant Institution Cost Share	Overseas Institution Cost Share	Others Cost Share	TOTAL
I. Personnel	$16,824.00	$-	$-	$-	$16,824.00
II. Fringe Benefits	$3,766.85	$15,000.00	$-	$-	$18,766.85
III. Travel	$35,338.50	$-	$-	$-	$35,338.50
IV. Equipment*	$-	$-	$-	$-	$0.00
V.Supplies	$21,398.50	$-	$-	$-	$21,398.50
VI. Other Direct Costs**	$6,000.00	$-	$-	$-	$6,000.00
VII. Total Direct Costs (I+…+VI)	$83,327.85	$15,000.00	$-	$-	$98,327.85
VIII. Indirect Costs***	$16,665.57	$-	$-	$-	$16,665.57
IX. Totals (VII + VIII)	$99,993.42	$15,000.00	$-	$-	$114,993.42

Partnership Results

AHEED project activities began in earnest in September 2008 and a series of accomplishments have, to date, lead to advancements within each of the broader objectives and goals of the partnership. While challenges have been faced, successful implementation of permanent programs, collaborative frameworks, tools and knowledge have been achieved on several targets. The following subsections illustrate specific outcomes and major advances made toward project goals.

Objective 1: **Develop state-of-the-art graduate courses and instruction in agricultural economics, making the MS graduate curriculum in FEA more relevant and more responsive to changing market conditions and increasing agricultural competitiveness.**
Outcomes

MScII courses overview
Over the past four years, the AHEED project has worked hard to assist the faculty of the FEA at AUT in developing its Master's curriculum. To this end, the project began by identifying six new MScII courses to be developed using the teach/co-teach/mentor philosophy. That is, courses were originally developed by visiting faculty from US institutions, taught by those instructors with an Albanian co-teacher, and eventually taught entirely by the Albania instructor with feedback and mentoring from the project. Initial visits evaluated the FEA Master's program courses, gathering, reviewing, and comparing these to courses from such renowned US universities such as Purdue, University of Nebraska- Lincoln, Kansas State University, Penn State University and Texas A&M. The process of developing curricula for the new M.Sc.II involved collaboration with FEA faculty, private sector and relevant business leaders and MoAFCP, along with discussions with FEA faculty instructors. A proposal was developed and submitted to Ministry of Education for a new FEA MScII and was approved by the Albanian Council of Ministers in August 2009.

- The program includes three new tracks
    - Enterprise Management
    - Agricultural Economics and Policy
    - Sustainable Rural Development.
- The new tracks require 4 Core I courses, 2 Core II courses, 2 Elective courses and thesis research. The four Core I courses developed were as follows:
    - Applied Economics for Business Management,
    - Research Methodology,
    - Application of Quantitative Analysis
    - Seminar in Economics and Agriculture—The idea behind this seminar series was to allow MSc students to develop and present small research projects. The course was not developed by the AHEED project. Rather, the Albanian instructors

shared their research experiences with the students and presented their latest studies for example. The goal of the seminar was to help the MSc students to ideate and develop their own research. Thus far, FEA/AUT professors who have taken some portion of their graduate studies abroad, including frequent AHEED cooperators Ilir Kapaj, Drini Imami, Edvin Zhllima, and Ana Kapaj, have shared their educational experiences with the MSc students.

- The MSc.II course has enrolled 65 students to date, divided across three specializations: Enterprise Management (20 students—3 male, 17 female), Economy and Agrarian Policy (14 students -- 5 male, 9 female) and Financial Management (31 students --4 male, 27 female).
- On 25 September, 2012 there was a graduation ceremony for the first group of students to complete their studies and defended their theses. During this ceremony 43 students graduated (8 male and 35 female). Students, professors, faculty members and other invited persons from MoAFCP and AUT took part in the ceremony. AHEED project PI Catherine Chan-Halbrendt was also able to participate, delivering some of the diplomas and sharing this important moment for both the students and the AHEED project. This event in the culmination of years of hard work and dedication both for the students as well as the UH and AUT/FEA professors. It is due in large part to the improved curriculum developed by the AHEED project and mentoring and instruction on classroom teaching and research technique by the UH professors that now these MSc graduated students have a prime class diploma. In addition to their diploma from AUT, students who participated with the AHEED-developed curriculum were also awarded a certificate for their participation in the program.

MSCII courses process

Several courses began their first sessions in the 2009-2010 academic year, with an average of about 60 students in core courses and 15 students in non-core courses. Teacher-trainers from UH and other US and international institutions taught workshops as well as the courses, and guided FEA faculty towards their future independent instruction of the new courses. In the end, due to budget and time constraints, the AHEED project was only able to support and develop five of the eight classes necessary to the new MScII track. After discussions with the Albanian course instructors and a review of curricula developed at FEA, it was decided that not all of the courses needed the assistance of invited professors.

- Four M.Sc. II courses were selected for student instruction/teacher-training in the fall of 2009.
    - Two courses are Core I, required by all FEA students to attend,
    - One is a core requirement for the Enterprise Management track and
    - One is a required course for the Agricultural Economics and Policies track.
- Course Information:

- Applied Economics for Business Management was taught by J. Yanagida (UH-Manoa) and I.Qinami and T.Nelaj (AUT). The overall objective of this course was to expose the student to the theoretical and applied aspects of microeconomic theory relevant to the consumer, firm and market. The course was divided into three main parts: mathematical review; theory of demand, supply and price determination; and applied analysis. The course paid special attention to applications in business and agribusiness, as well as the theory of consumer, firm, and market. Evaluations indicate that the majority of students "strongly agreed" they gained knowledge, with good comprehension, and were able to analyze and evaluate what they learned. The majority also "agreed" that they had confidence in applying and synthesizing what they learned.
- Strategic Management in Agribusiness was taught by Q. Dombro (Consultant and Adjunct Math Instructor at the Community College of Vermont) and D. Kercini and B. Musabelliu (AUT). Course evaluations indicate that majority "strongly agreed" they gained knowledge, confidence in applying what they learned, and synthesizing and evaluating that knowledge. The majority also "agreed" that they had good comprehension of the subject and analysis.
- Agribusiness Risk Management (Financial Risk Management) was taught by Christie Chang (University of New England) and M. Mece and D. Risilia (AUT). Student evaluations indicate that the majority of students "strongly agreed" they gained knowledge, with good comprehension, and were able to analyze and evaluate what they learned. The majority also "agreed" that they had confidence in applying and synthesizing what they learned.
- Due to a last minute cancellation by the visiting professor, Applied Econometrics was not taught by an AHEED-sponsored instructor. An AUT/FEA instructor was able to develop an analogous class, which is currently being taught in its place.

- Two courses were offered in spring 2010. They include:
  - Application of Quantitative Analysis taught by PingSun Leung (UH-Manoa) and supported by Parashqevi Rrapo (AUT). This was a spreadsheet modeling course introducing modern management science techniques for economic and business decision analysis. It is an applied management science course focusing on agribusiness management and the use of spreadsheet models for economic analysis. Introduction to quantitative decision-making methods for effective agribusiness management in resource allocation, scheduling, logistics, risk analysis, inventory, and forecasting, emphasis on problem identification, model formulation and solution, and interpretation and presentation of results are some of the topics covered by this course. The overall goals of the course were:
    - to provide a one-semester introductory survey of modern management science techniques that can assist economists, agribusiness/business

managers and industry analysts to make sound business and economic decisions
    - to develop practical knowledge and hands-on experience in solving common economic and management problems faced by agribusiness/business firms
    - to gain proficiency in formulating and implementing problems in a computer model with emphasis on spreadsheet model
    - to generate information for decision making from computer models and to evaluate the information provided to improve decision making
  - International Agriculture Trade Policies taught by Alexander F. McCalla (UC-Davis) and supported by E. Skreli and R. Kola (AUT). This course covered the essential topics involved in international trade: agricultural trade theories, agricultural policies and implications, trade agreements, trade and environment nexus, European agriculture, foreign trade investments, and international marketing and trade models. The course provided knowledge of fundamental theories of international agricultural trade, taught students to think analytically and critically about the implications of various trade policies, taught students to conduct research in international agricultural trade and communicate effectively with agriculture and agricultural trade decision makers.
- All five of the previously taught MScII courses were selected for co-teaching in 2011.
  - Each course was one of the Core I classes which all Master's students in the program are required to complete.
  - The aim of this phase of the project was to co-teach the modules of the Master course. To this end, FEA instructors based their teaching on the corresponding previous lectures of UH and collaborating professors.
  - The workshops, discussions, and teacher-training process allowed FEA instructors, beginning in the 2010-2011 academic year, to take over the teaching of these courses with new, state-of-the-art curricula tied directly to development input, desires, and demands from the stakeholders.
  - These five classes have been translated into Albanian in order to facilitate student learning and are being taught by Albanian instructors.
- The first co-taught course, "Applied Economics" was taught by Irma Tabaku from February 7 – February 11, 2011 and the final exam was given on March 7. Student evaluations were strong, with average ratings falling somewhere between agreeing to strongly agreeing to all 19 positive evaluation criteria statements. A selection of important specific results is listed below.

	Avg. Rating*
Instructor clearly explains course goals, objectives, and purpose	4.5
Instructor clearly explains complex ideas	4.5
Instructor engages in a healthy exchange of ideas and opinion with students	4.4
Class assignments provided an effective aid for learning the subject matter	4.3
Student gained understanding of concepts/principles in this field	4.4
Student learned to apply principles from this course to new situations	4.3

* Rated on a scale of 1-5, where 1=Strongly disagree and 5= Strongly agree

- The second course, "Research Methodology" was taught by Engjell Skreli from March 7 – March 11, 2011 and the final exam was given on April 11. Again, student evaluations were strong, with average ratings falling somewhere between agreeing to strongly agreeing to all 19 positive evaluation criteria statements and on average self-assessing student learning outcomes somewhere between the best possible outcome and one scale point below . A selection of important specific results is listed below.

	Avg. Rating*
Instructor clearly explains course goals, objectives, and purpose	4.5
Instructor clearly explains complex ideas	4.5
Instructor engages in a healthy exchange of ideas and opinion with students	4.5
Class assignments provided an effective aid for learning the subject matter	4.3
Student gained understanding of concepts/principles in this field	4.5
Student learned to apply principles from this course to new situations	4.5
Self-assesment of:	Avg. Rating**
Knowledge	4.4
Comprehension	4.4
Application	4.3
Analysis	4.3
Synthesis	4.3
Evaluation	4.3

* Rated on a scale of 1-5, where 1=Strongly disagree and 5= Strongly agree

**Rated on a scale of 1-5, where 1=worst and 5= best acheivement

- The third course, "Application of Quantitative Analysis", took place between April 11-May 15, 2011 and was taught by Majlinda Belegu and Edmira Ozuni. These instructors attended the class when it was taught by an AHEED project sponsored instructor, PingSun Leung the previous year. This is a core course required of students in all three MSc II specializations and enrolled 31 students (13 male, 18 female) during this offering.

Course evaluations for this class were quite strong, with average ratings falling between agreeing to strongly agreeing to all 19 positive evaluation criteria statements and on average self-assessed student learning outcomes somewhere between the best possible outcome and one scale point below. A selection of important specific results is listed below:

Question	**Average level**
Instructor clearly explains complex ideas	4.6
Instructor clearly explains course goals, objectives, and purpose	4.5
Instructor engages in a healthy exchange of ideas and opinion with students	4.6
Class assignments provided an effective aid for learning the subject matter	4.5
Student gained understanding of concepts/principles in this field	4.4
Student learned to apply principles from this course to new situations	4.3

Note: * Rated on a scale of 1-5, where 1=Strongly disagree and 5= Strongly agree

Self-assessment of	**Average level**
Knowledge	4.5
Comprehension	4.2
Application	4.1
Analysis	4.3
Synthesis	4.2
Evaluation	4.3

Note: * Rated on a scale of 1-5, where 1=Worst and 5= Best achievement

- "Strategic Management in Agribusiness" took place May 9-13, 2011. The course was initially taught by Quentin Dombro, with the assistance of Albanian professors Bahri Musabelliu and Donika Kercini. In 2011, Prof. Musabelliu and Prof. Kercini taught the class on their own. The course is a core class for Enterprise Management majors at AUT. Twenty students (17 females and 3 males), who comprised all of the current Enterprise Management majors, took the course during this offering. Student evaluations for this class were strong, with average ratings falling right at strongly agreeing to all 19 positive evaluation criteria statements and on average self-assessed student learning outcomes at or just below the best possible outcome. A selection of important specific results is listed below:

Question	Average level
Instructor clearly explains complex ideas	5
Instructor clearly explains course goals, objectives, and purpose	5
Instructor engages in a healthy exchange of ideas and opinion with students	5
Class assignments provided an effective aid for learning the subject matter	5
Student gained understanding of concepts/principles in this field	5
Student learned to apply principles from this course to new situations	5

Note: * Rated on a scale of 1-5, where 1=Strongly disagree and 5= Strongly agree

Self-assessment of	Average level
Knowledge	5
Comprehension	5
Application	5
Analysis	5
Synthesis	4.8
Evaluation	4.8

Note: * Rated on a scale of 1-5, where 1=Worst and 5= Best achievement

- The final course, "International Agriculture Trade Policies" took place June 13-17, 2011. It was initially taught by Alex McCalla. His co-teacher in the first class was the Albanian professor Rezear Kola, who has become the primary instructor this year. This is a core course for the Economy and Agrarian Policy profile and was taught to 14 students (9 females and 5 males). Again, student evaluations were very good, with average ratings falling somewhere between agreeing to strongly agreeing to all 19 positive evaluation criteria statements and on average self-assessed student learning outcomes somewhere between the best possible outcome and one scale point below. A selection of important specific results is listed below.

Question	Average level
Instructor clearly explains complex ideas	4
Instructor clearly explains course goals, objectives, and purpose	4.2
Instructor engages in a healthy exchange of ideas and opinion with	4

students	
Class assignments provided an effective aid for learning the subject matter	4
Student gained understanding of concepts/principles in this field	4
Student learned to apply principles from this course to new situations	4

Note: * Rated on a scale of 1-5, where 1=Strongly disagree and 5= Strongly agree

Self-assessment of	**Average level**
Knowledge	4.5
Comprehension	4.3
Application	4.5
Analysis	4.5
Synthesis	4
Evaluation	4.1

Note: * Rated on a scale of 1-5, where 1=Worst and 5= Best achievement

- An additional course in this AHEED project developed series, Agribusiness Risk Management (Financial Risk Management), originally taught by Christie Chang from Australia, was meant to be taught during this period. However, the current course instructors did not fully adopt the course taught by Dr. Chang as they felt that other lecture material might be a better fit to the course. However, it is possible that a language barrier prevented them from taking advantage of the original English language lecture material.

The overall outcome of these classes is that new, higher quality MScII courses have been introduced to the AUT/FEA curriculum, as has alternative teaching strategies. This has resulted in improved faculty teaching, increased learning capacity of faculty and students, and the introduction of new agribusiness techniques and knowledge. The combined teach-training involved FEA faculty training in:

- Improving focus on relevant issues for graduate level agricultural economics on the global scale
- Displaying case-study based approaches
- Integrated understanding of priority policy-issue coverage in courses
- Introducing presentation techniques for methodological instruction.

MScII courses extended to enhanced PhD program

In 2012, AUT/FEA decided to change and improve the PhD curricula as well. Each of the six MScII courses introduced by AHEED project are being shifted to the PhD level of studies in order to allow incoming doctoral students to also benefit from the improvements to the program. In addition to benefiting from the curriculum improvement offered by the AHEED project, these

classes are novel to the PhD program, and therefore represent a significant improvement in the comprehensive education of AUT/FEA's PhD students.

These courses and their respective Albanian professors are:

Course	AUT Professor
Applied Economics	Irma Tabaku
Research Methodology	Engjell Skreli
Strategic Management in Agribusiness	Bahri Musabelliu, Donika Kercini
Application of Quantitative Analysis	Edmira Ozuni, Majlinda Belegu
International Agriculture Trade Policies	Rezear Kola, Engjell Skreli

Student poster competition at the annual AUT conference

One of the activities AHEED has invested in at AUT is an annual conference (see Objective Three). One addition to the 2012 annual conference was the inception of a student research poster competition. This idea was conceived by the AHEED Project with the goal of involving FEA students in agricultural research and offering them the opportunity to promote their work. Interested students had to submit their proposed work to a conference selection committee, and only those selected were invited to complete their poster. Posters were in English and the AHEED project assisted students with translation, poster construction and formatting and also financed the poster printing. During the conference, the students presented their work to a jury created to evaluate their work. Members of the jury were: Prof. Dr. Catherine Chan-Halbrendt (Director of the AHEED Project), Associate Prof. Engjell Skreli (Professor at FEA), Ph.D. Ana Kapaj (Assistant Professor at FEA and AHEED office coordinator) and Ph.D. Drini Imami (Assistant Professor at FEA). The jury evaluated the posters according to a point system whereby each member of the jury gave individual points to each poster, and these points were tallied in order to establish an overall score.

The newly developed student poster session and competition was greeted with great enthusiasm. In the end, seven posters developed by nine students were entered into the competition. Students (5 males, 4 females) were typically in the 3rd to 5th year of their FEA studies. All participants received a certificate of participation from the AHEED project and the winner also received a monetary award. Beyond this, FEA students were given a novel opportunity to publicize their work at an important internationally attended conference, as well as to create contacts with other researcher and professionals within the international agricultural sector.

Objective 2— Strengthen applied research and policy analysis capacity of the Faculty in providing higher quality and effective training and consultation to the Ministry of Agriculture and private businesses.

Outcomes

Workshops and seminars

Prioritization workshop

At the inception of the project, a two day workshop was held to establish priority research areas that are of importance to extension and, thereby, ideal focal points for the project, as well as present a systematic approach for research program prioritization and strategic action. The purpose of the workshop was to identify research areas in the greatest need of more work and to present these to extension and faculty so they could pursue projects with the most impact. Objectives of this workshop were:

- To explain the role of research planning
- To provide a method for research prioritization
- To suggest a strategy for implementation of research priorities through self-initiative and partnerships.
- To improve participant skills in priority setting,
- To strategically plan for research support activities,
- To improve commitment to work as a team in research priority setting and research support.

The workshop had 62 total participants (34 on 1st day and 28 on 2nd; 32% of overall participants were female). A survey was conducted at the end of the workshop after discussing research priorities to find out what commodities participants viewed as priority research areas. Using the Analytic Hierarchy Process, respondents were asked to first evaluate the criteria with marketability identified as most important, followed by increased profit, efficiency, export potential and, finally, maintaining natural resources. Then they were asked to evaluate each of the major commodities with respect to the criteria. Commodities prioritized from this exercise for research included olives, followed by tomatoes, sheep, potatoes, maize and, lastly, wheat. This prioritized list of commodities was presented to the advisory committee and extension to determine the particular issues of these commodities that most required researched.

Grant writing workshop

A grant writing workshop was held in July 2010. It was attended by AUT faculty and students, private industry members and open to anyone interested. This workshop was an extension of the priority setting meeting and its purpose was to mentor participants in securing funding to do research in the areas identified as having a great need for more work. The workshop covered the process of grant writing, what is involved and what might be expected from a proposal. The main objectives of this workshop were to:

- Introduce participants to successful grant writing
- Improve participants' writing and critical thinking skills, especially as it relates to the preparation of a grant proposal
- Increase participants' awareness of the variety of grant funding opportunities available

The workshop had 47 total participants (53% female), and included people from MoAFCP, FEA, the business community and the public. 76% of the participants considered the workshop a valuable learning experience for them and about 60% believed that they would be able to use what they have learned in a future professional context.

Conjoint choice workshop

In January 2011, a multipart workshop covering the use of conjoint choice analysis in consumer preference studies was facilitated by project director, Catherine Chan-Halbrendt in Tirana, Albania. This happened at a stage of the project in which it began to introduce specific research methods topics. In the past most Albanian agricultural economics research was production oriented, and not focused on consumer needs. In order to counteract this, Dr. Chan-Halbrendt felt that it would be beneficial to introduce a new consumer studies method –conjoint choice analysis. The aim of these workshops was to introduce new methodologies to the AUT/FEA researchers. Sessions covered the theory; advantages and disadvantages of conjoint analysis; practical directions and information on how to do the analysis and how to use its associated software; and a hands-on demonstration of the analysis in action. This technique was of particular importance to several of the projects financed by the AHEED and USAID/AAC mini-grants program. The conjoint choice analysis workshop was attended by 13 AUT faculty members (6 male, 7 female). Nine of these were concurrently participating in AHEED project sponsored consumer preference studies. The other participants were interested in learning the new methodology to apply to future studies. The data from an AHEED-financed research project, "Milk market segmentation: Study on the consumers' preferences in urban Albania (Ana Kapaj, PI) was used to demonstrate the use of SSI. In addition, some of the attendees were able to immediately use the techniques they had learned to analyze and obtain results for their AHEED mini-grant funded research projects. These included: Consumers' preferences for apple fruits in Tirana market using a conjoint analysis (Engjell Skreli, PI), Consumer Preference for Table Olives in Albania (Arben Vercuni, PI), Latent Class Analysis of Consumer Preferences for Wine in Tirana, Albania (Drini Imami PI), Conjoint Analysis of Consumer Preferences for Lamb Meat in Central and Southwest Urban Albania, and Milk market segmentation: Study on the consumers preferences in urban Albania (Ana Kapaj, PI).

Latent class modeling workshop

An "Introduction to Latent Class Modeling" course was taught by Will Barker from January 7 - February 4, 2011 and funded by the AHEED project. The class was intended for those wishing to learn more advanced techniques of conjoint choice analysis and gain an understanding of how to analyze preference classes differentiated by socioeconomics. The 4 week course covered the background of latent class modeling and its applications through a tutorial of the software, and assigned practice exercises. Students were able to communicate online with the instructor in order to enrich their leaning through discussions, ask questions of the instructor, and exchange

experiences. The course had 4 participants (2 male, 2 female; 3 AUT faculty members, 1UH graduate student). Course evaluations indicate that participants were interested in the course due to their interest in market segmentation studies and that they felt this was a great opportunity for them to learn a new technique to conduct research, though one student felt the course needed to be longer to better understand the topics covered.

Quantitative methods workshop

In order to strengthen the research capacity of the AUT/FEA faculty with more quantitative tools, the project coordinated the workshop, "Topics in Quantitative Methods for Agricultural Economics Research". Project PI Dr. Catherine Chan-Halbrendt identified this as an essential but missing tool in the capacity of the AUT/FEA professors' research abilities. The course was taught remotely by Dr. PingSun Leung of UH from August 15-17. Topics discussed during this course were: stochastic production frontiers, causal inference in observational studies, and switching regression. The class was taught via Blackboard Collaborate and had 14 (8 faculty and 6 students) participants. This new, more efficient means of instruction greatly increases the ability of the AHEED project to mentor and instruct our cooperators in Albania. Although students found that a lot of material was covered in a relatively short time, the material covered was very much valued by the attendees. Of particular use were the presented case studies which gave real-life, concrete examples. Participants also appreciated the presented information on the application and use of the new methodologies, particularly that on STATA software. Furthermore, most class participants (90%) agreed with the statement that "the course gave a thorough introduction of the theoretical and applied production types modeling methods". The use of Blackboard Collaborate to remotely teach this class was well-received. Some class participants were able to follow the course on-line from their home, which they found quite beneficial and convenient and they have expressed their willingness to have other courses like this in the future. Thus, the results of this class are two-fold. Both a new on-line communication technology and new research methodologies were introduced to the FEA students and faculty members. The AHEED project believes that these newly acquired skills will greatly increase the capacity of AUT/FEA to participate in international research and national development.

Authorship workshop

During her visit to Tirana in November 2011, AHEED Project director Catherine Chan Halbrendt gave a workshop on authorship guidelines. The workshop was prompted by several incidents which made it clear that FEA faculty and students were struggling with knowing who and when to include colleagues as coauthors. The workshop was entitled: "Authorship in Scientific Research" and its purpose was to explain to FEA faculty members, particularly students and new faculty/researchers, the importance and significance of the authoring publications pertaining to one's research, as well as determining authorship and related guidelines. The workshop was attended by 21 FEA researchers and MSc students (49% females). During the workshop, the

importance of authorship was emphasized as a means by which academics communicate the results of their scholarly work, establish priority for their discoveries, and build their reputation among their peers, as well as are evaluated for employment, promotion, and tenure. In academic publishing, authorship of a work is claimed by those making intellectual contributions to the completion of the research described in the work. Authorship can encompass activities other than writing the article and assigning authorship can be a complicated endeavor. According to the workshop evaluation, all participants found this a very valuable learning experience. Given that the importance of authorship in Albania is generally underestimated, this workshop was very much appreciated and all participants agreed that it was highly needed. Only 10% had been in a similar workshop in the past.

Students supported by the project

In addition to formalized forms of professional development, the project has assisted three lecturers from AUT who were concurrently enrolled as PhD students at University of Bologna, Italy. Drini Imami, Edvin Zhllima, and Ana Kapaj have had their dissertation research supported by the project as well as benefited from dissertation advice and editing by project staff. All submitted their dissertations to their university in March 2011, and defended in Fall 2011. All three have remained actively involved with the project, and have received minigrants in the two last rounds. It is important to mention that through participating in AHEED activities they have learned and utilized new research methods like conjoint choice analysis which has helped them in furthering their research. They have also been part of IFAMA conference from 2009 to 2012 and have been able to publish four important papers in the IFAMR journal. These are:

- Kapaj, A (2010), Assesing the Comprative Advantage of Albanian Olive Oil Production, Journal of the International Food &Agribusiness Management Association, Vol 13(1).
- Imami D, Chan-Halbrendt, C, Zhang, Q, Zhllima, E (2011) Conjoint Analysis of Consumer Preferences for Lamb Meat in Central and Southwest Urban Albania, Journal of the International Food &Agribusiness Management Association, Vol 14(3).
- Chan-Halbrendt, C, Imami D, Sisior, G, and Zhllima, E, (2010) Consumer Preferences for Olive Oil in Tirana, Albania, Journal of the International Food &Agribusiness Management Association, Vol 13(3).
- Skreli E and Imami D, (2012) Analyzing Consumers' Preferences for Apple Attributes in Tirana, Albania, Journal of the International Food &Agribusiness Management Association, Vol 15(4).

Furthermore, six students at the University of Hawaii have been involved with and supported by the project. This has resulted in the production of a thesis, a paper, a book chapter, and a variety of reports and grant writing.

Potential off-shore degree program for AUT students at UH

In addition to the institutional capacity-building progress in FEA, an off-shore degree with UH is being explored. Estimating the cost and revenue generated from such a degree, a break-even

analysis indicated a 30-student minimum. Willingness and availability among NREM and Business school faculty to participate has been established, but further investigation is required to determine demand at AUT for an MBA in Agribusiness, or MS in NREM degree in resource management and economics. Willingness among AUT students to pay the fees is also a concern which requires further evaluation.

Mini-grant research funding

A major measure of the strength and capabilities of academic graduate programs is the capacity of faculty and students in securing grants for research. Successful grant writing requires not only the ability to navigate proposal requirements and provide quality proposal content on research, but a firm grasp of which research activities are linked to priorities in the public, in government, and in specific agricultural sectors.

- Grant writing and research prioritization workshops were developed and implemented early in the AHEED partnership program.
- Successful research has been encouraged, carried out, and recognized by the international scientific community.

In order to strengthen the capacity of the FEA in obtaining grant funding, to date the AHEED project has facilitated two rounds of mini-grant research proposals. Proposals were submitted by FEA faculty and students (student help was strongly encouraged as a funding criterion), reviewed through a two-step process for format and technical merit, and painstakingly revised by the applicants. The research carried out will be presented at local and international conferences as well as published in academic journals. This experience has:

- Furthered the FEA participants' understandings of the research process and analytical tools.
- Allowed the results and implications of the research to be shared with Albanian agricultural-development stakeholders.
- Given FEA faculty members experience in grant writing such as the process, requirements and writing experience. This also gave them the opportunity to use the TEEAL database for their research purposes.
- Helped researchers integrate their projects with extension and MScII students.
- Allowed the opportunity to incorporate the skills learned in a previous AHEED-sponsored grant writing workshops.

2010-2011 Minigrants

A request for proposal (RFP) was announced in August 2010. This RFP was for mini-grants that would fund research projects on Albanian agricultural issues which were of interest to Albanian extension agencies. The Albania USAID via the World Learning Center in Albania agreed to sponsor two mini-grants that had relevance to their interests and that had support from the Albanian Agriculture Competitiveness project. In September, proposals were submitted by AUT

members following guidelines noted in the RFP and posted on the AHEED website. The proposals were reviewed by a panel of UHM faculty comprised of AHEED project PI Dr. Catherine Chan-Halbrendt, Dr. John Yanagida, and Dr. PingSun Leung. Thorough feedback was given to the applicants in order to hone grant writing skills and resubmittal after reviews were addressed was encouraged. The subsequent proposals were extensively revised by the submitting collaborators, and the final submissions resulted in six mini-grants being funded for research (three through AHEED and three through the Albania USAID). These were:

- Consumers' preferences for apple fruits in Tirana market using a conjoint analysis (USAID, Albania)
- Consumer Preference for Table Olives in Albania(USAID, Albania)
- Alternatives for Improving Management of the Value Chain for Greenhouse Tomato Production in Albania(USAID, Albania)
- Alternative solutions for efficient use of refused land in Shëngjergj Commune in Albania (AHEED)
- Evaluation of factors that influence implementation of Quality Management Systems (QMS) in the meat processing industry in Albania (AHEED)
- Milk market segmentation: Study on the consumers preferences in urban Albania (AHEED)

This process gave AUT faculty members experience in the process of grant writing with several opportunities to receive feedback from experienced, expert grant writers and to hone the skills necessary to develop competitive grant proposals. The research funded by five of these grants was presented at the 2011 IFAMA conference in Frankfurt, Germany and researchers continue to develop their work into a manuscript to be submitted to an international peer-reviewed journal. Thus far, there has been one publication in an international journal from the "Milk market segmentation: Study on the consumers preferences in urban Albania" study:

- Kapaj A. Deci E, Chan Halbrendt C, Kapaj I, (2012), Milk Consumers' preferences in Urban Albania, Advances in Management and Applied Economics, ISSN 1792-7544, International Scientific Press http://www.scienpress.com/journal

The other researchers continue to work on their manuscripts and hope to submit soon. These efforts will affect a seldom-before experienced level of world-wide exposure for the research carried out by faculty at AUT.

2011-2012 Minigrants

The AHEED project announced a second Request for Proposals (RFP) to fund projects of high priority areas as identified by stakeholders of the agricultural sector in Albania. These research proposals are collaborations between AUT faculty, MoAFCP, extension agents and students at AUT/FEA. A major criterion for selection of funding is that research is in collaboration with and of great interest to extension in order to meet their needs. Research priority areas were chosen as a result of on-going collaboration with the MoAFCP via workshops and regular

discussions and based on information presented at AUT during its annual conference. These priority research areas were:

- Gender issues, including women's roles and competitive abilities in agribusiness, access to agribusiness funding, participation in agribusiness decision making, etc.
- Market access for local farm products
- Quality assurance issues for local products, international standards, etc.
- Production and management efficiency of strategic commodities
- Marketing strategies for import substitution and/or exports of important crops and livestock
- Comparative analysis and government intervention analysis

The RFP was announced to all FEA staff, MoAFCP officials and extension agents by the AHEED team, and was disseminated via e-mail, as well as via posters hung in high traffic areas of the AUT campus, and posted on the AHEED project website. In the end, eleven proposals were submitted for consideration. As in the previous year, proposals were reviewed for conformation to formatting guideline and appropriateness of subject, and then evaluated for merit by members of the University of Hawaii. Eight proposals involving 13 researchers and six students were chosen for partial to full funding from the AHEED project. The title and the researchers for each project are:

- Assessment of gender land rights situation in rural Albania by Dr. Edvin Zhllima, Prof. Dr. Tatjana Dishnica, MSc. Candidate Narminda Babameto, and MSc. Candidate Fatmir Nikolli
- Analysis of consumers preferences for yogurt in Albania applying a conjoint analysis by Dr. Irma Tabaku, Erdit Nesturi, MSc Student Alban Cela, and MSc Student Erisa Kala
- Analyzing consumer awareness and behavior in context of high food (un)safety in Albania by Dr. Arben Vercuni, Elvina Merkaj, and MSc Student Rezart Cuko
- Agribusiness and Food Industries in Albania: What do they need from future leaders? by Dr. Ilir Kapaj, Dr. Remzi Keco, Dr. Alban Jaupi, and MSc Student Florenca Duzha
- Assessment of the willingness to pay for the white cheese with defined origin in Tirana by Dr. Fatmir Guri, Elena Kokthi, Dr. Drini Imami, MSc Student Besmira Medolli, and MSc Student Eriston Bulku
- Enhancing Rural Women's' voice in Agriculture. Dr. Eda Deci, Dr. Donika Kercini, and Dr. Ana Kapaj

These studies are currently wrapping up and planning for publication and dissemination, with each giving a presentation of preliminary results on July 16, 2012. Furthermore, two (Agribusiness and Food Industries in Albania: What do they need from future leaders? and Enhancing Rural Women's Voice in Agriculture) have presented some of their preliminary results on the annual conference of the AUT/FEA.

International Conferences

The AHEED program has encouraged faculty to submit research outputs to international conferences and helped administer travel grants to facilitate their so doing. With encouragement and assistance from Dr. Chan-Halbrendt, paper presentations, poster presentations, symposium sessions and selected papers for FAO sponsored workshops were submitted to, and accepted for, the International Food and Agribusiness Management Association (IFAMA) conferences in Budapest (2009), Boston (2010) and Frankfurt (2011). The IFAMA hosts an important annual international conference in terms of agribusiness, and has given the FEA participants a chance to improve their practical research capabilities in various ways, including strengthening their understanding of

- Research design
- Data analysis
- Funding opportunities
- Business research structures and application

Attending such a conference is fundamentally important in academic capacity for:

- Staging AUT-FEA for international level academia
- Cutting-edge research methodologies
- The networking opportunities of a major international conference

IFAMA Budapest, 2009

The 2009 IFAMA conference, held in Budapest, Hungary in June 2009, was the first opportunity to present at an international conference that the AHEED project sponsored. FEA faculty participated with two paper presentations, a poster presentation, and a special symposium discussion session and an invited paper for an FAO sponsored workshop. These were:

Paper presentations

- Assessing quality and safety of food & beverage products: An analysis of agribusiness enterprises in Tirana District/Albania; Ilir Kapaj, Reiner Doluschitz, Ana Kapaj
- Competitiveness of Albanian agriculture: Value chain study for fruits and vegetable sector in Fier region; Engjell Skreli, Astrit Balliu, Catherine Chan Halbrendt
- Value chain Structure and Governance Changes for Medical and Aromatic Plants in Albania: Implications for Poverty Reduction and Rural Development; Drini Imami and Luciano Leonetti

Poster

- Assessing the comparative advantage of olive oil production in Albania; Ana Kapaj

Symposium

- Market oriented strategies to revitalize Albania's agricultural industry. This discussion covered the value chain study for vegetable and fruits, assessment of the comparative advantages of olive oil, role of extension and the role of cooperatives. It is important to mention that the symposium was conceived as a collaboration between the FEA researcher and extension staff from the Ministry of Agriculture in Albania. Faculty members and extension staff that has been part of the symposium were, Bahri

Musabelliu(FEA), Ana Kapaj (FEA), Ilir Kapaj (FEA), Engjell Skreli (FEA), Ina Pagria (FEA), Tatiana Dishnica (MoAFCP), Zyhdi Teqja (MoAFCP) and Halina Zaleski (UH).

As a result of this participation one of the FEA researchers, Ana Kapaj, was invited to publish her presented work in the IFAMR Journal:

- Kapaj A, Chan Halbrendt C, Kapaj I, Totojani O (2010) Assesing the Comprative Advantage of Albanian Olive Oil Production, Journal of the International Food &Agribusiness Management Association, Vol 13(1) ISSN: 1559-2448.

IFAMA Boston, 2010

The 2010 IFAMA conference took place in Boston, MA in June 2010. Altogether, 12 students and faculty submitted papers and posters. The criteria for selecting the five AUT participants were that:

1. They had attended the workshop on writing a refereed journal
2. An accepted paper presentation was given preference over a case study or poster
3. It was the presenters first time attending an IFAMA conference.

In the end, four papers and two posters, representing the work of eight faculty members and four Master's students were presented. These included:

Paper presentations

- Albania trade: what to produce and for whom to produce; Irma Tabaku, Ana Kapaj, Ilir Kapaj
- Consumer Preference for Olive Oil: The Case of Tirana, Albania; Drini Imami, Edvin Zhllima, Gwendalyn Sisior, Catherine Chan-Halbrendt, Luciano Leonetti
    - Voted one of the Top 10 Best Papers Finalist in the conference
    - Later published as: Chan-Halbrendt C, Imami D, Zhllima E, Sisior G, Leonetti L (2010) Consumer Preferences for Olive Oil in Tirana, Albania Journal of the International Food &Agribusiness Management Association, Vol 13(3)
- Latent Class Analysis of Consumer Preferences for Wine in Tirana, Albania; Drini Imami, Edvin Zhllima, Luciano Leonetti, Quanguo Zhang
- Impact of direct sales' income of roadside Albania farmers - The case of carrot growers in Lushnja; Ledia Thoma, Fatmir Guri, Etleva Dashi, Jolanda Xhemali

Posters

- Investigation of production opportunities and resource use efficiency in agricultural production of Albania; Ana Kapaj, Ilir Kapaj, Fatmir Guri and Irma Tabaku
- Identifying some key indicators benchmarks (competitive benchmark) helping meat processors in Albania improving their management decisions; Ilir Kapaj, Irma Tabaku, Orkida Totojani, Ana Kapaj and Remzi Keco
- Two additional posters were accepted for presentation but were unable to do so due to an inability to secure travel funding.

IFAMA Frankfurt, 2011

The 2011 IFAMA Conference took place in Frankfurt, Germany on 19-23 June, 2011. Ten AUT/FEA faculty members submitted proposals to present at the conference. These were prepared in collaboration with UH staff with the goal of improving the quality of the Albanian proposals, thereby increasing the chances of acceptance to the symposium. All proposals submitted to the 2011 IFAMA conference were accepted for presentation. Seven papers were to be presented:

- Milk market segmentation: Study on the consumers preferences in urban Albania; Eda Deci, Ana Kapaj, Catherine Chan Halbrendt
- Evaluation of factors that influence implementation of Quality Management Systems (QMS) in the meat processing industry in Albania; Ilir Kapaj, Remzi Keco, Reiner Doluschitz
- Consumers' preferences for apple fruits in Tirana market using a conjoint analysis; Drini Imami, Engjell Skreli, Alban Jaupi; Arbi Fortuzi; Alban Cela, Tatjana Dishnica
- Analyzing consumer choices under food safety uncertainty in Tirana, Drini Imami, Edvin Zhllima
- Conjoint analysis of consumer preferences for lamb meat in central and southwest urban Albania; Drini Imami, Edvin Zhllima, Catherine Chan-Halbrendt, Quanguo Zhang
- Consumer preferences for table olives in Tirana; Edvin Zhllima, Arben Vercuni, Elvina Merkaj, Irma Qinami, Drini Imami, Catherine Chan-Halbrendt
- Cooperation or Noncooperation? An Alternative for Increasing Farmer's Income; Denisa Pipera, Bahri Musabelliu, Ilir Kapaj

2 posters:

- Possibilities for partnerships business functioning in rural areas of Albania; Ina Pagria, Bahri Musabelliu, Jurisan Vathi, Denisa Pipera

1 case study:

- Alternative solutions for efficient use of refused land in Shëngjergj Commune in Albania; Xhevaire Dulja, Galantina Canco, Ledia Thoma (Boshnjaku), Henrieta Themelko

Unfortunately, in the end only five (2 females and 3 males) presenters were able to participate in the 2011 conference due to travel funding issues, and three presentations were pulled as the researchers were unable to attend. This occurrence was an important learning experience for the researchers, as the researchers discovered that in the future they may need to work harder and more independently to pursue multiple traveling funding opportunities while project personnel discovered how much the project was being depended on to fund all travel. As a result, steps will be taken to try to foster more independence in term of pursuit of funding.

For two of the attendees, this represented their first time at not only IFAMA, but at any international conference. Another first in 2011 was that two Albanian faculty members (Drini Imami and Xhevahire Dulja) moderated a section of the conference. Due to this level of participation and increased role in the conference, Dr. Imami received a travel grant of $500 to

facilitate his conference attendance. Through travel to and participation in conferences like IFAMA, researchers at AUT/FEA are able to gain a wealth of new experience. As a result, the quality of research at AUT has been increasing. This is reflected in the higher number of applications and higher number of participants in 2011(10 accepted presentations) than in 2010 (6 accepted presentations), and the fact that all were accepted as paper presentations rather than just as posters. Furthermore, the selection of AUT faculty members to moderate sessions indicates their higher level of involvement and assumption of leadership roles in international research.

IFAMA Shanghai, 2012

The 2012 IFAMA Conference took place in Shanghai, China in June. Eight papers involving 12 faculty members were accepted for presentation at this conference. This year all submitted applications were selected as paper presentations rather than the less rigorously reviewed poster presentations, reflecting the improvement in research quality and performance by the FEA. Unfortunately, however, in the end no AUT faculty members were able to attend as they were not able to secure travel funding, though two accepted posters were presented by colleagues. These were:

- Agribusiness and Food Industries in Albania: What do They Need from Future Leaders?; Ilir Kapaj, Ana Kapaj, Remzi Keco, Bahri Musabelliu
- Enhancing Rural Women's Role in Albanian Agriculture; Ana Kapaj, Eda Deci, Ilir Kapaj, Donika Kercini

Though the FEA faculty did apply to USAID Albania and World Learning for travel assistance, these agencies were not able to secure funding until after decisions to attend had to be made. This incident does suggest that perhaps, in the absence of the AHEED project, travel to international conference, particularly those that are far away and more expensive, may not be sustainable. In light of this, the project has suggested that FEA faculty focus their energies on the closer but still international European conferences, and/or begin more aggressively applying for more small travel grants to support conference participation.

AAEA Seattle, 2012

As much as these experiences improve the FEA participant's skills and knowledge, IFAMA is primarily an international agribusiness, rather than international academic conference. The Agricultural & Applied Economics Association (AAEA) is the leading organization for professional advancement in, and dissemination of, knowledge about agricultural, development, environmental, food and consumer, natural resource, regional, rural, and associated areas of applied economics and business. In order to experience a premier academic conference in their specific field of Agricultural Economics, four AUT/FEA faculty members submitted abstracts to the 2012 AAEA in Seattle, WA on August 12-14. Unfortunately, in the end none of the

submitted abstracts were accepted. In order to help applicants to understand why their abstracts were not accepted the AHEED project sponsored two of these researchers to attend.

By attending this meeting, the Albanian faculty members were able to observe some of the organizational aspects of a large and respected international conference, offering them new possibilities that can be introduced to the Agriculture Annual Conference in Albania. While the participants gained much in the way of exposure to new research and techniques, of most impact is that they were able to observe and explore the ways graduate and undergraduate students are involved in research and its presentation. From this experience, they have been inspired to add a student case-study competition to the next annual AUT/FEA conference. Through attendance at presentations the Albanians were able to gain an in depth understanding on topics of interests and the latest agricultural economics research. Attendance also allowed the researchers to make connections with other Universities for possible future research collaborations.

After AAEA concluded, the Albanian faculty travelled to the University of Hawaii to meet current and future collaborators and observe the administration and research activities at a tier one research institution. While at UH, they were able to attend a strategic planning meeting of the Department of Natural Resources; meet with the Dean of the College of Tropical Agriculture; and work with UH staff on the project reporting. The strategic planning meeting was of particular impact to them, and they plan to implement this method of cooperative decision making and planning within their department at AUT. In fact, they have begun using the technique during subsequent curriculum improvement meetings.

Research and international travel grants

Without grants and additional funding for travel many, if not all, of the researchers who participate in the project would not be able to afford to travel to these international meetings. However, this type of networking is essential as participants are able to gain a wealth of new experience by traveling to these conferences. To this end, the project has encouraged and mentored researchers with AHEED-sponsored projects to seek external funds for travel to international conferences. See below table summarizing external travel funds received for the presentation of AHEED-sponsored research:

No.	Activity	
1	IFAMA 2009 (Budapest)	Support from USAID/World Learning for 5 faculty members and 2 extension ($10000) Support from IFAMA in the form of 4 complimentary registrations ($2000)
2	IFAMA 2010 (Boston)	Support from USAID/World Learning for 4 faculty members ($10000)
3	IFAMA 2011 (Frankfurt)	Travel support from IFAMA for 1 faculty ($500)

Collaborative faculty research

Internship programs

A Memorandum of Understanding was signed with MoAFCP regarding the opportunity for students to intern at ATTC. Internships with ATTC will provide graduate students with the opportunity to learn new knowledge and gain hands-on experience from working with professionals in their fields. Some results of this memorandum's intent were:

- Increased knowledge and experience in students' field of study
- Job opportunities for students to continue and support ATTC
- Increased ATTC/MoAFCP/AUT relations and exchange of information

A strong collaboration between UH, AUT and USAID-Albanian Agriculture Albania Agricultural Competitiveness Program (AAC) has provided internship opportunities to 10 master's students. Additionally, a MOU with a local consulting firm, DSA Consult (www.dsaconsult.com) has been established to provide internships for students.

Internships included:

- Administration of 642 farm surveys in support of the citrus and olive value chains.
- Approximately 211 days of carrying out data analysis experienced by students.
- Two students received internship opportunities with DSA Consult in the 2009-2010 academic year.

The internship through AAC and additional internship opportunities received through local NGO DSA Consult provided excellent practical experience and learning opportunities to students. From this collaboration, FEA faculty members and MSc students collaborated on new research projects and at the end one FEA MSc student got a work contract with AAC.

Publication of results

One AHEED project objective is to help AUT/FEA researchers conduct relevant research and publish the results in important international journals. To this end, the collaboration has been successful a handful of projects published in international journals, with many more currently in preparation for publication. One of the first papers published was an AHEED project-facilitated study funded by a UN development program. The study was a true collaboration as was written by four researchers (two from Albania and two from UH):

- Conjoint Analysis of Consumer Preferences for Lamb Meat in Central and Southwest Urban Albania; IFAMR 2010; Catherine Chan Halbrendt, Drini Imami, Edvin Zhllima, Quanguo Zhang

Additionally, AHEED mini-grant projects have been finalized into four scientific papers currently in print:

- Analyzing consumers' preferences for apple attributes in Albania, applying Conjoint Choice Experiment and Latent Class Analysis; IFAMR 2012 Vol 15(4); Engjell Skreli, Drini Imami; also presented at IFAMA 2011

- Consumers Behavior towards Milk Products: study from urban Albania; published in Advances in Management and Applied Economics journal; another publication forthcoming in April 2013 in Journal of Food, Agriculture & Environment-JFAE; Ana Kapaj, Eda Deci; also presented at IFAMA 2011
- Consumer preferences for table olives in Tirana; Albanian Journal of Agricultural Sciences, 2012 Volume 11(2); Edvin Zhllima, Arben Verçuni, Irma Tabaku, Drini Imami, Catherine Chan-Halbrendt, Elvina Merkaj; also presented at IFAMA 2011
- Quantifying Factors that Influence Implementation of QMS (Quality Management Systems) in Meat Processing Industry in Albania Using Ordinal Logistic Regression; Ilir Kapaj, Reiner Doluschitz, and Remzi Keco; currently in review at the Agricultural Economics (AGRICECON) journal; also presented at IFAMA 2011

See table below for summary of numbers of faculty and students impacted by publication and/or presentation of AHEED-sponsored research:

No.	Activity	Quantity	Faculty involved	Students involved	Outputs
1	Conference paper submission	34			FEA researchers have submitted papers/presentations of their research to international conferences and meetings
2	Conference presentation (paper, poster, case study, symposium section)	28	18	4	Research from FEA faculty members has been presented at international conferences
3	Paper publication	13	6	2	FEA faculty members have developed and submitted for publication in international journals.
4	New research projects	12	20	15	Through the mini grant opportunity AHEED project has offered to FEA researchers the possibility to conduct new field studies and research projects.

Infrastructure building and support

The AHEED Project has provided the tools for quality, independent, original agricultural research:

- The project supported the installation of FEA's internet infrastructure and the first year of internet subscription. This resulted in an internet connection at every FEA faculty members' desk, directly enhancing their ability to research and to teach and providing them with access to the latest academic research.
- TEEAL (a database for journal references covering approximately 149 agricultural journals) was purchased and is available to AUT students and faculty.
    - The database provides FEA the access to current international journal publications necessary for independent research and extensive literature review.

  - The original copy was unfortunately lost. A replacement copy along with all available updates was purchased and is now available to AUT students and faculty.
- Access to cutting-edge analysis software (Conjoint-based Choice & Latent Class Analysis) has been made available to FEA faculty as needed for their research projects.
  - Enhances FEA's capacity for original research.
- An office stocked by the project with supplies is available for use by FEA faculty members to help them with their research needs. These supplies include an office PC, printer, copier and pertinent software.
- An inventory of purchased supplies and goods:

No.	Item	Quantity
1	Desktop computer	1
2	Laptop computer	3
3	Netbook computer	1
4	Projector	1
5	Printer/copy	1
6	Software (SPSS, Saw tooth, adobe, antivirus)	2/2/4/6
7	TEAAL Database	2
8	Office supplies	Paper, printer color, heater, etc..

Objective 3 – Co-develop and teach training modules and materials to extension agents and businesses on topics such as information collection and dissemination approaches, farm management, and market and trade policy analysis.

Outcomes

A large part of meeting AHEED's third primary objective is aiding in integrating AUT faculty into policy research and extension roles which have historically been performed from within the Albanian MoAFCP. Some challenges have been met in encouraging FEA faculty research and expertise toward these development/restructuring aims. It has been difficult to establish three way UH/FEA/MoAFCP trainer/advisor mentorships, but the effort continues and progress has been seen via a series of joint workshops. These joint workshops are meant to:

- Strengthen the linkages between AUT and MoAFCP extension.
- Focus faculty research on the needs of extension and farmers.
- Enforce the scientific collaboration between AUT faculty and MoAFCP officials.

MoAFCP training workshops

One of the main goals of the AHEED project has been to strengthen the knowledge base of extension agents as there is a dearth of training materials relevant to business related topics and not many agents are experts in agribusiness and management. In an effort to address this,

extension workshops on topics sanctioned by MoAFCP and hosted at their offices were delivered by Professor Quentin Dombro under the sponsorship of the AHEED project. The workshops were held on Oct 13 (24 participants) and 14 (25 participants), 2009. AUT/FEA faculty members were invited to attend the workshop. The workshops included: Entrepreneurship; Startups and Buyouts; Personnel Policies; Management; Pricing; Promotions; Distributions; and Quality. The materials for workshops on key agricultural business success workshops are available for AUT/FEA faculty to use and host future workshops. Workshop evaluation indicated that the participants found the discussions of case studies and making business plans were extremely useful. It was also suggested that additional training related to agribusiness be provided. Furthermore, participants found the professor to be experienced and knowledgeable and his interactive style of teaching very useful.

Annual Conference

Through organization and co-sponsorship by AHEED partner entities, an Annual Agricultural Economics Conference at AUT was established in 2009 which has given, and will continue to give, opportunities for highlighting research accomplishments.

- Participation in the Conference has been strong on the part of FEA students and faculty.
- Participation in the conference
    - Increases FEA's and MoAFCP's image as research and extension institutions
    - Increases opportunity for networking and research collaboration
    - Increases access to research for farmers, policy makers and other representatives to research done by AUT members
    - Increases learning capacity, communication skills, methods of information exchange of students and faculty
    - Ensures effective dissemination of information
    - Increases exposure to current and cutting edge research in agribusiness and agricultural economics and policy.

2009

In December 2008, the AHEED project and the FEA entered into discussions regarding organizing an April conference to showcase research work by faculty and students. The conference was organized by AUT and cosponsored by AHEED project, and held in April 2009. The title of the conference was "Farm efficiency and vertical integration of supply channels and their roles to increasing competitiveness". There were 131 attendees with 26 paper and poster submissions at the 2009 conference. Participants included academicians, MoAFCP officials, extension agents, and farmers' agencies, among others. This was the first conference in the agribusiness field hosted by AUT and the AHEED project was the leading support for this.

2010

The second annual agricultural economics symposium was held in July 2010 and was entitled "Globalization and its Implication for Albanian Agriculture and Food Sector" It was organized and co-sponsored by the AUT/FEA and UH and supported by the AHEED project. Two hundred participants attended 12 talks and viewed 23 posters. Participants included faculty and students from AUT, representatives from MoAFCP and the Ministry of Education, extension service personnel, farmers, policy makers and AHEED personnel. The symposium was also open to the public and had a wider variety of participants from different sectors of Albania as compared to the previos year. The papers presented in this symposium covered a wide range of topics from marketing, food safety production, rural development and policies. There was also more publicity associated with is as the dean of the FEA and the AHEED project director were interviewed by a cable TV station and broadcasted on a national cable channel as a special issue report. The interview included details of the conference, impact, the AHEED project and the latest accomplishments of the faculty.

2011

The third annual agricultural economics symposium was held on June 16-17, 2011. This year, researchers from Albanian universities as well as those from Kosovo, Macedonia, Italy and beyond presented their most recent work at the conference. This year's topic was "Fostering Development of Agriculture through Improved Use of Agricultural Resources" and the conference was organized/co-sponsored by AUT/FEA, MoAFCP, and UH, with the support of AHEED and GTZ project funds. There were 250 attendees in total, with 21 oral presentations and 24 posters given during the conference. The participants were mostly from the academic institutions, MoAFCP, Food and Consumer Protection, farmers associations and students. Some of the topics presented in this conference included: agriculture and rural development in the context of EU integration in Albania; development of agriculture in Albania through improved use of agricultural resources; adequate management of resources in favor of sustainable agriculture development; consumers and financing rural development in crisis conditions; among many others.

In an effort to cover costs and increase the ongoing sustainability of the conference, per the AHEED projects encouragement, a registration fee of $60 was charged for the first time. Revenue generated by the registration fee has generated funds which allowed AUT to expand the conference to two days long and to rent a larger, more professional venue for it. The conference opened on June 16, 2011 at Tirana International Hotel. This first day was organized as a symposium in which different invited speakers discussed Albanian agriculture in the context of EU integration. This day was organized into 3 different sections: 1. Welcome Address to the Conference (chair, Prof. Dr. Bahri Musabelliu); 2. Key Challenges in Agriculture and Rural Development in the Context of EU integration (chair, Dr. Birgit Schaefer of GIZ); 3. Support Programs for the Agricultural Sector (chair, Prof. Dr. Catherine Chan Halbrendt). The speakers

invited were from AUT/FEA (Prof. Dr. Bahri Musabelliu, Dean of the FEA; Prof. Dr. Fatos Harizaj, Rector of AUT), MoAFCP (Ndoc Fasllia ,Vice Minister of MoAFCP), USAID (Mr. Joseph Williams, supporting donor); GIZ-EU-IPA (Dr. Birgit Schaefer); the AHEED project (Dr. Catherine Chan-Halbrendt); the World Bank (Mr. Ibahim Hackaj); the Food and Agriculture Organization (Mrs. Carola Mueller-Holtkemper) and the German Embassy in Tirana. The second day of the conference was held at auditorium of AUT/FEA on June 17, 2011 and served as a venue for researchers and students to present their work.

One addition to this year's annual conference was the inception of a student research poster competition. This idea was conceived by the AHEED Project with the goal of involving FEA students in agricultural research and offering them the opportunity to promote their work. Interested students had to submit their proposed work to a conference selection committee, and only those selected were invited to complete their poster. Posters were in English and the AHEED Project assisted students with translation, poster construction and formatting and also financed the poster printing. During the conference, the students presented their work to a jury created to evaluate their work. Members of the jury were: Prof. Dr. Catherine Chan-Halbrendt (Director of the AHEED Project), Associate Prof. Engjell Skreli (Professor at FEA), Ph.D. Ana Kapaj (Assistant Professor at FEA and AHEED office coordinator) and Ph.D. Drini Imami (Assistant Professor at FEA). The jury evaluated the posters according to a point system whereby each member of the jury gave individual points to each poster, and these points were tallied in order to establish an overall score.

The newly developed student poster session and competition was created with great enthusiasm. In the end, seven posters developed by nine students were entered into the competition. Students (5 males, 4 females) were typically in the 3rd to 5th year of their FEA studies. All participants received a certificate of participation from the AHEED project and the winner also received a monetary award. Beyond this, FEA students were given a novel opportunity to publicize their work at an important internationally attended conference, as well as to create contacts with other researchers and professionals within the international agricultural sector.

2012

The fourth annual Agricultural Economics symposium was held on June 22, 2012. Originally planned and developed primarily by the AHEED project, AUT has become more independent in its organization each year. In 2012, the conference was co-sponsored by the IPA Project "Adriatic Olive Grove: Risk Prevention, Sustainability and Learning Project" & the Economic Research Institute and Knowledge Transfer project, as well as supported financially by USAID-Albania for publication of conference proceedings. The title of the symposium was "Production Efficiency and Competitiveness in Agribusiness Enterprises". In an effort to cover costs and increase the ongoing sustainability of the conference, per the AHEED project's encouragement, a registration fee of $60 was charged for the second year in a row. In all, there were 200 attendees,

27 paper presentation and 10 poster presentations at the conference. Among the main topics covered were production regionalization and efficiency; farm production structures and efficiency; producers' position within a value chain and its effectiveness; mutual impact and coordination in the agribusiness system; efficiency and contraction among stakeholders/actors; marketing channels and efficiency; agribusiness stakeholders and financial problems; agribusiness stakeholders and market integration; consumers' demand and oriented production structures; production capacity utilization and effectiveness; horizontal and vertical integration as well as its effectiveness.

Assessment of research and extension at AUT

A 2010 visit by Dr. Carl Evensen, Interim Assoc. Dean/Director-Cooperative Extension for the UH College of Tropical Agriculture and Human Resources (CTAHR) was made to assess integration of research and extension services in FEA. He met with both MoAFCP officials and AUT faculty on what issues are of concern to both parties and with ATTC regarding their work since AUT is also now doing research work as well. This evaluation showed key issues and challenges that needed to be addressed in order to create a better relationship between MoAFCP, ATTC and AUT and to encourage the integration of research and extension. Dr. Evensen also provided recommendations and insights to improve and strengthen ATTC. His recommendations included:

- Focus AHEED project efforts at integration of research and extension through the AUT graduate students
- Extension professionals from MoAFCP should be invited to serve as advisors to AUT grad students, perhaps as adjunct or affiliate faculty with the University
- Initiate a small grants program through the AHEED project to AUT faculty to learn how to apply for grant funding
    - This recommendation was addressed by the introduction of the minigrants program which has subsequently supported 12 new research projects resulting in 8 presentations at international conferences, 8 presentations at the annual AUT conference, and one publication in an international journal so far.
- Set up an office within the FEA to facility and assist with grants, assistantships/internships and employment opportunities for students and faculty
- Initiate a regular seminar series at AUT with speakers to include visiting scientists as well as local government, agency or donor representatives
- A special unit should be established within FEA through which grants and faculty services could be contracted
    - The project in currently trying to address this recommendations with discussion of the new Center for Policy Research

MoAFCP Research workshop

The faculty of AUT/FEA hosted a workshop entitled "Research at AUT/FEA supported by AHEED project and USAID" on February 14, 2011 at the Ministry of Agriculture. The aim of this workshop was to introduce MoAFCP and Extension staff to new research being developed at the AUT, and to investigate ways to integrate extension into AUT/FEA's research priorities, and align them with the commodities prioritized in the initial workshops at the beginning of the AHEED project. Participants included AUT faculty as the producers of the research, Ministry and extension officials as the beneficiaries of AUT research, and USAID, World Learning, and AAC as potential funding partners. The workshop was attended by 21 people (10 male, 11 female) from FEA (8), MoAFCP (8), USAID (1), ACC (2) and World Learning (2). During the workshop there were five presentations:

1. AHEED project supporting research at AUT/FEA; Ana Kapaj
2. Consumer Preference for Olive Oil: The Case of Central Tirana, Albania; Drini Imami
3. Consumers' preferences for apple fruits in Tirana market using a conjoint analysis; Engjell Skreli
4. Consumer Preference for Table Olives in Albania; Edvin Zhllima
5. Alternatives for Improving Management of the Value Chain for Greenhouse Tomato Production in Albania; Bahri Musabelliu

Evaluations indicate that all attendees found the workshop either interesting (30%) or very interesting (70%) and all were very interested in attending workshops like this in the future. Preferred future topics included: consumer production, price analysis, and policy analysis and value chain. This workshop had many functions important to the research performed at AUT. These include:

- Increased Ministry officials', extension agents' and funding agencies' understanding and appreciation of the important research being performed at AUT.
- AUT researchers able to get feedback regarding what MoAFCP officials and extension agents found to be useful research.
- Fostered potential for collaboration between FEA researchers and extension agents in order to guide needed and timely choice of research topics.
- Enhanced profile of AUT research to important potential funding agencies such as USAID and AAC.

MoAFCP Meetings

In 2009, there was an inaugural meeting to establish an AHEED advisory committee with members of AUT/FEA and MoAFCP present to discuss its formation. It was decided that members of the committee should include representative stakeholders from higher education, extension and farm organizations. A tentative list of members and list of responsibilities was proposed. The committee was formed on December 12, 2008 and the members included two AUT faculty (Bahri Musabelliu, Dean of FEA and Engjell Skreli, Associate Professor of FEA), two MoAFCP employees (Tatiana Dishnica, Director of the Department of Extension Service,

Research and Ag Information in MoAFCP and Irfan Tarrelli, MoAFCP) and Dr. Chan-Halbrendt (PI for AHEED project, UH).

In 2010, there was a second meeting of the Advisory Committee. All members were present and the aim of this meeting was to update the members on the progress that AHEED project. Also discussed at this meeting were the key issues and challenges that needed to be addressed in order to create a better relationship between MoAFCP, ATTC and AUT and the integration of research and extension.

The AHEED project coordinator in Tirana, Ana Kapaj, met with Tatiana Dishnica at the Ministry of Agriculture in Tirana in September, 2011. The aim of this meeting was:

- To update the ministry on recent project activities
- To invite ministry and extension staff to collaborate with faculty via the current round of AHEED project mini-grants
- To gather recommendations from the Ministry on the priority research topics for the MoAFCP, extension and farmers,
- To integrate these main focus areas with the research at AUT/FEA

As a result of the meeting, three overarching areas were identified as being of primary interest to the MoAFCP and extension:

1. Farm level socio-economic problems including budgeting and accounting. The Ministry plans to present workshops in the near future to address these issues.
2. Market access for local farm products, including handling facilities, product pricing and product security
3. Post-harvest issues for agricultural product including quality assurance issues for local products, international standards, etc.
    - This became one of the main themes for the minigrants program

During the MoAFCP meeting discussed above, it was decided that it would be beneficial to all parties to have a workshop to highlight AHEED project endeavors and present current works in progress. To this end, a meeting of the Advisory Committee took place on November 2011 at MoAFCP. The aim of this meeting was to update the members of the committee on the progress of the project during the last year and also the plans for the next year. During the meeting the collaboration with the ministry and extension during the last round of the mini-grants was evaluated as a very good step toward the future. Also during this meeting, MoAFCP agents Tatiana Dishnica and Irfan Tarelli were invited to be part of the book "Agricultural Markets in a Transitioning Economy: An Albanian Case Study" to be published March 2013. Meeting participants emphasized the impact of the project and the utility of the training that some FEA faculty members have given to extension personnel during this last period. This training process was part of the Memorandum of Understanding that was signed in 2010 by the Ministry of Agriculture and FEA.

Development of a book on agricultural sectors in a transitioning economy
Project PI Dr. Catherine Chan-Halbrendt and project assistant Jean Fantle-Lepczyk have contracted with the international publisher CABI to produce and edit a book entitled "Agricultural Markets in a Transitioning Economy: An Albanian Case Study". The book will be published by CABI (Centre for Agriculture Bioscience International; www.cabi.org) and is expected to be a leading source on the subject with wide readership among academics and businesspeople alike. As a world-renowned life sciences publisher, CABI produces high quality scientific resources with the intention of improving lives by providing information and applying scientific expertise to solve problems in agriculture and the environment.

The purpose of this book is to present major challenges and opportunities facing agriculture sectors in the wake of the transition from a planned to a market economy. Using Albania as a case study, it examines the shift from communism to free markets and the lasting effects of such change on agricultural production and education. It also looks at the future of agriculture in transitioning economies and presents recent academic research highlighting all the Albanian agricultural research the AHEED project has facilitated. Its publication will be a culmination of the experiences and cooperation of a diverse community of authors. Eight authors are faculty at AUT, three are associated with the Albanian Ministry of Agriculture, four with other agencies and mission interested in Albanian agricultural economics and six are based at institutions in the U.S.

Seeing this book published is of great importance for many reasons. One really meaningful aspect for the project is that our Albanian co-operators are highly involved in the writing of each chapter, representing their great personal and professional growth as a result of this project. The process of developing the book will give authors the experience of writing for an internationally marketed book as well as an opportunity to gain valuable rigorous feedback on their professional writing. Furthermore, there are no other books that use Albania as a case study to analyze the current state of agriculture in similar economies and none discuss the roles of education and extension in promoting agricultural progress. This book will highlight the primary research supported by the AHEED project and give readers an accurate portrayal of the path that lies ahead for many developing countries, while making a case for the importance of ongoing education and extension. We anticipate that it will be of worldwide interest, thereby presenting the work of the project and the value of the support that HED and USAID have given it, to a large and diverse audience. The book is currently being reviewed by the publisher prior to printing.

Outreach activities

Website

Activities and all relevant information related to various activities, including courses offered, workshops held, and training programs are updated in the project website. It can be accessed at this address: http://manoa.hawaii.edu/ctahr/aheed/index.html. All AHEED developed courses as well as workshops and training programs for skill development held have been listed along with their respective power points. Maintenance of the website allows for easy access to and availability of key information on various activities.

Poster presentations at International Education Day 2009 and 2011, Hawaii State Capitol

A poster highlighting the objectives, accomplishments and benefits of the project was developed and displayed at the Hawaii state capitol outside of the legislative meeting rooms. State legislators were able to see the accomplishments of the project and the ways in which it benefits both the University of Hawaii and the Agricultural University of Tirana and Albanian Ministry of Agriculture. The legislators were also able to ask questions of and discuss the project with project personnel. The project received positive publicity and exposure to a greater audience, including influential member of the Hawaiian government.

USAID Education Officers' Workshop

Dr. Chan-Halbrendt had the honor of being invited to participate in the 2011 USAID Education Officers' Workshop which took place in Washington, D.C. on August 23, 2011. She participated in the session entitled Applications of Science and Technology for Development, and presented some of the achievements and challenges of the AHEED project. Participation in this conference was a great opportunity to raise the profile of the AHEED project by presenting the project's accomplishments to a diverse audience of USAID and other governmental agencies staff, as well as other project coordinators, partners and funding agencies. At the same time, Dr. Chan-Halbrendt was able to get valuable feedback from other participants regarding the challenges and problems the project has faced. She was also able to listen to and learn from the trials and methods of other projects of a similar nature.

Future endeavors

Center for Policy Research

One idea which has been proposed and will be explored is the development of a Center for Policy Research. This center will strive to identify high priority research, facilitate the development projects on these topics and assist in gaining funding to support it via government and private funds.

Agribusiness Certificate

The AHEED project has explored interest among extension personnel and faculty for an agribusiness certificate program, as well as identify faculty eligible to provide the required

courses, research costs and students' willingness to pay the required fees, and assess AUT's interest in issuing such a certificate. The Agribusiness Certificate Program will strive to provide the students with the skills needed in agribusiness management and entrepreneurship. The courses include:

- Marketing of Agricultural Products
- Agribusiness Accounting
- Agribusiness Decision-Making Tools
- Enterprise Management

The agribusiness management certificate will:

- Improve economic decision-making ability.
- Provide with entrepreneurial skills essential for starting and managing a successful, sustainable agricultural business.
- Give opportunities to gain hands-on experience with modern management science techniques that help agribusiness managers and industry analysts make sound business decisions.
- Increase proficiency in formulating problems and implementing solutions using a computer model, with emphasis on spreadsheets
- Offer real-world opportunities to evaluate information from a variety of sources in making crucial business decisions.
- Contribute to understanding of marketing, management, finance, and how the traditional business-school approach is modified for plant and animal products raised on land or in the water.

Significant challenges

Language barrier in English language publishing

While the difference in primary languages was rarely a problem in the day to day operations of the project, it did become something of an obstacle when it came to publishing professional papers, and particularly, in writing the book, *Agricultural Markets in a Transitioning Economy*. In order to deal with the issue, publications and book chapters often went through many rounds of internal edits, with AHEED project staff thoroughly and carefully editing and providing feedback to FEA and MoAFCP authors in order to ensure that, in the end, the full import of the authors' message came through. While this sometimes required the dedication of more time than originally budgeted, the issue was an entirely tractable one and one with which we feel was more than adequately dealt.

MoAFCP-AUT/FEA connection

The project struggled to fully obtain its goal of getting MoAFCP to fully engage in the project and as a result was not always able to address the extension objectives to the extent we would have liked. Unfortunately, the built-in communication pathways which occur between research and extension in the US simply are not yet in place in Albania. While perhaps trying to obtain

such macro-institutional changes remained outside the scope of the project, great strides have been made in involving MoAFCP more in AUT/FEA research, via mechanisms such as the facilitated collaboration with the MoAFCP and extension through mini-grant research projects and particularly, the highly successful Annual Conference. This has been a great outlet to let the government, industry, and public see what AUT/FEA is capable of achieving.

Funding for international conference travel

One of the primary objectives of the AHEED project has been to build research capacity at AUT and to help AUT/FEA faculty more effectively communicate and present the results of their research in international forum for feedback and networking. At the onset of the project, there was a complete lack of internal funds at AUT to finance travel. As a result, cooperators were entirely dependent on AHEED project support for travel to international conferences. In order to deal with the issue, the project offered support, as a component of the minigrants, for travel to present AHEED project supported research. At the same time, the project assisted and mentored AUT/FEA faculty in applying for travel grants from professional organizations as well as are NGOs and governmental entities. In the end, while many were still reliant on AHEED project financing for conference travel, several cooperators were successful in getting some or all of their travel supported by these groups. We hope that they will continue to be successful in doing so in order to make this type of international research exposure sustainable in the long term, especially in light or our belief that networking in person is of much greater impact in terms of professional collaboration for grant writing and research activities.

Gender impact

While Albania continues to undergo a significant evolution in both its political and its societal systems, in many ways it remains a country where gender inequality exists in various areas of political, economic and social life. One aspect that has been of great concern to the project since its inception has been gender impacts and gender imbalances. Throughout the duration of the project we have endeavored to encourage female faculty, researchers and officials to participate in the all aspects of the project and to ensure that both men and women are given equal opportunities. Furthermore, the project has prioritized research that addresses gender issues, including women's roles and competitive abilities in agribusiness, access to agribusiness funding, participation in agribusiness decision making. One exciting measure of the success of this policy is that the first FEA faculty member (Dr. Ana Kapaj) to be promoted to Associated Professor as a result of AHEED activities was female and one of the project's most involved collaborators.

Conclusion

Key lessons learned and advice

- It is important to accurately and fairly assess the strengths and weaknesses of the institutions with which you are working and to make efforts to build capacity in weak areas. In the AHEED project, we spent much of our first years providing workshops to introduce new skills such as research techniques, grant writing skills, dissemination of research results, etc. This gave us a much more solid foundation from which to work for the rest of the project.
- It is essential to develop adequate infrastructure as quickly as possible in order maximize success. When the AHEED project began, AUT/FEA faculty did not have reliable internet connections, up-to-date software, access to an electronic library, or any of the other tools essential to conducting effective and novel research. Making the effort to help the department build this infrastructure allowed the project to have adequate tools to begin building research capacity.
- It is helpful to offer collaborators incentives for their work and/or make the benefits of participating clear and obvious. In the case of the AHEED project, travel to international conference, publication in prestigious journals, and a chance to be a part of an important book all provided real and tangible rewards to our collaborators.

Policies and practices affected by partnership

- The process of developing the new MScII curriculum, the chance to observe more up to date teaching styles and methods and the teaching mentoring received by AUT/FEA faculty has raised awareness at AUT of quality teaching and increased the institutions commitment to developing excellent teachers
- Exposure to the research being done by students at UH and the quality and diversity of student research seen at international conferences has encourage AUT to work towards engaging students in scientific research
- Exposure to an increased caliber of research from visiting US faculty and that seen at international conferences has persuaded AUT of the benefits of aligning institutional policies to foster quality research
- This same exposure to novel and cutting edge research has increased the initiative of AUT/FEA faculty members to apply for other projects. In fact, in the wake of the AHEED project, individual faculty members have actually developed several independent grant applications for collaborative projects and one such project has started its implementation.
- The newfound initiative of FEA faculty to be more competitive and aggressive in terms of finding grant money for research and conference participation as resulted in the faculty collaborating in the creation of the new created Research Policy Institute to continue building capacity in these areas.

Future collaborations

As the AHEED project comes to a close, we are definitely looking forward and making plans for future collaborations. The project has resulted in close tie amongst many researchers both at UH and at AUT/FEA, and there remain ongoing collaborations between faculty members. Some AUT/FEA collaborators are finishing the analysis of their last minigrant funded projects and are trying to publish and present their work to international audiences. The collaboration with UH is still important in supporting them through this final stage. At this time, there are four presentations intended for 2013 IFAMA and two papers being prepared for publication in international journals. Each of these are the direct result of collaborations between faculty at both universities, and, we feel, are just the beginning of a long and fruitful relationship.

In addition, when the AUT/FEA faculty members visited Hawaii last fall, we discussed the idea of an exchange program for graduate students between the two institutions. At this time there is support for the idea in the universities' administration, logistics and concrete plans have yet to be sorted out.

Prospects for sustainability and future opportunities

The sustainability of the AHEED project's impact on AUT/FEA will depend greatly on efforts made to maintain the faculty training, course development, outreach activities, and last but not least, effort to obtain outside funding for research.

- Conference—now more sustainable with fee
- Research Policy Institute—will help secure funding for research projects, among other things
    - The objective of the institute will be:
        - Identify high priority research
        - Facilitate the development projects addressing these topics by qualified faculty and graduate students
        - Assist in gaining funding to support it via government and private funds
            - In addition to infrastructure and staffing of the center, funds will be used to support future research, attendance at international conference, and professional exchanges with cooperating international faculty
        - Facilitate publishing and dissemination of results from these high priority research projects to both the scientific community and to extension agents, for the ultimate usage of farmers and stakeholders
    - The success of this unit is key to sustaining the impact of the AHEED project
    - Will require a dedicated director, an advisory committee, and successful efforts to get funding from a diversity of internal, external, NGO, and private sector funders.

- Building an organization that can raise funds for research will be an essential challenge in determining the long term sustainability of the AHEED project.
- It will be necessary to prioritize finding secure funding for more/ongoing training/workshops to expose faculty to modern and useful research techniques
- AUT should try to secure funding to guarantee faculty trip to international meetings for at least one or two people each year. This continues exposure and networking and offers encouragement/reward for continuing applicable and interesting research
- The key to attracting additional students may be to develop and offer additional electives
- Somehow continue a flow of funding to enable research activities with students, provide student financial support, and provide an opportunity for faculty to travel to work with potential colleagues.

Appendices

Appendix 1: Press releases, news stories or articles on the partnership

2011 International Education Day Poster
CCH_USAID Education Officers W
CTAHR Notes_DrLeung.mht

Appendix 2: Published articles and books resulting from partnership

Published articles

**Please note that in order to save space, hyperlinks to most publications resulting from the partnership can be found on pgs 8-11 of this report. Those not available on-line are included below.

Analyzing consumer preferences for apple
Class Analysis of Consumer Preference
Consumers Behavior towards Milk Products

**Also, please note that copies of presentations give in support of the project or facilitated by the project are available upon request but not attached here due to space.

Book Cover and Table of Contents

Cover_Agricultural Markets in a Transitio
Book Participation List.doc

Mini-grant papers

2010 AHEED Minigrant RFP.docx
Cooperatives_paper.docx
Meat_industries_paper.doc
Milk_paper.doc
Table olives paper.docx
2011 AHEED Minigrant RFP.doc
Analysis of consumer preferences for yogu

Appendix 4: Success Stories

Gauging Quality: Sometimes Numbers Tell the Story

The faculty and students of Agricultural University of Tirana (AUT) traditionally conduct research solely for job promotion and student degree requirements. The outputs of the research were seldom disseminated to scientific forums for information exchanges and feedback or to extension that might have benefitted from their work. One of the program objectives of the Albania-Hawaii Higher Education and Economic Development (AHEED) program is to enhance AUT/FEA capacity to conduct relevant applied research so that they can increase their contributions to the economic development and social prosperity of Albania and at the same time boost their reputation as a quality graduate program worldwide.

The International Agribusiness Management Association (IAMA) is a well-known worldwide leadership conference attended by top executives, academics, policy makers, students and stakeholders from all around the world. IAMA was founded by Dr. Ray Goldberg from Harvard University to stimulate strategic thinking across the full spectrum of the food chain. With the aid of AHEED, several AUT students and faculty, extension and an industry person submitted research papers for presentation to IAMA for the upcoming conference in June at Budapest, Hungary. Although not all submissions were accepted, AUT has 6 presentations that have been competitively selected to be presented in three categories: one discussion symposium entitled: "Market oriented strategies to revitalize Albania's agricultural industry"; two poster presentations entitled: "Identifying some key indicators benchmarks to help Albanian meat processors improve their management decisions" and "Assessing the comparative advantage of olive oil production in Albania"; and two paper presentations entitled: "Assessing quality and safety of food & beverage products: An analysis of agribusiness enterprises in Tirana District/Albania" and "Competitiveness of Albanian agriculture: Value chain study for fruits and vegetable sector in Fier region." Another faculty member has a paper that was also accepted to the FAO workshop on "Agribusiness and Agro-industries Development in Central and Eastern Europe" entitled "Value Chain Structure and Governance Changes Medicinal and Aromatic Plants in Albania – Implications for Poverty Reduction and Rural Development." These efforts are major accomplishments from a Faculty that has limited scholarly exchanges historically with their world counterparts. It is expected that the experience from attending the conference, partially funded by Albania USAID, will enhance knowledge and skills to bring back to Albania to enhance their own and students' capacity to address agricultural economics problems in Albania.

Enhancing the Livelihood of Albanian Farmers through Policy Research

Life on the farm is challenging in Albania, particularly as the country transitions from a centrally planned to a market economy. As the market plays a more central role in supply and demand, it has changed the face of Albanian agriculture. Now more than ever, farmers will need to depend on the research carried out at their agricultural university to provide them with the information they need to make sound decisions regarding what to grow, how and when to grow it, and at what price to sell, as well as guide the policies created by their national government. However, in the past, research activities at the university were not entirely aligned with the needs of the farmers and research results were not clearly communicated to policy makers. But this, too, is changing. Now the University of Albania, with the assistance of the Albania-Hawaii Higher Education and Economic Development (AHEED) project, has the opportunity to become a leader in providing essential information and guidance to the policy makers who make the decisions that impact Albania's farmers.

In April 2009, the AHEED program, partnered with the Agricultural University of Tirana Faculty of Economics and Agriculture (AUT FEA), organized a conference which aimed to take a leadership role in opening the channels of communication between the country's farmers and agricultural sector and the agricultural industry policy and decision makers. AUT provided a venue and gathered together a diverse group of AUT researchers, Ministry of Agriculture, Food and Consumer Protection staff, and people from the private sector. The goal of this conference was to present a forum for research knowledge dissemination, debate and exchange of ideas and, ultimately, create a paper based on the findings and policy recommendations of the faculty research. The resulting document was a brochure that covers vital issues such as ways to increase the size of small farms, how to increase cooperation in production and marketing among farmers, and ways to finance farming and reduce risks to the farmer.

So far, 300 copies of this brochure have been distributed to key entities such as the Agricultural Committee of the Albanian Parliament, the Office of the Prime Minister, the Offices of the Minister of Agriculture, Food and Consumer Protection and the Minister of Environment, Forest and Waters. It has been very well received, especially from the Agricultural Committee of Albanian Parliament. Furthermore, the local media has picked up the story. In fact, an issue of the magazine "Monitor" published part of the brochure. While it is still too early to know the full impact of the conference and its accompanying brochure, the AHEED program and AUT are optimistic that it will continue to advise and guide agricultural economic policy in Albania for a long time to come.

Enhancing Workforce Readiness through State-of-the Art MS Curriculum for Albanian Agricultural Economics Student

Luiza Puici grew up in a small village in northern Albania. The area was isolated and lacked basic services and infrastructure. As a child, she wanted to be an accountant in order to pursue a better life for herself. She decided to attend the Agricultural University of Tirana in Albania (AUT), where she majored in Economy and Agrarian Policies.

After receiving her undergraduate diploma, Luiza wanted to gain a deeper understanding in her field so she decided to pursue a Master's degree at AUT. Through a public announcement, she discovered the Albania-Hawaii Higher Education and Economic Development (AHEED) program. A cooperative effort between the University of Hawaii at Manoa's Department of Natural Resources and Environmental Management (NREM) and the Agricultural University of Tirana in Albania, it was established in 2008 to develop a state-of-the-art MS curriculum, graduate courses and instructional approaches in agricultural economics at AUT, as well as strengthen the applied research and policy analysis capacity of the AUT agricultural economics faculty and students. Intrigued by the fact that this Master's course was in collaboration with the University of Hawaii, Luiza hoped that it could offer new perspectives in her learning, as well as new experiences and applied knowledge that would help her meet her career goals. Furthermore, she saw this state-of-the-art program as an opportunity to challenge and demand more of herself.

So far she has taken four classes through the AHEED program: Applied Economics for Business Management, Research Methodology, Application of Quantitative Analysis, and International Agriculture Trade and Policy. The thing that has really helped her get more from these classes is the state-of-the-art and innovative teaching approach. The classes have been very challenging, but the instructors have used practical, real-life examples to explain theories and ideas that are often hard to grasp. This has allowed her to understand and explore these concepts at a more in-depth, advanced level than she would have been able to with a more conventional teaching approach. While she has found all the classes she's taken to be useful, she especially values the Research Methodology course which is a new offering for the MS II degree. This class was designed to offer an overview of research methodology in economics as well as teach students how to formulation a research questions and hypotheses, design, conduct and disseminate results of research projects. Because of this class, she feels confident that now she could actually carry out a well-designed case study or research project.

This newfound research ability will be especially important to her in the future. While she does not yet have firm plans, she hopes that her career will involve teaching and research, and she is positive that the AHEED program has greatly enhanced her ability to fulfill those dreams. Luiza says that she would highly recommend this MS program to her friends and colleagues, because she is certain that it will be very useful in their future goals, just as she is certain it has put her on the path to fulfill her own.

How about some lamb with your olives?

Research Success Leads to More Opportunities in Albania

Researchers in developing countries often have trouble securing funding for studies that will help their country move forward. Help in setting the table for further research is key to building sustainable capacity for such researchers. Two young lecturers at AUT have discovered that their HED-assisted activities and research not only help Albania's agricultural development, but attract further opportunities from other funding sources.

Drini Imami and Edvin Zhllima are both Ph.D. candidates at University of Bologna and lecturers at AUT in the Faculty of Economy and Agribusiness. Drini and Edvin both grew up in Tirana and have high hopes for agricultural development in Albania. Over the past few years they've taken part in AHEED's capacity-building activities. Both Edvin and Drini attended workshops on grant and journal articles. Not long after, they collaborated with UH partners for studies on wine and olive oil to help Albanian agricultural industries adapt to domestic consumer demand. Their research included cutting-edge methods, Conjoint-Based Choice experimentation and Latent-class analysis.

Through AHEED facilitation, Drini was invited to present a paper in an FAO workshop at the 2009 International Food and Agribusiness Management Association (IFAMA) Conference in Budapest. With their UH partners, Drini and Edvin submitted and presented papers on olive oil and wine consumer preferences at IFAMA Boston, 2010. Their olive oil presentation was greeted with enthusiastic interest and they were among the top-ten finalists for Best Paper of Conference. This success encouraged Drini and Edvin to publish the paper in IFAMA's academic journal in November 2010. Their research success did not go unnoticed.

Drini and Edvin were recently funded by the United Nations Development Programme (UNDP) to study the lamb meat market using the methods they learned. The research will include MS. II students at AUT and a UNDP meeting will be held with participation of livestock and farmer

associations, the Ministry of Agriculture, and the donor community. Discussion on future activities of the project is expected to further encourage the type of work that Edvin and Drini are undertaking. Most recently, Drini and Edvin are working on new projects funded through AHEED's USAID assistance. Drini is part of a team at AUT studying consumer preferences for apple fruits in Albania and Edvin is part of another team analyzing preference for the table olive. These studies will help local agricultural stakeholders set priorities and improve their domestic market share. Soon more studies and academic publications will be on the table with the names Edvin Zhllima and Drini Imami as authors. AHEED, through USAID/HED assistance, has been working to set that table for Albanian agricultural development by building sustainable capacity.

Thus, USAID/HED assistance is instrumental in enabling these young scholars to publish in international referred journals but also in developing research capacities and know-how in the field of consumer studies which are very much needed for policymakers and private enterprises in a dynamic market transition country like Albania.

Better Living through Agribusiness Research: How university researchers, Ministry of Agriculture officials and Extension agents are working together to improve the lives of Albanian farmers

Researchers on the Faculty of Economy and Agribusiness (FEA) at the Agricultural University-Tirana (AUT) have been working hard for years to better understand Albanian agribusiness. Unfortunately, the results of this research have not always reached those to whom it matters most—the Ministry of Agriculture (MoAFCP) officials who develop policy and the extension agents who pass the results onto farmers. This is where the Albanian/Hawaii Higher Education and Economic Development (AHEED) project comes in. Since its inception in 2009, the project has worked to close the gap between extension needs and research produced by the university.

After much consideration, the project decided to try to encourage FEA faculty to collaborate with MoAFCP officials and extension agents by offering mini-grants to finance exceptional research of strong interest to the MoAFCP and extension. While this research was certainly interesting, it was pointless unless the project could make sure its results reach the people who most needed it—the farmers. Cooperating with MoAFCP director Tatiana Dishnica, AHEED project officials decided to bring together three major actors in this process: the FEA faculty who produce research of interest, the extension and MoAFCP agents to whom the research could be

of great use and the funding agencies such as USAID who could facilitate these partnerships. The idea was to allow the researchers to present their current research projects and get feedback and ideas from the audience in order to guide future projects. In true collaborative spirit, a MoAFCP extension specialist helped FEA organize the meeting, and, in addition to MoAFCP officials, it was announced to extension staff in Tirana and other cities, as well as to USAID, the Albania Agriculture Competitiveness (AAC) program and World Learning Project staff.

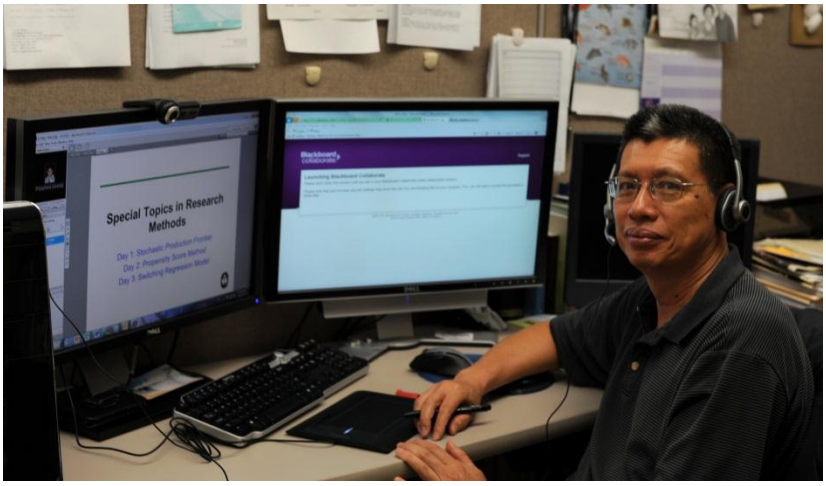
The culmination of all this hard work took place on February 14 in the MoAFCP meeting room. AHEED project assistant in Albania, Ana Kapaj presented an overview of the project and the AUT FEA research it supports. Presentations topics ranged from consumer preferences for apples, olive oil and table olives to greenhouse tomato value chain analysis. The audience of FEA faculty, MoAFCP officials, extension agents, and representative from USAID, AAC and World Learning listened carefully to all the presentations and asked many intelligent and probing questions regarding the research, results, and methodology. Extension and Ministry representatives thought the agriculture products selected for study were of great importance to Albanian agriculture. Olives and olive oil are two of Albania's most important agricultural products and so were of great interest to the audience. Extension agents and AAC Program staff were particularly interested in the three consumer preferences studies' methodology and are very interested in applying this method to other Albanian agricultural products. FEA's research faculty benefited from this interaction as well. They found the feedback they received form MoAFCP and extension agents to be very useful to not only the projects they are working on now, but also for better understanding what the agencies need from them in the future.

But perhaps the most encouraging outcome of the workshop is that MoAFCP officials and extension agents also expressed their hope and willingness for future collaborations and research support. They are looking forward to future workshops to strengthen the bond between AUT FEA, the Ministry, and extension, particularly workshops focusing on consumer production, price analysis, policy analysis and value chain analysis. All in attendance thought this workshop was a step forward in the collaboration between University researchers, the Ministry, and extension. In the end, all realize the importance of getting the answers Albanian farmers need to maximize their productivity and their profits. With the assistance of the AHEED project, these groups are learning to work together to improve the lives and livelihoods of Albanian farmers.

Using Technology to Increase Teaching Efficiency

Over the past three years, the Albania-Hawaii Higher Education and Economics Development (AHEED) project (Dr. Catherine Chan-Halbrendt, NREM, PI) sent 6 professors from UH to Albania to strengthen the Agricultural Economics education and outreach program of the Agricultural University of Tirana (AUT). However, the time, effort and expense of traveling to Albania limits the number of classes that can be taught and the UH faculty who can teach them. In order to enhance its ability to empower AUT's faculty to conduct policy research with the

most current tools available, the AHEED project recently taught its first class via Blackboard Collaborate. The use of this cutting edge technology allowed Dr. PingSun Leung (NREM) to teach the last workshop "Topics in Quantitative Methods for Agricultural Economics Research" in August, in a virtual on-line classroom from the convenience of his office at UH while students in Albania followed along on an interactive, real-time platform.



Topics such as stochastic production frontiers, propensity score matching techniques and switching regression were covered, and eight AUT faculty members and six students participated in the course. Overall, participants found the class and the new techniques it taught to be a highly valuable experience. The case studies presented, using real applications of the methods presented, including an introduction to STATA software, had great impact. Attendees will use the methods learned to develop new agricultural economics research in the next year.

Part of the great value attendees found in this course was the novel use of Blackboard Collaborate. Some attendees were able to follow the course on-line from their home and all have expressed their interest in having more courses like this in the future. Dr. Chan-Halbrendt and AHEED project collaborators are very excited by the success of this class and the technology. It promises to greatly increase the flow of knowledge and expertise from UH to AUT, and enhance the project's ability to meet its goals.

A new era at AUT/FEA –Institutional performance improved through personal capacity building

Eda Deci has worked at the Agricultural University of Tirana for the past 8 years. In that time she has learned many new things, but she has always felt that her main occupation at AUT was teaching. In fact, although she is at what is supposed to be one of the leading research institutions in Albania, the only real research experience she has had was during her Master's studies in France. It's not that she wasn't interested in research, or didn't have great ideas to investigate. Rather there were just too many obstacles preventing her, and many others like her, from doing the research they longed to start. One of the biggest problems faced by would-be researchers at AUT was the lack of infrastructure like internet and a library with up-to-date books, journals and studies in order to develop the needed research questions. Another was the lack of any kind of financial support with which to carry out the research

The Albania/Hawaii Higher Education and Development (AHEED) Project stepped into this vacuum in September 2008, with the goal of permanently increase AUT's Faculty of Economy and Agribusiness Analysis contribution to Albania's economic development by strengthening the applied research and policy analysis capacity of the faculty and students in agricultural economics. One of the first improvements the project made was to expand internet connections. For the first time, every FEA member had an office internet connection. In addition, the project invested in purchasing the Essential Electronic Agricultural Library (TEEAL) for the faculty, which provided them with access to a digital collection of 200 high-quality research journals for agriculture and related sciences. Though it has not been used by all faculty members, it's been essential to developing the research of those who have. Finally, in order to lend financial support to AUT FEA research, the AHEED project has developed a mini-grant program. The first year of grants is complete, and a second round of grants is about to start. This opportunity has given several faculty members the ability to conduct independent agribusiness research for the first time and helped them learn essential skills to improve their ability to write competitive grants in the future, thereby allowing them to continue developing and carrying out essential research.

While the AHEED project is still young, big changes in the attitude of AUT's FEA and the atmosphere around the department are already evident. For the first time in their burgeoning careers, young faculty members/researchers see real progress being made. The improved infrastructure has given them a new ability and support to conduct scientific research. They have had grants to finance research, workshops to introduce new methodologies, and technical and scientific support, like assistance with analysis and editing. Faculty members are much more motivated and self-confident regarding their research endeavors. For the first time, one can hear faculty members in the cafeteria talking with friends about the possibility of doing something new and interesting. Thanks to support form the AHEED Project, there is a new atmosphere and attitude at AUT, one that engenders a feeling of working at a top tier research institution. The FEA is at a new horizon, one that promises to bring an era of increased involvement in the international agricultural economics community.

A Whole New World: Empowering students via opportunities to share their research

For the past three years, the Faculty of Agribusiness and Economic (FEA) at the Agricultural University of Tirana (AUT) has hosted a conference each summer. The conference is conceived, organized and supported by the AHEED Project and the Faculty of Economy and Agribusiness, in strong collaboration with Ministry of Agriculture, Food and Consumer Protection. The main idea behind the conference is to bring together local researchers, policy makers, and other professionals in the Agriculture Economics field.

However, one group that was not included in the event at its inception was the agricultural economics students. This year, the conference's organizational committee decided to remedy this situation by expanding the conference to include these future professionals as well. A judged

poster session was organized so students could share their research and receive feedback and advice from their mentors and future colleagues. Six very impressive students applied to present posters, and all were accepted to be part of the competition. The AHEED project helped these motivated students to be successful by offering feedback on their research, formatting and English usage as the posters developed.

Fabjola Arapi is one of the students who presented a poster at the conference. Hailing from a small city in Albania, she has studied agribusiness since high school. She chose this field due to her strong agricultural roots, developed growing up on the family farm. She has been a student at the Faculty of Economy and Agribusiness since 2006, obtaining her Bachelor's degree and advancing to Master's studies. Her studies at FEA are an investment in her future, as when she is done she wishes to return to her home and use all she has learned to help her family and neighbors' farm more efficiently and effectively.

Fabjola has worked very hard during her studies and is ranked among the best ten students in her major. She understands that ultimately she is responsible for her own success, so when she heard of the chance to present her research at the annual conference, she was very excited. She feels this kind of experience is missing at university, so participation in this event was a great, and somewhat rare, opportunity for her to actually practice everything she has learned during her studies. Before the conference, she had just finished a class on trade research, during which she conducted a study of "Consumers perceptions of standardized products". As she thought this study had important, significant results worthy of sharing with her colleagues, she spent several weeks working with AHEED staff to develop a pleasing and highly informative poster. The support offered by AHEED was very helpful, particularly as the poster presentation was in English. She had to work hard on her language skills, but with the assistance of the project she managed to complete an admirable poster.

Her hard work and professionalism were evident, and her poster won the first place in the competition. The posters were evaluated by an expert jury and judged on poster content, formatting, as well as the participant's ability to discuss and present his/her research. According to Fabjola, this experience was very rewarding for her. For the first time, she was given the opportunity to share her research with others in her field and to practice in reality what she has been learning these last six years. She also feels an increased sense of responsibility for and pride in her work due to her success during the competition. Being part of an event like this conference and poster competition has inspired her to work harder in order to present herself in the best light possible. She is proud that her poster was judged by an international jury, including AHEED project PI, Dr. Catherine Chan-Halbrendt, and that this was done based on the international standards to which an American professor is accustomed.

Fabjola is eagerly anticipating the chance to present new research at this year's conference. In

fact, she found the experience last year so rewarding, she is encouraging all of her fellow students to do the same. She strongly feels that opportunities such as these are unique and students need to take advantage of this rare chance to have an authentic research presentation experience with a real audience to evaluate and appreciate their work. The AHEED project is proud to have helped her gain this experience and wishes her, and all the other students presenting at the next conference, the best of luck.

A dream is realized at the Agricultural University of Tirana

On a warm day in September, Albania-Hawaii Higher Education and Economic Development (AHEED) project director, Dr. Catherine Chan-Halbrendt was honored to watch a group of 32 newly minted Masters of Science receive their degrees in a solemn and moving ceremony in Tirana, Albania. The event she witnessed is the culmination of four years of hard work on behalf of the AHEED project and all it Albanian cooperators. Since 2008, the project has endeavored to help the Agricultural University of Tirana (AUT) improve its academic programs and Master's curriculum. This Master Course is the result of the efforts of 7 faculty member from the University of Hawaii and several other US institutions, as well as that of 9 AUT faculty members and 126 students.

Ada Shehu was one of the students receiving her MScII degree on this auspicious day. She was one of the first students to enroll in this new program and is one of the top students in her class, and she has worked hard to get there. Ada spent a year of her Bachelor's studies in the USA, she returned to Albania to finish her university studies in Tirana. This international undergraduate experience left her looking for something challenging in her Master's studies.

When she heard about the new and improved Master's program at AUT in 2009, she was very enthusiastic to be part of curricula developed with international experience and expertise and excited by the opportunity to be taught in English by professors from leading foreign universities. The improved program in which she would be participating allowed her to choose from three courses of study: Economics and Agricultural Policy, Agribusiness, and Farm Management. The AHEED project developed six new classes to strengthen these courses, incorporating cutting edge educational and research techniques into their instructions. After having US instructors model how to teach these classes in their inaugural offering, Albanian instructors were mentored in teaching subsequent offerings. In addition to the improvements in curricula, the AHEED project has also offered Albanian students

and professors opportunities to participate in various international conferences and to publish in international agricultural economics journals.

Ada has tried to take advantage of many of the unique and challenging opportunities offered to her, and has found the program to be an excellent and unexpected experience. Furthermore, it has inspired her to continue her studies and pursue a career in academics. Now a PhD student at AUT, she is also a part time lecturer in the Agribusiness Management Department.

As fulfilling and exciting as it was for Dr. Chan-Halbrendt to watch these first Master's students graduate, they were not the only ones being honored at AUT that day. The Agricultural University of Tirana also delivered to Dr. Catherine Chan-Halbrendt the Title "Doctor Honoris Causa", which is the highest academic title in Albania. This honor was bestowed on her in recognition all her effort and work to support the Faculty of Economics and Agribusiness. Congratulations to Dr. Halbrendt and AHEED Project!

Appendix 4: **Program Evaluation**

Dr. Robert Parsons
September 13, 2012

Evaluation of the Albania-Hawaii Higher Education and Economic Development Partnership (AHEED): Increasing Institutional Capacity in Agricultural Economics

Development Area: Agriculture/Agribusiness/Animal Science; Economic Growth & Trade

U.S. Institution(s): University of Hawaii at Manoa

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Host-Country Institution(s): Agricultural University of Tirana (AUT) Tirana, Albania

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E-mail:ishpp@yahoo.com

Partnership Web Site: http://manoa.hawaii.edu/ctahr/aheed

Summary
The project evaluation was conducted from July 16-July 18, 2012, on site in Tirana, Albania, by Dr. Parsons. The general conclusion from the evaluation is that the project has meet must of its goals and continues to make progress on the remaining outcomes. The reviewer, who has been involved with development work in Albania in 2001 and 2003 recognizes many of the challenges of the project and commends the AHEED project on making significant progress despite some institutional challenges. The greatest progress was made on Objective 1 and 2. Objective 3 did not meet all stated outcomes but did make substantial progress in gaining the attention of the MOA as to the research skills and potential productivity of the AUT/FEA. The future sustainability of the project will be challenging considering the significant decrease in available development funding. However the creation of the *Institute for Research Policy* will undertake this challenging objective to sustain the impact of the AHEED project.

The specific AHEED objectives are:
1) Development of state-of-the-art MS curriculum, graduate courses and instruction approaches in agricultural economics;
2) Strengthening of applied research and policy analysis capacity of the Faculty and students in agricultural economics;

3) Co-development and teach training modules and materials to extension and businesses in data collection, market and policy analysis to promote competitiveness.

For objective 1, AHEED has worked with the AUT/FEA faculty to upgrade the MS program in agricultural economics, revamped 6 courses, and have defined 3 primary areas of concentration. Evaluations are very good on course content, teaching skills, and knowledge gained. However, some more elective courses would provide greater opportunity for specialization for students and faculty.

For Objective 2, AHEED has achieved fantastic results in developing research capability and results with 11 faculty submitting proposals for internal mini-grants, 7 papers being accepted and presented at the IFAM conference in Frankfurt, Germany in 2011-12. Nearly all topics related directly to Albania agriculture system. AHEED has also secured a research database praised by all faculty.

In addition, the AHEED project has conducted 2 highly successfully annual conferences on Albania agriculture. This presented a clear opportunity to display the research capability of AUT/FEA faculty and students to Ministry of Agriculture, agricultural businesses, policymakers, and other interested in rural and agricultural affairs.

The research will achieve another goal by completing a book entitled "Agricultural Markets in a Transitioning Economy: An Albanian Case Study." This is an excellent capstone emphasizing the research objectives of the project.

Objective 3 remains the most challenging as, unlike the US, Extension outreach is under control of the Ministry of Agriculture, which presents a number of political and funding challenges. There is stated and objective cooperation between the AUT/FEA evidenced by the annual conference. More efforts are underway to more closely link the university research capability with the MOA. Keeping the Annual Conference going is seen as a major tool to get greater cooperation between the university and government.

The sustainability of the AHEED project's impact on AUT/FEA will depend greatly on efforts made to maintain the faculty training, course development, outreach activities, and last but not least, effort to obtain outside funding for research. There are plans in place to implement the *Institute for Research Policy* to undertake the responsibility of coordinating research efforts and seeking funding from internal and external sources. The success of this unit is key to sustaining the impact of the AHEED project. This will require a dedicated director, small advisory committee, and successful efforts to get funding from a diversity of internal, external, NGO, and private sector funders.

Introduction:

The evaluation of the "Evaluation of the Albania-Hawaii Higher Education and Economic Development Partnership (AHEED): Increasing Institutional Capacity in Agricultural Economics" project (referred to as AHEED) was conducted from July 16-18, 2012, by Dr. Robert Parsons, Professor, University of Vermont. The project evaluation included meeting with involved parties, reviewing documents, reports, and publications, and meeting with collaborative organizations as the Albania Ministry of Agriculture (AMOA) and US Agency for International Development (AID). Dr. Parsons has been in Albania twice, 2001 and 2003, on volunteer assignments with Land O' Lakes on a dairy development project and saw significant changes that have transpired since 2003.

The overall viewpoint of the project is that considerable progress has been made with major impacts at the Agricultural University in Tirana/Faculty of Economy and Agribusiness (AUT/FEA). Included are increased research and teaching capacity of university faculty, strengthened classes in agricultural economics and research methods, and more research proficient graduate students that are working with faculty to conduct research, analyze available data, and produce research reports applicable to Albania. These findings directly relate to the project's original proposed goals.

Observations from interviews with AUT/FEA faculty involved with AHEED:
This project evaluation will first report activities during the 3-day time period and then address each of the project's objectives.

Monday July 16:

- ✓ I was provided supporting material related to the project including student lists and course evaluations, summary of individual courses, and regional conference proceedings containing papers accepted through a peer-review panel.

Observation: The AHEED project took on several objectives at once, with a clear plan on upgrading the course material used by the AUT/FEA for their master's level courses. They have addressed major classes, developed course material directly applicable to the major, and I was most impressed by the papers that were accepted at the regional conference in that they directly related to Albania agricultural production and consumption challenges. From my previous trips to Albania, I am aware of the difficult challenges Albania faces to reach the level of agricultural product integrity necessary to compete with and enable exports to the European Union. The topics being addressed by these research projects are immediately applicable to Albania agricultural economy.

- ✓ Meeting with Albanian Instructors of MSc course introduced by AHEED Project in 2009, including Bahri Musabelliu (Strategic Management), Engjell Skreli (Research Methodology), and Edmira Ozuni (Quantitative Methods).

Observation: There is no doubt that the Albanian instructors highly value the assistance they have received to set up the quality of their class material and their own personal skills. The method was done in a partnership, incorporating the independence and social understating of the AUT/FEA concerning the needs and background of their students while developing courses and a learning environment that met the expectations of a research degree and built on the strengths of the students and the faculty. More details below.

- ✓ Meeting at Ministry of Agriculture (MoAFCP) with Tatiana Dishnica (Director of Extension)

Observation: This was an interesting aspect of the project. While the Ministry is a collaborator in the project, it was not a direct participant. One has to understand a basic difference between Extension and outreach education in Albania as compared to the US. In the US, Extension is part of the Land Grand Education system. They are the outlet that transmits the results from research to the agricultural community. They are equal partners with researchers in the Land Grant University, not competitors. In many US Land Grant Universities, Extension educators are commonly a member of a research team, with a stated focus to bring the knowledge gained through research and education to the people who need it most. Education and transmission of research into educational programs is part of the Land Grant Mission.

In Albania, however, Extension is part of the Ministry of Agriculture, and is not directly connected to the University and the AUT/FEA. Therefore the University does not have a built in disseminator of applicable research. Politics can also play into the dissemination of research results in anyone may see the results as threatening. There is also a challenge where many of the Extension educators do not have college degrees, and thus many not credit the importance of research as would US Extension educators who are professional trained in their field, often with advanced degrees.

Yet in this challenge, the AHEED project has developed a working relationship with the Albania Ministry of Agriculture and is making efforts to expose Extension educators to research being conducted by AUT/FEA and its applicability to their work with farmers. The interview with the Albania Director of Extension clearly indicates a desire to involve Extension educators with future research projects where practical. A challenge is money to fund educator's efforts to assist with research. The AUT/FEA are looking for funding just to do the research, there is little available to pay for research activities, let along supplement the AUT/FEA salaries or the salary of a potential Extension collaborator.

Tuesday, July 17, 2012

Morning at AUT/AUT/FEA

- ✓ Meeting with MSc students (Nertila)

- ✓ Meeting with (Dean) Bahri Musabelliu, (Vice Dean) Ilir Kapaj and (Pro-rector for the Curricula) Remzi Keco.

Observation: I was only able to meet with one student due to class break. The student I did meet with as very positive about all aspects of the AHEED project, with the benefits from enhanced

classes, greater research opportunities, and increasing the level of instruction and knowledge learned from the coursework. It would have been more advantageous to meet with more students but that was not possible at this time of the year.

Dean Musabelliu and Vice Dean Kapaj expressed affirmed the positive impacts of the AHEED project to support also the infrastructure at AUT/FEA through enhancing faculty research skills which translated directly to the classroom, interaction with graduate students, enhanced research, which is another objective of the project. The Dean also acknowledged the challenge of keeping the impact of the project going. He specifically cited how the mini-grants enabled faculty to undertake necessary research and be recognized professionally through the opportunity to present results at regional economic conferences. These steps greatly enhances the skill set of the faculty and there is hope that networking at the international forums will present additional opportunities for the AUT/FEA. The Dean also clearly understands the challenges of funding future research, providing funding for travel to attend European conferences, and funding research for graduate students. For their part in the project, the Dean, Vice Dean, and Pro-rector have all been involved with faculty on mini-grants, conference presentations, and co-authors of the upcoming publication "Agricultural Markets in a Transitioning Economy: An Albanian Case Study."

Afternoon
Meeting with USAID representative, Kristaq Jorgji

Observation: This meeting was more a big picture discussion, focusing on where Albania has come from, being a strict communist state to a "wild west" economy to where the country is trying to establish an acceptable order of rules within a democratic society. This involves moving from total state involvement to a status where no one trusts the power of the state to realizing the state must imposes some rules and laws for an orderly society.

Within this framework, projects such as AHEED are important building blocks, where truly the emphasis on development is "teaching how to fish" through building the teaching and research skills of AUT/FEA. As with most development projects, the next step will be a challenge to find funding, either internal or external, to provide seed money to keep the research going. Even in the US much funding for research applicable to agricultural producers continues to come from the USDA. So there is a challenge to create partnerships with the Albania Ministry of Agriculture and other international groups to continue funding of agricultural research so that the skills gained by AUT/FEA are not lost.

Summary of the day, addressing questions and discussion with AHEED Coordinator Engjell Skreli and Ana Kapaj.

Observation: Reviewed observations and challenges of the AHEED project with Professors Skreli and Kapai. Many of the challenges discussed with USAID representative Kristaq Jorgji were repeated but from the micro view of the university instead of the national view. There are

many challenges to maintain the excitement and momentum that has been developed by the AHEED program.

July 18, 2012 Morning at AUT/FEA

- ✓ Meeting with mini grants researchers

  Drini Imami, Ilir Kapaj, Edvin Zhllima, Eda Deci, Irma Tabaku are some of the mini grant PI developed by AUT/FEA in Collaboration with UH professors and with the support of AHEED project.
- ✓ Meeting with participants to international Conferences. (all of above)

Afternoon
Discussion and questions to AHEED assistant Ana Kapaj

Observation: Meeting with the faculty group was very exhilarating This group is positive and excited about what they can do, what they can offer their country, agriculture, students, and the university as a result of the AHEED project.. There was no doubt from this group that the AHEED project has been a huge success. They appreciate learning the tools, developing the teaching skills, learning the application to practical applied problems, and the opportunity to work with experienced University of Hawaii researchers to complete research projects.

An important part of the AHEED project has been the opportunity provided by the minigrants that enabled the faculty to travel to international conferences to present research results and networking with researchers from other countries. These experiences have been carried over to the classroom since enhancing the research at AUT/FEA was a major objective of the AHEED project; this group leads one to conclude the program was a success.

Examination of Specific AHEED Objectives:

"The University of Hawaii (UH) and the Agricultural University of Tirana (AUT) have partnered to increase the Albanian agricultural higher education institution's abilities in positively influencing economic development and social prosperity. By empowering the faculty and enhancing its capacity to educate, consult, and advise, these abilities to make important contributions are strengthened."

Specific objectives include:

4. Co-development of state-of-the-art MS curriculum, graduate courses and instruction approaches in agricultural economics;
5. Strengthening of applied research and policy analysis capacity of the Faculty and students in agricultural economics; and
6. Co-development and teaching of training modules and materials to extension and businesses in data collection and dissemination, farm management, and market and trade policy analysis.

The specific objectives will be addressed below:

Objective 1: Co-development of state-of-the-art MS curriculum, graduate courses and instruction approaches in agricultural economics;

A MS curriculum in agricultural economics based on US standards should be training BS graduates of the fundamental theoretical economic and statistical and econometric theory and skills in the application of these theories to researchable topics conducted under the supervision of trained and competent faculty. Thus the first step in this process is to assure the involved faculty has the skills and the exposure to the most recent research tools and cutting edge theory advancements.

The AHEED project activities began in 2008 and have resulted in the successful implementation of permanent changes in the curriculum, courses, and instruction methods. The process involved reviewing current courses and comparing to similar agricultural economics programs at leading US universities. The objective here is to develop the AUT agricultural economics MS program to be compatible with top programs in the US. The redesigned MS program was approved by the Albania Ministry of Education in August 2009.

The Masters of Science program was redesigned to follow 3 new tracks (major concentrations):

1) Enterprise Management,
2) Agricultural Economics and Policy,
3) Sustainable Rural Development.

These areas of concentration fit with most MS Agricultural Economics programs at US universities. Note that Enterprise Management to US readers may be more identified as Agricultural Business Management. The new tracks each require 4 Core I courses, 2 Core II courses, 2 Elective courses and thesis research. This is very comparable to a US MS Agricultural Economics course with 24 credits of classes and 6 credits of thesis research.

The basis of designing any major and area of concentration is designing adequate courses that meet program basic requirements for all students and allow elective options for students to become exposed to theories in their respective area of concentration.

Six new courses have been developed through the AHEED project:

1) Applied Economics for Business Management
2) Research Methodology,
3) Application of Quantitative Analysis
4) International Agricultural Trade and Policies
5) Strategic Management in Agribusiness
6) Agribusiness Risk Management (Financial Risk Management).

AHEED developed a thorough procedure for developing the courses that involved review by specialists who taught the course at US universities, development of a new course syllabus with

interaction between a US professor and corresponding AUT/FEA faculty, co-teaching the course initially by the US and AUT/FEA faculty, and then independent teaching of the course by the AUT/FEA faculty. Some teaching was on site while other courses were taught jointly by video connections. Today's internet capabilities provide great flexibility for improving the performance of an educational program.

The combined teaching/training provided the AUT/FEA faculty specific training in:

- Improving focus on relevant issues for graduate level agricultural economics on the global scale
- Displaying case-study based approaches
- Integrated understanding of priority policy-issue coverage in courses
- Introducing presentation techniques for methodological instruction.
- Exposure to the most recent research techniques and their application to new research topics

The courses began their first session in the 2009-2010 academic year, with an average of about 60 students in Core courses and 15 students in non-core courses. Teacher-trainers from UH and other US and international institutions through workshops, as well as the instruction of the courses, guided FEA faculty towards their independent instruction of the new courses.

The course development process is best described as an on-going program instead of a one-time event. Progress reports and conversations with AUT/FEA faculty often mentioned that even as the FEA faculty took over the courses, the US mentors remained involved to advise and suggest changes to assure high level of instruction. Specific steps include continued collaboration on syllabi, lecture material, exam questions, and course evaluations.

Student self-survey results showed high positive ratings in Learning Outcomes and Human Resource Training. Ratings for skills in terms of real world experiences rated about average, as did Analytical skills. Thus, these surveys highlighted both successes and areas needing improvement which were then addressed by the AUT/FEA faculty in collaboration with their US mentor.

Another associated research activity has been the Albanian Agricultural Competitiveness Program, an internship program between AUT/FEA, UH and US AID. Internships are offered for up to 10 MS students. In addition, internships are offered through a local consulting firm, DSA consultants. These programs attempt to provide students with applicable work experience in conjunction with their educational program and often involve on-site applied research activities.

When speaking with the AUT/FEA faculty, there was not one complaint about the process and accolades of how the process worked. In the process the AUT/FEA faculty members were involved in developing the course yet learned much from their US mentor. The process appears to be a great success. In addition, this process treated the AUT/FEA faculty with the respect and allowed them to grow through the project, one aspect that I found that the AUT/FEA faculty found to be quite exhilarating.

Another aspect of the program is that the initial AUT/FEA faculty that participated in the AHEED program are now acting as mentors to fellow faculty.

One aspect that is missing from this evaluation is an evaluation from students who have been out of the program for several years who can comment on the applicability and breathe of the revised program to their new professions and positions. However, due to the short span of this project, the first students that have gone through the program have barely begun their careers outside of the university.

One challenge for any program is the development of a choice of courses for electives in various areas of concentration. For example the concentration of Rural Development shows a lack of courses in the sociological sciences to understand the implications of the challenges of rural development, how to assess rural development priorities, and how to focus development efforts to the unique aspects and challenges of rural Albania.

AUT/FEA and UH faculty involved in the AHEED program acknowledged the following challenges:

- Estimating the cost and revenue related to the degree program with a 30-student minimum enrollment.
- Possibility of involving Business school faculty to participate in a possible MBA in Agribusiness, or MS in Natural Resource Environmental Management and Economics.
- Willingness among AUT students to pay the necessary school fees

Another challenge not exactly addressed by AHEED but necessary to mention is the pay level for AUT/FEA faculty. Individual conversations indicated that many faculty try to find part time teaching positions at smaller universities to supplement their incomes. This is to be expected when families are pressured to provide sufficient living needs for their families. However, although not in evidence to this review, enhancing the teaching and research skills of the AUT/FEA faculty makes them a more valuable community that can be drawn away from AUT by higher salaries. In addition, although I am not questioning the dedication of the AUT/FEA faculty, the prevalence of part time teaching at another university/school can draw their time needed to interact with students and develop research projects and teaching programs.

Objective 2: Strengthening applied research and policy analysis capacity of the Faculty and students in agricultural economics

The efforts to increase the research capacity of the both faculty and students included strengthening research skills, collaboration between UH and AUT/FEA faculty on developing research proposals, mini-grants for research and presenting of results at international conferences, and collaboration between UH, AUT/FEA, and grad students on publication of research results.

Developing the research capacity has evolved from enhancement of course development where the faculty has become acquainted with research methodology and quantitative research analysis methods. This process has brought the faculty up to date with the latest application of

quantitative methods to analyze research questions. Steps to assist AUT/FEA faculty included enhance quality, independent, original agricultural research was to:

1) A data base for journal references (TEEAL) covering 150 agricultural scientific journals was made available to AUT/FEA faculty and students to provide access to current journal publications necessary for independent research and literature review in agricultural research,
2) AUT/FEA faculty were provided access to Conjoint-based Choice & Latent Class Analysis, a cutting-edge analysis software that greatly enhanced AUT/FEAs capacity for original research.

These steps have been thoughtfully implemented to enhance research skills of AUT/FEA faculty and grad students. Simple fact is, if you don't' know what research is being done and compare the methodologies, how can one creatively develop the methodologies to address the research challenges sitting in front of you? This was an excellent early move in the AHEED project.

Discussions with AUT/FEA faculty often mentioned the database as an important first step without which they would not have been able to develop their research acumen. For the grad students, it was an essential step to learn about conducting literature reviews.

Another objective of the AHEED program was the implementation of mini-grants for use by students and faculty to conduct research and fund travel for presentation of research results at regional and international conferences. Successful grant writing requires the ability to articulate proposal requirements, develop quality research content by addressing the research priorities in the public funding sector.

The AHEED program developed grant writing and research prioritization workshops for AUT/FEA faculty early in the project. Through the workshops, research has been encouraged, developed, conducted, and recognized by the international scientific community.

2010-2011 Mini-grants
1) Milk market segmentation: Study on the consumers preferences in urban Albania
By: Dr. Ana Kapaj (AUT); Catherine Chan Halbrendt (UH); Dr. Eda Deci (AUT)
2) Analyzing Consumer Choices under Food Safety Uncertainty: The Case of Small Ruminant Meat in Tirana.
By: Drini Imami, Edvin Zhllima, Maurizo Canavari (University of Bologna)
3) Alternative Solutions for Efficient Use of Refused Land in Shangjergi Commune in Albania.
By: Zhevaire Dulja, Galantina Canco, Ledia Thoma, Henrieta Themelko.
4) Quantifying factors that influence implementation of QMS (Quality Management Systems) in meat processing industry in Albania using Ordinal Logistic Regression
By: Dr. Ilir Kapaj (AUT); Prof. Dr. Reiner Doluschitz (Hohenheim University); Dr. Remzi Keco (AUT); Dr. Ana Kapaj (AUT)
5) Conjoint Analysis of Consumer Preferences for Lamb Meat in Central and Southwest Urban Albania. Drini Imami, Devin Zhllima, Cathererine Chan-Halbrendt (UH), Quanguo Zhang UH)
6) Consumers preferences for apple fruits in Tirana markets applying Conjoint Analysis. By: Drini Imami, Engjell Skreli, Alban Jaupi, Arbi Fortuzi, Alban Cela, Tatjana Dishnica (Ministry of Agriculture).
7) Consumer preferences for table olives in Tirana

By: Edvin Zhllima, Arben Vercuni, Irma Qinami, Drini Imami, Catherine Chan-Halbrendt, (UH), Elvina Merkaj

For the 2010-11 Minigrants, 6 projects were funded. These evolved from the above mentioned process of a workshop on writing grants, developing the proposal and then reviewing comments, and then reviewing the project on content and scientific merit. All of the above projects were then submitted for presentation at the International Food and Agribusiness Management Association conference held in Frankfurt, June 2011. Of the above papers, 7 were accepted and presented. This is a very commendable achievement for only 2 years into the AHEED project.

2011-2012 Minigrant Applications

1) Analyzing consumer awareness and behavior in context of high food (un)safety in Albania.
By: Dr. Arben Vercuni, FEA, Elvina Merkaj, PhD candidate, Assistant Lecturer at FEA, Rezart Cuko, student at AUT
2) Agrifood value chain development and governance in Albania with focus on farm access to markets.
By: Dr. Drini Imami, FEA (Project coordinator), Jualian Lekocaj, PhD Student, FEA, Ergent Pire, MSc. Student, FEA
3) Butcher Shops Survey in Tirana City.
By: Dr. Etleva Muca, Dr. Fatmir Guri, Dr. Ledia Thoma
4) Enhancing Rural Women's Voice in Agriculture: Gender issues, including women's roles and competitive abilities in agribusiness, access to agribusiness funding, participation in agribusiness decision making, etc.
By: Dr. Eda DECI (PI), Prof.Dr. Donika Kercini, Dr. Ana Kapaj, Prof. Dr. Tatiana Dishnica, Fabiola Arapi (MS Student), Catherine Chan Halbrendt (UH)
5) Predicting collective action - individual and environmental characteristics: Case of apple producers in Albania.
By: Engjell Skreli, Rezear Kola, Myslym Osmani, Irfan Tarelli
6) Assessment of gender land rights situation in rural Albania.
By: Dr. Edvin Zhllima, FEA, Prof. Dr. Tatjana Dishnica, MsC. Candidate Narminda Babameto
7) Assessment of the willingness to pay for the white cheese with defined origin in Tirana.
By: Dr. Fatmir Guri, Elena Kokthi, PhD. Candidate, Dr. Drini Imami, Besmira Medolli M.Sc. student, Eriston Bulku M.Sc.Student
8) Agribusiness and Food Industries in Albania: What do they need from future leaders?
By: Dr. Ilir Kapaj (PI), Dr. Alban Jaupi, Florenca Duzha, M.Sc Student, Dr. Irfan Tarelli
9) Analysis of consumers' preferences for yogurt in Albania applying a conjoint analysis. By: Dr. Irma Qinami, (PI), Erdit Nesturi, Alban Cela, MSc Student (AUT & University of Hawaii), Erisa Kala, MSc Student (AUT 7 University of Hawaii)
10) Identifying key performance and business indicators in Agro-tourism sector in Albania (Benchmark Analysis).
By: Dr. Remzi KECO (PI), Dr. Edmond Kadiu, Shkelqim Cepa, M.Sc student, Dr. Irfan Tarelli
11) Exploring consumer behavior and attitudes towards agri-food products with ethical values in Albania.

By: Dr. Xhevahire Dulja (PI

Close examination of the mini-grant applications for 2011-12 applications brings out several key points. All of the applications are focused on Albania issues. The goal is to help the AUT/FEA's research capability on domestic challenges and there is a definite application of research toward relevant Albania agricultural problems.

Another aspect is that the papers mini-grant proposals contain several students and includes several representatives of the Ministry of Agriculture. There is no doubt that from examining the above proposals that the AHEED project has stimulated interest and results from AUT/FEA to develop research on Albania based problems. I believe few similar size departments in the US would produce as much research on topics applicable to their home areas. Again, this is a commendable result for the AHEED project.

An additional major success of the AHEED project has been the development of collaboration with the Ministry of Agriculture and other agricultural and rural interests through the *Annual Agricultural Economics Conference conducted* by AUT/FEA with outside sponsors and support. The Annual Conference was established by AUT in 2009 which has given, and will continue to give, opportunities for highlighting research accomplishments. Most of the presentations are products of AUT/FEA research on Albania agricultural challenges.

The annual conference has been highly received by government officials and has been a unique opportunity to display the research capability of the AUT/FEA. Discussion with the Ministry of Agriculture also mentioned the reception of the annual conference by Ministry officials.

Participation in the Conference has had quite an impact on the department with great exposure of the FEA faculty and students. The annual conference has also allowed different players in Albania agriculture, from international to national to local players to network and gain an objective view on Albania's challenges with its agricultural economy.

Challenges do exist for the annual conference. First, funding must be secured for future conferences or obtained from registration fees. Second, with their initial success, it is going to be a challenge to meet the high expectations for future conferences. Third, there needs to be additional involvement from agriculture stakeholders, private businesses, and Ministry of Agriculture officials. However, the annual conference to date has helped to establish AUT/FEA as a leader in Albania agricultural research.

Objective 3: *Co-development and teaching of training modules and materials to extension and businesses in data collection and dissemination, farm management, and market and trade policy analysis.*

The third AHEED objective involves aiding the integration of AUT/FEA faculty into policy research and extension roles originally taking place primarily from within the Albanian MOA. To date, AUT/FEA has assumed more policy research role on its own, not necessarily with the political blessing of the MOA. I get the impression that some folks in the MOA like AUT/FEA taking on a greater research role, however, the challenge of funding and setting priorities through funding is held by the MOA. This will be one political challenge that will remain after the project ends.

The outreach/extension role remains a bit ambiguous at this point. As discussed above, in the US Land Grant universities are directly linked to Extension, thus providing an outlet for applied research findings. Changing that within the Albania MOA and government will remain a challenge. However, the AUT/FEA is making major strides to be seen as a source for unbiased research information through limited collaboration with the MOA and Extension through their research projects and particularly their highly successful Annual Conference. This has been a great outlet to let the government, industry, and public what AUT/FEA is capable of achieving. Therefore much of the success for objective 3 is concentrated under objective 2.

There is a key caveat for one to remember when addressing issues with potential political implications. From a western perspective, educational research institutions must remain "unbiased" in their research. This means that research projects should be undertaken even if the results can be potentially embarrassing to government policy and programs. But to safely do this, university funding has to be independent of government agencies that may dislike or disagree with research results. Obviously in a perfect world, this would not be a problem. However, in the real world, this is often the case. Therefore, while collaboration with the MOA and other government agencies is highly desired, the independent research credibility of AUT/FEA can be best met with securing outside independent funding for some of their research. How to do this is going to be a definite challenge.

Future Actions Building on AHEED Results:

1) The greatest challenge for the AHEED project is to sustain and build on the results achieved in building the skills of the AUT/FEA faculty, developing a state of the art MS curriculum, establishing a research program, and creating partnerships with government and other groups. This effort is going to take funding to train and retain skilled faculty and to provide them the means to conduct research and professional dissemination of the results. This may sound simple but it is becoming more and more difficult every day to find, apply, and obtain research funding.

The AHEED project has planned to develop a *Center for Policy Research,* which has evolved into the *Institute for Research Policy,* to carry out this mission. The objective of the institute will be to strive to identify high priority research, facilitate the development projects addressing these topics by qualified faculty and graduate students, and assist in gaining funding to support it via government and private funds.

The institute is essential to coordinate efforts to sustain the impact of the AHEED project by coordinating the research funding efforts from internal and external sources. This mission reminds me of a project I experienced at Virginia Tech University with the State of Virginia funded *Rural Economic Analysis Program (REAP).* Initial naming of the program brought about

much interest by various faculty at Virginia Tech. However, it was soon recognized that every faculty member was going about seeking funding for their own research objectives, some of which were only remotely aligned with goals set by the Virginia Legislature. The program was initially very disorganized and without organized direction until a chair was named. The new chair formed a small research committee which quickly set up clear objectives, guidelines, and proposal requirements and then applied the standard criteria to all research proposals. The project quickly turned about and won praise from the Virginia Legislature for its directed approach.

From the above instance, I recommend the *Institute for Research Policy* be given the responsibility of developing and implementing clear objectives and procedures for research proposals. There should be 1 clear director who is aided by a small advisory committee that includes faculty, government, private sector, and NGO representatives. Keep the committee small to be more efficient. This should greatly assist the fundraising through coordination and targeting efforts at specific groups and sources, both internal and external. It should also likely increase chances of funding from government and international NGO sources rather than having individual faculty searching all over for small grants. While it may seem to be a bureaucratic solution, keeping the institute under the right person will promote efficiency, and enable quicker responses to questions, requests, and provide key information to government agencies as the MOA. The purpose is to not only seek research funding for the institute but to also promote what the AUT/FEA can achieve. The key as I would see it is to develop the reputation to provide quick and accurate research and recommendations on the topics of interest to the outside funding groups

Frankly, extending the impact of AHEED and sustaining the excitement and achievements in policy research will be difficult. Funding is not always available. Even in the US university faculty are finding traditional sources of research funding shrinking while there seems to be even more faculty competing for available funds. It gets discouraging spending time and effort to apply for grants that are not funded. With money, the AUT/FEA can do wonders. Without any money, it is just another group of teaching faculty. Therefore building an organization that can raise funds for research will be not only important but essential challenge in determining the long term sustainability of the AHEED project.

The institute will also have to address the issue of conducting research for the private sector. This can be a complex issue as often the results of private sector funded research is owned by the sponsoring entity. In the US, seeking private sector funding for research is a double edged sword. While it provides funding for qualified researchers and helps pay for university overhead, it limits the reputation of the researcher in being a public unbiased researcher/expert. This is of particular concern in the agricultural field where we are often discussing public policy, the food system, and food security for our community as an unbiased researcher/expert. Straddling the fence between these two worlds will be very challenging to the director of the institute whose reputation depends on the ability of the director to seek, find, and secure research funding.

Conclusions:

In the evaluation of the AHEED project this independent observer spent 3 days (July 16-18) in Albania with project personnel, students, project faculty, and met with officials of the Albania Ministry of Agriculture and US AID. The conclusion of this evaluator is the AHEED project, a

joint project between The University of Hawaii (UH) and the Agricultural University of Tirana has achieved substantial success.

The specific objectives are:
1) Development of state-of-the-art MS curriculum, graduate courses and instruction approaches in agricultural economics;
2) Strengthening of applied research and policy analysis capacity of the Faculty and students in agricultural economics;
3) Co-development and teach training modules and materials to extension and businesses in data collection, market and policy analysis to promote competitiveness.

For objective 1, AHEED has worked with the AUT/FEA faculty to upgrade the MS program in agricultural economics, with 3 primary areas of concentration. University of Hawaii faculty have worked with AUT/FEA faculty to upgrade 6 courses. Each course has been revised in collaboration with a faculty member of the UH and FEA. The course was first jointly taught and then taught only by the Albania professor with close contact with the AHEED mentor to assist with syllabus, material, exercises, notes, and exams. Both instructors reviewed student evaluations to fine tune course material.

Evaluations with AUT/FEA indicate that the assistance was highly appreciated, with Albanian faculty expressing high praise for the project and how they have benefited. The have greater confidence to teach higher level material, have a greater understanding of what they are teaching, and are able to bring in applied cases to uses as examples for students. Student evaluations are consistent with regard to respect of course content and teaching skills.

Recommendations: It would be desirable to have additional electives for students, especially in the Rural Development major. The AHEED project has developed an excellent foundation. To attract additional students, more electives may be a key. There was discussion on developing a MBA in Agribusiness Management or Natural and Environmental Science Economics. These two options could provide the needed options for the major to make major steps in student enrollment. Ability to increase professor pay may need to be a necessity. The faculty involved in the project have enhances skills which may cause them to be a valuable commodity to be hired away from AUT/FEA. There is also insufficient pay to keep the faculty at home. Many are seeking outside supplemental income to support their families. I'm not questioning their professionalism but this could lead to some problems with faculty having enough time to put into student education and research. However, I realize that faculty pay is beyond the reach of this project.

For Objective 2, AHEED has achieved fantastic results in developing research capability and results. For 2011-12, 11 individual proposals were submitted for internal minigrants. This follows 2010-11 where 7 papers by AUT/FEA faculty were accepted and presented at the IFAM conference in Frankfurt, Germany. Dr.Catherine Chan-Hallbrent has demonstrated her skills in teaching research methods through conducting training for faculty on writing proposals in year 1 of the project. The AUT/FEA faculty responded by producing proposals that were accepted internationally and were heavily focused on Albania agricultural system problems.

This objective also research tools to AUT/FEA faculty including database and quantitative analysis software for use in research. This is very likely the reason for several research proposals using conjoint analysis.

The AHEED also achieved a success with their annual conference on Albania agriculture. This presented a clear opportunity to display the research capability of AUT/FEA faculty and students to Ministry of Agriculture, agricultural businesses, policymakers, and other interested in rural and agricultural affairs. In a country with nearly 50% of its population on farms, agriculture and rural development is a major concern.

The research will achieve another goal by completing a book entitled "Agricultural Markets in a Transitioning Economy: An Albanian Case Study." This is an excellent capstone emphasizing the research objectives of the project.

Recommendations: The biggest need for the AHEED project is to somehow continue a flow of funding to support research training, enable research activities with students, provide student financial support, and provide an opportunity for faculty to travel to international conferences to present research results and new work with potential colleagues. This is going to be quite a challenge. AHEED has done a great job in teaching the AUT/FEA to fish, but now we need to assure they can try to access the best fishing equipment and worms for successful fishing.

Objective 3 was the most challenging and least controllable objective. Specifically, Extension outreach is under control of the Ministry of Agriculture, which presents a number of political and funding challenges. I believe the Ministry supports the efforts of the AUT/FEA but there are likely some who see the university faculty as treading on someone else's territory. This was not transmitted directly, but from experience with past trips to Albania, I realize the challenges of dealing with an entrenched government institution and personnel. The Ministry has expressed willingness to collaborate, as indicated by several Ministry officials collaborating on research projects. I commend the development of the Annual Conference which provides an opportunity to display the research capabilities of the AUT/FEA to the Ministry, individual Extension officials and staff, and other agricultural interests. I firmly believe this conference will be the avenue for which AUT/FEA faculty report their research and gain credibility for policy analysis in Albania.

Recommendation: Keep with the Annual Conference. Charging admission may be a way to generate a bit of funding and definitely the easiest method to develop research partners. By being there, involved in research on real problems and policy, you can gain credibility. Remember to caution that when analyzing policy, you are an educator, point out problems and successes. Becoming an advocate for a certain policy is one sure method to lose credibility with the Ministry of Agriculture and agricultural sector and draw repercussion on yourself and the university.

The sustainability of the AHEED project's impact on AUT/FEA will depend greatly on efforts made to maintain the faculty training, course development, outreach activities, and last but not least, effort to obtain outside funding for research. There are plans to establish the *Institute for*

Research Policy to undertake the responsibility of coordinating research efforts and seeking funding from internal and external sources.

For the institute to be successful, it needs to have a dedicated director, a small advisory committee, establish connections with faculty and outside groups as MOA, government agencies, private sector, and international funders such as AID and NGOs. While there are challenges in seeking funding from the private sector as well as from government, full success of the program may come to depend on the ability of the Institute to obtain funding that delivers relevant research results from a diverse source of funding.

Higher Education for Development
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Institutional Partnerships Program

FINAL Partnership Report

Project Title: Transforming Community Based Natural Resource Management Education in Southern Africa

University of Florida

and

Primary Partners

University of Botswana, Botswana
Polytechnic of Namibia, Namibia
Sokoine Agricultural University, Tanzania
Southern African Wildlife College, South Africa

Partnership Dates: May 5, 2009 – June 30, 2013

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Transforming Community Based Natural Resource Management Education in Southern Africa

This is the final report for the partnership project that was operational from May 5, 2009 – June 30, 2013. The partnership was led by the University of Florida and facilitated with institutions in four countries: University of Botswana, Botswana; Polytechnic of Namibia, Namibia; Sokoine Agricultural University, Tanzania; and Southern African Wildlife College, South Africa. It should be noted that during the course of project implementation, additional institutions and organizations were included as secondary partners that were instrumental in achievement of objectives. The information in this report is presented in three sections as noted below:

1. Partnership Overview
2. Partnership Results
3. Conclusion
4. Appendices

1. Partnership Overview

a) Description of partnership context and partnership objectives

The practice of Community Based Natural Resource Management (CBNRM) has been successful at conserving biodiversity and improving livelihoods by valorizing natural resources, and devolving and democratizing their governance at the local level. Southern Africa is the crucible of CBNRM, with considerable support from development agencies (e.g., USAID) to bold policy reforms. Overall, the performance of CBNRM in Africa and elsewhere has been uneven. However, when implemented in accordance with core principles, and supported by knowledgeable and committed policy-makers and extension workers, the rate of success has been high.

A critical aspect of CNBRM knowledge is that it is held within a network of personal connections, oral and grey literature, extending haphazardly into educational institutions where (with a few individual exceptions) materials do not adequately reflect the current 'state-of-knowledge'. These inadequacies are a serious limitation to the spread of CBNRM, as there are fundamental gaps in practice and policy. Low levels of engagement of capacity building institutions represent wasted opportunity, and even a threat to CBNRM's sustainability in the region. Effective CBNRM requires capacity at many levels to address the needs of multiple stakeholders: individual community members; community leadership; mid-level CBNRM support staff in Non-Governmental Organizations (NGOs) and government agencies; private sector guides, managers and owners whose businesses depend on CBNRM; CBNRM leadership in NGOs and government agencies; educationalists, students, faculty and researchers in universities and colleges. Overall, the demand for CBNRM professionals far exceeds supply which confirms that education and training is essential for the vitality and sustainability of CBNRM programs.

There is little formal training, or coordination of training, of staff within the NGOs and other agencies supporting CBNRM. At the university level, formal CBNRM training is largely delivered through short courses or as a module within an environmental course, or as part of graduate research and/or consultancies. The natural resource and wildlife training institutes in the region offer quite limited courses related to CBNRM; although they offer complementary skills training that includes biodiversity management, tourism, etc. With a few notable exceptions (e.g. Polytechnic of Namibia and Southern African Wildlife College - assisted by World Wildlife Fund), the educational system has not adopted CBNRM's integrating competencies.

This project, *Transforming CBNRM Education*, is important and timely to organize, consolidate and publish the considerable oral and grey (largely home-grown) knowledge about CBNRM in southern Africa; to institutionalize it in regional universities in the form of curricular materials, and to apply it to issues such as biodiversity, vulnerability, health, food security and climate change. CBNRM is important for Southern Africa[1], but this experience has never been clearly documented or mainstreamed into higher education, colleges, and the private sector or even into accessible training materials. A major effort is needed to assess existing CBNRM curricula, and especially to promote curriculum development and delivery in educational and vocational institutions. Currently, this is piece-meal, uncoordinated and delinked from best practices.

The objective of this project is to strengthen and expand existing alliances between the public, private, NGO and education sectors to sustain and support CBNRM programs in southern Africa by improving education and training programs. More specifically;

Objectives

1. Develop and manage a community-of-practice,
2. Collect, collate, and design CBNRM curricula and materials,
3. Develop foundational training materials through write shops, including books and manuals,
4. Involve faculty from primary and secondary partner institutions and organizations in workshops and write shops to build and enhance their capacity,
5. Institutionalize CBNRM training capacity for colleges/universities.

Anticipated Outcomes

Based on the noted objectives, the following outcomes are linked:

1. CBNRM scholar-practitioner community of practice,
2. CBNRM curricula content development for colleges/ universities,
3. Short courses development for trainers/ industry,
4. Produce a series of books, manuals and teaching materials written collectively by scholars and practitioners covering subjects such as natural resource governance, participatory resource management, social learning and adaptive management, economics, marketing and business development,
5. CBNRM curricular content institutionalization in colleges/universities.

b) Summary of activities and work over the life of the partnership

Activities summarized based on bi-annual reports submitted to HED.

Report #1: May 1, 2009 – September 30, 2009
Report #2: October 1, 2009 – March 31, 2010
Report #3: April 1, 2010 – September 30, 2010
Report #4: October 1, 2010 – March 31, 2011

[1] Southern African countries have invested significantly in CBNRM since the mid-1980s with considerable support from USAID, Norway and elsewhere. The CBNRM movement was led by Zimbabwe's highly innovative CAMPFIRE program in the 1990s, and, much of the impetus has shifted to the CBNRM Programs in Namibia and Botswana.

Report #5: April 1, 2011 – September 30, 2011
Report #6: October 1, 2011 – March 31, 2012
Report #7: April 1, 2012 – September 30, 2012
Report #8: October 1, 2012 – March 31, 2013
Report #9: April 1, 2012 – June 30, 2013

May 1, 2009 – September 30, 2009

- Initiated project activities.
- Visited the following primary and secondary partners - Acquired personal assessment of capacity and potential role of institutions on programs:
    - Botswana (Botswana Wildlife Training Institute, and University of Botswana).
    - Tanzania (Sokoine University of Agriculture).
    - South Africa (Rhodes University, Southern African Wildlife College, Tshwane University of Technology, University of KwaZulu Natal, and University of Pretoria).
- Conducted pilot CBNRM training workshop: 14-17 July, Maun, Botswana.
- Planned and implemented Regional CBNRM Stakeholders' Workshop: 20 July - 24 July, Pretoria, South Africa.
- Cultivated past (World Conservation Union - Southern African Sustainable Use Specialist Group) and developed new individual and organizational relationships to formulate/strengthen a community-of-practice for CBNRM.

October 1, 2009 – March 31, 2010

- Developed and tested curricular materials (CBNRM Governance Workshop): 16-20 November, Maun, Botswana.
- Planned and assisted conference and workshop: Bridging Conservation and Development in Latin America and Africa: 28-30 January, Gainesville, University of Florida (Jointly organized with UF Centers for African Studies and Latin American Studies).
- Planned and implemented Writeshop: 28 February-3 March, Kruger National Park, South Africa.

April 1, 2010 – September 30, 2010

- Met with partners and stakeholders in Botswana (Gaborone and Maun):
    - Assessment of educational and training needs in CBNRM.
    - Discussed the development of new partnership with UF - Masters in Sustainable Development Practice (MDP) program
- Met with partners (Polytechnic of Namibia and WWF) and other stakeholders in Namibia (Windhoek):
    - Assessment of educational and training offerings, materials, and needs as well as synergies with WWF programs in CBNRM.
    - Assessment of synergies for CBNRM capacity-building linked to WWF Namibian and Regional CBNRM Support programs.
- Conducted research in communities in Botswana.
- Visited communities and stakeholders in South Africa.
- Facilitated a 2-day training workshop on CBNRM in June, Windhoek, Namibia.

October 1, 2010 – March 31, 2011

- Compiled, scanned, and uploaded syllabi from five partner institutions to project website.
- Prepared programmatic offerings and logistics to host African academics for Fall 2011 at UF.
- Curriculum content development progress – CBNRM fundamentals, economics, and governance.
- Relationship enhanced and strengthened with the Southern Africa Regional Environmental Program (SAREP).
- Initiated preliminary discussions key stakeholders (government, colleges/universities, and NGO) to enhance and strengthen CBNRM capacity in Botswana.
- Leveraged current and other related projects with another opportunity:
    - Partnership with UNDP and eight southern African research/education institutions for proposal development and submission.

April 1, 2011 – September 30, 2011

- Hosted visiting eight African scholars to UF campus:
    - Four participants funded via other sources (institutions and WWF-SARPO)
- New graduate course developed and offered at UF – Foundations of CBNRM
- New course on pedagogy developed and offered for African Scholars.
- Community research and partnership with UF-MDP program.

October 1, 2011 – March 31, 2012

- Completed train-the-trainer program for eight visiting African scholars to UF:
    - See Appendix for complete report details for the visiting African Scholars Program.
- Curriculum content development progress – CBNRM fundamentals, economics, governance, and case studies.

April 1, 2012 – September 30, 2012

- Planned for Governance book Write shop in Stellenbosch, South Africa.
- Continued engagement with the community of CBNRM Scholars in southern Africa.
- Curriculum content development progress – CBNRM fundamentals, economics, governance, and case studies.
- Presentation of CBNRM curriculum and research materials at the University of Stellenbosch, South Africa.

October 1, 2012 – March 31, 2013

- Planned and implemented Governance book Writeshop – Stellenbosch, South Africa, 3-6 December.
- Invited presentation at USAID CBNRM Workshop – Washington, D.C., 16-17 January.
- Delivered presentations at conferences in the southern Africa region on CBNRM related topics.
- Delivered lectures at primary and secondary partner institutions - Southern African Wildlife College, University of Cape Town, and University of Stellenbosch.
- Assisted Southern African Wildlife College to formulate a grant proposal with Copperbelt University in Zambia.
- Integrated expertise from the CBNRM project with a cross-disciplinary group at UF to formulate a proposal to examine the relationship between biodiversity and human well-being in southern Africa.
- Curriculum content development progress.

April 1, 2013 – June 30, 2013

- Hosted external evaluator to UF campus for three days to conduct assessment – evaluation completed and submitted to HED.
- Project team visited primary and secondary partners:
    - Tshwane University of Technology, University of Botswana, University of KwaZulu Natal, University of Zululand, and Southern African Wildlife College.
    - Published and disseminated CBNRM in Southern Africa: An Introduction (Textbook with Case Studies). Book was written as part of the train-the-trainer program conducted with visiting scholars to UF.
    - Continued engagement with the community of CBNRM Scholars in southern Africa.
    - Discussed future partnership opportunities in research, curriculum, and outreach.
- Curriculum content development progress.
- Edited Natural Resource Governance book.
- Final project wrap-up – reports and associate paperwork.

c) Description of partnership's most significant achievements

There are several significant achievements based on this partnership. The achievements can be categorized under: 1) Workshop/Writeshop/Training Programs; 2) Capacity Development, 3) Community of Practice, 4) Curriculum Content & Dissemination, and 5) Project Leverage.

Workshop/Writeshop/Training Programs

The major step in the process was to conduct a situational analysis with respect to the examination of stakeholder needs along with identification of gaps in coursework and curricula. To accomplish the initial needs assessment, a regional workshop was conceptualized and implemented. The workshop was co-sponsored by WWF-Namibia and WWF-Southern African Regional Program Office. The event was attended by 68+ people (primary and secondary partners) from 20 Departments in 13 universities, 7 colleges, 12 offices in 8 NGOs, 4 Projects, and 3 private sector organizations, and several interested individuals. Also, representation included 9 African countries: Kenya, Tanzania, Malawi, Mozambique, Zimbabwe, Zambia, Botswana, Namibia and South Africa. The congregation of key and diverse stakeholders from the region was a concerted strategy, and was beneficial for evaluation and possible implementation initiatives. A major outcome of this workshop identified and developed baseline assessment for regional training needs/priorities.

This workshop also led to a smaller event integrated with a conference organized and hosted by UF Centers for African Studies and Latin American Studies in Gainesville, Florida. This event was a catalyst to bridge conservation and development issues (inclusive of CBNRM) in Latin America and Africa. The UF CBNRM team organized a ½ day pre-conference meeting for Africanist participants, and a post-conference Educators workshop. Overall, the conference and the pre-post conference events were all well received with positive feedback.

Following the conference at UF, a workshop and writeshop was planned and implemented in Kruger National Park, South Africa. The event was also a follow up to provide a synergistic relationship between Africa and Latin America within the context of issues related to CBNRM. Several speakers and researchers engaged in Latin America were present and provided their input in the spirit of collaborative understanding from the respective region. In addition, the workshop and writeshop was co-sponsored by South Africa National Parks-SANParks, and this was an essential component to bridge researchers and practitioners with respect to assessment of the issues. Besides synergistic opportunities, a major goal of this event was to develop materials for the book entitled: *Foundations*

of CBNRM, and to allocate authorships for respective chapters and themes. This event was attended by 50 participants including 25 practitioners sponsored by South African National Parks (SANParks). While the workshop and writeshop did not fully accomplish its goal with respect to authorships for respective chapters and themes, but discussion of issues were enhanced with the attendance and participation of SANParks. This event strengthened the relationship of the project with SANParks as well as relevant individuals at Kruger National Park.

Based on the experience of the workshop and writeshop at Kruger National Park, it was decided to hold another specific writeshop targeted to refine a book prospectus and complete a draft of an edited book. Chapter authors were requested to submit their chapter ahead of time so that other authors could review and provide comments prior to the date of the actual writeshop. The writeshop invited 12 chapter authors from the region and globally to Stellenbosch, South Africa. A working draft of the book prospectus and the chapters were completed and currently being edited. The book is entitled: Title: *Beyond Decentralization: Adaptive Cross-scalar Governance of Natural Resources.*

In addition, training programs were conducted in Botswana and Namibia. The programs were all leveraged with funds from various sources, and also offered an opportunity to developed and test curricular materials. The training programs attracted diverse stakeholders that represented the community leadership, government, educational institutions, and the private sector. The topics related to CBNRM issues, as well as specific content related to governance and management. Based on the training programs and associated materials, a manual on *Micro-governance in CBNRM in Southern Africa* was developed and further enhanced with additional recent field work in Mozambique. Additionally, a book entitled *Hunting for solutions: The governance and management of safari hunting in Southern Africa* has been completed. The book is a result of various training programs conducted as well as professional field experience and institutional knowledge.

Capacity Development

The overall goal of this project was related to human capacity development and institutional development. Various approaches were utilized to build, enhance and strengthen capacity among individuals in communities and educational institutions. More specifically, two methods were employed to enhance capacity: in-country CBNRM training, and train-the-trainer program. The in-country CBNRM training related to the aforementioned programs where various stakeholders participated at events held in Botswana and Namibia. The success of these training programs was also attributed to organizations that hosted and funded the programs. The teams' personal and professional relationships were major facilitators to implementation activities.

In addition, a major successful initiative was accomplished via the train-the-trainer program, whereby eight scholars from various educational institutions were invited for a semester to UF to participate in a tailored training program with respect to Community-Based Natural Resource Management. The purpose of the program was to develop higher education (university level) capacity in CBNRM in southern Africa. The scholars represented five southern African countries and were sponsored by the project and/or various institutional sponsors. Some of the key objectives of the program were to: 1) Develop an undergraduate textbook on *CBNRM in Southern Africa: An Introduction*; 2) Develop case studies related to CBNRM in southern Africa; 3) Develop the knowledge base to improve teaching about CBNRM; 4) Strengthen and enhance capacity to improve teaching skills and curriculum development; and Joint and individual presentations of CBNRM related topics to university audience. Overall, the program was successful in bringing emerging scholars from the southern Africa region to UF. Several tangible and intangible outcomes were achieved. A key aspect was curriculum content development, and based on multiple rounds of review and edits, the final product *CBNRM in Southern Africa: An Introduction* (textbook and case studies) has now been published and disseminated widely in the region.

Community of Practice

The visiting African scholars program was a major ingredient to cultivate a professional relationship among the scholars. The relationships fostered during their visit to UF have strengthened the CBNRM community of practice in the region. The scholars have been in contact with each other and sharing CBNRM resources and information. Some of the scholars are working to develop a CBNRM short course at their institution (Tshwane University of Technology, and University of Botswana) based on the current offering at Southern African Wildlife College – developed by one of the scholars. Also, while some scholars participated in the workshop/writeshop/training programs, some have also been a participant in the Southern African Sustainable Use Specialist Group. So, they have been engaged in the existing wider CBNRM community of practice in the region. This cohort group will be able to introduce each other and integrate into various networks. For example one of the visiting scholars from University of KwaZulu Natal is a founding member of the ISAKA organization (another similar group of professional scholars) and hence has been able to link the groups. Both groups are largely academics from colleges and universities, and would continue the professional ties and work as well as extend their networks further within the region.

Curriculum Content & Dissemination

The development of curriculum content has been a slow process largely due to the lack of volunteers to apply to the project's Small Grants Program – which was cancelled in lieu of visiting scholars to UF. However, development of content in various but related CBNRM topics has been realized with products for various target groups. An e-handbook on *CBNRM Pedagogy* was created as part of the visiting scholars program, and final compilation has been completed. Similarly, the *CBNRM in Southern Africa: An Introduction* (Textbook with Case Studies) authored by visiting scholars has been published. This product is targeted for colleges and bachelor degree programs at universities. Also, the book can be used by implementing development agencies and training institutes. Based on training workshops, a manual on *Micro-governance in CBNRM* has been completed and a final draft has been submitted to the publisher. This manual is targeted for community leadership, government entities, NGOs, training institutes and wildlife and natural resources management colleges. In addition, based on training programs as well as content and field based expertise, a book entitled, *Hunting for solutions: The governance and management of safari hunting in Southern Africa* has been completed, and the draft is currently being reviewed for professional edits. The book has target audiences as noted for the manual as well as universities and policy makers.

Given the important role of governance with respect CBNRM, an additional book entitled, *Beyond Decentralization: Adaptive Cross-scalar Governance of Natural Resources* was completed for production. The initial draft was completed via a writeshop of regional and global experts. The edited book has been accepted for publication, pending final edits by September. Finally, the book entitled, *Foundations of CBNRM* has evolved from the first presentation at the workshop/writeshop held at Kruger National Park. The concept of the book was to be an edited volume, but due to lack of authorship volunteers from southern Africa, the work has been taken on as a sole author product, hence the prolonged delay due to the volume of work. Majority of the content of the book has been completed, and the book prospectus has been reviewed by a publishers. Based on feedback, additional changes have been recommended for book draft content, and updates are currently being undertaken. For both these books, the audience is regional as well as global given its applications. Since it has been written for a university audience, it is anticipated to be widely used in bachelor honors and post-graduate education.

Additionally, the available products have been widely distributed in the southern Africa region. Large quantity volumes have been directly ordered and shipped to the scholar's respective institution. E-book/manual versions of books are also anticipated to be developed for dissemination. Besides curricular development and dissemination, CBNRM research related work has also been published in scientific

journals, as well as presented in various conferences. Also, lectures at primary and secondary partner institutions have been delivered to promote the project and discuss research related concepts and issues.

Project Leverage

As noted earlier, this project has been able to leverage in multiple areas – workshop/writeshop/training programs, research, grant proposals, new institutional and organizational partnerships, and outreach. The leveraging has comprised of actual cash and cost share items. More information on leveraged contributions not reported as official or proposed cost share is noted in Section 1e – Table. Other leveraging activities include building CBNRM into the UF- Masters in Sustainable Development Practice (MDP), whereby students have been engaged in research and outreach in southern Africa, mostly in Botswana. This relationship has extended to the Southern Africa Regional Environmental Program (SAREP). Notable activities have also encompassed major grant proposal development with primary partner – Southern African Wildlife College, and other universities related to various natural resources management issues, inclusive of CBNRM. Furthermore, engagement with Southern African Wildlife College has been strengthened and expected to leverage to additional activities such as joint trainings in micro-governance, study abroad opportunities, internships, and research initiatives.

d) Summary of impact on host-country development and prospects for sustainability

The institutionalization of CBNRM curricula at Southern African Wildlife College and the training of the scholars, together with materials developed in the project will begin to have an impact on the hundreds of students who pass through Southern African Wildlife College and the other partner institutions. Developing a community of practice will require a sustained engagement with the partners over the next several years. Funding is being sought to continue this engagement, although this will likely be in a broader context than CBNRM. However, our small network of community of practice based on the visiting scholars that have now been networked with other smaller and larger networks is the start in the right direction.

e) Partnership period of performance, funding amount, leveraged funds, and cost share

Partnership period of performance
May 5, 2009 – June 30, 2013 (One year no-cost extension approved from June 2012 - June 2013).

Funding amount
$600,000 (3 years with an additional one year no-cost extension approved in June 2012).

Cost share
University of Florida's contribution = $152,392.11 (25% amount as required met, plus more).

Leveraged funds
Leveraged contributions not reported as official or proposed cost share. See table below for more information.

Name of Contributor	Description of Contribution	Estimated Dollar Value of Contribution*
• Wilderness Safaris, Botswana (private sector operator in southern Africa)	• Hosted and funded pilot CBNRM training workshop in Maun, Botswana (July 14-17, 2009)	Amount not available
• World Wildlife Fund – Namibia • World Wildlife Fund – Southern Africa Regional Programme Office - Zimbabwe	• Supported 8 participants from Namibia to attend the Regional CBNRM Workshop held in Pretoria, South Africa (July 20-24, 2009) • Supported 20 participants from the region to attend the Regional CBNRM Workshop held in Pretoria, South Africa (July 20-24, 2009)	$32,000
• South African National Parks	• Supported participants from National Park units at CBNRM Write shop held in Kruger National Park, South Africa • Waived park entry fees (conservation fund) for all write shop participants (February 28-March 3, 2010)	$ 9,481 $ 1,587
• Kalahari Conservation Society (Botswana) and United Nations Development Programme	• One week Micro-governance workshop for 50 participants in Maun, Botswana • Support of attendance of participants by Wilderness Safaris (private sector) (November 16-20, 2010)	$60,000 $3,000
• Sokoine University of Agriculture - Tanzania	• Paid two participants‘ travel and accommodation cost to attend the Tropical Conservation and Development Conference: Bridging Conservation and Development in Latin America and Africa, hosted at the University of Florida (January 28-30, 2010)	$6,194
• Norwegian University of Life Sciences	• Paid one participants‘ travel and accommodation cost to attend the Tropical Conservation and Development Conference: Bridging Conservation and Development in Latin America and Africa, hosted at the University of Florida (January 28-30, 2010)	$1,570
• World Wildlife Fund – Southern Africa Regional Programme Office - Zimbabwe	• Fund two faculty members from Zambia Forestry College and the University of Zimbabwe to attend the train the trainer program (Visiting African Scholars) at the University of Florida (Fall Semester: August – December, 2011)	$10,000-$12,000 per person, plus all travel and associated costs
• Polytechnic of Namibia	• Fund one faculty member from the university to attend the train the trainer program (Visiting African Scholars) at the University of Florida (Fall Semester: August – December, 2011)	$10,000-$12,000 per person, plus all travel and associated costs
• Tshwane University of Technology	• Fund one faculty member from the university to attend the train the trainer program (Visiting African Scholars) at the University of Florida (Fall Semester: August – December, 2011)	$10,000-$12,000 per person, plus all travel and associated costs

2. Partnership Results

a) Presentation of the partnership's key achievements and all major outputs produced including important research findings, if applicable.

Workshop/Writeshop/Training Programs

Workshop

- The project entitled "Transforming CBNRM Education in Southern Africa" was designed to develop a more cohesive community of practice in CBNRM within the Southern African region with examination of stakeholder needs, identification of gaps in coursework and curricula, and subsequent development of materials that can be used for different target audiences. In order to implement the goals and objectives of the project, the first action was to engage stakeholders representative of the academic, public, private and NGO sectors from the Southern African region. A workshop was held in Pretoria, South Africa to initiate the project. The workshop was co-sponsored by WWF-Namibia and WWF-Southern African Regional Program Office.

- Objectives**:** The workshop had multiple objectives and was designed to obtain broad stakeholder input into the early phase of the project implementation.
    - Initiate process to develop a community-of-practice
    - Share training materials and research experiences
    - Identify training needs
    - Agree overall strategy for regional training needs and priorities (with buy in of practitioners, educators and policy-makers) including focal institutions, and outlines of material content of curriculums
    - Develop indicators of successful CBNRM training programs at various levels (in universities, vocational schools, NGOs, and communities) included in strategy
    - Initiative development of directory of course materials and research initiatives updated by stakeholders
    - Announce small grants competition
    - Tasks to develop training modules, outline of books and manuals to be published.

- Planned and implemented Regional CBNRM Stakeholders' Workshop: 20 July - 24 July, 2009, Pretoria, South Africa:
    - Collaborated with World Wildlife Fund-Namibia (8 participants sponsored to attend from Namibia) and World Wildlife Fund -Southern African Regional Program Office, Zimbabwe (20 participants sponsored to attend from the region).
    - Attended by 68+ people (primary and secondary partners) from 20 Departments in 13 universities, 7 colleges, 12 offices in 8 NGOs, 4 Projects, and 3 private sector organizations, and several interested individuals.
    - Representation included 9 African countries: Kenya, Tanzania, Malawi, Mozambique, Zimbabwe, Zambia, Botswana, Namibia and South Africa.
    - Six keynote presentations.
    - Side educational program - Community Theatre on local perceptions of climate change and the Limpopo Transfrontier Conservation Area (theatre is used to (1) research and (2) communicate local knowledge and perceptions). Co-sponsored with Resources Africa).
    - Side workshop on SCALE methodology.
    - Small grants program announced – to promote authorship of curriculum material to regional scholars.
    - Identified and developed baseline assessment for regional training needs/priorities.

- Planned and assisted conference and workshop: Bridging Conservation and Development in Latin America and Africa: 28-30 January, 2010, Gainesville, University of Florida:
    - Jointly organized by UF Centers for African Studies and Latin American Studies.
    - Organized a ½ day pre-conference meeting for Africanist participants on Jan. 27
    - Organized a post-conference Educators workshop on Feb. 1.
    - Invited CBNRM colleagues from the region to attend the conference and workshop.

Workshop/Writeshop

- A CBNRM workshop and writeshop was conducted to initiate development of curricular materials for a significant number of universities and colleges in the Southern African region. Additionally, to provide a synergistic relationship between Africa and Latin America within the context of issues related to: People, Communities, Parks, Natural Resources Management, Development, Governance and Policy. This relationship was established with the recent conference entitled Bridging Conservation and Development in Latin America and Africa at the University of Florida. The workshop/writeshop was co-sponsored by South Africa National Parks-SANParks.

- Objectives: The workshop had multiple objectives and was designed to obtain broad stakeholder input into the early phase of the project implementation
    - To examine and bridge conservation and development issues: Africa & Latin America,
    - To develop materials for the book entitled: Foundations of CBNRM,
    - To allocate authorships for respective chapters and themes.

- Planned and implemented Writeshop: 28 February-3 March, 2010, Kruger National Park, South Africa:
    - Attended by 50 participants including 25 practitioners sponsored by South African National Parks (SANParks).
    - Developed technical outline for book: Foundations of CBNRM.
    - Stakeholder input in curriculum development products for all levels.
    - Small grants program announced – to promote authorship of curriculum material to regional scholars. This was weakly received with lack of volunteers.
    - Workshop did not fully accomplish its goal with respect identifying authors for respective chapters and themes, but discussion of issues were enhanced with the attendance and participation of SANParks. This event strengthened the relationship of the project with SANParks as well as relevant individuals at Kruger National Park.
    - The book - *Foundations of CBNRM* was undertaken by a member of the UF team as the sole author. All draft chapters have been completed and book prospectus has been reviewed. Following review, the publisher has requested additional changes required for book draft content – changes currently underway.

- Following the event at Kruger National park, a specific writeshop was conducted in Stellenbosch, South Africa to refine a book prospectus and complete a draft of an edited book on governance of natural resources. Unlike the previous workshop/writeshop, chapter authors were requested to submit their chapter ahead of time so that other authors could review and provide comments prior to the date of the writeshop.

    - The objective of the writeshop were as follows:
        - Each author will develop their draft chapter into a near final version,
        - Authors will get continual feedback from others and have time to incorporate changes,

    - Authors will define key messages and linkages across the chapters in their section and edit their own chapter for flow and coherence within the section,
    - Authors will identify common threads and linkages across sections that will be used to frame the introduction and conclusion chapters,
    - Authors will work together to draft the introduction and conclusion chapters,
    - Authors will refine the book proposal, including audience and key selling points, and discuss next steps for publishing,
    - Authors will get to know and appreciate each other's knowledge and experience.

- Planned and implemented Governance book Writeshop: 3-6 December, 2012, Stellenbosch, South Africa:
    - Invited 12 chapter authors from the region and globally.
    - Pre-submitted chapters were further refined with collective input.
    - First working draft of the book prospectus and the chapters of the edited book completed.
    - Title: *Beyond Decentralization: Adaptive Cross-scalar Governance of Natural Resources.*
    - Book accepted for publication by Earthscan Publications. Final version is scheduled to be submitted for additional professional edits and layout in September 2013.

Training Program

- Conducted pilot CBNRM training workshop: 14-17 July, 2009, Maun, Botswana:
    - Hosted/funded by Wilderness Safaris (private sector in southern Africa), Botswana.
    - Attended by leaders from OCT, NG32, Khwai and Mababe communities, government officials, University of Botswana, District Council, Private Sector (hunting and tourism), and Visiting Researchers.

- Facilitated a 2-day training workshop on CBNRM: June, 2010, Windhoek Namibia.
    - Approximately 30 people trained in CBNRM who were largely community members.
    - Provided both technical information and contacts with participants from private sector, government, NGOs, and community leadership.

- Developed and tested curricular materials - training workshop on CBNRM Governance: 16-20 November, 2010, Maun, Botswana:
    - Funded by United Nations Development Program and hosted by Kalahari Conservation Society.
    - 49 attendees from Government (12), Community Leadership (18), Private Sector (5), NGOs (5), University of Botswana, (4) Minister of Environment and Tourism-Botswana, and others.
    - Materials included governance manual and six mini-manuals.
    - Based on this training programs and associated materials, a manual on *Micro-governance in CBNRM in Southern Africa* was developed and further enhanced with additional recent field work in Mozambique. Currently, the final draft of the manual has been submitted to the publisher for style layout and subsequent production.

- A book entitled *Hunting for solutions: The governance and management of safari hunting in Southern Africa* has been completed. The book is a result of various training programs conducted as well as professional field experience and institutional knowledge. The book prospectus and completed draft of chapters have been reviewed by publishers and recommended for a regional outlet for production. Regional publishers are being evaluated, and currently, the book draft is being reviewed for professional edits.

Capacity Development

In-country CBNRM training

- As aforementioned in the previous section, various stakeholders participated in training programs held in Botswana and Namibia.
- All training for in-country CBNRM training was based on leveraged funds from various sources based on personal and professional contacts within the CBNRM community in the region.
- The training sessions were extremely educational and valuable for participants that represented diverse stakeholders.
- Capacity building training programs also assisted in the development of a manual and book.
- Initiated discussions with Ministry Wildlife Environment and Tourism, University of Botswana, Kalahari Conservation Society, Botswana Wildlife Training Institute and SAREP to rationalize and upgrade CBNRM capacity-building in Botswana.

Train-the-Trainer Program

- Given the low response of volunteers to the Small Grant Program– to promote authorship of curriculum material to regional scholar, it was decided to directly engage in a format based on train-the-trainer program model. In this program, eight scholars from various southern African institutions and countries would be invited to UF for one semester to participate in a tailored training program with respect to Community-Based Natural Resource Management.
- The purpose of the program was to develop higher education (university level) capacity in CBNRM in southern Africa. Eight African scholars spent four months during Fall 2011 semester at UF. The scholars represented five southern African countries and were sponsored by the project and/or various institutional sponsors.

- The specific objectives and activities were:
- Develop an undergraduate textbook on CBNRM in Southern Africa: An Introduction.
    - A working draft was completed based on individual and collaborative initiatives. Scholars were provided guidance and assistance during the process through weekly meetings, comments on early chapter drafts and one-on-one meetings with UF project faculty. Subsequent internal and external reviews on content, structure, and format.
- Develop case studies related to CBNRM in southern Africa.
    - A working draft was completed based on individual and collaborative initiatives. Scholars were provided guidance and assistance during the process. Subsequent internal and external reviews on content, structure, and format.
- Develop the knowledge base to improve teaching about CBNRM.
    - Attended and participated in a graduate course -Foundations of CBNRM. Complete materials were given to scholars in order to adapt the course at their respective institution.
- Strengthen and enhance capacity to improve teaching skills and curriculum development.
    - Attended and participated in a seminar - Principles of Professional Instruction in Natural Resource Management. Complete course materials were given to scholars in order to enhance their instructional capacity.
- Review and provide input for Manual on Micro-Governance in CBNRM in southern Africa.
    - A draft was circulated to collect input and review which was conducted by the scholars. The manual was shared to offer potential applications at their respective institution.
- Joint and individual presentations of CBNRM related topics to university audience.
    - Scholars participated and presented in various research forums. Two joint forums on Conservation and Development, and CBNRM case study research was presented to a university audience. In addition, several scholars participated in individual presentations at various colloquia on campus.

- Engage in research related to CBNRM with scholars and UF team.
    - Several scholars were engaged with team members on various aspects of research. Individual and collective research initiatives were discussed for future collaboration.
- Engage with UF faculty, staff and students in areas of common professional interests.
    - All scholars attended Baraza presentations at the Center for African Studies (CAS) and interacted informally with numerous faculty members and staff - primarily those linked to the CAS.
- Field visit to Ichetucknee Springs, UF Marine Lab, and St. Augustine. FL.
    - Educational study tours with respect to natural resources management were conducted at several sites.
- Additional details provided in the Visiting African Scholars Report – See Appendix.
- Based on multiple rounds of review and edits, the final product *CBNRM in Southern Africa: An Introduction* (textbook and case studies) has now been published and disseminated widely in the region. This product is likely the first textbook in CBNRM for colleges and university level students. Also, it is a product of the African scholars which was facilitated by the team at UF.

Community of Practice

African Scholars

- The idea of training a group of scholars at UF for an extended duration of time was to foster and cultivate a professional relationship. It has been anticipated that once scholars return home to their countries, they would continue the professional ties and work as well as extend their networks further within the region.
- Some of the scholars have also participated in the workshop/writeshop and have been engaged with the professional and practitioner CBNRM network. Also, some have been a participant in the Southern African Sustainable Use Specialist Group.
- The Visiting African Scholars Program has been a tremendous success besides the tangible aspect of publication of a CBRNM textbook and case studies. The scholars have been in contact with each other and sharing CBNRM resources and information.
- Some of the scholars are working to develop a CBNRM short course at their institution (Tshwane University of Technology, and University of Botswana) based on the current offering at Southern African Wildlife College – developed by one of the scholars.
- This group of scholars have been networked with another similar group of professional scholars led by University of Montana. The group is known as INSAKA, and one of the visiting scholars from University of KwaZulu Natal is a founding member of the organization and hence has been able to link the groups. Both groups are largely academics from colleges and universities.
- Overall, while the new network is evolving, it has demonstrated progress to build, enhance, and strengthened old and new personal and professional contacts.

Curriculum Content & Dissemination

Curriculum Content

- The Small Grants Program was conceptualized as the medium to encourage authorships from the southern African region, but it never materialized as envisioned. While the visiting African Scholars to UF was an excellent substitute, additional authorships from the region would have accelerated the development of curriculum content and publication.

- Curriculum content development progress is noted below:

- *E-Handbook*: Community-Based Natural Resource Management Pedagogy Handbook (completed and disseminated) –Handbook was created as part of the train-the-trainer program conducted with visiting scholars to UF - Final compilation completed.
- *Book*: CBNRM in Southern Africa: An Introduction (Textbook with Case Studies) (published and disseminated).
- *Manual*: Micro-governance in CBNRM (final draft submitted to publisher – in production).
- *Book*: Beyond Decentralization: Adaptive Cross-scalar Governance of Natural Resources (Publisher accepted book draft for publication – final submission due in September for production).
- *Book*: Hunting for solutions: The governance and management of safari hunting in Southern Africa (Draft currently being reviewed for professional edits-pre-production.).
- *Book*: Foundations of CBNRM (Book prospectus reviewed with additional changes needed required for book draft content – changes currently underway.).

Curriculum & Research Dissemination

- The book published by the African scholars has been widely distributed in the southern Africa region. Large quantity volumes have been directly ordered and shipped to the scholar's respective institutions – providing immediate access and dissemination to libraries, students, practitioners, policy makers, etc.
- The other books will also be widely distributed in the region as it rolls out of production. E-book/manual version of books is also anticipated to be developed for dissemination.

- CBNRM research related work by the team has also been published in scientific journals:
  - Child, B., & Barnes, G. (2010). The conceptual evolution and practice of CBNRM in southern Africa: past, present and future. *Environmental Conservation*, 37(3), 283-295.
  - Collomb, J. G., Mupeta, P., Child, B., & Barnes, G. (2010). Integrating governance and socioeconomic indicators to assess the performance of CBNRM in Caprivi (Namibia). *Environmental Conservation*, 37(3), 303-309.
  - Child, B., Musengezi, J., Parent, G., Child, G. (2012). The economics and institutional economics of wildlife on private land in Africa. *Pastoralism: Research, Policy and Practice*, 2:18.
  - Child, B. (2012). The sustainable use approach could save South Africa's rhinos. *South African Journal of Science*, 108(7/9), 1-4.

- Invited panel participation and presentation at workshop:
  - Governance of CBNRM and the Provision of Public Goods, USAID CBNRM Workshop: Cutting Across Multi-Sector Divides, Washington, D.C., January 16-17.
- Delivered presentations at conferences in the southern Africa region on CBNRM related topics.
- Delivered lectures at primary and secondary partner institutions - Southern African Wildlife College, University of Cape Town, and University of Stellenbosch.

Project Leverage

Workshop/Writeshop/Training Programs

- As aforementioned, the implemented workshop/writeshop/training programs have largely been leveraged with organizations that have enhanced the quality and attendance of the respective event.
- See Section 1e - Table (*Partnership period of performance, funding amount, leveraged funds, and cost share)* for leveraged contributions not reported as official or proposed cost share.

Miscellaneous Initiatives

- Development of new partnership with the Macarthur Foundation funded at UF - Masters in Sustainable Development Practice (MDP) - built CBNRM into the MDP degree program.
- Community research and partnership with UF-MDP program:
    - Developed land use plan for Sankuyo CBNRM community in Botswana.
    - Provided training to government officials on CBNRM governance and commercial joint venture agreements.
- Relationship enhanced and strengthened with the Southern Africa Regional Environmental Program (SAREP):
    - Integrated the summer field attachment of MDP program into CBNRM at Botswana through the partnerships with SAREP.
- Assessment of synergies for CBNRM capacity-building linked to WWF Namibian and Regional CBNRM Support programs.
- Conducted research in communities in Botswana:
    - Better understanding of community organizations, livelihood strategies, vulnerabilities and social networks.
- Visited communities and stakeholders in South Africa:
    - Identification of potential case study communities.
    - Examination of CBNRM needs and issues.
- Assisted Southern African Wildlife College to formulate a grant proposal with Copperbelt University in Zambia.
    - Submitted ($3.4m) to Norwegian Program for Capacity Building in Higher Education and Research for Development: Title: Improving the governance and economics of protected areas, ecosystem services and poverty eradication through HEI capacity-building and transdisciplinary research.
- Leveraged current and other related projects with another opportunity:
    - Partnership with UNDP and eight southern African research/education institutions to submit a $6 million grant proposal to UK Department for International Development (DFID) on — Ecosystem Services for Poverty Alleviation based on CBNRM and Protected Areas Management.
- Various full engagement with Southern African Wildlife College and expected to continue further post-project.
    - Assistance in joint trainings in micro-governance – Mozambique.
    - Development of study abroad program from UF/Santa Fe College to Southern African Wildlife College.
- Integrated expertise from the CBNRM project with a cross-disciplinary group at UF to formulate a proposal to examine the relationship between biodiversity and human well-being in southern Africa. To be submitted to the U.S. National Science Foundation's Partnerships for International Research and Education (PIRE) program.

b) Detailed discussion of the partnership's development outcomes, specifically what significant impact the partnership has had.

- This project's primary development outcome was building capacity in CBNRM in the southern Africa region through training and support of both academics and practitioners of CBNRM in the region. This was accomplished through a range of activities up to and including providing significant support to participants to encourage and promote their scholarly writing and to improve their pedagogical practice. Evidence to support this outcome is the plethora of materials that have been produced with regional authorship and participation.

- The second objective – to produce CBNRM curricular materials to fill the void of such – will itself become not just a development output but a development outcome as these materials – training manuals, books, case studies, and the like – are widely disseminated throughout the region. The CBNRM network or community of practice scholars have all received (or will receive) these materials in both hard and soft copies which they can now use in their courses whereas, in the past, there were few materials readily available for their use.

c) As appropriate, include tables, graphs or other diagrams that contain monitoring and evaluation findings to support your stated outcomes. Visual aids should highlight relevant results to make them clear and readily accessible.

Visiting Scholars

The scholars represented five southern African countries and were sponsored by the University of Florida and/or various institutional sponsors.

Scholar	Institution	Country	Sponsor
Kutlwano Mulale	University of Botswana	Botswana	University of Florida
Sandra Slater-Jones	Southern African Wildlife College	South Africa	University of Florida
Duncan Hay	University of KwaZulu-Natal	South Africa	University of Florida
Victoria Crookes	University of KwaZulu-Natal	South Africa	University of Florida
Xolani N. Funda	Tshwane University of Technology	South Africa	Tshwane University of Technology
Grace Kangueehi	Polytechnic of Namibia	Namibia	Polytechnic of Namibia
Collen Matema	University of Zimbabwe	Zimbabwe	WWF-SARPO*
Daliso Njovu	Zambia Forestry College	Zambia	WWF-SARPO*
Dalo Njera[1]	University of Malawi	Malawi	WWF-SARPO*
Greyson Nyamoga[2]	Sokoine University of Agriculture	Tanzania	University of Florida

*World Wide Fund for Nature (WWF)-Southern Africa Regional Programme Office.

[1] We obtained sponsorship from WWF, but he could not attend - got offered a fully-funded PhD in Malawi, but did contribute electronically with the team on CBNRM chapters and case studies.

[2] He was a UF-funded Masters in Sustainable Development Practice student-participated in some activities.

d) Description of significant challenges to implementation and how those were addressed (e.g. language barriers, security issues, other).

The project did incur significant challenges to implementation but accommodations were made to facilitate achievement of project's objectives. First, the Small Grants Program was originally conceived as a medium to promote authorship of curriculum materials to regional scholars. Also, the idea of authorships from the region was instilled to aggressively and widely promote scholarly engagement. Since it had been reported that authors in the region lacked the time and resources to publish curricular and research manuscripts, this small grants program would have provided a monetary incentive to alleviate their constraints. The program was announced in the Regional CBNRM workshop in July 2009, and subsequently in the CBNRM writeshop and workshop in March 2010. It was also promoted through personal and professional networks. However, authorship volunteers did not materialize. Amongst CBNRM practitioners, it is common to participate in trainings and development activities but much less

common to write scholarly articles and publications. It was therefore decided and approved by HED to substitute this program with an on-site training event at UF. For this program, eight scholars from the region were invited to campus for an entire semester to engage in training related to CBNRM.

It needs to be emphasized that paperwork issues via TraiNet with respect to visa approvals were extremely time consuming and occupied a lot of time and energy. Our program manager had to be officially trained to negotiate the paperwork bureaucracy. Given the steep learning curve, this needs to be reviewed closely to ease facilitation of scholar mobility to the U.S. Overall, in hindsight, the visiting African scholars program very effective as tangible and intangible products were accomplished.

Although the scholars came to focus on developing curriculum, and each had been invited because of their CBNRM expertise, curriculum content development was still a challenge with the visiting African scholars as they each had different educational experiences and background. Some scholars represented Colleges and training institutions, while others were from Universities, hence, scholarly conceptualization and writing skills varied which presented huge challenges in creating a standard content and uniform writing style. This resulted in added delays especially for their book which was a textbook along with case studies. Additional writing and mentoring sessions were provided to build their capacity with respect to scholarly writing. During the completion of their stay at UF, the initial draft was completed but needed multiple rounds of editing. However, a challenge ensued which was due to the fact that there was a lack of major time commitment of scholars once they returned to their home institutions to further engage in editing and re-writing their curriculum development materials. Given the lack of consistent quality, additional time and resources were allocated to improve the content quality of curriculum materials. An additional editor along with a professional format editor was utilized to further enhance and complete the product along with the authors. While product development process was prolonged due to varied skill sets, but resulted in quality assurance of materials. Overall, it was an arduous process which ultimately yielded valuable results.

With the elimination of the Small Grants Program, the majority of the curriculum content development reflected back notably to a few individuals, especially Brian Child. Given the workload involved, products were delayed in development and production. Another delay was due to the fact that multiple books and authors were involved, and hence it was a challenge to get timely feedback from authors and potential publishers. There were several factors beyond the team's control with respect to development and production of curricula materials. It has been realized that curriculum and associated production of books and manuals are an extremely timely process and needs multiple years to complete. Overall, some products have been developed, reviewed, and published, and in due course will all be completed.

Another barrier that was of significant concern was related to institutionalization of curricular materials. Based on previous experience of another HED grant in South Africa, it was extremely difficult to propose new courses and curriculum changes given the myriad issues within and outside the institution for approvals. A proposed course, or a CBNRM minor/concentration within a Bachelor's degree while on paper seems logical, however, is a major challenge in negotiating the institutional bureaucracy and higher education approval unit of each country. Since our scholars and partner intuitions were from multiple countries in the southern Africa region, it was decided that any institutionalization of materials will need to be conducted internally by the respective scholars. Nevertheless, the UF team applied influence in developing a rationale and support for the respective institutions to consider offering short courses, regular courses or even a minor/concentration in CBNRM. Currently, an enhanced short course is offered by Southern African Wildlife College, Zambia Forestry College, and Polytechnic of Namibia and other scholars are working in collaboration to utilize the materials and adapt it for their respective institutions.

e) ***Photographs and additional information that help describe and promote the partnership are encouraged.***

3. Conclusion

a. Summary of the key lessons learned and advice for future implementers.

A multi-institutional approach to capacity building and institutional development is ambitious and has more reach and impact, however, institutional constraints and bureaucracy is not easy to navigate or overcome in each country. In addition, curricula development and institutionalization is a multi-year process with heavy bureaucracy in paperwork and approval processes within the university as well as with the government's educational ministry.

Based on our experience, it is most feasible to conduct a bi-lateral (two universities) relationship especially with respect to capacity development that includes curricular issues. Partnership with one university has its merits as single organizational culture and constraints can be learnt and accommodated. Also, more time can be dedicated for multiple engagements with faculty and administrators that can facilitate the curriculum approval process – an arduous task.

More in-depth consultations are needed with partners with respect to expectations, outcomes, etc. when developing a proposal for funding submission. There has to be prior history and engagement during selection of partner institutions. In the context of this project, the RFA was issued on November 25 with a turnaround date of January 26. The timing was extremely poor as it was issued after Thanksgiving and nearing the tail end of the semester – which is a busy and hectic time for U.S. academics. Also, potential partners in southern Africa were hard to connect as it was during their holiday period too. In the future, since HED RFAs are responded by academics, timing of the release and submission date should also be considered.

A challenged faced by our team was with respect to integrating lecturers from Colleges and training institutions, and Universities as part of a scholarly initiative. It is important to initially assess scholarly competency and writing skills given their diverse educational background. Due the varied skill sets, this resulted in added delays for curricula development, and additional writing and mentoring sessions had to be provided to build their capacity with respect to scholarly writing

Finally, it should be emphasized that paperwork issues via TraiNet is cumbersome and very time intensive. So, early planning needs to be taken into consideration for visa approvals.

b. Analysis of how the HED partnership has affected policies and practices at both U.S. and host country partner collaborating institutions.

While there is no way to ascertain if policies have been changed at African institutions, it is known that the African participants are using the training they received and the materials that they were co-responsible for in their own programs going forward. Additionally, some of the partners are using their training and leveraging their new knowledge to apply for additional funding from non-USAID donors to support their CBNRM programs (e.g., Southern Africa Wildlife College). On our side, new collaborative opportunities are resulting from the HED partnership, as detailed below.

c. Discussion of whether or not your institutions will continue to collaborate and, if so, how.

UF has considerable experience in interdisciplinary community conservation in Africa. The underlying philosophy of the programs are to: strongly recruit the best students from Africa; emphasize integration of interdisciplinary scholarship and practice; build long-term relationships with field partners to conduct

problem-related "research that matters", and utilize non-traditional learning spaces that ensure graduates have competency in scholarship and practice. Over the years, we have developed strong partnerships with universities, communities, NGOs, and government agencies in southern Africa.

The dynamic Africa program has a major focus on protected areas and community conservation in southern Africa. Our research is integrated strongly with communities, NGOs, government agencies, universities and also the private sector, and we have made particular efforts to recruit students from African universities, NGOs and government agencies. We have had and currently enroll numerous graduate students undertaking research and applied work directly linked to CBNRM. We also actively promote cross-cultural learning and capacity-building by funding Africans to collaborate with our US-based students. Our research is in line with the priorities of CBNRM Support Agencies; with an emphasis on developing adaptive management tools that can be sustained locally. This active interdisciplinary CBNRM research program is supported by a number of grants, with strong emphasis on recruiting Africans researchers and an active African Natural Resource Management Working Group at Florida.

Based on our longitudinal research and applied work, this project provided an invaluable opportunity to organize, coordinate and collaborate with partners, including universities, colleges, NGOs, government agencies and the private sector. It is in our best professional interest to maintain the robust relationships with our African scholars and respective primary and secondary partners. Overall, UF has a track record of building coalitions and processes to consolidate and share lessons, using high levels of participation, to promote empowerment, ownership and commitment. We do intent to maintain our partnership ties, as some relationships were fostered prior to this project.

For example, Southern African Wildlife College was a dormant partner for the first two years of the partnership, and with new leadership has significantly engaged with the UF team. We have worked with them on current project goals as well as leveraged various activities. Some of the highlights include:

- A lecturer from Southern African Wildlife College was funded and hosted at UF as part of the visiting African scholars program. Her experience has led to the enhancement of the CBNRM program at her institution based on the materials and knowledge gained at UF. In fact, her materials will be shared with other scholars that plan to develop and institutionalize CBNRM at their respective institutions.
- A member of the UF team (Brian Child) has been very involved in project programmatic objectives as well as leveraged projects with Southern African Wildlife College. He has delivered lectures and currently engaged in joint training workshops on Micro-governance in remote regions of Mozambique. These activities are currently underway and are an example of post-project engagement with the College. Additional initiatives with respect to CBNRM education and outreach are in the works.
- Assisted Southern African Wildlife College to formulate a grant proposal with Copperbelt University in Zambia.
    - Submitted ($3.4m) to Norwegian Program for Capacity Building in Higher Education and Research for Development.
- Leadership from UF Center for African Studies has visited Southern African Wildlife College on several occasions, and is now in the process of developing a month-long study abroad educational field course in the summer of 2014. The course will be consortium between UF and Santa Fe College in Gainesville, Florida.
- The team visited Southern African Wildlife College in mid-June 2013 as a final follow up to the current project, and recruited the institution to participate in an upcoming multi-country proposal to examine the relationship between biodiversity and human well-being in southern Africa. This proposal is scheduled to be submitted to the U.S. National Science Foundation's Partnerships for International Research and Education (PIRE) program.

This is a basic sample illustration of our track record and future engagement with Southern African Wildlife College. Similarly, we plan to further strengthen our relationship with other partners in the region as we are involved in other initiatives beyond this current project. Overall, engagement with our partners is expected to continue further with the conclusion of this project.

d. Discussion of the prospects for sustainability as well as future opportunities.

Potential future opportunities and engagement was noted in the previous section with respect to UF's track record and prospects for continued engagement – with an example of Southern African Wildlife College. The community of practice that was formulated and cultivated among the African scholars will be an instrumental piece with respect to the prospects for sustainability. Besides enhanced capacity among the scholars, it is envisioned that their respective institutions would greatly benefit based on our joint participation and future engagement. As noted earlier, the example of Southern Africa Wildlife College is a good testament of our commitment towards sustainability of built and enhanced scholar and institutional relationships.

It should be noted that the UF team recruited an external evaluator who was a Co-PI from a competing proposal for this project from the University of Montana (UM). It was appropriate for this individual to conduct the evaluation given his strong personal and professional connections in the southern Africa region. It is also anticipated that UF initiatives will seek possible collaborative opportunities in the future with UM in the region with partner universities. In fact, University of KwaZulu Natal (UKZN) was a country partner for the UM proposal for this project, and we have directly engaged with them and incorporated individuals into this project. For example, two individuals who were invited as part of visiting African scholars for the UF program were from UKZN. Their program costs were funded by the project. Also, we employed the services of an editor for the scholar's book (*CBNRM in Southern Africa: An Introduction*) who was a professor emeritus from UKZN. The engagement of UKZN as a collaborating partner with UF extends beyond and prior to this CBNRM project. So, it was prudent to leverage with UKNZ on CBNRM efforts too. Based on our recent visit to UKZN, we recruited the institution along with Southern Africa Wildlife College and Tshwane University of Technology to participate in an upcoming multi-country proposal to examine the relationship between biodiversity and human well-being in southern Africa.

Similarly, UF completed a recent HED project with Tshwane University of Technology (TUT), South Africa, and it was based on this contact that TUT became engaged with the CBNRM project. In fact, the Vice Chancellor was invited and officially inaugurated the Regional CBNRM workshop as it was held in Pretoria – site of TUT camps. Members from TUT attended some of our workshops, and a lecturer was invited to UF as part of the visiting African scholars program. The individual is an active member of the scholar community and has proposed to institutionalize CBNRM education via a short and regular course at TUT.

Overall, there a multiple examples of leveraging for future sustainability and to capitalize on opportunities. We are confident about our ability to maintain engagement and perpetuate building capacity and institutional development in CBNRM and associated disciplines.

4. Appendices

a. Any relevant press releases, news stories or articles published about the partnership

b. Additional partnership photos

c. Copies of published articles or books written as a result of the partnership

d. Additional information that highlights the partnership's accomplishments such as success stories

- See separate report entitled, *African Scholars' Visit to the University of Florida: Fall 2011 Semester (August-December).* This report is in a different format with respect to font type, layout, etc. and was compatible to add as an appendix to this document. The visiting scholars report is comprehensive and has information related to syllabus, photographs, testimonial, etc. This report has been earlier submitted to HED.

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October 22, 2013

Manal El-Samadony
Senior Economist
USAID/Egypt
Cairo, Egypt

Dear Ms. El-Samadony:

Attached please find the final report submitted by Georgia State University ("GSU") for the partnership between GSU and Cairo University titled, "Business Education and Private Sector Alignment Project (BEPSA)". This partnership was funded by USAID/Egypt and managed by the American Council on Education/Higher Education for Development (HED).

The contents of this final report are the responsibility of GSU. As such, this report has not been edited for substance, grammar, or technical quality. It also does not reflect the views of HED, particularly in regard to some of the report's characterizations of activities, achievements, and implementation issues.

The report makes clear that personality issues plagued the partnership. These issues were raised repeatedly by HED throughout implementation. In our view, GSU's unwillingness to acknowledge and rectify these issues contributed directly to the shortcomings described in the report.

Sincerely,

Tully R. Cornick

Tully R. Cornick, PhD
Executive Director

Marilyn Crane

Marilyn Crane
Senior Program Specialist

Cc: Gary Bittner, Division Chief, Higher Education, Workforce Development, and Training, USAID
Jessie Brown, Associate General Counsel, American Council on Education
Moses Yomi, Senior Director of Contracts and Grants, American Council on Education

Final Report: Creation of

The 3-Track Bachelor of Business Administration Program

In the

Faculty of Commerce (FCCU) of Cairo University (CU)

In Collaboration with

Robinson College of Business (RCB) at Georgia State University (GSU)

With Funding from USAID/HED

2007 - 2013

Project Directors:

GSU: Dean Fenwick Huss & Professor Bijan Fazlollahi

CU: Dean Said Daw & Dr. Gamal Shehata

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Final Narrative Report

------- GSU - Cairo Univ. (BESPA)

1. Partnership Overview

In 2007, Robinson College of Business (RCB) of Georgia State University (GSU) was awarded the Business Education and Private Sector Alignment Project (BEPSA) in a competitive process. At the start the primary objectives of BEPSA was to improve the quality and market appropriateness of business education at Cairo University(CU) by introducing professional certification standards into the curriculum, providing faculty development, and helping in development of mutually beneficial working relationships with the business community. However, in 2008, the university partners substantially expanded the scope of the project from developing a limited number of modules for professional certificate training to establish a new four-year undergraduate business program based on the American model. The BBA program was offered in three tracks of Finance, Marketing and Accounting. GSU and CU formed a strategic partnership to implement the revised BEPSA and further the international strategic interests of both universities. USAID/HED approved the revised BEPSA.

At the expiration of USAID funding on June 30, 2013, the Faculty of Commerce at University of Cairo has a new English language four year undergraduate program in business with a modern curriculum and faculty trained in modern teaching methods. There are almost 500 students enrolled in the program with about 120 graduating per year. In total 127 students have graduated in 2012 and 2013 and received diplomas from CU and certificates from GSU. The creation of the sustainable new BBA program directly contributes to the realization of USAID's educational strategy to enhance the capacity of

higher education in Egypt to contribute to development of a globally competitive economy with friendly environment for trade & investment. For the foreseeable future, the new BBA program will train a new generation of managers and professionals for jobs created through financial sector reform and economic liberalization in Egypt.

The project was implemented according to work-plans over six years except for several months' stoppage in all activities. HED interrupted the implementation to impose conditions unilaterally that were not accepted by GSU. A needs analysis was conducted during the first year. The partners found that the needs called for expanding the limited objectives of the original BEPSA and create a separate business education program in collaboration with RCB/GSU. The Ministry of Education took about an academic year to approve the new program. However, they denied permission to transfer students from the existing English language section in Cairo University to the new BBA program delaying offering of business courses by two years. The revised BEPSA started in 2008 with faculty development activities in Cairo and Atlanta. The partners developed the courses and implemented the curricula gradually in the following years.

Many faculty members and administrators of Faculty of Commerce of Cairo University visited Atlanta. In the early days the administration did not send faculty members according to the numbers and times in the work plan. Later, the Egyptian revolution created an administrative vacuum for a year in Cairo delaying work-plans. Five different Egyptian deans served during the project time. Three of the five deans and two of the project directors also visited Atlanta. The faculty development average duration was one to almost two months. The period of administrative training was about ten days. The

faculty members revealed that they could not stay longer because they generally teach in multiple places because of low salaries in public universities.

The other faculty development strategy was through co-teaching of classes in Cairo. Unfortunately, this strategy did not produce satisfactory results all the time as many of the co-teachers, generally senior faculty members, failed to attend the classes taught by American faculty. After the appointment of a local administrator by GSU and following the appointment of new Egyptian project director after the revolution, the administration of the project on the Egyptian side improved considerably. The seniority rule was weakened and younger faculty members taught in the new BBA program. Unfortunately, recently GSU had to stop sending faculty members and administrators to Cairo because of security risks in the region and U.S. State Department warnings.

Project Finances:

Project Duration is 6 year- from 2007 to 2013

<u>Original- SP000I3472</u>

- $400,000 award amount

-$178,350 (128,379 GSU & 49,971 Other) cost share amount

<u>ScaleUp – SP00010802 –</u>

-$300,000 award amount

-$63,420 cost share

2. Partnership Results

Part I Activities and Accomplishment

Activities during July 31, 2007 to September 30, 2008

- During this startup period, project Director, Professor Bijan Fazlollahi, visited USAID-Egypt, USAID Contractors, Egypt Government Organizations and private companies to investigate the environmental realities that would influence project implementation. He discussed project implementation with Dean Yousef and Project Director El Samadony, CU faculty and Faculty/Staff for their commitment to the project. Furthermore, he collected data on the students, faculty, curriculum, courses, and organization of FCCU. It was decided to target only the English section as the Arabic section with large class sizes in numbers of students would need a different project and much more resources.
- RCB/GSU performed and completed needs assessment and the outcome was reported.
- RCB/GSU conducted administration and Faculty development to increase knowledge of partner in college/university administration and curriculum development

- Dr. Bijan Fazlollahi met with the newly appointed Dean Adel Zayed, faculty member of English Section, Dr. Kamel, President of CU and Dr. Adel Mabrook who was later appointed as Dean a year later. They discussed major changes in the objective and activities proposed by the newly appointed Dean Adel Zayed. Both sides learned the scope of changes required in to

accomplish the expanded objectives in creating new four year BBA program. The President promised to get the approval of the new programs from the Ministry of Education.

- Dr. Satish Nargundkar conducted faculty development workshop in Cairo. 28 participants attended the workshop and were awarded certificates for successful completion of the workshop.
- Dr. Bijan Fazlollahi met with the Officials of Ministry of Education and Secretary of the Supreme Council and encouraged them to approve the new undergraduate program in collaboration with Robinson College of Business.
- 28 students were admitted and enrolled in the new program as first year students and the tuition fee for the new program was set at LE 20,000.

Activities during October 1, 2008 to September 30, 2009

- The final selection for faculty development in Atlanta included Dr. Dalia Khalil, Dr. Mohammed El Bannan, and Dr. Abeer Mahrous, junior faculty members. The selection was based on the educational background, position, years of teaching experience, teaching area, degree program courses taught in the past three years, and training needs. During March 09th, 2009 and March 29th, 2009, each of the visiting assistant professors were assigned mentors in their respective fields. Visitors discussed the potential cooperation on research projects with GSU faculty and the applicability of number of innovative teaching methods and concepts to classes in Cairo. They introduced themselves to the US students and solicited ideas from the members of Atlanta business community. Visiting professors had access to library databases and gathered helpful information for conducting future research. They

participated in training workshops and research seminars as well as attended some of the classes to observe teaching and student interaction. Dr. Dalia Khalil gave presentation on Actuarial profession and Insurance market in Egypt at Professor Shaun Wang's graduate seminar.

- Dr. Fazlollahi submitted the proposal to the HED for revising the Cairo project including the revised budget, work plan and narrative. HED approved GSU's proposal to modify the BEPSA partnership project. The new revised project was based on GSU's extensive talks with CU's successive Deans over the past years and their evolving visions for their business program.
- Three RCB/GSU faculty members were selected to teach and consult Cairo University. Prof Ram Sriram visited CU between February 02th, 2009 and March 09th, 2009. He participated in a meeting regarding the USAID grant, attended by Andrew Lewis and Mr. David Spira of USAID, Dr. Kamel, President of CU, representatives from the Ministry of Investment, Ministry of Education, and senior CU administrators. He taught classes in the 3-track BBA program, met with board members of the Egyptian Association for Accountants and several practicing CPAs, met with faculty members to discuss curriculum issues, and presented a research seminar to master and doctoral students and junior faculty.
- David Nasser visited Cairo starting February 27, 2009. He conducted research seminar for staff and doctoral students in marketing. He obtained valuable feedback from the industry representatives about what they expect from the business graduates and what type of skills they value most.
- Dr. Jayant Kale visited FCCU from April 3rd and taught finance.

- Prof. Adel Mabrook, the newly appointed Dean of FCCU and Dr. Wael Kortam, Vice Dean of FCCU, visited Atlanta in May 2009. The Outcomes of the visits included evaluation of the 3-track program and designing the strategic road map for the program; Seeking future expansions of strategic alliances between FCCU and RCB-GSU in areas of research, staff exchange, postgraduate programs, and building of the International Business School at the new CU International Branch (CUIB); Seeking RCB's guidance in restructuring FCCU's English section undergraduate programs and national and international accreditation. Dr. Ram Sriram provided some current accounting textbooks at GSU. He also reviewed the accounting courses syllabi sent by Dr. Daw and suggested various topic changes. These changes have since been implemented. He also recommended a suitable textbook for introductory accounting courses for consideration. Dr. Ram also served as an external member in the dissertation committee of Ms. Pashant.

- The instructors for Year 1 and Year 2 were finalized as: YEAR 1--- Dr. Mohamed Raef - Money, Banking and International Trade; Dr. M. Al banan - Computers in Accounting; Dr. Wael Kortam – Marketing; Dr. Osama Zaky - Accounting for Corporations; Dr. Samir Allam - Operations & Production Mgmt; YEAR 2 -----Dr. Atef Moetamed – Economic Resources; Dr. Rasha Hanfi – Financial Accounting ; Dr. Ahmed Fahmy – Mgmt & Organizing ; Dr. Raafat Ahmed – Mathematics (1) ; Dr.

Amal Abdelhakam – Human Behavior ; Dr. M. Al banan – Financial Accounting ; Dr. Sania Tawfeek – Financial Accounting.

- Cairo University hosted an Open House in Cairo for the BBA program. The event was attended by the Dean Adel Mabrook, Dean Huss and Dr. Fazlollahi of GSU, Dr. Wael Kortam. Dr. Hussain Ghoneim, Professor of finance, number of students from the program's freshman year and parents of current and prospective students.

- A Board of Advisors was formally appointed for the 3-track program by Cairo University. The Board was headed by Prof. Atif Ebied, former Chairman of International Arab Bank. The members were Prof. Ahmed Darwish, Minister of Administrative Development, Dr. Farook ElOaada, Governor of Central Bank of Egypt, Dr. Aly Elsaidi, Chairman of Bank Misr, Dr. Mohamad Rabie, Chairman of The Holding Company for Vaccines and Biological Products, Mr. Aly Shaker, Chairman of National Bank for Agricultural credit and Development, and Mr. Nabil Abdeaziz, Chairman of Eastern Company for Tobacco.
- Dr. Hossam Kamel, the President of CU, Dr. Abeer Mahrous, Dr. Wael Kortam, and Mr. Andrew met with the Head of the USAID mission in Egypt, Ms. Hilda "Bambi" Arellano to discuss additional financial aid.

- The Cairo University website for the 3-track program was successfully launched in Atlanta and became important vehicle for marketing and communication for both FCCU and GSU faculty members.

Activities during October 1, 2009 to September 30, 2010

- Prof. Lisa Lambert taught Organizational Behavior in separate lectures to year one and year two students. The undergraduate students were motivated and interested but their participation was somewhat low. Instructors would find ways to make the classroom learning experiential whenever feasible. Regarding research activity, Dean Mobrouk stated that the major stumbling blocks to faculty development were faculty lack of English language proficiency necessary to publish, and a university reward system that was entirely based on seniority rather than on accomplishments. Dr. Lambert also found that Ph.D. students wanted to know research design, statistics, and developing research questions. She observed that Ph.D. students needed a great deal of support to develop their research skills. There was little opportunity to gain research skills from faculty because so few faculty practice research and their skills are very weak.
- Dr. Naveen Donthu delivered a Research Seminar in Cairo to Marketing faculty and Doctoral students (IMPACT OF MARKETING STRATEGIES ON FIRM FINANCIAL PERFORMANCE); Business Roundtable Discussions with Marketing executives (SOCIAL MEDIA MARKETING); Guest Lecture to 3-track BBA Program Students; Met with Professor/ Hassam Kamel, president of Cairo University

- Prof. Craig Ruff guest lectured to 3-track BBA program Students, guest lectured to DBA Program Students; Discussed GSU and CU collaboration to provide professional certificate programs such as CFA.
- GSU President Becker, Dean Huss, Prof. Bijan Fazlollahi visited Cairo University. Dean Fenwick Huss and Project Director Bijan Fazlollahi met with the FCCU faculty members, the students of the 3-track program, and several administrators and teachers. The outstanding issues discussed with the faculty were: 1.The criteria for selection of CU faculty that teach in the 3-track program. 2. The criteria for selection of faculty for faculty development in Atlanta. 3. Adoption of interactive teaching method in current classes of the 3-track program.
- Presidents of Georgia State University and Cairo University signed the Memorandum of Cooperation between GSU and CU for the Business School and the Nursing School of Cairo University International Branch (CUIB) Dr. Hossam Kamel, President of CU stated that CUIB will be built on 750 acres of land given by the Egyptian Government as a free Zone. The rationale behind this initiative and benefits are: Provision of market-driven and world class education to Egyptian and International students; Boosting cross- cultural, cross-country tolerance and adaptability among Egyptian students to improve Egyptian labor mobility across regional labor market; Winning back Cairo University internationally qualified staff currently in professional leaves to private and regional

universities through furnishing an internationally flavored quality of working life and compensation packages; Accelerating the productivity and quality of Cairo University's internationally published research; RCB/GSU would be the strategic partner for founding the CUIB business school. The strategic would encompass: 1.Expanding the current 3-track program into 7-track program through adding four new tracks. 2. Creating joint schemes for supervision, examination and conducting seminars.

- President Mark Becker and the delegation met with the USAID Mission Director, Ms. Hilda M. Arellano ("Bambi") and Ms Manal El-Samadonny and other USAID officials from USAID-Egypt office. GSU delegation stated that the sustainability of the two projects in Egypt depended on three main factors: Quality, Price and Size. Contribution to those factors is achieved by building strong relationships with the business community in Egypt for creating demand as well as support for the programs. CU needs to accelerate activities in planning for sustainability, maintaining active advisory boards, round tables and faculty development.

- Prof. Jayant Kale met with Wael Kortam in Cairo and discussed the finance track. (Feb 2nd- Feb 15th 2010).
- Four female scholars, Rewayda Tobar, Saly Omran, Nermeen Shehata and Nora Quansouh from Cairo University, successfully completed a two-month faculty

development program in Atlanta. Rewayda Tobar attended classes on Enterprise Risk Management by Prof. Martin Grace. Risk Modeling by Prof. Shinichi Nishiyamma. Risk Management by Prof. William Feldhaus. Risk Management Modeling by Prof. Shaun Wang. Seminars and other activities included: Publishing Scholarly Works by Prof. Tamer Cavusgil; Idiosyncratic Risk and Expected Returns in REITs, a PhD dissertation proposal defense; and Insurance Industry Mergers and Acquisition by Tom Herget. She was exposed to a diversity of teaching styles and varieties of students' attitudes. She learned corporate governance, risk modeling, enterprise risk management. Professor Shabnam Mousavi provided her with books and materials related to finance. Professor Jayant R. Kale provided her with the feedback regarding different seminars in Finance. Nora Quansouh attended courses on Financial Statement Analysis by Prof. Siva Nathan. Corporate Finance by Prof. Milind Shirkhande. Fundamentals of Valuation by Prof. Shabnam Mousavi. She was exposed to a diversity of teaching styles and technology and new way of thinking and interacting. She realized "this was a great opportunity to think differently mature me personally and intellectually. It was really worthwhile, often even life transforming". Nermeen Shehata gained knowledge in the international accounting and financial statement analysis. She learned how professors use a variety of teaching methodology and enhances her research skills by attending seminars. Welcoming professors, helpful students, and pre-planned classes helped her get acquainted to the new place very quickly. There are no words to express my deep appreciation and gratitude to Prof. Fazlollahi. Before arrival he sent us the links to the courses and the schedule of classes to choose from according to our priorities and areas of specialization and prepared a folder for each one with the approved courses, schedules and the courses syllables so that we can cope

with the classes and benefit from it as soon as we arrive. Also, he is very supportive in providing us with the information and the notifications as related to the different workshops and seminars. Prof. Bijan always kept on mentoring and guiding us in dealing with the American culture and encouraged us to go and see different famous places in Atlanta for better interaction with American culture. Nermeen Shehata stated Mrs. Fazlollahi was very caring caring and called them many times to check if they needed anything. Professor Ram, accounting track mentor, facilitated their attendances in research workshops of the School of Accountancy. Prof. Wang discussed his teaching style. Sally Omran was exposed to a diversity of teaching styles (i.e., real world cases), learned new concepts and technologies that added to her knowledge as related to her area of specialization. She said traveling and living abroad provides her with the confidence to be able to do anything.

- Dr. Bijan Fazlallohi along with Dr. Roy Zimmermann, Ms. Marilyn Crane, Mr. Charlie Koo and Ms. Hazel Cipolle (HED Delegation) and Ms. Manal El Samadony(USAID) visited Cairo University and met Dean Mabrouk, Project Director Dr. Kortam, faculty and staff. Dr. Wael Kortam stated that the partnership with GSU has been beneficial especially in the following areas: The needs assessment report was used to restructure the business school; Curriculum was developed with the participation of designated GSU faculty members for each track. He said that they needed to develop approximately 60 new additional courses, faculty and administrative development in Atlanta was a success. The group met the students who stated that they were satisfied with recent positive developments regarding teachers and conduct of instructor evaluations. They confirmed the use of the project website that GSU has built for informational purpose.

- Professor Bijan Fazlollahi and Dean Huss participated in the first meeting of the sustainability planning committee. The Committee members include Dean Adel Mabrouk, Professor Wael Kortam, Dr. Abeer Mahrous and a prominent business person. Dr. Mahrous was charged with writing the business plan for sustainability.
- FCCU and RCB/GSU estimated the additional funding needed to complete the project. Given the fact that the program will serve about 500 students every year, a funding of at least one million is necessary to deliver all the courses in the 3 track and add a new track in Risk Management & Insurance. HED informed that unfortunately, USAID-Egypt/HED was not willing to consider investing additional funds in this 4-year under-graduate program and was only willing to grant a one year no-cost extension. The one year no-cost extension was granted in July 2010.
- Ms. Manar Helal was hired as local program administrator by Dr. Wael Kortam of Cairo University. However, she resigned the job after two months.
- Ms. Tracy Widman was appointed to serve as R1 in the TraiNet system and she was sent for one week training to Washington DC. Dr. Fazlollahi continued to perform the duties of R2. Unfortunately, there was not enough time to process the documents for fall 2010 visit of Egyptian faculty members because TraiNet and the training office of USAID-Egypt required 90 additional days to process the documents.
- Dean Huss and Ambassador John Hicks visited HED office in D.C. to discuss the project including concerns of auditors, visit of Provost Risa Palms to Cairo University and other matters of mutual interest
- The three majors of: Finance, Marketing and Accounting were started followings orientation sessions to help and guide students to choose their majors. The 28 students -

first intake of the program- started their third year, and selected their tracks. 10 students selected finance, 8 went to marketing, and 10 chose accounting.

- Dr. Abeer Mahrous with collaborations with Dr. Bijan Fazlollahi developed brochure for the program.
- The following GSU faculty members were selected to co-ordinate the program tracks. Dr. Naveen Donthu – Marketing, Dr. Jayant Kale – Finance, Dr. Ram Sriram – Accounting, Dr. David McDonald – Information System. The process of collaboration in teaching and course development was designed to enhance the learning process and environment in FCCU as well as allow adopting new teaching and assessment methods, to the three track program, as well as other programs of FCCU by training faculty.

Activities during October 1, 2010 to September 30, 2011

- Dr. Hossam Kamel, the President of Cairo University visited GSU. Dr. Fazlollahi welcomed the President and Mrs. Kamel and Dr. Wael Kortam at the Atlanta airport and organized a dinner in the honor. President Kamel met with GSU Faculty: David Nasser, Satish Nargundkar, Ram S. Sriram, Lisa Lambert, Jayant Kale, James Boles, Sevgin Eroglu and Shaun Wang. He stated that more than 200 students have joined this successful program over the last three years. He said that CU faculty members have been teaching in the classical ways. He added that “in the United States, higher education is more highly focused on team-based learning and research, and we look forward to change through our relationship with Georgia State University and to include more team-based learning and problem solving". Egyptian students are wonderful single achievers, but they are not trained to become effective members of a

team. GSU faculty members responded that "they are ready to contribute to the success of business programs and it is important to build on components like teamwork, cultural differences, and communication into the programs. These components should be focused on developing practical skills necessary to work in modern, global businesses". Also, faculty members felt that PHD students were starved for all kinds of content on research design, research methods, and how to conduct and publish research. Students of Robinson College learn these topics both formally and informally through long term apprentice-like experiences with their mentors during their Ph.D. program. Finally, President Kamel stated they were very much touched by the sincere efforts and enthusiasm of all such world class faculty to visit their little town Cairo and contribute to their promising long term partnership and strategic alliance.

- Dr. Satish Nargundkan consulted Dr. Dalia Khalil on statistics course.Dr. Nargundkan suggested more frequent smaller tests (that count for 40-60% overall) plus a final exam (that counts about 25 or 30%) rather than a heavily weighted final exam (70%) on this course. Ms. Afag Fazlollahi provided her fall 2010-2011 syllabus for business communication courses.
- HED – RCB Meeting in Atlanta - Nov 10, 2010. HED officers, Roy Zimmermann, Hazel Cipolle, and Abdechafi Boubkir met with Dean Huss and Dr. Bijan Fazlollahi in Atlanta. HED's purpose of the meeting was to get an update on the partnership and discuss any related issues ahead of the planned trip to Cairo for exploring issues and solutions regarding the HED funded projects in Egypt. The Atlanta meeting explored the following issues: need to increase the effectiveness of HED help in project

implementation; providing additional funding to Cairo university project; Hiring local administrator. Regarding issues of revision of project strategy, Bijan Fazlollahi responded that Egyptian partner is not fully observant of the work plans approved by HED. Consequently, the budgeted amounts are spent slowly forcing the extension of the project time. For example partners do not send their faculty to Atlanta for faculty development in the numbers and for duration of time as specified in the work plans. In general, there is a time issue with faculty members coming to Atlanta. They cannot be away for relatively long periods of one to two months. This is because faculty members in Egypt are not paid very well by public university and hence they work in several organizations and may teach in different places like American Chambers of Commerce or other universities. Being away from Egypt means loss of income. Dr. Fazlollahi stated that the first group of 3 junior faculty members of two females and one male and second group of four very junior female faculty members successfully completed faculty development in Atlanta and they are still in touch with GSU faculty mentors. They were excellent and learned a lot. The major problem for the capacity building objective is failure in sending faculty to Atlanta more frequently. As well as the fact that the senior faculty members are less inclined to participate in the faculty development through participation in co-teaching or travel to Atlanta. Furthermore, it seems that the power of the administrators is limited in ordering junior faculty to comply with the required attendance of class during the visit of RCB professors. It seems that senior faculty members are still able to influence the course assignment in their own favor. Consequently, administration reforms are also needed. Dr. Fazlollahi believes that the focus should shift to faculty development for PhD

students and junior faculty. Increasing the number of GSU faculty teaching in Egypt with the assistance of young junior faculty or PhD students would be a useful revision of strategy. Cairo University admitting increasing number of undergraduate students that is a good source of additional funding for the Faculty of Commerce. However, the quality of the program will suffer because of the less than adequate training of faculty members. HED promised to present the concerns of RCB/GSU to USAID-Egypt and seek their help with FCCU to expedite activities. HED and USAID-Egypt could help by using their influence on Egyptian partner for timely execution of all the project tasks. In particular it would help if Manal El Samadony would set involved and attend session with Egyptian partner when invited. The hands off attitude from HED & USAID-Egypt is delaying the timely implementation of the project. RCB/GSU cannot control the action of the Egyptian partner alone. Roy asked if Bijan wanted HED to get in touch with Egyptian partnership directors as well even though HED usually only interacts with the US University and leaves management of the host country institutions to the US PIs. Bijan welcomed such a move to encourage the Egyptian partners to meet the work plan requirement in order to help the project run as scheduled. An Example of delay of Faculty Development program activities is the conduct of the faculty development program for Essam Salem and Amr Soliman in Spring 2011. FCCU did not provide the documents for Essam and Amr in time for visa. Due to delays and absence of coordination, because of no local coordinator, the faculty development was postponed to from Fall 2010 to Spring 2011.

- Regarding the issue of having a local administrator for the liaison work, FCCU failed to hire anyone for the past three years. They have repeatedly promised to find and interview applicants for this position with no result.
- Participation in the conference on internationalization of business education. Dr. Fazlollahi, Dr. Huss and Dr. Boles participated in the conference. Dr. Boles made a presentation. Dr. Fazlollahi discussed the objectives and the process of the internationalization of business education with selected attendees and FCCU faculty members.
- Professor James S. Boles taught key accounts sales course to junior students of the Marketing track. Dr. Boles helped Dr. Tamer El Sharnou to enhance his teaching capabilities in sales courses. New methods were used to increase both student learning and their involvement in the course. Dr. Boles also provided Dr. El Sharnouby with the materials, and showed him how they could be adapted to be more relevant to the Egyptian region. Dr. Boles launched a "knowledge sharing" process whereby overtime they would continue to share information with each other about things they were doing in the classroom that seemed to work well. Finally, Dr. Boles discussed sales research topics with Dr. Sharnouby since he believes the best teaching comes from information developed out of practice and research. Dr. Boles also conducted 2 role plays where the students had to negotiate deals. In addition Dr. Boles used a DVD that traced a detailed negotiation approach between two individuals trying to reach an agreement on a stadium lease. In addition to teaching the 3 classes, Dr. Boles also conducted a research seminar for Graduate students and research active faculty. Dr. Boles found that the faculty team of the marketing track,

with whom he interacted, to be very engaged and committed to working hard to make things happen in this program. 14 students attended classes - there were 7 female and 7 male students. Additionally several other students sat in on several sessions. The students' command of English was good. However communication was less than ideal because the room was very noisy due to traffic noise from the outside. Furthermore, Dr. Boles participated in one-day conference related to "Internationalizing the Business Curriculum", and presented a paper in the Keynote Session.

- Dr. Kale delivered lectures to the FCCU-GSU BBA students. These lectures were designed to impart subject knowledge to students as well as expose the FCCU faculty to his methods of teaching introductory finance to BBA students. In addition to subject matter coverage, learning outcome assessment, encouraging student participation in learning, and student evaluation of teaching were included as important parts of the teaching process. The BBA enrollment was 26 students-one-third female. On average, about 90% of the students attended every day. The FCCU faculty counterpart Dr. Ghomeini attended 3/4 of the lecture and was also the host for the social interaction. The level of class participation was good and quite similar to that one would experience in a typical class in the US. The group of students who plan to major in Finance/Investments are particularly good and compare well with students here in the US. The students were attentive, generally well-prepared for class, active participants, and very lively group. They also have a very good sense of humor. Dr. Kale enjoyed teaching them and compliments the FCCU faculty for the high quality of the students in the program. Dr. Kale conducted student evaluations. Using

the questionnaire/survey instrument used by FCCU. The instrument was quite adequate in terms of coverage of course/teaching/instructor aspects. The student responses were collected by the student who administered the survey. Based on the feedback from the evaluations and from FCCU faculty, the students gained significantly from Dr. Kale's lectures. Student evaluations indicate high satisfaction with course and instruction.

- All arrangements were made for Dr. Chip Ryan to start teaching finance in March 2010. However, the visit was cancelled due to State Department warnings on travels to Egypt. He shared the syllabus, cases, and Excel spreadsheets with details and lecture notes with Prof. Hassan from CU who taught the course.
- The role of Dr. Wael Kortam was redefined due to his personal and other demanding professional commitments. Dr. Wael Kortam remained the Project Director with full authority to handle all political and strategic issues. However, Dr. Hassan was appointed to handle the daily communication, administration and academic issues of the 3-track BBA program.
- A schedule for the visit of Essam Salem and Amr Soliman junior faculty to Georgia State University was created and sent to them. The schedule included courses to take and the activities and events to participate on campus during their visit. The delayed visit from fall 2010 was to take place for two months starting February 28th and ending April 28th. However, the trip was postponed again because of the revolution in Egypt. The new dates for this trip were set for April and May.

Activities during October, 2011 to September 30 2012

- Six Cairo University assistant professors visited Georgia State University from January 11th, 2012 to March 10th, 2012 to attend the faculty development program. They are Ahmed ElBayoumi, Tamer Elsharnouby, Mohamed Hassa, Gamel Abdelwahab, Bassant Elsharawy, Mostafa Elmaraksh. The main objectives of the trip were: learn up to date methods and new technologies of teaching; learn to developed course syllabus that encompass the learning objectives, methods of teaching, methods of testing and evaluating the students; learn academic research and communication skills through attending various workshops and seminars. The workshops and participation in various classes exposed the visiting faculty to various teaching methods and styles that they found highly beneficial. They gained knowledge regarding course content and design, case study development and delivery, and student assessment techniques. A few enhanced their research skills.
- Students interned in most of the important departments in all firms they joined. They were assigned tasks as if they were real employees.
- Four RCB/GSU faculty taught in Cairo. **Dr. Siva Nathan** - Taught BBA students and discussed academic matters with the faculty and program administrators. Specifically, Dr. Nathan taught ACCT 4113 (Intermediate accounting III) to FCCU-GSU BBA students, majoring in accounting. The purpose was to impart technical accounting knowledge to students as

well as to expose the FCCU faculty to the latest teaching methods for Intermediate Accounting.

In order to assess student learning, he asked students to do problems in class encouraging student participation. Class had an enrollment of 6 students, three male and three female, FCCU faculty counterpart Dr. Adel attended all classes. Punctuality was a serious problem as about half the class were late by 30-60 minutes. Dr. Nathan met with Prof. Gamal Shehata on a daily basis,

Dr. Afag Fazlollahi – Taught the Business Communication course to third year students. The students were required to complete four written and oral assignments to develop business communication skills and professional behavior, the objective was also to expose CU faculty to the American methods of teaching. However, the faculty counterpart never met or attended the classes nor provided her syllabus. Dr. Afag used interactive and experiential methodology to cover skills to develop Formal Cover Letter, Persuasive Letter Requesting an Informational Interview, Letter or an E-mail and knowledge to deliver a Negative Message and an Oral Informative Information. Total of 38 students, 20 female and 18 male attended. The average daily attendance was about 30 students. All students understood English very well with about half of them fluently.

Dr. Ritu Lohtia - Gave lectures to the FCCU-GSU BBA (Marketing) students in the area of International Marketing. The objective was to expose the students to the subject matter and to expose the course faculty to the methodic of teaching this curse. She modified the course to make it relevant for local business climate so that students could apply the material from an Egyptian perspective. The following was covered: Culture,

Management Styles, and Business Systems; The Political Environment; The Legal Environment; Developing a Global Vision through Marketing Research; Emerging Markets; Multinational Market Regions and Market Groups; Global Marketing Management: Planning and Organization; Products and Services for - Consumers and Products and Services for Businesses. Over the course of the week Dr. Ritu Lohita discussed various issues with Dean Helmy El Bishbishy, Dr. Osama El Ansary (Vice Dean for postgraduate studies), Dr. Hussein Atta Ghoneim (Dean's counselor for the Georgia program and a finance professor), Dr. Wael Kortam (a marketing professor) and Dr. Hassan El Alfy (a finance professor); Mrs. Eman El Swefy (Public Relations Manager); Mrs. Soheir and Mr. Said (the dean's secretaries); Mr. Ashraf (IT manager) and Mr. Sherif and Mr. Abdel Rahman (IT specialists).

Seven marketing major students – 6 female and 1 male attended all the classes Dr. Samir, co-instructor, was present most of the time. Dr. Rania also sat in the classes. Student's command of English was excellent. Interaction with Dr. Samir was limlted and mostly via e-mail. Dr. Lohtia shared with Dr. Samir what she was planning to cover. and discussed a project that she could have the students work on for the rest of the semester. The classes were well-received by the students

Dr. Jonathan Godbey – Taught the Portfolio Management course to the fourth year students. The objectives were to teach students the subject matter and to expose CU

faculty to Dr. Godbeys' methods of teaching. Unfortunately, Dr. Godbeys' faculty counterpart did not responded to email requests regarding which topics he had already covered. He briefly showed up on two days and assigned his student assistant to sit in the classes. Dr. Godbey covered the following topics appropriate to the course and agreed to by the students: Calculating covariance; calculating the efficient frontier; using the single index model to derive appropriate inputs to the efficient frontier calculation; Investment Companies; Binomial option pricing model. Dr. Atta, not the course instructor, attended several classes on his own initiative. Dr. Atta has PhD in Operations Research. He sat on the front row and took notes and asked questions as if he was a student. He was impressive in his desire to both learn and motivate the students to learn. He referred to the students fondly and he would stop lectures to remind students of the background information they learned in FI 4000. He would also add comments about how various topics had unique applications to Egypt. The students had a clear respect for Dr. Atta.

Dr. Atta and Dr. Godbey met a few times to discuss which textbooks were best for various Finance courses as well as how students should prepare for the CFA Exam, etc. There were approximately 12 students, 5 female and 7 male. All understood English well and about half attended every day. Students were bright and eager to learn. The first day only one had pen and paper. The second day they all had calculators, pen and paper as instructed. The rest of the week they were engaged and asking questions both related and unrelated to lecture. They would all be at the top of a typical GSU class. After the last class they took Dr. Godbey to the pyramids and then to their favorite restaurant. They were very proud of Egypt, interested in what student life was like in America and fun to be around. Five classes were held in three different rooms. Some rooms had space for

only overhead or whiteboard. This made it difficult to have an Excel spreadsheet open and to comment on it at the same time. Apparently, there was only one remote for the projector that was shared with other classes. Dr. Godbeys' faculty counterpart should have been more involved. It was impossible to tell the students what they would be responsible for future tests if their professor was not there nor in contact with Dr. Godbey. Their grade in the course should reflect what they learned that week. Without the assistance of Dr. Godbeys' faculty counterpart this became impossible

Dr. Bijan Fazlollahi discussed the progress of sustainability planning with the members of the sustainability committee. He encouraged the dean to appoint new members to replace the members who are no longer at FCCU because of new appointments since the Egyptian revolution.

- Dr. Satish Nargundkar taught Data Mining course to the students of fourth year finance major. Students interacted very well and attended all the class. In their evaluation they gave Dr. Nargundkar an average rating of 6.8 out of 7.0.
- RCB/GSU prepared the no-cost extension budget, budget narrative and work plan. The proposal was accepted by HED and the project was extended for another year.

Activities October 1, 2012 to June 30, 2013

- Dr. Gamal Shehata, Director of BBA program, visited Atlanta starting November 11, 2011 for 10 days. Dr. Bijan stressed the importance of sustainability of GSU-RCB-CU-FOC collaboration to develop a full and a proper business plan not only to sustain the program but also to show a strong commitment to make the program a successful one. Dr. Gamal also met with several professors including - Dr. Tamer Cavusgil, Dr. Satish

Nargundkar, Dr. Jayant Kale, Dr. Xiaohua Fang, Dr. James Boles, Prof Nancy Mansfield, Dean Huss, Dr. Naveen Dant (Marketing Department Chair), Dr. Gerry Gay (Finance Department Chair), Dr. William Craig Bogner, Dr. Afag Fazlollahi and Dr Galen R Sevcik. Dr. Shehata attended the classes being held at GSU campus - International Business by Dr. Bijan Fazlollahi, Accounting by Dr. Xiaohua Fang, Sales Management by Dr. James Boles, legal environment of business by Dr. Nancy Mansfield and Business Communication by Dr. Afag Fazlollahi.

- Dean Bishbishy, Dr Gamal Shehata and Dr. Wael Kortam of FCCU visited RCB/GSU from Jan 25, 2012 to Feb 02, 2012. A Letter of Agreement was signed between Georgia State University (GSU) and Cairo University (CU). The visitors met with Dean Huss, Dr. Bijan Fazlollahi and the department heads of marketing and finance and discussed outstanding issues. They requested RCB to help with establishing a MBA degree program. They met with the six visiting faculty members Dr. Bassant Elsharawy, Dr. Ahmed Elbayoumi, Dr. Mostafa Elmaraksh, Dr. Mohamed Hassan, Dr. Tamer Elsharnouby and Dr. Gamal Abdelwaha, who were undergoing faculty development program in Atlanta. They also met with four RCB faculty members who would teach in Cairo starting February 25. Furthermore, they met with Assistant Dean of Recruiting at student services at GSU, Mr. Toby McChesney. They received information about the RCB MBA students' recruitment, MBA programs and numbers of students, complaints from the students,

staff structure. They met with Mr. Bernard Meineke, Director of Small Business Development Center and discussed their plans for an entrepreneurship development center. They also met with Ms. Jenifer Shockely, Assistant Director Office of External Affairs. They learned activities, reviewed the materials and events that produced news coverage by the Office of Communications and Marketing. The visiting team also met with Director of Career Management center, Mr. Jason Aldrich. They discussed marketing events in career fairs, structuring internships and conducting, implementing and reporting salary surveys. Over the meeting with Mr. Maury Kalnitz, Director of Professional Doctorate, they discussed the demographics of students, recruiting system and strategy, how and why RCB started and designed an executive program. They discussed the need to recruit apt faculty to teach and supervise dissertations in the doctoral program in Egypt. In their meeting with Ms. Laura Crawley, Director-Executive MBA Program, and Mr. Dave Forquer, Assistant Dean for executive programs, they discussed competition among EMBA programs, recruiting faculty to teach in the EMBA program and other program demographics (entrance requirements, application process, and student demographics). Dr. Shehata reviewed the business communication course to be taught by Dr. Afag Fazlollahi during her visit to Cairo. He also promised the meeting of the sustainability committee to Dr. Bijan Fazlollahi to review the preparation of post-grant business plan.

- Professor Galen R Sevcik taught Financial Accounting to BBA students in Cairo in the third intermediate financial accounting course. The course covered income taxes, post-retirement benefits and owners' equity. 11 students attended the class, with

approximately half female. There was considerable variance in the verbal participation across students with many students being very engaged.

- Professor Milind M Shrikhande taught Financial Decision Making to 50 finance major BBA students in Cairo. The course covered Foreign exchange markets, Currency derivatives, and MNC Capital budgeting including case-analysis and team learning. The students were an enthusiastic, disciplined and organized group - 65% female. They all had attended private schools in Cairo before coming to Cairo University and were fluent in both spoken and written English.
- Professor David L. Nasser taught Marketing to BBA students in Cairo University. Dr. Mahrous, co-teacher, and Professor Nasser spent the class time working through case analyses with the students, and they covered Marketing Problems to 25 students in Cairo University- 50% female. Many of them had internships and jobs with local businesses. Most of them were quite conversant in English.
- Dr. Lisa Lamert taught assistants and professors starting April 2nd, 2013.
- RCB/GSU agreed to accept summer student from the 3-track program at reduced tuition rate (waived out of state tuition fee). Original 26 students candidates to attend the summer session at RCB/GSU met with Marwa Ali Kamel the local administrator to identity the courses they'll take and discuss university housing with meal or no meal plan. In second meeting, the remaining 20 students candidates for summer

session at RCB/GSU were briefed on the required documents. Ms. Marwa arranged for AmidEast to open a private session for the summer session students to take their TOEFL exam; GSU and CU signed exchange students agreement. The DS2019 for J1 visas for the 5 qualified students from CU were issued. CU sent the summer session students Immunization forms to RCB/GSU. CU prepared DS160 application for the 5 students and secured expedited appointments for the visas at the US embassy. Marwa accompanied the 5 summer session students to US Embassy to get their J1 visas. One of students failed to receive visa due to random check. The courses that will be taken by the students were finalized. Accommodations at the dorms were reserved. RCB/GSU welcomed 4 summer session students to RCB/GSU. The Coordinator of International Programs for Robinson College of Business met with the students at the International Student & Scholar Services office for orientation.

- Ms. Marwa prepared finals exams schedule for 1st and 2nd year students.
- Ms. Marwa finalized finance internship in brokerage firms and made announcement to 29 Finance students.
- The US Ambassador planned to visit Cairo University within June 17th to June 20th period, after the students finish their exam. The purpose was to talk about the Higher Education collaboration between United States and Cairo University. The PR from USAID visited CU Dean to discuss the visit and inspect location inside the faculty premises. The Attendees would be: the Ministry of Higher Education, Prime Minister of Egypt, Business people (private and public sector), students from different faculties and University Administrators.

- Ms. Marwa Contacted US embassy to expedite a visa appointment for Cairo University professor traveling to RCB/GSU; Conducted meeting with the 5 additional professors who will travel to RCB/GSU funded by Cairo Initiative to orient them with the correct steps to be followed
- Ms. Marwa, local administrator, performed following activities: provided photos for brochures to the designer; collected accounting internship requirements from students; prepared the 3-track BBA Program a new application form with new conditions for acceptance; Revised the report to be submitted to the Ministry of International Cooperation to get the approval for the FARA project and amended the report to be submitted to the Ministry of International Cooperation; also prepared a new report to the Ministry of Higher Education to get the approval for the FARA agreement by the USAID; Contacted brokerage firms where students had their internships in Finance to provide the supervisors evaluation forms; delivered the Internship materials and students reports to the Finance professor; contacted business firms for hiring fresh grads

Part II Greatest Successes (Accomplishments)

RCB/GSU has far exceeded the objectives of the project described in the 2007 award. At the completion of this project the Cairo University has added a new English language four year undergraduate program in business with a modern curriculum and faculty trained in modern teaching methods. In 2014, there are over 500 students in the program with about 120 graduating every year. (See list of 2012 and 2013 graduates in Appendix A)

Great Successes during April 1, 2008 to September 30, 2008

Receive approval from Ministry of Education for the new 3-track BBA degree program.

Great Successes during October 1, 2008 to September 30, 2009

- The four year BBA program has generated increasing demand and the number of students admitted in 2009 is almost three times the number admitted in 2008. The 3-track program was well received and the intake of number of students increased from 29 in the first year (16 females and 13 males) to 109 in the second year (73 females and 36 males).
- Three assistant professors from CU completed faculty development program in Atlanta. They met with their respective mentors, attended many lectures for observation and seminars, made library visits, and examined textbooks. They also completed the workshop on "How to Teach" by Dr. Harvey Brightman. The junior faculty members were increasingly motivated to change the outdated programs and practices at Cairo University.
- Cairo University successfully created awareness in the region about the program and its unique features for the 3-track BBA program through open house, websites, local newspapers, and students.
- Dean Dr. Adel Mabrook and Vice Dean Dr. Wael Kortam visited Atlanta. They met with RCB faculty members, administrators and other staff members. The meeting achieved several key outcomes including evaluation of the 3-track program, strategic alliances and coordination of co-teaching courses.

Greatest Successes during October 1, 2009 to September 30, 2010

- The majority of students joined the Finance and Marketing tracks, thus changing the traditional overemphasis on the accounting education in the faculty of commerce.
- Numerous bonds were created between several faculty members of both institutions through junior FCCU faculty development program at RCB/GSU and GSU faculty visits to FCCU.
- The FCCU administration is inclined to weakening the seniority rule in teaching assignment for this program and assigning weight to international research record thus giving way to young world-class faculty. A new younger generation of faculty is expected to break through barriers of course assignments based on seniority and teach the courses of this program.
- The Sustainability Committee held a meeting in Cairo. Dr. Fazlollahi made a presentation on element of sustainability and emphasized the necessity for developing a business plan. Dr. Abeer Mahrous was charged with writing the business plan for sustainability of 3-track program after the expiration of the USAID grant.
- Bijan Fazlollahi's submitted to HED a revised budget and work plan with two options – a one year extension with no new funding or a two year extension with additional funding. The one year no-cost extension was approved in July 2010.
- Professor Ram Siram, and Professor Naveen Donthu of RCB/GSU expressed their interest in co- supervising or joining PhD committees for FCCU PhD students. In fact, Dr. Naveen helped a FCCU PhD student to develop her Ph.D research idea and proposal.
- RCB/GSU Professor Naveen Donthu mentored Dr. Abeer Mahrous from FCCU with her research papers. She published the paper in the Academy of Marketing conference, UK, July 2010. Accordingly, Dr. Abeer Mahrous was invited by Rutledge publication house,

UK to submit a book proposal on the same topic for publication consideration. Also, the paper was further considered for publication is an Internet Research Journal.

Great Successes during October 1, 2010 to September 30, 2011

The implementation of year 3 curriculum was completed. Several faculty members and administrators were trained as well.

Greatest Successes during October 1, 2011 to September 30, 2012

- A significant change was noticed in the performance of the students in the 3 majors since they started internships. The firms assigned tasks to students in their selected business fields and required performance targets. Several firms promised to hire students after they graduate.
- Five faculty members in Atlanta completed faculty development.
- Three Egyptian administrators completed administrative development.
- An Educational Fair was held for 2 days in one of the most well-known clubs in Egypt to market the program to parents and prospective students. In general, there is a significant exposure to the business community and many people are aware of the existence of the program.
- Six Egyptian professors finished their two months training program in Atlanta and were exposed to new and fruitful experiences. They observed that RCB/GSU instructors of these courses practice a wide range of teaching methodologies (case studies, student projects, class discussions). They also observed that the common theme among these courses is how to keep a dialogue between instructor and students,

making them to think, reflect and challenge their ideas and thoughts. They also continuously interacted with staff members of GSU and attending their classes were quite helpful in understanding what does it take to teach these subjects. It answered question of how to set a balance between class discussions, case studies, student projects and assignments and how each of these contribute towards complementary learning objectives. They also interacted with the teachers personally to discuss the issues such as grading, student evaluation, written exams, quizzes and student presentations. Also, this objective was achieved through attending seminars, workshops. The reports of visitors clearly show that the visitors were provided with and extensive and effective training program of study at RCB/GSU. The program for each professor matched the academic area of the visitor.

- Four GSU professors visited Cairo University and taught for 20 hours each. Students were very eager to attend these classes as the Travel Warning had prevented GSU professors to visit Egypt for a whole year due to the Egyptian revolution. Dr. Bijan Fazlollahi met with the students and addressed their concerns and questions.
- One GSU professor visited CU for another week and taught 4th year students of the finance major.
- HED and USAID approved a one year No-Cost Extension (July 2012 to June 2013).
- The partners agreed to begin development and approval processes for the Program Specific Agreement for Master of Business Administration Program with the curriculum to be delivered by the Faculty of Commerce, Cairo University.
- The Student Evaluation forms were finally prepared on the basis of RCB/GSU form.

- Successful internships for the field studies course was completed for the 3 track program for 4th year students.
- Soft Skills course from AmCham was successfully delivered for students from 1st to 4th years.
- The 3-track BBA program participated in the Educational Fair held for the second time in one of the most popular clubs in Egypt.
- An agreement was signed with AmidEast for a reduced rate for the TOEFL test for 3-track BBA program students.
- CFA Institute (Research Foundation) agreed to donate 100 textbooks for the Islamic Finance textbook for 3rd year major finance students.
- The publicity effort achieved results with advertisement in Al Ahram newspaper, and open house to explain the program for high school students and their parents. 182 students applied to join for the first year of the 3-track program.
- A younger new Dean Dr. Said El Daw was appointed. It was hoped that he would serve a long time and provide continuity to the 3-track program. He is the 5th dean since the start of the project.
- The graduation ceremony for the first cohort of the 3-track BBA program was held in Cairo.
- An Orientation day was held to welcome the new students, the recent graduates shared their 4 years'experience, and the teaching professors, the project director and the Dean gave short speeches.
- The 6 Egyptian professors who had completed the 2 months faculty training program in RCB/GSU were assigned to teach in the 3-track program.

Greatest Successes during October 1, 2012 to June 30, 2013

- Breast Cancer awareness day was held by students and donations sent to the Breast Cancer Foundation in Egypt (BCFE). They collected USD 1000. Some magazines and online newspapers sponsored the event.
- The contract with AmidEast to offer the TOEFL test to Egyptians was renewed at reduced fees.
- Charity day donations were sent to Orman Association for Orphans and social solidarity.
- 50 students won free training in entrepreneurship Awareness Session held under the auspices of USAID hosted by MCSBE (an entrepreneurship association)
- 5 graduates of the 3-track BBA program were hired as Teaching Assistants (TAs) in Cairo University. (3 Finance majors and 2 Marketing majors)
- Fourth year students successfully accomplished their internships (Field studies in 3 tracks) with positive feedback from the business firms regarding performance.
- Three courses were taught to students in Cairo University by GSU professors with outstanding results. Professor Galen R Sevcik taught the third intermediate financial accounting course to accounting majors, and he covered income taxes, post-retirement benefits and owners equity.
- Professor Milind M Shrikhande taught Financial Decision Making to 50 finance majors. He covered Foreign exchange markets, Currency derivatives, and MNC Capital budgeting including case-analysis and team-learning. The overall feedback from the CU students indicated that the sessions were very educating, informative and real world oriented. The case-study applications and numerical examples that students

worked on during the class-sessions helped them assimilate the material efficiently. The learning experience was very valuable for students according to Professor El-Alfy, the co-teacher.

- Professor David L. Nasser taught Marketing to 25 BBA students. Dr. Mahrous and Professor Nasser spent the class time working through case analyses and covered Marketing Problems. Students expressed their satisfaction with the class and stated that they had learned a great deal during the exercises and analyses. Dr. Mahrous confirmed that the students felt they had learned a great deal.
- The second cohort comprising 100 students completed their exams in June to receive results at the end of July. The second cohort is comprised of: (Finance major 52 students, Marketing major 37 students and Accounting major 11 students)
- 240 students are expected to be enrolled in the new academic year 2013/2014. An Advertisement is planned for publication in Al Ahram Newspaper on Friday August 2, 2013 with enrollment on August 12th. Tuition fees are EGP 23,700
- Two new courses will be taught in academic year 2013/2014. They are Human Resources Management (MGS 4300) and Entrepreneurship (MGS 4500)
- In the post grant period of the successful relationship between FCCU and RCB/GSU, five CU professors will go to Atlanta for faculty development in September for 6 months. The scholarships are funded by Cairo Initiative, a grant from USAID-Egypt.
- Four students successfully finished their summer session at RCB/GSU with high grades. They are Menna Ayman, Daniel Bebawi, Aly Genena, and Esraa Hola. The students were self-financed and GSU provided out of state tuition waivers. Dr. Bijan Fazlollahi, Dean Fenwick Huss, and Jenny Calahan met with the four summer session

students and discussed the students' experience such as participation in interactive learning, dormitory living, cooking for themselves, and fasting in Ramadan. The students were highly satisfied with their experiences. The students enquired about the possibility of continuing their undergraduate education at RCB/GSU and receiving scholarship. They were advised to complete their undergraduate education in CU and then apply for admission to special master degree programs at RCB. The period of study for master is shorter and they would be eligible to apply for graduate assistantships. They were advised to improve their hands-on computer skills as well as their command of English in the next two years.

- 101 students expected to be graduate on September 15th, 2013. RCB/GSU issued certificates for 101 graduates to be awarded at the graduation. Sadly, Dean Fenwick Huss and Dr. Bijan Fazlollahi cannot attend due to the travel warning for American citizens.

PART III Challenges, Changes & Obstacles

Achieving AACSB accreditation is less likely without reforming the program's first two years. The following measures would be in the right direction for accreditation: GSU quality monitoring of the program within the possibilities of available funding; selection of GSU approved professors for teaching; small size classes allowing modern teaching methods(case study, research, group projects and student presentations.); and Individual attention to students.

The frequent appointment of new deans (5 different deans) and repeated changes in administration at the Faculty of Commerce had substantial negative impact on the implementation of the project. The implementation period almost doubled.

The long time for the Egyptian Government's approval of new program delayed the project implementation. The Egyptian partners waited for the Ministry of Education to approve and convey approval of the new program. GSU was informed of the approval at the end of September 2008, more than a year after the start of the project. Furthermore, the Ministry of Education denied permission to conduct the pilot program which would have transferred the third year students in the English section to the new program. This prevented GSU-RCB from implementing any of the business courses during the original 3 year term of the grant.

A major problem was weak cooperation from Manal El-Samadonny (USAID-Egypt) to help in the implementation of HED approved work plan in Egypt. She seldom appeared for any meeting of partners in Egypt to discuss the implementation plan and problems. Instead, she insisted on hiring other local employees to report to her. Early on, she provided a role for Ms. Riham Ismail who worked for Deloitte, a USAID contractor. Over time, Ms. Ismail started to do tasks that were the responsibility of the Cairo University. Her involvement in such tasks was contrary to the objective of capacity building in Cairo University as well as the sustainability objective as she was an outsider. A major obstacle to capacity development objective was getting the most benefit from the visit of American professor to Cairo in term of the faculty development objectives. The problem was the frequent absence of co-teachers. Some just did not show up every day. A few had legitimate reason but many just did not come or left the class early.

It becomes clear that FCCU did not have adequate number of finance professors. They often outsourced teaching finance courses to outsiders contrary to capacity development objective.

Reaching the full 500 students program objective was delayed about one year due to lack of students graduating from secondary schools in Egypt for one year. Only 12 students were admitted that as first year students. The problem was due to the problem of so called the vacant year. Ten times more students were admitted in the previous year.

The additional funding requested to reform the freshman and sophomore years and to expand with additional majors was not granted. Thus 3-track program lacks the liberal arts courses present in the American model of higher education. Some students in the program desire specialties that are not in the 3 track program. For example, many students are interested in taking a major in Human resources management that is not offered.

Dean Huss and Dr Bijan planned to attend the graduation ceremony for the first cohort on June 26th, 2012 but the ceremony. It was canceled due to presidential elections forcing Dean Huss and Dr. Bijan to cancel their trip. The Ceremony was rescheduled for September 15th, 2012 but Dean Huss and Dr Bijan again weren't able to attend due to demonstrations held at the US embassy after the announcement of the video insulting Prophet Mohamed (PBUH). Instead, Dean Huss and Dr Bijan sent a recorded video to congratulate the fresh graduates.

HED unilaterally suspended the grant and imposed conditions unacceptable to GSU that were rejected. Grant activities stopped for several months and caused delays in project execution. The grant was reinstated at HED's initiative with no changes on the part of GSU.

The university was closed from June 30th till July 16th, 2013 because of demonstration following the ouster of President Morsi. Due to the political event, Marwa Ali Kamel and others could not go to the university regularly because of demonstrations in the area, except for one or two days in July 2013. However Marwa managed to meet with parents of high school students interested in the program. The plan for 2013/14 is to admit 240 students.

RCB communicated concerns regarding frequent changes in the faculty and administration of the 3-track BBA program to HED and FC CU. Frequent changes would negatively influence program quality. Less frequent changes would retain the knowledge and skills developed through collaboration. In turn FCCU explained only that they were short on finance faculty and trying to address the problem.

The implementation was slow as CU failed to hire a local coordinator for the project in the first 4 years of the collaboration. During this period, FCCU was very slow in responding to e-mails, introducing faculty members for Faculty Development in Atlanta in timely manner, and providing documents for visas for the TraiNet visa system.

FCCU failed to make distance learning capability as promised on many occasions. This would have been crucial to the success of the project through exercise some amount of remote teaching, in the light of the political situation in Egypt.

Inadequate orientation of visiting Egyptian faculty in Cairo caused unrealistic expectations and ill feeling with some faculty members and disturbed the work environment in Atlanta. One problem caused by inadequate orientation of visiting faculty to Atlanta was their unrealistic expectations for immediate payments of per diem and reimbursement of air tickets upon arrival. GSU Department of Disbursement took two

weeks to process a payment. Unfortunately, Egyptian faculty rarely shared their experience in Atlanta with other faculty destined to visit upon return. Faculty members should have shared experiences of Atlanta with the new batch of faculty coming to Atlanta later. Dr. Fazlollahi explained the faculty development requirement to the new arrivals each time. In one case this explanation created a confrontation with a visiting faculty members who was a misfit and most disruptive. This person was not from the specialties of accounting, finance and marketing, the majors in 3-track BBA program where RCB provided training. This faculty member demanded to attend special courses outside the three tracks courses and demanded to participate in conferences not related to the program. This person refused to attend a pre-arranged and paid for workshop and left the session He also did not show up most of the time in the office provided for him. Some of his demands were denied causing his ugly reaction. Dr. Fazlollahi was told that the Dean selected this person to keep good relations with departments. The Dean wanted to show the departments that the opportunity of visiting America is provided equally to all. The problem with this professor was reported to Egyptian project director and Egyptian Dean who said that they had talked to the faculty member to stop causing trouble. However, no change was noticed.

The implementation schedule was adversely affected by the Egyptian revolution and multiple demonstration in the streets for over two years. First, there was complete lack of communications from FCCU following the revolution till the appointment of new Dean and project director. Second, many RCB/GSU faculty members and administrators had to cancel their visits to Egypt because of safety concerns and travel warnings.

3. Partnership Conclusion

Benefits of Host Country Education

The original BEPSA project required the development certificate programs by upgrading the current undergraduate programs to include professional certification content. The new vision of the CU Dean called for a much expanded collaboration with Georgia State University. The expanded collaboration between Cairo University and GSU-RCB improved the quality and market appropriateness of the English language programs of Cairo University. The cooperation included student exchanges for study purposes and academic exchange between teaching staff to gain further qualifications for teaching and research; the program aimed to gain the supported of the business community in order to ensure sustainability and continuous improvement. This expanded collaboration achieved the results of the original project as well as improvement of curriculum, faculty and administrative development, program sustainability through establishment of relationship with private sector and earning of their support.

The faculty of Commerce with assistance of Robinson College of Business obtained approval of the university to establish a new unit in cooperation with Robinson College of Business. The new unit, called 3-Track BBA program, aligned program offerings with the needs of the business community. The Faculty Board of Cairo University approved establishing the 3-track program on 4/22.

Cairo University realized the faculty development objectives. Three assistant professors visiting Atlanta in 2008 for faculty development were exposed to Georgia State faculty research and current developments in their disciplines. GSU faculty visited the Cairo and

taught students and mentored faculty. GSU faculty have lectured on research methods and presented research results in Cairo. Four junior faculty members were trained in Atlanta during 2009. They attended research seminars and a dissertation defense session in Atlanta as well as classes.

RCB/GSU recommended and received agreement to focus on faculty development effort on junior faculty. It was observed that some of the senior faculty member were reluctant to change. Even though they realize that modern day accounting has moved away from debits and credits to an information science, they resist because it involves learning new approached to teaching – case discussions, technology usage, and written assignments. It was recommended to assign junior Egyptian faculty for teaching the new curriculum based on qualification, merit and receptiveness to technology rather than seniority.

Cairo University realized the administrative development objectives. Both the delegates from FCCU, Dean Adel Mabrook and Dr. Wael Kortam were acquainted with the process of linking local businesses to the university and creating strong bonds between colleges and their stakeholders including employers, community organizations, and researchers. The meeting with Mr. Charles Edwards, Corporate Relations and Development Manager at GSU educated both the delegates about innovative fundraising methods from alumni and businesses, including, naming buildings, classrooms, courses, and chairs for large donations. They also learned about building and sustaining corporate relations by providing competitive graduates to the labor market, research outreach in the local community, market-driven programs, and value-added community service. The

Corporate Relations and Development Unit offered advice to FCCU in designing and implementing alumni programs, Round Tables, and fundraising activities in future. During the FCCU delegates' meeting with Mr. Brian Burton, Director of Marketing and Communication at RCB, several creative marketing and communication ideas to attract target market segments for the 3-track program were brainstormed. They discussed developing and implementing a marketing strategy to position the program against competitions in the region. Other possibilities included an integrated communication program through print material, web-based marketing tools, word-of-mouth promotion, and so on. The active involvement of the RCB marketing and communication department was offered to aggressively promote the 3-track program at FCCU to the target audience and create awareness in the region. The delegates' meeting with Mr. Bernand Meineke, Manager of Small Business Development Center (SBDC) at GSU procured FCCU the support of SBDC for the small business initiatives at FCCU through Bank Misr in Egypt.

Cairo University realized the curriculum development objectives. The curriculum for a new English language undergraduate 4 year business degree program with 3 tracks was created and courses in the curriculum were gradually implemented. For example, as a new class of freshman started and the students from earlier freshman year moved to sophomore year, the curriculum for second year was implemented.

Cairo University realized increased engagement with the business community. The meeting of Prof Ram Sriram with the practicing CPAs, pointed out three major weaknesses of the CU business graduates: lack of communication skills, both oral and

written; lack of understanding of technology and its use in decision making; and lack of integrated knowledge of the accounting concepts, rules and practices.

Benefits of Host Country Community

The faculty members of CU teach in many other institutions and work for many other private and public organizations. Faculty development thereby also helps the larger community. The well-educated graduates acquainted with the requirements of the business community will add to the skilled workforce of Egypt as well。

Benefits of U.S Higher Education Institutions

Educators increased know-how in the transition economy of Egypt; improved teaching and consulting capacity in Egypt; internationalized the Georgia State faculty through its collaboration with CUand built capacity in international teaching, curriculum development, and research. An article in BizED described the experiences.

Benefits of U.S Community

Improved relationships with ally Egypt. The general public learned about Egypt and Egyptian culture.

In conclusion, the collaboration between GSU and CU is strong and will last beyond the expiration of this project. The President of Georgia State University and the President of Cairo University have visited each other's universities. They signed the Memorandum of Cooperation between GSU and CU in Cairo. The deans of FCCU and the dean of RCB/GSU have signed several Memorandums of Understanding. The sustainability

committee was formed and met several times before the revolution. The fact that the tuition from the program can reach 1,000,000 EGP is also encouraging. Most of all there is a great demand for the program.

Appendix A. List of Graduates 202 and 2013

Cairo University Graduated Students Fourth Year 2011-2012

Accounting Major

- Eman Mohamed Youssef Ezz El Din
- Sarah Ahmed Hussam Eldin Zaki
- Sameh Emad El Din Helmy Amin Azzam
- Omar Ayman Ahmed Mounir Saleh
- Lamees El- Taher Ahmed Hamid
- Yehia AbdAlla Ahmed Monir El Sady

Finance Major

- Ahmed Sayed Hazem Mohamed Faryed
- El Amir Hany Ismail Serry
- Eman Adel Mohamed AbdelMonem
- Reem Raafat Farouk Labib
- Shadden Salah El Din El Banna
- Omar Khaled Saad Mohamed Hegazy
- Omar Mohamed Mohamed Diab
- Karem Mostafa Nour El Din Abouhashem
- Mohamed Ahmed Hussein Megahed
- Mahmoud Mohamed Nour El-din Mahmoud Elzomor
- Nadine Sherif Kamal Ramzi Stino
- Nirvana Abdelmenem Mustafa Abdelaziz Omar
- Nourhan Ahmed Zaki Mohamed Bolbol

Marketing Major

- Eman Abdelghaffar Mohamed Hussein Eldib
- Donia Sherif Mahmoud Kamel Anis
- Dina Sherif Mahmoud Kamel Anis
- Reham Ayman Mohamed Kandil
- Sawsan Hesham Mohamed Badr Abd El Baset
- Mohamed Soliman Farag Soliman
- Yomna Hamdy Hamed Shokry

Cairo University Graduated Students Fourth Year 2012-2013

Accounting Major

- Ahmed mostafa abouelyazid mahmoud
- Amira AbdelMonem Ismail ElSayed
- Gehad Ahmed Ali Nour
- Reem Hamdy Sayed Ahmed
- Salma Abdelaziz Mahmoud El-Akkad
- Omar Mohamed Ibrahim Mohamed Safwat Mohamed Ameen
- Laila Maher Mohamed Dardir Eissa
- Mariam Sabry Ahmed Abdalla Emara
- Mohab Adel Abdul Aleem Mostafa
- Mohab Emad Abdelmoniem Mourad
- Yasin Hisham Gad Ahmed

Finance Major

- Lbrahim Mohamed Abdel Fatah Abdel Moez
- Ahmed Khaled Emam Bayoumy
- Ahmed Essam Khalil El Gendy
- Ahmed Magdy Salah El Din Mohamed
- Ahmed hesham asaad kmaly
- Ahmed Yousri Ahmed Shapaan
- Osama Maged Mostfa Shaaban Sheira
- Esraa fathy saleh mohamed rohaym deabes
- Ahdab Gamal Anwar Mohammed Moustafa El-Kabany
- Ayman Mohamed Kamal Mahmoud Abdelsalam
- Ayatallah Taher Abd El-hamied Samy El-nagdy
- Aya Nasr Ahmed khalil khaled
- Bassem Hesham Mohamed Kamal El Sayed Mohamed
- Basma Magdy Hussein Mohamed
- Basma Nabil AbdElBadie Yehia
- Gena Basem Hussein Emam
- Khadiga osama mohamed said el basousi
- Dina Osama Mohammed Ammar
- Dina Tarek Tageldin Mohammed Abdelmonem
- Rana Ahmed Raafat Abdel Rehim
- Rawan Ashraf Abdel Halim Abdel Aziz
- Rosaline Moody Adly Masoud
- Zeinab Mohamed Saleh Mohamed Elrashidy
- Sarah EL-Sayed Abdallah EL-Fiky
- Sarah Magdy Abdou Hussein Ali

- Sarah Mohamed Abd El-Hay Hussein
- Sara Mohamed Noureldeen Abdulazemm Mohamed
- Salma Atef Kamel Ahmed Zahran
- Samar Hamdy Mahmoud Ali Zidan
- Shehab Ahmed Ali Ahmed Kenawy
- Abdel Rahman Abdel Moniem Mohamed Amin
- AbdelRahman Mamdouh Saad Hammad
- Amr Mohamed Mamdouh Abdelwahab Abdelazem
- Fayza Emad Moussa El Sherif
- Kariman Emadeldin Mohamed Makhlouf
- Lobna Ayman Abd-El-Aziz Mohamed
- Mohamed Tarek Mohamed Roushdy Mohamed El Raghey
- Mohammed Mahmoud Abdul-Ghani Mohammed Ahmed
- Mervat Ahmed Ibrahim Mohamed El Awady
- Menna Moustafa Ibrahim Ahmed
- Monica Maged Kamek Rizk
- Mai Maher Abd Elaziz Mohamed Emara
- Mena Maher Mishel Georgy Boghdady
- Nadine Nader Habib Ibrahim Ayad
- Nadeen Hisham Ahmed Mamdouh Abdelhakim
- Nesma Reda Mohamed Awad ElShishtawy
- Nouran Reda Sedik Abdelatty Halal
- Nourhan Ezzat Mahmoud Naguib El-Maghraby
- Hadeer Nassr Helmy Tolba Khalil
- Yasmine Osama Hussien El-Gendy
- Youssra Tarek Kamal Ahmed Salama
- Yomna Sadek El Sayed Abdou

Marketing Major

- Ahmed Tarek Ahmed Elsawy
- Asmaa El-Desoukey El-Desoukey Sallam
- Alaa Khaled Ahmed Faik
- Omnia Mohamed Saied Sobhy
- Ingy Ashraf Hammad Ismail El Feki
- Dina Khaled Mostafa Aboulenein
- Raghda Tarek Mohamed Ali
- Suad Attia Eliwa Muhammed
- SALMA MAGDY ABDELHAY AHMED
- Shady Magdy Mohamed Abdel Atty El Said
- Shwekar Iman El Sayed Ahmed Moussa
- Sherry Nagy Nassif Gobran
- Ali Ahmed Tarek Ezz Eldin Hassan
- Omar Gamal Ibrahim Noaman Ismail
- Omar Khaled Salaheldine El Tanany
- Omar Moatasem Abdelwahab Hassan Ashmawy

- Amr Gamal El-Deen Mohamed Abdel Moez El-Husseiny
- Lina Ali Gamal Eldeen Abdelaal Mohamed
- Mayra Reda Ismaeel Ahmed
- Mohamed Abdelhamid Mostafa Abounaem
- Mohamed Mohey Eldin Abdel Rehim Abdel Wahab
- Marwa Mohamed Kamel Ali
- Mariam Tarek Salah El Beheiry
- Manal Assem Abd El Kader Ahmed Kholiedy
- Menna Tallah Mahrous Tawfik
- Mennat-Allah Molham Mohamed Ali Obia
- Mina Mikhail Morcos Botros
- Nada Ehab Mohamed El Shamy
- Nehal Ashraf Mohamed Shawki Elshorbagy
- Nehal Hossam El Din Gad El Rab Ahmed Moawad
- Noha Nabil Anwar Gawdat
- Nourhan Ahmed Gharieb Ahmed Abd El Aal
- Nourhan Ayman Mahmoud Shabaka
- Hadeer Mahmoud Sabry
- Hinar Sami Azab Soliman Azab
- Yasmeen Moustafa Hussien El Naggar
- Yasmine Moustafa Magdy Abdo Ahmed Kassem

Appendix B. GSU Professor Evaluation Sample

Academic Year: Third Year
Major: Marketing & Accounting
Course: Fundamentals of Business Communication (BCOM 3950)
Instructor: Dr Afag Fazlollahi
Number of Students answered the form: 25
Response Rate: 52%

Questions/Factors **Global Questions**	**0 is not at all** **7 is very useful**
1.	1 2 3 4 5 6 7
2. Considering both the limitations and possibilities of the subject matter and course, how would you rate the overall teaching effectiveness of this instructor?	6.1
3. Focusing now on the course content, how worthwhile was this course in comparison with others you have taken at this University?	5.5

Factors and the related items	**0 is not at all** **7 is very useful**
Factor 1: Presentation Ability	1 2 3 4 5 6 7
3. Cares about the quality of his/her teaching.	6.2
4. Has a genuine interest in students.	6
5. Is a dynamic and energetic person.	6.2
6. Has an interesting style of presentation.	5.6
7. Seems to enjoy teaching.	6
8. Is enthusiastic about his/her subject.	6.2
9. Seems to have self-confidence.	6.5
10. Varies the speed and tone of his/her voice.	5.6
Additional item:	
Factor 2: Organization/Clarity	1 2 3 4 5 6 7
11. Is well prepared.	6.3
12. Speaks in a manner that is easy to understand.	5.9
13. Explains clearly.	5.7
14. Lectures easy to outline or case discussion well organized.	5.7
15. Is careful and precise in answering questions.	6
16. Summarizes major points.	5.9
17. States objectives for each class session.	6

18. Knows if the class is understanding him/her or not.	5.7
Additional item:	
Factor 3: Grading/Assignments	1 2 3 4 5 6 7
19. Follows the plan for the course as established in the syllabus.	5.6
20. Gives assignments related to the goals of this course.	6.5
21. Explains the grading system clearly.	5
22. Is accessible to students out of class.	4.6
23. Given nature of exams and assignments, returns them quickly.	6
24. Gives assignments and exams that are reasonable in length and difficulty.	5
25. Assigns grades fairly and impartially.	5.3
Additional item:	
Factor 4: Intellectual/Scholarly	1 2 3 4 5 6 7
26. Discusses points of view other than his/her own.	5.8
27. Contrasts implications of various theories.	5.4
28. Discusses recent developments in the field.	5
29. Presents origins of ideas and concepts.	5.3
Additional item:	
Factor 5: Student Interaction	1 2 3 4 5 6 7
30. Encourages class discussion.	6.2
31. Invites criticism of own ideas.	5.5
32. Relates to students as individuals.	5.7
Additional item:	
Factor 6: Student Motivation (how well the instructor motivates the students)	1 2 3 4 5 6 7
33. Made me work harder than in most other courses.	6.3
34. Motivates me to do my best work.	6.2
35. Gives examinations requiring creative, original thinking.	5.8

Additional item:

Students Comments: Instructor:

1. Accept and Handle objections strict but in a comfortable way
2. Avery good instructor but sometimes speaks in a manner that is hard to be understood, and sometimes in a quick way.
3. Dr.Afag didn't mention that the course will be graded from the very beginning of the course. then, she later said that it will cost us 50% of our communication course grades, which wasn't exactly fair.
1. Dr Afag is a very good instructor may be the best that we have ever seen in Georgia program, I have learnt how to write professionally, she explained things that we have never heard about, I felt that college wasn't all about memorizing their was creativity a and thinking, i know that this extensive course that we took in 5 days I'll remember till my graduation
2. Language was not clear enough, pronunciation was not clear.
4. Because of the short period she had with us, the load is too high, we didn't have enough time for discussions and activities and some days we were tired and just in need for a 5 minutes break, she refused. But Overall she's professional, passionate and we had a great experience and enjoyed the time we had with her.
5. I would really like to have more courses given by her.
6. Dr. Afag is very helpful, teaching well, talking clearly, lovable, we all love her and like her subject. She tried to make us understand the subject and do our best and work hard with love to the subject and the Dr. she made us understand this subject
7. I was so inspired by her teaching skills, her sincerity, her ideas, also her remarks concerning our assignments as well as on our presentations, was a huge help to me and my colleagues on working on our styles and on figuring new ways that will help us in our future careers.
8. The doctor was very energetic and effective to us, she was pushing us to do our best and we really learnt so many things from her, she was teaching in a very simple way that all the students understand everything.
9. She inspired us and brought out the best skills and qualifications we have during this course.
10. she is not organized in her thoughts, moving from one idea to another and not organized in class

Students Comments: Course:

1. Should be covered in more than 5 days to discuss our marked assignments
2. The time of the course was so short we couldn't benefit from it perfectly.
3. Useful course but we needed more time to get along with it and to be beneficial to us.
4. The course was very useful but short one. one week was a short time for us to make the best out of the course.
5. Was useful but the time was not enough.
6. Very good, covering very important topics
7. The course is essential and very useful,
8. very useful and will benefit us much in the business world
9. The course is not easy but not difficult. she tried to make it simple for us.
10. It was very interesting course and was really useful for my future career so i really want to thank u Dr Afag for your effort because you had been so helpful to me and for all my colleagues :)
11. Very effective course
12. We need to know the grading system of this course and we also need to have a book for this course.

Appendix C. GSU Professor Trip Report Sample

Trip Report
J. Mack Robinson College of Business, Georgia State University, Atlanta

Project Title: Cairo University Georgia Program

Host Country Partner Institute: Cairo University

Your Name: Galen R. Sevcik | **Place of Travel**: Egypt

Your Department: School of Accountancy | **Dates of Travel**: March 14-24

Activity: Teaching and learning about the Cairo University Georgia program – particularly the accounting major of that program

1. **Objectives** *(Includes objectives to build capacity of AUEMBA to deliver the course in the future)*

The objectives of my visit were to:

- To teach for three days (five hours per day) in the third intermediate financial accounting course delivered in the accounting major of the Georgia Program in the English Section of the Faculty of Commerce at Cairo University. Topics covered were (1) income taxes, (2) post-retirement benefits, and (3) owners' equity.
- To work with my co-teacher in delivery the three topics and help him develop his skills to teach in this and other courses of the Georgia program.
- To observe and assess the quality of the facilities and related technologies used to deliver the Georgia program.
- To receive feedback from students regarding the strengths and areas of potential improvement in the Georgia program.
- To meet other Cairo University faculty affiliated with the Georgia program, e.g,, the dean of the faculty of commerce, Gamal Shehata (Georgia Program director), the chair of the accounting department, and other faculty teaching in the accounting, finance, and marketing majors in the Georgia progam.

2. **Summary of Activities and Observations** *(Topics and schedule of classes as well as other meetings. Also comment on interactions with Egyptian Faculty counterparts)*

- I taught on Sunday, March 17, Tuesday, March 19, and Wednesday, March 20. Each day I taught from 9:00 a.m. to noon and from 1:00 p.m. to 3:00 p.m..
- I reviewed assorted rooms in the English Section building of the Cairo University faculty of commerce.
- I met with Gamal Shehata (Georgia Program Director) each morning before class to discuss matters concerning the Georgia Program..
- On Wednesday, March 20, I attended a dinner hosted by the Dean of the faculty of commerce. Attending the dinner were the Dean, the head of the accounting department, Gamal Shehata, Hussein Atta (former director of the GSU joint MBA

program with Cairo University), and my two GSU faculty colleagues teaching a finance course and a marketing course at the same time I taught.

3. **Attendance** *(Describe participants and mention both the total number of participants and the breakup – male/female and their background and command of English)*

   - There were 11 students in the class, with approximately half of the students being male. There was considerable variance in the verbal participation across students with many students being very engaged and others being rather quiet. Of those that spoke in class, all had good to excellent English skills.

4. **Participation** *(Mention regularity of attendance and interaction with students as well as your faculty counterpart)*
   - Due to Cairo traffic, some students arrived to class late. My co-teacher attended all three class sessions and contributed to class discussions of topics.

5. **Facilities Provided** *(Computer, internet-access, overhead projector, slide projector, audio player, TV/VCR)*
   - The technology of the classroom was sufficient and equal to that of Georgia State University except for the lack of two technologies: (1) document camera and (2) a technology to video tape and record the lecture for those unable to attend class.

6. **Participants' Feedback** *(Regarding content, instruction and learning experience)*
   - I have not received feedback from the students.

7. **Accomplishments** *(Comment with respect to the objectives)*
   - I believe that my co-teacher and I were successful in delivering the course content pertaining to income taxes, post-retirement benefits, and owners' equity. I learned a great deal about the nature and quality of the Georgia program as it pertains to the accounting major. I also gained insights into the differences between the accounting major and those of finance and marketing.

8. **Interaction with USAID office and personnel**
   - I attended an event at the Marriott Hotel one night that was devoted to a large mentorship program managed by USAID. I met a USAID employee named Michael (I cannot recall his last name0 that oversees the mentorship program.

9. **Lessons Learned and Recommendations** *(Mention any obstacles encountered and degree of cooperation by the host country personnel)*
   - I did not encounter any obstacles in my time in Cairo. The degree of cooperation by Cairo University was very good.

10. **Logistics and Accommodation**
    - The accommodation at the Four Seasons – Giza hotel was excellent and very convenient to Cairo University. The transportation to and from the classroom facility was timely and of high quality.

Appendix D. CU Professor Trip Report Sample

Trip Report
J. Mack Robinson College of Business, Georgia State University, Atlanta

Project Title: Cairo University Faculty Development Program

Your Name: Rewayda Mahmoud Mohamed Tobar

Dates of Travel: 03/02/2010 – 04/30/2010

Your Department: Mathematics and Insurance Department

Activity: Lecturer of Insurance

11. Objectives *(Purpose of the trip)*

The main objective of the trip is developing the faculty members. This development could be achieved through four main aspects as follows:

1-a The subject-oriented development in Insurance and Risk management. Certainly, insurance is a global industry and its rules are the same everywhere all over the globe, but the ways of teaching these rules and basics do really differ, besides the uniqueness of each market should also have its effect on the application of such rules so as to be convenient with the local market conditions. Moreover, everyday there are new issues in insurance that anyone working in this field should be aware of.
1-b Instructional development with activities that include course and curriculum development and methods. Undoubtedly, I have experienced here various new teaching styles for different instructors, in addition to the new technology used in teaching so as to use every tool that help in giving the information to the student.
1-c Research development with activities improving academic research and communication through attending various workshops and seminars related to conducting a good research and international publishing. Furthermore, this might help in developing my research and communication skills.
1-d Services development with activities focused on collaboration. As there is no doubt that activities which is based mainly on collaboration and alliance can participate effectively in the development.

12. Summary of Activities and Observations *(Topics and schedule of classes as well as other meetings. Provide names of professors who taught the course or conducted the activity)*

Attended classes and activities from 03/03/10 to 03/31/10

- ENTERPRISE RISK MGT-- Martin F. Grace(P)
- RISK MODELING -- Shinichi Nishiyama(P)
- RISK MGT -- William R. Feldhaus(P)
- Publishing scholarly work -- Tamer Cavusgil

- IDIOSYNCRATIC RISK AND EXPECTED RETURNS IN REITs -- Dr. Alan Ziobrowski, chair, Dr. Julian Diaz, III , Dr. Paul Gallimore , Dr. Masaki Mori (International School of Japan)
- Insurance Industry mergers and acquisitions -- Tom Herget
- Getting and Managing Grants -- Bob Klein (Risk Management and Insurance), Bill Custer, (Health Administration), and Upkar Varshney (Computer Information Systems)
- Responsible conduct of research -- Prof. Lisa Lambert
- Efficient Risk Estimation via Nested Sequential Simulation -- Mark Broadie
- International coffee hour organized by AIESEC -- Tapen Sinha and Pedro Carrillo
- The evolution and impact of team diversity in online collaboration -- Yuqing (Ching) Ren
- Cash Flow Multipliers and Optimal Investment Decisions -- Eduardo Schwartz

13. <u>Accomplishments</u> *<u>(Comment with respect to the objectives)</u>*

3-a With reference to the first objective the main accomplishment could be in attending classes in my area of specialization which is Risk Management and Insurance.
3-b Concerning the second objective, I have noticed that my teaching abilities and personal skills keep on improving day after day through attending different classes and interacting with the students. I have got exposed to a diversity of teaching styles (such as using real world cases and inviting speakers from outside the university besides the traditional tools like the power point) and varieties of students' attitudes.
3-c The third objective achieved through attending seminars, workshops and proposal defense (specially on the PhD level) that could help in supporting the research development and improving the communication skills.
4-c The objective - which represents the interaction between the cultures - is mainly achieved through different cultural activities such as visiting some of the most famous attractions in Atlanta like the CNN, Jimmy Carter center and Martin L. King historic site that could participate in increasing my knowledge and learning more about the American culture.

14. <u>Feedback from mentor and faculty members</u>

There are no words could express my deep appreciation and gratitude to Prof. Bijan, not only for what he has done to the program to succeed and continue but also for his effort in planning this trip for us. Actually, we had touched this since we were in Egypt finishing our papers and proceeding in our procedures until we came here.
It was very nice from him and his wife to come to pick us from the airport to the hotel and came to our rooms to see whether they are comfortable for us or not. In addition to this, they are always asking whether or not we need anything and if everyone is ok.

On the other side, Prof. Bijan is always keeping on mentoring and guiding us in dealing with the American culture and encourages us to go and see different famous places in Atlanta as a kind of interaction with the culture. Besides, he is always acting as our guide inside the university. He is doing a lot of effort starting with bringing us an office, issuing the panther card and preparing a CD that includes the accepted courses and their outline in addition to informing us with all workshops, seminars and all other academic activities that could participate in our faculty development.

15. <u>Interaction with GSU Director and others (mentor, faculty, administrators etc)</u>

- The instructors are so welcoming to us in their classes and are always willing to answer any question and to provide any help. I asked them for sending me an email including the material they used in their lectures and most of them did.

Also, I discussed with them the issue of buying some text books from the book store to Egypt and they advised me to know the text books they are using in teaching and then to buy them from Egypt.

- I met Prof. Grace at his office and discussed with him his areas of interest in research. Besides, I told him that we are looking forward to extending the 3 track program to include a track for insurance and he told me that it will be great and that Prof. Bijan will be glad to hear that.
- I met Prof. Wang at his office. Prof. Wang from the beginning seems to be very helpful and cooperative as he always discusses with me his teaching style like for example when he made the students grade their colleagues' presentations. Besides that, his students' presentations were very interesting to me.

In addition to this, he was so interested to visit Egypt and hoped that this program will not only continue but extends to include more tracks as well.

16. <u>Lessons Learned and Recommendations</u> *<u>(Takeaways and example of what you learned in each area. Mention any obstacles encountered and degree of cooperation by the host country personnel)</u>*

<u>Examples of what I have learned in each area:</u>

1- In risk management and insurance, I learned about the role of corporate governance and the mechanisms used to align the interests of managers and shareholders. Besides, different types of hazards and how insurance can deal with them.
2- In risk modeling, I learned about a model used in pricing the bonds taking into consideration the fluctuations in the interest rate and some applications on it.
3- In enterprise risk management, I learned about different types of losses that may face any enterprise and the methods of managing the risk. Besides, the meaning of derivatives and the difference between calls and options.

- Regarding the obstacles, no obstacles faced me, everyone is willing to help and cooperate.

17. <u>Academic Activities</u>

Day	Date	Time	Activity
Friday	03/05/10	12:00pm-01:15pm	attended a seminar on Publishing scholarly work
Thursday	03/18/10	09:00am-10:30am	attended the PhD dissertation proposal defense
Monday	03/22/10	08:00am-09:30am	attended a meeting with Dean Huss, the USAID and HED representatives in order to discuss issues related to the joint 3-track program in Business and the faculty development
Monday	03/22/10	04:30pm-07:00pm	attended a seminar on Insurance Industry mergers and acquisitions
Wednesday	03/24/10	12:00pm-01:30pm	attended a workshop on Getting and Managing Grants
Thursday	04/01/10	12:00pm-06:00pm	Attended a seminar on responsible conduct of research
Friday	04/02/10	10:30am-12:00pm	Attended a seminar on Efficient Risk Estimation via Nested Sequential Simulation
Monday	04/05/10	11:30am-01:00pm	Attended an International coffee hour organized

			by AIESEC
Monday	04/12/10	04:00pm-04:15pm	Met Prof. Grace at his office
Friday	04/16/10	10:00am-11:45am	Attended a seminar on the evolution and impact of team diversity in online collaboration
Thursday	04/22/10	11:00am-11:45am	Met Prof. Wang at his office
Friday	04/23/10	10:30am-12:00pm	Attended a seminar on Cash Flow Multipliers and Optimal Investment Decisions
Monday	04/26/10	04:30pm-07:00pm	Attended Prof. Wang class and he invited me to give a word to the students during the lecture.

18. <u>Cultural Activities</u>

Day	Date	Time	Activity
Saturday	03/13/10	12:00pm-02:30pm	Attended Saint Patrick's Day parade and festival
Tuesday	03/23/10	09:00pm-10:30pm	Invited by Mrs. Fazlollahi to tea
Sunday	03/28/10	02:00pm-08:30pm	Invited by Dr Beth H. Johnston to the cinema and to dinner at Murphy's restaurant
Tuesday	03/30/10	03:00pm-04:00pm	Went on a tour to the CNN center
Tuesday	03/30/10	04:00pm-05:30pm	Visited the Centennial Olympic park
Wednesday	03/31/10	03:00pm-06:00pm	Visited the world of Coca Cola
Friday	04/02/10	01:30pm-06:00pm	Visited the Aquarium
Saturday	04/03/10	11:30am-06:30pm	Visited the Zoo Atlanta
Sunday	04/04/10	02:30pm-06:30pm	Visited the Fernbank Museum of Natural History
Tuesday	04/06/10	02:30pm-04:00pm	Visited the High Museum of Arts
Friday	04/09/10	02:30pm-04:30	Visited Jimmy Carter Presidential Center
Sunday	04/11/10	11:00am-01:30pm	Visited Martin L. King National Historic Site
		02:00pm-06:00pm	Visited the Atlanta Botanical Garden
Sunday	04/25/10	01:00pm-09:30pm	Visited the Stone Mountain

19. <u>Logistics and Accommodation</u> *<u>(Comment on your stay and travel)</u>*

The hotel accommodation is comfortable and the people are so helpful and friendly. Everything is great regarding the stay and the travel. Besides, the hotel is so close to the college which makes things easier for me.

20. <u>General Notes for other travelers to USA</u> *<u>(Things that you learned while in US, word of advice, things to do etc)</u>*

- The GSU is full of activities that could benefit anyone who wants to develop and improve his personal and teaching abilities as well as his career, so, my advice is not to waste your time and try to benefit from every moment you spend here.
- You should be able to understand that you have got a great chance by travelling to this country. Besides the benefits of traveling that people has from traveling anywhere, this country's culture and environment add a lot to these benefits and that is what you should know before coming here and try to make good use of this chance.

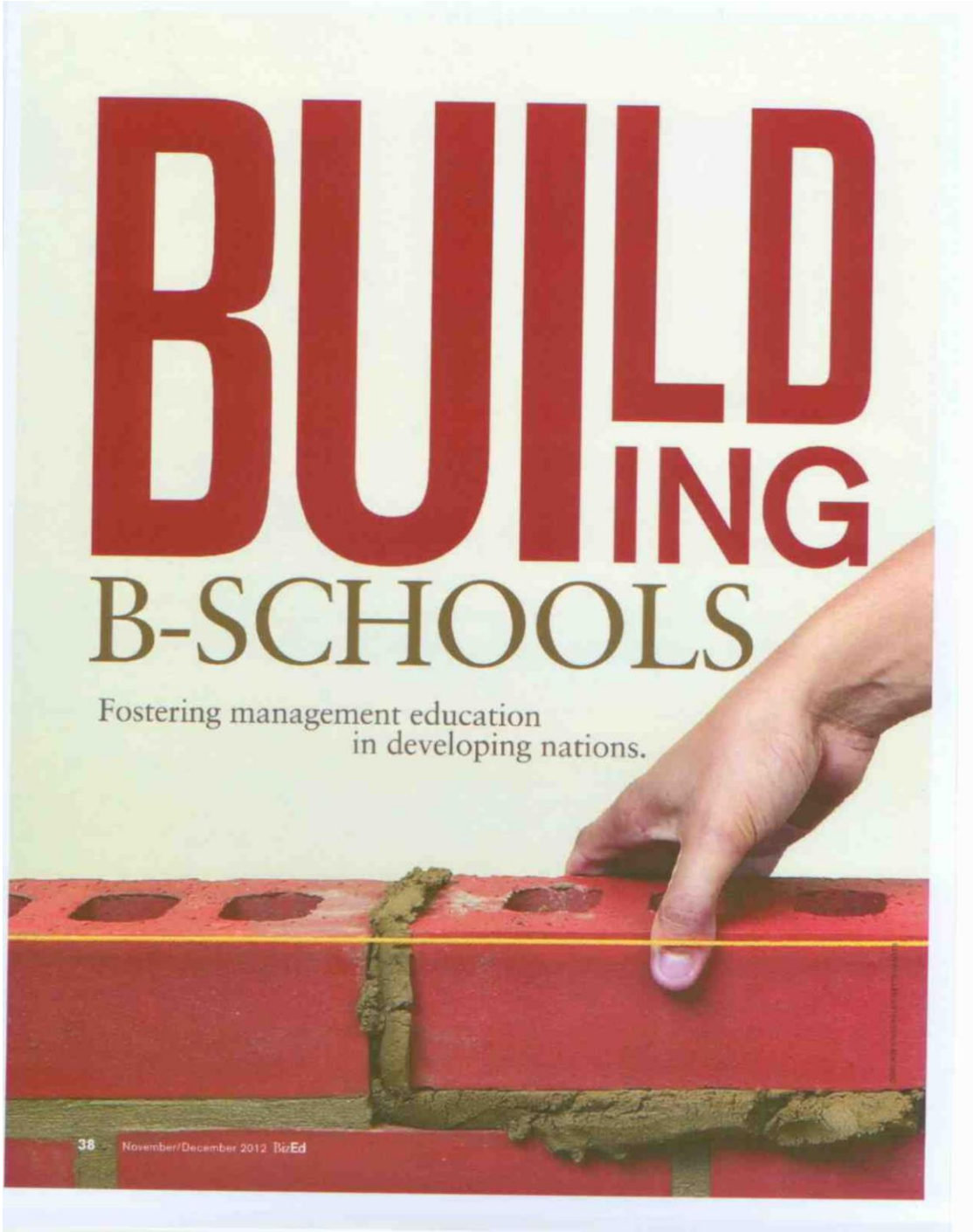
21. Additional Notes and Attachments

- The most beneficial time for me is that time which I had spent in the academic activities. Particularly, attending seminars and workshops that are related closely to the purpose of being here which is the faculty development. Furthermore, attending a speech from the beginning to the end helps in clarifying the idea and the objective of the speaker and makes you maximize your benefit.
- Attending the classes in spite of being very beneficial in the exposure to different teaching styles, but the problem is that we had come in the middle of the semester and this is the main reason behind not attending some of the courses as the discussion mainly depends on cases either discussed during the beginning of the semester or related to local problems facing the American companies and discussed by the instructor earlier in the semester.
- In addition to this, I had reduced my classes because I had not been accepted in two of them and another undergraduate course was too easy to attend. Moreover, I was accepted in one of the courses after being here for a month and it has the same title for another course I have already attended. Another reason is that there was a contradiction in the time of the courses.
- Besides, I'd rather prefer to find an academic activity or going to the library instead of attending a course that I couldn't understand because the instructor is always pointing to the cases or topics he had discussed earlier.

Finally, I would like to thank everyone who is working on achieving the success and continuity of this program, especially Dean Huss and Prof. Bijan.

Appendix E. Published Articles

BizEd Nov-Dec 2012 article on Azerbaijan, Georgia, Egypt



BUILDING B-SCHOOLS

Fostering management education in developing nations.

38 November/December 2012 BizEd

BY SHARON SHINN

The changing face of global business is reflected in the changing state of global management education. Students around the world have an increasing number of options for where and how to attend school, whether they participate in online programs or enroll at the campus just down the street.

Choices often have been narrower for students in emerging nations, but that is beginning to change. Today, more Westernized universities are setting up satellite programs in BRIC countries, as well as Africa, Indonesia, and Latin America. But another trend could have an even more profound effect on global management education: the founding of self-sustaining degree-granting programs in countries ranging from China to Mexico to Kenya.

These programs are tailored to the economic realities of the region in terms of both content and structure. They are also, many times, created through partnerships between three interested entities: local governments, local businesses, and Western universities. Two international schools—IESE Business School of the University of Navarra in Barcelona, Spain, and Georgia State University in Atlanta in the U.S.—have spent more than a decade helping bring management education to emerging economies and those programs are still going strong today.

In other parts of the world, local universities are responding to the critical needs of their regions. That's what happened when The American University of Cairo launched the right program at the right time. Like IESE and Georgia State, AUC is using business education to make a difference.

Developing Schools in Developing Nations

BY BIJAN FAZLOLLAHI

I've been interested in bringing business education to developing economies since I first visited Azerbaijan in1992. During the 1990s and 2000s, I spearheaded initiatives developed by Georgia State University's Robinson College of Business to launch degree-granting business programs at three universities in two countries: Khazar University and the Azerbaijan State Oil Academy in Baku, Azerbaijan; and Caucasus University in Tbilisi, Georgia. (See "The Dimensions of Peace," *BizEd*, May/June 2006, page 24.)

Within the past few years, with the strong support of dean Fenwick Huss, the school has added three more collaborations: Azerbaijan University in Baku, and Alexandria University and Cairo University in Egypt. With each new school we've had to learn new cultures, new customs, new students, and new bureaucratic regulations. But even though the institutions themselves have been very different, the objectives have been the same: to help the schools develop capacity in their business programs so that they would become academically and financially sustainable. The role of GSU/RCB has been to provide technical advice and training that would develop the faculty, the administration, and the curriculum at the partner school.

Much to Learn

Launching a business school in a developing nation is a significantly different enterprise from developing a curriculum at a Westernized school, and we have learned some crucial lessons over the years.

The most critical lesson is that we must teach classroom content that is tailored to the unique level of economic development found in each country. For instance, both Azerbaijan and Georgia were part of the former USSR, but they're not only different from the U.S., they're different from each other. While they're both small countries, Azerbaijan is more focused on the oil industry, and that's where we assume most students will end up working; it also features many related large conglomerates. On the other hand, Georgia supports small and medium-sized businesses; it fosters many entrepreneurs and offers a friendlier climate for doing business. It's essential that professors teaching classes in these countries use cases that reflect issues that are important to the local economies.

A marketing professor from Georgia, who has also taught in Atlanta, has determined that his students become more engaged when he presents cases featuring well-established brands, because students are familiar with the companies and consider their issues relevant to the realities of Georgia. American faculty teaching Georgian students about international business have used a case about Chilean companies entering emerging markets. They adapt the case to feature Georgian companies, which allows the students to visualize how exports from their country might fare in growing markets.

By contrast, when business professors are teaching in Egypt, they must always be aware of the fact that the society is highly Islamic. They must be cognizant of cultural taboos when conducting classroom discussions, they must understand how the culture and the media differ from their Western counterparts.

For instance, Egyptians generally have a lower level of risk tolerance than Americans. Therefore, a course on portfolio management would cover risk in a different fashion than it would be covered in a U.S. classroom. The class would also take into account the degree to which wealthy Egyptian investors feel constrained by the realities of Islamic finance.

In both Egypt and Georgia, marketing classes must be substantially different than they are in America. For instance, most U.S. classes on marketing assume that advertising affects consumer behavior. But in these countries, word of mouth is more influential, so advertising is not emphasized as much.

When teaching any of these courses, American professors

The first students graduate from the BBA program at Azerbaijan University in spring 2012.

should use local cases or cases that can be adapted to local realities. They also must make sure cases are presented simply and clearly—particularly if they're teaching undergraduates, who typically have little work experience.

Sometimes professors can write new cases based on businesses in developing countries, but I think it's unrealistic to expect visiting American professors to understand the culture well enough to produce many of these. Some local faculty are enthusiastic about putting their knowledge to work by developing cases of their own, and GSU has provided classes that train them on researching, writing, and publishing cases.

However, to date there has not been a voluminous production of cases. Many professors in emerging economies must teach at several universities in order to earn adequate salaries, so they have little time left over to do academic research. In addition, it's rare for them to receive incentives such as reduced courseloads that would enable them to devote time to scholarly pursuits. Therefore, producing and teaching local cases remains an ongoing challenge.

More Lessons

When American professors are teaching in developing countries, not only do they need to modify their classroom content, they need to modify their teaching styles. For one thing, not all students are fluent in English, so professors must be careful not to use colloquialisms or ethnocentric examples. They also must be aware that the students with the best command of the language are likely to participate most actively in class discussion, so teachers have to seek ways to engage the rest of the students in the class as well.

Because it's almost impossible for a visiting professor to wholly assimilate into the new culture, I believe American faculty should always be accompanied by teachers from the host country. Local faculty can explain cultural differences to visiting professors, and they can find ways to get key points across to students in ways the students will understand.

While many American faculty are keen to bring change to the educational systems in developing nations, the entrenched bureaucracy in some of the public universities makes true reform very difficult. Egypt's educational system is long overdue for a change, and I've seen signs that the old top-down approach is giving way to a new student-centered system. However, the old system is currently in place and we must follow its norms. We must pay close attention to the differences in societies to make certain the processes we want to put in place will suit the cultural framework of the country we're in.

A Multitude of Benefits

Even though there are plenty of challenges, I believe it's important for Western schools to help establish business programs in emerging economies, because such programs spur the development of these societies. The schools help train a competent managerial workforce that can function in the global economy, and in turn this leads to jobs, economic growth, and a higher standard of living.

To find evidence of the impact we've had by training this generation of managers, I look at the work positions that some of these schools' graduates have secured. For instance, in 2008 we celebrated the tenth anniversary of the Azerbaijan State Oil Academy's MBA program, which has produced more than 500 MBAs. Many of the alumni hold positions in the oil industry; many have become entrepreneurs. One graduate is now the head of the board of directors of a multimillion dollar holding company engaged in international finance and real estate.

These are tangible benefits, but I believe our collaborations result in even more benefits that extend beyond the countries where the schools are located. For instance,

Students prepare to attend classes at the Cairo University Faculty of Commerce.

in the broadest sense, when U.S. schools facilitate business education in developing countries, they contribute to America's goals of promoting the market economy and democracy throughout the world.

On a more micro level, when the Robinson College partners with schools in developing nations, it helps Georgia State reach its objectives of globalizing the university. First, these partnerships give GSU faculty the chance to teach in other countries. Second, the partnerships result in students from developing nations coming to our Atlanta campus, and their presence promotes the internationalization of American students. Third, when visiting faculty from these partner schools teach at GSU, our students are exposed to worldviews that are dramatically different from their own.

Because of our relationship with two schools in Egypt, members of our faculty who had never worked in an Islamic environment have had a chance to develop a deeper understanding of Islamic culture. They have also made their classrooms richer by incorporating their greater knowledge of countries in the Middle East and North Africa.

Our partnerships have also led us to develop joint programs with some of these schools, including student exchange programs. In addition, we have worked with Caucasus University to establish a 2+2 BBA program in which students study two years in their home country; they then have the option to study for two years at GSU and obtain a U.S. degree as well as one from their home university.

Objectives Achieved

Many schools from Westernized countries are interested in pursuing educational ventures in emerging economies, which sometimes leads them to set up satellite campuses of their own universities in parts of the developing world. However, only a small percentage of the rich members of a local population can afford the tuition to attend a branch of a U.S. university.

If a school wants to build sustainable institutions that help the people of other countries over the long term, I believe it should build local capacity to deliver quality education at an affordable price. That's been our goal at GSU, and I believe we've achieved our objectives with these six universities. All of the programs we helped establish are still in place, and we continue working with them even through their own growth and major changes.

For instance, when we launched the first three programs, economic development was slow in those regions, but today the situation in Azerbaijan has drastically improved due to a newly exploited wealth. We have also seen the privatization of Caucasus University, which previously was owned by Tbilisi State University and Georgia Technical University. In our ongoing partnership with that school, we have helped establish BBA and MBA programs there, and this year we will finalize a PhD program—which we believe will be the only American-style business PhD in the former Soviet Union.

We also remain involved with Khazar University, which is still following the format of the programs we started there. Whenever asked, we provide assistance regarding curriculum updates and other issues, and I visit the president and faculty of the school whenever I'm in Baku.

The newest schools in our partnership are also thriving: Azerbaijan University has established BBA and MBA programs, Cairo University has instituted a three-track BBA program, and Alexandria University has established an EMBA program. In these three programs, the first cohorts have reached the graduation stage, and the first graduation ceremonies were held in 2012.

The success of these programs truly illustrates the power of management education. At GSU, we want to show business leaders around the world how to build businesses that operate in a market economy, because we believe this promotes global trade and investment and contributes to peace among nations.

Bijan Fazlollahi is a professor at Georgia State University's Robinson College of Business in Atlanta. He is also the director of the school's Center for Business Development in Transitional Economics. More information about GSU's partnerships with other schools can be found at robinson.gsu.edu/cbdte/.

Appendix F. Project Website

Cairo University BBA Project Website:

http://www2.gsu.edu/~wwwcai/

Appendix G. Partnership Profile

Georgia State University and Cairo University formed a strategic partnership to address the program development needs of the Faculty of Commerce of Cairo University and further the international strategic interests of both universities. The focus of the original partnership was Business Education and the execution of Private Sector Alignment Project (BEPSA). The primary objectives of the BEPSA project at the start included: (1) improve the quality and market appropriateness of business education by introducing professional certification standards into the curriculum and by updating the curriculum generally; (2) facilitate faculty development; and (3) assist CU in developing mutually beneficial working relationships with the private sector and professional associations.

The original mission of BEPSA changed in 2008 and the new dean requested the establishment of a world-class four year undergraduate BBA program in three tracks. RCB/GSU was asked to design, develop and implement programs of study in Finance, Marketing and Accounting. The collaboration was to result in improvement in curriculum, faculty and administrative development, program sustainability through establishment of relationship with private sector and earning of their support. The development of four year degree program in three tracks substantially expanded the activities from developing a limited number of modules for professional certificate training to developing a new school. The faculty development increased substantially by including a larger number of exchanges plus exchanges in the Marketing and finance areas.

The revised and expanded BEPSA project directly contributed to the realization of USAID's educational strategy which seeks to enhance the capacity of higher education to contribute to development and to USAID-Egypt's strategic goal to develop "a globally competitive economy benefiting Egyptians equally." More particularly, the project is in line with Mission Strategic objective 16: Environment for trade & investment – to the extent that it builds capacity in the Faculty of Commerce to train sectors of the workforce for jobs created through financial sector reform and economic liberalization.

At the completion of this project the University of Cairo has added a new English language four year undergraduate program in business with a modern curriculum and faculty trained in modern teaching methods. There are almost 500 students in the program with about 120 graduating every year as envisioned at the start of the project.

USAID
FROM THE AMERICAN PEOPLE

HED
Higher Education for Development

U.S.-Haiti Higher Education Partnership Program

Associate Cooperative Agreement
No. 521-A-00-07-00006-00
under
Leadership with Associates Award Cooperative
Agreement No. AEG-A-00-05-00007-00

FINAL REPORT
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- **Ecole Supérieure d'Infotronique d'Haitï (ESIH)** partnership director Patrick Attié and partnership coordinator Marlène Sam.

- The **Faculté d'Agronomie et de Médécine Vétérinaire (FAMV) of the State University of Haiti** team, including Nicolas Carvil, Audalbert Bien-aime, and Blaise Jacques.

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List of Acronyms

ACE	American Council on Education
DQA	Data Quality Assessment
ESIH	Ecole Supérieure d'Infomatique d'Haïti
ETS	Educational Testing Services
FAMV	Faculté d'Agronomie et de Médécine Vétérinaire
HED	Higher Education for Development
INAGHEI	National Institute of Administration, Management and International Studies
MoHE	Ministry of Higher Education
MoU	Memorandum of Understanding
MSSU	Missouri Southern State University
OIRED	Office of International Research, Education, and Development
PMP	Performance Management Plan
RFA	Request for Applications
UEH	Université d'Etat d'Haïti
UFL	University of Florida
UMB	University of Massachusetts, Boston
UniQ	Université Quisqueya
USAID/ED	United States Agency for International Development's Office of Education (now USAID/E3)
VT	Virginia Polytechnic Institute and State University

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Executive Summary

Recognizing the asymmetries between the higher education systems in Haiti and the United States as barriers to the development of Haiti, USAID/Haiti initiated an Associate Cooperative Agreement with the American Council on Education (ACE)/Higher Education for Development (HED) in June 2007. Using an innovative approach to increasing the communication between the two systems, building institutional capacity, promoting faculty development, and supporting the introduction of English language instruction in higher education, USAID/Haiti established four partnerships between colleges and universities in the United States and higher education institutions in Haiti. The goal of the U.S.-Haiti Higher Education Partnership Program was to increase the capacity of higher education institutions in Haiti to provide the human and institutional resources needed for economic growth and social prosperity.

Through the creation and strengthening of partnerships between Haitian and U.S. higher education institutions, the U.S.-Haiti Higher Education Partnership Program contributed to economic growth and employment in Haiti by training university students and strengthening the capacity of selected Haitian universities to deliver quality undergraduate degree programs in fields in high demand in the Haitian economy: accounting and finance, agribusiness, business administration, and computer science.

Understanding the acute need for skilled accountants and computer scientists in Haiti, USAID/Haiti took a chance and provided funding for two of the partnerships to offer the opportunity for disadvantaged Haitian students to complete their bachelor's degree in the United States after at least two years of study at Haitian universities. This investment in the degree completion of the undergraduate students paid off, and the partnerships resulted in a trained cadre of skilled accountants, and computer scientists, and educators for Haiti's workforce, a much needed resource in order to strengthen Haiti's formal and private sector growth.

On January 12, 2010, the Haitian people experienced a major devastating loss when a massive earthquake struck the county. All four partnering higher education institutions in Haiti suffered extensive structural damage. Only halfway through implementation, USAID/Haiti, HED and its partners quickly responded to the disaster, adjusting planning and establishing immediate priorities to best help the Haitian higher education community. In spite of the disruptions to work plans and the need for the Haitian partner institutions to focus on rebuilding their physical and administrative structures, the four partnerships were able to achieve significant results.

Major results of the U.S.-Haiti Higher Education Partnership Program included:

1. The development and modernization of curricula and degree programs at the four Haitian higher education institutions.
2. The introduction of online course delivery methods and technologies.
3. The establishment of faculty and student mentoring opportunities and internships, as well as degree completion programs in the United States.

4. The implementation of faculty exchanges and faculty development workshops to improve the quality of instruction in the classroom.
5. The development of systems to strengthen Haitian university management and governance.

This report highlights the results and associated activities of the four higher education partnerships implemented under the Associate Cooperative Agreement.

Background

When the U.S.-Haiti Higher Education Partnership Program was launched in 2008, Haiti's net university enrollment was less than 1%, the lowest in the Western Hemisphere. Once a world class institution, the State University of Haiti (UEH) had been in decline for many years. Overall, universities, especially the UEH, were suffering from lack of adequate facilities and human resources for the higher education system to adequately prepare large numbers of Haiti's youth to contribute to the country's development. Some of the challenges facing Haiti's higher education system included:

- Human and material resources: The percentage of full-time faculty was small relative to the number of part-time faculty. Most faculty members had to teach at several institutions in order to earn a living wage.
- Administration of universities: The Université d'Etat d'Haïti (UEH) was a collection of eleven autonomous faculties. The Rector was appointed by the Minister of Education, while the deans of the faculties were elected by faculty and students. A lack of defined accountability systems placed an enormous strain on the administration of UEH, and political sensitivities and the autonomous faculties served to challenge the administration further.
- Low rates of degree completion: The low rates of university enrollment were further compounded by the fact that there were high rates of enrolled university students who were not completing their degree programs. Many factors contributed to this phenomenon: the lack of qualified faculty to teach required courses; the lack of libraries and low access to research materials necessary for writing final theses, exacerbating the time it takes to write a thesis; and lack of funds to pay for university education.

For Haiti to achieve its development goals, the nation must strengthen the capacity of its higher education to create a professional workforce that has the skills necessary to lead the development of the country and its economy. The U.S.-Haiti Higher Education Partnership Program was launched to help close these gaps by creating four higher education partnerships between Haitian and U.S. higher education institutions that would build the capacity of the Haitian higher education institutions and enable them to deliver quality degree programs while training students in fields that address Haiti's urgent development needs: accounting and finance, agribusiness, business administration, and computer science.

Overall Impact

In addition to keeping up with the classroom instruction needs of a growing university population, Haitian higher education continues to combat the issue of unemployed graduates resulting, in part, from inadequate job skills preparation prior to graduation. In spite of the large number of unemployed university graduates, private sector employers o ften report difficulty identifying young Haitians who can demonstrate the skills and knowledge needed for workplace success. For Haiti to achieve its development goals, the nation must strengthen the capacity of its higher education institutions so that it can create a professional workforce that is prepared to contribute to the country and its economy. Curricular and pedagogical changes made through the U.S.-Haiti Higher Education Partnership Program have helped to increase the level of preparedness that Haitian students have when they graduate from their institution and contributed to training a cadre of skilled accountants, business managers, agribusiness entrepreneurs, and computer scientists.

In spite of a number of serious challenges facing the U.S.-Haiti Higher Education Partnership Program, including an already severely under-resourced university system devastated by the January 2010 earthquake, the four partnerships boosted academic programs, established new degrees, and strengthened the teaching capacity of faculty and the learning outcomes of students. The program successfully developed and modernized curricula and degree programs at the four Haitian higher education institutions, introduced online course delivery methods and technologies, and established faculty and student mentoring opportunities and internships. The U.S.-Haiti Higher Education Partnership Program also sponsored degree completion programs in the United States for 12 disadvantaged Haitian youths and implemented numerous faculty exchanges and faculty development workshops to improve the quality of instruction in the classroom.

Although the program has come to an end, its impact will last for many years to come. The lives of countless individuals have been touched, communities have been strengthened, curricula have been enhanced, and future business managers, agribusiness entrepreneurs, accountants, and computer scientists have been trained. The formal and informal relationships and linkages between the partner institutions and their faculty and administrator also will continue to flourish for years to come.

The U.S.-Haiti Higher Education Partnerships Program also had a number of lessons learned that can help inform the implementation of future successful partnerships between U.S. and Haitian higher education institutions. These lessons learned are shared at the end of this report.

Associate Cooperative Agreement Goal, Objectives, and Milestones

Goal and Objectives

The goal of the U.S.-Haiti Higher Education Partnership Program was to increase the capacity of higher education institutions in Haiti to provide the human and institutional resources needed for economic growth and social prosperity. Through the creation and strengthening of partnerships between Haitian and U.S. higher education institutions, the U.S.-Haiti Higher Education Partnership Program sought to contribute to economic growth and employment in Haiti by training university students in fields in high demand in the Haitian economy and by strengthening the capacity of selected Haitian universities to deliver quality degree programs.

The U.S.-Haiti Higher Education Partnership Program established four partnerships between colleges and universities in the United States and higher education institutions in Haiti identified by USAID/Haiti. Two of the partnerships offered the opportunity for disadvantaged Haitian students to complete their bachelor's degree in the United States after at least two years of study at Haitian universities. All four partnerships focused on strengthening Haitian universities' capacity to offer degree programs at the undergraduate level in selected fields of study.

The following two objectives were specifically defined to achieve the goal of the U.S.-Haiti Higher Education Partnership Program, as delineated in the Associate Cooperative Agreement between USAID/Haiti and ACE/HED:

1) To develop partnerships in selected fields (accounting and computer science) which strengthen the quality of instruction at the Haitian institution and also provide the opportunity for selected students to complete their degree programs in the United States; and

2) To improve the quality of university instruction in selected fields (business administration and agribusiness).

Planned Partnership Results and Milestones

Under the Associate Cooperative Agreement, USAID/Haiti and ACE/HED agreed to a set of milestones toward the successful completion of program objectives related to the launch and implementation and management of the higher education partnerships. The first set of milestones ensured a transparent and fair competition for the selection of the most qualified U.S. higher education institutions to serve as the U.S. lead for each partnership among applications. The second set of milestones reflected progress toward the human and institutional capacity building objectives of the implementation phase, including the management of the partnership sub-cooperative agreements.

Milestones: RFA and Selection of U.S. Partners

As the result of initial meetings with HED, USAID/Haiti identified four Haitian higher education institutions that had the capacity to benefit the most from partnerships with universities in the United States in fields that were seen as key to Haiti's future economic development: agribusiness, accounting, business administration, and computer science. The four Haitian institutions were: State University of Haiti's Institut National d'Administration, de Gestion, et des Hautes Etudes Internationales (business administration); State University of Haiti's Faculté d'Agronomie et de Médédine Vétérinaire (agribusiness); Université Qusiqueya; and Ecole Supérieure d'Infotronique d'Haïti (computer science).

Once the Agreement of Cooperation between USAID/Haiti and ACE/HED had been signed and executed, HED staff member Marilyn Crane traveled to Haiti to conduct RFA design and develop statements of institutional capacity and needs with help from a local consultant. The RFA design team consulted heavily with senior administrators and faculty at all four Haitian institutions of higher education and with the economic growth and education teams at USAID/Haiti.

At the time, most U.S. higher education institutions did not have experience working in Haiti and were not familiar with the organization and management of the Haiti's system. This inexperience was further exacerbated by the differences between the languages of instruction. To help bridge this gap and strengthen the quality and relevance of applications, host country institutions were involved in creating institutional capacity statements to be included an RFA for the first time. Another unique feature of the design was the RFA's requirement to involve Haitian diaspora faculty and staff in the United States as a part of the proposed implementation team. The inclusion of Haitian diaspora helped strengthened the partnerships ultimately selected and bridge the cultural and linguistic differences between the systems.

In collaboration with USAID/Haiti, HED organized an open competition for the selection of U.S. partner(s) to receive awards to establish the four partnerships. In June 2007, HED released a Request for Applications (RFA) with a September 24, 2007 deadline. The announcement was sent to more than 12,000 faculty members, the six major U.S. higher education associations for distribution to their members, numerous academic networks, and the nation's top 25 business schools.

HED also conducted its first online information session on July 19, 2007, in which interested applicants could submit questions concerning the RFA to representatives of the four Haitian partner institutions, USAID/Haiti, and HED through a web-based forum. In spite of the technical difficulties of connecting to Haiti via Internet and telephone at that time, HED and USAID had a robust response to this information session. Questions and answers from this session were posted to the Frequently Asked Questions section of the RFA.

HED received 5 applications in response to the RFA, convened 3 peer review panels the week of October 22-26, 2007, and forwarded memoranda putting forth the peer review committee's

recommendations to USAID/Haiti. In the area of agribusiness, the University of Florida was selected to partner with the Faculté d'Agronomie et de Médécine Vétérinaire of the State University, the University of Massachusetts, Boston was selected to partner with the Institut National d'Administration, de Gestion, et des Hautes Etudes Internationales of the State University of Haiti in the area of business administration, and the Virginia Polytechnic Institute and State University was selected to partner with the Ecole Supérieure d'Infotronique d'Haïti in the area of computer science.

Due to inadequate response to the initial RFA for a partnership with the Université Quisqueya, HED and USAID/Haiti issued a revised RFA on December 11, 2007, focusing only on that institution. The second RFA expanded the partnership scope to include finance. The announcement was sent to more than 12,000 faculty members, the six major U.S. higher education associations (for distribution to their members), and numerous relevant academic networks. In response to the second RFA, HED received 4 applications and held a peer review panel on March 18, 2008. On March 19, 2008, HED submitted a memorandum putting forth the recommendations of the peer review panel for the re-issue of the accounting and finance RFA, and Missouri Southern State University was selected to partner with the Université Quisqueya.

Table 1
REQUEST FOR APPLICATIONS TIMELINE

Haiti **U.S. Higher Education Partnership Program**	
Release RFA	July 2, 2007
Online Information Session	July 19, 2007
Applications due	September 24, 2007
Peer Review Meetings	October 22, 2007: Agribusiness October 24, 2007: Computer Science October 26, 2007: Business Administration
Number of panels	3
Number of applications	5
Accounting Reissue Date	December 11, 2007
Deadline	February 26, 2008
Peer Review Meeting	March 18, 2008
Number of panels	1
Number of applications	4

List of University Sub-partners

Haiti 1: Ecole Supérieure d'Infotronique d'Haïti (ESIH)/Virginia Polytechnic Institute and State University: *Partnership to Strengthen Computer Science Capabilities at ESIH*
Award Amount: $621,685
Scale-Up Award: $300,000
Period of Performance: March 2008 – June 30, 2012
The partnership focused on strengthening the computer science program at ESIH by providing key training, mentoring, and collaboration opportunities for ESIH faculty and by training promising young Haitian computer scientists at the undergraduate and graduate levels.

Haiti 2: State University of Haiti-National Institute of Administration, Management and International Studies (INAGHEI)/University of Massachusetts, Boston: *Partnership to Strengthen INAGHEI's Business Administration Program*
Award Amount: $521,167
Period of Performance: July 2008 – May 15, 2013
The partners collaborated to revise INAGHEI's business administration curriculum to include a sequence of courses designed to train students for the business world.

Haiti 3: State University of Haiti- Faculté d'Agronomie et de Médicine Vétérinaire (FAMV)/University of Florida: *Partnership to Deliver High-Quality Academic Programs in Agribusiness*
Award Amount: $297,433
Period of Performance: March 2008 – August 30, 2012
The partnership created an agribusiness curriculum that can be readily adjusted for use in extension short courses, certification programs, and other outreach activities to reach women and other stakeholders.

Haiti 4: Université Quisqueya (UniQ)/Missouri Southern State University: *Partnership to Create Opportunities for Undergraduates in Finance and Accounting*
Award Amount: $551,986
Period of Performance: July 2008–June 30, 2011
The partnership focused on strengthening UniQ's undergraduate degree program in finance and accounting and offered an opportunity for students from economically disadvantaged backgrounds to complete their baccalaureate degrees in accounting and finance at MSSU.

HED Management of Sub-Cooperative Agreements

Once HED received concurrence from USAID/Haiti regarding the award winners, HED began negotiating and executing sub-agreements of cooperation between the U.S. higher education institutions and the American Council on Education/Higher Education for Development (ACE/HED). HED also announced the awards for the partnerships, issued press releases, and conducted post-signing teleconferences with all four sub-awardees. On June 6, 2008, USAID/Haiti approved a modification to the Associate Cooperative Agreement extending the

completion date of the Agreement from its original end date of September 30, 2010 to December 31, 2011, to allow the partnerships a full three years to complete activities.

In November 2008, HED conducted a partners meeting at the Haitian Studies Association's annual meeting. This was the first time that representatives from all four U.S. and all four Haitian institutions met together at one time. Discussion focused on ensuring accurate reporting to USAID, complying with USAID's marking and branding requirements, promoting collaboration and communication between and among partnerships, and increasing the program's impact in Haiti.

HED convened a roundtable at the Haitian Studies Association's annual meeting titled, "US-Haiti Higher Education Partnership Program: Increasing Haiti's Higher Education Capacity to Meet Human Resources and Development Needs." Hervé Jean-Charles chaired the roundtable, and representatives from the four partnerships discussed the objectives for each partnership, challenges the Haitian institutions are facing, and strategies to address these challenges.

The following co-branded logo for the U.S.-Haiti Higher Education Partnership Program was developed in collaboration with USAID/Haiti.

HED also regularly communicated with partners to discuss implementation of the partnerships, issued press releases and success stories about the partnerships, conducted site visits to VT in July 2008 and April 2009, worked with partners to facilitate the visa process through TraiNet, developed a Performance Monitoring Plan (PMP) for USAID/Haiti, responded to requests from USAID/Haiti for financial and programmatic information, completed a Data Quality Assessment with USAID/Haiti, and submitted annual targets and results for the four active partnerships.

January 2010 Earthquake and HED's Response

As a result of the January 12, 2010, earthquake, the Haitian people suffered great loss. Included in this loss was a higher education system that officials were desperately seeking to rebuild. Many of the country's higher education institutions were located in and around Port-au-Prince and were crumbling or destroyed. All four partnering higher education institutions in Haiti suffered structural damage of varying degrees, with UniQ and ESIH receiving the most damage. HED and its partners quickly responded to the disaster, adjusting planning and establishing immediate priorities to best help the Haitian higher education community.

Immediately following the earthquake, HED began disseminating information on the quake's impact on higher education institutions. HED also conducted a series of partner teleconferences; participated in calls and meetings with USAID's sub-taskforce on higher education; attended a Sustainable Haiti Conference in Miami; participated in calls and meetings with the Board for International Food and Agricultural Development (BIFAD); and began discussions with representatives from USAID, U.S. Department of State, U.S. Department of

Defense, and the U.S. higher education associations and universities about how best to respond to the quake destruction.

HED worked with the four partnerships to develop post-quake implementation plans and strategies and to modify and adapt their work plans, conducted partner teleconferences to facilitate program implementation, and cooperated with USAID/Haiti, VT, MSSU, and other stakeholders to develop strategies for the 12 undergraduate Haitians scheduled to graduate in May and December 2010.

HED also collaborated with USAID/Haiti to extend the completion date of the Associate Cooperative Agreement from December 31, 2011 to September 30, 2012; modify the Associate Cooperative Agreement program description to include graduate studies in computer science for the five undergraduate students at VT; and extend the program activity completion dates for 2 partnerships. HED revised its Performance Management Plan (PMP) a second time and submitted updated annual implementation plans for all four partnerships to USAID/Haiti.

In October 2010, HED staff member Marilyn Crane and HED Advisory Board Representative Arlene Jackson visited Haiti to meet with USAID/Haiti and representatives from the four partnerships to discuss post-quake progress and adjustments in their implementation plans and strategies. During the course of the meetings with the Haitian partner institutions, the leadership from all four partnerships expressed firm commitment to realizing partnership goals and activities. The Haitian partners also noted that they viewed their existing linkages with their U.S. counterparts as being critical to the leveraging of resources and knowledge essential for reconstruction. The four partnerships were at varying levels of engagement and collaboration, with communication between MSSU and UniQ being almost non-existent. At a meeting with UniQ, the Dean appointed new partnership leadership, who were located on the ground in Haiti, which immediately improved the communication problem.

As part of the visit, Marilyn Crane and Arlene Jackson participated in a two-day meeting that took place at the Karibe Hotel and Convention Center, Pétionville. More than 130 representatives from 30 higher education institutions; higher education networks and agencies from Canada, Spain, the Caribbean, and the United States; and 28 Haiti-based institutions attended the meeting. The purpose of the meeting was to create a framework for the creation of a consortium to support the rebuilding of Haiti's higher education system.

In November 2010, based on the partnership's continued high performance in spite of the devastating earthquake, HED awarded the Virginia Polytechnic Institute and State University/Ecole Superieure d'Infotronique d'Haiti (ESIH) partnership an additional $300,000 in scale-up funding to support the creation of a Master's in Telecommunications program, a distance learning plan, an English as a Foreign Language program, and a career center at ESIH.[1] As part of this scale-up of activities, HED extended the partnership's end date to September 30, 2012, to accommodate the intensified work plan.

[1] Funding for the partnership scale-up activities comes from HED's Leadership with Associates Award Cooperative Agreement No. AEG-A-00-05-00007-00. USAID/E3 funded the scale-up of this partnership.

In May 2011, Joplin, Missouri, the home of Missouri Southern State University, suffered a massive and deadly tornado that resulted in extensive damage throughout the city and the university campus. In spite of the re-engagement between partners that started in late October 2010, MSSU's leadership made the decision to focus on the reconstruction of its campus and close partnership activities at the end of June 2011, as scheduled, rather than requesting an extension.

The UFL and FAMV partnership, for its part, expressed interest in extending the partnership end date from March 31, 2012 to August 31, 2012 to allow it time to wrap up a number of activities focused on building FAMV's extension capacity that had been placed on hold following the earthquake. With concurrence from USAID/Haiti, HED approved this no-cost extension.

Around this time, UMB experienced a sudden transition in key personnel that resulted in a complete disruption of activities. As a result, HED began working with the UMB and INAGHEI to identify new partnership leadership at UMB and re-engage the partnership. Because the UMB and INAGHEI partnership required additional time to complete activities, HED then negotiated an extension of its Associate Cooperative Agreement with USAID/Haiti from its completion date of December 31, 2012 to June 30, 2013. Once HED received the extension, HED extended the UMB and INAGHEI partnership's end date to March 31, 2013 and then again to May 15, 2013, closed activities under the VT/ESIH and UFL/FAMV partnerships; and participated in a second Data Quality Assessment (DQA) requested by USAID/Haiti.

Results Achieved

HED's *U.S. - Haiti Higher Education Partnership Program* was designed and implemented to respond to USAID/Haiti's Strategic Objective II: Livelihoods, Program Component 28 (Improve Quality of the Workforce through Vocational and Technical Education). By creating and reinforcing linkages between institutions of higher education in Haiti with colleges and universities in the United States, the program helped to strengthen the ability of the four Haitian partner universities to contribute to the stability and economic growth of their country.

Results of activities for the four active higher education partnerships under Associate Cooperative Agreement 521-A-00-07-00006-00 are described below. The results are articulated around the two key areas:

1. Strengthening of the four Haitian institutions' institutional capacity.

2. Strengthening of the human capacity of individuals at the four Haitian institutions, including faculty and/or teaching staff, students, other staff, and community members.

Strengthening of Institutional Capacity at the Four Haitian Institutions

The Haiti partnerships reported a number of activities that resulted in strengthening host country institutions of higher education and improved institutional capacity to address development goals. These activities included modernizing course curricula and offerings, improved teaching/learning methods, establishment of new academic programs and course offerings, promotion of workforce development, and improved management and administration.

Education Program Offerings

HED's *U.S.-Haiti Partnership Higher Education Program* worked to enhance and modernize the instructional content and education offerings within the four partner Haitian higher education institutions. Partner institutions placed an emphasis on expanding their reach into the local Haitian community to earn trust and support for the partnerships. This approach included establishing advisory boards made of local industry leaders to inform curricular changes, consulting with stakeholders on designing and modifying work plans based on local needs, and creating student internship programs with community organizations and private enterprises.

A number of specialized curricula were revised or newly created at the Haitian partner institutions, which helped to strengthen the quality of the offerings based on market needs and broaden the availability of higher education programs forming graduates with the requisite skills needed in Haiti.

The partnership between VT and ESIH modernized ESIH's undergraduate computer science program. Following a review of curriculum and pedagogy conducted by both VT and ESIH staff, the course content, teaching methods, and course materials were significantly enhanced.

As part of its scale-up activities, the VT/ESIH partnership created a Master of Telecommunication program. This new program, the first of its kind in the Caribbean region, was developed to be offered to professionals and private enterprises for a fee. Following a needs assessment of the program's curricular and teaching methods conducted by the partner institutions, the recommendations stemming from the review were applied to constructing a learning management system that would facilitate the program scale-up through asynchronous online communication. Developing this program was a joint effort that involved multiple stakeholders. For example, partners completed course content designs and text support with support from the École Polytechnique de Yaoundé, Cameroon and the Université de Limoges, France. The Director of Marketing and the Director of International Relations and Partnerships, who were recruited to support the program, participated in a three-month faculty development training at VT during the summer of 2011 in support of this new program. Citing concerns for safety in post-quake Haiti, however, a number of VT faculty visits to ESIH for training did not materialize.

Following an in-depth review of the institution's accounting and finance undergraduate degree program (including syllabi comparison, course observations, and conversations with administrators), the Missouri Southern State University (MSSU) – Université Quisquéya (UniQ) partnership began to implement new practices to enhance the host-country institution's education offerings in the areas of accounting and finance. Early measures included the formation of an outside advisory board to bridge education offerings and the workforce needs in Haiti.. Subsequently, a curriculum based on the needs of entrepreneurs, with respect to microfinance, was developed to be utilized at UniQ for future workforce development and/or to be integrated into the finance curriculum.

With the goal of upgrading the course content at the FAMV, faculty from the UFL and the FAMV completed a skills gap analysis to evaluate local market needs based on 23 interviews with 2 Haitian state institutions, 7 NGOs, 12 private sector organizations and 2 financial institutions. The skills gap analysis entailed face-to-face interviews with a variety of agribusiness representatives from the private and public sector in Port-au-Prince and Jacmel, a comparison of FAMV's agribusiness curricula to Haitian industry needs, and the creation of an Agribusiness Committee at FAMV. The purpose of the skills gap analysis was to compare the skills and knowledge areas of current or potential employees with the actual human resource needs of companies wanting to hire FAMV graduates, which would allow the partners to learn how the training of FAMV students could be improved to make them more market responsive and relevant to industry needs. Key findings included:

- Necessity for meaningful practical experiences with theory applied to Haitian reality
- Essential need for developing an "entrepreneurial spirit"
- Students have limited capacity to be "big picture" thinkers
- FAMV has a working relationship with the public and private sector
- Industry is willing to offer expertise and input in the form of an advisory committee

- A standalone agribusiness curriculum is less valued than an intra-curricular focus on agribusiness that crosses all agricultural contexts

As a result of the skills gap analysis the partnership focus shifted from creating a stand-alone agribusiness curriculum to finding ways to encourage entrepreneurialism within existing curricula across all FAMV departments. FAMV faculty members were then paired with UFL faculty by discipline to build curriculum modules that included a focus on entrepreneurship. In all, with support and guidance from their UFL faculty mentors, FAMV faculty members created 16 extension-related documents covering a diverse array of topics in marketing and entrepreneurship, soil science, animal production, plant science, and plant pathology. FAMV faculty members also developed two new courses on entrepreneurship and revised seven courses to include more experiential learning and application of course concepts.

Early in implementation, UMB and INAGHEI revised INAGHEI's first year business administration curricula. The curriculum revisions eliminated the thesis requirement for graduation, reduced the preparation year to one semester, and updated 40 courses. Three new courses also were added to the first semester curriculum, and two new courses were added to the second semester curriculum. Partners then created two new seminars for the entering class of 300 students, which were divided into two new sections of 150 students each. As a result of the 2010 earthquake and subsequent loss of key personnel at INAGHEI and UMB, however, implementation of these curricular revisions halted and much of the revisions lost.

Following the resumption of partnership activities in 2012, INAGHEI faculty began working on a document that revised the curriculum for business administration, public administration, management of small and medium enterprises, and accounting. INAGHEI administrators forwarded the document to UMB in January 2013, and three partnership-affiliated staff at UMB analyzed the document and summarized their feedback in a document shared with INAGHEI faculty and administrators. Subsequently, two of the team members traveled to Port-au-Prince and met with INAGHEI faculty and administrators to discuss the feedback. As a result of this discussion, a number of decisions were made by the INAGHEI faculty:

- Communication in French would be reinforced by the addition of one more course and would also be integrated through all applicable courses.
- Written communication in Creole would be reinforced by the addition of one more course.
- The current English and Spanish course requirements would be replaced by a requirement for students to show proficiency at the intermediate level in only one of the two languages.
- The utilization of information technology would be integrated in all applicable courses; furthermore INAGHEI faculty would determine what constitutes information technology proficiency for graduation.
- The faculty committed to continue to work to reduce class sizes and to introduce more seminar-like courses that encourage students to demonstrate their critical thinking; they also committed to introduce case studies and other interactive pedagogical methods

that invite students to exercise leadership, team work, problem solving, and interpersonal management.

English-language instruction offerings at ESIH were reinforced. The purpose was to further support the academic performance of Haitian students and to increase their competitiveness in the global economy at large.

The VT – ESIH partnership supported the successful development of an English-language program for ESIH students. The program was established based on the need to institute a certified English language curriculum to accustom Haitian college students to speaking and writing the English language as well as to prepare them to take the TOEFL exam. With efforts undertaken from the start of the partnership, collaboration with VT's English Language Institute resulted in the establishment of an online undergraduate Academic Writing Course that was first made available to ESIH students in 2008. Then, following the needs assessment of ESIH's English-as-a-Foreign-Language (EFL) program and the gathering of information from Educational Testing Services (ETS) regarding the physical and technical requirements to give the TOEFL examination at ESIH, the partners applied and received approval to become an official testing site for administering the TOEFL examination in Haiti. ESIH also selected two qualified staff to manage and implement the new program. Attendance at the 2010 TESOL National Convention further enabled partners to collect crucial information to develop and advance ESIH's EFL program. This new TOEFL testing site in Port-au-Prince, serves the business, student and community at large, reducing delays in scheduling English-language tests.

Telecommunications Infrastructure

ESIH's distance learning plans and systems were improved. The purpose was to complement the host-country institutions' existing instructional infrastructure and to alleviate the major negative effects of the 2010 earthquake on higher education systems in Haiti.

VT's Outreach Information Services (OIS) contributed to the maintenance of computer systems for ESIH's Moodle system, which included server patching, updates, and backup. VT's OIS and Office of International Research, Education, and Development (OIRED) also initiated the development of a training program and its associated documentation around the Moodle system. The development of the VT/ESIH Moodle site (http://ht-lnet.oired.vt.edu/) helped strengthen the capacity in computer science at ESIH. By providing an easily accessible online collaborative environment through which to communicate, the Moodle site offered opportunities for increased mentorship and collaboration to occur beyond the planned trips to EISH. The e-learning site first offered a selection of trial courses (Introduction to Marketing, e-Marketing, and Architecture & Parallel Programming). By the beginning of the 2011-12 academic year, its use increased to 112 students—approximately 14 percent of the student population at the time.

Post-quake, VT also helped **mobilize donations of computer equipment and secure scholarship support.** Among the infrastructural losses, ESIH's facility, which comprised of a total of 10 computer labs and 250 computers before the earthquake, was completely destroyed—forcing

ESIH to temporarily relocate. Computer science classes resumed with difficulty, with only one computer lab and approximately 12 computers available for more than 900 students. As a result, courses were interrupted, partnership exchanges stopped, and student research projects halted. To respond to ESIH's immediate need for computers, faculty from VT's computer science department secured a donation from IBM of 50 laptops. Other external partners participated in the donation process. These partners included the Office of International Research, Education, and Development (OIRED), which helped coordinate the donation and transportation process to ESIH; and the H.E.L.P. (Haitian Education & Leadership Program) initiative, which helped ensure that the laptops arrived at ESIH's temporary location in May 2010.VT also handled various personal needs of the five Haitian students participating in its scholarship program. The support included visa, travel, mental health, family issues, and financial matters, and was tailored to the specific needs of each student.

Career Resource Center and Student Internship Office

The VT – ESIH partnership helped develop a new "Espace des Carrières," or Career Resource Center at Port-au-Prince. Articulated around a defined business plan and a student counseling policy, the center was successfully launched in November 2011. At the close of the project, the center was operating without external funding and administered by Haitian faculty and staff. The Center was designed and implemented to improve the formal business and English language skills of ESIH's undergraduate and graduate students, supplying them with the applicable tools and connections to local Haitian businesses in need of new ESIH graduates. The Center also seeks to enhance students' understanding and application of the English language, professional etiquette, business principles, and job placement needs. With regards to the services provided specifically, the Center offers career and counseling services for students, including the facilitation of internships, recruitments, and job searches. The Center also enhances direct dialogue with higher education institutions as well as with local employers—including Haitian and international organizations—and corporate Human Resources services, for a better adequacy of education to changing market needs.

In fall 2009, prior to the earthquake in Haiti, UMB and INAGHEI established an office for internship coordination and staffed it with a local coordinator. This office's mandate was to place students in internships as part of the capstone project requirement for graduation, which had replaced the business administration program's thesis requirement. The office reported the placement of 25 students in internships with local businesses prior to the quake. Unfortunately, the internship coordination office disappeared after the quake. In January 2013, to help support the creation of a new internship placement office, UMB agreed to design and initiate a new search process for a new role at INAGHEI, under which four programs could be housed:

- A career development services program, with workshops in resume writing, job search strategies, and interview skills
- An internship program
- A technical assistance consulting service to small and medium-sized organizations across
- sectors
- A program for new business development that educates and mentors entrepreneurs

UMB partnership leaders forwarded a draft job description to the INAGHEI faculty and administrators in early May 2013, a week prior to the partnership's end date.

Strengthening of Human Capacity at the Four Haitian Institutions and Beyond

Human capacity building is described by the number of individuals receiving training or instruction that supports and/or improves professional and/or academic studies. This capacity building can be tracked by progress toward degree work and participation in non-degree training such as exchanges, internships, workshops, seminars, community workshops and training events, and/or special classes.

Knowledge and Skills of Faculty and/or Teaching Staff

Reinforcing the ability of Haitian partners—faculty and teaching staff, administrative staff, or other staff—to develop and deliver new coursework, conduct research, and manage workforce development initiatives in their respective areas of expertise was a core component of the Haiti program. The strengthening of Haitian faculty and /or teaching staff's knowledge and skills was effectively achieved through a **series of exchanges, targeted trainings and workshops, and mentoring opportunities**. Training materials also were developed for Haitian faculty.

The VT – ESIH partnership provided multiple training opportunities to ESIH staff throughout the duration of the partnership. Based on capacity development assessments, the trainings aimed at supporting the enhancement of coursework and instructional delivery, improving student graduation rates, improving university governance, increasing the number of female faculty members, and increasing the number of faculty members with PhDs.

In 2008, ESIH's vice rector, Patrick Attie, completed a training trip to VT. The training topics covered included an evaluation of ESIH's computer science curriculum, review of on-going faculty development programs, examination of virtual reality research and other computer science research programs, and plans for ESIH summer faculty training. Four visiting faculty members from the ESIH subsequently completed two-week training workshops at VT in the areas of curriculum development, computer science research, and English-as-a-Second-Language (ESL) instruction. A faculty mentoring program to improve teaching methods, course materials, and supply long-term relationships also was established at this time.

In 2009, a visiting VT faculty member conducted a two-day faculty development workshop at ESIH which also included participants from more than 20 organizations. A follow-up online training subsequently followed. These two training opportunities focused on improving undergraduate education at ESIH and in Haiti, emphasizing curriculum development, instructional design, and quality control for higher education. Computer science and English-as-a-Foreign-Language (EFL) were highlighted as key content areas.

Starting in 2011, ESIH staff completed several professional development trainings that enhanced their capacity to develop and utilize e-learning opportunities for students. The purpose of building capacity in e-learning was to support ESIH's distance learning plan and ESIH's new English-as-a-second-language program. In 2011, a summer faculty development workshop was held at VT for ESIH faculty. Participating faculty members gained skills to help them with the development of new curriculum modules and the evaluation of existing instructional modules. Through teleconference and Moodle, VT also provided short-term training for ESIH faculty and staff members on curriculum design, collaborative learning, online teaching, and Moodle administration. Lastly, VT's Language and Culture Institute (LCI) provided ongoing support to ESIH staff on ESL, language lab development, and new faculty recruitment. Specifically, the LCI sent a U.S. faculty member to Haiti to deliver a series of short-term trainings for ESIH faculty members over a three week period in 2011, including courses on e-learning, pedagogy, and classroom management.

In 2009, two UniQ professors from accounting and finance visited the MSSU campus to observe courses, conduct guest lectures, and complete faculty development training. During the visit, the finance professor observed upper division finance and international business classes and became familiar with MSSU course content and pedagogy; the accounting professor observed MSSU accounting courses, reviewed MSSU syllabi, and exchanged ideas with MSSU faculty which he then presented to the UniQ accounting Department. In 2010, the dean of UniQ's accounting department traveled to the Université de Savoie in Chambery, France to observe upper division accounting, finance, and international business strategy classes.

> According to University of Florida partnership director Al Wysocki, "We believe that our partners at FAMV have a greater appreciation for entrepreneurship, both as instructors/teachers and in developing the entrepreneurial spirit of their students. We saw a significant change in thinking and attitudes about teaching pedagogy and curriculum in our colleagues at FAMV from July 2008 until August 2012."

In an effort to improve FAMV's teaching and learning environment, 7 FAMV faculty members received intensive English language training in Haiti and then traveled to the University of Florida in September 2009, where they were matched with UFL mentors and participated in customized agribusiness training. The 7 FAMV faculty members subsequently revised the content of 7 courses to include entrepreneurship and agribusiness components. In addition, UFL conducted a number of trainings at FAMV focused on building the capacity of FAMV faculty in areas related to curricular changes, entrepreneurial activities, and connecting FAMV to the private sector. UFL faculty also conducted classroom observations during site visits to the FAMV in February and July 2011. Visiting UFL faculty observed FAMV faculty in the classroom and provided specific feedback on classroom instruction techniques to the instructor at the end of each class. Specific topics covered during these trainings included:

- Setting objectives (September 2009, July 2011, December 2011)

- Alternative assessment methods (September 2009, July 2011, December 2011)
- Creating effective course syllabi (September 2009, July 2011, December 2011)
- Engaging learners using active learning strategies (September 2009, July 2011, December 2011)
- Entrepreneurship as content matter and faculty as entrepreneurs (September 2009, July 2011, December 2011)
- Gender roles in Haitian agribusiness (July 2011, December 2011)
- Establishing an external advisory committee (July 2011)
- Creating internship experiences that benefit Haitian stakeholders (July 2011)

Prior to the quake, UMB conducted a number of workshops in Haiti for INAGHEI faculty on syllabus development, research techniques, first-year curriculum, and the importance of general education. In March 2013, four members of INAGHEI's administration, who also teach courses, traveled to UMB for an intensive five-day session in which they observed classroom activities, interacted with UMB faculty and administrators. While there, they visited Babson College and Northeastern University. The INAGHEI team members were impressed by these programs, particularly by the Babson and Northeastern visits in which experiential learning was so prominent.

The Haiti program also provided opportunities for staff at the host-country institutions to become more sensitized to **social inclusion themes and incorporate those themes into the universities' policies and practices**. For example, one of the most important barriers for increasing women's and other underprivileged groups' participation in non-traditional roles typically is the lack of appropriate role models.

As a result of the partnership between ESIH and VT, ESIH staff members are now able to better support gender-focused themes in their outreach and teaching programs. Following a needs assessment conducted in 2010, ESIH teachers and staff initiated a brainstorming session around gender equity concepts. VT faculty and ESIH administrators and faculty then jointly developed a long-term plan to increase diversity at ESIH, ultimately aiming at having an effect in related business and government arenas throughout Haiti. In addition, the partnership helped to strengthen the capacity of ESIH to conduct gender analysis through both short term training and mentorship between U.S. and Haitian faculty. Experts from VT delivered a two-day training workshop on e-learning to ESIH faculty and staff, and the gender workshop team also conducted an online survey, interviews, and focus group discussions to collect information.

The University of Florida conducted a training workshop in July 2011 at the FAMV that focused on gender issues, principles of teaching and learning, and developing effective syllabi. The purpose of this workshop was to educate the FAMV faculty on how to create and establish programs activities that encourage greater participation by women. This training was offered to all FAMV faculty members. In addition, FAMV faculty developed at least two new courses related to entrepreneurship that included the role of Haitian women in the Haitian food system.

Knowledge and Skills of Haitian Students

HED's *U.S. - Haiti Higher Education Partnership Program* enabled Haitian university students from disadvantaged communities to enhance their knowledge and skills in the areas of accounting and finance, agribusiness and entrepreneurship, business administration, and computer science. Students gained new or enhanced knowledge and skills not only through the academic courses that they completed, but also through their participation in experiential learning opportunities in both Haiti and the United States. The program helped students gain market-oriented skills, therefore enabling them to contribute to Haiti's economic development and private sector growth.

> "[The] Gender related workshops have stimulated the female staff, students, and faculty of the school, making them more aware of their specific career challenges and constraints."
> ~ In a recent update from ESIH staff Patrick Attié and Marlène Sam

Twelve Haitian students received scholarships and completed postsecondary degrees in the United States. By supporting Haitian students with their undergraduate and/or graduate studies in the United States, partnerships contributed to training a cadre of skilled accountants, and computer scientists, and educators for Haiti's workforce, a much needed resource in order to strengthen Haiti's formal and private sector growth.

VT and ESIH partners selected five ESIH students from disadvantaged backgrounds through a highly competitive process to complete their bachelor degree in VT's Department of Computer Science. A plan of study was developed to allow the selected students to complete their degrees within two years. Prior to going to VT, the scholarships recipients completed an online-distance learning course in Academic Writing to improve their English-language writing skills. Comprehensive academic support, financial support, and extra-curricular assistance also were made available to the Haitian students enrolling at VT. The five students came to VT in 2008, and all five students graduated with B.S. degree in computer science and made the spring 2010 VT College of Engineering Dean's List.

Following the earthquake in 2010, Google Inc., the Web search engine company, agreed to provide $420,000 in funding to provide full scholarships for four of the five undergraduate students to pursue graduate degrees at VT. After completing their graduate studies in May 2012, the students returned to Haiti, more knowledgeable and better prepared to help improve Haiti's computer science capacity and higher education. To help them transition into the workforce, the students received mentorship support and help with their career development plans. Two of the four students were later hired by ESIH as faculty members, and the other two now have challenging positions in the private sector in Haiti. The fifth student received a full scholarship from Carnegie Mellon University and graduated in December 2011. He is now a doctoral student in computer science in France and plans to return to Haiti after graduation.

After a rigorous selection process, MSSU and UniQ selected seven candidates to complete finance and/or accounting undergraduate degrees at MSSU. Preparations for these students to

transfer to MSSU from UniQ included establishing faculty contacts, evaluating UniQ transcripts, and transferring credits to MSSU transcripts. To accommodate the challenges these students would face in addition to their coursework, MSSU provided an intensive English-language instruction program (with online courses in composition and reading in academic contexts; and a speaking and listening course added and delivered on-site), pre-departure orientation, and international student services. The seven students started their academic program in spring 2009. During their participation in the exchange program, the UniQ exchange students were exposed to different finance and accounting techniques and practices. Ultimately, the seven Haitian students completed their coursework at MSSU in December 2010, with excellent scores and real-life experience. Four students obtained bachelor's degrees in finance and accounting, and three students obtained bachelor's degrees in accounting. Two students were selected for departmental awards for the 2010-11 academic year—Donatella Julien for Outstanding Graduate in Finance and Economics and Galle Simon for the Wall Street Journal Award. Five of the seven students were invited and inducted into Delta Mu Delta, the international honor society for business schools, in 2010. Upon completion of their program of study, some graduates contributed to enhancing UniQ's capacity through assistant teaching in management and accounting courses at the off-site campus in Ouanaminthe. Others were employed permanently or as interns with businesses in the community as a representative of the institution.

One of the biggest challenges facing higher education in Haiti is the transition from university to workforce. Beyond traditional coursework, the partnerships provided Haitian graduating students with **job-seeking skills and experiential learning opportunities.**

For instance, the two partnerships with the State University of Haiti worked with undergraduate students to increase their job-seeking skills and improve their chances for employment. The University of Florida faculty conducted a one-day workshop for 79 FAMV students related to resume writing, and interviewing skills in December 2011. Participation by FAMV students in this activity exceeded expectations. For its part, UMB also conducted a workshop on job seeking skills for approximately 50 graduating seniors in April 2013. As a follow-up to the workshop, UMB secured interviews for 10 INAGHEI students for summer internship placements at the main Haitian brewery and bottler, BRANA.

MSSU helped strengthen the capacity of UniQ to facilitate the school-to-work transition through the implementation of a student internship program in the Haitian business sector and student employment for the 7 UniQ undergraduates that were studying at MSSU. This program centered on placing students in three, eight-week internships in the financial sector over the summers of 2009, 2010, and 2011. Companies were asked to employ the students for a small stipend to cover transportation and meals. In exchange, the students received real-world experience and connections that would be invaluable to future job searches. The undergraduates studying at MSSU returned to Haiti during the summer of 2009 to participate in eight-week internships in the financial sector with local Haitian businesses. The earthquake posed an obstacle to planning and confirming the student internships in Haiti during the summer of 2010. This challenge was overcome by finding appropriate internships in the United

States. The undergraduate students also were employed by MSSU throughout their stay to translate the curriculum and tools of MSSU's Entrepreneurship Program into French for use in future workshops and integration into UniQ's curriculum. Six of the undergraduate students from UniQ finished their internship/employment opportunities upon their return to Haiti, as required for a UniQ degree by the end of the summer of 2011.

The ESIH exchange students successfully completed a series of comprehensive summer internships in applied research. Specifically, an experiential learning trip conducted in the summer of 2009 provided students with an opportunity to discuss project related activities with other higher education institutions in Haiti. In 2011, four of the Haitian students participated in real-time projects involving VT's Office of International Research, Education and Development (OIRED). They utilized their expertise and assisted in database construction for a Senegal Project, an e-learning training workshop, and a gender and equity project. Two students also conducted research on e-learning in Haiti's higher education system. The graduate student studying at Carnegie Mellon University participated in an internship at Cisco and helped the technical team develop an Emergency Response Vehicle system in Haiti. Students also received career development advice, re-conceptualized their future career plans, and updated their resumés.

Providing students with hands-on experiences, these opportunities enabled them to apply the knowledge gained from their coursework and strengthened their capacity to participate in applied research projects. These experiential opportunities also gave them the cognitive and non-cognitive tools necessary to transition smoothly into the workforce upon graduation.

Increasing the Knowledge and Skills of Haitian Community Members

HED's *U.S. - Haiti Higher Education Partnership Program* provided **capacity-enhancing training opportunities to members of the Haitian community**.

The partnership between MSSU and UniQ provided workforce development opportunities for Haitian community members. In 2008, by making contacts with the Haitian business community in Port-au-Prince and members of the Haitian Diaspora to lay the groundwork for an Advisory Board, the partners identified potential areas for workforce development in the community. Partners then conducted a collaborative workshop on microfinance in 2009 that primarily targeted disadvantaged, female micro entrepreneurs doing business in the informal sector who were members of the *Association des Commerçants du Secteur Informel*. The objectives of this workshop were to enable the participants to keep accounting records to track their sales and determine profitability, and learn skills that will make their make their businesses profitable. These objectives were achieved by teaching skills and introducing tools that allowed attendees to better manage their businesses. Through the partnership, the 7 UniQ undergraduate students studying at MSSU also translated small business resources into French; in the future, these resources may be used by UniQ to conduct more in-depth training for Haitian community members.

Haiti has not had a cooperative extension service for many years due to fiscal constraints and other priorities of its leaders. This lack of a cooperative extension service has left an ever increasing void between what is being taught in the classroom and the engagement with agricultural stakeholders across Haiti. The establishment of a cooperative extension service will not be a quick or easy process, given Haiti's extreme financial and human resource limitations. Nonetheless, the University of Florida and FAMV partnership team helped lay down the initial stages for re-deployment of extension-based activities through the creation of 16 extension-related documents for the FAMV website that are also expected to be used in the classroom and with other outreach activities.

The UFL and FAMV also convened a National Agribusiness Symposium that brought together students, faculty, people from the private and public sectors of Haiti in February 2012. The high level of participation of Haitian businesses signaled that Haitian business is willing to participate in the development of Haitian human capital in agriculture if invited. 233 people attended, including 180 students (162 males, 18 females) and 53 Professionals (48 males, 5 females).

In 2013, UMB and INAGHEI began making progress towards the establishment of a new Small Business Development and Advisory Center (SBDAC) that could serve and employ INAGHEI students. Prior, INAGHEI had identified the creation of a SBDAC as a top priority for supporting student development. As a result of two trips to Haiti in April and May 2013, the UMB team identified fourteen possible candidates to serve on an advisory board that will help design and guide development of a SBDAC. The advisory board will include representatives who will bring the expertise, connections, and resources needed to support the new center's success.

Lessons Learned

In spite of great progress in many areas, the "U.S.-Haiti Higher Education Partnership Program" experienced challenges that provide the basis for lessons learned.

The biggest challenge the four partnerships faced was the January 12, 2010 earthquake. As a result of the earthquake, all four partnering higher education institutions in Haiti suffered structural damage, with Université Quisqueya (UniQ) and Ecole Supérieure d'Infotronique d'Haïti (ESIH) receiving the most damage. HED and its partners responded to the disaster by adjusting planning and establishing immediate priorities to best help the Haitian higher education community. Allowing the Haitian partner institutions time to recover and the flexibility to revise implementation strategies and modify work plans was critical. For example, late in 2009, faculty from the FAMV visited the University of Florida and received in-depth training relating to teaching pedagogy. The partnership was gearing up to capitalize on this visit in early 2010, when the natural disaster struck the country. A year almost passed before the team could work on its objectives together. During this time, the UFL partners could only offer support from a distance. Eventually, the UFL team was able to travel to Haiti and to re-evaluate the partnership's goals and objectives. As a group, the partners modified the planned deliverables, given the new reality of teaching in Haiti.

> "Perhaps the biggest lesson learned is that ***nothing is easy in Haiti***. We have come to appreciate the difficult environment our FAMV colleagues work in. Things we take for granted in the [United States], such as constant internet connection, easily traveled roads, and mature food systems cannot be taken for granted in Haiti."
> ~ Al Wysocki, University of Florida partnership director

The continual turnover in deans at INAGHEI and the departure of the original UMB partnership director, coupled with the impact of the quake, was particularly challenging for the UMB-INAGHEI partnership. This lack of consistent leadership affected the continuity of program work, as each new dean had differing priorities and interest in the partnership. Although future partnerships and programs with INAGHEI will likely continue to experience challenges resulting from changes in department leadership, by including the entire department in activities and exchanges, the partnership was able to mitigate some of the adverse impacts, develop as a cohesive group, and accomplish a number of key partnership deliverables and milestones.

At times, maintaining a steady pace of activity was particularly difficult for the partnerships. In addition to time constraints, Haitian faculty and administrators have a general preference for conducting business person-to-person, rather than electronically, and work often was not accomplished without the U.S. team present. For example, the INAGHEI team was able to work in spurts and accomplish a great deal when accompanied by the UMB team. Working independently, however, the INAGHEI team struggled with meeting key deliverables and deadlines. An important lesson learned is that it is crucial that U.S. partnership teams frequently and consistently visit Haiti in order to maintain the pace of activity.

Related, the absence of full-time faculty members and administrators at FAMV and INAGHEI constituted a major challenge for the two partnerships. This lack of full-time staff affected the ability of the FAMV and INAGHEI partners to be responsive; made it difficult to schedule functions, workshops, and exchanges with the U.S. partners; and resulted in a lack of follow through on agreed upon next steps. Until more full-time faculty are hired, a lesson learned from these experiences is to build activities around short, intensive work sessions and to hire a full-time partnership coordinators in Haiti to coordinate activities on the ground and ensure continued progress.

The Haitian diaspora served a critical role in the partnerships. Partnerships with members of the Haitian diaspora who played key coordinating roles at the U.S. institution functioned more smoothly. These diaspora members often were able to help the U.S. team better understand the cultural and logistical complexities in Haiti and establish solid communication linkages between the two institutions. The diaspora members also provided invaluable insights into the needs of the partner institutions, championed how best to promote change within the Haitian higher education system, and facilitated dialogues in Creole and French.

Other valuable lessons learned include:

- Involve local and national development organizations, NGOs, the private sector, government agencies, and local communities in strategic planning, curriculum development, and other activities.
- As part of institutional strengthening, consider factors like research opportunities, providing access to library resources and textbooks, upgrading technical equipment, and establishing technical and professional development support that will retain staff.
- Secure high-level institutional support, because changes in leadership can greatly affect the momentum and successes of partnerships.
- Involve the Haitian partner institutions in the process of determining performance objectives, partnership activities, and desired outcomes.
- Assess language barriers and available resources to address them from the start of activities.
- Seek external financial resources to provide opportunities for continued activities and enhancing impact.

Appendix A: Success Stories

SUCCESS STORY

U.S.-Haiti Partnership Updates Business Administration Program, Prepares Graduates for Workforce

University of Massachusetts Boston / Institut National d'Administration de Gestion et de Hautes Etudes Internationales

Historically, outdated curriculum, faculty retention issues, and the low percentage of full-time faculty at many universities in Haiti have meant many business administration graduates have left their universities without the business management skills required by today's workforce. However, the August 2008 launch of a Higher Education for Development partnership between the Institut National d'Administration de Gestion et de Hautes Etudes Internationales (INAGHEI) in Haiti and the University of Massachusetts Boston (UMass Boston) has strengthened business administration education in Haiti. With funding from the U.S. Agency for International Development, the partnership has created a more cohesive INAGHEI student-body, revised its business and public administration curricula, and implemented a faculty training program.

"INAGHEI is uniquely placed because of its past achievements and the energy and eagerness of its students and the commitment of its faculty to make a difference from the inside in the future of Haiti."

— Barbara Lewis, University of Massachusetts Boston

The partnership immediately began implementing projects for INAGHEI that would support long lasting changes including the establishment of an internship office and small business advisory center, the revision of the first year curriculum to include general education studies, and the replacement of a thesis requirement for graduation with a capstone project related to an internship. Unfortunately the devastating earthquake of January 2010 damaged the main buildings at INAGHEI's campus, halted partnership activities, including the progress made to the center. In spite of these challenges, the U.S. and Haitian institutions were determined to leverage all remaining resources and press forward. The partners regrouped, conducted trainings in curriculum development for INAGHEI faculty, and completed all revisions to the business administration curriculum and completely revised the public administration curriculum so that they now include general education requirements and IT courses to ensure INAGHEI graduates are tech-savvy and competitive.

The partnership also focused on nurturing relationships to strengthen linkages among students, faculty, businesses, nongovernment organizations, and government agencies in Haiti. Partnership director Barbara Lewis from UMass Boston was encouraged by INAGHEI's legacy during the rebuilding process. She said, "In the 1970s, INAGHEI was a force in the business world. Now, many of its graduates have positions of responsibility. Thus, a foundation exists for a strong support network, but these relationships have to be cultivated." Engaging stakeholders such as the Haitian-American Chamber of Commerce and other local business associations was a key aspect to the re-establishment of an internship program to help prepare INAGHEI's students to join the workforce with the skills required by local businesses.

Updating the courses to meet Haiti's needs and collaborating with the public and private sector enables INAGHEI to contribute skilled public and business administration leaders to a struggling workforce. "INAGHEI is uniquely placed because of its past achievements and the energy and eagerness of its students and the commitment of its faculty to make a difference from the inside in the future of Haiti," said Lewis.

9-2013

SUCCESS STORY

Haitian Student Receives Scholarship to Pursue Master's Degree

Virginia Polytechnic and State University/L'Ecole Superiore d'Infotronique d'Haiti

Photos: Patrick Guilbaud, Virginia Tech

Benoit Bernadel stands beside his poster presentation at the REU (Research Experience for Undergraduates) Symposium on July 16, 2009.

Benoit Bernadel (second from left) attended the May 14, 2010 graduation ceremony with his fellow Haitian students. He graduated cum laude with a B.S. degree in Computer Science at Virginia Tech.

In January 2010, Benoit Bernadel, an exchange student from L'Ecole Superiore d'Infotronique d'Haiti (ESIH) was beginning his final semester as computer science major at Virginia Polytechnic and State University (Virginia Tech). Upon graduation, Benoit planned to return to Haiti to teach at ESIH and pursue a graduate degree in computer science. On January 12, 2010 a devastating earthquake hit Haiti, completely destroying ESIH and Benoit's dreams of returning to a thriving academic environment. With his scholarship running out in May and deadlines to apply for graduate programs in the United States long gone, Benoit needed a plan.

Benoit is one of five Haitian students studying at Virginia Tech as part of a United States Agency for International Development (USAID)-funded and HED-managed partnership between Virginia Tech and ESIH. The partnership was awarded $552,000 in 2008 to strengthen computer science capacities at ESIH through curriculum development, faculty exchange, and undergraduate scholarships. After the earthquake, the partners shifted focus to help ESIH resume classes as soon as possible. Less than two months after the earthquake, 700 ESIH students returned to class at a temporary facility.

While efforts to rebuild the campus in Haiti were under way, Virginia Tech partnership director Patrick Guilbaud worked tirelessly to find a way for the five students in the United States to continue their academic engagement. "Very early in the process, I was encouraging the students to work very hard – good things come to those who work hard. Benoit made dean's list many times at Virginia Tech, and Carnegie Mellon University showed interest in him and the other students early on," he says. "When the earthquake happened and ESIH was destroyed, it was critical that the students secured additional funding because they couldn't go back to Haiti. We started looking at what doors could be opened, given that they were such good students, so that they could come back to Haiti with even greater skills."

After cramming for the Graduate Record Exam (GRE) for only two weeks, Benoit scored very well and was soon accepted to Carnegie Mellon University's Master of Science in Information Technology and Information Security (MSIT-IS), where he is now attending. Before matriculating at Carnegie Mellon in the Fall of 2010, Benoit returned to Haiti to renew his visa. What he saw motivated him. "It was shocking," said Benoit, "I tried to walk around the city and I didn't see most of the houses that used to be there – there was nothing left of the place I lived in at school. Life has changed down there; it is a very different lifestyle for everyone."

While Benoit always planned on returning to Haiti to teach at ESIH, he feels an even stronger commitment to Haiti since the earthquake. As a result of the earthquake, the National Archives of Haiti were almost completely destroyed. Benoit has a strong interest in data mining and data management and would like to

help rebuild the National Archives using the knowledge he is gaining through his MSIT-IS program. "After the earthquake, you can't plan one year in advance what you are going to do when you return. I know that when I go back I will just help the school and the government in whatever way is needed at that time."

The other four ESIH students received a scholarship from Google Inc., to pursue graduate degrees at Virginia Tech.

12-2010

SUCCESS STORY

Haitian Graduates Lead Computer Science Teachers Training

Virginia Polytechnic Institute and State University (Virginia Tech)/ L'Ecole Supérieure d'Infotronique d'Haïti (ESIH)

Photo: Courtesy of ESIH

Haitian graduates of Virginia Tech's computer science degree program train teachers and computer lab managers at St. Bathelemy School in Terrier-Rouge. The training sessions helped Haitian educators in northern Haiti learn basic operating system skills on computers donated by the Literacy Volunteers of Fauquier County, Va.

Following a devastating 2010 earthquake, Haiti received donations of all kinds and funding from several countries to support its recovery and rebuilding process. When Literacy Volunteers of Fauquier County (LVFC) in Warrenton, Va. donated and installed computer labs with Linux-Mint operating systems throughout Haiti, the group faced one major hurdle: The Haitian teachers and computer lab managers in northern Haiti were familiar with Windows, but not with Linux. Determined to put their donations to use, Denny Baumann of LVFC contacted Virginia Tech faculty and requested computer training support in northern Haiti. However, the solution was already in-country: Three computer science master-level graduates, Mario Eliezer Calixte, Fabrice Marcelin, and Jennifer Alexandra François, had returned to Haiti months earlier upon graduation from Virginia Tech. "As Haitians, we are well aware of how difficult it is to get either prime education or training, so we felt that it was our right and duty to teach such skills and share our knowledge with the teachers and students in Haiti," stated François, a recent Virginia Tech graduate and new employee at Ericsson, a telecommunication company.

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

"I am happy to have made a difference in my community."

— Jennifer Alexandra Francois, Computer Science Engineer and Virginia Tech Alumna, Class of 2012

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

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

10-2012

USAID | HAITI
FROM THE AMERICAN PEOPLE

HED Higher Education for Development

SUCCESS STORY

Students' Quick Return to Higher Education a Sign of Hope in Haiti

Virginia Polytechnic and State University/L'Ecole Supérieure d'Infotronique d'Haïti

Photos: Patrick Attié

Students at L'Ecole Supérieure d'Infotronique d'Haïti listen use their IBM-donated laptops in their temporary space following the earthquake.

Wooden dividers are used to create separate classrooms in the temporary rented space. About 700 of 950 L'Ecole Supérieure d'Infotronique d'Haïti students have returned and are expected to complete their academic year in July 2010.

The devastating January 12, 2010, earthquake in Haiti caused wide-spread suffering and uncertainty among the students in Haiti. They spoke of concern regarding housing, education, income, tuition fees, as well as their future in general. L'Ecole Supérieure d'Infotronique d'Haïti student Alain David Lescouflair lost nights of sleep to ensure the security of his loved ones, accepting the role of family watch guard while they slept outdoors.

As multiple plans to rebuild Haiti surface, ESIH's technology students can now be assured of one area in their lives: education. Since March 15, 2010, ESIH has resumed all computer science classes led by its professors in a temporary space. Such an action couldn't come soon enough for many students seeking a sense of normalcy and stability following abrupt change. "From our students' perspective, the best therapy after this quake is the restarting of the classes," said Higher Education for Development partnership co-director Patrick Attié of ESIH.

The USAID-funded and HED-managed partnership between ESIH and Virginia Polytechnic and State University is one of four partnerships in Haiti dedicated to addressing national development goals through education. These partnerships have bolstered higher education capacity there since 2008 through activities like undergraduate student scholarships, teacher training and curriculum development. The partners are working together to ensure that all courses continue, and have installed at ESIH 50 laptops donated from IBM. Voila, the No. 2 mobile phone company in Haiti, and partner to ESIH, will provide free Internet service.

Lescouflair, one of 700 students returning to ESIH, welcomed the partnership's efforts to keep students on schedule in a tumultuous academic year. "At first I thought it would be harder, but I find it quite easy. I thought I would have a problem getting ready for the exam and it's difficult sometimes to stay focused, but it's nothing if you know what you want," he said. The earthquake's evidence of destruction forced the third-year computer science student to question his future occupation and course of study, but not his determination to have a bright future in his country. "Nothing can stop me from trying to do what seems unreal if I want to. People thought that making something that [flies] was unreal and crazy, but the Wright brothers proved them wrong," Lescouflair said. With a little more sleep, Lescouflair is confident that he will do well in his studies and on his exams.

Restarting classes just two months after the earthquake required conducting them in rented space for the returning 700 of 950 ESIH students. Next steps include rebuilding the campus with anti-seismic and anti-cyclonic materials. Construction is expected to be complete by April 2011. This partnership's perseverance and quick return to courses support students' needs for strong computer science skills and place Haiti's development goals within reach.

5/10

U.S.–HAITI HIGHER EDUCATION PARTNERSHIP PROGRAM

SUCCESS STORY

Combating the Haitian Diaspora One Student at a Time

Missouri Southern State University/Université Quisqueya

MSSU-UniQ partnership photos

From left: Samuel Zephir, Claude Bazile, Gaëlle Simon, Ajala Constant, Suzette Sincelair, Marc Ruben Claude, and Donnatela Julien.

Dean Claude Elisma, UniQ Faculty of Economic and Administrative Sciences; Nii Adote Abrahams, head, Department of Finance, Economics, and International Business; Jean-Bruner Clotaire, coordinator of the UniQ Faculty of Economic and Administrative Sciences; and J. Chris Moos, assistant professor, MSSU Department of International Business pose in front of Webster Hall on the MSSU campus during a faculty development visit.

They love their country and dream of participating in the reshaping of Haiti's economic future. And by completing their degrees in accounting and finance at Missouri Southern State University through an HED partnership funded by USAID, seven students from Université Quisqueya in Port-au-Prince are positioning themselves to turn this dream into a reality.

Years of political stability have led Haiti to an economic crisis of great proportion, which is compounded by the world-wide recession. Prices of imported consumer goods have skyrocketed, leading to chronic shortages of food and other basic necessities. To further exacerbate the situation, many educated Haitians are leaving the country to work abroad; a situation that is depriving Haiti of its human capital.

One of the goals of the MSSU-UniQ Partnership for Excellence is to increase human capacity in Haiti by providing scholarships to seven academically talented students in the areas of finance and accounting. The MSSU finance program offers tracks in corporate finance, financial analysis and financial planning while providing real-world experience in security analysis, financial trading, and portfolio management through the Edward Jones Investment Center, a campus-based, state-of-the-art learning laboratory. MSSU's accounting program focuses on accounting education, financial statement forensics, advances in accounting technology and policy, accounting ethics, and strategic cost management. Students who graduate from the MSSU accounting program have had among the highest pass rates in the State of Missouri on the CPA for the past two years. The students from Quisqueya will take their new knowledge and skills back to Haiti, where they will utilize them this summer in internships with private and governmental organizations in the Haitian financial sector, including Unibank, FDI, Mérové-Pierre Cabinet d'Experts- Comptables, BRH, and Sogebank.

"The Partnership is not just about educating Haitian students, but combating the effects of the Diaspora by equipping them with skills and the opportunity to return to Haiti to become business leaders," according to Kim Gray, program manager of the MSSU-Haiti Partnership for Excellence. "The students have strong ties to Haiti and a desire to contribute to the economic renewal of their country." This sentiment is echoed by Claude Bazile, one of the students in the program. "The partnership between UniQ and MSSU opens new doors of opportunities in the finance field not only for me, but for Haiti on the whole I am getting a great experience with the Missouri Southern family that I will bring back home soon."

6/09

SUCCESS STORY

MSSU-UniQ Partnership Keeps Students' Best Interest in Focus

Missouri Southern State University/ Université Quisqueya

In addition to providing seven qualified students the opportunity to study accounting and finance in the United States, Missouri Southern State University and Université Quisqeya cooperated in establishing key contacts in the business community to arrange vital internships for these student in Haiti.

Bruner Clotaire and Claude Elisma in a MSSU dining hall with two international students.

Before traveling to Haiti, the Missouri Southern State University (MSSU) team was uncertain of what to expect. But after their first visit took place, a spirit of true teamwork was in place and a foundation was established for great things to come in a partnership between MSSU and Université Quisqueya.

The partnership is funded by USAID and managed by Higher Education for Development and began in July 2008 when MSSU's coordinator Nii Adote Abrahams and Chris Moos, co-directors of the "MSSU-UniQ Partnership for Excellence in Accounting and Finance, Haiti," traveled to Port-au-Prince to interview seven highly academically talented accounting and finance UniQ students. They then selected students to complete degrees in finance or accounting at Missouri Southern's Robert W. Plaster School of Business.

Claude Elisma, dean and professor of the faculty of Economic and Administrative Sciences at Universite Quisqueya, and Jean-Bruner Clotaire, coordinator and professor of the department, note that relationships formed with the students are the biggest successes of the partnership to date.

The MSSU team was impressed by the generosity of Elisma and Clotaire in their willingness to share their best students. Elisma and Clotaire also introduced Abrahams and Moos to members of the Haitian business community, which will help facilitate arranging student internships in accounting and finance in Haiti. In particular, Elisma arranged for meetings with representatives from the Haitian National Bank, Unibank, and the Fund for Industrial Development. During their discussions, these organizations agreed to provide capstone internships to the students involved in the programs, which will prove invaluable as students complete their degrees.

12/08

SUCCESS STORY

Haitian student proudly represents her country and VA Tech

Virginia Polytechnic Institute and State University/L'Ecole Supérieure d'Infotronique d'Haïti

Photo by Virginia Polytechnic Institute and State University

Fran Allen and Sherley Codio at the Grace Hopper Women in Computing Conference in Keystone Colorado Oct.1-4, 2008 Codio is one of five students from L'École Supérieure d'Infotronique d'Haiti to receive a full scholarship to Virginia Tech.

Photo by Virginia Polytechnic Institute and State University

The Virginia Tech Association for Women in Computing at the Grace Hopper Women in Computing Conference in Keystone Colorado, Oct. 1-4, 2008.

Sherley Codio, one of five students from L'École Supérieure d'Infotronique d'Haïti (ESIH) who received a full scholarship to Virginia Polytechnic Institute and State University (Virginia Tech), recently had another dream come true. Codio and several other members of Virginia Tech's Women in Computing Club were selected to represent the university at the prestigious Grace Hopper Women in Computing Conference, held in the fall of 2008. Codio attends Virginia Tech, which sent her to the conference, through a Higher Education for Development partnership with L'Ecole Supérieure d'Infotronique d'Haïti, funded by USAID.

The computer science conference is hosted annually by the Anita Borg Institute for Women in Technology to showcase the achievements of women in computing and other technical fields.

Although graduate school representatives and employee recruiters are always in attendance, this year's conference featured presenters such as Fran Allen, the first woman to be named an IBM fellow and a leader in technology. Codio met Allen and networked with many other international professionals. "I was fascinated by hearing the technical women leaders talking about how they became what they are today," Codio said. "That strengthens my determination to [move] further in the field of technology."

After spending most of the week meeting with prominent women in computer science, Codio said she feels rejuvenated and excited about finishing her degree. "Meeting so many people, precisely so many women in my study field, was more than a dream come true for me," Codio said. Now, her next step is to master her fear of programming, but even that should be easier after the conference. "I met a woman at the conference who said that she, too, hated programming, but that it gets better and better," Codio said. "It was nice to hear that other women have been where I am."

11/08

SUCCESS STORY

Distance Learning Provides a Bridge Between Two Countries

Virginia Polytechnic Institute and State University / L'Ecole Supérieure d'Infotronique d'Haïti

Photo by: Dr. Patrick Guilbaud, Virginia Tech

Four of the five Haitian students taking part in the Virginia Tech computer science program receive their undergraduate academic writing textbooks.

Five motivated computer science undergraduates in Haiti sit in their university's computer lab and instantly connect to Virginia Polytechnic Institute and State University (Virginia Tech) more than a thousand miles away. These students are not just surfing the web; they are participating in an online course in academic writing to prepare for their upcoming academic expedition to the campus of Virginia Tech.

Through the power and connectivity of distant learning, these students at L'Ecole Supérieure d'Infotronique d'Haïti (ESIH) are being introduced to the Hokie Nation—the campus spirit among Virginia Tech's students, professors, and alumni—months before they arrive in Blacksburg.

The Virginia Tech–ESIH Higher Education Partnership to Strengthen Computer Science Capacities in Haiti awarded these five Haitian students full scholarships in March 2008. They arrived at Virginia Tech in June 2008 to begin completing their undergraduate computer science degrees. The university partnership and scholarships are sponsored U.S. Agency for International Development's Haiti Mission through an award managed by Higher Education for Development.

In order to immediately create a meaningful learning community between ESIH's students and the Virginia Tech community, Virginia Tech's Office of International, Research, Education, and Development collaborated with their English Language Institute to develop a distance learning English-language course in academic writing.

The undergraduate writing course is designed to help international students effectively write academic papers and prepares them to take the Test of English as a Foreign Language (TOEFL) exam. The multidisciplinary nature of the class promotes an awareness of rhetoric, language, and effective written communication. The students will complete 14 modules in a 16-week course, and will cover topics ranging from attribution and plagiarism to learning about the resources of Virginia Tech's Newman Library.

Through this online course, Virginia Tech and ESIH students are building personal relationships and developing their English writing skills. The social aspect of the course consists of online discussion boards for both academic and social content. The instructors created an online community through a virtual "social lounge" where students can ask questions about Virginia Tech and the United States and also share stories about their experiences at ESIH and Haiti.

The course officially began virtually on April 14, 2008, and continues through early August.

5/08

Final Partnership Report:

Central American Small Business Development Center Partnership Program

Adapting and Replicating the Small Business Development Center (SBDC) Model throughout Central America

(Grant 1)

Ended September 15, 2013

Central American Small Business Development Center Partnership Program

Adapting and Replicating the Small Business Development Center (SBDC) Model throughout Central America

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Central American Small Business Development Center Partnership Program

Adapting and Replicating the Small Business Development Center (SBDC) Model throughout Central America

1. Executive Summary

The *Central American Small Business Development Center Partnership Program* core objective was to begin the creation of a network of sustainable and successful small business assistance networks throughout Central America based on the proven United States Small Business Development Center (SBDC) model. Thanks to this initiative, Central American SBDC programs have been created and provided with links to existing partner programs located in the U.S., El Salvador, Mexico and Colombia. This initiative has provided best practices and built future opportunities to connect clients with domestic and multilateral international trade opportunities. Most importantly, the success that has derived from this initiative is now expanding into other countries with the creation of new SBDC programs in the CAFTA-DR and Panama Region. This expansion will leverage the immense talent; expertise and infrastructure that exists to help micro, small and medium enterprises (MSME) grow sales, increase competitiveness and create sustainable jobs.

The MSME sector of any country is the true engine of sustainable economic development since the sector provides opportunities and engages the talents of its entrepreneurs. The U.S. SBDC model is one of the most cost effective and successful small business assistance models in the world. This is due in large part to its structure and sustainable funding mechanism that promotes co-investment between governmental, higher-education and private sectors. Central American governments are currently adopting the SBDC model but will need further support in generating awareness and acceptance regarding SBDC program benefits. Development of the SBDC network in Central America has also been recognized as a key action item in the *Pathways to Prosperity in the Americas Initiative* as a program to create jobs, decrease poverty, reduce the need for illegal immigration and promote greater regional economic integration and stability.

The organizational development of the SBDC programs in Central America is still in its infancy and requires technical support and guidance from experienced SBDC practitioners in order to reach its full potential. There is tremendous opportunity to increase MSME trade within the Americas and improve overall regional competitiveness and integration via the use of SBDCGlobal.com. The *Central American Small Business Development Center Partnership Program* is the most efficient and feasible way to leverage and consolidate existing governmental and non-governmental organization (NGO) resources that are allocated for MSME development. With the additional involvement of institutions of higher-education, efficient MSME assistance programs will be created.

The U.S. State Department, the United States Agency for International Development (USAID) and Higher Education for Development (HED) has productively collaborated with the University of Texas at San Antonio (UTSA) and other Central American stakeholders to focus efforts towards the development of MSME assistance programs. This has consistently created the conditions to produce economic impact for the micro, small and medium business sector in the region.

2. Partnership Overview

Background

The "Central American Small Business Development Center Partnership Program: Adapting and Replicating the Small Business Development (SBDC) Model throughout Central America" was conceived for developing a network of sustainable and successful small business assistance networks throughout Central America that are based on the proven U.S. Small Business Development Center (SBDC) model. The Central American SBDC programs in Costa Rica and Honduras, are now linked with each other and existing programs located in the U.S., Mexico, other countries in Central America and Colombia to not only share program best practices but also, to connect their clients with multilateral international trade opportunities.

Goals

The overarching goal of the Central American Small Business Development Center Partnership Program: Adapting and Replicating the Small Business Development (SBDC) Model throughout Central America was helping creating national SBDC networks in those two countries and pave the way to create other networks by means on the consulta events held in Panama, Dominican Republic join together with Costa Rica and Honduras.

The most significant achievements during the two-year period of the Partnership Program were the following:

- Generated awareness and support among Central American program stakeholders to apply the SBDC model;
- Worked with local government entities to ensure program sustainability by guiding policy development for national and regional implementation of the SBDC model;
- Built institutional capacity throughout Central America to allow for the operation and implementation of the SBDC program;
- Developed SBDC model integrity features for quality assurance, accountability and sustainability;
- Linked SBDC's through SBDCGlobal.com for training seminars that allowed participants to broaden MSME trade capacity knowledge.

The activities conducted for the project supported the evolving needs of the Central American countries in adopting and adapting the SBDC model to their local market context. The project activities also paved the road for building international trade assistance capacity within the CAFTA-DR and Panama SBDC networks.

The major activities accomplished by the Partnership Program were the following:

- Provided *Consultas* to Costa Rica, Honduras, Panama and Dominican Republic that generated awareness and support among Central American program stakeholders to apply the SBDC model;
- The participation of Central American SBDC program stakeholders in a visit to San Antonio, Texas and Washington D.C. to observe the U.S. SBDC model and learn how the program is structured, to generate awareness and support among Central American program stakeholders to apply the SBDC model and to ensure program sustainability by guiding policy development for national and regional implementation of the SBDC model;
- Conducted *SBDC Counselor and Director Diplomado Training Programs* in Honduras and Costa Rica that built institutional capacity throughout Central America to allow for the operation and implementation of the SBDC program;
- Conducted one additional *SBDC Counselor and Director Diplomado Training Program* in San Pedro Sula, Honduras for program stakeholders and future SBDC professionals to allow for the operation and implementation of the Honduran SBDC program;
- Collaborated with the *Comisión Nacional de la Micro y Pequeña Empresa* (CONAMYPE) of El Salvador during the *SBDC Counselor and Director Diplomado Training Program* which provided valuable experience in adopting and adapting the SBDC model in a CAFTA-DR country context that built institutional capacity to allow for the operation and implementation of the SBDC program;
- Partnered with CENPROMYPE in introducing the Webcats Client Activity Tracking System (CATS) and basic SBDC accreditation standards that promote SBDC model integrity features for quality assurance, accountability and sustainability;
- Created a "Virtual Academy" on SBDCGlobal.com that provided Central American SBDC professionals with ongoing training and support on how to improve center operations, provide

better MSME counseling and training services and continued to develop SBDCs professionals with other topics of interest;

- Built international trade assistance capacity by providing guidance to the operating Central American SBDC networks;
- Built MSME trade opportunities with Mexico and the CAFTA-DR and Panama SBDC networks that will enable them to assist MSME clients in opening new markets, grow sales, lower costs, create jobs and increase their overall global competitiveness;
- Increased the capability of SBDCGlobal.com to connect the national SBDC networks in Central America with counterparts in the U.S. and Mexico.

The primary result of the *Central American Small Business Development Center Partnership Program* was the creation of a cadre of 444 future SBDC professionals who are working with higher education infrastructure to empower the strong entrepreneurial drive that exists in Central America. Most importantly, this project engaged and actively enlisted the support of the central governments, higher-education, NGO and private sectors for a more effective and integrated infrastructure for home-grown businesses and jobs. The *Central American Small Business Development Center Partnership Program* is ensuring an effective, efficient and integrated Central American SBDC network providing MSMEs with the high-value assistance that will enable them to create long-term economic impact, which is a critical part in achieving the goals and objectives of the *Pathways to Prosperity in the Americas Initiative* and is completely align with the mission of the U.S. Department of State.

Collaborating Stakeholders

The Centro para la Promoción de la Micro y Pequeña Empresa en Centroamérica (CENPROMYPE) is a critical partner for the *Central American Small Business Development Center Partnership Program*. By means of this partnership, CENPROMYPE is developing under public-private consensus the Regional Agenda for the MSME, where one of the strategic priorities is the Public-Private-Academia Alliance, for the benefit of MSMEs in the region and is helping increasing their competitiveness while creating a network of sustainable and successful small business assistance networks throughout Central America sharing program best practices and connecting their clients with multilateral international trade opportunities.

A primary benefit of this Collaborative Partnership Program was its ability to link U.S. institutions of higher education that host SBDC programs with partners in Centro America. This was accomplished by U.S. SBDCs that often look to form partnerships with Central American SBDCs that include undertakes joint project work, program development that often requires the creation of a university-to-university agreements. The linkages that are formed between U.S. and Centro America SBDCs are promoting greater university linkages between their respective hosts and in areas supporting the small business sector. This is a great benefit to both the Centro America and U.S. institution as it internationalizes their education offerings and promotes a greater diversity of students and programs.

Another key stakeholder for the partnership was the Association of Small Business Development Centers (ASBDC), which is the largest and most successful small and medium-sized enterprise assistance program in the United States. The mission of the SBDCs is to promote growth, innovation, productivity and revenue for small businesses through improvements to their business administration. By participating in this initiative the newly created SBDC networks can benefit on the experience gain by the ASBDC throughout the years that will result in the creation economic impact in the region.

The interest in other countries in Latin America to adopt the SBDC model has started to spread to other countries and to the Organization of American States (OAS) which now leads an initiative to educated its members on the benefits of adopting the SBDC model as a way to create development answering its own objective to support efforts to promote coordination and cooperation among bilateral and international agencies and non-governmental organizations in pursuit of the goals established by the member states of the OAS.

A key component and goal of this partnership was the involvement of Costa Rican and Honduran central Governments in the project and the launching of pilot SBDC centers as a result of the activities taken place. Overall, this Partnership is providing a sustainable benefit for the small business community and the institutions that are involved in economic development.

3. Partnership Results

The key achievement of the *Central American Small Business Development Center Partnership Program* was the creation of solid foundation for the creation of network of sustainable and successful small business assistance networks throughout Central America based on the U.S. SBDC model focused on helping micro, small and medium business clients grow sales, increase competitiveness and create sustainable jobs in the region. There was a special emphasis on the first phase of the project on the markets of Honduras and Costa Rica where SBDC Counselor and Director Diplomado Training Programs were conducted. The *Central American Small Business Development Center Partnership Program* created the conditions for successfully establishing MSME assistance programs based on the more than thirty years of experience in operating successful SBDC programs in the U.S. and the over ten years of assisting the countries of Mexico, El Salvador and Colombia in replicating and adapting the SBDC model.

Achievements and Implementation Progress

Objective 1 - Obtained Stakeholder Support for the Adaptation of the SBDC Model in Central America

The *Central American Small Business Development Center Partnership Program* assisted CENPROMYPE and different Central American governments in generating awareness regarding the SBDC model, its benefits to the micro, small and medium business sectors and the overall economy. This allowed them

to leverage support and develop collaboration with the higher-education, NGO and private sectors in their respective countries. The program has created awareness of the SBDC model to the Honduran, Costa Rican, Panama and Dominican Republic governments and helped to guide the policy development of the MSME assistance programs in those countries. This objective also helped structure the appropriate policy and in-country legal framework enabling the development of a sustainable SBDC network. The activities included working on a regional basis with CENPROMYPE, different Ministries of Economy, and other MSME assistance programs to develop policies that would enable the creation of SBDC networks in those countries.

The following were the results obtained for objective 1 - Obtained Stakeholder Support for the Adaptation of the SBDC Model in Central America:

- Generated awareness and gained support for the adaptation of the SBDC model in Central American countries by means of the conduction of four *Consultas* for 237 key in-country program stakeholders whose support will be critical for the creation of a successful and sustainable SBDC national SBDC network;
- Provided guidance in the policy development for Central American governments in adopting and adapting the SBDC model by helping them adjust and modify their MSME legislation and regulations to allow for the creation and funding of national SBDC networks;
- Delivered hands-on and technical knowledge on how the SBDC centers would be managed, operated and organized, while also gaining an understanding and insight regarding the structure, framework and oversight of the SBDC program by creating guides and reference materials for them to use when creating in-country SBDC Networks.

Objective 2 - Build Central American SBDC Capacity and Model Integrity

The *Central American Small Business Development Center Partnership Program* assisted the emerging Central American SBDC networks in building the internal capacity to deliver effective and efficient MSME assistance services. This was accomplished by conducting three (3) *SBDC Counselor and Director Diplomado Training Programs* in Honduras (2) and Costa Rica (1). This proven training provided 305 future SBDC professionals with information on how to manage centers and deliver counseling and training services to MSME clients that result in the creation and capture of economic impact. Program best practices and experiences from the U.S., Mexican and Salvadoran SBDC networks were also shared with program participants. This also included assisting the CAFTA-DR and Panama SBDC programs in understanding the importance of developing accreditation standards for their centers while ensuring quality and consistent MSME assistance services focused on the creation of economic impact. An SBDC Accreditation Guide was developed and provided that was based on the quality standards of the *Baldridge Quality Assurance Principles* and lessons learned in Mexico while adapting the accreditation model for its emerging SBDC network.

The following are the results for this objective:

- Transferred the U.S. SBDC model methodology for adaptation via the *SBDC Counselor and Director Diplomado Training Program* in Costa Rica and Honduras to a total of 305 participants thought out three training programs.
- Created an SBDC Accreditation Guide that established accreditation standards for newly created SBDC networks. The SBDC Accreditation ensures quality in the MSME assistance services and provides center management best practices on a regional basis;
- Developed a guide to help create a National Associations of SBDCs in Central American countries based on the U.S. Association of Small Business Development Centers (ASBDC) and Mexican Association of SBDCs model;
- Developed a *"Virtual Academy"* hosted on SBDCGlobal.com and provided 444 Central American SBDC professionals with ongoing training and support on how to improve center operations, provide better MSME counseling and training services, and continue to develop SBDCs professionals.

Objective 3 - Created International Trade Opportunities for Central American SBDC Clients

The Central American Small Business Development Center Partnership Program assisted in creating international trade opportunities for the micro, small and medium businesses in the region. The project created the foundation to incorporate in the future the CAFTA-DR and Panama region SBDC clients onto SBDCGlobal.com.

The following are the results for this objective:

- Built the international trade assistance capacity of the Central American SBDC networks by creating features on SBDCGlobal.com for MSME exporters to help them open new markets, grow export sales, lower costs, create jobs and increase their overall global competitiveness;
- Increased the capacity of SBDCGlobal.com to connect Central American SBDC counselors and clients on the site.

The highlight of this Program Partnership is being a key action item in the *Pathways to Prosperity in the Americas Initiative,* which seeks to foster the development of micro and small enterprises in an effort to combat social and economic problems in the region.

Central American SBDC Partnership Program Activities

The *Central American Small Business Development Center Partnership Program* was a two-year initiative that achieved the following outputs:

- Conducted sessions for Central America SBDC stakeholders during the *"Pre-Consultas"* and the *"Consultas"* in Costa Rica, Dominican Republic, Honduras and Panama;

UTSA and other project partners visited Costa Rica, Dominican Republic, Honduras and Panama to conduct *Pre-Consultas* and *Consultas* meetings with the national government agencies responsible for the development of the micro, small and medium business sector. 69 people participated in the *Consulta* for the Dominican Republic, 20 in the *Consulta* for Costa Rica, 64 in the *Consulta* for Panama and 84 for the *Consulta* in Honduras. The goal of the *Consulta* meetings was for UTSA to provide an in-depth explanation of the SBDC model, the necessary steps needed in adopting and implementing the model, projected timelines, the projected costs for funding and operating a small business assistance network and the definition of project roles and responsibilities. The Consultation Meetings also included information on the international expansion of the SBDC model and how other countries have undertaken the process of creating national small business assistance networks based on the U.S. SBDC model.

- Guided the policy development of Central American countries in adapting the SBDC model;

The project required the collaboration of the Central American governmental agencies responsible for MSME assistance to complete the goals of the *Central American Small Business Development Center Partnership Program*. The Program Partners provided guidance and feedback to the Central American governmental agencies to adopt and develop those policies needed for MSME public law as a supportive frame for the SBDC program. This was acomplished by organizing educational meetings, distributing materials, and participating in events to interact with different key agencies in an effort to gain support of the program. A comprehensive guide including the steps to follow when implementing the SBDC model was developed. The long-term success of the SBDC program is based, to a great extent, on the

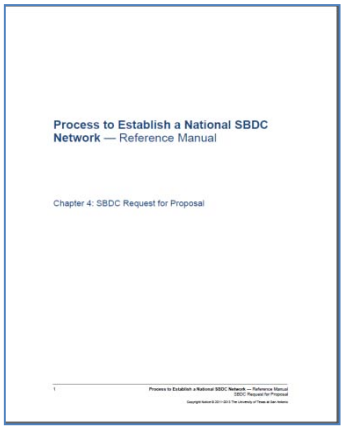
legislation made in support of the program. This legislative work includes the national congresses, state legislatures and local municipalities or similar governing bodies for the country.

- Developed a Memorandum of Understanding (MOU) CENPROMYPE and the Mexican Association of SBDCs (AMCDPE) with the goal of collaborating on small business assistance programs and services;

  During the 2nd Mesoamerican Small Business Forum held in San Jose of Costa Rica on April 24, 2012, an MOU between CENPROMYPE & AMCDPE was signed with the goal of having the AMCDPE assist CENPROMYPE in adapting and implementing the SBDC model as well as creating a regional association of SBDCs. This MOU also assists in identifying joint initiatives supporting MSMEs in Latin America and fosters the growth and prosperity of MSMEs in the region. The MOU also promotes the sharing of information and experiences between the organizations, while enabling common goals and leveraging cooperation and understanding between the SBDCs networks.

- Created a Pilot SBDC RFP package which prepared to help Central American countries launch national SBDC networks;

  The utilization of a Request for Proposal (RFP) document that is the recommended approach to select SBDC host organizations and in launching pilot centers after the *SBDC Counselor and Director Diplomado Training Program* is finalized. UTSA created a RFP guide to help Central American countries in creating and developing their own RFP document. The guides clarifies how to initiate the process and invite participating organizations to develop proposals that address the RFP requirements and explain how they would establish, organize, fund and operate an SBDC. It is very important that this process is conducted in a



transparent and open manner that spurs competition between potential SBDC hosts and will result in better quality proposals. Within the context of the SBDC model, the RFP process is usually undertaken if the national government has the resources to partially fund the operations of the pilot SBDCs, if the financial structure of the SBDC model in the country incorporates a matching funds formula (e.g. 50% national funds matched and 50% from the local host organization(s)) and if there are multiple institutions interested in hosting an SBDC. With the help of the RFP Guide created by UTSA, Central American countries will be able to adapt and modify the RFP guide for their own use.

- Assisted in the participation of Central American SBDC program stakeholders in the visit to San Antonio, Texas to observe the U.S. SBDC model;

A delegation of 26 key Central American MSME stakeholders visited UTSA on June 24-25, 2012 to learn first-hand the operations of the SBDC centers. They also met with SBDC advisors, partners and clients who shared their perspective of the SBDC program. One of the objectives pursued was to strengthen the cooperation between the U.S. Government with Central American countries for the implementation of SBDC networks and to link them with the 1,100+ centers belonging to the ASBDC, which is in direct alignment with President Obama's *Small Business Network of the Americas (SBNA) Initiative*.

- Assisted in the participation of Central American SBDC program stakeholders in the visit to Washington DC on June 28-29, 2012;

A delegation from Central America consisting of government officials and key stakeholders representing the public, private and academic sectors visited Washington, D.C. to learn how the federal government creates the legal and policy

framework, structures, funds and conducts the oversight of the SBDC network. During the visit the delegation met representatives from the legislative and executive branches of the government as well as from other supporting organizations, with the goal of getting greater understanding and insight on the structure, framework and oversight of the SBDC program. Meetings included the Senate Small Business Committee, the House of Representatives Small Business Committee, the federal agency Small Business Administration, the U.S. Department of State, the host country local embassy in Washington, D.C., USAID, HED, and the Organization of American States, among others. These agencies explained their role within the SBDC program and how they interact and collaborate with each other as well as with other SBDC stakeholders. Due to the importance of developing the legal and policy framework that favors the establishment, development and growth of the SBDC program in the host country, the Small Business Committees (both the Senate's and House of Representatives') discussed the key components of the Small Business Law of the U.S. and how it has influenced the evolution and sustainability of the model over its more than 35 years in operation.

- Conducted three *SBDC Counselor and Director Diplomado Training Programs* that each consisted of four-modules of capacity building held in-region. Each of the four modules lasted three days in duration and included significant homework preparation between each module. Participation for the *Diplomados* included representatives from institutions of higher-education, MSME ministries, NGOs, local government and private sector stakeholders;

The primary objective of the *SBDC Counselor and Director Diplomado Training Programs* was to transfer the SBDC model methodology and prepare future SBDC professionals in Honduras and Costa Rica on how to manage their centers and how to deliver counseling and training services for their clients. This training for SBDC Counselors & Directors was a critical first step in building the internal capacity and human resources required to successfully operate a successful SBDC network. The *Diplomado*

curricula was reviewed and adapted for each country so materials were specifically developed for Honduras and Costa Rica program participants. The *Diplomado* training program's core objective was to prepare future SBDC professionals in developing an operational-strategic plan that will assist them in creating and operating a successful SBDC centers and deliver effective and efficient MSME assistance services. Every edition included specific reference to in-country stakeholders and examples applied to that particular environment. The training also included CONAMYPE of El Salvador participation who explained how they adapted the US SBDC model for the Central American market context. Key in-country program stakeholders also attended the *Diplomado* trainings, as they will be critical partners of the emerging SBDC program in Honduras & Costa Rica and will allow for the leveraging of local resources.

The first *SBDC Counselor and Director Diplomado Training Program* in Costa Rica took place in San Jose from February to April 2012 and was hosted by the Ministerio de Economia, Industria y Comercio (MEIC). A total of 42 attendants completed the training and are now part of the SBDC or CREAPYME network in Costa Rica.

The first *SBDC Counselor and Director Diplomado Training Program* in Honduras took place in Tegucigalpa. It had over 130 participants including Carlos Avila Molina, Rector of Universidad Jose Cecilio del Valle where the event was hosted.

A second *SBDC Counselor and Director Diplomado Training Program* in Honduras was conducted in San Pedro Sula from July to September 2013. This training was not initially planned, but was organized to support Honduras SBDC expansion. A total of 128 participants got their SBDC Diplomas.

- Graduated future SBDC professionals from the three (3) *SBDC Counselor and Director Diplomado Training Programs* that included the creation of SBDC Business Plans for each proposed center;

The groups formed during the *SBDC Counselor and Director Diplomado Training Programs* created their operational plans for their future centers. Graduates focused their operational plans on the operation of a center including its mission, vision, values, structure, an analysis of the SBDC's future role with the university (and/or host organization) and within the state economic development efforts, how the center will be structured, the services that they will provide, etc. Most importantly, the operational plans discussed small business consulting and training goals plus the resulting economic impact numbers such as jobs created, jobs retained, access to

capital, increased sales, business expansions, etc. Each one of the groups invest significant time in developing their operational plans and in conducting professional presentations of their operational plans which provided an opportunity for a peer review and a way to share best practices and learn from each other's efforts.

- CENPROMYPE participated in the *SBDC Counselor and Director Diplomado Training Programs* where they shared network formation and SBDC adaptation best practices with other Central American countries;

  CENPROMYPE participated in the *SBDC Counselor and Director Diplomado Training Programs* as part of its Regional Agenda for MSMEs aimed at helping to increase competitiveness while creating a network of sustainable and successful small business assistance networks throughout Central America. Participants from CENPROMYPE and CONAMYPE shared their experiences with the SBDC model.

- Participated in *The Pathway to Prosperity Conferences* in Santo Domingo, Dominican Republic in October of 2011 and during *The America's Competitive Forum* in Cali, Colombia in October of 2012;

  During the 2012 conference edition in Cali, Colombia the work completed through the *Central American Small Business Development Center Partnership Program* was promoted through President Obama's *Small Business Network of the Americas Initiative* in an effort to expand the successful US SBDC model throughout the Americas. The adoption of SBDCGlobal.com, online trade platform for SBDC clients that connects buyers and sellers in countries throughout the Americas, was also promoted. Event attendees included high-ranking government executive and ministerial officials, university representatives, and business leaders from Western Hemisphere countries that are committed to democracy and open markets — among them US Secretary of State Hilary Clinton. The conferences highlighted and encouraged best practices to expand economic opportunities. Economic organizations represented included the Inter-American Development Bank (IDB), the Organization of American States (OAS), and the Economic Commission for Latin America and the Caribbean (ECLAC). Participants also had the opportunity to exchange ideas and knowledge to help the countries in the Americas become more innovative, productive and competitive in an effort to improve the living standards of its citizens.

- Developed a *Virtual Academy* hosted on SBDCGlobal.com and is providing 444 Central American SBDC professionals with ongoing training and support on how to improve center operations and deliver better small business counseling and training services, providing accessible online and no-cost training for Central American SBDC professionals;

Through SBDCGlobal.com there were six (6) online webinars, which were hosted through the sites *Virtual Academy*. All webinars were offered at no-cost to the participants. During these webinars participants received information, resources, and tools, which could be used to provide better services to small business clients. Attendees included previous *SBDC Counselor and Director Diplomado Training Programs* participants from Costa Rica, El Salvador, Guatemala, Honduras, and Panama. Webinar dates, topics, and attendees included the following:

1. March 14, 2013: Hábitos de Éxito Empresarial - Total Participants: 77;
2. April 18, 2013: Comercialización de las Microempresas - Total Participants: 94;
3. May 23, 2013: Asesoría Empresarial: Acciones y Retos - Total Participants: 85;
4. June 27, 2013: Herramientas Financieras para PYME - Total Participants: 72;
5. July 30, 2013: Cómo Conducir una Sesión SBDC - Total Participants: 48;
6. August 28, 2013: Redes Sociales y Pequeñas Empresas - Total Participants: 68

- Created a special sections for each country at SBDCGlobal.com with tailored information for those countries;

  As the *SBDC Counselor and Director Diplomado Training Programs* have progressed, information regarding the SBDC project in every country has been added onto the About Us section of SBDCGlobal.com. All listed countries have a specific page on the site which details SBDC development, training, and potential points of contact. Information is listed in English and Spanish.

- Developed the capacity in SBDCGlobal.com to connect national SBDC networks in Central America that will include individual national home pages and customizable international trade information portals for each country;

  SBDCGlobal.com has the capability to incorporate multiple Central American countries onto the website. Each country on SBDCGlobal.com has a flag on the upper corner of the site signifying their inclusion on a specific portal. In each country portal there is a personalized homepage and country specific trade information. The portals are also translated into the language of the selected country.

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Comercio Internacional
Estadísticas de Comercio
Fuentes de Información
Guías de Importación e
Impuestos de Importación
Información de Negocios
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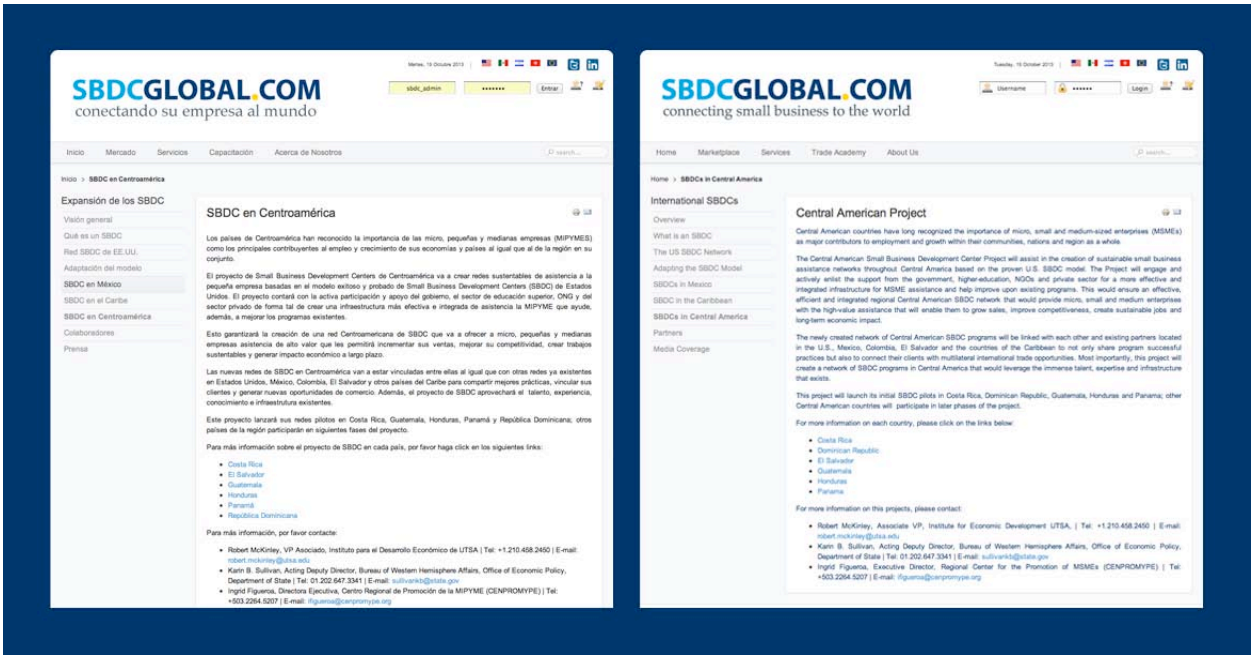


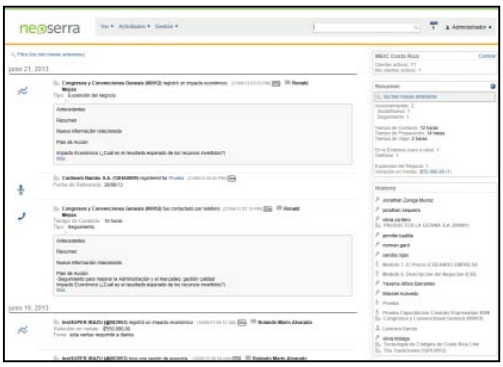
- Conducted Feasibility Surveys & Focus Groups, for feedback and buy-in from each *"Consulta"*;

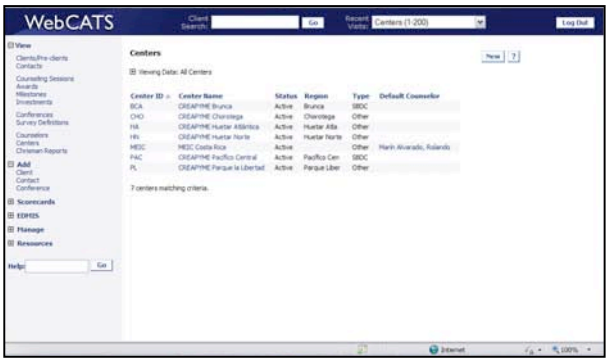
During the consultation meetings, a questionnaire was distributed to obtain feedback and advice from participants on their perception of the SBDC model and the feasibility of its implementation in their country. A focus group session and survey helped determine the strengths and weaknesses of the model, identified threats and opportunities that were generated, and assessed the level of commitment of the participating stakeholders in its development and implementation. The results of the survey and focus groups were included in the country reports compiled with all the responses and feedback provided.

- Facilitated two WebCATS/NeoCATS Trainings in Costa Rica;

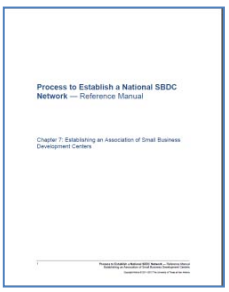
  The purpose of the WebCATS/NeoCATS training was to teach SBDC personnel in Costa Rica on how to utilize the database in an effort to optimize center performance, measure counseling activities, training activities and clientele growth, and capture economic impact results generated by clients. Each training consisted of two days.

  The Client Activity Tracking System: NeoCATS is an advance version of WebCATS. NeoCATS objective is to help the SBDCs incorporate into their programs a comprehensive set of measures or indicators tied to the client and/or counselor performance and productivity. This represents the basis for aligning all activities with the SBDC's goals that through the analysis of data from the client activity tracking processes, the measures or indicators themselves may be evaluated and adapted to better support such goals. The use of a balanced composite of performance measures offers an effective means to communicate short- and longer-term priorities, to monitor actual performance, and to marshal support for improving results.
  Both trainings covered information on the main features of the system but the second one was replicated in the 6 CREAPYME operating thought the country in a two-week intensive training. The topics learnt were how to access the database; how to create a profile for a client, contact and company; how to create a conference and add participants to it; how to report counseling sessions; how to capture economic impact generated by clients, through milestones and investments for new financing; how to filter data; etc





- Created a guide for establishing an Association of SBDCs plan and governance model for Central America;



  The results produced by the SBDC expansion movement have exceeded the expectations previously conceived. Since more SBDC networks are being created, the need of having them interconnected is critical. The next step should be creating an organization that serves the purpose of an Association of SBDCs and supports unified, strong and coherent SBDC programs. The guide for

establishing an Association of SBDCs, developed by UTSA team, highlighted the importance of the SBDC Associations to consolidate the SBDC networks and paved the road for discussing the creation of such an organizations in Central America.

- Launched SBDC centers in Honduras;

Under the *Central American Small Business Development Center Partnership Program* firsts SBDCs in Golfo de Fonseca and Valles de Olancho Regions, Honduras were launched after Honduran stakeholders completed the four-module *SBDC Counselor and Director Diplomado Training Programs*.
On May 16, 2013 the Ministry of Industry and Commerce of Honduras hosted the Golfo de Fonseca center launch within an event for key community stakeholders. Representing the Honduras Government were Vice-President María Antonieta Guillén, Minister of Industry and Commerce Jose Adonis Lavaire, and Minister of Planning and External Cooperation Julio Raudales. Also in attendance was UTSA Associate Vice President of Economic Development Robert McKinley.

The launch of the SBDC center at Valles de Olancho took place on June, 20th 2013. As pointed by Arturo Rivera Paz, Director of the center, "the SBDC Valles de Olancho Region has generated high expectations mainly because our economy depends on the local trade, and this substantially reduces the gains of the first link in the commercial chain, the producer. It is appropriate to mention that in this short period of time, we already count with 85 companies registered at the SBDC. These companies' products are uncompetitive due to a variety of reasons, including: packaging appearance, supply capacity, lack of a targeted market, etc".

4. Challenges

The great challenge for the partnership was the adaptation of the SBDC model for the different countries. Based on the interest that has been generated in the hemisphere, it will be possible that within five years you will have a number of SBDC networks being started in Latin America. The challenge will be to leverage what was learned in Mexico, El Salvador and Colombia, standardize some aspects of the SBDC model and be prepared to assist them with the adaptation for their local markets. Over the

medium term, you will most likely see a hemispheric-wide partnership between small business assistance programs that borrow heavily from the SBDC model all bound together by SBDCGlobal.com.

Since this initiative involves different governmental agencies in Central America pushing the project, sometimes political times make difficult to accomplish goals according to what was planned at first. UTSA and CENPROMYPE have dedicated considerable efforts to lobbying and advocating for the adoption of the SBDC program, by organizing educational meetings, distributing materials, and assisting to events to interact with different agencies to gain their support to the program, using a very single argument to persuade them, the ability of a SBDC program to produce economic impact in the region they stand for.

5. Lessons Learned

- The small and micro business sector of any country is the true engine of sustainable economic development, which provides opportunities and fully engages the talents of its entrepreneurs;
- The U.S. Small Business Development Center (SBDC) model is one of the most cost effective and successful small business assistance models in the world. This is due in large part to its structure and sustainable funding mechanism that promotes co-investment between the governmental, higher-ed and private sectors;
- Development of the SBDC network in America will be a key action item in the Pathways to Prosperity in the Americas initiative as it will create jobs, decrease poverty, reduce the need for illegal immigration and promote greater regional economic integration and stability;
- The organizational development of the SBDC networks requires technical support and guidance from experienced SBDC program practitioners in order to reach its full potential;
- There is tremendous potential in increasing micro and small business trade within the Americas and improving overall regional competitiveness and integration via the use of SBDCGlobal.com. This includes both north-south and south-south trade;
- The International Small Business Development Center Initiative is the most efficient and feasible way to leverage and consolidate existing governmental and NGO resources that are already earmarked for micro and small business development in combination with the capabilities of institutions of higher-ed that would create an efficient small business assistance network;

6. Sustainability Prospects

The *Central American Small Business Development Center Partnership Program* aimed to create a network of sustainable and successful small business assistance networks throughout the Americas that are based on the proven U.S. SBDC model and that build upon previous program successes. The newly created network of CAFTA-DR and Panama region and South American SBDC programs will be linked with each other and existing partner programs located throughout Latin America to not only share program best practices but also to connect their clients with multilateral international trade opportunities via the SBDCGlobal.com trade platform. The goal for the expansion of the SBDC model throughout Latin America is to create a hemispheric network of SBDCs that will improve SME competitiveness, generate new trade opportunities and promote the economic integration of the region.

CENPROMYPE played a core role in achieving these results and will also be a key element in future support for implementing SBDC initiative in Central America leading the efforts to develop tailored SBDC accreditation standards in the region that ensure the quality of the services provided by the newly created centers. An initiative to create associations of SBDCs is also ongoing and CENPROMYPE will participate in this activity taking advantage of the collaboration derived from the MOU signed with the Mexican Association of SBDCs who is sharing their lessons learnt and best practices for advancing with creation of a hemispheric SBDC networks in the Americas.

The SBDC model expansion initiative efforts are result of the Pathways to Prosperity in the Americas Initiative which links Western Hemisphere countries committed to democracy and open markets in a movement to promote inclusive growth, prosperity, and social justice. This initiative join together with the U.S. President Obama Small Business Network of the Americas (SBNA) Initiative which aims to support job creation in small businesses and encourages greater trade among these businesses throughout the Western Hemisphere will be critical for fostering SME growth by providing a framework to connect businesses and benefit them of the economic growth to all of the citizens of the Americas in an equitably way.

The following is a brief status update and analysis of future prospects for the project countries:

Costa Rica

In country leading organization of the SBDC initiative: Ministry of Economy, Industry and Commerce (MEIC) - DIGEPYME division;

Minister Mayi Antillón and Vice-minister Luis Alvarez have been key supporters of the SBDC initiative on both a national and Central American regional level. Vice-minister Alvarez is leading the operational implementation of the SBDCs in the country;

CREAPYME centers in Costa Rica

- Centers for the development of micro, small and medium enterprises that provide information, training and consulting services;

- 6 Inter-institutional CREAPYME, result of the collaboration between MEIC, INA (Instituto Nacional de Aprendizaje) and PROCOMER (Costa Rica Export Agency); their counselors were trained on the certificate training for SBDC counselors; are on the process of transferring to certified CREAPYME-SBDC;

- 20+ additional CREAPYME located through the country and hosted on chambers and municipalities; provide basic information about SME assistance services and refer clients to the inter-institutional CREAPYME; their counselors will be trained on the certificate training for SBDC counselors to be conducted during November 2013/ February 2014;

No.	**Inter-**institutional **CREAPYME**	**Location/City**
1	Central Region	Parque La Libertad
2	Brunca Region	Pérez Zeledón
3	Chorotega Region	Guanacaste, Liberia
4	Huétar Atlántica Region	Limón
5	Huétar Norte Region	Alajuela
6	Pacífico Central Region	Puntarena

Major activities conducted under the project include:

- Held in-country consultation meeting with key SME stakeholders from the public, private and academic sectors, hosted in San Jose on November 22nd, 2011. Survey indicated 100% interest and 100% commitment to participate in adaptation of the SBDC model for Costa Rica;

- Certificate Training for SBDC Counselors and Directors, in San Jose on February 7th, 2012 and completed the course with graduation on April 26th.

- Graduation coincided with MEIC events commemorating the 10th Anniversary of their Small Business Act, and the Meso-American SME Development conference hosted by MEIC and the CENPROMYPE/SICA organization. MOU of MEIC with CENPROMYPE and University of Texas San Antonio as technical assistance provider was also established;

- A delegation of Central American stakeholders visited the U.S. in the last week of June, 2012, including high-level policy maker visits to State Department, SBA, both House and Senate Small Business Committees as a means to orient them on the SBDC program and Federal oversight roles. The Costa Rican participation included Minister Mayi Antillón and Olman Segura Bonilla,

who at that time was the Executive President of the INA and at present is the Minister of Labor and Security;

- A delegation of Central American high-level SME Government officials attended the annual ASBDC conference in New Orleans, in September 2012. Vice Minister Luis Alvarez of MEIC represented the country;
- First National Meeting of SME Counselors, in Barbara de Heredia, Costa Rica, on November 2012. For the first time, all CREAPYME network counselors met for three days of professional development activities. UTSA team provided access and technical training on how to utilize the WebCATS Client Activity Tracking System, used to measure and manage center performance;
- June 17-28 2013, technical visit to the 6 Inter-institutional CREAPYME to provide NeoCATS Client Activity Tracking System training (updated version of the previous WebCATS) and follow-up with client assistance;

Major challenges:

- Financial Structure, as there is a need to reorient and leverage MEIC, Red de Apoyo PYME (SME Support Network), university and private sector partners resources;
- Developing a plan to certify the 6 Inter-institutional CREAPYME as SBDCs;
- Strengthening of partnerships on the work field; more real involvement and commitment of partners like INA and the universities is required; also, CREAPYME staff report to individual organizations (MEIC, INA, PROCOMER) so there is a need for a unique supervisor figure that provides leadership, common goals, performance evaluation, etc.
- Strengthening of the need to use of NeoCATS by the CREAPYME staff on a regular basis;
- Developing the SBDC Economic Impact Assessment Model.

Honduras:

In country leading organization of the SBDC initiative: Secretary of Industry and Commerce (SIC) – DIFOMIPYME division

Minister Jose Adonis Lavaire and Vice-minister Carlos Guenther Lainez are leading the implementation of the SBDCs in the country;

Alignment of the SBDCs in the Government strategy

In 2011 the Government of Honduras conducted an analysis of the policies and actions needed to mitigate the negative effects and impacts of the global economic crisis and achieve equitable economic

growth. The result of that analysis was the Gran Acuerdo Nacional (GAN), signed on February 7th 2012, between the government, the trade unions, farmers and private sector with the ultimate objective of defining and achieving seven goals: a) economic growth with equity, b) private and public investment, c) employment, d) salaries, e) productivity and competitiveness with social responsibility, f) protection of vulnerable populations, g) dialogue and democratic participation.

These goals will be achieved through the implementation of 100 specific actions, focusing 28 of them on the strengthening of the Micro, Small and Medium Enterprises (MSME) and the social sector of the economy (SSE), from which emerges the Presidential Strategy and strengthening support to MSMEs for purposes of increasing national employment generation and improving productivity and competitiveness with social responsibility. The Business Development program was framed in the action of GAN No. 72, which is literally expressed as follows: "Creating a public-private network of Small Business Development Centers and Market Intelligence" (CDE-MIPYME).

The Presidential Technical Support Unit (UATP) of the Secretariat of the Presidency is the technical support agency for tracking and monitoring the GAN of the Social Economic Council (CES). The Ministry of Industry and Commerce through the Undersecretary of MSME -SSE as the governing body of public policy towards the MSME sector, overall and within this framework, has leaded the design and implementation strategy of the Small Business Development Centers.

The CDE-MIPYME centers in Honduras also emerge from the needs expressed by the major business representatives leaders of the MSME segment of the country. They were designed in conjunction with the ANMPIH (National Association of Micro and Small Industries of Honduras).

The implementation of the Small Business Development Centers in Honduras instructs a collaboration system of the different Secretaries of State and private institutions directly involved in MSMEs. The High Level Committee to Support and Promote MSMEs is created, which is formed of 14 Secretaries of State directly related to Honduran MSMEs.

This committee approved the Presidential Strategy to Support MSMEs, which was submitted for approval by the Council of Ministers. This allows the creation of 16 Unión de Socios of the Business Development Centers, one by Region as defined in the Nation Plan and Country Vision Act, prioritizing the first 6 CDE-MIPYME for 2013 in the regions of the Golfo de Fonseca, Valles de Olancho, Valle de Sula, Valle de Lean, West and Central.

The Honduran Presidential Strategy to support MSMEs under the GAN framework considers the following strategic lines of action:

- Strengthening the legal frameworks for the Institutionalism and the MSMEs;
- Credit for MSMEs, accompanied by technical assistance;
- Strengthening the MSME business chain and technical capabilities;

- MSMEs in Government Contracts: to support market access, to comply with the provisions of Decree Law 135-2008 and support MSMEs with Government Contracts by 30%;
- Integrated Information System for MSMEs.

CDE-MIPYME in Honduras

The SBDCs in Honduras, called CDE-MIPYME, are defined as a public-private-academy structures that become the model for generating economic development in the prioritized regions according to the Nation Plan and Country Vision Act, shall be autonomous and consist of key actors that supply, demand and influence business development, such as associations of manufactures, chambers of commerce, academia, NGOs, foundations, Governmental programs and projects, communities, local governments and cooperation agencies, operating in the authorized action territory region.

No.	Name of the CDE-MIPYME	Launch date
1	CDE-MIPYME Golfo de Fonseca Region	May 16, 2013
2	CDE-MIPYME Valles de Olancho Region	June 20, 2013
3	CDE-MIPYME Valle de Sula Region	July 26, 2013
4	CDE-MIPYME Occidente Region	To be determined
5	CDE-MIPYME Central Region	To be determined
6	CDE-MIPYME Valle de Lean Region	To be determined

Major activities conducted under the project include:

- Held in-country consultation meeting with key SME stakeholders from the public, private and academic sectors, hosted in Tegucigalpa on January 20, 2012. Survey indicated 100% interest and 100% commitment to participate in adaptation of the SBDC model for Honduras;
- Certificate Training for SBDC Counselors and Directors, in Tegucigalpa (May-July 2012, 135 graduates);
- A delegation of Central American stakeholders visited the U.S. in the last week of June, 2012, including high-level policy maker visits to State Department, SBA, both House and Senate Small Business Committees as a means to orient them on the SBDC program and Federal oversight roles. The Honduras participation included SIC Vice-minister Lainez;

- A delegation of Central American high-level SME Government officials attended the annual ASBDC conference in New Orleans, in September 2012. Vice Minister Lainez, represented the country;
- Certificate Training for SBDC Counselors and Directors in San Pedro Sula (July-September 2013, 128 graduates);

Major challenges:

- Honduras will have elections at the end of November 2013, so there will be a significant challenge here to ensure the continuity of the CDE-MIPYME program. The necessary ingredients are there: the willing and commitment of the centers plus the Unión de Socios; the support financial structure, in the form of a Trust Fund where all Honduras Governmental Secretaries that have a MSME line of work, as well as other Governmental and private entities can deposit funds that will exclusively be used for the operation of the centers; the regulatory framework, recognizing the role of CDE-MIPYME as the support tool to MSMEs for purposes of increasing national employment and improving productivity and competitiveness. Still those favorable success conditions, the program is just beginning and a change in the Government can affect its continuity; the national and regional MIPYME agendas, supporting the CDE-MIPYME centers are key to mitigate this risk.

Panama and Dominican Republic

Main activity conducted for both countries under this project was the in-country consultation meeting with key SME stakeholders from the public, private and academic sectors that took place in October 2011 (in Dominican Republic) and December 2011 (in Panama).

The activities for the transfer and implementation phases of the SBDC initiative for Panama and Dominican Republic (plus all activities for Guatemala, as Guatemala was not included on this grant) are being executed under the Grant 2 "Central & South American Small Business Development Center Partnership Program: Adapting and Replicating the Small Business Development Center (SBDC) Model throughout the Americas".

7. Success Story

The International SBDC Expansion focused on Central America but beginning in Mexico has started to spread to other countries through the Organization of American States (OAS). Other countries in Latin America such as Chile are still in the evaluation phase, but the momentum is clear and it would not be too optimistic to project that in five years, there will be a good number of additional SBDC networks being started in Latin America. Over the medium term, it's likely expected to see a hemispheric-wide

partnership between small business assistance programs that borrow heavily from the SBDC model all bound together by SBDCGlobal.com.

Assisting micro and small business clients to become successful is the goal of every SBDC professional as it benefits individual entrepreneurs and their families. Doing this in multiple countries in Central, South America and other countries for tens of thousands of clients over the span of many years will create a tremendous public benefit as it will generate thousands of new jobs and help formalize thousands of new businesses that will improve the overall economy. This will result in lower unemployment, lessen the need for illegal immigration, reduce the incentive to commit crimes and increase the tax-base of the Central governments.

The International SBDC Expansion is the most efficient and feasible way to leverage and consolidate existing governmental and NGO resources that are already earmarked for micro and small business development in combination with the capabilities of institutions of higher-ed that would create an efficient small business assistance network.

The International Expansion Program aimed to create a network of sustainable and successful small business assistance networks throughout the Americas that are based on the proven U.S. SBDC model and that build upon previous program successes that will improve SME competitiveness, generate new trade opportunities and promote the economic integration of the region.

This program's creating a network of SBDC programs in the Americas that would leverage the immense talent, expertise and infrastructure that exists, to help micro and small business clients grow sales, increase competitiveness and create sustainable jobs.

The SBDC model expansion initiative efforts are result of the Pathways to Prosperity in the Americas Initiative which links Western Hemisphere countries committed to democracy and open markets in a movement to promote inclusive growth, prosperity, and social justice. Pathways is a policy-level dialogue through which countries learn from one another's experiences and collaborate to spread the benefits of economic growth more broadly to all of the citizens of the Americas in an equitably way. The International SBDC Expansion is developed within the U.S. President Obama Small Business Network of the Americas (SBNA) Initiative framework which aims to support job creation in small businesses and encourages greater trade among these businesses throughout the Western Hemisphere by enhancing access to business counseling services for entrepreneurs, and fostering SME growth by providing a framework to connect businesses across the hemisphere.

The Expansion of the SBDCs throughout Latin America and the Caribbean and the rest of the world started in Mexico in 2003 with incipient efforts coming out from Mexican higher-eds to start SBDC centers and beginning the Mexican implementation of the model.

In the last years other countries shown their interest in the model but was in 2009 that El Salvador set up an agenda to implement a SBDC program funded by the central government. Other countries in Central America followed this path under different initiatives that resulted in having nowadays multi-

country projects in different stages trying to implement SBDC programs in the region and in countries such as Iraq or Tunisia.

8. Conclusions

The international expansion of the SBDC model, which began in Mexico in the mid-2000s with just a few pilot centers, is now firmly positioned to continue its spread to other countries in the region because of the *Central American Small Business Development Center Partnership Program*. The Central American SBDC networks will be linked with each other and with established SBDC programs located in the U.S., Mexico and Central and South America. This will lead to increased small business competitiveness and connectivity in the region and will result in the creation of sustainable economic impact that includes new business starts, expansions, increased access to capital and the creation of new jobs. The challenge going forward will be to leverage what was learned in Mexico, El Salvador and the rest of the countries in the Americas and continue to assist CAFTA-DR and Panama countries in their efforts to adapt and adopt the SBDC model for their local marketplace and in transitioning out of the pilot stage of program development into the consolidation phase where the emphasis shifts onto maximizing the creation and capture of client generated economic impact.

The *Central American Small Business Development Center Partnership Program* has proven to be a tremendous success and has achieved all significant project milestones and goals. This includes:

- Successfully organized four (4) Consultas in Costa Rica, Honduras, Panama and the Dominican Republic that helped the countries in generating awareness, support and commitment from their respective governments in adopting and adapting the SBDC model for their local market context and as part of a regional effort to increase MSME competitiveness;
- Conducted three SBDC Counselor and Director Diplomado Training Programs in Costa Rica and San Pedro Sula and Tegucigalpa Honduras that helped transfer the SBDC methodology for future SBDC professionals so that they could better assist their clients in starting and growing their businesses and in managing results focused centers;
- Created the SBDCGlobal.com Academy for continuous online professional development of the countries and also to make them see SBDCGlobal as the place to go for international support and connections across the SBDC networks;
- With the assistance of CENPROMYPE, fully engaged and convinced the governments of the region to leverage the SBDC methodology as the preferred method for assisting their MSME sector grow, prosper and connect with counterparts in the region for bilateral trade opportunities via SBDCGlobal.com.